

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра Філології. Науково-методична комісія англійської мови і літератур

Реєстраційний № _____

Дипломна робота

ЦІЛЕНАПРАВЛЕНІ ТА ВИПАДКОВІ ФОРМИ ВИВЧЕННЯ ЛЕКСИКИ
АНГЛІЙСЬКОЇ МОВИ

СІЛЬБЕРГАР ЕРЖЕБЕТ АТІЛОВНИ

Студентки IV-го курсу

Спеціальність 6.020303 Філологія. Англійська мова і література*

Освітній рівень: бакалавр

Тема затверджена на засіданні кафедри

Протокол № _____ / 201_

Науковий керівник:

канд. пед. н. Леврінц М. І.

Консультант:

ст. викл. Лізак К.М.

Завідуючий кафедрою філології:

канд. філ. н. Ковтюк І. Я.

Робота захищена на оцінку _____, «__» _____ 2017 року

Протокол № _____ / 201_

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II

Кафедра Філології. Науково-методична комісія англійської мови і літератури

Дипломна робота

**ЦІЛЕНАПРАВЛЕНІ ТА ВИПАДКОВІ ФОРМИ ВИВЧЕННЯ ЛЕКСИКИ
АНГЛІЙСЬКОЇ МОВИ**

освітній рівень: бакалавр

Виконала: студентка IV-го курсу
спеціальності 6.020303 Філологія.
Англійська мова і література*

Сільбергар Е. А.

Науковий керівник: **канд. пед. н. Леврінц М. І.**

Консультант: **ст. викл. Лізак К.М.**

Рецензент: **др. філософії Густі І. І.**

Берегове
2017

Ministry of Education and Science of Ukraine
Ferenc Rákóczi II Transcarpathian Hungarian Institute

Department of Philology

INTENTIONAL VS INCIDENTAL VOCABULARY LEARNING

Bachelor's Thesis

Presented by: Erzsébet Szilberhar

a 4th year student
of the Philology Department

Field of Study – 6.020303 Philology.
English Language and Literature*

Thesis Supervisor: Marianna Lőrinc, Ph.D.

Consultant: Katalin Lizák, senior lecturer

Second Reader: Ilona Huszti, Ph.D.

ЗМІСТ

ВСТУП	6
РОЗДІЛ 1	8
ДВІ РІЗНІ ФОРМИ ВИВЧЕННЯ. ЦІЛЕСПРЯМОВАНЕ І ВИПАДКОВЕ	8
1.1 Випадкове в порівнянні з цілеспрямованим вивченням	9
1.2 Баланс між випадковим і цілеспрямованим навчанням як ідеальний підхід	13
1.3 Опанування мови.....	13
1.4 Навчання з підручника	15
1.5 Як учні вивчають нові англійські слова.....	16
1.6 Методи вивчення англійських слів	16
1.7 Екстенсивне читання.....	17
1.8 Визначення випадкового і цілеспрямованого вивчення слів	19
1.9 Зв'язок між випадковим і цілеспрямованим вивчення слів	20
1.10 Важливість вивчення англійських слів	21
1.11 Роль вчителів при вивченні англійських слів	23
РОЗДІЛ 2	24
ЦІЛЕСПРЯМОВАНЕ ТА ВИПАДКОВЕ НАВЧАННЯ	24
2.1 Навчання випадково і цілеспрямовано	27
2.2 Репрезентація випадкового навчання	29
2.3 Репрезентація цілеспрямованого навчання.....	32
РОЗДІЛ 3	38
ДОСЛІДЖЕННЯ НА ТЕМУ ЦІЛЕСПРЯМОВАНОВОГО ТА ВИПАДКОВОГО НАВЧАННЯ. ЦІЛЕСПРЯМОВАНЕ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ ЧЕРЕЗ РІЗНІ ВПРАВИ.	38
3.1 Методологія.....	38
3.2 Засоби дослідження	40
3.3 Метод збору даних	41
3.4 Отримані дані.....	42
3.5 Аналіз даних.....	48
3.6 Обговорення і наслідки.....	49
ВИСНОВКИ	52
СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ	55
РЕЗЮМЕ	59
ДОДАТОК	

CONTENT

INTRODUCTION	6
PART 1	8
INTENTIONAL AND INCIDENTAL LEARNING	8
1.1 Incidental vs. Intentional Learning	9
1.2 Balance between Incidental and Intentional Learning as an Ideal Approach.	13
1.3 Language Acquisition	13
1.4 Vocabulary learning	15
1.5 How Students Learn new Vocabulary	16
1.6 Vocabulary Learning Strategies	16
1.7 Extensive reading	17
1.8 The Definition of Incidental and Intentional Vocabulary Learning.....	19
1.9 The Relationship between Incidental Vocabulary Learning and Intentional Vocabulary Learning	20
1.10 The importance of English Vocabulary Learning.....	21
1.11 The role of Teachers in English Vocabulary Learning in the Classroom.....	23
PART 2	24
INTENTIONAL AND INCIDENTAL TEACHING	24
2.1 Teaching vocabulary incidentally and intentionally	27
2.2 Representation of incidental vocabulary learning	29
2.3 Representation of intentional vocabulary learning	32
PART 3	38
A RESEARCH ON “INTENTIONAL AND INCIDENTAL FOREIGN LANGUAGE TEACHING. INTENTIONAL LANGUAGE TEACHING THROUGH DIFFERENT TASKS.”.....	38
3.1 Methodology	38
3.2 Research instruments.....	40
3.3 Method of data gathering.....	41
3.4 Findings	42
3.5 Data Analysis	48
3.6 Discussion and Implications	49
CONCLUSION	52
REFERENCES	55
UKRAINIAN SUMMARY	59
APPENDICES	

INTRODUCTION

Vocabulary learning is an indispensable process for EFL learners to acquire proficiency and competence in target language. Word power facilitates fluent speaking and effective writing. It substantiates both learners' acquisition of knowledge and production of knowledge. It enriches learners' integrated language skills such as listening, speaking, reading and writing. The crucial role of lexis in the process of foreign language acquisition has long been acknowledged by researchers. With regards to the general discussions in foreign language acquisition research, one obvious issue has always been whether explicit attention to vocabulary is absolutely necessary in vocabulary learning. Various studies have come up with opposing conclusions. The present paper will focus on surveying and comparing the various strands of research dedicated to intentional and incidental vocabulary learning, as well as delve deeper into relevant vocabulary acquisition issues.

The aim of the study is to investigate the two ways of learning a foreign language, to find out the impact of implicit and explicit teaching on vocabulary acquisition and to investigate the effects of explicit and implicit teaching approaches on vocabulary learning of EFL learners in secondary schools of Transcarpathia with Hungarian as the language of instruction. The main emphasis in this thesis will be on the acquisition of vocabulary and the importance of english vocabulary learning both intentionally and incidentally. Furthermore, the effectiveness of the most commonly used exercises are meant to be investigated. The other purpose is to present some empirical findings on the mentioned issue and to draw some conclusions about the conditions in which optimal language learning and teaching occurs. Therefore, the **research task** and the hypothesis under investigation in this study is as follows:

- give definitions of the basic notions,
- explore the distinction between intentional and incidental vocabulary learning,

The hypothesis of the present study is that vocabulary is better learned incidentally for both foreign and second language learners.

The object of the present study is the process of learning and teaching incidentally and intentionally, and the importance of vocabulary learning intentionally, represented through various tasks.

The subject of the paper is a a system of vocabulary exercises for teaching intentionally in schools.

