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Department of Philology

VOCABULARY MEMORIZING STRATEGIES USED BY EFL LEARNERS

Bachelor's Thesis

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Speciality 014 Secondary Education
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ЗМІСТ

TABLE OF CONTENTS

INTRODUCTION

> **' Teaching should be such that what is offered is perceived**
> **as a valuable gift and not as a hard duty. '**
> */Albert Einstein/*

This quotation ideally demonstrates how important teacher's role in the day by day student's life is. As they are our first mentors, motivators they help us to overcome all difficulties on the long way to achieve great success. To be honest, educator's job should be the most prominent in the 21st century. As long as every big step in the future starts here, here is the basic rule: If you want to speak languages, you should work hard all the time from the very beginning to the end. Most parents want their children to learn English as soon as possible, starting from the early age, for the reason they are more flexible, they have a good memory and they can acquire foreign language on the level of their mother tongue.

Nowadays, it is becoming more and more popular that people learn languages, as the following quotation says: 'As many languages you know, as many times you are a human being.' I agree with this quotation, and what is more, I feel that English is one of the most spoken languages ever in the world. To be more precise, the last calculation tells that it takes second place in the world. The problem is that it is not an easy task to teach students to speak a foreign language fluently. Therefore, teachers not only educate students what English is about and how it works, but also its usage and forming the essential communication skills. Most of the times, it really depends on the age of foreign language learners and in order to find an adequate way for all of them, the teacher must be aware of their needs, expectations, individual learning style, interests and their psychological or cognitive development. For instance, when it comes to mind to think about young learners, as teachers we should be attentive, as students of young age can easily get bored and lose their interest.As a result, it means that the best way is to get them occupied during the whole lesson as concentration is essential. Because of this agenda, in case of teaching children it is an important part of a teacher's job to make the class as enjoyable as they can.

Since the present paper strives to provide help in suggesting the use of certain strategies in order to achieve better results in teaching EFL learners, *it sets forth the aim to* analyse and discuss different startegies used by learners in the secondary schools in Transcarpathia region involved in the present investigation. Likewise, it will attempt to reveal the most effective strategies with learners of different age groups. At the end of this part, the researcher would try to suggest certain recommendations on how to be a competent educator and teach effectively.

To achieve this aim, the paper *seeks to address the following questions*:

- examine the literature and research relevant to Vocabulary Learning Strategies for English as a Foreign Language,

- clarify the concepts which pertain to language learning strategies and which are present in the literature,

- discuss the different strategies that have been used by learners individually or collectively to acquire new vocabulary, some key concepts associated with this field and how they are able to maintain the vocabulary,

- define the main characteristics of different age-group learners,

- outline the most effective ways of teaching vocabulary,

- highlight methods that can be used in case of teaching English vocabulary to EFL learners.

As a result*, the object* of the present paper is the English vocabulary learning process whereas *the subject* may be outlined as the vocabulary learning strategies of the students in the 10-11th forms in general secondary schools in Transcarpathia and the qualified teacher's argumentation on student's vocabulary acquisition in this region.

The *methods used in this study* are the methods of analysis and comparison.

The thesis is divided into an introduction, three parts, a conclusion, list of literature used and appendixes 1 and 2. The first part of the thesis deals with the definition of the main terms and description of the concept 'Vocabulary memorization of EFL learners'. Broadly speaking, this part opens with clarifying particular related issues, as for example, factors affecting word learning, strategies for vocabulary learning, memory and its mechanisms.

In addition, in the first part this study presents a review of the literature concerning teaching English to foreign language learners, including the differences and similarities between different ages of students. All the useful terms are explained and described in the first chapter. This part of the study focuses on peculiarities of children. The author of the paper will consider some essential research carried out by scholars like Білан [1], Олійник [4], Wilkins [51], Kriedler [24], Setiyadi [46], Hatch and Brown [20], Hornby [52] and others.

The second part begins by laying out the background to the study. It gives the main explanation points of the current research, as to say, the participants, research instruments and methods, procedure, questionnaires, classroom observations, data analysis methods and at the end observations and results of the research. This part of the paper examines the literature concerning the usefulness and relevance of using different kinds of teaching methods for EFL learners in the classroom. Besides, it investigates questions like: What are the teacher's key

methods in teaching to memorize foreign language lexicon, what is the children's attitude to different teachers, how their reaction can change when the teaching comes to another teacher, to what extent the teachers are interested in their student progress. This part explores data analysis by describing the main procedures in qualitative data analysis. Next, the questions of the research questionnaires are introduced followed by a description of why the author of the paper chose those specific questions. Finally, answers are thoroughly analysed and the results are explained.

The third part of this research study will contain clear and considered information on the teachers' techniques and productive ways in teaching English as a foreign language, vocabulary in particular. The principle objective will be to emphasize the most useful combinations of techniques revealed in the second questionnaire into which teachers in high quality professional teaching will be engaged. Based on the theoretical material included into the first part of the current research, the second questionnaire results will be analyzed and correlated to show the similarities and possible differences between the opinions of scholars and teachers of certain secondary schools with Hungarian language education in Transcarpathian considering real life conditions.

The final parts of the paper are the conclusion and the list of the literature used. As the closing part of this study, the conclusion contains all the main findings of the research and discussion of the results.

The *topicality of this study* is determined as finding the most efficient strategies which can be used in the foreign language classroom when teaching English language lexicon. Besides, since it highlights the difference and similarities between monolingual and bilingual English language learners, the study may be rather useful in an area like Transcarpathia where a considerable part of the population is bilingual.

The theoretical value of the present piece is that it presents a simple, yet concise explanation to questions that may arouse about foreign language teaching in particular vocabulary acquisition, in a relatively detailed way.

The practical value of the research is rather important because, as it was aforementioned, teaching English as a foreign language is becoming more and more widespread every day, hence the practice and method of teaching it bears an unquestionable relevance.

PART 1

VOCABULARY MEMORISING STRATEGIES OF EFL LEARNERS

Language is a means of communication that is made up of sentences that convey concrete meaning. In practice, learning language means absorbing its vocabulary. According to Wilkins, without grammar little thing could be convey, without vocabulary nothing can be convey. Broadly speaking, it means that vocabulary takes an important part in language because it will make a language meaningful [51]. Moreover, Setiyadi stated that structure and vocabulary seem to be the heart of foreign language learning. Vocabulary is a very essential part in learning language, because to be able to master a language we automatically have to master its lexicon. [46]. In addition to these thoughts, Kriedler stated that in modern of language teaching, vocabulary learning no longer consists of memorizing list of words in isolation, lasted, words are usually in a meaningful context and practice in appropriate patterns [24].

The first part of the thesis deals with theoretical questions which arouse when we are talking about teaching English to foreign learners. Firstly, it is important and highly suggested to examine experts' opinions on how children memorize vocabulary, which is the most efficient way to teach them or which is the most appropriate age to start teaching learners, their characteristics and individuality on how they learn. Questions like 'What do we know about the lexical system of English?' or 'How do foreign language learners acquire vocabulary?' will be answered in the paper. The first part introduces several techniques or methods teachers can use in their classrooms, what is more, it offers useful suggestions on teaching English vocabulary, which is essential for EFL learners. In this section of the paper, difficulties that may occur in learning a foreign language will be addressed.

1.1. The notion of vocabulary in language learning

Every language in this world has a list of words. The words are usually used to express human feelings or ideas in oral and written form. Every word in a language always has specific meaning, both literal and semantic meaning. Due to this, the same word usually can be valued in various situations. People adopted suitable vocabularies to express their feelings or emotions in order to be understood in oral or written text. By using vocabulary people can communicate with each other in order to ask for or deliver information. This is the main point, the why vocabulary plays an important role in language use.

Vocabulary is the basic language aspect that must be acquired before mastering foreign language skills. To be able to use the foreign language fluently in speech and writing, especially in conversations with the native speakers, it is imminent to absorb the word stock of the studied

language. There are some definitions of vocabulary by well-known experts. Longman explained that vocabulary is a list of words, usually in alphabetical order and with explanation of their meanings, less complete than dictionary [53]. While according to Hornby vocabulary is all the words that a person knows or uses and it is all the words in a particular language [52]. Other points of view had Hatch and Brown based on this concept. According to them vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use [20]. From the definitions above, we can see that vocabulary is all the words in a language that are familiar and used by a person who communicate with each other.

Vocabulary is considered as the most important part in learning a language. With a limited vocabulary anyone can also has a limited understanding in terms of speaking, reading, listening, and writing. Because of the not knowing the exact meanings of the words which fit in the sentences, there is a high possibility of misunderstandings. Therefore, it is true that it might be impossible to learn a language without mastering vocabulary. Napa says that vocabulary is one of the language components and that no language exists without words [33]. According to him, words are signs or symbols for ideas. [33]. They are the means by which people exchange their thought the more word they learn. Through this statement it can be inferred that the more words we learn, the more ideas we could have, so we can communicate the ideas more effectively. What is more, people who knows the majority of words are considered to be polite and generous. While Hiebert and Kamil argue that vocabulary is the knowledge of meaning of words. Knowledge of word comes in at two forms: oral and print [21].

From some definitions about the vocabulary stated above, it can be said that vocabulary is the basic element of language which someone needs and might understand and use in the oral form and print in learning language, then the learners can communicate effectively with others.

What is more, Nueman and Dwyer say that vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" [36; p. 386]. In addition, Hanson and Pandua state that vocabulary refers to words we use to communicate in oral and printed language. In order to communicate effectively using oral and printed language, learners must be able flexibly to use words that we recognize and understand [18]. In other words, vocabulary helps the learners to use a language including English in the form of oral and written language. Moreover, vocabulary helps language learners to develop their communication abilities.

Other definitions of vocabulary is given by Cahyono saying that "vocabulary is core component of language proficiency and it provides much of the basic for how well learners listen, speak, read and write" [10; p. 153]. Similarly, Cameron states that vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language [11].

Based on Aitchitson opinion, vocabulary is a set of words known to a person or other entity, or that are part of a specific language [5]. According to Rivers, it would be impossible to learn a language without words or vocabularies support it [41]. It showed that people can do nothing in communication if they do not know the word or vocabulary. Furthermore, according to Saville-Troike [43], mastering vocabulary is the most important need in learning foreign language, only in this way learning a language become more intresting and easier as well. Dealing with the idea above, teaching and learning vocabulary is important because when we teach certain language skills to the learners, we teach our students' vocabulary at the same time too. There are many ideas which suggest teachers to make the meaning of the word clear to the students. Taking into account the age of the learners, there are some acknowleged methods and techniques for producing the new words to them. In this case, the teachers do not only present the material but also make the teaching and learning process alive and enjoyable in order to make the students understand the lesson easily. By mastering a great number of vocabularies there is a hope that students will learn and use foreign language for communication. The relevant task in terms of teaching foreign language vocabulary and concepts is to grip the learners attention.

Referring to the explanation above, the teacher needs an appropriate technique to achieve success in teaching vocabulary. The teacher must be able to choose the words correctly because vocabulary is important to be learnt. What is more, there should be always a limit in the number of new vocabulary items. Following this rule, makes students' comprehension easier. Therefore the teacher should be aware that learning vocabulary is not only about memorising words, it should be taught in meaningful content and practice to communicate. One of the best ways in teaching vocabulary is giving the task of searching synonyms or antonyms for the given words. It makes students powerful and skillful at the very begining of the process of their acquisition.

To sum up, vocabulary is a basic knowledge and useful material in the form of words which are always used by learners in learning a certain language.

1.1.1. Definition of terms

These are the definitions of some terms which are related to the reseach [53]:

1) **Vocabulary** is a set of words known to a person or other entity, or the part of a specific language.

2) **Teaching vocabulary** is a process to make the students understand the meaning of word in different language and use it in appropriate context by using some kind of techniques.

3) **The Mastery of English Vocabulary** is the knowledge of vocabulary by

understanding the meaning of the words.

4) **Memorization** is the process of committing something to memory. Mental process undertaken in order to store in memory for later recall items such as experiences, names, appointments, addresses, telephone numbers, lists, stories, poems, pictures, maps, diagrams, facts, music or other visual, auditory, or tactical information.

5) **EFL** is the teaching of English to people whose first language is not English. EFL is an abbreviation for 'English as a Foreign Language'.

1.1.2. Types of vocabulary

According to some experts vocabulary is divided into two types: active and passive vocabulary. To be more precise, Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. While, the second usually refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce [19]. Based on the quotation of Hatch and Brown, there are two kinds of vocabulary, namely receptive vocabulary and productive vocabulary [20].

Receptive vocabulary

According to Stuart, receptive vocabulary is words that the learners recognize and understand when they occur in context, but which they cannot produce correctly. In addition, it is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing [49]. These kinds of words do not usually remain in the memory. The receptive vocabulary is also called as a passive process because the learner only receives thoughts from others. In language application, the 15 receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads them but does not use them when he speaks or writes.

Productive vocabulary

Productive vocabulary, based on Stuart's opinion, is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others [49]. Contrary to receptive vocabulary, productive one refers to the words which usually contain the lexicon, that people use freely without any problematic features. Moreover, Hatch and Brown [20] stated that productive vocabulary is words which the students understands, pronounce correctly and use constructively in speaking and writing.

Fries classifies English vocabulary or words into four types [16; p. 45], they are:

Content word

Content words represent the name of objects or things, that is concrete noun (book, chair and pen), an action that is verb (swim, sit and fly), the qualities of these things, that is adjective (big, strong and sharp) and adverb (at school).

Function words

Function words are words which are used as a means of expressing relation grammar and structure. Function words include determiners for example, (which, this, that, each, much, some and many), conjunctions (and, but, or, because and after), prepositions (in, at on, during and until), pronouns (I, you, him, her and them), auxiliary verbs (are, be, have and do), modals (may and could), and quantifiers (some and both).

Subtitute words

Subtitute words are words which represent the individual things or specific action as subtitutes for whole form classes of words. In other words, subtituted words are indifinite pronouns such as anybody, anyone, anything, everybody, nobody and nothing.

Distributed words

Distributed words are words distributed in use according to grammatical matter as presence of a negative such as, either, too, or yet.

1.1.3. The importance of vocabulary to EFL Learners

Vocabulary has an important role in English learning. According to Huyen, it is one element that links the four skills of speaking, listening, reading and writing all together [22]. In order to master all those skills, the students need to have good vocabulary mastery. Adequate numbers of words which are acquired by the students will enable them to master English skills easily.

It will be easy for students to communicate their ideas both in written or spoken form and comprehend what people say if they have good vocabulary mastery. So, as we can see, the main task in learning new language is enriching your own word stock.

In Thornbury's work, Dellar H and Hocking D also state that when someone spends most of his/her time learning grammar, there is no significant improvement in his/her English [50]. However, the significant improvement can be seen if someone learns more words and expression. People can say very little with grammar, but without words people cannot say anything at all. It is true, that the native people can understand the meaning of the sentence without the correct grammatical order, but it is important in a way to sound competent in producing language skills. Those statements show that vocabulary is an important element in

language learning. The lack of vocabulary will bring many troubles to the students in learning English because without good vocabulary mastery they will get difficulties to communicate their ideas. What is more, vocabulary should be received from the starting level of absorbing the language as later it can posess difficulties mostly in speaking and in writing. Therefore, the role of vocabulary is really essential in English learning because vocabulary will support the students in mastering English skills.

Students will easily develop their vocabulary memorization by using monolingual dictionary as it gives them opportunity to think about the definition on their own, so in this way they guess the meaning of the word and it comes to their long-term memory. In addition to this thought, it can be suggested that learning new meanings by searching for their synonyms or other equivalents may be rather efficient.

All in all, vocabulary plays a vital role in learning foreign language and it is essential for everyone to find their best way for doing so.

1.1.4. The aspects of vocabulary

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Nation, the form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). An example for word parts can been seen with the word uncommunicative, where the prefix un- means negative or opposite, communicate is the root word, and -ive is a suffix denoting that someone or something is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence uncommunicative [34].

Nation stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression [34].

Use, Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth [34].

For form, meaning, and use, Nation declared there is both a receptive and productive dimension, so knowing these three aspects for each word or phrase actually involves 18 different types of lexical knowledge, as summarized in **Table 1.1** [34]

Table 1.1 What Is Involved in Knowing a Word [34]

Aspect	Knowledge	Receptive knowledge	Productive knowledge
Form	spoken written word parts	What does the word sound like? What does the word look like? What parts are recognizable in this word?	How is the word pronounced? How is the word written and spelled? What word parts are needed to express the meaning?
Meaning	form and meaning concepts and referents associations	What meaning does this word form signal? What is included in this concept? What other words does this make people think of?	What word form can be used to express this meaning? What items can the concept refer to? What other words could people use instead of this one?
Use	grammatical functions collocations constraints on use (register, frequency...)	In what patterns does the word occur? What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when, and how often can people use this word?

It is singnificant to start teaching English to your students' and pay attention to their strengths, because every person has some vocabulary knowledge that is relevant to English, even

if it derives from his or her own native language. Aim to build on learners' strengths and also recognize various weaknesses. For example, many students read in English and thus may be adept at recognizing meaning in terms of concepts and referents, but if they have not heard the words and phrases they are reading, then they may be weak at recognizing them when they hear them spoken or weak at pronouncing them when they read something out loud. For this case, we should always outrun the students' weaknesses by working with new vocabulary before doing the main task or practice the meaning of the words in group discussions

According to Lado as cited in Mardianawati there are five aspects of vocabulary which are needed to be learned by the students [28]. They are Meaning; Spelling; Pronunciation; Word Classes and Word Use.

Those aspects will be elucidated bellow [28]:

1. Meaning

Meaning becomes one of the essential aspects that should be learnt by the students because meaning refers to how the word give its meaning to the language users. If the essence is understood, it becomes the productive vocabulary, which helps to express your mind. Frequently, a word may have more than one meanings when it is used in different contexts. It may cause some misunderstandings if the learner knows only one shade of meaning. As an example, the word "present" as a noun has meaning of a period of time that is happening now. The word "present" as a noun also can be defined as something that you give to someone, usually for a particular occasion. All in all, it is really important for the students to know the meaning of the word, because it will help them to use and understand the mesage from that word when it accours in different context.

2. Spelling

When students encounter a word for the first time, they need to know how to spell that word. Spelling refers to what a word looks like (its spelling). By knowing the spelling of a word the student will know how to write a word correctly in written form. Therefore, it is really important for the student to know the spelling of the word.

3. Pronounciation

When the learners acquire vocabulary, they also need to know what the word sounds like (its pronunciation). It will help the students to understand what the other means to say. If a word sounds incorrectly, it will be difficult for someone to understand it. All things considered, pronunciation is the main factor for understanding language and being understood by native speakers.

4. Word classes

Word classes can be defined as categories of word. It is an important feature in semantic feature

analysis, the categories of words can be classified in some categories such as noun, verb, adverb, adjective and preposition. The classification of the words of a language in this way depends on their function in communication.

5. Word use

According to Laufer, word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of prefound analysis [26]. Word use is personal for every language speaker, for instance, using different synonyms and so on, but the grammatical rules should be the same for all users.

1.2. Factors affecting word learning

It is stated by Schmitt, that pronounceability, orthography, length, morphology, synformy, grammar, and semantic features of the word are seven factors that affect word learning [45]. Pronounceability refers to English sound system, English writing is a recording of sound system. Based on Rodgers thoughts, a researcher carries out an experiment and finds that, if one can pronounce a word correctly, then s/he can spell the word correctly [42; p. 327-343].

To go on Schmitt expressions, orthography, the correct spelling of the word, and a different L1 writing system will affect L2 orthography. Concerning length, there is no conclusive results that show that the length of a word will affect the acquisition of it. Morphology: a word will be more difficult to learn if the word has a more complex morphology, such as irregularity of plural, and gender of inanimate nouns [45]. Furthermore, as Schmitt says, synformy happens when learners confuse words that sound or look alike [45].

In addition to this, Schmitt pointed out that, grammar: grammatical categories, such as nouns, adverbs, verbs and adjectives are difficult to learn. Semantic features of the word: semantic properties include abstractness, and register restriction; idiomaticity and multiplicity of meaning are said to affect the learning of words [45].

1.2.1. Steps in vocabulary learning

According to Brown and Payne, there are five essential steps in vocabulary learning [20]:

Encountering New Words

Based on Brown and Payne thoughts, the first essential step in vocabulary learning is encountering new words. Thus, the students need to have sources to find new words. There are many sources to find new words such as books, television, radio, newspaper and magazines. The students strategies here include "learning new words by reading books," "listening to TV and

radio," and reading newspaper and magazines" [20]. Therefore, reading books is not the only way to encounter new words. The students can find new words by watching television, reading newspaper or magazines and also listening to the radio. It depends on the types of techniques for enriching vocabulary which are the most productive and at the same time relaxing for EFL learners.

Getting the Word Form

Getting new words here means getting a clear image, either visual or auditory or both of the form of new words. The importance of having clear image of the "form" of a word becomes apparent when the students think about what happens when they try to retrieve words. The importance of getting the form of the words also appears when learners are asked to give definition for words [20].

Getting the Word Meaning

The third essential step in vocabulary learning is getting the word meaning. There are several ways to get the meaning of words. The common way of getting the word meaning is by using dictionary. Another way of getting definition is by having a bilingual friend or teacher explain. The popular way for learner to get the meaning of words is through context. Learners guess the meaning of words from the situation, discourse, and/or context in which they are used, and from the structure of the words themselves [20].

Consolidating Word Form and Meaning in Memory

In this step, the learners need to consolidate the word form and meaning in their memory. To strengthen the form-meaning connection, the teacher can use many kinds of vocabulary learning drills such as flashcards, matching exercises, crossword puzzles, etc [20]. In addition, while teaching lexicon to students, it is relevant to take into account their abilities in memorizing words, as there are three types of perceptual channels which help them to achieve magnificent results. So, there are visual, auditory and kinesthetic ways of acquiring information. For students who have visual memory the best instructions are elements that can be seen, for instance, printed materials, body language and facial expressions. The next group of learners, who obtained auditory memory, has all the chances for learning as much vocabulary as they can, if it explained to them by spoken words, using sounds. At last, the third variety of memorization is known as kinesthetic, it means that students perceive information by virtue of emotions, actions, movement, taste, smell.

