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**Міністерство освіти і науки України Закарпатський угорський інститут ім.  
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**СТАРШИХ КЛАСАХ**

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**ENGLISH VOCABULARY LEARNING STRATEGIES OF SENIOR  
STUDENTS**

Bachelor's Thesis

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## INTRODUCTION

Language reflects the inner and outer world of a person, life experience, generalizes the results of knowledge person owning. It not only represents reality, but also contributes to the accumulation of knowledge and ideas. Therefore, the present state of any language is a consequence of its long history of development under the influence of a variety of external and internal factors, which are closely interlinked in real linguistic reality.

The simplest change depending on external factors is the borrowing from foreignlanguage lexical units. The vocabulary of any language is very diverse both from the genetic, and from the functional and structural point of view.

*The urgency of the topic* is determined by the need to identify the interconnection of internal and external factors in the acquisition of foreign language vocabulary.

One of the greatest problems for the English as a foreign language learner is learning the vocabulary as it is considered to be "the most pressing need of people learning another language" according to Oxford [23].

Nyikos [26] consider vocabulary acquisition as one of the most challenging tasks for learners of English as a foreign language.

Wilkins [10] has acknowledged this fact when he states that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed."

*The object of the study* is teaching foreign language vocabulary with the help of various vocabulary strategies.

*The subject of the study* are the external and internal factors of the acquisition of foreign language vocabulary in the language classroom. The *subjects* of the research were the students of the 10<sup>th</sup> and 11<sup>th</sup> forms, of which 18 are girls and 12 are boys.

*This study aims to* carry out an investigation into the most effective strategies used by students and teachers in senior schools studying English as a foreign language to learn English vocabulary. In addition, it aims to reveal the best and most frequently used vocabulary learning strategies.

*The tasks of the present bachelor thesis are:*

- to conduct the analysis of scientific literature on the strategies of teaching foreign languages;
- to study the features of the formation of lexical skills;
- to study the features of senior students;
- to determine ways and methods of teaching vocabulary;

- to investigate ways of teaching vocabulary based on research results.

The *following tasks aimed to be solved* in the following bachelor thesis will be used:

- investigate vocabulary learning strategies and decide on their usefulness;
- decide on the most frequently used strategies;
- design a questionnaire and prepare findings;
- examine results of the questionnaire and display them;
- to reveal the importance of the problem of learning a foreign language vocabulary.

In the current bachelor thesis *the following study material and its scope* will be used:

- the subjects of the research will be the students of the 10<sup>th</sup> and 11<sup>th</sup> forms, of which 18 are girls and 12 are boys;
- the scope of the study material will be questionnaires in the number of 30.

Of the *research methods* that will be applied in the present paper is the critical analysis of the scholastic literature on the issue as well as quantitative and qualitative analysis of the obtained data.

*Theoretical value* of the bachelor thesis is the attempt to give the theoretical background for teachers who are interested in the problem of students' motivation and on the ways of using vocabulary learning strategies effectively.

*Practical value* of the bachelor thesis is suggesting practical recommendations and findings that may be helpful for teachers seeking out the new ways of using and applying vocabulary learning strategies.

The present bachelor thesis is determined on the one hand by the significance of college students acquiring new knowledge provided by means of vocabulary learning strategies to develop critical thinking skills and an opportunity to apply their knowledge and on the other hand, by the insufficiency of the development of particular matters on the given research problem.

*The bachelor thesis consists of* introduction, three chapters: two theoretical and one practical part, findings, conclusion, the list of references, and the appendix.

*The first chapter* is devoted to identifying the importance of using vocabulary learning strategies, its definition, types and stages of acquisition, and describing psychological features of senior students. Identifying the peculiarities of using vocabulary learning strategies, its functions, advantages and disadvantages.

*In the second chapter* is data concerning trends in vocabulary learning and teaching, the importance of reading is highlighted and various ways and method of teaching vocabulary in English lessons is being described. The whole chapter is aimed at receiving information on development of vocabulary learning strategies.



In *the third chapter* data collection instruments, procedure and analysis of the collected data are presented. The results and findings are formulated as well.

In the *Conclusion* the main points of the thesis is underlined and results of the investigation are summed up. Different points of view presented in the following section.

The *Reference List* contains list of resources used during the whole research work.

Acquiring good listening and speaking skills in English are the main concern of many second and foreign language learners, and today's English teacher needs to be well versed in current approaches to the teaching of the aural/oral skills.

In this bachelor thesis, current trends in the teaching of listening and speaking will be examined and some of the most important terminology that is used in contemporary professional discourse about each issue will be highlighted.

In order to achieve certain result teacher should create a useful atmosphere with good base knowledge of the topic and help students receive the best result without additional stress. As it is important for learners chose information properly, the teacher should give them an opportunity to work in pairs or add different tools and activities that enhance learners' abilities to language.

The *significance* of this study is expanding knowledge and understanding of the subject. This study will also help to reveal the need to improve the language learning strategies in English among students.

## PART 1

### VOCABULARY LEARNING

As we deal with a really specific group of students we should acknowledge ourselves with their psychology. As it is a very important period of time in their life it is necessary to make everything starting from the atmosphere on the lesson and ending with a condition of classroom the most comfortable. We should note what a valid education process require, how to deal with student' activity or passivity.

The most important part we should understand in the first place what is purpose of this education, what good students can get from it, what goal we might achieve. And the answer to all of this question definitely self-education of the teacher.

Before proceeding to the disclosure of the main ideas and objectives of this topic, it is necessary to mention the various psychological characteristics of the senior student, which must be considered further in the development of the lessons.

The modern high school student is a product of modern life, it is complex, interesting, controversial. In senior school age, the physical maturation of the individual is completed. Age from 15 to 18 years is considered to be a period of early adolescence. What are the psychological characteristics of adolescents in this age period?

Physical and mental development is harmonized, in contrast to the adolescent period, the main feature of which was uneven development. According to E. Erickson [9], the central process of youth is the formation of personal identity, a sense of continuity, unity, the discovery of one's own self. Reflection, self-consciousness becomes a new and main type of psychological activity for young men. That is why high school students are so attracted by the opportunity to learn something new about themselves, about their abilities.

In terms of mental development, this age does not show any qualitative neoplasms: here those processes of development of formal intelligence that began in adolescence strengthened and improved. However, there is a certain specificity here and it is caused by the peculiar development of the personality of the senior student.

The thinking of a senior student acquires a personal, emotional character. According to L.I. Bozhovich [1] intellectual activity here acquires a special affective coloring associated with the self-determination of the senior student and his desire to develop his world view. It is this affective striving that creates the uniqueness of thinking at the senior school age. The self-awareness of boys and girls is mainly directed towards the future. This age is full of romanticism and at the same time fears about how life will be in the future.

According to psycholinguistics our brain is one of the most unexplored parts of the human body. But various experiments have been done. An example of such kind can be experiment with a chimp, when a child grew with an animal and started acting like one, and chimp was getting better in acting like a child.

So, the researchers were forced to remove an animal because it was getting out of control and child could grow according to the human rules. This only proves that we can create everything and teach what we want. And as we working with a really specific group of people such as teenagers we should choose our information, methods and strategies more smartly.

The self-awareness of boys and girls is mainly directed towards the future. This age is full of romanticism and at the same time fears about how life will be in the future. Youth is the time of formation of the worldview. There are all prerequisites for this: an abstract-logical, theoretical thinking has been formed, psychological independence has been achieved, social maturity is approaching.

The teaching is becoming more valuable than before, and more and more time is devoted to self-education.

A senior student passed the era of teenage crises and conflicts. Acquisition of knowledge is associated with future plans. Young people are looking for themselves through different roles, prospects correlate with their own capabilities. In the emotional sphere of young men, heightened vulnerability, sensitivity, exaltation is replaced by depression.

Both their own appearance and their own abilities are perceived very painfully, although the ways of expressing emotions have become wider and better controlled. A senior student may already be capable of deep adult experiences, serious and resistant feelings. In the transition to adolescence, communication improves independence, balance, and self-control appear.

Despite the fact that high school students are more responsible and systematically engaged in the self-education of the will and character, they still need help from adults, and first of all teachers and class teachers.

Given the individual characteristics, the class teacher should prompt the schoolchild in time for what he should pay attention to in self-education, how to organize self-education exercises of will and character, and introduce techniques of stimulating volitional efforts (self-suggestion, self-commitment, self-control, etc.).

From the above, we note that when conducting a lesson with high school students, the age characteristics, personal characteristics of each student, and the emotional sphere should be taken into account, since at this age, students perceive each trifle painfully, and also contribute to the development of those abilities that are clearly expressed in the future help high school students with a choice of profession.

## 1.1 The stages of Second Language Acquisition

Teacher as a person tend to try to achieve the best results from their students, but it is necessary to note in what way teacher should or should not do that. Second Language Acquisition requires a lot of work, and our role to make sure that the path student chose is not wrong. And of course help them to get through this time as easy as it is possible.

Adults who learn a second language differ from children learning their first language in at least three ways: children are still developing their brains whereas adults have mature minds, and adults have at least a first language that orients their thinking and speaking according to E. Erickson [9].

Various researchers prove that it is much rather easier to learn a foreign language in young age. Some of them even compare the process of acquiring foreign language by older person with learning how to play a piano. It is due to the fact that person is not used to do that. The variation of approaches make people feel confused.

Even though some adults reach very high levels of proficiency, it can be clear that this language is not native for that person. And pronunciation is one of that points. Sometimes lack of native pronunciation can be explained by the critical period, which is called hypothesis. When a learner's speech plateaus, it is known as fossilization.