The thesis consists of 3 parts. Both parts are divided into various sections. Part 1 of this paper will examine intentional and incidental modes of learning, and the importance of

vocabulary learning. Definitions of intentional and incidental vocabulary learning will be given. It is also explained how students learn new vocabulary. The comparison of incidental and intentional vocabulary learning and the difference between them is also dealt with in part one. It is also emphasized and underlined, that the incidental and intentional vocabulary learning have their own advantages in vocabulary learning, moreover, it is pointed out that they also have limitations. Apart from it, the role of teachers in English vocabulary learning in classroom is presented.

Part 2 begins by laying out the theoretical dimensions of the topic. Two different modes of teaching, namely incidental and intentional are dealt with in part 2. Firstly, the incidental way of teaching, as a so-called natural interaction between an adult and a child is focused on. Some practical ways of teaching a foreign language incidentally are also shown. Secondly, the intentional way of teaching is defined as a way of teaching that is purposeful, thoughtful and deliberate. Finally, teaching vocabulary incidentally and intentionally is defined and represented by various activities and exercises.

In part 3 a research on "Intentional and incidental language teaching is provided. Intentional foreign language teaching through different tasks will be carried out. The aim of the research is to find out, which tasks are used most frequently by foreign language teachers while teaching vocabulary in primary classes and which are the most effective ones.

The first step is to plan the research. First of all the number of participants must be taken into account. Taking into consideration the topic of the given year paper and the participants, questionnaire will be used. The questions in the questionnaire are based on the most significant questions that are arising while teaching foreign languages. Besides multiple choices, open questions are asked where the teacher's were to explain their answers.

The aim of the present survey is to get an insight into teachers views on teaching methods. Firstly, make a distinction between the results of students which were introduced in the previous research as well as the opinions of teachers, which are introduced in the present study. Secondly, underline the differences and the similarities between the opinions, and therefore make a list about the tasks, which are the most useful and essential in different age levels.

Finally, useful pedagogical consequences and findings could be gained, which later can facilitate a more successful teaching and learning process. Information, acquired that way can be used in language teaching, and help teachers to discover, what to emphasize and what to neglect while dealing with students.

It is hoped that the observations in this paper will constitute a body of essential empirical evidence together with theoretical insights into the vital areas of vocabulary research.

PART 1

INTENTIONAL AND INCIDENTAL LEARNING

There are two popular views on what it means to learn a foreign language. One view holds that it means months and even years of intentional study, involving the deliberate committing to memory of thousand of words (their meaning, sound, and spelling) and dozens of grammar rules. The other, complementary, view holds that much of the burden of intentional learning can be taken off the shoulders of the language learner by processes of incidental learning, involving the picking up of words and structures, simply by engaging in a variety of communicative activities in particular reading and listening activities, during which the learners attention is focused on the meaning rather than on the form of language. These popular views on intentional and incidental learning reflect, at best, only partially the ways in which these terms have been and are being used in the academic literature. Intentional and incidental learning have been given various interpretations, sometimes indistinguishable from two more widely used terms, namely implicit and explicit learning, respectively [26].

Incidental learning is some form of indirect / additional / unplanned learning within an informal or formal learning situation. Sometimes, incidental learning is also used to describe informal learning. Incidental learning is the process of learning something without the intention of doing so. It is also learning one thing while intending to learn another. In terms of language acquisition, incidental learning is said to be an effective way of learning. Incidental learning is also referred to as random learning. Incidental (random) learning is characterized as unorganized, unstructured and unintentional. This sets it apart from informal learning, which is intentional. While we learn 'formally' only in some very specific situations and periods of our life (school, training), incidental and informal learning are much more important for most of the skills and knowledge we learn during the vast majority of life. Incidental learning is unintentional or unplanned learning that results from other activities. It occurs often in the workplace and when using computers, in the process of completing tasks. It happens in many ways: through observation, repetition, social interaction, and problem solving; from implicit meanings in classroom or workplace policies or expectations; by watching or talking to colleagues or experts about tasks; from mistakes, assumptions, beliefs, and attributions; or from being forced to accept or adapt to situations. This "natural" way of learning has characteristics of what is considered most effective in formal learning situations: it is situated, contextual, and social. The trick is not to teach the facts at all, but rather to have the facts be along the way to getting to something the student naturally wanted to know in the first place.

1.1 Incidental Learning Versus Intentional Learning

Nation [42] makes a distinction between incidental and intentional vocabulary learning by stating that the vocabulary learned incidentally refers to all the words that have been learned from a particular context, while vocabulary that is learned intentionally is learned in another manner [42]. Nation [42] sees the difference in the manner in which the vocabulary is acquired, but Tode, T. [56] believes that there is a qualitative difference in what the learner does with the word. Laufer, B, & Hulstijn, J. [35] elaborates on this point by clarifying that one has to differentiate between what is being done with the word, quality, and how often the word is being met, quantity. It is out of the question that the percentage of the vocabulary learned incidentally through context is smaller than the vocabulary taught explicitly and this is a fact that all vocabulary specialists, without exception, support [31]. Tode, T. [56] was the only scholar to observe the unstoppable nature of incidental vocabulary learning. Consequently, this makes us aware that deliberate learning is constantly controllable and deliberately stoppable. Nation [42] went further with his research in the field and added that explicit learning is “more conscious” than implicit learning. This does not mean that incidental vocabulary learning is totally unconscious; on the contrary, incidental learning is partially conscious especially when it comes to inferring meaning from context, such as when reading stories, participating in a conversation, listening to television, or watching movies [42]. At the end of Nation’s [42] comparison of incidental and intentional learning, he concludes that the “distinction is not easy to maintain particularly if we accept that all learning involves conscious attention” [28, p. 233]. Interestingly, Hulstijn, J. H. [28] argues that the distinction is not that important. What is relevant to him is the quality of the mental process. What Hulstijn, J. H [28] tries to convey is that the difference in learning procedures leads to the same product, which is vocabulary retention. To him, the vital part of the whole learning process is what the learner does with the words in question. For example, the student can complete a vocabulary exercise, such as filling in the blanks, matching words and definition, or selecting the appropriate definition. It is important to note that incidental learning may not be fully unconscious as some researchers claim because the learner is to some extent aware that there is a word that needs negotiation. What is lacking, however, is the appropriate amount of context, exposure and encounter to permit the student to make use of the target vocabulary in spontaneous utterances and sentences.

Incidental and intentional learning have been naively taken to be used interchangeably and have become indistinguishable from implicit and explicit learning, respectively.

The distinction between incidental and intentional learning, according to Ellis, R. [17], is

based on the distinction between focal and peripheral attention. To him, „intentional learning requires focal attention to be placed deliberately on the linguistic code (i.e, on form or form-meaning connections)” while „incidental learning requires attention to be placed on meaning (i.e, message content) but allows peripheral attention to be directed at form”. Therefore, any learning whether intentional or incidental , can only take place with some degree of attention [50]. By the same token, Hulstijn, J. H. [28] claims that incidental or intentional learning requires some attention and noticing. However attention is deliberately directed at committing new information to memory in the case of the former whereas the involvement of attention is not deliberately geared to an articulated learning goal in the case of the latter.

Reider, A. [48], relying on Schmidt, R. [49] and Ellis, N. [16] definitions of the concept of “consciousness”, attributes all these confusions regarding the difference between implicit and incidental learning to the inconsistent use and unclear status of this term noted by various researches in the literature. Based on the interpretation of the term consciousness, Kamil, M.L., & Hiebert, E.H. [33] is said to argue the types of incidental learning that can take place. That is, if we equate consciousness with intentionality, then the absence or presence of consciousness will lead to incidental and intentional learning. In a similar vein, if we consider consciousness as awareness, then we will have explicit learning in the presence of consciousness and implicit learning in its absence.