Using the Words

The last essential step in vocabulary learning is using the words. By using the words, the students will have chance to memorize the word and its meaning deeply on their mind after they learn it [20].

1.3. Definition of knowing a word

Different researchers give different definitions of what to "know a word" means. Kersten defines knowing a word as including knowing its form and meaning [23]. Nation defines "knowing a word" from receptive and productive knowledge [34]. Besides, according to Kersten active vocabulary knowledge and passive vocabulary knowledge are often distinguished as receptive and productive knowledge [23]. Moreover, Nation stated that word knowledge includes many components: the word's pronunciation, spelling, morphology, syntax, meaning, lexical relations and so on [34]. However, as it is mentioned in Laufer's work, some researchers contend that the knowledge of the form–meaning relation is the most important component of word knowledge [26; p. 694-716]. To define the form— meaning relation in a more detailed way is the ability to retrieve the meaning of a given word form, and the ability to retrieve the word form of a given concept [26; 694-716].

1.3.1. Linking meaning and form

No matter how learners access the meaning of new words, they must consolidate the memory of words' form-meaning pair. Conscious and strategic processes should be used to facilitate the memory process, so some vocabulary learning strategies stated by Schmitt, are going to be presented in the following part [45]. Based on Schmitt thoughts, vocabulary learning task have subjects which contains 15 words under one of four conditions:

      1) Repetition: subjects were asked to verbally rehearse each pair (form-meaning pair).

      2) Sentence reading: subjects observed each pair of words in a simple sentence, and read the sentence.

      3) Sentence generation: subjects were asked to make up their own sentences by using target words.

      4) Imagery: subjects were asked to see the picture or image of target words [45].

1.4. The task of learning vocabulary

In the literature of English language teaching and learning a recurring theme has been the neglect of vocabulary. In the early 1970s Wilkins wrote 'Linguists have had remarkably little to say about vocabulary and one can find very few studies which could be of any practical interest for language teachers' [51], and almost a decade later Meara commented that vocabulary acquisition

had 'received short shift' from applied linguistics [31; p. 221-246]. Moreover, Ellis expressed the view that the situation had not changed significantly [15; p. 409-441].

This neglect sits unconfortably with the significance placed on vocabulary learning by learners themselves. Pickett's subjects, one of whom is quoted in the extract in the Introductory task, pointed to the role that vocabulary learning had played for them [38].

The neglect of vocabulary is also surprising in view of the fact that errors of vocabulary are potentially more misleading than those of grammar. For instance, when someone uses the wrong tense to express feelings and ideas, it shows the fact that they are not completely aware of the language rules, at the same time, the listener is capable to get the main idea. In contrast, when it concerns using inappropriate vocabulary in different contexts, it can lead to misunderstandings, where the listener has no belief how the conversation should be improved.

It is also clear that the task of vocabulary learning is a substantial one for the EFL learner. Richards suggested that a native-speaker child on entering school at the age of five or six would already have a productive vocabulary of some 2,000 to 3,000 words [40; p. 77-89]. Compare this with the basic lexicons of similar size used to design the higher levels of graded readers intended for EFL adults (for example, Heinemann Guided Readers Upper Level at 2,00 words or Collins English Library Level Six at 2,500 words) and the substance of the learning task becomes evident. According to Goulden, the lexicon of adult native speakers has been variously estimated since the beginning of this century, but a more recent study gives an estimate of 17,000 words for the average educated speaker [17; p. 341-363].

All in all, by answering the following questions teachers may find the most effective methods and strategies to work with the EFL learners:
- What strategies do learners use to acquire new words or to retain them?
- What exactly do learners learn about a word when they acquire it?
- In the initial stages of learning a foreign language, which words are the most useful to learn?
- Why are some words easier to learn than others?
- How do learners build an understanding of the relationships among words?

The answers usually depend on several reasons, for instance, how much time the teachers have to introduce new words and elicit them, areas and possibilities in which the procedure of teaching is hold, etc.

1.5. What do we know about the lexical system of English?

In order to understand better the task involved in learning the vocabulary of the English language

we need to look at two aspects of meaning. The first concerns the link between meaning and the word to which words refer. The second involves the sense relations that exist among words.

1.5.1. Denotative and connotative meaning

If a word has reference to an object, action, or event in the physical world, this can be described as its referential or denotative meaning. Novice language learners can make the mistake of believing that one language maps neatly on to another and the task of learning means simply learning new words for sets of objects, or states, or concepts. The difficulty of understanding the meaning of words can be seen from the following example, every human being has two grandmothers, but there is only one word in English for both your mother's mother and your father's mother. However, some languages have two different words. English has two words for a large area of water, 'sea' and 'lake', whereas Swedish has one sjö, presumably because some Swedish lakes have wide channels to the sea and it is difficult to distinguish where the lake ends and the sea begins.

As well as denotative meaning, learners have to deal with the complexities of connotative meaning. This term relates to the attitudes and emotions of a language user in choosing a word and the influence of these on the listener or reader's interpretation of the word.

Connotative meaning derives from a mix of cultural, political, social, and historical sources and learners will be aware of this phenomenon in their own language. The teacher can help to develop appropriate awareness of connotative meaning in the target language while dealing with texts. Nevertheless, there are implications here, too, for encouraging extensive exposure to authentic reading and listening material so that students will encounter and learn from a wide range of texts containing connotative meaning.

1.5.2. Meaning relations among words

The second aspect of meaning involves the sense relations that exist among words. These relations can be found in two dimensions which linguists have often referred to as 'axes'. The horizontal axis represents syntagmatic relations, those between items in sentences. For example, a learner has to understand that we can say 'My car was badly damaged in the accident' but not 'My car was badly injured in the accident'. Because of the shades of meanings, it is sometimes difficult to choose the one which suits the most. Only one of these verbs can collocate with the noun 'car' and learning the meaning of a word involves knowing how that meaning is defined in relation to other similar or opposite words.

There are syntagmatic and paradigmatic relations [52]:

Syntagmatic relations

Sygmatic relations are relations between words as they occur in sequence. In the English language there are words which co-occur with high frequency, for example, 'a long road', 'a ripe banana', 'a savage dog'. These are collocations. As well as nouns and adjectives we can find noun + verb collocations such as 'the dog barked' (not 'roared'), the sun shone (not 'glowed'), or verb + noun collocations such as 'he is picking strawberries' or 'she iscollecting stamps', or noun + present participle collocations in compounds, such as 'train-spotting' and 'bird-watching'.

Nattinger suggests that such expressions should be seen as categories of 'lexical phrase' which learners can be encouraged to store as chunks of speech and retrieve holistically as they compose [35; p. 97-110]. The practical advantage of including them in a language course which Nattinger argues for, is that instruction can help learners avoid incongruity and that having such phrases ready as whole 'chunks' for language production assists fluency [35; p. 97-110].

Paradigmatic relations

Words not only have sequential relationships, but exist in complex relationships with other words in the language in a network of meanings. Linguists debate the precise categorization and naming of these relationships, but some terms are frequently used by teachers and textbook designers. The most common are *synonymy, antonymy*, and *hyponymy*.

Synonymy

A simple way of defining synonymy is to say that, in a given context, one linguistic item can be exchanged for another without changing the meaning of the sentence or utterance. Although, it would be a mistake to suggest that words are substitutable in all contexts. In fact synonyms are hard to find because meaning depends on context.

Antonymy

The term antonymy covers a number of relationships often thought of as opposites. And a notoriously difficult area is that of *gradable antonymy* where it is possible to create a scale of items, for instance, 'boiling', 'hot', 'warm', 'lukewarm', 'tepid', 'cool', 'cold', and 'icy' (of water), which may or may not relate to a similar scale in the learners' first language. The same scale would not apply when talking about weather, though some items on it would, which points to one of the problems for learners in dealing with antonymy.

Hyponomy

Hyponomy is a relationship whereby one word includes others within a hierarchy, so that we have superordinate words and subordinate words. So 'flower', 'carnation', and 'rose' are in hyponymous relationship, 'carnation' and 'rose' being subordinate hyponyms of 'flower' and co-

hyponyms of each other. Although linguists disagree about what precisely constitutes a hyponymous relationship, teachers and testbooks use a variety of classifications in grouping vocabulary for ease of learning.

McCarthy usefully describes these as 'ways of doing x', 'one of a series', and 'part of x' [30].

All in all, the general question that arises from a consideration of the linguistic relations between words to which extend they can be usefully and explicitly exploited by the teacher.

1.6. How do foreign language learners acquire vocabulary?

First, it is important to start with some questions like, what does it mean to know a word or what should be understood by the word which is learned. By answering these questions, we can state, that knowing a word means not only understanding the most frequently used concept, but knowing several of them. What is more, when you exactly know where the word suits in the context, it means that there is a huge possibility to find for them as much as you can synonyms and antonyms. Similarly, teachers often make a distinction between active and passive vocabulary.

Knowledge of some words will remain at the recognition end of the continuum and will be called on in reading and listening but might never become part of a learner's productive ability. In the end, this characterization of vocabulary knowledge is complicated by the phenomenon of forgetting: it can happen quite rapidly if distracting activities interrupt effective storing of the word or more slowly if the word has been stored in the memory but is rarely encountered or used.

1.6.1. Strategies for vocabulary learning

Scholars have tried to define and categorize learning strategies and therefore, we have many different ways of defining them. As a result, vocabulary learning strategies also show a great variety and are based on the theoretical framework of language learning strategies. In this paper, the author is guided by strategies suggested by Schmitt [45] and McCarthy [29]. They propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs [29]. It is supported by Meara who also proposes three strategies to learn vocabularies [31; p. 221-246].

The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning [31].

The second strategy is mnemonic devices: in the International Journal of Teaching and Education Vol. III, No. 3 / 2015 30 she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword [31].

The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks. [31]. Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggest lots more techniques that are claimed to be helpful for students to learn vocabulary in an easier way.

According to Stahl, students probably have to see a word more than once to place it firmly in their long-term memories [48]. This does not mean more repetition or drilling of the word, but seeing the word in different and multiple contexts. Finally, teachers may encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. For students who need help, they can demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that will facilitate multiple retrievals of the words. If the notebook is not set up well, then learners are less likely to practice the words, which defeats the purpose of keeping the notebook in the first place. Moreover, based on Pinter's thoughts, in presenting one planned vocabulary item, the teacher usually combine more than one technique, instead of employing one single technique. Teachers suggest employ planned vocabulary presentations as various as possible [39].

1.6.1.1. Memory and its mechanisms

Learners can use many strategies to promote memory of vocabulary, as already established by Schmitt [45]. According to Loftus, memory refers to the mental processes of retaining information for later use and retrieving [27]. In addition to this, Atkinson and Shiffrin first proposed a systematic and comprehensive information processing model. That model includes a three-scale processing model of memory: sensory memory, short-term memory, and long-term memory [6].

As Baddeley stated, the process of information entering into the short-term memory is called 'working memory' [7]. Even if the short-term memory and long-term memory are not static systems, one cannot say that knowledge can never be forgotten when it enters into the long-term memory. It means that different abilities, like speaking, reading, listeting or writing should be practiced from time to time. Although forgetting could happen in any stage of memory, there are many ways to facilitate the memorization of knowledge. In addition, if the language learners have no special areas for producing their speaking skills, later they will be not able to do so, because for EFL learners practice is imminent.

Craik and Lockhart's depth of processing hypothesis is also applied in this study and described in detail below [14; p. 671-684]. Baddeley says, they claim that the deeper the processing, the longer the retention [7]. In this study, different levels of processing have been investigated. Words learned by word lists are stored in the mind by means of rehearsal, and words learned by sentence writing are stored with the aid of semantic elaboration, that is word meaning and form learned through semantic elaboration give longer retention according to Baddeley [8].

When it comes to research on retention, another concept borrowed from psychology is introduced here in order to illustrate the relationship between retention and memory clearly. A retention interval according to Loftus is defined as the period of time between the presentation of the word and the next rehearsal [27]. One sees, for example, a word, then four seconds later, the word is rehearsed; the four seconds are the retention interval. Of course, a retention interval can be longer than four seconds.

Different levels of processing will result in different retention intervals. Levels of processing are essentially concerned with the role of coding in learning; the material should first be processed in different ways so it can be remembered. In addition to it, Kersten highlights on words like "shallow", "richness", and "breadth" processing og which are proposed in Baddeley's work, depth of processing is still regarded as an oversimplified view of processing information [23].

All things considered, it is very important to distinguish between the three types of memory, long-term, short-term and sensory.

1.6.1.2 The effect of rehearsal and elaboration in vocabulary acquisition

Learning by word lists is a form of explicit learning. Learners should focus their mind on the words, and read or write the words repeatedly, or read them aloud or silently. Learning by sentence writing, on the other hand, requires pupils to think about whether the target word they have used in a sentence is correct, both grammatically and semantically.

To some extent, the definition of rehearsal is similar to the definition of repetition. Rehearsal means the mental techniques for helping learners remember information; repetition is one such mental technique. As in Baddeley's work was mentioned, there are two kinds of rehearsal according to psychologists, maintenance rehearsal and elaborative rehearsal [8]. Maintenance rehearsal means just remembering or maintaining information without any deeper encoding (such as rote repetition), information processed by maintenance rehearsal is assumed to prevent forgetting, but that information will not lead to long-term learning [8]. Elaborative

rehearsal involves deep semantic processing (such as sentence writing), and elaborative rehearsal is more likely to lead to long term memory than maintenance rehearsal [8]. Moreover, elaborative rehearsal is a complex process. By the way, Sousa suggests the following, learners should connect old knowledge with new knowledge during the elaborative rehearsal process [47]. Spelling gives a model of short-term storage to demonstrate the relation of short-term store and rehearsal [47]. The visual input information enters directly into the iconic store, and then enters into Scanner which involves attention and pattern recognition, and then rehearsal is the next component of this model. Based on Loftus opinion, rehearsal will help the information enter into the long-term store, so rehearsal is a necessary part of the short-term store [27].

Finally, we can point out that the effect of rehearsal and elaboration in vocabulary acquision is very important. Moreover, it is a basic and effective technique which stimulates students to master the vocabulary.

1.7. Different ways of teaching vocabulary

In learning a language, vocabulary becomes the most important item to be developed and improved. Thornbury states that teaching words is a crucial aspect in learning a language as languages are based on words [50]. Vocabulary items should be learned and skills practiced. In addition, teachers must bear in mind, how many words they can give students for homework, moreover, instead of suggesting them learning words by heart, it can be much better to exploit some creative work.

Schaefer states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking [44]. Without a sufficient vocabulary, students cannot communicate effectively or express their ideas in both of oral and written form.

Kustardjo says that there are five ways of teaching vocabulary as explained below [25].

Teaching vocabulary through creativity

The teacher should allow many choices to the students, as they want to learn. The teacher can create techniques which enable the students to be creative in producing vocabulary, such as, games, movies, pictures, drama, and so on [25].

Teaching vocabulary through context clues

The teacher uses a context clue by giving synonym, antonym, etc. for example: "She never comes late"; late=unpuctual ; late >< on time. In short, teaching vocabulary through context clues means a teaching process where the students and the teacher should find the "clues" of the word(s) that will be came before or after the word. [25].

Teaching vocabulary through guessing

The teacher can encourage students to guess first and then consult a good rationale. The teacher can give example by pronouncing a sentence, then the students guess the word. So, it can be said that teaching vocabulary through guessing is the teaching process where the students should guess first, then consult the dictionary to get the right answer [25].

Teaching vocabulary through definition

The teacher guides the students to define the meaning of the word and to arrange the word in to correct sentence, for example: a dancer is a person who dances [25].

Teaching vocabulary through derivation

Derevation is the process of forming a new word on the basis of the existing word, e.g. happiness in form of suffix and unhappy in form of prefix from the root word happy. Teaching vocabulary through derivation involves nouns, verbs, adjectives, and adverbs. For example, the use of word "learn" in the sentence "The students learn English twice every week. "Every English learner should have a dictionary to be a guide for studying". Thus, teaching vocabulary through deriviation is a tecahing process where the students and the teacher can develop one word which becomes more than one word and has different meanings [25].

Regarding the five ways of teaching vocabulary mentioned above, the researcher is interested in all of them, mostly in teaching vocabulary through creativity and through context clues technique that can be assumed as an interactive technique to teach vocabulary and is relevant with the ways proposed by Kustardjo [25]. Furthermore, teaching vocabulary is a process to make the students understand the meaning of words in different languages and use them in appropriate contexts by using some kind of techniques.

1.7.1. Exposing learners to vocabulary through reading

A suggestion has been made that if the inferencing strategy in reading unfamiliar words involves existence of the procedures for inferencing it is not easy to find good examples of activities which exploit these in contemporary textbooks. First, it is difficult to learn new words from the context for someone who has limited number of vocabulary. For understanding and being interested in the book, there should be basic knowledge. When there is a point, from which students feel they are able to learn words by reading books, only after it they will be productive in this technique. Being concerned with this method, Moran analyses twenty coursebooks and finds that even where general advice is given and, in a few cases, procedures suggested, actual practice is scarce [32; p.389-400]. If the textbook lacks a thorough approach, it becomes the task of the teacher to help students develop inferencing strategies, drawing attention to the guidance

available and applying it through careful and repeated work.

Finally, it is also useful to remember the distinction between inferencing for the purpose of fluent reading and inferencing as a strategy in vocabulary acquisition. Awareness of this distinction will guide the teacher into exploiting texts both for reading strategy development and for vocabulary acquisition.

1.7.2. Teaching the effective use of dictionaries

With increasing interest in effective learning strategies and learner independence, the dictionary has come into focus as an important classroom and personal resource. Teachers can take on a number of useful roles with regard to dictionary use. First, if a good monolingual dictionary is kept as a class resourse, the teacher can ask a student to look up an unknown word once other strategies have been tried, establishing in this way that the dictionary has a legitimate place in a sequence of strategies but is best not used automatically as first resort. It is also a way of demonstrating that a monolingual dictionary has advantages over a small bilingual one in providing examples of contextual use and stress patterns.

The aim of the present paper is conducting research into strategy use for vocabulary development in the English language classroom. However, Part 1 of the paper focuses mostly on issues related to vocabulary, since the author of the present paper believes that understanding the nature of vocabulary is an indispensable condition for choosing appropriate strategies that enable students to master large vocabularies. Likewise, a teacher's meticulous consideration of vocabulary, its content and methodology of teaching, is essential to the academic achievement of students striving to acquire a foreign language.

PART 2

AN EMPIRICAL STUDY OF EFL LEARNERS STRATEGY USE

In case of teaching EFL learners there are several methods which can help teachers in the teaching process. First, the teacher is ought to be familiar with methodology in order to teach a subject effectively. Teachers can use multiple strategies during the lesson. This part of the paper will focus on those that were mentioned in the previous part of this study. The author of the thesis will carry out a questionnaire survey with EFL learners in order to investigate the main aim of their study, which is how to learn English foreign language effectively. The writer of the current paper will explore methodological ways through which students learn the language, especially how their memory works, what they remember for a short time and what for a long time. The procedure and analysis of the questionnaire survey as well as the main aim behind the implementation of the questionnaire is discussed.

2.1. Background to the study

Apart from the main task of the current research the difference in acquiring a foreign language by students of various mother tongues, for example, Ukrainian, Hungarian, Slovak, Romanian will be examined. Besides, it tries to find out whether the fact of speaking different first languages or being raised up in a monolingual or bilingual family results in differences in the level of difficulty the language learner has to face in acquiring a foreign language.

The central hypothesis is that Hungarian children, especially those who have been raised up in a bilingual family have better chances to achieve the productive foreign language skills because the two languages, English and Hungarian have more similarities than the Ukrainian, for example. While working on this research, the focus is mostly on Ukrainian and Hungarian students as these two nations predominate in Transcarpathia.

2.2. Participants

The data, related to the topic of the current research were collected from one Transcarpathian high school. The school is Hungarian, but there are Hungarian and Ukrainian pupils studying there. Moreover, there were students from both monolingual and bilingual families and preparing theresearch questionnaires it was one of the most prominent questions.

The data collection took place in Hungarian classes where the pupils learn English as a foreign language. The school was chosen randomly, no peculiar requirements were followed.

Participants were the students of 7th, 8th, 9th, 10th and 11th grades, aged between 12 and 17. Altogether seventy students participated in filling out this questionnaire. The collected sample was relatively small because only one school participated in this study and generalization in almost any context was not possible, but not necessary either.

2.3. Research instruments and methods

The main purpose of the research was to gain information about the role of the teacher or other sources of information that play an important part in vocabulary memorization for EFL learners in the process of English language learning. The study was conducted among 70 Hungarian and Ukrainian secondary school students in Transcarpathia.

When designing the research, the very first step was to decide on the instruments that the research should include. The next instruments were considered and chosen for the study: a questionnaire, one of the most regularly used methods of empirical research.

2.3.1. Questionnaire

This part of the research paper deals with the empirical research of the role of memorizing vocabulary for EFL learners in English language classrooms. In addition to this, the dominant aim of the investigation is to highlight the differences and similarities in acquiring English as a foreign language among the Hungarian and Ukrainian students aged between 12 and 17. The best method for collecting factual data allowing the same type of data to be collected from a great number of people and to be analyzed quantitatively, systematically and qualitatively is, without any doubts, a questionnaire. When constructing a sample for future purposes, it is imminent to design the order of questions appropriately to obtain valid pieces of information. The questionnaires consisted of twenty-one questions including both open format and close format questions and one was a multiple choice type. Before doing this investigation, the researcher has developed several hypotheses about the expected answers, but the main aim was to collect specific or quite unusual ways of learning the English language. The first part of the paper suggests those startegies and techniques which are the most effective for memorizing vocabulary, but the task in the second part of the thesis is to research or to find any new options or ways of studying.