Various scientists distinguish between five stages of second language acquisition. Stephen Krashen [16] divides the process of second-language acquisition into five stages: preproduction, early production, speech emergence, intermediate fluency, and advanced fluency. The first stage, according to Krashen [16] preproduction, is also known as the silent period. Learners at this stage have a receptive vocabulary of up to 500 words, but they do not yet speak their second language states Krashen [16].

It is proven that not all the learners require a silent period. Some start to speak right away, while other learners require a bit of time. And the comparison between these two groups can be done. First group tries to imitate the language rather than just use the language creatively. Second group may have silent period from three to six month.

The second of Krashen's [16] stages of acquisition is early production, during which learners are able to speak in short phrases of one or two words. They can also memorize chunks of language, although they may make mistakes when using them. Learners typically have both an active and receptive vocabulary of around 1000 words. This stage normally lasts for around six months.

The third stage by Krashen [16] is speech emergence. Learners' vocabularies increase to around 3000 words during this stage, and they can communicate using simple questions and phrases. They may often make grammatical errors.

The fourth stage by Krashen [16] is intermediate fluency. At this stage, learners have a vocabulary of around 6000 words, and can use more complicated sentence structures. They are also able to share their thoughts and opinions. Learners may make frequent errors with more complicated sentence structures.

The final stage by Krashen [16] is advanced fluency, which is typically reached somewhere between five and ten years of learning the language. Learners at this stage can function at a level close to native speakers.

Krashen [16] has also developed a number of hypotheses discussing the nature of second language learners' thought processes and the development of self-awareness during second language acquisition. The most prominent of these hypotheses are Monitor Theory and the Affective Filter hypothesis.

It is also important to note that various scientists highlighted the importance of individual approach to the student. Every learner is unique and we as teachers should only emphasize the need of professional approach. Students are able to choose between the best ways and methods of teaching. According with the studied literature learners prefer personalized activities. The necessity of producing vocabulary should be highlighted by the teacher.

### **1.2 Vocabulary Learning Strategies**

If teachers were to create rules it is clear that learners would not be overwhelmed with information, received only selective topics and were given much more freedom. But, according to the rules our government decides that instead of us. And we receive students that are not motivated to study.

It is unquestionable that teachers seek for an improvements of methods and strategies all the time. And switching up between varieties of sources in order to achieve the information that would help them teach students. In this bachelor thesis we were given an opportunity to discuss and determine ways of achieving that.

Vocabulary learning strategies can be considered as a part of general learning strategies in second language acquisition. According to O'Malley and Chamot [22] the first development in learning strategies area began in 1970s with research to recognize the basic characteristics of good language learners.

O'Malley and Chamot [22] define learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information”. This definition can be seen in Schmitt’s [27] defining vocabulary learning strategies too. Schmitt [27] says learning is “the process by which information is obtained, stored, retrieved and used... therefore vocabulary learning strategies could be any which affect this broadly defined process”.

This definition brings this question to the mind that whether vocabulary learning is incidental or deliberate, a factor which researchers have discussed in the literature a lot.

Nation [20] considers vocabulary learning as a deliberate process which possesses intentional character. He established his description on the properties and qualities of a strategy which fulfills teacher's aims. Schmitt [27] argues in order to help learners learn how to acquire vocabulary by them self, noting that it is "not possible for students to learn all the vocabulary they need in the classroom".

Cunningsworth [25] gives a name to helping learners make their own vocabulary learning strategies which is "a powerful approach", that can be based on being sensitive to vocabulary systems, encouragement of sound dictionary skills and showing reflection to useful learning techniques.

By considering the importance of vocabulary learning strategies, it would be very helpful to study about these strategies and to find out what they are and examine how these strategies are going to help learners for building their vocabulary and also what strategies would be useful for the learners to be introduced in the textbooks.

Brown and Payne [25] found these five steps in the process of vocabulary learning in a foreign language: (a) having sources for encountering new words, (b) getting a clear image, either visual or auditory or both, of the forms of the new words, (c) learning the meaning of the words, (d) making a strong memory connection between the forms and the meanings of the words, and (e) using the words. Following as a result, according to Brown and Payne's [25] study all vocabulary learning strategies, totally or partially, should be related to these five steps.

Vocabulary learning strategy can be seen at least from three different views. First, a vocabulary learning strategy, very broadly speaking, could be what learners do to help the new vocabulary learning process. Whenever a learner needs to study words, he/she uses strategy/strategies to do it. Second, a vocabulary learning strategy could be related to actions that help vocabulary learning to work well.

Hence, learners may use some actions which do not make any improvement in learning process. Third, there might be a relation between a vocabulary learning strategy and conscious actions that learners take to study new words.

Ideally, in order to have a free chance to choose consciously the suitable strategy for one self, learners should be informed of 'good', efficient strategies. This fact should be considered that, though, a strategy which is suitable and works well for one student may completely fail with another and that for a particular learning situation one strategy happens to be better than another.

### **1.3 Types of Vocabulary Learning Strategies**

As it was made clear by many vocabulary learning strategy classifications proposed by different researchers, there is a wide range of different vocabulary learning strategies for example Peter Skehan' [25] one. Most studies in the field of vocabulary learning strategies have focused on investigating a small set of Vocabulary Learning Strategies.

According to Peter Skehan [25] some studies point at researching memory strategies or mnemonic techniques and what effect they have on retention. Some studies put emphasis on exploring the vocabulary strategies used in reading, such as guessing from context considering Kamil & Hiebert work [15]. In the following part we will take a closer look at the most important category of the strategies. The basement of the strategies below is generally organized on Schmitt's [27] taxonomy, i.e. the names of the broad categories of the strategies come from his classification.

Schmitt [27] based his taxonomy of vocabulary learning strategies on Oxford's [23] taxonomy of learning strategies. Since Oxford [23] created the taxonomy for describing learning strategies as a whole in the first step Schmitt [8] had to revise it in order to act as a useful tool especially when categorizing vocabulary learning strategies.

According to Schmitt's [27] taxonomy, there are two main groups of strategies: discovery strategies and consolidation strategies. Discovery strategies are those strategies which are used in discovering the meaning of a new word whereas consolidating strategies deal with the consolidation a word once it has been encountered states Schmitt [27]. With regard to Schmitt's [27] work the former consists of determination strategies and social strategies whereas the latter includes social strategies, memory strategies, cognitive strategies and metacognitive strategies.

However, Schmitt [8] notes that "it is very difficult to draw a border line between different strategies and their variations". For example, some strategies, like interacting with native speakers, can be categorized as both social and metecognitive strategy if it is considered as a part of overall language learning.

When facing an unfamiliar word, learners must find out the meaning of the new word. According to Schmitt [27], determination strategies which are a part of discovery strategies, include strategies such as guessing the meaning according to structural knowledge, guessing from first language cognate, guessing from context or using reference material. Since learners can ask help from someone in discovering the meaning of a new word, social strategies can also function as discovery strategies states Norbert Schmitt and Diana Schmitt [25].

Consolidating strategies include several different types of strategy. In Schmitt's [27] taxonomy they include social strategies, since input acts as a key element in acquiring a language, social strategies are very important in language learning. For example, group learning

and team working raises active processing and since in such activities instructor does not interrupt the learners much, they have more time to use the language in the classroom [22]. Schmitt [8] mentions that another type of consolidation strategies are memory strategies which were traditionally known as mnemonics. Memory strategies usually make a relation between the word and learners previous knowledge, for example, instead of giving the direct definition or making a kind of relation to some familiar second language words, pictures of the meaning are shown to learners states Schmitt [8]. According to Schmitt [8] using unrelated words or grouping the words according to some categories such as synonyms or common themes are other examples of memory strategies.

In addition, Lewis [18] found that one can study the spelling or pronunciation of the word for helping it to stick into memory. Furthermore, using word's affixes, roots and word classes can be useful in consolidating word meaning with regard to Lewis book [18].

According to Schmitt [27] cognitive and memory strategies of his taxonomy are similar and they concentrate on repetition and mechanical means of studying vocabulary rather than manipulative mental processing. Written and verbal repetitions are the traditional and popular examples of these strategies; writing or repeating a word several times in relation to Schmitt [27]. Word lists, flash cards and note taking as well as using study aids such as language textbooks are also classified as cognitive strategies states Schmitt [27].

As mentioned before, the strategies which learners use in order to control and evaluate their learning are called metacognitive strategies and this is the same in Schmitt's [27] taxonomy. Schmitt [8] mentions that "effective metacognitive strategies can happen when learners are exposed to second language as much as possible", for example, by reading books, watching movies and interacting with native speakers. Also using the time effectively and knowing when to actively study a new word are useful metacognitive strategies states Schmitt [27].

Most of the studies in this area tried to investigate a small set of vocabulary learning strategies. For example Fast Company [11] states that some of the researchers centered their studies on memory strategies or mnemonic techniques and its effect on retention. Some other studies emphasized on the vocabulary learning strategies which are used in reading such as guessing from the context consider Nation [20]. There are a few studies which elaborated on vocabulary learning strategies as a whole and give a broader perspective from them states Fast Company [11].

Strategy categories according to the Stoffer [11]:

1. Strategies involving authentic language use;
2. Strategies used for self-motivation;



3. Strategies used to create mental linkages;
4. Memory strategies;
5. Strategies used to organize words;
6. Strategies involving creative activities;
7. Visual/auditory strategies;
8. Strategies involving physical action;
9. Strategies used to overcome anxiety.

Gu & Johnson's [12] categorization: 1. Metacognitive regulation; 2. Guessing strategies; 3. Dictionary strategies; 4. Note-taking strategies; 5. Rehearsal strategies; 6. encoding strategies; 7. Activation strategies.

Schmitt [27] decides on the following categories:

1. Discovery strategies; 1.1 determination strategies (DET); 1.2 social strategies (SOC).
2. Consolidation; 2.1 social strategies (SOC); 2.2 memory strategies (MEM); 2.3 cognitive strategies (COG); 2.4 metacognitive strategies (MET).