According to these definitions, the term implicit will be equated with “non-consciousness”, in the sense of “unawareness” while incidental will be equated with “unintentional”.

Explicit learning - learning on the basis of conscious knowledge, insights, and hypotheses.

Implicit learning- learning based on unconscious processes of generalization and abstraction.

Implicit learning remains a possibility with interesting theoretical and practical implications.

Incidental and intentional learning mainly appear in the area of vocabulary. This is because incidental learning can be applied to both abstract and factual declarative knowledge, while intentional is only applicable to factual knowledge Hunt, A, Beglar. D. [29] point out that many vocabularies are learned incidentally through extensive reading and listening. Accordingly, motivating learners to read and listen extensively can provide them with great opportunities to learn new vocabularies. In terms of Huck in, T., & Cody, J [31], too, except for the first few thousand most common words, vocabulary learning predominantly occurs through extensive reading with the learner guessing the meaning of unknown words. This process is incidental learning of vocabulary for the acquisition of new words and is the by-product of the reading (i.e., not the main focus of the cognitive activity, reading). However, this process of incidental learning of vocabularies occurs gradually. The incidental vocabulary learning, as Hunt, A,

Beglar, D [29] point out, can be a useful approach for all language learner sat all levels. Schmidt, R. [49] also points out that incidental learning is definitely passive in that it can happen when the focus of attention is on some relevant features of input. However, he believes that since incidental learning is useful in task-based language, pedagogy is still a fruitful area of investigation. He further notes that there is an argument that maintains what is learned – whether incidentally or intentionally – is what is noticed.

Many studies have been carried out in the field concerning vocabulary learning/teaching approaches. For instance, Huckin, T, and Coady [31] investigated the role of incidental and intentional vocabulary acquisition. They conclude that incidental vocabulary learning is not entirely incidental in that learners pay at least some attention to individual words. Huckin T, and Coady [31] mention the following advantages of incidental vocabulary learning:

- a. It is contextualized, giving the learner a rich sense of word use and meaning.
- b. It is pedagogically efficient in that it yields two activities at the same time: vocabulary acquisition and reading.
- c. It is more learner-based, in that it is the learner who selects the reading materials.

Hulstijn J. H. [26] makes a distinction between intentional and incidental learning as “Intentional learning refers to the learning mode in which participants are informed, prior to their engagement in a learning task, that they will be tested afterward on their retention of a particular type of information. Incidental learning refers to the mode in which participants are not forewarned of an upcoming retention test for a particular type of information.” Incidental learning has been defined differently by scholars in the field. For instance, Schmidt, R. [49] three definitions are presented as follows:

(i) ... learning without the intent to learn. (ii) ... the learning of one stimulus aspect while paying attention to another stimulus aspect ...incidental learning is learning of one thing(...) when the learner's primary objective is to do something else. (iii) the learning of formal features through a focus of attention on semantic features. Moreover, Hulstijn, J. H. [28] asserts that the definition of incidental learning is: learning in the absence of an intention to learn.

In spite of the fact that incidental and intentional learning might seem similar to implicit and explicit learning, respectively, these two dichotomies are not identical. As Paradis, M. [45] points out, since implicit competence is incidentally acquired, is stored implicitly and is used automatically, it means more than incidental learning. Therefore, while incidental vocabulary learning of vocabulary may be a useful way of acquiring vocabularies for most advanced learners, intentional/explicit instruction is essential for beginning learners whose reading ability is limited. Ellis, R. [17] defines explicit and implicit knowledge in this way:

Implicit knowledge is intuitive, procedural, systematically variable, automatic, and thus available

for use in fluent unplanned language use. It is not verbalizable. ...Explicit knowledge is conscious, declarative, anomalous, and inconsistent (i.e., it takes a form of 'fuzzy' rules inconsistently applied) and generally accessible through control processing in planned language use. It is verbalizable ...like any type of factual knowledge it is potentially learnable at any age. On the other hand, explicit learning involves awareness at the time of learning, whereas intentional learning occurs by deliberately attempting to commit new information to memory. Incidental and intentional learning are regarded as two distinct categories, because while intentional learning implies the use of deliberate retention techniques, incidental learning does not [26].

The use of the terms Intentional and Incidental learning in the psychological literature goes back to the beginning of the twentieth century and has been used in experimental psychology for a long time [26]. Though there is no satisfactory definition of incidental learning upon which all agree, it can be drawn, from among various suggestions that incidental learning requires learners to perform a task involving the processing of some information without being told in advance that they will be tested afterwards on their recall of information [35]. Gass, S. [21] summarizes all the definitions given above and puts her definition this way: „Something that is learned without the object of that learning being the specific focus of attention...”

According to Hulstijn, J. H. [28], intentional and incidental learning can be best distinguished only in the absence or presence of an announcement to the participants in a post-test. Thus, in the case of incidental learning the experiment may not even be explicitly presented as a learning experiment because the word learning itself might make the students use specific strategies unwanted by the experimenter, hence, deviate the objective of the study. Ellis, R. [17] distinguished incidental and intentional learning based on the distinction between such cognitive terms as focal and peripheral attention. As he maintains, intentional learning required focal attention to be placed deliberately on the linguistic code, while incidental learning requires attention to be made on meaning but always peripheral attention directed to form. Coady, J. [10], too considers some degrees of noticing and attention to be present in both incidental and intentional learning, the only difference being that during intentional learning they are deliberately geared at committing new information to memory whereas in incidental learning the case is different.

Gass, S. [21] introduces the factors involved in vocabulary learning in a schematic representation that captures the distinction between incidental and intentional learning:

Intentional: No cognate, First exposure, No known L2-related words.

Incidental: Cognate, Lots of exposure, Known L2-related.

According to this figure, it can be concluded that words are more likely learned

incidentally in case there are recognized cognates between the native and target languages, there is significance exposure to second language, or words related to the target vocabulary are known.

1.2 Balance between Incidental and Intentional Learning as an Ideal Approach

As mentioned earlier, explicit teaching of vocabulary is very limited since the time spent in formal settings such as the classroom is limited. DeCarrico, J. [14] suggests that programs have to strengthen their explicit teaching of vocabulary, especially for the two or three thousand high-frequency words, and be very selective of materials that will allow students to learn more useful vocabulary through incidental learning. The good thing about incidental learning is that it can occur anywhere, not necessarily through reading. Computer Assisted Language Learning (CALL) specialists have started conducting research about the contribution of computer use as a medium in incidental learning. In CALL there are functions that students have to perform such as sending an email, submitting a comment on a blog, uploading and attaching files, sharing material and posting comments on Facebook. These are all computer activities where the learner acquires vocabulary incidentally. Sometimes, using a computer in the L2 facilitates the learning of new vocabulary by associating the new words to L1 vocabulary. This reminds of Tode. T [56] and Laufer, B, & Hulstijn, J.[35] hypothesis mentioned earlier, in which they claim that explicit knowledge can help implicit knowledge form and, in return, impose itself (implicit knowledge) within explicit knowledge. DeCarrico, J. [14] emphasizes that explicit instruction has to be used until the learner reaches the first 2,000 or 3,000 high frequency words. Of course, low frequency words will later be learned implicitly through listening or reading. The reason why instructors have to wait until learners reach a certain level to reduce the explicit teaching of vocabulary is because incidental learning cannot start until a certain percentage of vocabulary is known in a text. The percentage suggested by Nation [42] is 95%. This paper claims that a very small amount of vocabulary needs to be known if the learner is familiar with the surrounding words. Krashen [34] says that incidental learning and intentional learning are “complementary activities” as each facilitates the other. He also argues that a successful language learning program is one that affords an equilibrated chance for message-focused activities and direct teaching of language items, with direct instruction taking up 25% of the whole program. In this case, the communicative teaching approach should be the approach used.