In order to avoid any misunderstandings, at the beginning of the study pupils could familiarize themselves with the topic of the current research, the definition of vocabulary memorization. In addition, students had an opportunity to discuss the main questions included

into the questionnaire before getting involved in answering the questions. The questionnaires were designed so that they were understandable to pupils and answering the questions by choosing from several options and giving honest answers to open questions did not cause difficulties. What is more, in cases where there were not only optional answers the participants had an opportunity to explain and justify their responses in a briefly way. Pupils were given the questionnaires in English, but it was also translated when they were not aware of the meanings of the words. In this way, uncertainty and possibilities for misunderstandings were reduced.

Questions targeted mainly the relationship between the process of memorizing vocabulary of the English language and strategies involved.

The questionnaire can be read in Appendix 1.

2.3.2. Procedure

The current empirical research investigates the process of acquiring English as a foreign language by students with different first language. The questionnaire was conducted in one secondary school with Hungarian language instruction in Beregovo. The researcher organised a questionnaire sample and it was given to 7th, 8th 9th, 10th, and 11th grade students of English language to fill in and to write their opinions and ideas based on language learning process. The researcher explained to all the students who took part in the survey the main aim of this work, the fundamental requirements and some expectations from doing so, in order to raise the students' and teacher' awareness when participating in the current research.

2.3.3. Data Analysis Methods

While carrying out the investigation, the questionnaire method was used. Data were collected and analyzed by using two main techniques known as qualitative and quantitative, both of which were very effective in getting clear and sincere answers. What is more, regarding the questionnaires, qualitative analysis was structured on the students' own opinion which was stated in the way of reasoning their choices of answers, while quantitative analysis was mostly based on frequency counts of the similar and different answers from the variety of options.

The data analysis process was carried out in three phases. The first phase was the preparation, where the data was organized with the aim to make easier the final part of the analysis. Afterward, the data was checked for accuracy and entered into the computer. The second phase was based on describing the data by common descriptions and summarising the research results. The third phase was the analysis of the collected data. In the second step, a

quantitative method of analysis was used and the data was expressed mainly in the form of numbers, while in the last phase the open format answers were taken into consideration simultaneously with examining the percentages and numbers. During the process of quantitative and qualitative analysis, the main task was to examine the difference in possibilities of learning English as foreign language by Ukrainian and the majority of Hungarian students.

All things considered, the data were collected through analysing open questions, where students freely used their feelings and mind to express various thoughts, as well as rating answers where they chose what they feel the most appropriate from different options.

2.4. Results and Discussions

As it was previously explained, while analyzing the questionnaires the researcher the current investigation used two main techniques – qualitative and quantitative. The quantitative technique was used to collect the student's responses from the given options (the given answers were formed in a, b, c and etc. order). From another point of view, the qualitative method was structured on the students' own opinion which was stated in the way of reasoning their choices of answers, to be more precise, in this way the researcher expected to achieve the most sincere results. Altogether, the questionnaire consisted of 21 questions, each of which could have been answered by circling the best option and giving some special justifications where they were expected at the same time.

The number of participants of the questionnaire reached 70 in number and all of them were pupils aged between 12 and 17 of a secondary school in Transcarpahia. Before filling out the questionnaire, students were familiarized with the rules in particular, that their names and personal information could not be written on the paper and the researcher was only interested in questions concerning the main topic: 'Memorizing vocabulary for EFL learners'. This phase of the research was followed by collecting data into Excel file. In every case, the basic operation was to count the number of participants who chose similar and totally different answers.

In the following, these quantitative results were analyzed by taking into account the questions one by one. To be more precise, some open questions were expected to get student's own opinion about different questions.

First, the main information that concerns the participants can be found in the next tables – Table 2.1 (the number of male and female participants), Table 2.2 (the percentage of the students according to their first language), Table 2.3 (the variety of ages and the exact number of members).

Table 2.1 Number of male and female participants

Gender (the exact number)	
Male	Female
30	40

According to Table 2.1, we can see the exact number of the male and female respondents. Of the total number of the participants, there were 3 - Ukrainian males, 26 – Hungarian males, 1 male chose the option "other" when he was asked to identify his first language, 1 person identified her first language as Ukrainian and 39 females regarded Hungarian as their first language.

Table 2.2 Percentage of the participants according to their first language

First language (%)				
Slovak	Romanian	Hungarian	Ukrainian	Other
0%	0%	65%	4%	1%

Based on the given percentages of Table 2.2, it can be stated noticed that participants speaking Slovak or Romanian did not take part in filling out the questionnaire, however there was a student who chose the option "others", but   did not reveal his first language.

Table 2.3 Distribution of participants by age

| Age	Exact number of members
12	2
13	2
14	29
15	21
16	14
17	2

Based on Table 2.3, we gain some more information which helps us to be more particular with the number of males and their age and in the same way - females and their age. Altogether there were 2 members aged 12, exactly 1 male and 1 female, 2 males and no females aged 13, 18 females and 11 males were 14 years of age, 9 females and 12 males were 15, 9 females and 5 males reached the age of 16 and finally, 2 females and no males were 17 years old.

Before we start analyzing the given answers to the questionnaire, it is important to highlight that students of different ages with various first language were under investigation of their success in acquiring English as a foreign language, with the focus on memorizing

vocabulary. The age and gender distribution of the respondents gave the researcher an opportunity to highlight the differences that appear in the process of learning English as a foreign language among males and females of different ages and languages.

The first question of the questionnaire asked students to choose their first language from the list added or to write their own option if the mother tongue was not included on the list. Looking at the figures below, it can be seen that the majority of males chose the Hungarian as their mother tongue, exactly – 26 members, the Ukrainian was marked by 3 respondents, no participant chose either Romanian or Slovak and one student identified his mothe tongue as „other".

Figure 2.1 Graphical representation of students' answers to Question Number 1
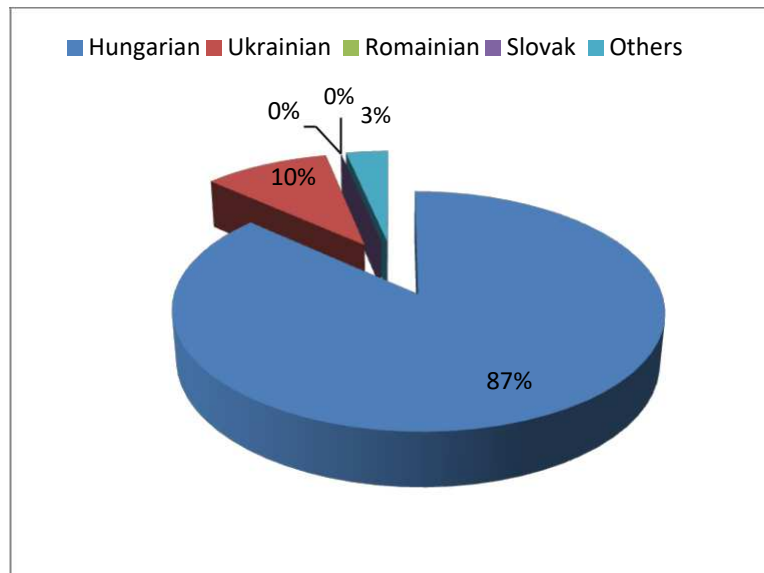

Altogether there were 40 females and among them there were 39 persons with Hungarian first language and 1 person considered Ukrainian her first language.

Figure 2.2 Graphical representation of students' answers to Question Number 1
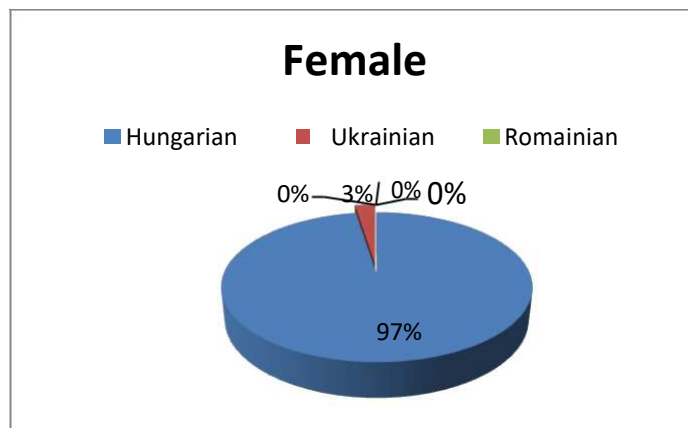
The second question focused on getting responses of a closed-ended type of question, which asked whether the respondent lived in a monolingual family or not. The results can be seen in the diagram below.

Figure 2.3 Graphical representation of students' answers to Question Number 2
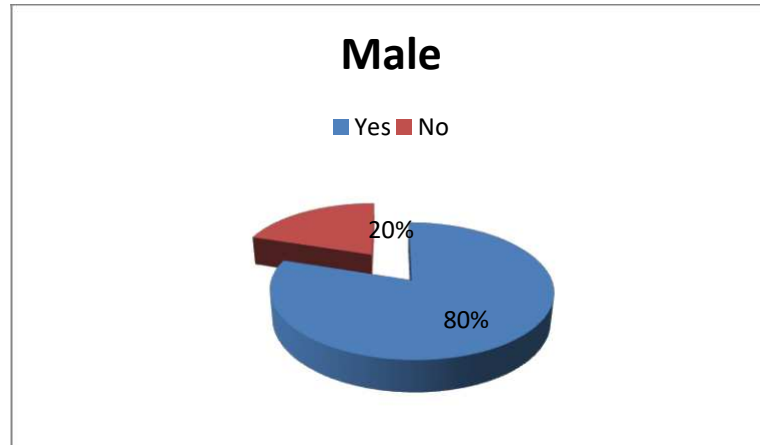
This diagram shows us that the majority of male representatives live in a monolingual family, to be more precise – 24 of them and only 6 were from a bilingual family.

Figure 2.4 Graphical representation of students' answers to Question Number 2
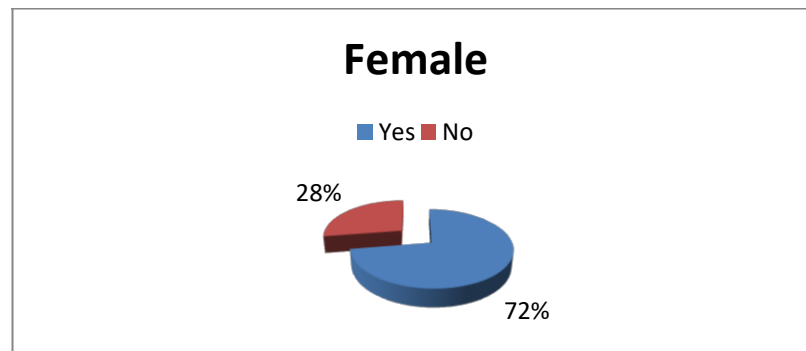
As we have noticed from the diagram above, the same goes for females as most of them answered with 'Yes' – the exact number is 29 and the option 'No' was chosen by 11 participants. So, we can conclude from both diagrams that most of the students live in a monolingual family.

The third question was was addressed to those who were raised in a bilingual family speaking two languages. The respondents were also asked to indicate the language/languages they used in the family.

Figure 2.5 Graphical representation of students' answers to Question Number 3
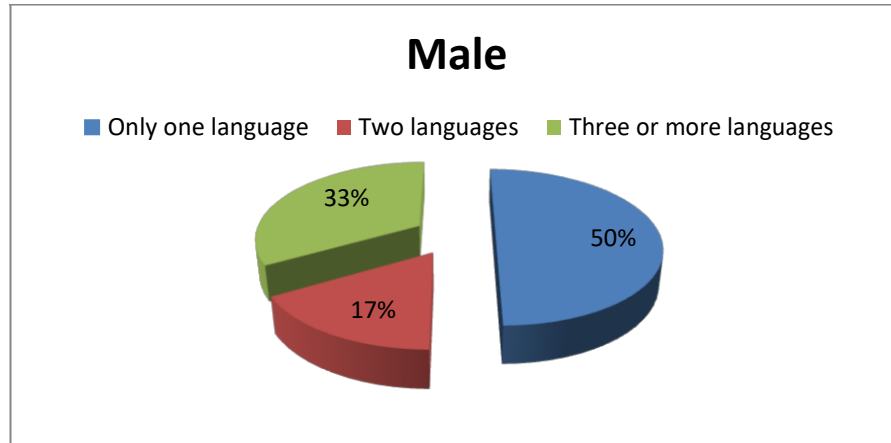
Based on the previous questions, we can say that 3 male participants rvealed that they spoke only one language, 2 of them claimed using 'three or more languages' and only 1 chose 'two languages'. In addition to this, there were two members who indicated the languages they spoke. According to them they were Ukrainian, Hungarian, Russian and English. The results show that although the majority male respondents were raised in a bilingual family, they used their first language only. Surprisingly, 33% of the respondents claimed using two or more languages and only the minority spoke two languages, despite the fact thya they were brought up listening to two languages.

Figure 2.6 Graphical representation of students' answers to Question Number 3
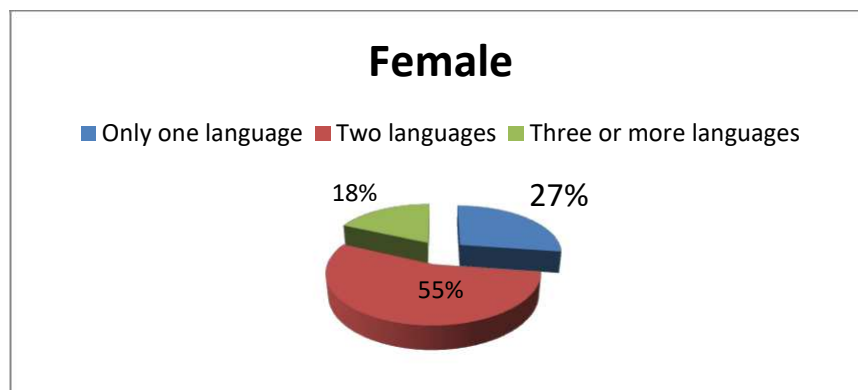

First of all, the diagram above shows us a big difference between the percentages in the language use of females and males. The majority of female representatives chose the option 'two languages', moreover some of them wrote these languages – Hungarian and Ukrainian. It is very interesting to compare these responses to male ones as they mostly chose the option 'only one language'.

The researcher of this paper can conclude from this question that acquiring languages in bilingual families seem to be easier for females than males. But at the same time, the 'option three or more languages' was mostly chosen by male respondents.

The fourth question asked whether it was difficult to learn these languages.

Figure 2.7 Graphical representation of students' answers to Question Number 4
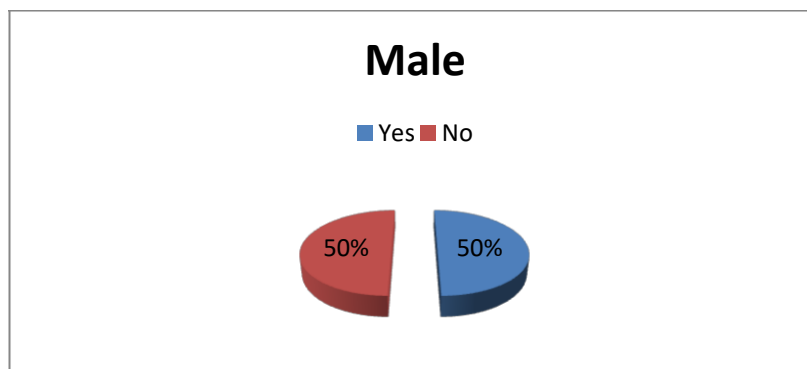
According to this result, we can say that learning languages and the level of difficulties is a very personal thing and the results showed balance in the distribution of positive and negative answers.

Figure 2.8 Graphical representation of students' answers to Question Number 4
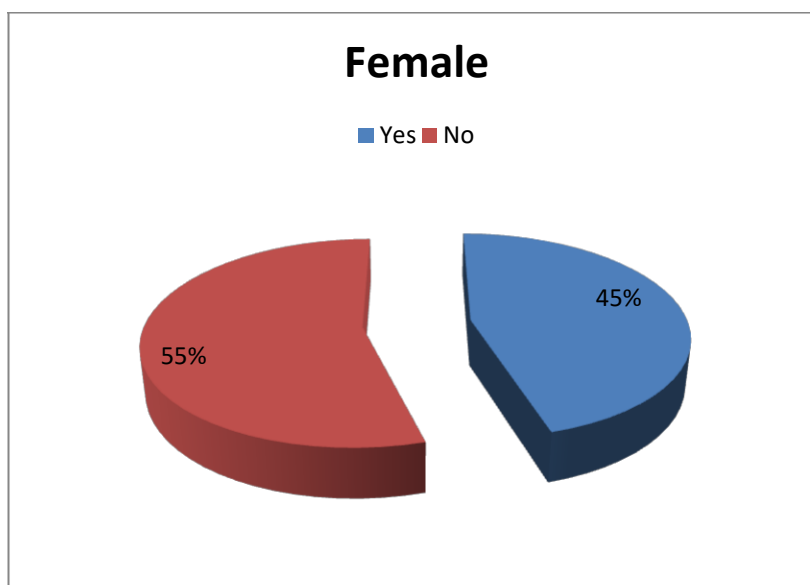
Contrary to male members, the greater number of females answered that it was not too hard for them, they highlighted in their answers that the process of acquiring languages while living in bilingual family was not difficult as they got accustomed to hearing both languages from the early childhood.

Figure 2.9 Graphical representation of students' answers to Question Number 5
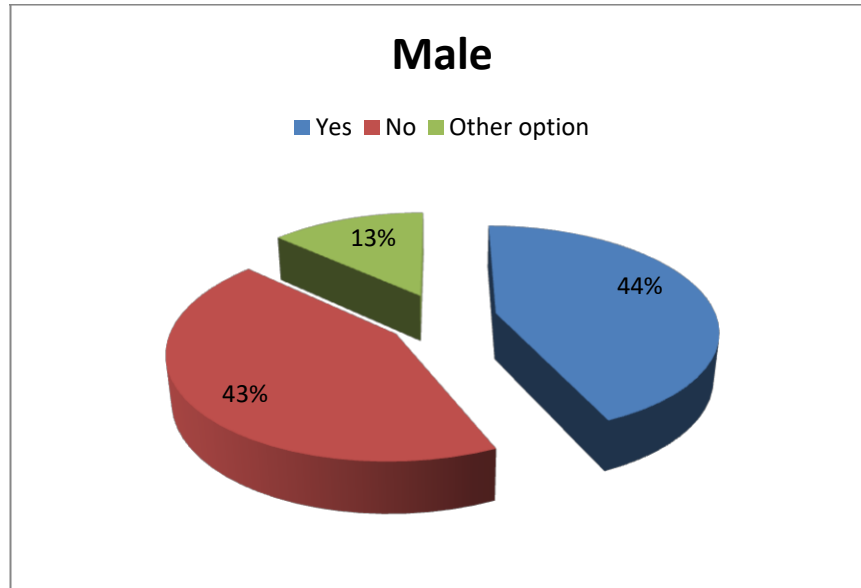
Based on the male interpretation, it gives the researcher some reasons to think that acquiring foreign languages by males cannot be claimed as the hardest one, but because of a very small divergence we cannot say that it is effortless.

Figure 2.10 Graphical representation of students' answers to Question Number 5
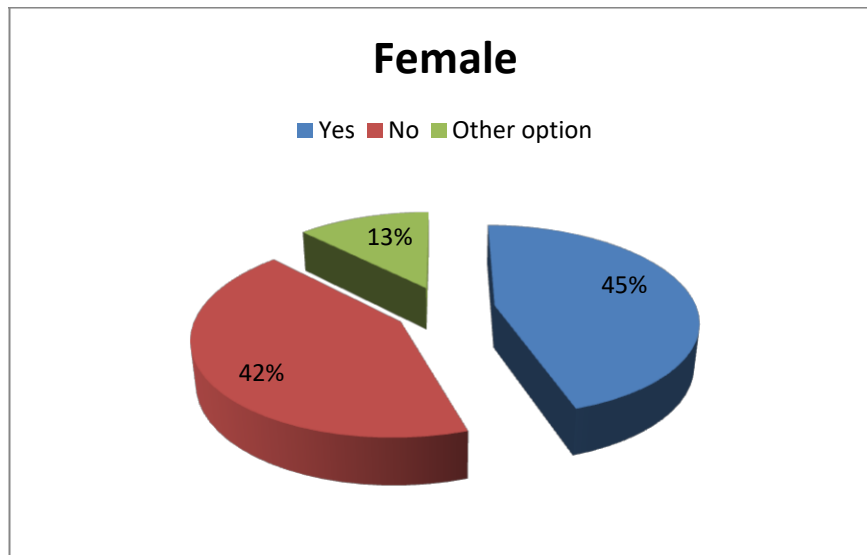
Comparison of male and female responses show little difference therefore, the findings suggest that girls and boys give similar answers with regard to percentage distribution. These findings are consistent with gender differences in the aforementioned cases.

The next question is the sixth one and is concerned with the age when the students under investigation fistly familiarized themselves with English, as a foreign language.