Nation [20] offers his own taxonomy categorizing the types of strategies under three umbrella phases of: 1) Planning 2) Sources and 3) Processes:

1. Planning; 1.1 choosing words; 1.2 choosing the aspect of word knowledge; 1.3 choosing strategies; 1.4 planning repetition.
2. Sources; 2.1 analyzing the word; 2.2 using context; 2.3 consulting a reference source in First Language or Second Language; 2.4 using parallels in First Language or Second Language.
3. Processes; 3.1 noticing; 3.2 retrieving; 3.3 generating.

Stoffer [10] conducted the first investigation of overall vocabulary learning strategies. She fulfilled a vocabulary strategy survey and developed a Vocabulary Learning Strategy Inventory (VOLSI). Using statistical factor analysis which provide a practical basis for category assignment, Stoffer [10] found the 53 VOLSI items go under the nine major groups: 1- authentic language use; 2- self-motivation; 3- crating mental linkages; 4- memory strategies; 5- organizing words; 6- creative activities; 7- visual/auditory strategies; 8- physical action; and 9- overcoming anxiety.

Gu and Johnson [12] , developed a vocabulary learning questionnaire based on previous quantitative and qualitative research that its aim is to gather information on students' beliefs about vocabulary learning and the vocabulary learning strategies which they use (91 individual strategies in total).

The strategies were grouped under two general subdivisions according to Gu and Johnson [12] : Metacognitive regulation and Cognitive strategies which consists of six subgroups, guessing strategies, dictionary strategies, note-taking strategies, memory strategies (rehearsal), memory strategies (encoding), and activation strategies. In this way, in the Gu and Johnson [12] taxonomy mentioned seven major dimensions exist which each dimension had several categories for itself.

Nation [20] developed a taxonomy which “tries to separate aspects of vocabulary knowledge, and learning processes.” In his classification scheme Nation [20] differentiates between three general classes of strategies.

The first major category according to Nation [20] is “planning for vocabulary learning” which is concerned about how often learners pay attention and where they focus their attention. Strategies such as choosing words, choosing the aspects of word knowledge, choosing strategies, and planning repetition are included in this category states Nation [20]. The second major category considered by Nation [20] refers to “sources of vocabulary knowledge” which is about finding information of unfamiliar words.

The strategies in Nation’s [20] category include analyzing the word, using context, consulting a reference source in first language or second language, and using parallels in first language and second language. The third and last major Nation’s [20] category is concerned about “learning processes” which includes the ways learners establish their vocabulary knowledge and make it available for use. Noticing, retrieving, and generating are three types of strategies of this category highlighted Nation [20].

#### **1.4 The Importance of Vocabulary Development**

The main advantage obtained from vocabulary learning strategies, is that learners are able of taking more control of their own learning. So that students will feel more responsible for their studies states Mary Meeker [19]. Consequently, the strategies develop “learner autonomy, independence, and self-direction” according to the National Reading Panel [21]. When the students be equipped with different kind of vocabulary learning strategies they can decide how exactly they would like to come up with unknown words states National Reading Panel [21].

Having a good knowledge of the existing strategies and the ability to make use of them in suitable situations might considerably make the learning process of new vocabulary simpler for students for instance, when the student selects which words to study him/her self they can remember the words better than when the words are chosen by someone else in regard with Steven Stahl [3] work.

According to Steven Stahl [3], “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.” We

continue to develop vocabulary throughout our lives; words are powerful; words open up possibilities, and of course, that is what we want for all of our students states Steven Stahl [3]. Chall's classic [28] study showed that students with low vocabulary development were able to maintain their overall reading test scores at expected levels through grade four, but their mean scores for word recognition and word meaning began to slip as words became more abstract, technical, and literary. According to Chall [28] declines in word recognition and word meaning continued, and by grade seven, word meaning scores had fallen to almost three years below grade level, and mean reading comprehension was almost a year below. Jeanne Chall [28] coined the term "the fourth-grade slump" to describe this pattern in developing readers. Learning context refers to the learning environment according to Chall [24].

Children who have been encouraged by their parents to ask questions and to learn about things and ideas come to school with oral vocabularies many times larger than children from disadvantaged homes in relation to Oxford's [23] work. Without intervention this gap grows ever larger as students proceed through school with regard to Oxford [23].

Finally, Nation's [20] theoretically-oriented taxonomy makes a basic distinction between the aspects of vocabulary knowledge from the sources of vocabulary knowledge and from learning processes; hence, three general classes: planning, sources, and processes, each covering a subset of key strategies.

'Planning' involves choosing where and how to focus attention on a particular vocabulary item and contains strategies for choosing words, choosing aspects of word knowledge and choosing strategies as well as planning repetition according to Nation [20].

'Sources' involves finding information about the word from the word form itself, from the context, from a reference source such as dictionaries or glossaries and from analogies and connections with other languages states Nation [20]. With regard to Nation's [20] work process means establishing word knowledge through noticing, retrieving and generating strategies.

Furthermore, Gu and Johnson [12] identified six types of strategy - guessing, dictionary, note-taking, rehearsal, encoding, and activation - together with two other factors: beliefs about vocabulary learning and metacognitive regulation. In Gu and Johnson's [12] work metacognitive regulation consists of strategies for selective attention and self-initiation. The latter make the meaning of vocabulary items clear through the use of a variety of means.

Guessing strategies, skillful use of dictionaries and note-taking strategies are labeled as cognitive strategies according to Gu and Johnson [12]. Rehearsal and encoding categories are classified under memory strategies by Gu and Johnson [12]. Word lists and repetition are instances of rehearsal strategies in Gu and Johnson's [12] work.

Encoding strategies include strategies such as association, imagery, visual, auditory, semantic, and contextual encoding as well as word-structure with regard to Gu and Johnson [12]. Activation strategies include those strategies through which learners actually use new words in different contexts according to Gu and Johnson [12].

In language learning, use of learning strategies for vocabulary acquisition is very important and researchers have identified a number of vocabulary learning strategies that can be taught to students states Oxford [23].

Language learning strategies are defined as activities used by learners in order to make their learning easier and more effective and can be used or transferred to other situations according to Oxford [23]. These strategies are learning tools for students that they can use independently to acquire vocabulary and make them become responsible for their own learning states Nation [20].

According to various scientists in National Reading panel's [21] work teaching vocabulary practical needs both structural words and content words are of great importance. Teachers should evaluate student's knowledge properly. The selection of the vocabulary is highly important but not the teacher's main concern. The teacher's main concern is to get pupils to acquire the vocabulary perfectly. This is a difficult problem and it is still in the process of being solved.

Language learning strategies are methods and ways that students employ to enhance their own learning states Oxford [23].

Strategies are important with regard to Oxford [23] for language learning because they are a device for active, self-responsible learning. Students take more control of their own learning, which is necessary for developing academic competence in relation to Oxford [23]. Students who use appropriate language learning strategies are more qualified and self-confident according to Oxford [23].

The fact that foreign language learners generally see vocabulary learning strategies as their first priority and report that they encounter considerable difficulty in vocabulary learning is widely recognized by language teachers and repeatedly pointed out in various learning contexts according to Peter Yongqi Gu [24]. Although vocabulary learning and teaching has been neglected for a long time. Classification of Language Learning Strategies has been done by various scholars such as Schmitt [27].

There are authors such as Nation [20] and Cohead [10] in the vocabulary literature who believe that there is a difference between general, academic, technical, and low frequency vocabulary, mentioning that technical or specialized words have a quite high frequency in a limited range of texts in each academic discipline.

Scarcella and Zimmerman[6] make the same difference, and refer to “technical words that are used in specific academic fields”. Carlson [10] and Cohead [10] and Nation [20] have written about specialized vocabulary lists for specific purposes.

This is an important issue because Casanave’s [10] study showed that “acquiring the culture of a disciplinary community involves learning that community’s specialized language”, and Parry [10] in his research revealed the challenges of technical, academic vocabulary learning.

Fan [10] found that Chinese English foreign language learners’ have difficulty in “recoding technical vocabulary” and in writing on strategies and long-term recall, Lawson and Hogben [10] discussed the importance of vocabulary learning strategies in a way that is relevant to learning the technical vocabulary of one’s academic field.

In the early stages of language learning, when the students do the tasks themselves they are more interested, this is a deliberate processing activity rather than automatic according to Fan [10]. The deliberate procedures, or strategies, conducted during this period are likely preserved; these strategies should be seen in student’s behavior as they do a vocabulary learning task states Cohead [10].

## PART 2

### DEVELOPMENT OF VOCABULARY LEARNING STRATEGIES

The basic reason for learning foreign language is communication in any mode. Lexical knowledge provides successful mastering the basics of all types of speech activity.

One of the purposes of the study are to characterize various types of exercises as leading learning tools, consider such active learning methods as games, computer programs and the Internet, rhymes and learning songs, as well as the content of these methods, and their relevance to the goals of learning vocabulary in English lessons.

Exercises remain the main means of learning at any stage of mastering a foreign language. In exercise, there is always a goal. Of course, some kind of exercise can have a side effect. But it is very important to use in training.

But one exercise never gives the final effect. Usually allocate exercises for the assimilation of the material and for its use in oral speech. In our bachelor thesis, we consider the exercises on the formation of lexical skills. It is necessary for teacher to control the lesson and bring new ways and methods into studying process. As well it is highly important to keep students disciplined. But, a lot of teachers rely on their own experience.

Lewis [16] states that in learning important role plays training.

According to the Breen [4] we identify four basic steps to a better vocabulary:

1. Be Aware of Words
2. Read
3. Use a Dictionary
4. Study and Review Regularly.

And the Breen's [4] classification rely mostly on student's needs. The first point in this classification relates to the awareness of words. Breen [4] states that it is necessary for students to encounter words daily. In the first sub-point we highlighted main idea of the author.