1.3 Language acquisition

Many writers on language have drawn attention to the incredible facility with which young humans acquire their native language -- without formal lessons or textbooks, and in the presence of imperfect models. Indeed Chomsky [9] argues that language is biologically preprogrammed, a

faculty of the brain which is independent of other cognitive structures. In his view we acquire languages because our language acquisition device is specially adopted to do so. So we learn the rules that underlie our ability to produce our native tongue when peoples brains are triggered by the appropriate language stimuli from the environment. While more recent work has shown how mothers tend to assist their children in their language development by simplifying their messages and emphasising key words (caretaker speech), Chomsky's [9] point is still widely accepted, that young humans are remarkably adept at acquiring their native tongue. Similarly, in the case of second language learning, Krashen [34] has promoted the theory that language acquisition is relatively easy when students are exposed to a rich diet of "comprehensible input." While some aspects of a language may be learned by conscious, structured, deliberate learning, most is acquired incidentally, in authentic situations, while the learner is focusing on the message, rather than the words or sentence structures it contains. Optimal acquisition will occur if the learner is exposed to frequent input, just above their current level, but with sufficient cues to be comprehensible. In Krashen's view [34], second language learners can acquire the rules of the language rapidly and enjoyably, the brain is given the same conditions as those which helped them acquire the rules of the first language. Such theories run counter to the traditional view that language learning is hard work. Most people would claim, for instance, that a foreign language has to be consciously and intentionally learned, by means of rote memorization of vocabulary, copious grammar drills, frequent practice at reading graded passages, with accompanying questions, and lots of prose writing, with feedback. This process takes long, uninterrupted periods of hard intellectual effort. Nor do these optimistic theories find much favour amongst teachers of the first language. Children in most countries learn to read and write with special attention to form, rather than real messages. They study the sounds of words in isolation, and the spelling of words in lists, and the grammatical structure of artificial sentences, all in the hope of results in terms of better reading and writing. Is there really an easier way? There are important issues at stake in this theoretical debate. For if there is an easy way to learn a language naturally, without laborious drills, then policy makers, textbook writers and language teachers could do much to make the lives of millions of students more enjoyable, and their efforts more productive, by adopting the principles that underlie the natural approach to language acquisition. Meanwhile, in the absence of crucial findings about the validity of the liberal viewpoint, teachers are frequently subject to rapid and arbitrary changes in policy, as one curriculum committee is succeeded by another, or as one ardent advocate is accepted by the decision makers. Language acquisition is too important to be neglected.

1.4 Vocabulary learning

Three decades ago, vocabulary learning was often overlooked because researchers and language teachers alike did not think it was of much importance. At that time, American structuralism was the dominant teaching approach. Later, researchers came to realize that vocabulary is the kernel of one's language communicative ability. First, Coady, J. [10] observed that vocabulary was totally neglected in language instruction. The reason behind this neglect is related to a myth created in the heydays of traditional language teaching methods, which assumed that "vocabulary could simply take care of itself". This notion did not last for long because researchers' interest shifted to the importance of vocabulary. DeCarrico [14] among many other researchers argued that a certain number of words have to be taught for learners to be functional in a language. Others appeared to be more precise as they argued that 2,000 high frequency words have to be mastered. Surprisingly, and based on the assumption of DeCarrico [14] and Read, J [47] mentioned earlier, researchers found that indeed some vocabulary, but not all, "takes care of itself". This type of learning is known as incidental vocabulary learning. In general, [28] recognizes that incidental vocabulary learning increases the volume of the learner's mental lexicon and adds that it is also a crucial form of vocabulary learning that is unfortunately not encouraged by language teachers as they have a tendency to focus on a formal and structured teaching of vocabulary. A concise and a more sophisticated definition of incidental learning was given by Huckin, T., & Coady, J [31] in which they state that it is "a by-product, not the target, of the main cognitive activity, reading". In other words, Huckin, T and Coady [31] mean to say that incidental learning happens when a learner is involved in some mental processing of language, such as reading. However, one has to bear in mind that reading is not the only activity where incidental learning can occur, as listening is a form of receptive language [30]. In the old days of language teaching, vocabulary learning and teaching were given little importance. However, nowadays, the significance of vocabulary and its significance in learning a language has become more accepted. Vocabulary is a basic component of language proficiency which provides the basis for learners' performance in other skills, such as speaking, reading, listening and writing. Gass [21] states that learning a second language means learning its vocabulary, suggesting that knowing a lexical item means knowing a number of things. Paribakht, T. S. & Wesche, M. [46] note that acquisition of vocabulary is an incremental and perhaps recursive process that involves the integration of various kinds of knowledge along with gaining different levels of ability to make use of that knowledge in communication. It is said that some deliberate learning strategies

such as word part analysis, learning using word cards, and dictionary use are also valuable shortcuts as far as learning vocabulary and vocabulary growth are concerned. Nation [42] also notes that learners need to acquire a few important vocabulary learning strategies such as guessing from context, using word cards, using word parts, using mnemonic techniques, expressing the keyword techniques and making use of dictionaries. As proven by many studies, teaching approaches and learning strategies are two main factors affecting learners' performance. Investigating the effects of different modes of teaching vocabularies – incidental and intentional – on learners' acquisition of new vocabulary items might lead to influential and fruitful pedagogical implications on how to teach vocabularies. The use of vocabulary learning strategy is one of the factors investigated by the current study.

1.5 How Students Learn new Vocabulary?

For many students, learning a language is, first and foremost, a matter of acquiring the meanings of many words. If we don't know the words, we can't understand the message. Fluent readers and writers do, in fact, have rich, well-elaborated lexicons. They know the meanings and functions of many words, and the conventional way in which they are used in the target language. There is ample research which shows high correlations between students' vocabulary knowledge and their general reading skills [7]. But the interpretation of these correlations is unclear. Do good readers acquire rich vocabularies because they read more, or does their reading improve when they acquire more vocabulary, or do brighter students more readily learn to read and to acquire more vocabulary, just because they are brighter? The critical study is not so easy to carry out. How then do we learn new words? The main contenders for an answer to this question are:

1. By regular silent reading. 2. By regularly listening to stories read aloud. 3. By frequent conversation with mature language users. 4. By watching television. 5. By deliberate study of word lists and dictionaries. Several studies have ruled out television as a major source of new words, as the range of vocabulary of most children's programs is so limited [38]. Conversation with parents is a major factor in the preschool years but the vocabulary range of typical oral interchanges in the home is not great enough to extend children's word knowledge greatly in most cases, after they have learned to read [57].