Figure 2.11 Graphical representation of students' answers to Question Number 6
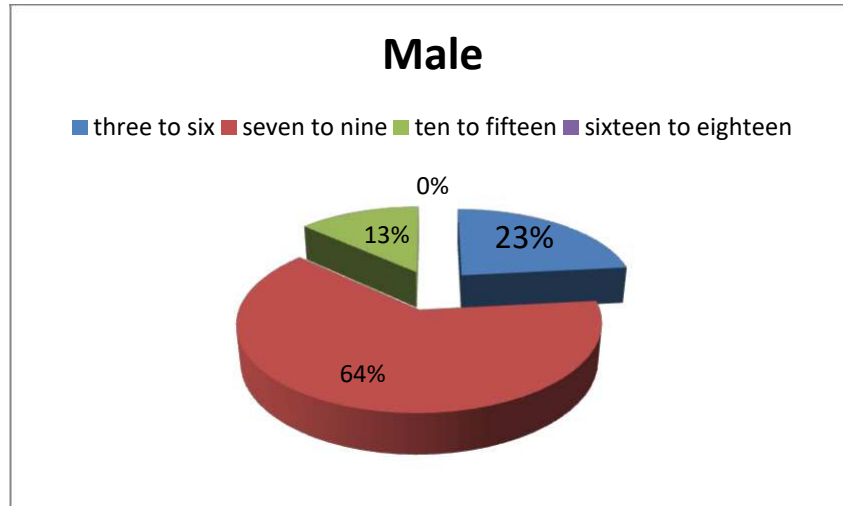
This part of the questionnaire concerns male participants and they were asked at what age they started studying a foreign language. The answers reveal that in most cases students started learning English between the ages from seven to nine.

From the researcher's point of view, it seems very natural as children go to school at the age of 6 or 7 and they start to learn a foreign language in the elementary school.

Figure 2.12 Graphical representation of students' answers to Question Number 6
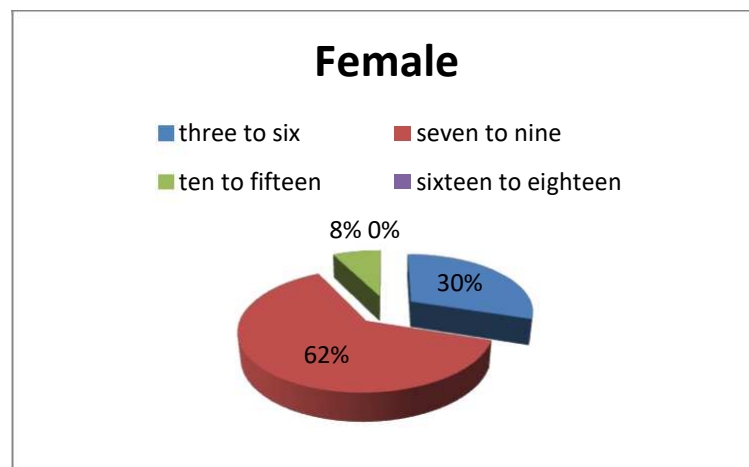
Based on the given results from the diagram above, we can conclude that both male and female learners show similar tendency regarding their age of starting the study of a foreign language. However, the female representatives show a higher percentage only because differences in the number of male and female students.

The seventh question wanted to shed light on where students started to learn English.

Figure 2.13 Graphical representation of students' answers to Question Number 7
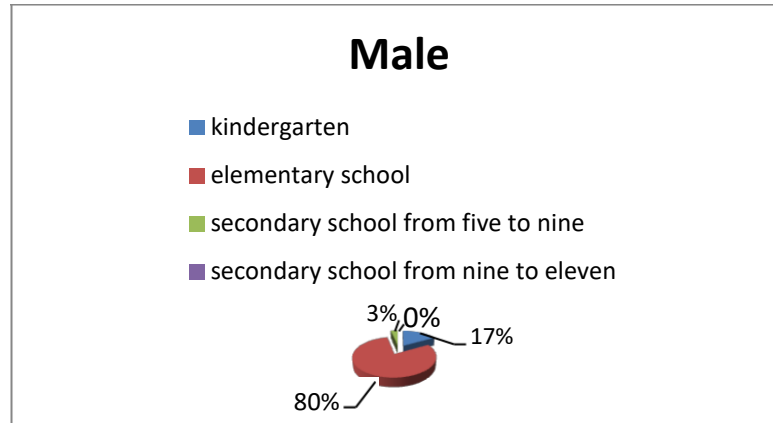
After having a look at the given results, it is possible to say that the respondents almost unanimously claim to start studying English from the age of 9 to 11. With regard to this question, the assumption of the researcher was validated as teaching English in Ukraine starts mostly in the upper classes of the elementary school, that is at around the age of 9. However, the research has revealed cases when students first encountered with the English language as early as aged 5 or 6 in the kindergartens. The latter result is a justification to the recent tendency in Ukraine namely, starting the first foreign language in the kindergartens.
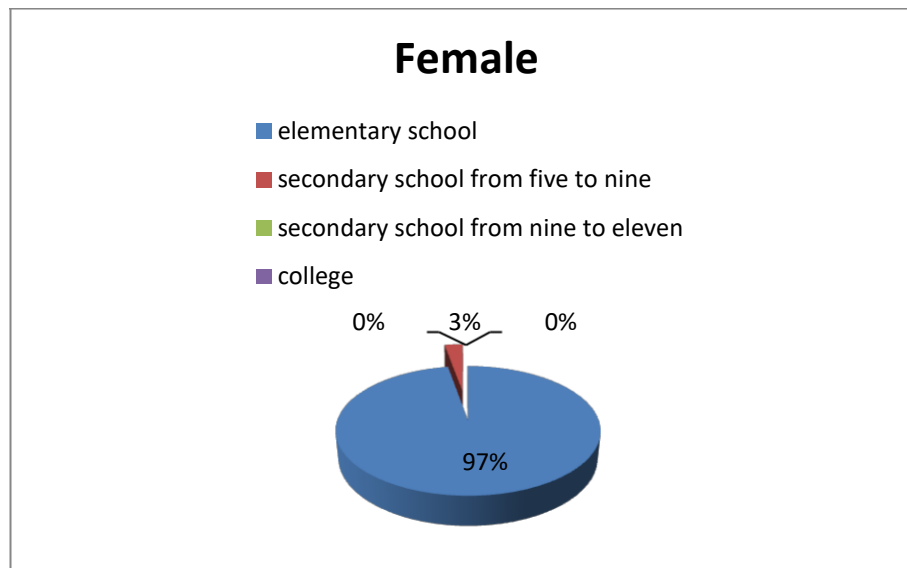
Figure 2.14 Graphical representation of students' answers to Question Number 7

According to the diagram the female group of respondents shows results with almost the same proportion of answers as their male representatives. The next question which both groups of representatives about their attitude to the language, that is whether they enjoy speaking the language of English or not.

Figure 2.15 Graphical representation of students' answers to Question Number 8
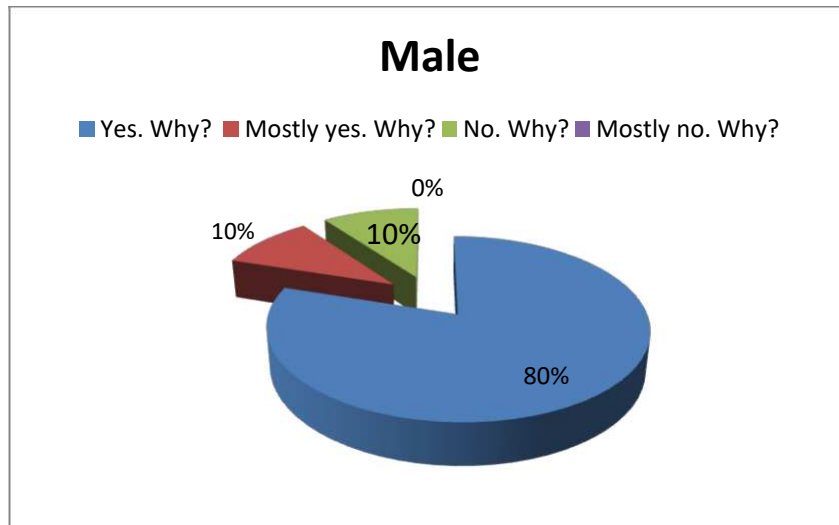
The answers to the given question can be seen from the diagram above, which shows us that the majority of the male students circle the asnwer 'Yes'. However, none of them tried to give some explanation to the open question. A small percentage of learners stated that they did not like learning English as a foreign language.

Figure 2.16 Graphical representation of students' answers to Question Number 8
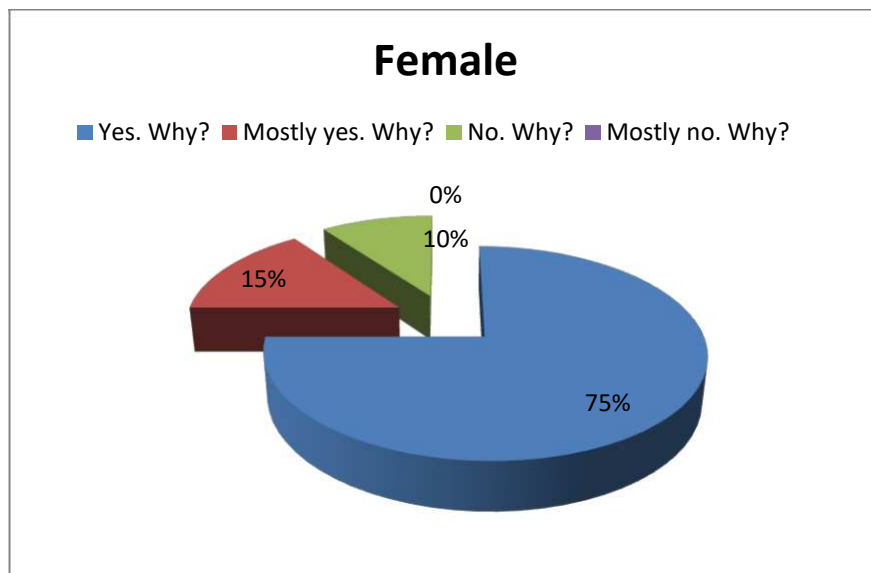
75% of the girls aged 12-17 claimed that they liked to speak in English, while 10 % of them gave a negative answer. Of the girls participating in this study and giving answer to the aforementioned question one stated that she liked she likedto use the language on a daily basis.

Answers to the ninth question were based on a self-evaluation of the respondents level of knowledge of English.

Figure 2.17 Graphical representation of students' answers to Question Number 9
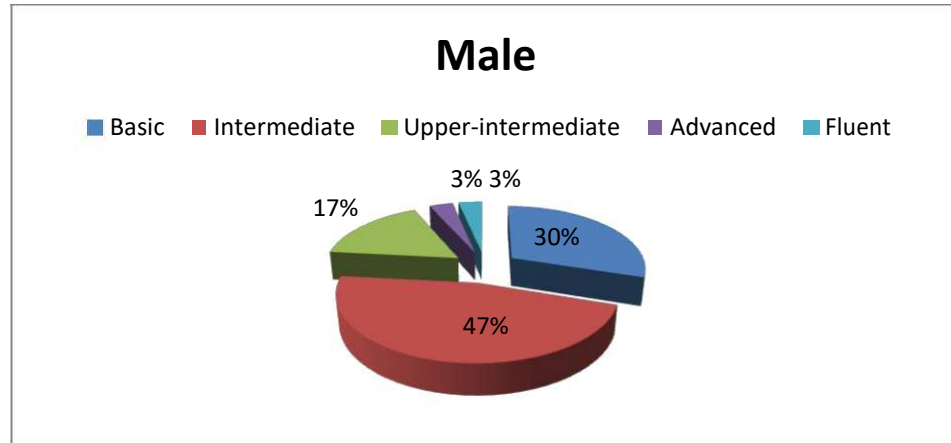
According to the self-evaluation of the students illustarted in diagram 2.17, we can state that the level of learning English as a foreign language seems to be quite high among the respondents.

With regard to gender distribution of the answers, 3 girls aged 14 and one girl who was 12 years old claimed to have basic level of English. According to the boys' self-evaluation 3 of them have intermediate level of proficiency, 3 participants state that their level of English correspondends to that of upper-intermediate. Surprisingly, one learner of this age group believes that his knowledge of English is at the advance level. Among the 15 year old learners there were 5 members with the basic level of knowledge, 5 claimed to be at the intermediate level, 1 thought that he knew Englishat the upper-intermediate level and 1 believed that he was a fluent speaker. Four students aged 16 believed that their knowledge of English was at the intermediate level and 1 stated upper-intermediate as their knowledge of English.

Figure 2.18 Graphical representation of students' answers to Question Number 9
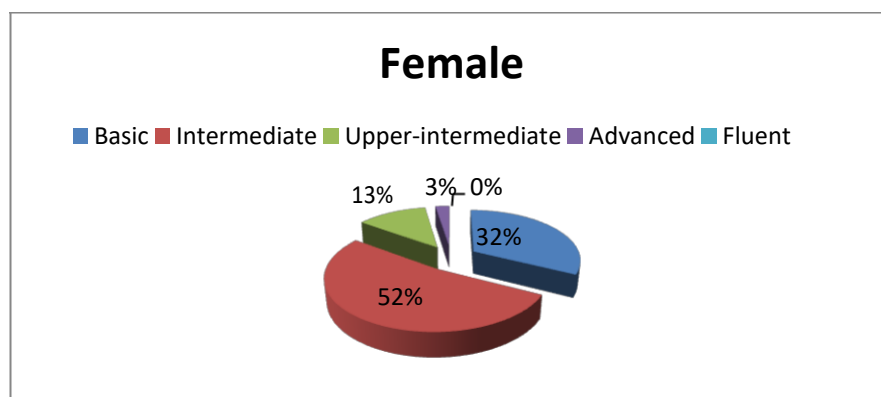
Based on self-evaluation of both girl and boy participants showed similar distribution and percentages in diagram 2.17 and diagram 2.18. With regard to gender distribution of the answers, 3 girls aged 14 and one girl who was 12 years old claimed to have basic level of English. 6 in 40 girl participants claimed to have basic level, 9 which - intermediate level and 2 female respondents believe that their knowledge of language was upper-intermediate. Of the 15 years old students, 3 identified their level as basic, 1 member chose the 'upper-intermediate' option, while 3 claimed their knowledge as that at upper-intermediate level.

Among the students aged sixteen there were 2 participants with the basic level, 5 who claimed to have 'intermediate' level and one learner believd to have 'upper-intermediate' level. Finally, there were two 17 year old girls one of them claimed to be at intermediate and at the basic level of language knowledge.

In the tenth question the participants of the research were asked to write an answer whether it was hard for them to acquire a foreign language in general. The following responses can be seen in both diagrams.

Figure 2.19 Graphical representation of students' answers to Question Number 10
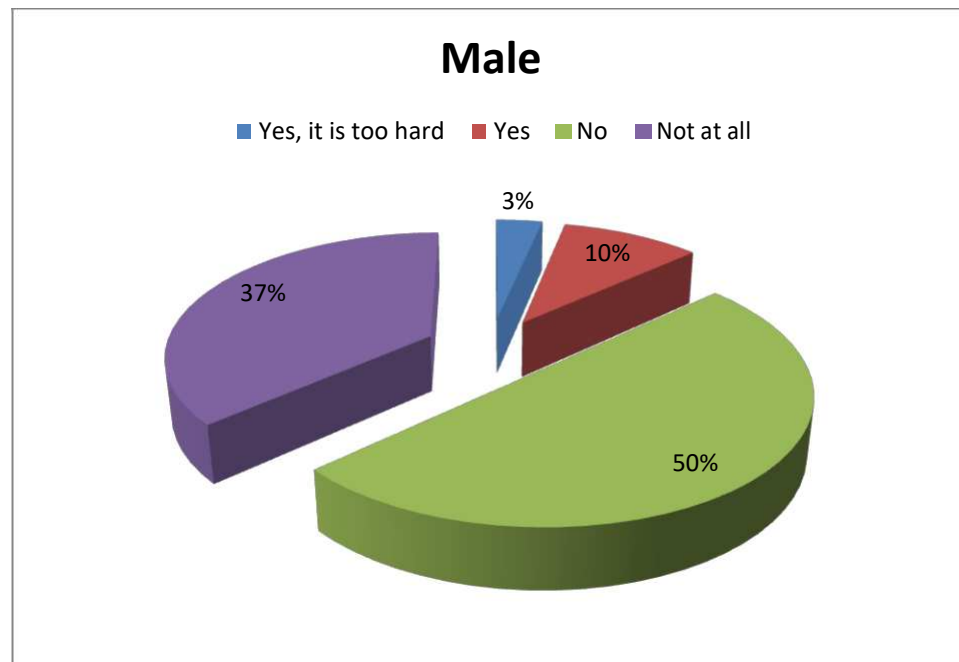
Based on the results given above, it is easy to make a conclusion that one half of the students answered that it was not hard, but it seemed essential to them, another bigger part of the diagram tells about the same, only 13 % percent stated that it was hard for them. It can be concluded that it is due to different reasons, for example teachers part at the lesson, students motivation or attitude to the subject.

Figure 2.20 Graphical representation of students' answers to Question Number 10
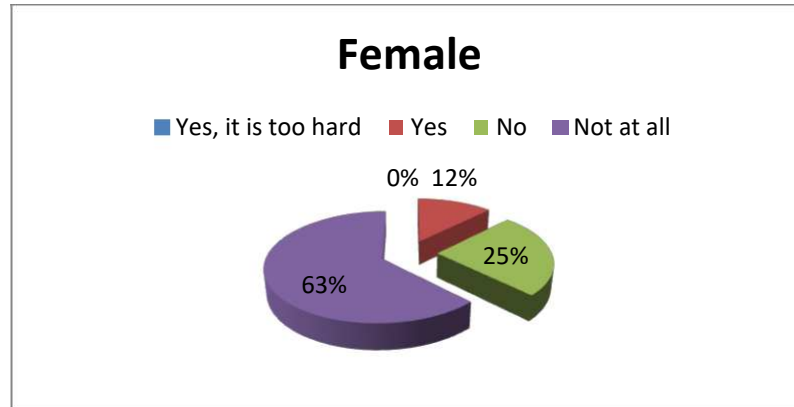
The situation is approximately similar to the previous one, altogether 88% percent of female participants voted for answer 'no, as well as, not at all' that again tells us that they enjoy learning foreign languages and not consider the task difficult.

Here comes the eleventh question, which is more interesting than th preceding one. The question asks whether the student remember how s/he studied the first words in English and the students have a great chance to choose the most appropriate answer from the given options.

Figure 2.21 Graphical representation of students' answers to Question Number 11
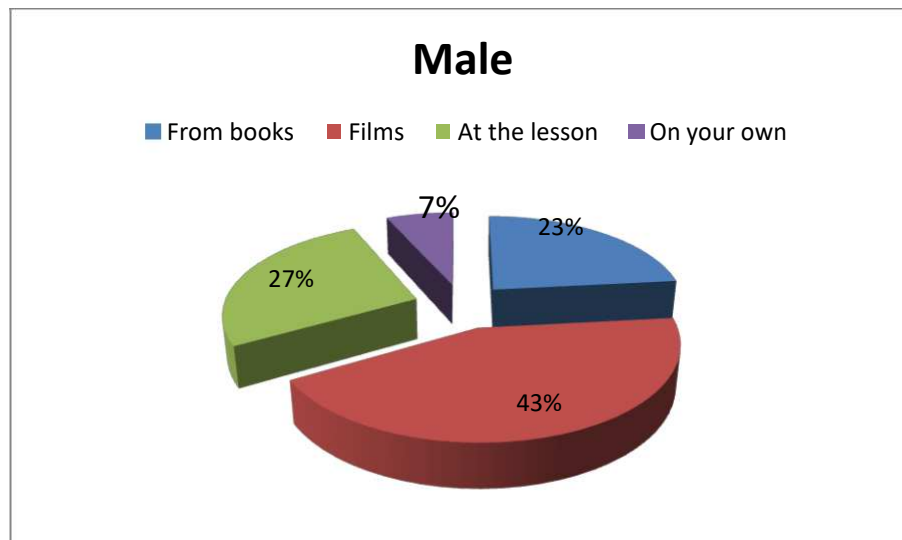
It is very interesting what the diagram shows, because according to the male students responses, we can put on the first place watching films as one of the most important resource that gives pupils opportunity to learn new words most frequently. Maybe the second placed option in the diagram is more surprising which is learning words at the lesson, but it looks like in this school teachers pay much attention on discussing the study material. Reading books is also a

very good option to improve your own vocabulary and one of the least effective with the male group students is learning on their own.

Figure 2.22 Graphical representation of students' answers to Question Number 11
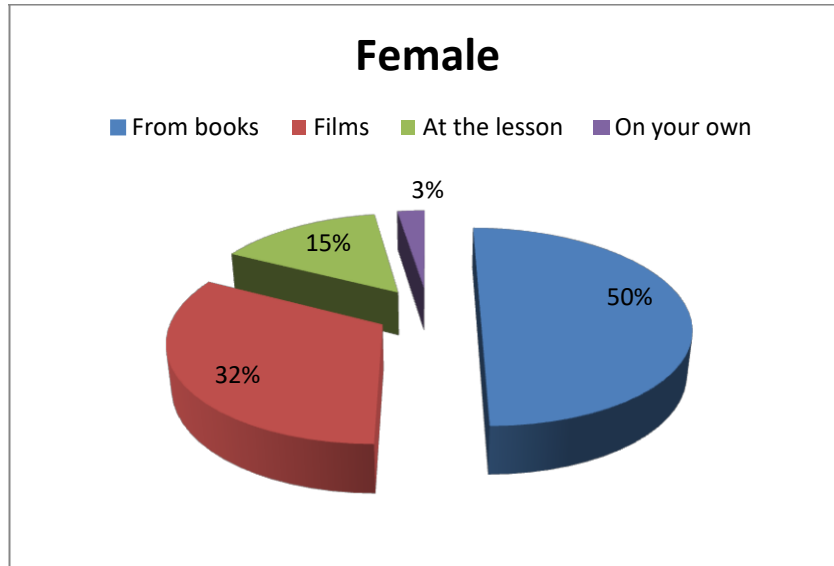
In comparison to the male results based on the given options, it seems that girls are more diligent as they mostly prefer learning words from books, but the difference between the results is not big. Most of the students met with their first English words while reading books, watching films or while being attentive at the lesson.