1. Be Aware of Words

As important it is to learn a lot of words daily, there present the need of acquiring vocabulary daily. The importance of learning is highlighted by various scientists, Breen [4] in his work emphasizes the need of encountering words. Usually a strong wish presented to get on with the story and skip over unfamiliar and unknown words.

But while it is obvious when a word or phrase is totally unknown, you brain is especially aware of words that seem familiar to you but whose precise meanings you may not really know states Breen [4]. Instead of avoiding these words, better take a closer look at them advises Breen [4].

First, according to Breen [4] student try to guess a word's meaning from its context - that is, the sense of the passage in which it appears; second, students translate the word with the help of the dictionary. This technique may slow down reading, but improve understanding, making reading easier states Breen [4]. With a daily practice of noting words of interest for further study whenever a person is reading, listening to the radio, talking to friends, or watching television in relation to Breen [4].

## 2. Read

Students may find easier with time to understand words with acknowledging with unknown words. When student become more aware of words, reading is the important step to increase knowledge of words, because that is how the student find most of the words he or she should be aware of according to Breen [4]. When students come across a familiar word it shows that students learned the meaning. Essentially important to give the students chance to read desirable topics on various modes.

It is proven that learners with low vocabularies do not enjoy reading process. It becomes a chore for them more than a pleasure. First of all, because students are not able to understand many of the words presented in the text. The important point in vocabulary acquisition is to find things to read student able to enjoy. The next important step is to let student read as often and as much as possible with the idea of learning new words always in mind according to Breen [4].

## 3. Use a Dictionary

Most people know how to use a dictionary to look up a word's meaning. Here are examples of how to do it according to Breen [4]:

- Have your own dictionary

Breen [4] advise to keep it where student usually does reading at home. Students more likely to use it if it is somewhere near them, not in the other room. There is a strong urge to use dictionary only if student encounter unfamiliar word, so work place may serve good for storing dictionary. At home, most people do not have a big, unabridged dictionary; however, one of the smaller collegiate dictionaries would be fine to start with states Breen [4].

- Circle the words you look up

After student have done this for a while, their eye possibly naturally move to the words they have circled whenever they flip through the dictionary. This give a quick form of review.

- Read the entire entry for the word you look up

It is important to remember, words can have more than one meaning (homonyms), and the meaning student need for the word they are looking up may not be the first one given in dictionary states Breen [4]. A lot of words have only denotational meaning. Even if it is, good

advice is to search the synonyms and their other meanings and that could help you understand the different ways the word is used.

#### 4. Study and Review Regularly

Once student have begun looking up words and know which ones to study, vocabulary building is simply a matter of reviewing the words regularly until you fix them in your memory states Breen [4]. The best advice is to set specific amount of time each day just to learn vocabulary. During that time student can look up new words you have noted during the day and review old words you are in the process of learning according to Breen [4].

From time to time it is necessary to set a goal for the collection of words learner desire to learn, and arrange different sections of book according to specific terms and topics. It might become easier with time, so learner could move in desirable direction. Learning new word students may face some issues, so it is necessary for teacher to make every step comfortable.

One of the first things teachers should do is to give students time, don't overwhelm them with information. It would be wonderful if finishing a unit of the course book meant that the students master all the words in it state Breen [4]. Not all learner desire to put a lot of input into learning process. Most of them desire acquire language in the shortest time possible. So facing new words, searching them, remembering and learning, projects a lot of work, and some learners are not able to spend that much motivation on that. The activities which follow have been tested on students and provide a practical suggestion for a systematic approach to vocabulary learning with regard to Breen [4].

The variety of methods (of teaching vocabulary) leads to desire of learning new words and structures. Main teacher's role is to help students pass through this period.

Different methods for teaching vocabulary by Taylor [2]:

- Explicit instruction (definitions instruction including pre-teaching and analysis of root words)
- Implicit instruction (exposure to words during reading)
- Multimedia methods (pictures, hypertext)

Program methods based on investigating of different scientists (Direct, Audio-lingual, Grammar-translation, Suggestopedia, etc.).

All lexical exercises are divided into two categories according to Cohen [5], aimed at:

- Memorizing a word, its semantics in unity with the pronunciation and grammatical form;
- The formation of combinations of words of a semantic nature.

When learning, students should keep in mind that acquiring vocabulary largely depends on the correlation of the qualities of the exercise with the content of the intended goal and the conditions for achieving it states Cohen [5].



## 2.1 The Importance of Reading

Major variety of the literature which has been studied supports and emphasizes the need of vocabulary learning strategies. Various researchers prove that vocabulary learning strategies not limited to the learners, they can be easily applied by the teachers and learners equally.

It is necessary for teacher to have various kinds of knowledge about vocabulary learning strategies. It is proven that those kinds of knowledge serve only for better result when acquiring vocabulary. Furthermore, these knowledge help teachers to design unique material for the classroom. Vocabulary learning strategies are undoubtedly necessary to teachers and learners. The process of acquiring vocabulary has become popular topic in recent times in the last decade.

Jack C Richards [14] in his studies shows that reading for pleasure makes a big difference to children's educational performance.

Likewise, evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who do not, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures proves in his study Jack C Richards[14].

It is proven that reading for pleasure is able to reveal whether a child does well at school. Most students acquire vocabulary incidentally through indirect presentation to words at home and at school - by listening and talking, by listening to books read aloud to them, and by reading widely on their own.

Promoting the development of word consciousness and using word play activities to motivate and engage students in learning new words. In some situations, the particular words to teach are obvious according to Oxford [23]. For example, beginners in a classroom need, among other things, the words required to operate in a classroom setting, e.g., book, pencil, read, and say state Oxford [23].

Schmitt [27] devised his taxonomy, self-reportedly, in response to the lack of a comprehensive list of vocabulary learning strategies. Schmitt [27] organized 58 strategies under five types: determination, social, memory, cognitive and metacognitive. His categories were inspired by Oxford's [23] inventory of general language learning strategies but included some modifications. Thus, social, memory, cognitive and metacognitive strategies have been adopted from Oxford [14]. The modification was that Schmitt [27] made a distinction between discovery and consolidation strategies.

Determination strategies are used when "learners are faced with discovering a new word's meaning without recourse to another person's experience" according to Schmitt [27] For example, Schmitt [27] proves that learners try to discover the meaning of a new word by

guessing it with the help of context, structural knowledge of language, and reference materials. It is also possible to discover the semantic of a word by asking someone for help.

Scientific principles of selecting vocabulary have been worked out states Bozhovich [1]. According to Bozhovich [1] the words selected should be: 1) frequently used in the language; 2) easily combined (nice room, nice girl, nice weather); 3) unlimited from the point of view of style (oral, written); 4) included in the topics the syllabus sets; 5) valuable from the point of view of word- building (use, used, useful, useless, usefully, user, usage).

Students need to be explicitly taught methods for intentional vocabulary learning states Graves [2]. According to Michael Graves [2], effective intentional vocabulary instruction includes:

- Teaching specific words (rich, robust instruction) to support understanding of texts containing those words.
- Teaching word-learning strategies that students can use independently.

The amount of reading is important to long-term vocabulary development according to Cunningham [7]. Extensive reading provides students with repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts states Kamil, M. L. & Hiebert [15].

The National Reading Panel [21] concluded that there is no single research-based method for developing vocabulary and closing the gap. From its analysis, the National Reading Panel [21] recommended using a variety of indirect (incidental) and direct (intentional) methods of vocabulary instruction.

The report of the National Reading Panel [21] states that the complex process of comprehension is critical to the development of children's reading skills and cannot be understood without a clear understanding of the role that vocabulary development and instruction play in understanding what is read.

The vocabulary, therefore, must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school according to the National Reading Panel [21].

The words selected may be grouped under the following two classes with regard to Taylor [2]:

1. Words that we talk with or form (structural) words which make up the form (structure) of the language.
2. Words that we talk about or content words.

There are many factors influencing the strategies second language learners. According to Oxford [23], firstly, learners who are more advanced in a language and are more aware of their

language learning process use better strategies. Secondly, Oxford [23] highlighted that older learners use completely different strategies than younger ones, and females have a wider range of strategy use than males. Thirdly, other factors might have an impact on the choice of strategies: age, nationality, personality traits, level of motivation, the purpose for learning the language, task requirements and teacher expectations states Oxford [23]. The last two features strongly shape students' attitudes to strategy use in relation to Oxford [23].

These strategies are learning tools for students that they can use independently to acquire vocabulary and make them become responsible for their own learning considering Nation's [20] work.

With the skill and knowledge of vocabulary learning strategies learners can learn new vocabulary without the presence of the teacher states Nation [20]. In other words, they can learn new word at their own. Learners may use different learning strategies and they should be taught how to use the strategies.

Vocabulary acquisition plays an important role in English language learning. McCarthy [13] states that meaningful communication cannot take place without having sufficient knowledge of vocabulary. Vocabulary knowledge has been acknowledged as crucial to using language, therefore, insufficient vocabulary knowledge will lead the learners to difficulties in communication according to McCarthy [13].

In learning vocabulary, learners have to put certain amount of efforts which Nation [20] describes as 'learning burden'.

According to Nation [20], different words have different weight of learning burdens and each aspect of knowing a word may contribute to the learning burden.

Vocabulary acquisition proves that reading development increases comprehension. Students with low vocabulary scores tend to have low comprehension and students with satisfactory or high vocabulary scores tend to have satisfactory or high comprehension scores according to Oxford's [23] work.

We know that young children acquire vocabulary indirectly, first by listening when others speak or read to them, and then by using words to talk to others. As children begin to read and write, they acquire more words through understanding what they are reading and then incorporate those words into their speaking and writing. Vocabulary knowledge varies greatly among learners.