1.6 Vocabulary learning strategies

Schmitt, N. [51] provides a useful overview of the rise in importance of strategy use in second language learning, noting that it grew out of an interest in the learner's active role in the learning process. Nation [42] claims that it is not easy to arrive at a 15 definition of what a strategy is, but to deserve attention from a teacher a strategy would need to 1. involve choice, that is, there are

several strategies to choose from 2. be complex, that is, there are several steps to learn 3. require knowledge and benefit from training 4. increase the efficiency of vocabulary learning and vocabulary use. There are numerous strategies which demonstrate these features. Learners not only need to know about these strategies. They need to master them. Concerning vocabulary learning, Nation develops a general classification of vocabulary learning strategies [42]. The first one is planning vocabulary learning, i.e. to choose words. Learners should know what their vocabulary goals are and choose what vocabulary to focus on in terms of their selected goals. What is more, learners should also have a clear strategy for deciding what vocabulary to focus on and where to find this vocabulary. When learning vocabulary, choosing certain aspects of a word (usually meaning but for listening and writing, the form of word is also necessary to pay attention to) to focus on and using various strategies can make the learning process more efficient. The second vocabulary learning strategy is sources. In order to cope with new vocabulary when it occurs and to learn unfamiliar vocabulary, learners have to be able to get information about the words. Analyzing word parts is a useful strategy, because being familiar with the stems and affixes can provide useful for seeing connections between related words, checking guesses from context, strengthening form and meaning connections, and in some cases working out the meaning of a word. Meanwhile, consulting reference sources properly and using parallels can also be helpful in vocabulary acquisition. The third vocabulary learning strategy is processes, which is establishing vocabulary knowledge. It involves ways of remembering vocabulary and making it available for use. Noticing is a widely used way of recording vocabulary, and it can be a very useful first step towards deeper processing of words. Retrieving strengthens the connection between the cue and the retrieved knowledge. It is superior to noticing. Generating is the production of the word. It is the further step of learning process.

1.7 Extensive reading

Incidental vocabulary Learning motivates learners for extensive reading. It involves learners ability to guess the meaning of new words from the contextual clues. Incidental learning occurs more particularly through extensive reading. According Nation [42] extensive reading is a pleasurable reading situation, where the teacher encourages students to choose what they want to read themselves from reading materials at a level they can understand. Extensive reading programs aim to develop reading fluency, and reading skills in general, while at the same time consolidate knowledge of previously met grammatical structures and vocabulary.

Extensive reading has proved itself to be highly influential in incidental vocabulary gain for it exposes learners to large quantities of material within their linguistic competence, which is, at the some time pleasurable. Vocabulary gain through extensive reading may be attractive for a

number of reasons. First, reading as an individual activity might prove to be beneficial for learners of every level of proficiency since reading is a very flexible activity which does not lock learners into a fixed learning program as class does. Second, it allows learners to follow their interest and, therefore, carries with it some degrees of motivation. The last reason is that learning provides students to continue with their studies outside the classroom context.

Incidental vocabulary promotes deeper mental processing and better retention. The learners get themselves fully involved in the process of deciphering the meaning through the clues available in the text. They think and rethink about the new words involving cognitive process which helps to learners retain the words for a longer period of time. Learning vocabulary through intensive reading also improves learners fluency. Learners look at group of words rather than each individual word while reading.

Whatever the importance of reading as an educational activity and as a means of exposure to vocabulary as far as incidental vocabulary acquisition is concerned, there is evidence for the superiority of word-oriented tasks over reading.

Incidental vocabulary acquisition is defined as the acquisition of vocabulary as a by-product of another activity. Intentional vocabulary acquisition, on the other hand, refers to an activity aimed at committing lexical information to memory. Incidental learning should not be confused with unattended learning. During the task, the learners may attend to the words by using them in sentences or by looking them up in a dictionary. Some of these words may be remembered even though the learners did not deliberately try to commit them to memory. This kind of learning is incidental.

Laufer, B, & Hulstijn, J. [35] found that looking up new words in a dictionary during a reading task, was more effective for incidental learning than reading with the same words glossed in the text margin by the researcher. Both studies used electronic dictionaries, and all the look-ups of the learners were registered in log files. This way, it was possible to verify that the acquired words had been looked up by the students.

Laufer [35] and her students carried out studies with high school and university learners of English as a foreign language in which they compared word gains from decontextualised word-focused activities. In the reading tasks, the learners had to answer general comprehension questions in order to make sure that they read the text for meaning. The word-focused activities differed from study to study. Word learning in all the studies was operationalised as the ability to supply the meaning for the target words chosen for investigation.

Intentional vocabulary learning based on synonyms, antonyms, word substitution, multiple choice, scrambled words and crossword puzzles, regardless of context, is not so effective, because learners are more prone to rote learning. They cram the meaning of the new words

without undergoing cognitive process. A very few words learned through this method get transformed into active process. Whereas reading new words and inferring the meaning through context will be more productive, because it sharpens the ability for guessing. By practicing guessing the students can infer the general import and begin to understand the meaning gradually. Hence the process of guessing is of prime importance for vocabulary learning. Guessing is useful for both the proficient learners and low proficiency -level learners. While guessing, the learners focus gets increased, and after guessing when the new words are learned by consulting dictionaries, they could be retained for a longer period of time. Hence the guess should be tried out in the context first, then to see whether it make sense, or not, a dictionary may be consulted.

1.8 Definition of incidental and intentional vocabulary learning

Many linguists have made the definition of incidental vocabulary learning. Nation [42] defines the incidental vocabulary learning as an important strategy in vocabulary learning. It refers to the learning which occurs without specific intention to focus on vocabulary. One can develop vocabulary knowledge subconsciously while being engaged in any language activities, especially reading.

Meara, P. [41] puts vocabulary learning into different categories. One distinction is usually made between intentional or conscious learning and incidental learning. In his opinion incidental learning is a by-product of learning something else and it is not like the intentional learning which is designed by teachers or students. That means learners master vocabulary when they are involved in some learning activities, such as reading, speaking, doing a task, and interacting with others.

Others define the incidental vocabulary learning as that there is no special attention given to linguistic problems unless they arise spontaneously in the course of instruction. Particularly, it involves the use of unfocused communicative tasks which are designed to elicit general samples of the language rather than specific forms [19].

From the views mentioned above, incidental learning of vocabulary can be defined as a kind of learning method from reading, listening, speaking or writing to language use while learners' main attention focuses on the information of passages or texts. This method includes learning from extensive reading, taking part in conversations, listening to stories, watching English movies, listening to radio or other exposure of input and output both out of and in classrooms [42].

On the other hand, intentional learning of vocabulary is a traditional and common method in teaching vocabulary. Ellis, R. [18] calls it the planned method involving the use of tasks

designed to elicit forms which have been selected ahead by teachers, whereas, Schmitt, N. [51] demonstrates that it can be called explicit learning of vocabulary and it focuses attention directly on the information to be learned. Although it will provide the greatest chance of acquisition, it is time consuming and it is too laborious for learners to learn language. In addition, intentional teaching of vocabulary in classroom is often the teacher-centered class.

Generally speaking, intentional learning of vocabulary is the method of learning vocabulary by using tools to bring the learner's attention into direct contact with the form and meaning of words, such as dictionaries, vocabulary lists, and direct vocabulary explanation.

1.9 The relationship between incidental and intentional vocabulary learning

Though the incidental and intentional vocabulary learning have their own advantages in vocabulary learning, they also have limitations.

The incidental method is usually adopted by learners who have an advanced level of English while intentional method is used for the beginners Hulstijn, J. H. [28] Although incidental learning is believed to be useful for second language learners, the incidental learning may be hindered due to time cost in classroom, and it is slow and gradual for learning [51]. For students with academic goals, this kind of learning will not provide adequate or enough time and skills [10]. Therefore to compensate for these limitations, the intentional vocabulary learning is needed.

Intentional learning is quick and usually preferred by learners, but it also causes some problems. Learners often encounter vocabulary in an isolated form and remain incapable of using it correctly in context. Moreover, Nation [42] claims that, most vocabulary learning occurs incidentally, but a deliberate, intentional learning is required too. Schmitt supports this point, and he holds that for second language learners, both explicit and incidental learning are necessary and should be seen as complementary and kept in balance.