The next 12th question is connected to the previous one, but the main reason for asking the students about where they met new words was put in the questionnaire because here the researcher prepared a list of different options through which the results can be compared with the above mentioned one.

Figure 2.23 Graphical representation of students' answers to Question Number 12
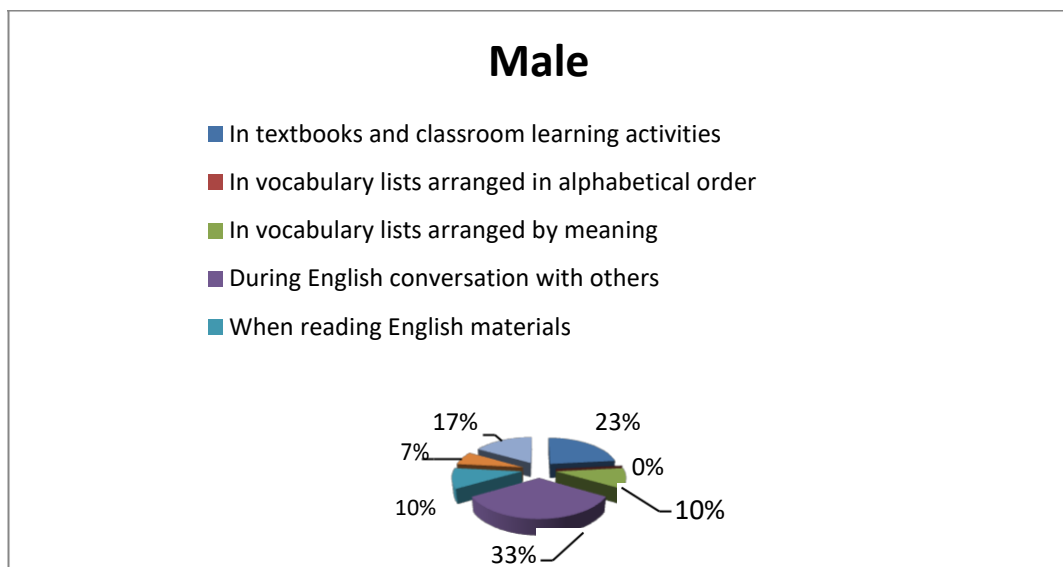
The following questions are going to be broader with various choices and giving justification is more expectable than before. To go on with this diagram, it is easy to decide what is on the first place and where exactly the male students meet new English words. Most of the pupils familiarize with vocabulary while using English in conversation with others. The imminent way is also when they use textbooks and do classroom activities. On the same level are the options 'when reading English material', as well as, 'in vocabulary lists arranged by meaning'. The least percentage had boys choosing singing songs and watching movies or TV.

Figure 2.24 Graphical representation of students' answers to Question Number 12
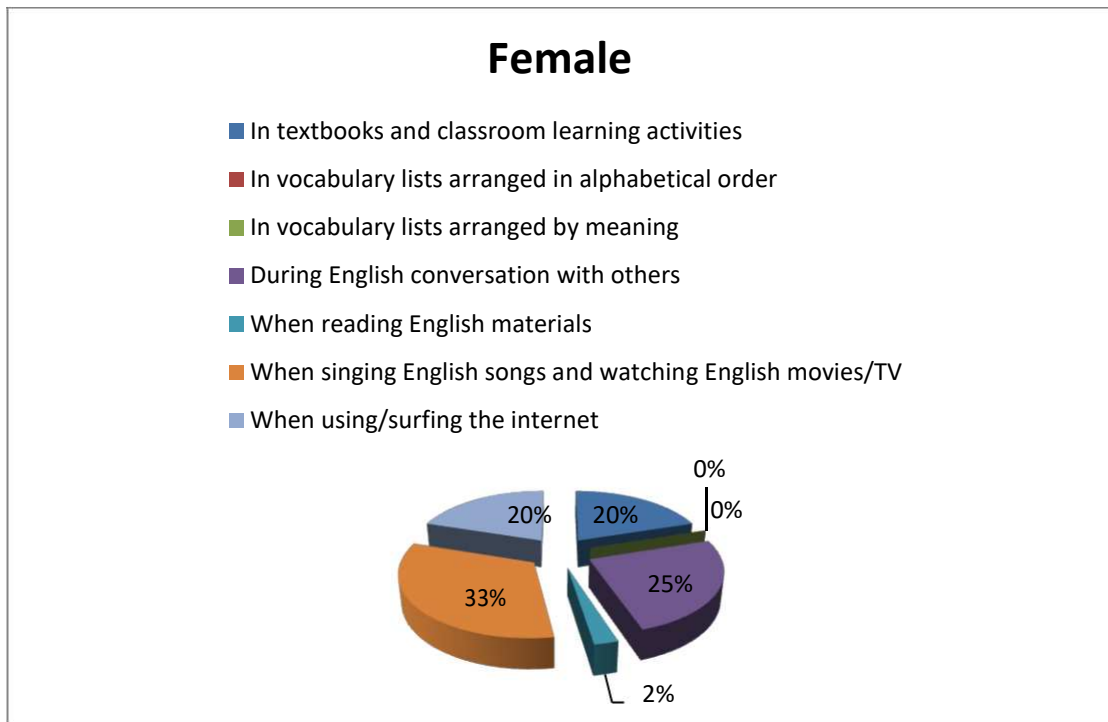
The next task is to notice what is in harmony with male representatives and what is the difference between them and the girl respondents. According to the female respondents, the largest number of words they meet is when singing songs and watching films, so it takes 33% percentage on the diagram which is totally different from the male options as only 7% of them chose media as the most frequent resource for meeting new words. Furthermore, we can see that boy's diagram shows 33 % for the textbook and classroom activities, it seems like they are very good learners, if the majority chose this option.

Based on the answers from the 12th question it is possible to find out more about EFL learners and in order to do so we have decided to ask them what they do after they meet new vocabulary items.

One student can choose more than only one response from the list added as sometimes the answers have similar meanings or because of the simple fact that it is not enough to use only one method or technique but the combination of them manage toresult in really effective skills.

Figure 2.25 Graphical representation of students' answers to Question Number 13
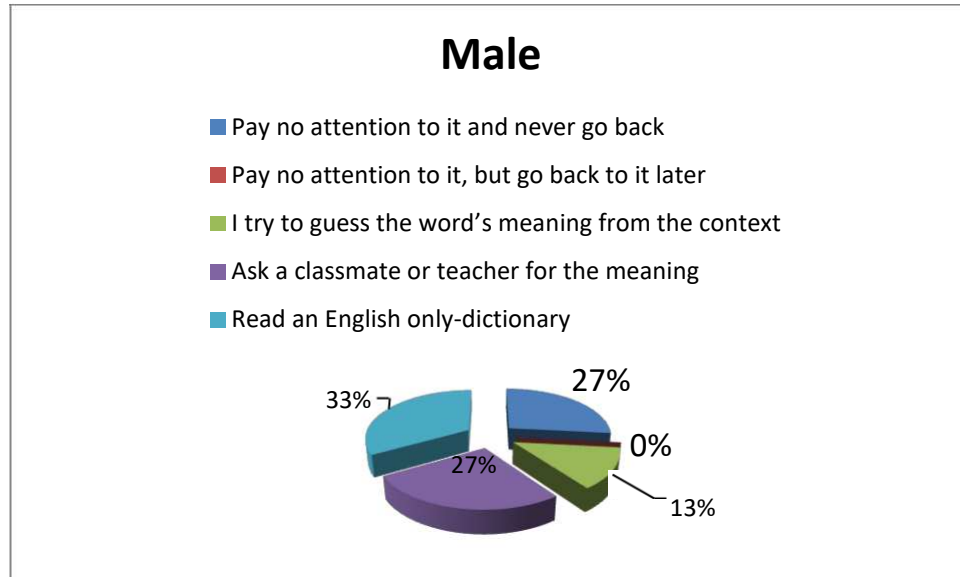
Regarding the given answers, the majority of the male respondents who are interested in absorbing new vocabulary always pay attention to the teacher when they give the meaning of the words or ask the classmates about their opinion. To be more accurate, 33% of the participants most of the times they read English only-dictionary which helps to understand the word without the exact translation to the mother tongue and it helps to memorize the word for the long term. Some students try to guess the meaning of the word from the context which is another good option for memorizing words through specific situations.

Figure 2.26 Graphical representation of students' answers to Question Number 13
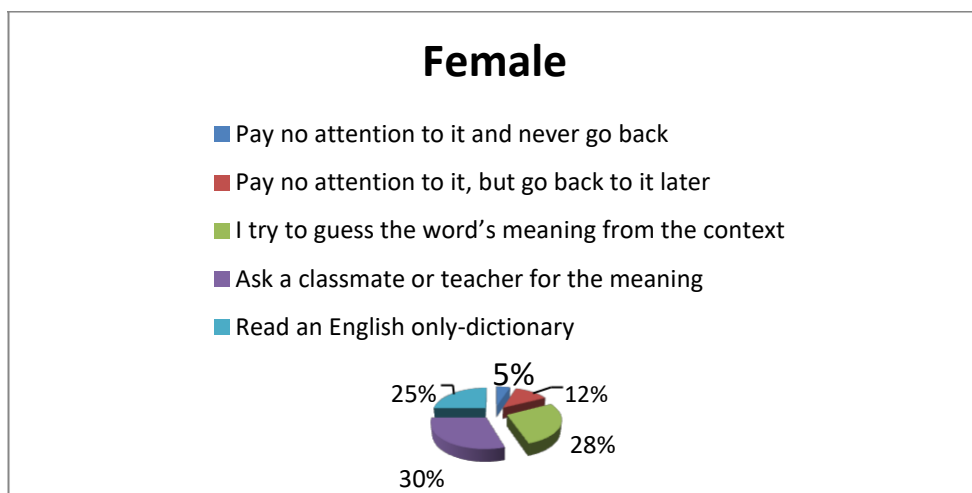
Among some female participants there are some who familiarize themselves with new words while having English conversation with other students and they always try to find out the most effective ways for memorizing words. The results of this question show that based on these options, one of the most frequently used methods is discussing the words meaning in pair or with the teacher or learning them on their own.

The 14th question implicates some new options, concerned with learning the topic of the different aspects of the vocabulary. While working on this research paper, some special aspects for learning vocabulary for EFL learnen rs have beedescribed, now the practical part of this empirical research will demonstrate how it works in reality.

Figure 2.27 Graphical representation of students' answers to Question Number 14
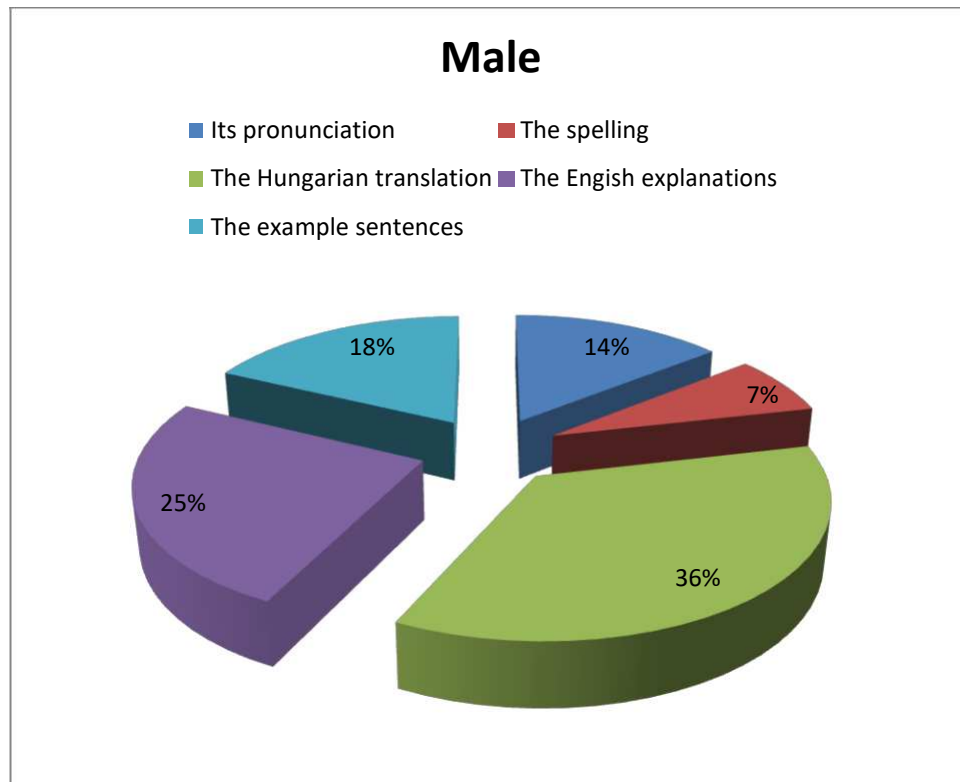
From the point of view of the investigator of the research, it can be definitely stated that most of the students nowadays are so lazy to find out on their own the meaning of the word, they have easier ways to find the translation of the words into their mother tongue on their mobile devices or by using internet everywhere which reduces motivation to guess the word or just asscociate it with something. According to the given answers, we can conclude that male students learn words after understanding what its meaning, the example sentences and pronunciation of the words are the main aspects of learning foreign language vocabulary.

Figure 2.28 Graphical representation of students' answers to Question Number 14
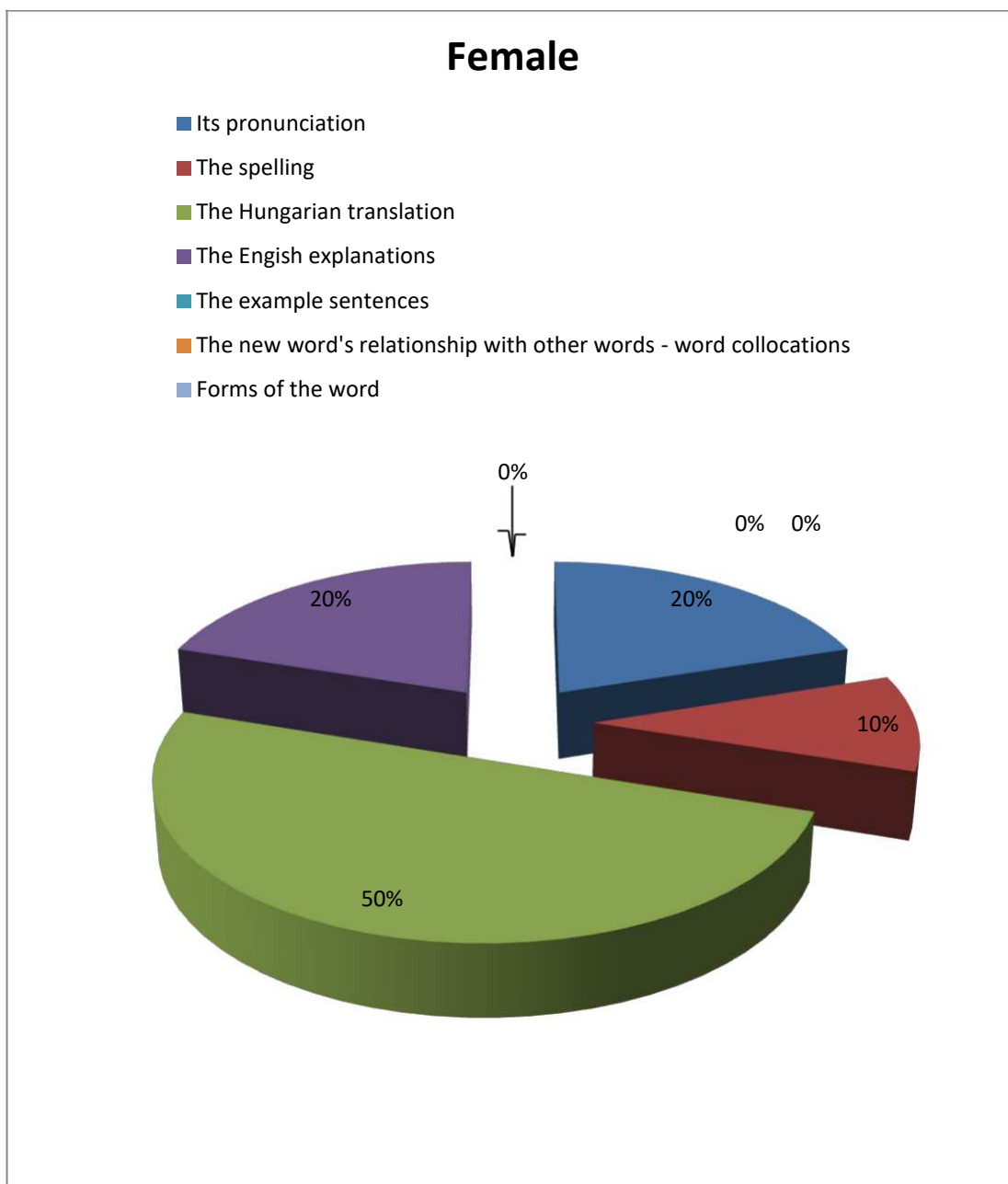
As we can see from the diagram above, female representatives have chosen translation into the original language they speak. Obviously, it is essential but it is not the best way to learn new words for EFL learners, they should be more motivated and study with some efforts, only in this way they can achieve successful skills. The second most frequently chosen answer is the English explanations which takes more time for understanding but than it is stored in the long term memory.

The question number 15th asks students to circle all the possible methods which can be effective in learning foreign language. This is one of the very thought-provoking questions, the researcher wants to compare girls answers to boys ones.

Figure 2.29 Graphical representation of students' answers to Question Number 15
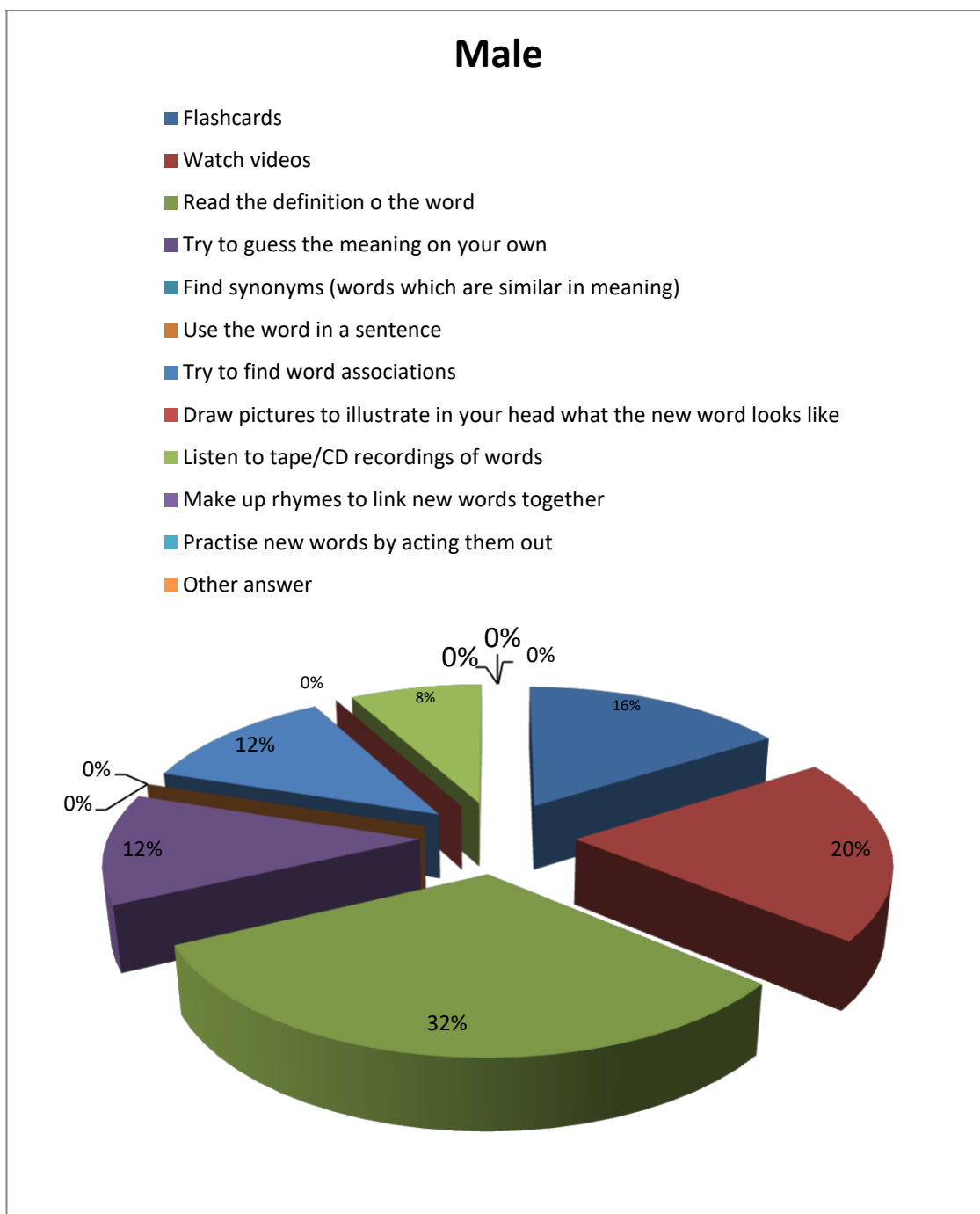
This is one of the most diverse questions in the questionnaire. However, not all the existing methods have been mentioned only those which according to experts may be the most popular and which students together with their teacher use on a daily basis.

The majority of the male participants is accustomed to use methods like 'read the definion of the word' as it takes 32%, moreover they are really keen on watching videos, personally they confirm that it is the most reflexing and entertaining way of acquring languages.