## **2.2 Current Perspectives on Vocabulary Teaching and Learning**

This column reviews major vocabulary research and support a number of teaching and learning methods from various researches. As we enter the 21<sup>st</sup> century, acquisition of vocabulary has assumed a more important role, and as some would argue, the central role in learning a second

language according to Lewis [18]. Based on articles and reports such as Mary Meeker's annual Internet Trends report [19], Fast Company's Future of Work Trend Report [11] we identified three themes: 1) Alternative credentialing, 2) Experimentation in new teaching models and learning spaces, and 3) Student-driven personalized learning.

As teachers combine digital media with more traditional forms of teaching, their course materials and resources reflect the trend according to Mary Meeker's [19] annual Internet Trends report. In global communities where English is a common language of communication alongside other languages, knowledge of other languages is an asset in accordance with Fast Company's Future of Work Trend Report [11].

Oxford and Scarcella [14] propose a new research-based approach to vocabulary teaching after examining appropriate research about student motivation and need, the complexity of knowing a word, as well as factors that affect vocabulary acquisition. Compared with traditional approaches Oxford and Scarcella [14] states that researches in which vocabulary is often taught unsystematically in class and teachers tend to leave their students to learn vocabulary on their own without much instruction, teachers following this new research-based approach focus on words students are expected to meet frequently.

Vocabulary acquisition is considered to be personalizable activity according to different learning needs, goals, and styles. Cohen [5] states that considerable accent is put on encouraging independent learning strategies among students so that they know how to continue to learn vocabulary on their own. Cohen [5] in his work emphasises the role of the teacher as a "change agent", that is, the student's partner in the learning process. The goals of strategy training, therefore, are to recognise what works for each student and build on that basis, as well as to promote learner autonomy in accordance with Cohen [5] work.

Indirect vocabulary learning depends on the need of the learners. It is necessary to give learners chance to learn the meanings of most of the words through everyday experiences with oral and written language.

However, the difficulty in learning English vocabulary should be highlighted. Out of the 54,000 or so word families appearing in Webster's Third New International Dictionary (1961), even educated native speakers will know only a fraction, perhaps up to around 20,000 word families according to Rogova [26].

Although this is probably an unrealistic figure for all but the most motivated learners, the good news is that it is possible to function in English with vocabularies far smaller than this state Rogova [26]. We know that in order to participate in basic everyday oral communication, knowledge of the most frequent 2,000-3,000 word families in English provides the bulk of the lexical resources required with regard to Schmitt [27].

Currently, modern society is faced with the problems of mutual influence of different cultures and preservation of the cultural diversity of the planet. The need to develop a dialogue of cultures is increasingly recognized, and therefore foreign language teaching should be a preparation for intercultural communication, since in the process of learning a language, the learner will have to choose a different system of values and life orientations and integrate it into their own picture of the world.

This situationally based vocabulary and technical vocabulary are obvious targets for vocabulary teaching, but it is less obvious which vocabulary to teach if the goal is a general increase in vocabulary size according to Peter Yongqi Gu [24]. In this situation, the best criterion we have is to choose target word by the frequency of occurrence. Words occurring frequently in English are typically the most useful and the first acquired by students states Schmitt [27].

The usefulness of frequent words has much to do with text coverage. Nation [20] shows how knowing a small number of words in English allows coverage of a large proportion of a typical written text. Spoken discourse generally has less diversity when it comes to vocabulary, and so 2,000 word families will cover around 95% of typical speech according to Schmitt [27]. Clearly, the most frequent words in English are an essential foundation to all language use and need to be learned regardless of the effort states Schmitt [27]. According to Schmitt [27] English probably contains the greatest number of words of any major language, which makes learning a sufficient amount of its vocabulary a formidable task.

Therefore, the main purpose of teaching foreign languages in high school is to develop the personality of the student. It is important for teachers to emphasize the best available qualities of language learning. It is proven that teacher is the person who is able to participate in intercultural communication. So the highlight of particular strategies might serve good for the learners in the foreign language activity he has mastered, and the vocabulary reflects cultural values. However, at present, students are not sufficiently prepared to use a foreign language in intercultural communication, which makes the problem urgent.

## PART 3

### EXPERIMENTAL RESEARCH

Language learning strategies are behaviors or techniques applied by learners used to promote learning or acquiring a language. Vocabulary learning strategies are significant because the acquisition of vocabulary is a difficult process and often poses overmastering difficulties for language learners. The process of learning a foreign language is an important and challenging component in foreign language classroom due to the limited language exposure and opportunities to practice the language. Language learning strategies have long been recognized as processes of importance.

Vocabulary learning strategies are viewed either as tools that learners use to enhance their learning of vocabulary or as steps that learners take to solve learning problems. Students who regularly use multiple vocabulary-learning strategies appropriately are considered to be more confident and self-regulated, and it may help them to reach higher levels of vocabulary knowledge. The choice of learning strategies is associated with many changes, one of which is learner' beliefs about language learning.

In this regard, an important step which should be taken in improving foreign language learners' learning of new vocabulary is their familiarity with and frequent use of different vocabulary learning strategies which are in line with their psychological orientations and can help them meet their learning and real-life needs.

Thus, it is crucial that language learners be made aware of helpful and efficient strategies so that they can freely and consciously choose the ones suitable for them.

The experimental research aims to determine:

- the most frequently used strategies used by senior students;
- what types of vocabulary learning strategies use predominated for the students in their work and what skills are regarded as easy or difficult for them;
- what types of vocabulary learning strategies are predominant in the process of English language learning among the students of 10th and 11th forms.

#### **3.1 Design**

Designing a needs analysis involves choosing from various options and selecting those that are likely to give a comprehensive view of learners' needs. Students were given a range of alternatives the aims of which were to balance their opinions and generate their positions about certain activities in the process of English language learning.

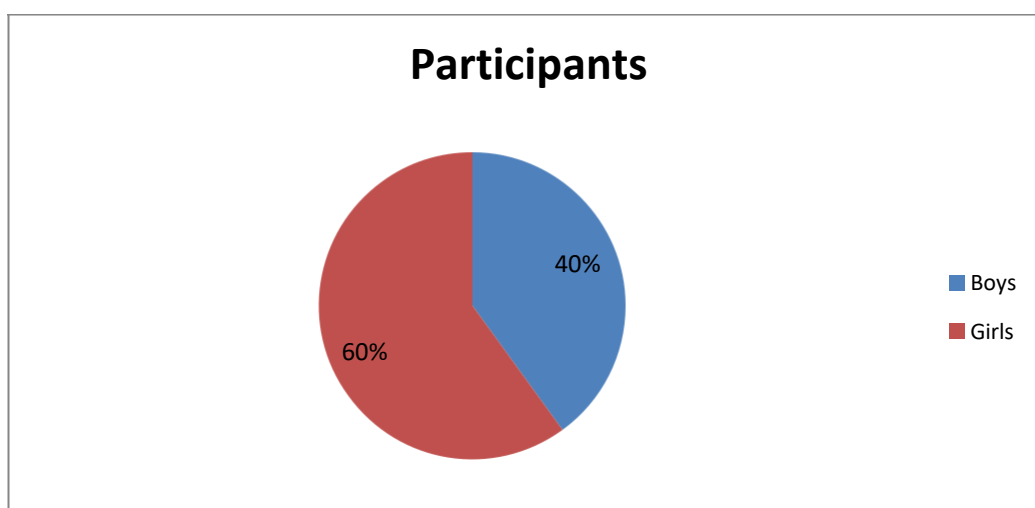
The process of analysis involves efforts that are thoughtful, investigatory, systematic, and carefully recorded so that they can be replicated and reviewed. The primary goal of analysis is to

bring meaning to the obtained information and to do so in the context of some philosophy, relevant perspectives, and value positions that may be in conflict.

### 3.2 Participants

The subjects surveyed in the study were 30 learners of English who were, at the time of the questionnaire, studying at Novograd-Volynskiy secondary school №2.

The subjects of the research are the students of the 10<sup>th</sup> (50%) and 11<sup>th</sup> (50%) forms, of which 18 (60%) are girls and 12 (40%) are boys.



Participants in the data collection were of different ages:

- 15 years (7%);
- 16 years (66%);
- 17 years (27%).

### 3.3 Procedure of the research

Students were interviewed using a structured questionnaire containing questions about presumed topics of interest such as preference for language activities, vocabulary acquisition tools and techniques, what steps are more important in vocabulary acquisition. Respondents were presented with lists of choices; however, they were encouraged to respond freely with their own terms and opinions.

During the interview, subjects were asked questions such as, “Is grammar the most important part of learning a foreign language?”. On teacher preference, subjects were asked questions such as, “Is it easier to focus on *what* you are trying to say and not *how* to say it?”.

The students were given as much time as possible to consider and present a response. Every attempt was made to ascertain that the subjects understood the questions and were responding completely and candidly.