Actually, every class involves these two kinds of methods at the same time. There is no class with only one method adopted by teachers to teach vocabulary. With the regular steps in teaching vocabulary, teachers firstly introduce some new words, and then explain them in native language; secondly, they let students do some exercises with these new words. These two steps are usually categorized as the intentional method. Thirdly, teachers usually let students do some activities with partners or group members with the use of new words. This step belongs to the incidental method and has the function of consolidating new words. According to the factual class observation, it is easy to find that teachers often use these two methods consciously or unconsciously.

1.10 The importance of English vocabulary learning

In the old days of language teaching, vocabulary learning and teaching were given little importance. As Jo Moir and Nation [32] write, at one time it was widely assumed that lexical instruction is not essential as it can happen by itself; therefore, the teaching of vocabulary was not popular [43].

However, nowadays, the significance of vocabulary and its significance in learning a language have become more accepted. Vocabulary is a basic component of language proficiency which provides the basis for learners' performance in other skills, such as speaking, reading, listening and writing. Griffiths, C. [23] points out, for example, that recently the significance of teaching vocabulary has been acknowledged.

Gass [21] similarly, states that learning a second language means learning its vocabulary, suggesting that knowing a lexical item means knowing a number of things. She further mentions that Paribakht, T. S. and Wesche, M. [46] note that acquisition of vocabulary is an incremental and perhaps recursive process that involves the integration of various kinds of knowledge along with gaining different levels of ability to make use of that knowledge in communication.

It is said that some deliberate learning strategies such as word part analysis, learning using word cards, and dictionary use are also valuable shortcuts as far as learning vocabulary and vocabulary growth are concerned.

Nation also notes that learners need to acquire a few important vocabulary learning strategies such as guessing from context, using word cards, using word parts, using mnemonic techniques, expressing the keyword techniques and making use of dictionaries.

Hedge, T. [24] also mentions that despite the traditional methodology, recent studies have greatly focused on vocabulary learning and teaching containing the following issues:

- What strategies learners use to acquire vocabularies
- How learners' mental lexicon is organized
- Why some words are easier to learn than others

Hedge, T. [24] points out that linguistic studies focus on lexical system and acquisition studies focus on how vocabulary is learned. The idea of how vocabulary is learned is principally related to strategies used by learners as well as approaches to teaching vocabulary. One of the principal controversial issues in vocabulary teaching and learning in the field is how to identify significant approaches and strategies to teaching and learning vocabularies, which result in longer and easier retrieval of the vocabularies.

A classification is available that considers three approaches to vocabulary teaching: 1) incidental learning (i.e., learning vocabularies as the by-product of other activities as reading, listening, etc.) 2) Explicit or intentional instruction and 3) Independent strategy development [29]. As proven by many studies, teaching approaches and learning strategies are two main factors affecting learners' performance.

Investigating the effects of different modes of teaching vocabularies—incidental and intentional—on learners' acquisition of new vocabulary items might lead to influential and fruitful pedagogical implications on how to teach vocabularies. In terms of Hedge, T. [24] such strategies can be either cognitive (i.e., direct mental operations to understand and store new words) or meta-cognitive (i.e., indirect strategies that facilitate the conscious efforts to remember new words).

Vocabulary is central to language and of critical importance to the typical language learners [8]. However, teaching and learning vocabulary have been neglected in second language acquisition throughout its varying stages. After decades of neglect, lexis, which is now recognized as central to any language acquisition process, has gradually become a focus today. Vocabulary is no longer a victim of discrimination in second language learning research. Because researchers have found that vocabulary problems frequently interfere with communication and communication often breaks down when learners lack necessary vocabulary. Learners and experienced English teachers also know very well how important vocabulary is [8].

In learning a language, it is very important to learn as many words as possible. All foreign language learners and their teachers have intuitively known for a long time that learning a foreign language involves the learning of a large number of words. Lewis, M. [37] says that learning vocabulary is the core task in SLA, and any language skills of listening, speaking, reading, writing, translating, cannot exist without vocabulary. Words are the currency of communication. A robust vocabulary improves all areas of communication. No matter how well the students learn grammar, no matter how successful the sounds of L2 are mastered, without words to express a wider range of meaning, communication in a L2 just cannot happen in any meaningful way. Therefore, a large vocabulary is necessary in every stage of language learning. In a word, the importance of vocabulary to the English learner is primary.

However, this is not to say that language learning is determined by vocabulary only. But it is underlined that the fundamental role of vocabulary in learning English successfully has been established. English, as an international language, plays an increasingly crucial role in daily life. With the increasing communication of economy and culture between countries, the importance of English is recognized by more and more people.

Vocabulary plays an important role in English language acquisition. In the process of vocabulary learning, it is essential not only to know the meaning of a particular word, but all the

aspects of the word.

1.11 The role of teachers in English vocabulary learning in classroom

Outside of classroom, it is up to learners themselves to learn vocabulary incidentally and the function of teachers may fade. However, inside classroom, especially in second language learning classroom, teachers still act an important role in teaching English vocabulary.

Different contexts and activities cause teachers to act different roles in classroom. There are eight main roles. Firstly, the teacher acts as a planner. He watches the planning and structure of learning activities as fundamental in teaching and learning successfully. Secondly, the teacher acts as a manager. He organizes and manages the activities and students' behavior to maximize the teaching effect. Thirdly, the teacher acts as a quality controller. He maintains the quality of language use in classroom. He encourages the correct language and discourages the incorrect use by means of feedback. Fourthly, the teacher acts as a group organizer. He divides and organizes student into group tasks cooperatively. Fifthly, the teacher acts as a facilitator. He helps students discover and build their own ways of learning English vocabulary independently. Sixthly, the teacher acts as a motivator. He encourages students' confidence and interest in learning. Seventhly, the teacher acts as an empowerer. He tries to control students as little as he can, and lets students decide what they want to learn really by themselves, which means the student-centered teaching. Eighthly, the teacher acts as a team member. He attends the activities as a group member and interacts with students like a member of a large team. From the above roles, it seems that many teachers act as the role of planner and organizer, which means teachers need to improve their view of status and change the strategies in teaching. In classroom, if the teacher keeps a great distance from students, then the activities or interaction between teachers and students run into the typical classroom sequence: ask question, answer question and give feedback. This style will make the teaching process boring and simple. However, if the teacher is regarded as an equal partner in learning process, students can participate jointly in activities and learn vocabulary more incidentally [24]. All these roles can exist at the same time and contribute to raising the effect of teaching English. Therefore, teachers should make full use of the different roles tactfully and reasonably to improve the English vocabulary teaching incidentally.

PART 2

INCIDENTAL AND INTENTIONAL TEACHING

Incidental language teaching refers to interactions between an adult and a child that arise naturally in an unstructured situation and are used systematically by the adult to transmit new information or give the child practice in developing a communication skill.

Incidental teaching is a form of teaching in which a teacher takes advantage of naturally occurring 'incidents' or situations to provide learning opportunities for the student. Incidental teaching is based on the idea that students are more willing to learn if the teaching is based around their own interests and preferences. In incidental teaching the teacher organises the learning environment around a set of preplanned learning objectives but taking into account the student's individual preferences. When the student demonstrates an interest in an item or activity, the teacher encourages that interest by questioning or prompting the student. For example, the teacher may place something that the student wants just out of reach, so that the student has to communicate with the teacher in order to get it. Incidental teaching has been used to teach a wide range of skills including speech, imitation, social awareness etc. There is some research evidence to suggest that incidental teaching can increase communication abilities. In particular, request and object naming/labelling has been shown to increase following this behavioural communication intervention.

"Incidental teaching" denotes a process whereby language skills of labelling and describing are learned in naturally occurring adult-child interactions. The incidental teaching procedure also stimulates spontaneous variety in speech, and appears to have general applicability to child learning settings.