Figure 2.30 Graphical representation of students' answers to Question Number 15
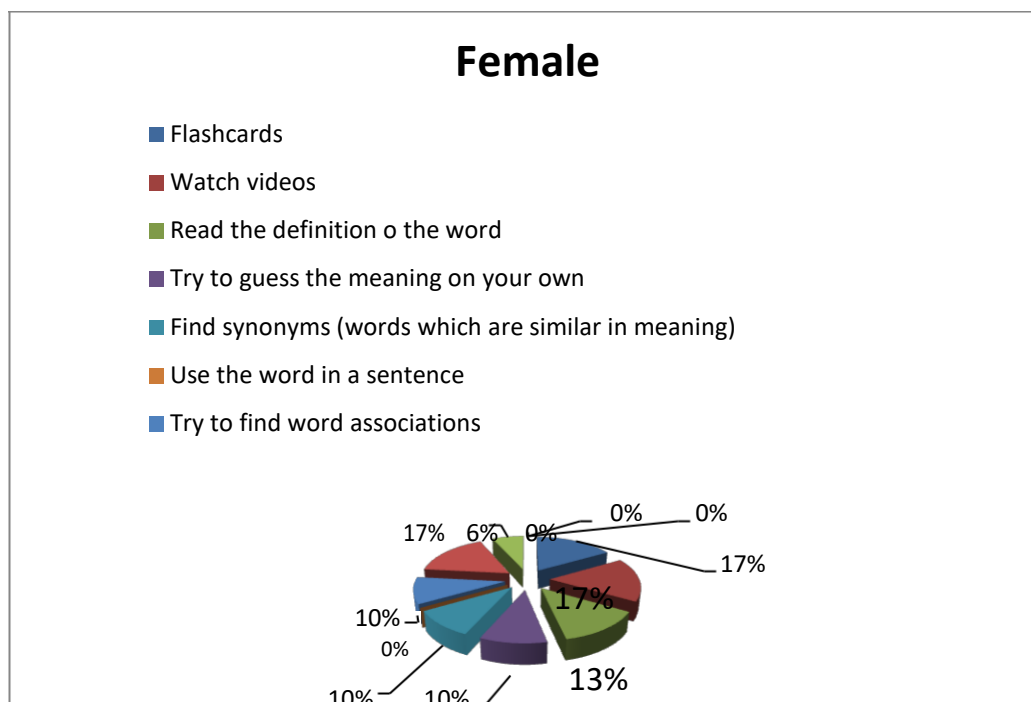
While speaking about girl's answers, it is important to highlight that they mostly combine several tecniques together, that is why we can see from the diagram that they are mostly concerned with all the types of given methods and it is very positive to start enrichment of vocabulary from various concepts. There are three main methods they use on a daily basis – using flashcards, watching videos and drawing pictures to illustrate in their head what the new word looks like and so on. There are other methods as well, like reading the definition of the words, finding the word associations which take a predominant part in their studies.

The 16th question, asked students about the techniques they can name which the teacher use at the lesson to teach them new words. Theoptions are given in the diagram.

Figure 2.31 Graphical representation of students' answers to Question Number 16
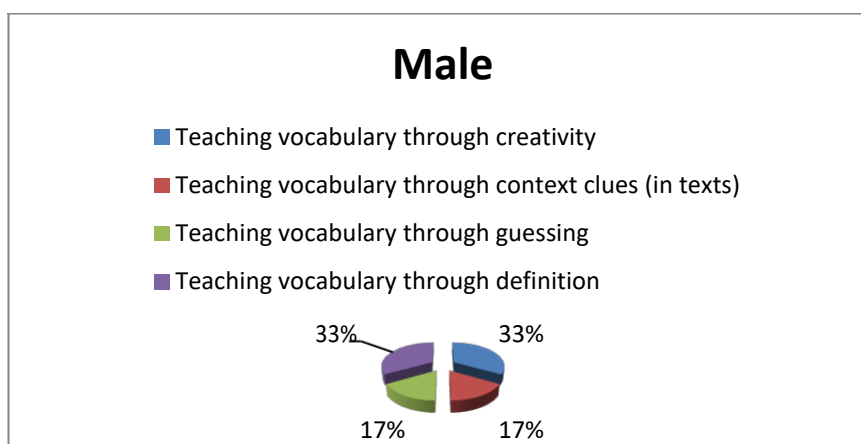
Most of the times, the teachers prefer to use all of the given techniques while presenting the new words of the foreign language. According to the male students the most effective way of teaching vocabulary is through creativity and definition, the second one is teaching lexicon through context clues and guessing.

Figure 2.32 Graphical representation of students' answers to Question Number 16
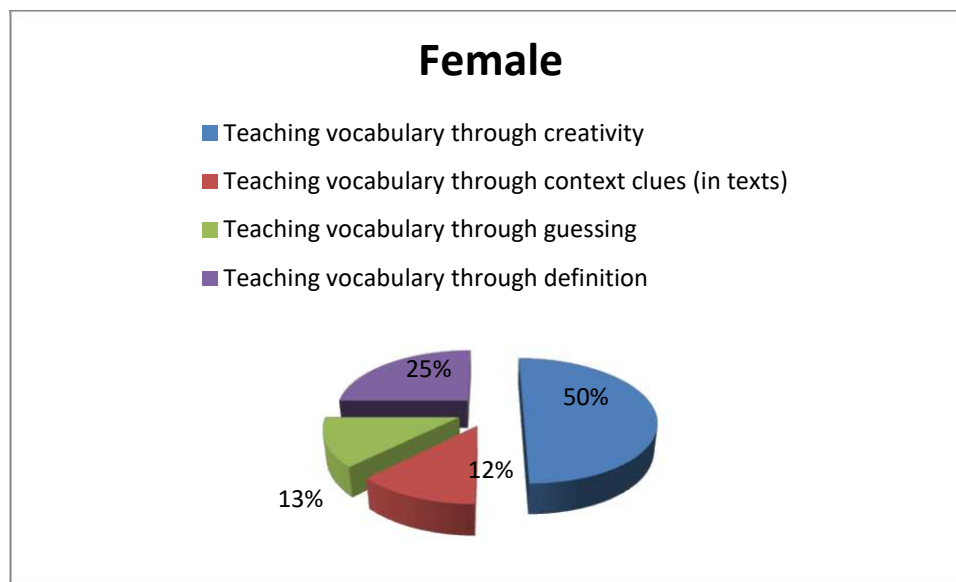
According to the female diagram, they like to be creative, so they prefer teacher's techniques based on creativity and learning vocabulary through getting knowledge about the definition of the word.

The next 17th question play an imminent role in learning vocabulary and it asks EFL learners how they review the previously obtained vocabulary.

Figure 2.33 Graphical representation of students' answers to Question Number 17
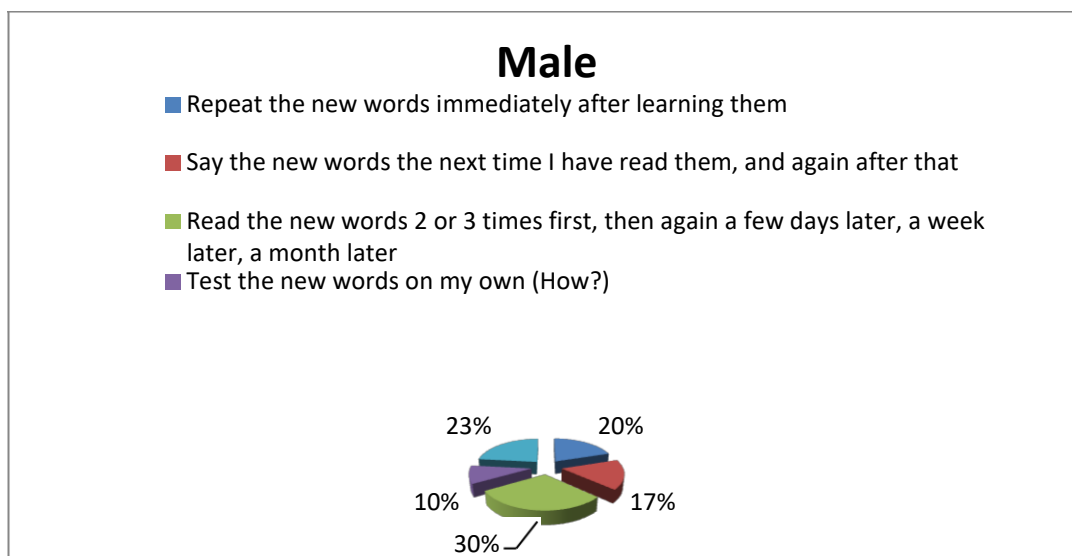
Answers given to the question reveal that boys actually review their studied material or just a number of words by reading them several times and then repeat this procedure more and more times before they finally memorize the words.

Figure 2.34 Graphical representation of students' answers to Question Number 17
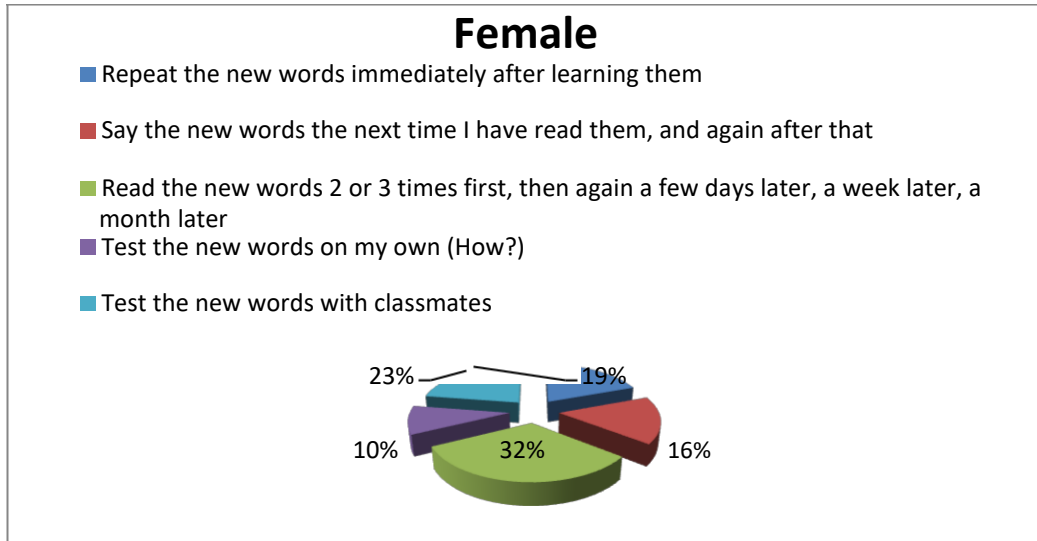
Finally, we can state that the female diagram mostly agrees with the given numbers of the percentages with the male ones, so they review the learned material almost in the same way.

The 18th question ask male and female students of different ages about how they remember words which they try to place to the long-term memory.

Figure 2.35 Graphical representation of students' answers to Question Number 18
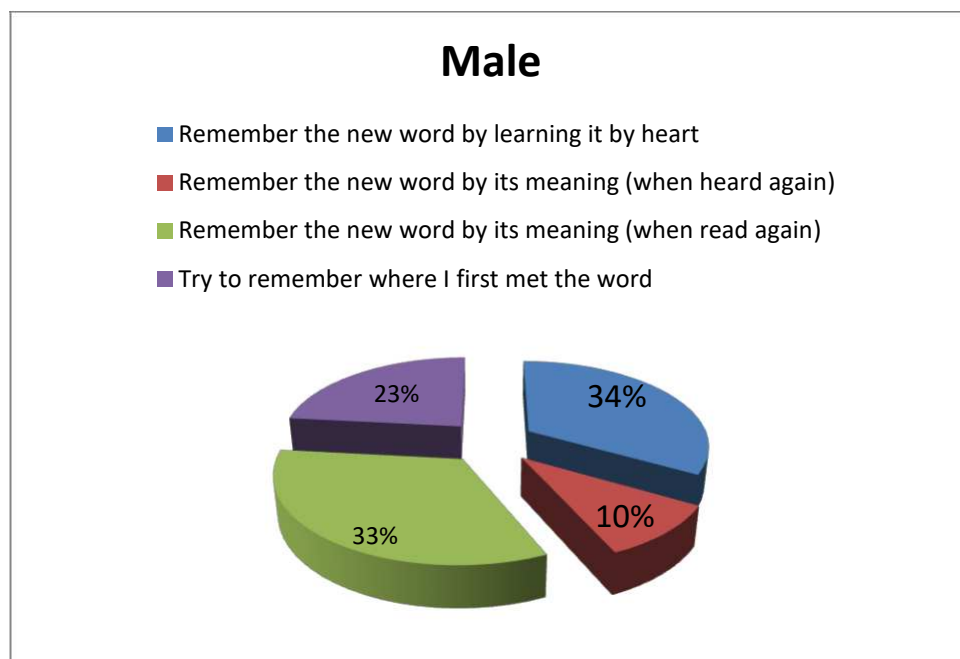
Based on the given asnwers, we can claim that male members remember the vocabulary they have learned through the way of remembering it by its meaning especially when reading about it in the different contexts.

Figure 2.36 Graphical representation of students' answers to Question Number 18
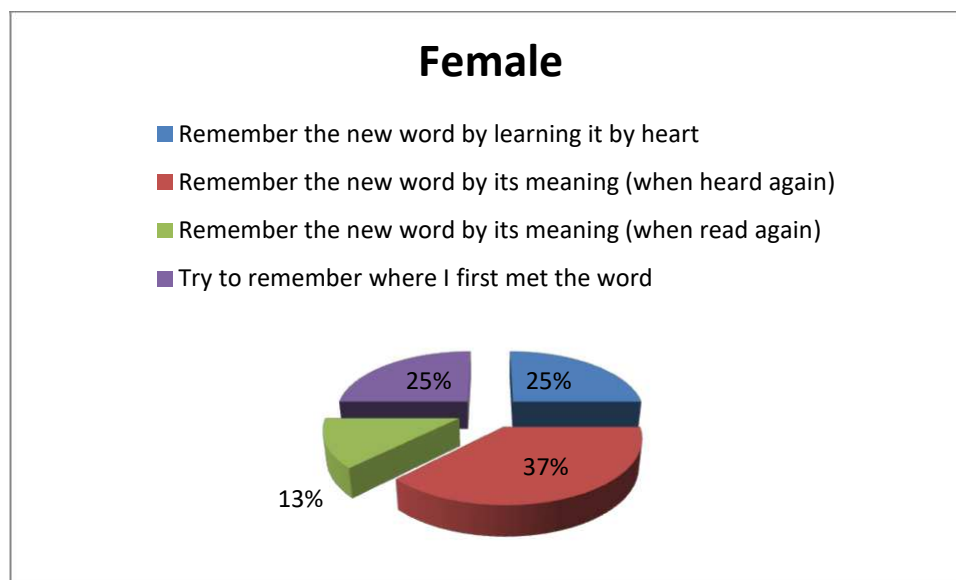
The very interesting fact is that women memorise better when they hear it several times, while men remember information after reading it again.

In the 19th question the researcher is interested in how today's learners make use of new vocabulary.

Figure 2.37 Graphical representation of students' answers to Question Number 19
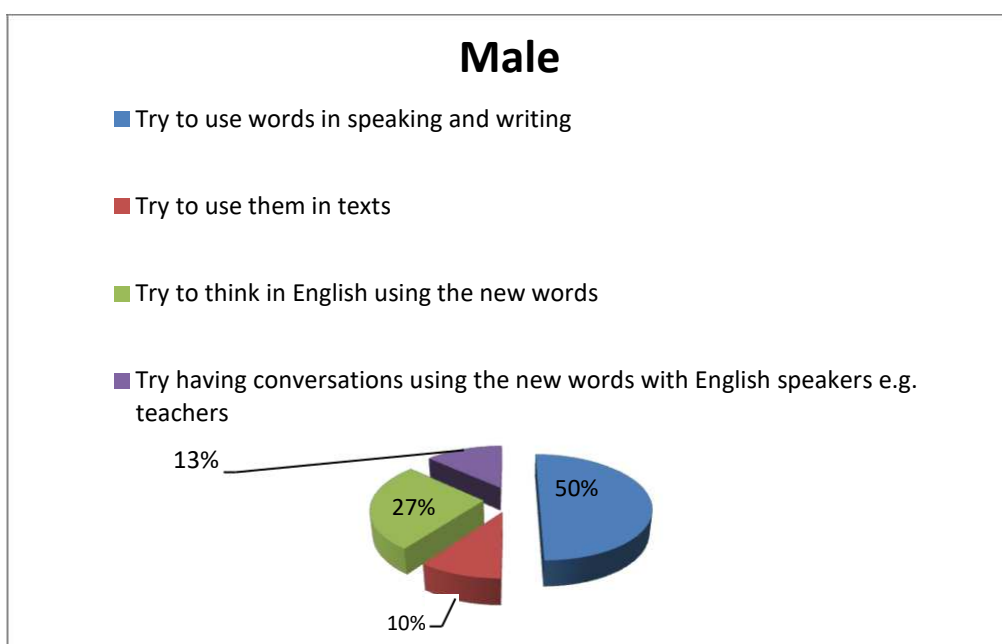
According to the majority of male pareticipants, using the language in speaking and writing helps to learn and to know the language well in the near future. Althoug, other option like 'try to think in English using the new words' is not less important.

Figure 2.38 Graphical representation of students' answers to Question Number 19
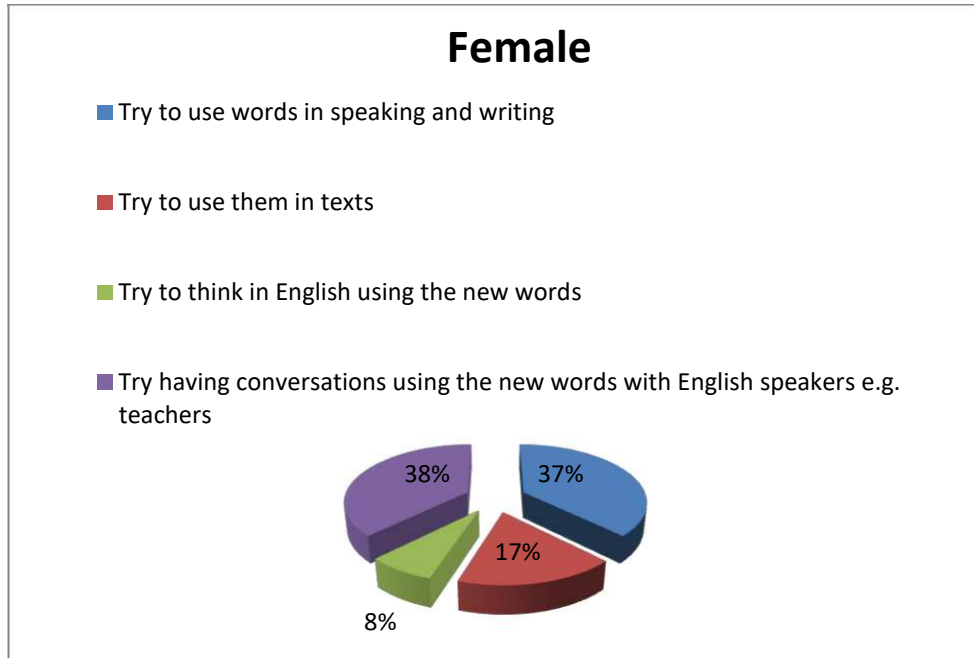
The following responses point out that females rate the answer ' having conversations with using new words while speaking with English teachers or students' as the first and the second prominent way is trying to use words in speaking and writing on their own.

20th question ask members how they feel whether there are any advantages to learn foreign language in groups or pairs at the lesson.

Figure 2.39 Graphical representation of students' answers to Question Number 20
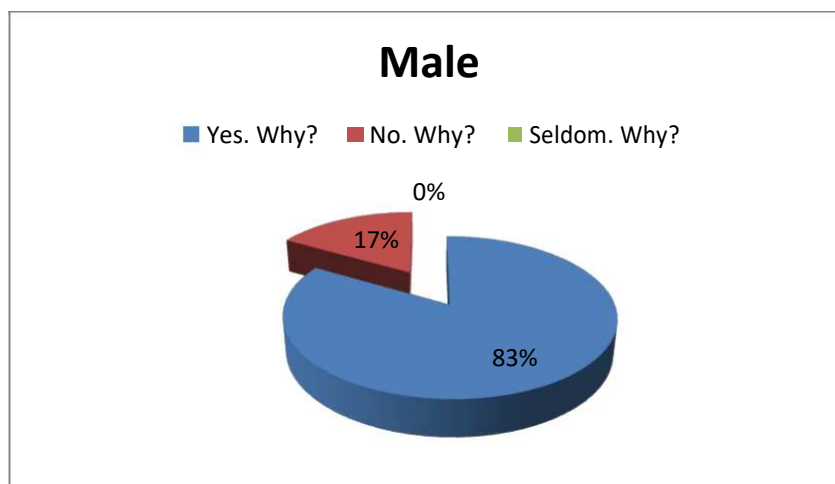
The researcher received these answers at the end of the questionnaire. 83% of students answered that because there are always excellent and some bad learners, so when they work together, the weaker student has big chances to learn from the stronger, so in this way classrooms actually work with all students in harmony.