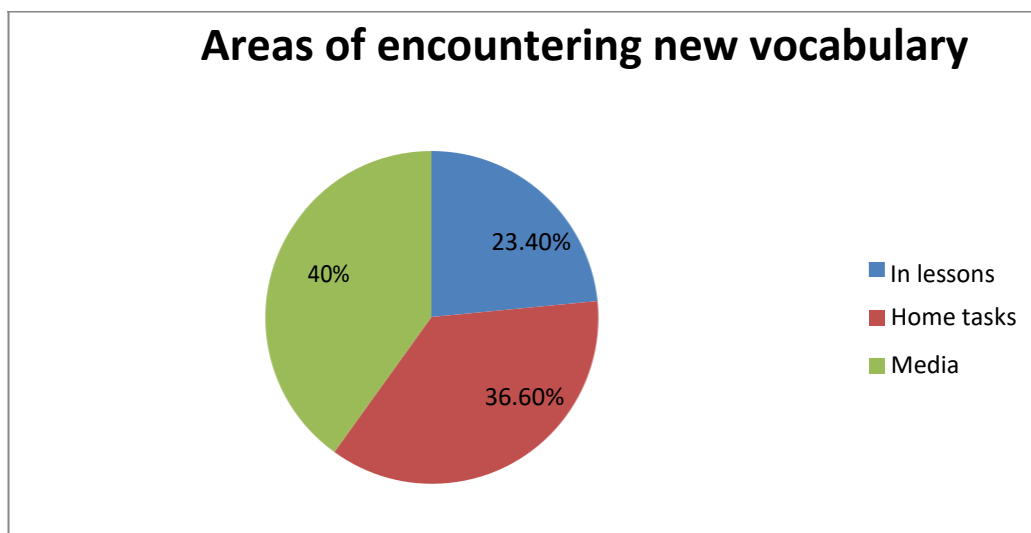
Precautions were taken to ensure that the questionnaire information was accurate, complete, and consistent. The data were subjected to content analysis; that is, the subjects’

responses were evaluated to determine what specific characteristics they mentioned and which they regarded as most useful, useful and not useful.

### 3.4. Findings

The first question at student's questionnaire aimed at finding out some general, background information regarding to the form, age, gender and the overall time of studying English.

In the second question, which was based on the indication of the present level of knowledge of the language, it was determined that 26% of the 10th form students defined their level as the Elementary, 20% - as the Basic, 47% indicated the Intermediate (lower) , and 7% of the students determined their level as the Intermediate (upper). On the other hand, the results of the 11th form have demonstrated that 16% of students had defined their knowledge of the English language are of the Elementary level, 49% indicated the Basic level and 30% of the participants have chosen the Intermediate (lower) and 5% of the students determined their level as the Intermediate (upper).



The major aim of the third question was to find out where students meet new vocabulary. Vocabulary area included options such as: in lessons; when reading texts for students' homework; when listening to and watching English-language media (e.g. songs, TV, movies).

#### ( 3.4.1 Areas of encountering new vocabulary)

The fourth question sought to determine if students only learn what teachers teach them in school.

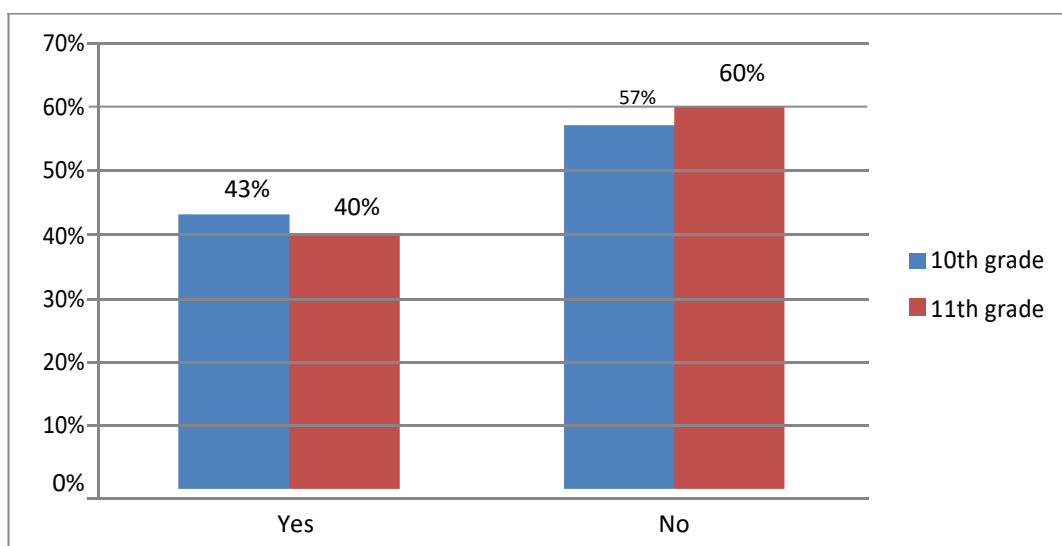
From the results, it is clear that the most selected option for studying among students of the 10th form is *yes* (60%), while the other option (*no*) had been chosen by 40% of the learners . By comparing the results from the 11th form, it can be seen that 54% of students have chosen the option *no*; 47% - the option *yes*.



The fifth question aimed at identifying whether students are afraid of making mistakes when they are saying something in English. Comparing the results of the two classes, it was found that 67% of students of the 10<sup>th</sup> grade consider the option *yes* the most precise, while 33% of students believe that the option *no* describes them the best.

In comparison to the results mentioned above, the research has shown that the most applicable option according to the learners of the 11<sup>th</sup> form is *yes* with the result of 73% answers, while the option *no* received in total 27% of preference.

The next question serves to determine whether it is important to speak English with perfect pronunciation or not. According to received results learners of the 10<sup>th</sup> grade prefer rather option *no* than *yes*, with total 56% for *no* and 44% for *yes*. Learners of the 11<sup>th</sup> grade believe that perfect pronunciation doesn't depend on the abilities of the speaker and chose 60% for the option *no*, and 40% for *yes*.



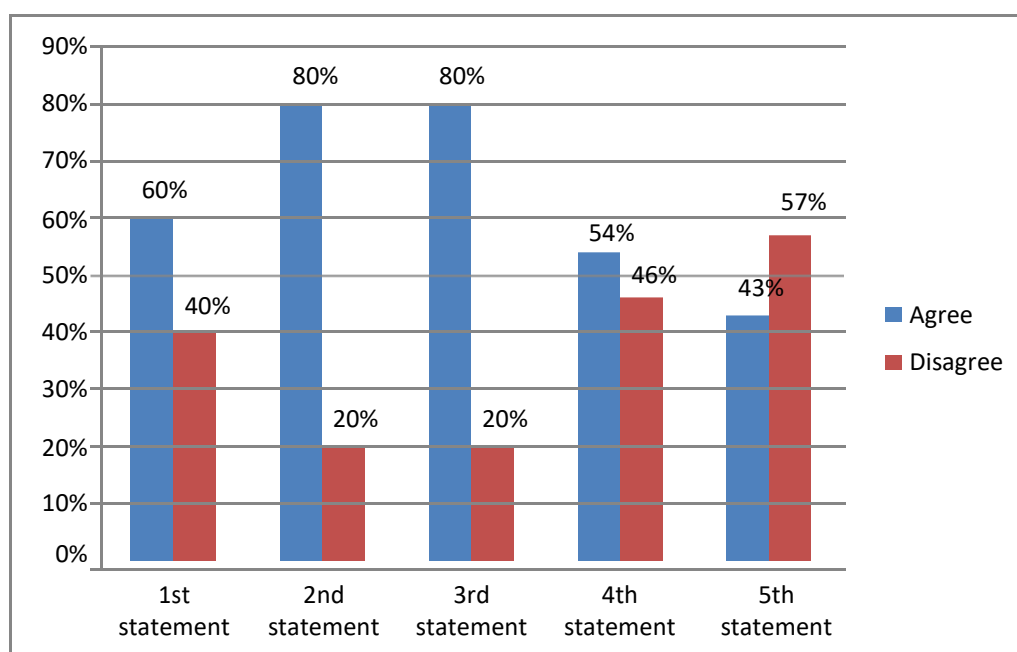
In the seventh question students were determined to decide whether in order to become fluent in language first of all learner should acquire grammatical rules of English language or not. According to the results 44% of learners from the 10<sup>th</sup> grade decided that statement beneficial, because that way they can be sure they are not making mistakes, while the others (56%) decided that you can learn grammar with time developing your skills. In comparison to the results mentioned above, the research has shown that learners of the 11<sup>th</sup> grade prefer option *yes* (60%) rather than option *no* (40%).

The eighth question wanted to reveal whether it is easier to focus on *what* learner tries to say rather than on *how* to say certain statement. The results demonstrated that 56% of the responders from the 10<sup>th</sup> grade as well as 44% of people from the 11<sup>th</sup> form would like to focus on *what* they try to say. Other option received in total 56% from the 10<sup>th</sup> grade and 44% from the 11<sup>th</sup> grade learners.

The main objective of the ninth question was to indicate whether students agree or disagree with the statements about language learning. The range of possible answers included: agree, disagree.

The findings of the survey have shown that “English is better learned when teacher implement different activities for different learning styles” and “English is better learned sub-consciously in non-academic situations” statements are considered to be the most problematic aspects about language learning.

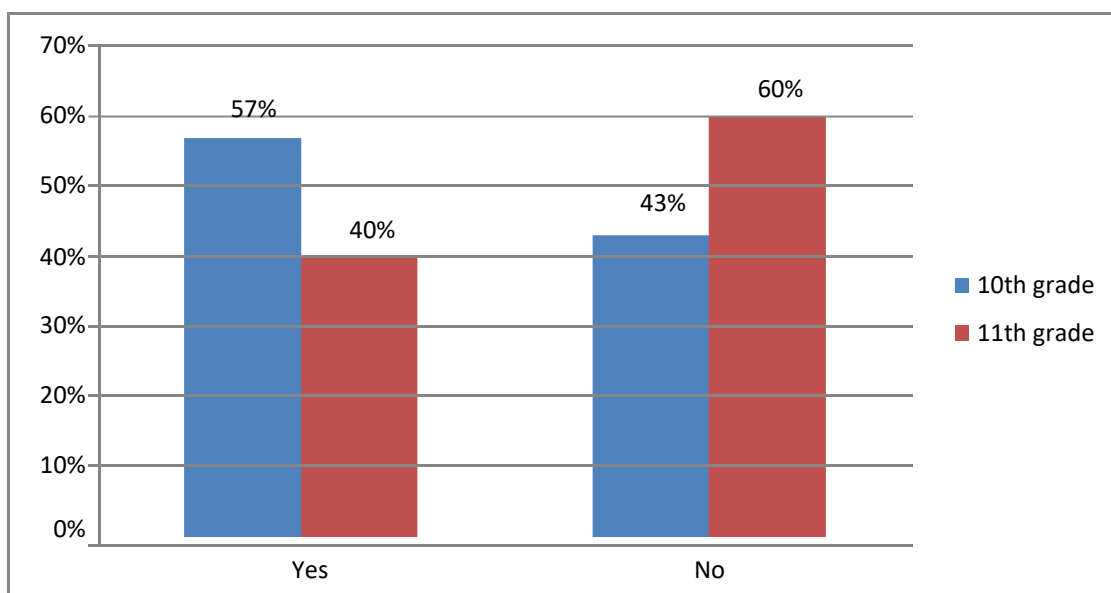
It is clear from the results that students much rather prefer learning with the help of different activities, and different tools that might help in learning. Although these statements considered to be the most problematic, these findings help us see how to achieve the best result in the shortest time possible and don't overwhelm students with information. It is important to note that the perfect solution would be creating such questionnaires in the lessons in order to achieve the freshest information.