An important implication of several of the key messages give children about learning new languages is that context is important. Children should know that language learning helps towards real-life communication and isn't just an excuse for fun and games. When children learn to read in English, we teach them to use context as a clue to what words might say - the same applies when they are learning a foreign language.

In the case of second language learning, Krashen [34] has promoted the theory that language acquisition is relatively easy when students are exposed to a rich diet of "comprehensible input." While some aspects of a language may be learned by conscious, structured, deliberate learning, most is acquired incidentally, in authentic situations, while the learner is focusing on the message, rather than the words or sentence structures it contains. Optimal acquisition will occur if the learner is exposed to frequent input, just above their current

level, but with sufficient cues to be comprehensible. In Krashen's [34] view, second language learners can acquire the rules of the language rapidly and enjoyably, if we but give the brain the same conditions as those which helped them acquire the rules of the first language. Such theories run counter to the traditional view that language learning is hard work. Most would claim, for instance, that a foreign language has to be consciously and intentionally learned, by means of rote memorization of vocabulary, copious grammar drills, frequent practice at reading graded passages, with accompanying questions, and lots of prose writing, with feedback. This process takes long, uninterrupted periods of hard intellectual effort. However, some linguists consider that there is an easier way of learning. There are important issues at stake in this theoretical debate. For if there is an easy way to learn a language naturally, without laborious drills, then policy makers, textbook writers and language teachers could do much to make the lives of millions of students more enjoyable, and their efforts more productive, by adopting the principles that underlie the natural approach to language acquisition.

The debate about the role of incidental learning (as opposed to intentional, systematic learning of language) takes place at several levels, all with clear-cut practical implications:

1. Do pupils learn new vocabulary best by direct instruction, word by word, or incidentally, by frequent immersion in meaningful language?
2. Do children learn the grammar of a language best by deliberate classification of parts of speech and analysis of model sentences, or do they acquire it naturally by inference from authentic language input?
3. Do young children learn to read best by systematic study of sound-symbol correspondences and regular word study, or by regular exposure to a rich diet of meaningful, interesting text?
4. Do students learn to spell best by frequent rehearsal of words in lists, or by wide reading and regular writing?

On each of these issues, there is a growing body of empirical data in the United States and Britain, but the critical study, which provides definitive answers, is difficult to design, without introducing some artificiality into the tasks, or some ambiguity into the findings.

Of course it is possible that incidental learning may be superior for some of these questions, and not for others. The brain may behave differently in mastering vocabulary than when learning syntax. Therefore, the issues will be treated separately.

During the past a lot of linguists investigated different ways of teaching, including incidental teaching. The results of their investigations are as follows.

Incidental learning is not enough [53].

Strategic use and a focus on meaning often negate the need for analysis of input [39].

Incidental learning may not supply a sufficient number of repetitions in the short space of time

needed for information to be stored in long-term memory [11].

Incidental learning is slow. Incidental learning is not enough [53].

Hill, M., & Laufer, B. [25] estimate that, at the rates of incidental learning reported in many studies, a L2 learner would have to read over 8 million words of text, or about 420 novels to increase their vocabulary size by 2000 words.

Incidental learning does seem to be very useful in developing and enriching partially known vocabulary (language). [52]

The term ‘intentional teaching’ means different things to many different people. For some, the term means formal or structured approaches to teaching and invokes images of an educator standing in front of a group of children and telling them what to do or an image of children sitting quietly at tables and completing work that has been set by an adult. For others, the term ‘intentional teaching’ means the same as the term ‘explicit teaching’. That is, it is understood as a specific teaching technique, one that is used by educators when they want children to learn a specific skill or concept. Understood in this way, the term ‘intentional teaching’ can invoke images of an educator teaching children facts or an image of children learning things primarily through rote and repetition. For many educators, it is the focus on the educator and emphasis on structure and formality emphasised in both of these descriptions of intentional teaching that makes them wary of the concept. For others, there is doubt that the notion of intentional teaching can ever be compatible with a child-centred, playbased curriculum. Intentional teaching is a term that is used to describe teaching that is purposeful, thoughtful and deliberate. In this definition it is the word intentional that is important since it assumes that an intentional educator is someone whose actions: originate from careful thought and are accompanied by careful consideration of their potential effects. Thus an “intentional’ teacher aims at clearly defined learning objectives for children, employs instructional strategies likely to help children achieve the objectives, and continually assess progress and adjusts the strategies based on that assessment [20].

One of the concerns that some educators have with the concept of intentional teaching is, with the all of the focus on goals, intentions and interactions, it appears to place the educator at the centre of the curriculum, rather than the child. Perhaps a better way to think about intentional teaching is to think of it not as an attempt to formalise or structure the program, but as a process of becoming more aware of our own role – what we do and why we do what we do – when we are involved with young children. This means that it is not about a fundamental shift away from a play-based curriculum that provides opportunities for children to make choices and control their own learning to an activity-driven program where the adult makes all the choices and the child has few options, but rather a requirement that we think much more deeply about what we

do and how we interact when we are working alongside children as they play. It is, however, important to note that it has long been recognised that educators have an important role in play-based programs. A balanced play curriculum is not one where children are freely to simply engage in exploratory play for the entire day. Rather, they state that a balanced play curriculum is one that incorporates teacher-planned experiences (for example, story times), daily life experiences (such as tidying up, setting the table, planting a garden, etc.) and three different types of play – spontaneous (play that is completely initiated by the child), guided (play that may be initiated by the child and supported by the adult) and directed (play that is initiated by the educator but shaped by the child.)

2.1 Teaching vocabulary incidentally and intentionally

The vocabulary of any language is huge and its acquisition takes time, even for a native speaker. Research has concentrated more on how words are learnt than on what should be taught, though everyone agrees that a threshold of around 2000-3000 words is a requirement for further progress. The research suggests that extensive reading leads to good vocabulary gains, though this knowledge needs to be activated, e.g. in productive exercises. The teacher can also help the learner to become autonomous by teaching strategies and ensuring the availability of appropriate, motivating materials.

In the area of EFL vocabulary acquisition, things have advanced since Meara, P. [41] pointed out its low status in linguistic research. In addition to stressing its importance (learners know that they need to acquire a lot of words), he distinguished between what vocabulary is taught and how it is learnt. Teachers and textbooks present vocabulary and test learners on their knowledge, but research should ask how learners acquire vocabulary and how they retain their knowledge over many years.

From one point of view [34] vocabulary learning is quite simple (which is not the same as 'easy'). Teachers have to ensure that learners know the basics of the target language, its grammar, phonetics, spelling and vocabulary. Once this threshold) is reached, learners are sufficiently autonomous to expand their vocabulary by wide reading, which has become possible given the acquisition of a basic vocabulary, and pleasurable, as the learner can take a new text and find it comprehensible and interesting. Things are not easy, but you are launched and can develop further on your own.

Teachers, according to this view, have a reduced role. They can urge, help, encourage and test learners, and they can warn them of the plateau effect (you'll still meet many new items and will feel that you are not progressing), but if learners read a lot, they learn many new words. Much of this seems to happen by what is known as 'incidental' learning - students learn words

even when they are not paying any particular attention to them. But teachers still have various roles: they can teach vocabulary relevant to tasks in hand, judge valency, and give instruction in strategies (see below) which help retention.

Vocabulary is the knowledge of words and word meanings. As Stahl, S.A. [54] puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Graves, M.F [22] there are four components of an effective vocabulary program:

1. wide or extensive independent reading to expand word knowledge
2. instruction in specific words to enhance comprehension of texts containing those words
3. instruction in independent word-learning strategies, and
4. word consciousness and word-play activities to motivate and enhance learning

The National Reading Panel [44] concluded that there is no single research-based method for teaching vocabulary. From its analysis, the panel recommended using a variety of direct and indirect methods of vocabulary instruction, i. e. intentional and incidental vocabulary teaching.