Figure 2.40 Graphical representation of students' answers to Question Number 20
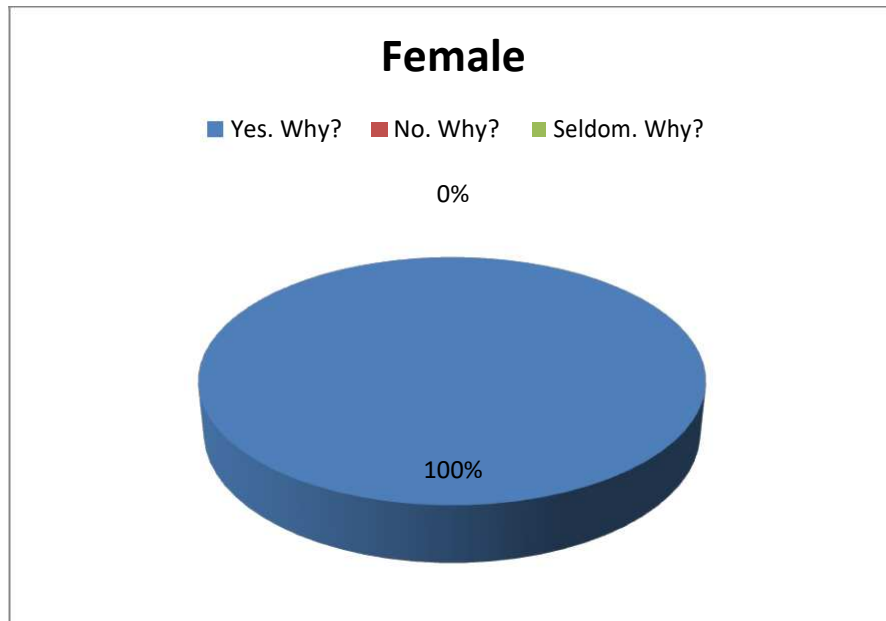
This question was answered by all the 40 female mparticipants, 100% of them said that working in pairs at the lesson had a a lot of advantages.

Finally, the last question of the structured questionnaires wanted to shed some light on types of exercises used while learning new words in the classroom.

Figure 2.41 Graphical representation of studets' answers to Question Number 21
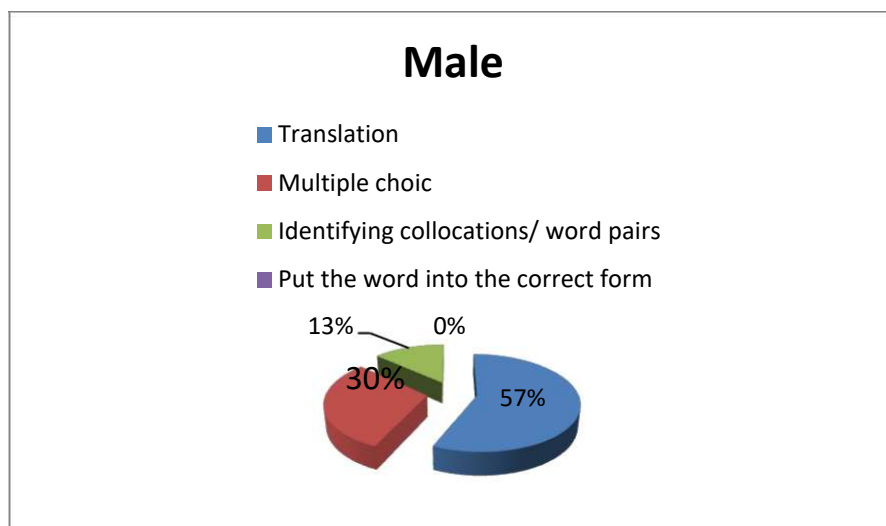
The results show the most frequntly used task types are translation and multiple choice by the male respondents. Next is the comparison of the gained results with the girls responses.

Figure 2.42 Graphical representation of students' answers to Question Number 21
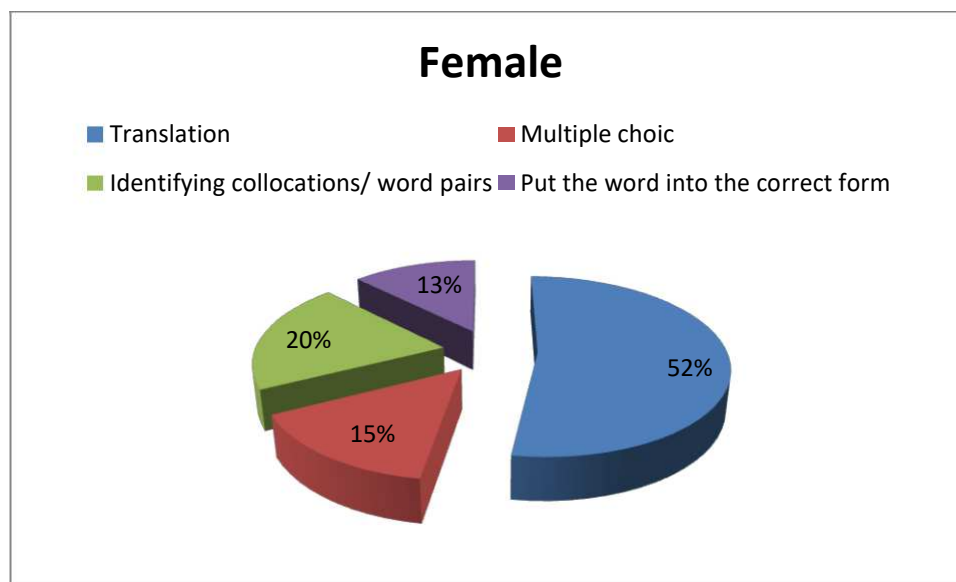
Female answers are similar to the answers given by the boy students as they also have chosen translation tasks at the first place, but the second most frequently used technique according to them is identifying collocations.

To sum up, the research was conducted and the main aims were achieved. The data analysis has revealed the similarities and the differences between the male and female attitudes, ways of studying and memorising techniques. As we have seen, altogether 70 students of different ages between 12 and 17 years old including 40 girl respondents and 30 male respondents filled in the questionnaires. All the questions of the structured type were answered both by female and male EFL learners and the number and the gender distribution of participants makes this result worth paying attention to.

The questionnaire at the beginning of the work had an aim of characterizing the differences between language skills of various nationalities, but unfortunately, this time only a small number of students took part in the research. However, techniques and methods used to acquire and memorise vocabulary by students of a patrticular secondary school in Transcarpathia were revealed. Since a small number of the respondents, it is not possible to generalise the result. It may be furthjer developed in a further research.

PART 3

EMPIRICAL INVESTIGATION FROM THE POINT OF EFL TEACHERS

As it is mentioned in the highlighted title above, this is going to be the third part of our research paper which plays a far-reaching and key role to all the previous findings. First, we will take into consideration the entire methods and techniques that were stated in the first part of this paper by experts and linguists, who worked them out with the aim to make the process of acquiring foreign language vocabulary in a most attractive way with limited efforts. After having outlined the theoretical background of the leading question of this research, to be more precise, vocabulary memorizing strategies of EFL learners, we decided on doing our first empirical investigation.

According to the results of the collected data, the survey provided us with open and closed typed answers which were the most sincere because of gathering information anonymously. To continue on this aspect and to find the most appropriate answers for techniques and methods that finally will be considered as much useful in theory as in practice we developed the second questionnaire from the teacher's point of view.

The writer of the current research will asset some traditional methods that are used in practice by tutors to notice how the typical methods and techniques which have beenoriginally suggested by scholars, work in the EFL classrooms.

The questionnaire is based on the qualitative and quantitative techniques. The procedure and the analysis of the discussion between the researcher and participants in the questionnaire are explained, in the same way as the choice of answers and the main aim behind the implementation of the questionnaire.

3.1. Background to the study

The general aim of this study was previously inclined in the theoretical part, where the main strategies for English foreign language learners were presented by expert's views. Later, based on the material that methodology suggests for English language and word stock acquisition, the author of the thesis decided to point out the first questionnaire, including central questions based on the effective lexicon teaching with the aim to find out the most effective methods, according to the students individual views. As it was already mentioned in the final results and discussions of the present research that was based on the EFL learners opinions, who were aged between 12-17 was that the most productive ways of familiarizing and acquiring foreign language vocabulary were the following: using flashcards, making up rhymes to link new words together, practising

new words by acting them out as well as, drawing pictures to illustrate the meaning of new words.

The next part of the current paper presents the research carried out by using qualitative and quantitative techniques, but the participants now were the teachers from different Hungarian schools and colleges in Transcapathia. The aim of the second questionnaire was to examine the differences between student's and teacher's points of views in terms of teaching and learning English foreign language vocabulary.

The central hypothesis of this investigation is that how important teacher's role and approaches that are used at the vocabulary teaching lessons are. In addition to this, we would like to seek answers to the question whether it may possess any difficulties in acquring English if the student's mother tongue is Ukrainian or Hungarian.

At the end of the collected answers from the anonymous questionnaire, the author of the paper is going to draw an ideal picture of the effective and fruitful lesson which may be useful for novice and experienced teachers. While working on this research, the focus is on the teachers whose teaching exprience ranges between 5 to 20 years, because they are predominate.

3.2. Participants

The data, related to the topic of the second research were collected from teachers of schools and colleges with Hungarian language instruction. Despite the fact, that the school and college is a Hungarian language, the region of Transcarpathia is highly multinational, Hungarians and Ukrainians live close to each other and quite often teachers work in classes with representatives speaking different first lamnguage. It is important to highlight it, because the present research will show the differences in acquring English lexicon among Ukrainian and Hungarian students.

The data collection took place at schools and colleges where teachers teach English language skills to students who obtain it as a foreign language. The respondents for filling out the questionnaire were chosen without any specific requirements.

Participants are aged between 25-40 years, possesing various teaching exprience, approximately from 5 to 20 years. Altogether 5 teachers participated in the research giving their sincere answers to the questions of closed-ended and opened-ended types.

Finally, the collected sample may provide other researches of this area to continue on the next investigation in other region and to compare this data with the collected and analysed new one.

3.3. Research instruments and methods

One of the main purposes of conducting this research was to gain information about the teacher's role at the English lessons, to examine their hard work and to summarize the most influential part to which they pay more attention, for example eliciting vocabulary after having studied a specific topic of English by quiz or by preparing them some creative tasks.

For recieving as much as possible sincere answers from teachers, we constructed our questionnaire with options from which teachers may chose their answers from the given alternatives. Also, open-ended questions have been designed, where it is expectable from them to give a brief opinion on the investigated problem.

When designing the given research, it was imminent to decide on the instruments which the survey should conclude. The instrument included in the process of conducting a teacher survey, is one of the most regularly used methods of empirical researches known as questionnaires.

As a result, the current investigation was done by using several methods of data collection and data analysis.

3.4. Procedure

The second empirical research as it was highlited above, searches for the most valid methods, by doing which students will easily master the vocabulary of English language. This helps them to improve speaking, listening, reading and writing skills. Without good vocabulary knowledge, there are very small chances to become competent in any foreign language.

The procedure was held at places where the selected teachers work, in general, the research took place in Transcarpathia region.

The researcher organised a questionnaire sample which included 15 questions with five-point scale alternative answers and 10 questions where teachers had to explain their own opinion based on the conditions of his/her teaching, individual methods and styles.

The procedure was the next, first of all, the researcher explained all the necessary information to the person who took part in this investigation, starting from the main aim than going on the fundamental requirements and some expectations from doing so, in order to raise teachers awareness to this work.

In the end, before the teachers started to answer the questions of the present research, the researcher informed them that their answers were anonymous and safe.

3.4.1. Questionnaire

The third part of the research paper deals with the main questions disturbing many educators, for instance, how to give the fundamental basis for acquiring foreign language skills to students for whom English, as in our case, is a foreign language. When it comes to find differences between the grammatical structures, pronunciation, alphabet and many other aspects of two languages, it may be concluded that it is one of the hardest tasks ever when teaching a foreign language. It is especially because the child learns his/her mother tongue, than he/she has the surrounding area in which people mostly use the same language to express themselves, therefore, learning a foreign language posess obstacles as the foreign language has been used almost only in the lessons.

When constructing the questionnaire sample for future purposes, it is imminent to design the appropriate order of questionsin order to obtain valid information. The first part of the questionnaires consist of 15 questions to which teachers have a five-point answering scale, the second part includs questions of the open format. Before doing this investigation, the researcher has developed some hypotheses about the expected answers, but the main attention was on the indivual answers which show strategies and methods that can help future English teachers to work with multinational students. To avoid any misunderstandings, at the beginning of filling out the questionnaire, the researcher provided familiarizing information for teachers for example, the definition of memorization vocabulary. The questionnaire was given in English language because of the qualified English teachers who took part in this survey.

Lastly, while working on this questionnaire no special attention was paid to gaining pieces of information through the questions like teachers names, individual interests, etc. Questions targeted mainly the ways of teaching English language vocabulary to students who learn it as a foreign language.

The questionnaire can be seen in Appendix 2.

3.5. Data Analysis Methods

While working on the investigation, the questionnaire method was used. Data were collected and analysed by using two main techniques known as qualitative and quantitative, both of which are very productive in getting sincere answers. In addition, regarding the questionnaires, qualitative analysis based on teachers own opinions, while quantitative analysis was mostly based on frequency counts of similar and different answers from five-point options.

The data analysis process was carried out in three phases. The first phase was the preparation, where the data was organized with the aim to make easier the final part of analysis.

Afterward, the data was checked for accuracy and entered into the computer. The second phase was based on describing the data by common descriptions and summaries about the research results. The third phase was the analysis of the collected data. In the second step, a quantitative method of analysis was used and the data was expressed mainly in the form of numbers, while in the last phase the open format answers were taken into consideration simultaneously with examining the percentages and numbers. During the process of quantitative and qualitative analysis, the main task was to examine the difference in teaching English as foreign language to Ukrainian and Hungarian students.

All things considered, the data were collected through analysing open questions, where teachers freely explained their opinions about the key-role techniques and methods, as well as the five-point answers where they chose what they felt the most appropriate from different options.

3.6. Results and Discussions

In the final part of the research, two methods were used to analyze the data - quantitative and qualitative. While doing the quantitative analysis, several variants of answers were applied, in opposition to the qualitative where the individual responses were expected. Altogether, five teachers from different schools and one college in the Transcarpathia region took part in filliing out this questionnaire. The survey respondents ranged from the age of 25 to 40 years old. Procedure of the questioning was conducted anonymously.

The purpose of the questionnaire was to clarify which methods of teaching vocabulary are usually used to help students easier memorize foreign words, which of the traditional strategies are effective and some that do not work at all. Similarly, the author of the thesis structured the second questionnaire which consisted of two parts. The first one has five-point answers at a grading scale from 1 to 5, where 1 is "never", and 5- is "always", altogether there were fifteen questions of this type. In the second part respondents had to write the answers in their own words, moreover, there were 10 questions which anticipated their own extended answers.

Based on quantitative and qualitative analysis of the second data, these results can be concluded:

The first question is interested in whether teachers usually explain to their students methods of learning English vocabulary. Two respondents answered "sometimes", two - "often", and one - "always". These answers show that insufficient attention is paid to teach students modern methods of vocabulary learning.

Figure 3.1 Graphical representation of teachers' answers to Question Number 1

The second question asks whether teachers motivate their students to learning new words from the context or to be more precise, if they draw the attention of the students and explain the meaning of the new words in the context. Two teachers answered "often", three others - "always." This is shown in Figure 3.2 As a conclusion, according to the teachers' opinion they tend to motivate students learning English vocabulary.

Figure 3.2 Graphical representation of teachers' answers to Question Number 2

The third question specifies whether teachers help their students study the meaning of idioms. Two teachers answered "sometimes", two answered "often" and one "always". It is followed in Figure 3.3. From this diagram, we can draw the result that teachers do not pay enough attention to teaching idioms.

Figure 3.3 Graphical representation of teachers' answers to Question Number 3

The fourth question deals with teachers' satisfaction with students' vocabulary learning. Three teachers answered "sometimes", one - "often" and one "always". This fact concludes that not all teachers are satisfied with students' knowledge of the new vocabulary. In this case, teachers should use different methods to motivate students prepare for the lesson with new vocabulary material.

Figure 3.4 Graphical representation of teachers' answers to Question Number 4

Regarding question 5, whether teachers give extra vocabulary exercises to students to learn after class at home or not, one of them answered "rarely", two - "sometimes" and two - "often". Therefore, we may conclude that students are not always given extra vocabulary material for self-education at home. After all, teachers are not satisfied with the results of students' mastering English vocabulary. This time teachers have to find effective methods for motivating students work harder to learn new words after classes.

Figure 3.5 Graphical representation of teachers' answers to Question Number 5

Question number 6 deals with the issue of how teachers usually use contextualization theory at the English vocabulary mastering lessons. One of the teachers answered "always", three - "sometimes" and one answered "rarely" As we can see, the main problem in this case is the lack of students' motivation to acquire new English words.

Figure 3.6 Graphical representation of teachers' answers to Question Number 6

The next question concentrates on the revision of the previously discussed topics and the new vocabulary on the topic. Four teachers responded as they "always", one - "sometimes" revise the material. This is very productive technique and the teachers' task is to get the students used to and practice for oral revision in every lesson. The aim is to make it a routine so that students do it without any efforts.

Figure 3.7 Graphical representation of teachers' answers to Question Number 7

Question 8 asks teachers whether they usually apply example sentences while teaching new words. Three teachers answered "always", two - "often". It indicates that this kind of technique which methodology suggests is widely used by teachers. Moreover, it proves that students memorise better after giving them not only the meaning of words but also example sentence.

Figure 3.8 Graphical representation of teachers' answers to Question Number 8

The ninths question asks teachers if they use audio and video guides to teach new English words at the lessons. This technique is very effective because the correct pronunciation is formed while listening to audio with a native speaker. Two respondents answered "sometimes", two mentioned "often" and one teacher -"always". This means that students often listen to audio and video materials, to improve their pronunciation. Many of the teachers stated that they worked with the coursebooks which include CDs.

Figure 3.9 Graphical representation of teachers' answers to Question Number 9

Question 10 revealed whether teachers use vocabulary quizzes at their lessons. These kinds of quizzes are usually provided with special exercises that require knowledge of vocabulary and grammar. Moreover, they help students to improve their understanding of the new words and teach them equally how to spell them correctly. This question was answered as "sometimes" by the first two responders two others answered "often", and one - "always". It shows that this technique is generally used at the lessons, and has a good influence on learning new foreign words.

Figure 3.10 Graphical representation of teachers' answers to Question Number 10

Question 11 was about how teachers apply techniques and methods of teaching new words during their lessons. According to the teachers' answers, four of them chose the option "sometimes", one answered "rarely". It shows that poor attention is paid to this issue. It is not a good tendency, because knowing the methods of learning foreign words make students memorize easier new vocabulary at home.

Figure 3.11 Graphical representation of teachers' answers to Question Number 11
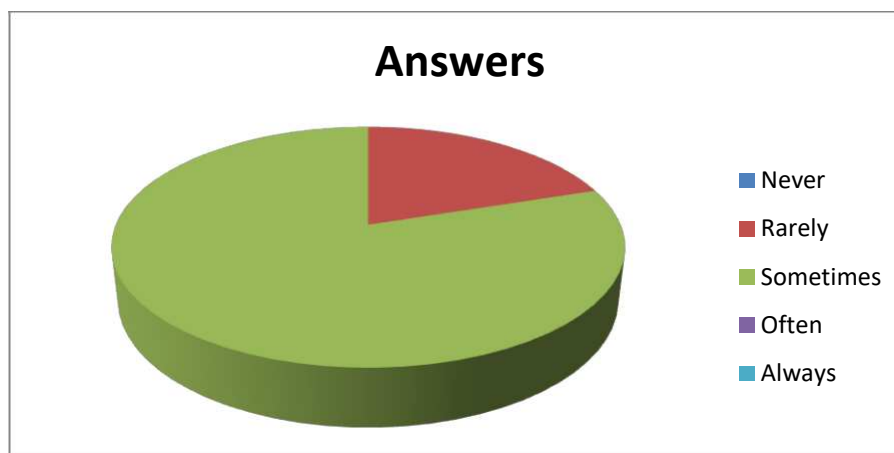
Question 12 refers to the matter whether teachers prepare worksheets with new words for students or not. Three respondents answered "often", two mentioned "sometimes". It sounds sadly, because one of the best techniques to make students motivated and interested at the lesson is based on this technique. As a result, this method should be used more often with foreign language learners.

Figure 3.12 Graphical representation of teachers' answers to Question Number 12
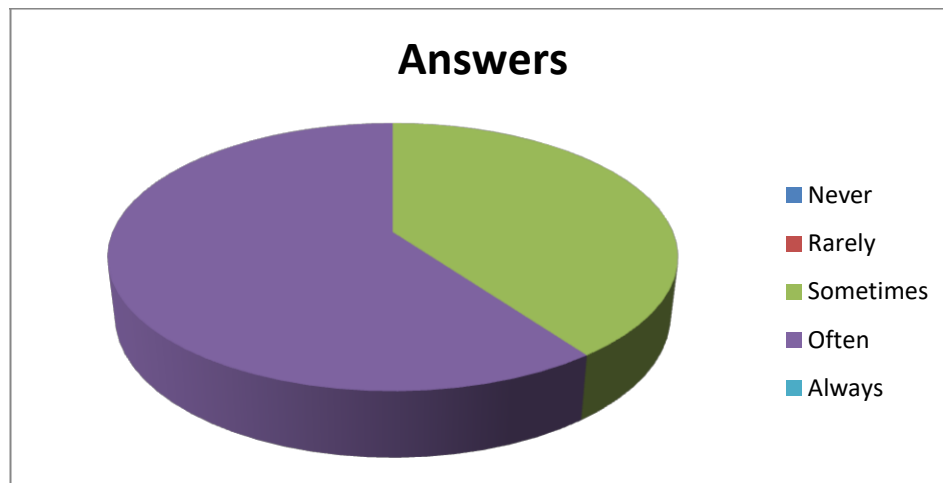
Question number 13 asked teachers if they prepare vocabulary lists before writing the test paper or essays with their students. Two teachers answered "always", one - "often" and two responded "sometimes". This indicates that this method is commonly accepted. Moreover, it should be practiced in each lesson with the aim to enrich students' vocabulary and improve grammar.

Figure 3.13 Graphical representation of teachers' answers to Question Number 13

The fourteenth question expects the teachers' opinion about how challenging is it for their students to learn new vocabulary. According to the teachers' answers, students commonly learn new words without any difficulties, but there are some of them for whom mastering foreign words is really difficult. These difficulties usually happen because of the lack of time for applying extra techiques in the lessons.