In the tenth question participants had to decide if they relate to the statement “Do you believe that it is easier for you when teacher implement cooperative learning?”.

Comparing the results of the two classes, it was found that learners of the 10<sup>th</sup> grade relate to the cooperative learning (57%), because that way they are not afraid of making mistakes in front of their friends; while the other half of the learners prefer the individual work (43%).

In comparison to the results mentioned above, the research has shown that according to the students of the 11<sup>th</sup> form it is better to work individually because they become shy and afraid of saying anything (60%); 40% of learners believe that better work in groups.



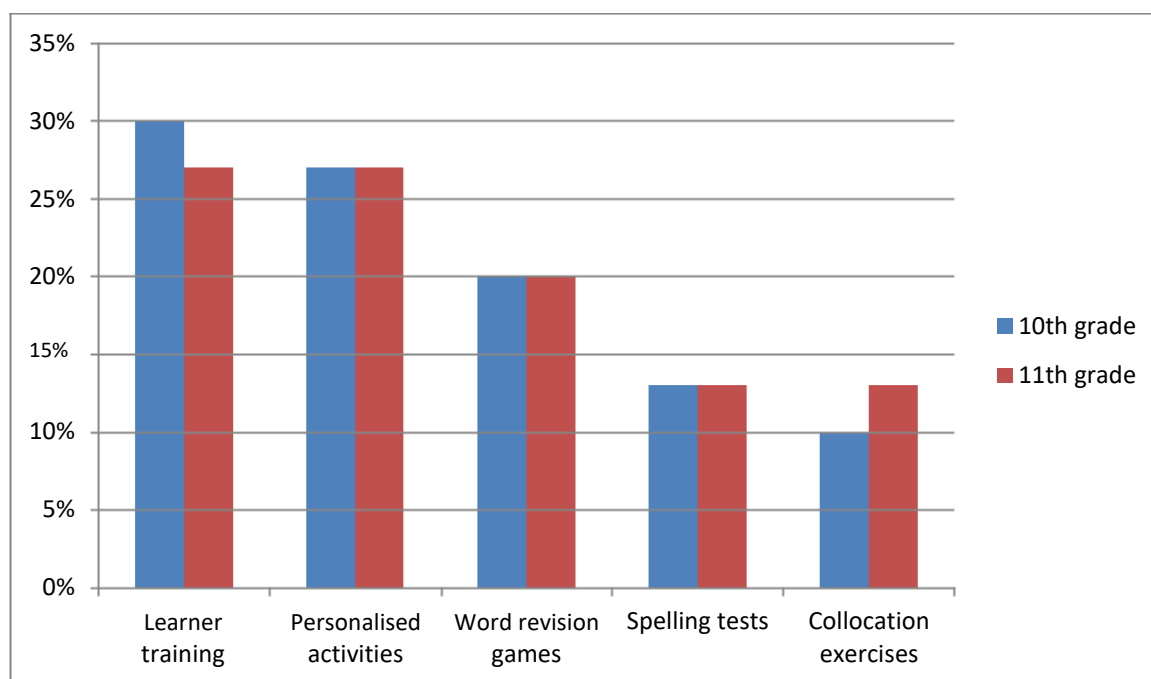
The main objective of the eleventh question was to decide if learners consider grammar the most important part of learning a foreign language. The results demonstrated that 53% of responders from the 10<sup>th</sup> grade consider grammar the most important part, while the 47% of learners not.

The twelfth question aimed at identifying what tools or techniques learners find helpful that teacher use to help with learning new vocabulary. Learners presented results such as:

- Showing video materials help memorize the vocabulary;
- Adding audio materials help memorize the vocabulary;
- Playing games;
- Visualisation;
- Individual or group projects;
- Tasks that involve creativity.

These findings were presented by the students of the 10<sup>th</sup> and 11<sup>th</sup> grade. Obviously, the most popular ones were: showing video materials help memorize the vocabulary; adding audio materials help memorize the vocabulary; playing games.

The main objective of the thirteenth question was to put the aspects of teaching into order of importance. The range of possible answers included: 1=most important, 5=least important.



Together, the present findings confirm that the most important activities are:

- Learner training – how to note pronunciation, stress, etc.(27% - 11<sup>th</sup> form, and 30% - 10<sup>th</sup> form);
- Personalised activities(27% - 11<sup>th</sup> form, and 27% - 10<sup>th</sup> form);
- Word revision games(20% - 11<sup>th</sup> form, and 20% - 10<sup>th</sup> form).

In the “the least important” category activities such as:

- Spelling tests(13% - 11<sup>th</sup> form, and 13% - 10<sup>th</sup> form);
- Collocation exercises – work on which words ‘go together’(13% - 11<sup>th</sup> form, and 10% - 10<sup>th</sup> form).

### 3.5 Results and discussion

Based on the research conducted in the 10<sup>th</sup> and 11<sup>th</sup> forms the results show that a large number of participants indicated their level of ability as Basic and Intermediate (lower). The results lead to the conclusion that among the current respondents Pronunciation, Words with several meanings and spelling are considered to be the hardest to acquire skills in the English vocabulary learning. Internet communication, audio books and songs, composition and essays, films, cartoons or lectures which were chosen by the students as the most effective in the process of English vocabulary learning.

From the results, it is clear that the most desirable activities for studying among students of the 10<sup>th</sup> forms are: watching films, doing educational sites and internet communication. By comparing the results from the 11<sup>th</sup> form, it can be seen that a number of students have chosen internet communication, films and cartoons or lectures.

The results have shown that students of the 10th form prefer quick reading for specific information and key points. On the contrary, those who responded from the 11th form, maintained that they need to read in detail and understand the whole text as well as translate the text into their own language.

At whole students preferred short answers aimed at receiving information. In the following questionnaire students proved the importance of study, and defined the ways of achieving certain information. Also teacher's attitude played a big role in language acquisition. Students much rather acquired language vocabulary incidentally through indirect exposure to words at home and at school - by listening and talking, by listening to books read aloud to them, and by reading widely on their own.

Designed with the help of students according to their needs. Questionnaire consisted of simple questions aimed at receiving information about the latest changes in education system, preferences of students according to education. Findings proved that students goal in studying is to achieve the best result in the shortest time. It was also proven that students feel overwhelmed with information given at lessons and are not able to cope with task on their own.

Summarily, education system should be improved according to students' needs and abilities.

The results of the 10<sup>th</sup> form coincided with the findings of the 11<sup>th</sup> grade. From the results it can be identified that the most hard to acquire activities require improving. In addition, writing activities students of 10<sup>th</sup> and 11<sup>th</sup> forms preferred.

The students need to work on acquiring vocabulary and teacher is expecting to create a successful work environment. Students need a classroom environment which is supportive to their active participation by introducing pair and group work, and activities like games, role play, and projects.

The changes on education should evaluate student's needs, abilities and wishes. Owing to the fact that not every learner's goal is to achieve the highest possible level of knowledge it is possible to receive good results at lower level but much rather outstanding.

This information gives us freedom to create new rules and circumstances to learn a foreign language. As it was proven in the questionnaire learners adore changes in strategies and apply them in their daily routine of acquiring a foreign language.

The following results prove the fact that students will to receive information is present. And teachers' role is undoubted.

## CONCLUSION

In conclusion, this bachelor thesis has presented the main vocabulary learning strategies. Teachers should introduce senior high school students to a variety of vocabulary learning strategies.

Language teachers need to make learners conscious of the need to develop an independent and structured approach to language learning, which has been shown to be mostly associated with vocabulary learning success. However, according to the analysed research students do not use vocabulary learning strategies very often. It is possible that students are not aware of these strategies very well.

When conducting a lesson with high school students the age characteristics, personal characteristics of each student, and the emotional sphere should be taken into account, since at this age, students perceive each trifle painfully, and also contribute to the development of those abilities that are clearly expressed in the future help high school students with a choice of profession.

In this bachelor thesis we discovered the need to read, exactly that reading is the important step to increase knowledge of words. Most of the literature which has been studied provides a similar point of view and highlights the importance of having vocabulary learning strategies. Studies show that reading for pleasure makes a big difference to children's educational performance. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. Most students acquire vocabulary incidentally through indirect exposure to words at home and at school - by listening and talking, by listening to books read aloud to them, and by reading widely on their own.

Although we should not forget about current situation and how everything changes so fast and creates new circumstances for learning. So, it is important to be aware of current trends in teaching and learning foreign language. Here is highlight of the most useful: 1) Alternative credentialing, 2) Experimentation in new teaching models and learning spaces, and 3) Student-driven personalized learning.

The changes on education should evaluate student's needs, abilities and wishes. Owing to the fact that not every learner's goal is to achieve the highest possible level of knowledge it is possible to receive good results at lower level but much rather outstanding.

Vocabulary learning strategy can be seen from at least three different views. First, a vocabulary learning strategy, very broadly speaking, could be what learners do to help the new vocabulary learning process. Whenever a learner needs to study words, he/she uses strategy/strategies to do it. Second, a vocabulary learning strategy could be related to actions that

help vocabulary learning to work well. Hence, learners may use some actions which do not make any improvement in learning process. Third, there might be a relation between a vocabulary learning strategy and conscious actions that learners take to study new words.

According to Schmitt's [27] taxonomy, there are two main groups of strategies: discovery strategies and consolidation strategies. Discovery strategies are those strategies which are used in discovering the meaning of a new word whereas consolidating strategies deal with the consolidation a word once it has been encountered states Schmitt [27]. With regard to Schmitt's [27] work the former consists of determination strategies and social strategies whereas the latter includes social strategies, memory strategies, cognitive strategies and metacognitive strategies.

The main advantage obtained from all learning strategies, as well as vocabulary learning strategies, is that learners are able of taking more control of their own learning so that students will feel more responsible for their studies according to Nation [20]. Consequently, the strategies develop "learner autonomy, independence, and self-direction" according to Oxford [23].

Having a good knowledge of the existing strategies and the ability to make use of them in suitable situations might considerably make the learning process of new vocabulary simpler for students. Promoting the development of word consciousness and using word play activities to motivate and engage students in learning new words.

The importance of the current bachelor thesis proved by third part - experimental research. It was designed with the help of students according to their needs. Questionnaire consisted of simple questions aimed at receiving information about the latest changes in education system, preferences of students according to education. Findings proved that students goal in studying is to achieve the best result in the shortest time. It was also proven that students feel overwhelmed with information given at lessons and are not able to cope with task on their own.

Summarily, education system should be improved according to students' needs and abilities.

This information gives us freedom to create new rules and circumstances to learn a foreign language. As it was proven in the questionnaire learners adore changes in strategies and apply them in their daily routine of acquiring a foreign language.

In the course of the experimental research, a wide range of predominant needs among the students of 10th and 11th forms was defined. In addition, the type of behavior of a teacher, which students perceived as contributing most to their learning, was clarified. Furthermore, the types of language, which were predominated for the students in their work, and the skills, which are regarded as easy or difficult for the participants, were determined.

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## РЕЗЮМЕ

На закінчення в цій дипломній роботі представлені основні стратегії навчання лексики. Вчителі повинні ознайомити старшокласників з різними стратегіями навчання лексики.

Викладачі мови повинні усвідомлювати, що необхідно розвивати незалежний і структурований підхід до вивчення мови, який, як було показано, переважно пов'язаний з успіхом навчання словників. Однак, згідно з аналізованими дослідженнями, студенти не часто використовують стратегії навчання лексики. Цілком можливо, що студенти не ознайомлені з стратегіями достатньо.

При проведенні уроку з учнями старшої школи слід враховувати вікові особливості, особистісні особливості кожного студента, емоційну сферу, оскільки в цьому віці студенти сприймають кожен дрібничку болісно, а також сприяють розвитку тих здібностей, які є чітко вираженими в майбутньому, допомога студентам вузів з вибором професії є необхідною.

У цій дипломній роботі ми виявили необхідність читання, а саме те, що читання - важливий крок для підвищення знань про слова. Більшість опрацьованої літератури надає аналогічну точку зору і підкреслює важливість стратегій навчання словникового запасу. Дослідження показують, що читання для задоволення має велике значення для навчальної діяльності дітей. Насправді, читання для задоволення швидше визначає, чи добре дитина справляється в школі, ніж їх соціальне чи економічне походження. Більшість учнів набувають словниковий запас випадково шляхом непрямого впливу слів вдома та в школі - слухаючи та розмовляючи, слухаючи книги, прочитані вголос, і читаючи самостійно.

Хоча ми не повинні забувати про поточну ситуацію та про те, як все так швидко змінюється та створює нові обставини для навчання. Отже, важливо бути обізнаним про сучасні тенденції у викладанні та вивченні іноземної мови. Тут висвітлено найкорисніше: 1) альтернативна кредиторія, 2) експериментація в нових моделях навчання та навчальних просторах, та 3) персональне навчання, орієнтоване на студентів.

Зміни в освіті повинні оцінювати потреби, здібності та бажання студента. Завдяки тому, що не кожен учень ставить собі за мету досягнення максимально можливого рівня знань, можна отримати хороші результати на нижчому рівні, але набагато видатніші.

Стратегію вивчення лексики можна побачити принаймні з трьох різних поглядів. По-перше, стратегія вивчення лексики, в широкому сенсі, може бути тим, що учні роблять, щоб допомогти новому процесу вивчення лексики. Кожен раз, коли учневі потрібно вивчати слова, він / вона використовує стратегію/стратегії для цього. По-друге, стратегія вивчення лексики може бути пов'язана з діями, які допомагають навчанню

лексики працювати добре. Отже, учні можуть скористатися деякими діями, які не покращують процес навчання. По-третє, може виникнути залежність між стратегією навчання словника та свідомими діями, які учні здійснюють для вивчення нових слів.

Відповідно до таксономії Шмітта [27], існує дві основні групи стратегій: стратегії виявлення та стратегії об'єднання. Стратегії виявлення - це ті стратегії, які використовуються для розкриття значення нового слова, тоді як стратегії об'єднання стосуються згуртування слова після того, як воно зустрінеться зі стратегіями Шмітта [27]. Що стосується роботи Шмітта [27], перша складається з стратегій детермінації та соціальних стратегій, тоді як остання включає соціальні стратегії, стратегії пам'яті, когнітивні стратегії та метакогнітивні стратегії.

Основна перевага, отримана від усіх стратегій навчання, а також стратегій навчання лексики, зводиться до того, що учні можуть взяти більше контролю над власним навчанням, щоб студенти стали більш відповідальними за своє навчання згідно з Натіоном [20]. Отже, стратегії розвивають «самостійність, незалежність та впевненість учня» згідно з Оксфордом [23].

Добре знання існуючих стратегій та вміння використовувати їх у відповідних ситуаціях може значно спростити процес навчання новій лексики для студентів. Сприяння розвитку свідомості слова та використання ігрової діяльності для мотивації та залучення учнів до вивчення нових слів.

Важливість сучасної бакалаврської роботи доведена третьою частиною - експериментальним дослідженням. Котре було розроблене за допомогою учнів відповідно до їх потреб. Анкета складалася з простих запитань, спрямованих на отримання інформації про останні зміни в системі освіти, уподобання учнів відповідно до освіти. Результати дослідження довели, що мета студентів у навчанні - досягти найкращого результату за найкоротший час. Також було доведено, що учні відчують себе "заваленими" інформацією, наданою на уроках, і не в змозі самостійно впоратися із завданням.

Підсумовуючи, систему освіти слід вдосконалювати відповідно до потреб та можливостей учнів.

Ця інформація дає нам свободу створювати нові правила та обставини для вивчення іноземної мови. Як було доведено в анкеті, учні обожають зміни стратегій і застосовують їх у щоденному розпорядженні оволодіння іноземною мовою.

У ході експериментального дослідження було визначено широке коло переважаючих потреб серед учнів 10 та 11 класів. Крім того, був уточнений тип поведінки вчителя, який учні сприймають як найбільший внесок у їхнє навчання. Крім

того, були визначені типи мови, які переважали учнів у своїй роботі, та вміння, які вважаються легкими або важкими для учасників.

## APENDIX

### Needs Analysis Questionnaire

**1. Please take time to complete this**

**form.** Form: \_\_\_\_\_

Age: \_\_\_\_\_

Sex: \_\_\_\_\_

**2. Indicate your present level of ability:**

Elementary (lower)

Basic (upper)

Intermediate (lower)

Intermediate (upper)

**3. Where do you meet new vocabulary?**

In lessons

When reading texts for my homework

When listening to and watching English-language media (e.g. songs, TV, movies)

**4. Do you learn only what teachers taught you in class?**

Yes

No, I use some additional tools

**5. When you say something in English are you afraid of making mistakes?**

Yes

No

**6. Is it important to speak English with perfect pronunciation?**

Otherwise I will not speak

Does not matter to me

**7. Do you need to understand the grammatical rules of English firstly in order to become fluent in the language?**

Yes, thus I will be sure I am not making mistakes

No, you can learn the grammar with time developing your skills

**8. Is it easier to focus on *what* you are trying to say and not *how* to say it?**

Yes

No

**9. Indicate whether you agree or disagree with the following statements about language learning.**

	Agree	Disagree
1. It is easier for children than adults to learn a foreign language.		
2. English is better learned when teacher implement different activities for different learning styles.		
3. English is better learned sub-consciously in non-academic situations.		
4. English should be taught only through the use of English.		
5. It is easier for someone who already speaks a foreign language to learn another one.		

**10. Do you believe that it is easier for you when teacher implement cooperative learning?**

- Yes, thus I am not afraid of making mistakes in front of my friends
- No, I become shy and afraid of saying anything

**11. Do you consider grammar the most important part of learning a foreign language?**

- Yes
- No

**12. What tools or techniques do you find helpful that teacher use to help with learning new vocabulary?** \_\_\_\_\_

**13. Put the following aspects of teaching into order of importance.**

**1 = most important; 5 = least**

important Spelling tests \_\_\_\_\_

Word revision games \_\_\_\_\_

Learner training – how to note pronunciation, stress, etc. \_\_\_\_\_

Collocation exercises – work on which words ‘go together’ \_\_\_\_\_

Personalised activities \_\_\_\_\_