Figure 3.14 Graphical representation of teachers' answers to Question Number 14

The fifteenth question concerned with the matter how often teachers took into account that their students work with extra material from specialized books. Judging from the teachers' points of view, there are students who attend extra classes for better knowing the secong language, they usually work with specialized books, but those are not very interested in learning the vocabulary by themselves, so they don't often read books to enrich their vocabulary.

Figure 3.14 Graphical representation of teachers' answers to Question Number 14

This was the last question in which alternative answers were given. It is the second part of the questionnaire containing open-ended questions. The teachers share some techniques they use to teach vocabulary. After analyzing all the answers, it may be concluded that teachers prefer their own methods for memorizing new words and they share it with their students.

Finally, probably, the most valuable part of the study followed in which teachers had an opportunity to view the students' answers and compare, contrast it with their own to find essential differences and similarities in their approaches toward ways of teaching and learning vocabulary.

The first respondent was not satisfied with the methods his students liked to use. One of the major problems is the spelling of the words and also memorizing phrases and idioms. The multiple choice part shows that the teachers do not put a lot of effort into memorizing them. The methods he uses are very regular, not creative nor outstanding either, we can refer to it as standard. The contextualization is very important, all the time the synonyms, antonyms have to be translated into the students mother tongue. Most of his students are not satisfied with the methods, because it tends to be boring.

The second participant likes the process of memorizing words and feels very pleased when the students are able to contextualize the words. She prefers the creative way of teaching, the usage of games and creative activities to grab the students attention and let them enjoy the class.

The third participant was very satisfied with his students' learning methods and their achievements. He prefers using audio, visual, audo-visual aids, such as books with photos, songs, movies, essay writing, speaking, learning new words through interesting tasks. Students feel very happy and they behave well during the classes. In this modern society it is very effective to draw

the students attention with these techniques.

The fourth participant was not satisfied with his students. He prefers the "old" methods, checking homework, reading during the classes and translating one by one. As a result, because of the boring, difficult tasks the students' behavior may be describeed as disruptive.

The fifth participant was not satisfied with her students' wordstock. According to her answer the main problem is the students laziness during the classes. Her methods are the same as the fourth participant's, she says that discipline and hard work is needed in the classroom to produce any results.

After analyzing all the answers it may be concluded, that the teachers who prefer and use creative methods are more satisfied with their student's knowledge, because in this case the students enjoy the class they can improve their lexical stocks. However, according to some teachers the main problem is the student's laziness and difficulties with their attention. Most of the teachers use the following methods of language teaching: paired work, vocabulary cards, reading books. The final conclusion that may be drawn from the conducted study is that there is close link between the methods and techniques used by teachers and the students performance. The more creative the teachers' methods and tecniques are, the better results are achieved by the students.

3.7. Final ideas for creating special and effective vocabulary teaching lessons

According to the results of the questionnaires, the main reason for students' difficulties in absorbing new English vocabulary is the lack of motivation. Therefore, first of all, it is very important for the teacher to make students encouraged with the lesson, create a productive atmosphere in which, each of the student will take part. In this case, it is significant to improve coopreration between students, those who knows better the language work with others to whom it is difficult. Therefore, based on the all previous findings, perfect English lesson should be structured as follows:

- The first and the most encouraging task will be to improve students' skills by giving them list of the modern TV shows, cartoons and movies in English. It can be interesting for modern students to watch the following serials: "Friends", "Game of Thrones", "Doctor Who", "The Simpsons" and so on. For more effective language acquisition, beginners should use the subtitles while watching English videos. Later, when they are upper-intermediate or advanced level learners they can do it without subtitles. Pausing is suggested in the case when students hear a strange word and try to guess its meaning. There can be an extra lesson provided for discussing the content of the movie or just few

minutes at the end of the lesson can be used for having a short conversation with students about their extra work. This is much more interesting than learning words by heart. In addition, this way suggest that they can also learn how to pronounce words correctly and emphasize them by watching foreign films where actors are native speakers.

- The next technique is connected to reading. This usually suits more for girls, but the previousone more liked by boy representatives. By doing this, it is primary suggested, to identify each student's favourite genre and give them list for reading interesting books written by their favourite English authors. This way, students will not only memorize the words, but also see the correct spelling and sentence construction.

- In order to get students interested in learning a subject, group lessons will be effective : providing quizzes, solving crossword puzzles, reading texts. Such tasks help not only to master vocabulary, but also to learn working in teams and pairs.

- When teaching students new words, it is important not only to give them new vocabulary but to practice it in different sentence constructions. For example, each student should make several sentences with new words and phrases in oral or written form.

- As the results of the questionnaires suggest, it is important to explaine students meaning of idioms. In English, unlike Ukrainian or Hungarian, there are many words which meaning is different from direct translation. Therefore, it is important to explain them and avoid misunderstandings in the near future.

- While learning new words, it is good to find synonyms and antonyms as they may improve student's memory.

- Emotional techniques can be also used. Each word usually evokes in us certain emotions. Teachers should remember that students need to associate a new word with some concept which will help them to place the word in the long-term memory. For example, when we speak about the word "honey", with this word we can associate the image of someone close, because the appeal of "honey", as a rule, is permissible at the address of a friend or relative. Students can also associate it with sweet taste, flowers or bee. People remember better the information, which is received in the context of emotional load. Having acquired knowledge in a stressful situation, makes them simply to forget the word.

- Writing short stories and essays using in them new vocabulary can also be an interesting technique for learning foreign words and improving vocabulary. This

technique helps to develop the imagination, consolidate new words in memory, actively use the developed vocabulary and correctly formulate sentences with them.

To sum it up, using non-standard methods of learning foreign words make students interested at the lessons and develop their imagination on how to use these words in practice.

CONCLUSION

While working on this thesis we have understood that the topic that covers this study refers to a very difficult task. Teachers who work with EFL learners should be prepared to find ways for giving them knowledge on how to memorize vocabulary, moreover they not only educate students what English is about and how it works, but also the usage of it and forming the essential communication skills. Based on the main research questions, we can state the following. In most cases, it really depends on the age of foreign language learners for the teacher in order to find an adequate way for all of them. Besides, the teacher must be aware of their needs, expectations, learning style, interests and psychological or cognitive development. When it comes to mind to think about young learners, as teachers we should be attentive, as students of young age can easily get bored, lose their interest, it means that the best way is to get them occupied during the whole lesson as concentration is essential.

The prominent task of our study was to find answers to questions to both theoretical and the two practical parts. Primarily, based on the theory of teaching EFL learners, the first part stated the useful expert's ideas and opinions on how to answer questions set forward. According to the majority of them, vocabulary is a basic knowledge and useful material in the form of words which are always used by learners in acquiring a certain language. In context of learning a foreign language, vocabulary is a part of language components including content words such as nouns, verbs, adjectives and adverbs. If the learners have already mastered a large amount of vocabulary and can use them effectively, it is believed that it easier for them to conduct effective communication with others.

The present findings confirmed with the theoretical part of the thesis where we have familiarized ourselves with the best vmethods on acquiring foreign language for EFL learners with the effective use of dictionaries, catching the meaning of the words throughout playing games and discussing the meaningful teacher's tasks when they have to teach students a foreign language.

Based on the questionnaires findings in the second and third part of this work, it is difficult to arrive at any conclusions with regard to what the best teaching methods for memorizing vocabulary are nowadays. The conducted results prove that there is no such a techique as the 'most effective method of teaching'. A combination of multiple methods can be employed while teaching is depending upon the content and the availability of the resources, but most importantly it depends on the targets or, in other words, the learners. Following the idea, we can easily state that the most effective ways of memorizing vocabulary from the EFL students point of view were using flashcards, making up rhymes to link new words together, practising new words by acting them out as well as, drawing pictures to illustrate the meaning of new

words. As the results of the third part of this research suggest, teachers find the most problematic explaining the new concepts of words to their EFL learners. Besides, they share the view that many of them are lazy and because of that fact they have poor vocabulary. By this we mean, that they lack motivation for improving their knowledge. Therefore, the teachers main task is to avoid this kind of feeling in students, to teach them work hard at the lessons of English language vocabulary aquisition, othervise the results will be not appropriate. All things considered, due to the results of analysed teacher's responses, we can state that for creating ideal surroundings in which students would be able to produce their bests, it is significant not only to use standart methods of word learning, but to create your owns which will play a great role in your teaching career. In addition, the more creative aproaches are used at the lesson, the better qualified lessons of teaching English vocabulary will be obtained.

The result also demonstrates that most teachers who try to explain the meaning of the words firstly without giving the definition make harder the situation for EFL students, as they need to guess the meaning of the word on their own, but on the other hand, they succeed in rising up learner's interests about the language, their motivation and creativity. Likewise, in this way the teacher shows an adequate path to achieving success and help students acquire a new language being one more times a man, as the quotation says: 'So many languages you know, so many times you are a man.'

Finally, after analysing the collected data, it is safe to say that findings are consistent with the statements which were mentioned in the first, second and third parts of the paper.

РЕЗЮМЕ

Під час виконання цієї роботи, перш за все вдалося зрозуміти, що тема, яка охоплює дане дослідження відноситься до одного із дуже складних завдань. Це пов'язано насамперед з тим, що викладачі повинні працювати з учнями, котрі вивчають англійську як іноземну мову. Більше того, вони мають бути достеменно готові до різних труднощів, які можуть виникнути з приводу вивчення нової мови, їхнім основним обов'язком є знайти підхід до кожного учня, щоб у подальшому надати їм всіх благих умов для охоплення неабияких знань щодо запам'ятовування лексики англійської мови, крім того, велика увага зосереджується не тільки на передачі поняття англійської мови, але і на те, які навички формуються на основі спілкування нею. Виходячи з основних питань дослідження, можна стверджувати наступне, у більшості випадків, під час вивчення мови для викладача велику роль відіграє вік учнів, так як у залежності від цього вчитель підбирає найбільш адекватні способи для кожного учня, усвідомлюючи різноманітні потреби, очікування, стиль навчання, інтереси, психологічний та когнітивний розвиток. Наприклад, коли мова йдеться про зовсім молодих учнів, то у цьому разі викладачі мають бути особливо уважні, для того щоб не дозволити студентам легко нудьгувати або втратити інтерес до навчання, тому найкращий спосіб – зайняти їх якимись захоплюючими вправами протягом цілого уроку.

Основним завданням нашого дослідження було знайти відповіді на питання, як теоретичної так і практичних частин. Насамперед, на основі теорії викладання учням англійської, котрі вивчають її як іноземну, перша частина роботи виклала корисні ідеї та думки експертів, щодо того як навчати, які методи є найефективнішими під час передачі матеріалу та ознайомила нас з найголовнішими поняттями. Перш за все, провідне місце у вивченні іноземної мови посідає таке поняття, як словниковий запас, оскільки це є базове знання, матеріал який подається у вигляді слів для засвоєння мови. У ході вивчення англійської мови, словниковий запас є частиною мовних компонентів, який включає змістовні слова, такі як іменник, дієслово, прикметник та прислівник. Тільки в тому разі, якщо учні вже засвоїли певну базу знань, яка стосується лексики, вважається, що їм стає вільніше та легше спілкуватися мовою.

Подані вище методи засвоєння лексики підтвердилися з теоретичною частиною роботи, яка наголошувала на найкращих варіантах засвоєння мови для учнів, котрі вивчають англійську як іноземну, а саме зі зразковим використанням словників, отриманням розуміння значення слова під час ігор, де одним з найголовніших обговорень було ще обрання найважливіших завдань для вчителя котрий вчить студентів іноземну мову.

Виходячи з результатів двох анкетувань, важко дійти чітко сформованого висновку

щодо найкращого та найефективнішого способу засвоєння слів. Отримані зразки анкетувань показали, що не існує насправді єдиного методу, який можна вважати найбільш перспективним. Для отримання зразкових результатів необхідно поєднувати декілька варіацій, які відповідатимуть поставленим цілям учнів у вивченні певної мови. Знову ж таки, беручи до уваги учнів, які взяли участь у написанні анкет, можна чітко стверджувати, що для більшості з них найбільш ефективними способами запам'ятовування слів були наступні: використовування карточок із зображеннями, створення римованих віршів для з'єднання нових слів разом, використовування нових слів на основі розповідей діалогів або цікавих історій, а також вивчення нових слів, зі зображенням їх значень на папері.

До того ж, звертаючи увагу на результати опитувань викладачів третього розділу, можна чітко дійти висновку, що найскладнішим моментом для них при викладанні нових слів англійської мови є те зокрема, що більшість учнів виявляють пасивне ставлення і через це страждають від того, що в подальшому володіють дуже малим запасом слів. Під цим, ми також стверджуємо, що вони не мають безпосередньо мотивації для саморозвитку. Тож, головним завданням вчителів у цьому випадку є послабити таке відчуття у студентів та якомога більше привчити їх до того, що на уроках англійської мови потрібно прикладати максимут зусиль, щоб досягти бажаних результатів. Основним висновком до проведеного опитування викладачів, можна додати те, що створення ідеальних умов, у яких учні зможуть показати всі свої можливі сторони відіграє важливу роль у вивченні слів, тим більше, важливо не тільки використовувати стандартні прийоми вивчення слів, але і зацікавити студентів. Одним з найкращих методів є творчий підхід до уроків англійської мови.

Наступний результат також демонструє те, що більшість вчителів намагається пояснити значення слів без наголошення на перекладі, навпаки пояснивши слово тільки охарактеризувавши його, що робить складнішим завдання для учнів, які вивчають англійську як іноземну, оскільки їм необхідно самим визначити значення слова, що з іншого боку дає початок їхньому розвитку мовлення разом з підняттям мотивації для здобуття успіху у майбутньому. Судячи з цього, компетентний викладач завжди наводить своїх учнів на правильний шлях, що дає можливість досягнути процвітання та бути ще раз людиною, як це було сказано у наступній цитаті: ' Скільки мов знаєш – стільки разів ти людина'.

Загалом, після аналізування всіх зібраних даних можна з впевненістю сказати, що дані висновки узгоджуються з твердженнями, які були згадані у першій та другій частині роботи. Одним з найголовніших висновків є той, що викладати англійську мову зовсім не просто, оскільки ця мова має багато граматичних конструкцій, котрі учень має постійно

пам'ятати, та напевно найскладніше завдання викладача в тому, що учні попередньо не мають ані навичок про мову, ані жодних уявлень про букви, слова, як вони виглядають або ж як ними користуватися. В кінці кінців, приходить така думка в голову, що для того, щоб бути хорошим вчителем недостатньо знати мову або матеріал належним чином, потрібно вміти передати ці знання учням так, щоб вони були для них по-справжньому плідними.

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APPENDIX 1

Questionnaire to EFL learners

Sex: Male ☐   Female ☐
School:
Age:

1. Please choose your mother tongue from the list added below (list your own not included here):
   a) Hungarian
   b) Ukrainian
   c) Romanian
   d) Slovak
   e) Other

2. Do you live in a monolingual family?
   a) Yes
   b) No

3. If you were raised up in a bilingual family were you brought up speaking one or two languages? Which ones?
   a) Only one language
   b) Two languages
   c) Three or more languages
   Please write down the exact language or languages you speak.

4. Connected to the third question, if you live in a bilingual family was it difficult for you to learn these languages?
   a) Yes, it was. Why?
   b) No. Why not?

5. How do you feel, is it easier for you to acquire new languages after you speak at least two or three?
   a) Yes. Why?
   b) No. Why?
   c) Other option

6. At what age did you start to learn English as a foreign language?
   a) 3-6
   b) 7-9
   c) 10-15
   d) 16-18

7. Where did you start to learn this foreign language?
   a) kindergarten
   b) elementary school

c) secondary school (grades 5-9)
d) secondary school (grades 9-11)
e) college

8. Do you enjoy speaking this language?
   a) Yes. Why?
   b) Mostly yes. Why?
   c) No. Why?
   d) Mostly no. Why?

9. Can you choose the level of your English knowledge?
   a) Basic
   b) Intermediate
   c) Upper-intermediate
   d) Advanced
   e) Fluent

10. How do you feel, is it hard for you to acquire foreign languages?
    a) Yes, it is too hard
    b) Yes
    c) No
    d) Not at all

11. Do you remember how did you study your first words in English?
    a) From books
    b) Films
    c) At the lesson
    d) On your own
    e) Other answer
    Please give some justifications to your answer.

12. Where do you meet new words?
    a) In textbooks and classroom learning activities
    b) In vocabulary lists arranged in alphabetical order
    c) In vocabulary lists arranged by meaning
    d) During English conversation with others
    e) When reading English materials
    f) When singing English songs and watching English movies/TV
    g) When using/surfing the internet
    h) When playing games

13. What do you do when you meet new vocabulary items?
    a) Pay no attention to it and never go back to it
    b) Pay no attention to it, but go back to it later
    c) I try to guess the word's meaning from the context

d) Ask a classmate or teacher for the meaning
e) Read an English-only dictionary

14. When learning new vocabulary, what aspects do you study?
    a) Its pronunciation
    b) The spelling
    c) The Hungarian translation
    d) The English explanations
    e) The example sentences
    f) The new word's relationship with other words – word collocations (to lay the table, to ran/snow heavily)
    g) Forms of the word

15. Which methods do you usually use to memorize words?
    a) Learn by heart
    b) Flashcards
    c) Watch videos
    d) Read the definition of the word
    e) Try to guess the meaning on your own
    f) Find synonyms (words which are similar in meaning)
    g) Use the word in a sentence
    h) Try to find word associations
    i) Draw pictures to illustrate the meaning of new words
    j) Try to imagine in your head what the new word looks like
    k) Listen to tape-/CD recordings of words
    l) Make up rhymes to link new words together
    m) Practise new words by acting them out
    n) Other answer.

16. Which techniques can you name that the teacher use at the lesson to teach new words?
    a) Teaching vocabulary through creativity
    b) Teaching vocabulary through context clues (in texts)
    c) Teaching vocabulary through guessing
    d) Teaching vocabulary through definition

17. How do you review vocabulary?
    a) Repeat the new words immediately after learning them
    b) Say the new words the next time I read them, and again after that
    c) Read the new words 2 or 3 times first, then again a few days later, a week later, a month later
    d) Test the new words on my own (How?)
    e) Test the new words with classmates

18. How do you remember words you have memorised?
    a) Remember the new word by learning it by heart

    b) Remember the new word by its meaning (when heard again)

    c) Remember the new word by its meaning (when read again)

    d) Try to remember where I first met the word

19. How do you make use of new vocabulary?
    a) Try to use words in speaking and writing
    b) Try to use them in texts
    c) Try to think in English using the new words
    d) Try having conversations using the new words with English speakers e.g. teachers

20. How do you feel, are there some advantages to learn foreign language in groups or pairs at the lesson?
    a) Yes. Why?
    b) No. Why?
    c) Seldom. Why?

21. Which types of exercises do you usually do at the classroom when you learn new words?
    a) Translation
    b) Multiple choice
    c) Identifying collocations/ word pairs
    d) Put the word into the correct form
    e) Matching words to their explanations
    f) Other. List them please.

APPENDIX 2

Questionnaire on vocabulary teaching for EFL learners

The purpose of this questionnaire is to collect as many useful methods as they just exist and build on them such a perfect lesson, during the process of which all the participants will be interested and motivated in acquiring English foreign language words. You are free to answer to all the questions as the survey is ANONYMOUS, because of that, please be so kind to give as much details and accuracy as possible. Thank you for taking your time to fill this form out!

Sex: Male ☐   Female ☐

School:

Age:

Years of teaching experience:

INSTRUCTIONS

This questionnaire has two sections and consists of 3 printed pages. Please circle the most appropriate response when answering the close-ended questions and explain your own opinion to the open-ended questions.

The next set of questions have a five-point answering scale. The numbers mean:

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

1.	Do you usually teach students methods of memorizing vocabulary?	1	2	3	4	5
2.	Do you motivate your students to infer the meaning of new words and in the context?	1	2	3	4	5
3.	Do you teach them English idioms?	1	2	3	4	5
4.	Do you satisfy with the way by which your students learn the vocabulary?	1	2	3	4	5
5.	Do you assign extra vocabulary exercises to students after class?	1	2	3	4	5
6.	Do you apply contexualization theory in teaching of English vocabulary for EFL learners?	1	2	3	4	5
7.	Do you review the vocabulary with students in your class?	1	2	3	4	5
8.	Do you prepare example sentences when teaching a new word or phrase?	1	2	3	4	5
9.	Do you usually use audio or video aids to teach a new word to class?	1	2	3	4	5
10.	Do you give students a vocabulary quiz?	1	2	3	4	5

11.	Do you teach your students techniques or methods for familiarizing the new words?	1	2	3	4	5
12.	Do you prepare for your students some worksheets with vocabulary memorizing tasks?	1	2	3	4	5
13.	Do you give students a vocabulary list before writing a test?	1	2	3	4	5
14.	Do you think vocabulary learning poses any challenge for EFL learners at present?	1	2	3	4	5
15.	How often do you see that your learners study an extra vocabulary from foreign language vocabulary specializing books?	1	2	3	4	5

Open-ended questions

Which techniques can you name that you usually exploit at the lesson to teach new words for EFL learners?

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……………………………………………………………………………………………

What's your favorite way to elicit new vocabulary?

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What do you think are the main problems with your students in terms of vocabulary learning?

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Can you name any difficulties in acquiring English vocabulary by Ukrainian and Hungarian students? Due to which factors they feel these difficulties?

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How do you review vocabulary?

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Which types of exercises do you usually use at the classroom to teach new words?

……………………………………………………………………………………………

……

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How do you feel, is there some advantages to teach foreign language in groups or pairs at the lesson? Why? Why not?

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Which do you think is the best way for students to retain vocabulary words in their long-term memory?

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What would you do if students encounter some abstract words like philosophy, glory, etc in EFL learner classes and you just feel it's hard to explain them clearly in English?

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How do you think, is there any methodology of teaching English or practice of English language teaching must include any factors such as 'students' background, motivation, learning styles, their expectations or others influence on them?

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