According to the National Reading Panel [44], explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust . Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning [44]. Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Research shows that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary instruction. Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class. Since students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful.

Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the

process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues.

The scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development [12]. Teaching and learning vocabulary: Bringing research to practice (pp. 1–23). Mahwah, NJ: Erlbaum. reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham, P. M. [13] recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students.

2.2 Representation of incidental vocabulary learning

For many students, learning a language is, first and foremost, a matter of acquiring the meanings of many words. If we don't know the words, we can't understand the message. Fluent readers and writers do, in fact, have rich, well-elaborated lexicons. They know the meanings and functions of many words, and the conventional way in which they are used in the target language. There is ample research which shows high correlations between students' vocabulary knowledge and their general reading skills [14]. But the interpretation of these correlations is unclear. Do good readers acquire rich vocabularies because they read more, or does their reading improve when they acquire more vocabulary, or do brighter students more readily learn to read and to acquire more vocabulary, just because they are brighter? The critical study is not so easy to carry out. How then do we learn new words? The main contenders for an answer to this question are:

1. By regular silent reading.
2. By regularly listening to stories read aloud.
3. By frequent conversation with mature language users.
4. By watching television.
5. By deliberate study of word lists and dictionaries.

Several studies have ruled out television as a major source of new words, as the range of vocabulary of most children's programs is so limited. Conversation with parents is a major factor in the preschool years, but the vocabulary range of typical oral interchanges in the home is not

great enough to extend children's word knowledge greatly in most cases, after they have learned to read. Deliberate study of word lists may help a few diligent learners, but recent estimates of the number of words acquired by typical school pupils is approximately 3000 words per year. Few pupils would visit a dictionary this often, and few teachers would claim to teach more than a tenth of this number. So, by default, we are left with the conclusion that children learn most of their words by silent reading and by listening to others read to them. Evidence to confirm this conclusion is presented below.

Evidence from Studies of Silent Reading

One study that bears on this issue is the National Reading Panel [44]. Half of the teachers used the Shared Reading approach, followed by activities which required the pupils to reread, act out, draw, talk about and rewrite the stories. The other half used the Sustained Silent Reading method. They promoted interest in the books by reading them aloud, then left the pupils to read them silently. The hypothesis was that the extensive reading of this intervention would improve the vocabulary (and other language skills) more than the audio lingual program, with restricted reading, which was followed by the matched control groups. After two years, this hypothesis was strongly supported. The pupils in the two enriched reading groups showed dramatic increases in their vocabulary scores, fully 10% higher than the control groups, on standardised tests of general vocabulary. This evidence was promising, but the actual cause of the vocabulary gains cannot be definitely pin-pointed in this kind of study. However, it takes a more micro-level study to identify the precise cause of the gains. Such studies have been carried out with both first and second language learners.

Krashen [34] also reports a series of studies with ESL adults in the United States, reading novels from the Sweet Valley High series. Asian students who became fascinated by these romances and read them for long hours showed impressive gains in their English vocabulary. [34]

Thus, there is a substantial body of evidence, in first and second language studies, to support the case for clear-cut gains in vocabulary as a result of wide reading of natural text. When exposed to a number of unfamiliar words, in a comprehensible story or passage, the typical reader appears to make tentative hypotheses about meaning, based on the surrounding context, and is apparently able to retain this hypothesis until subsequent encounters allow for confirmation or revision. Much of our vocabulary development is a result of incidental learning from silent reading.

Story Reading Aloud

Benefits from silent reading inevitably favour the avid reader. Those who acquire more vocabulary this way are those who read well and read often. This is not good news for reluctant

readers.

However, a second major source of vocabulary is derived from the practice of reading aloud to children, a practice that is not confined to eager readers. Nearly all children enjoy listening to stories, and there is growing evidence that there is a strong payoff in terms of increased vocabulary -- not to mention the enjoyment and improved general knowledge and other linguistic and literary benefits.

First, it is clear that preschoolers who hear many bedtime stories move into reading more easily when they start formal instruction [44]. More recently a number of school-based studies show that children learn the meanings of many new words just by listening to their teacher read aloud in class. National Reading Panel [44] referred to above, showed that the children in the Shared Reading groups, who listened to many stories, produced impressive gains of 10% on a general vocabulary test of 30 words. However, it is not clear how much the story reading aloud contributed to these improvements. Therefore, the author carried out a series of small follow-up studies on particular books to investigate how much children were learning from listening to a single story.

In the first of these studies, with ESL pupils, Ellis, R. [17] found substantial increases in word knowledge following the reading of a single story, *Three Ducks Went Wandering*, to a class of Indian students (aged 11-12 years). The pupils were assessed on their understanding of target words from the story before, and after, three readings of the story, over the period of a week. Although there was no teacher explanation of the words, the mean gain in word meanings was approximately 20%.

Clearly, there was much incidental learning of vocabulary from context, as children listened to the story read aloud. Quite apart from the cultural and recreational reasons for listening to stories, there is empirical evidence here that the practice has important language benefits. Of course, the teacher's guidance proved an even more powerful factor in assisting the pupils to derive appropriate meanings, but it is important to distinguish this kind of learning - which takes place in context, at the point of interest - from the other kind of teacher directed instruction of preselected words, studied out of a natural context. When teachers, or parents, read stories, children usually focus on meaning. If the adult clarifies the meaning by briefly explaining an unfamiliar word, the learning of that word is still an incidental acquisition, subordinate to the main aim of the classroom session. And it is an effective procedure, according to this study.

The evidence reviewed above clearly strengthens the case for incidental learning of vocabulary. Several other studies from the United States have confirmed that young children do learn new vocabulary from stories read aloud in the classroom.

2.3 Representation of intentional vocabulary learning.

There is comparatively little research to report on methods of presenting and practicing vocabulary in the classroom. Considering the number of new words students have to learn per course. It must be underlined that although it is important for students to use correct grammar and structures, words are the main carriers of meaning. This means that the more words students are able to handle accurately, the better their chances of understanding English and making themselves understood.

To effectively acquire new vocabulary, students must go through four essential stages:

1. they notice a new word with help;
2. they recognize the word at first with help,
3. they recognize the words on their own;
4. they are able to both recognize and produce the word.

It is essential that teachers make use of activities that target each of these stages.

10 ways to teach English vocabulary, outlined for each of the stages of vocabulary acquisition are represented below.

Stage 1: Noticing and understanding new words.

Introducing nouns, things, objects, animals, etc.

Visual elements work best with concrete nouns, but try to go beyond flashcards and illustrations. Try to use real objects whenever possible, or even sounds, smells, and tastes. Appeal to all of your students' senses.

Introducing adjectives

Opposites, like "big" and "small", "long" and "short", are usually illustrated with pictures, but here's another case where realia will help you teach new adjectives; the use of real life objects is wonderful for words like "soft" and "rough", adjectives that may take precious minutes of class time to explain. For more advanced adjectives, like "stunning", "gorgeous", "spectacular", "huge", or "immense", bring in photos of famous sights from around the world like the Louvre, Egyptian pyramids, the Eiffel Tower, etc...then use these new adjectives to describe these places in ways that clearly illustrate their meaning.

Introducing abstracts

There are things you simply cannot teach with a flashcard. What works best in these cases are synonyms, definitions, substitutions, or simply placing students within a given context. Consider this simple example: To teach the difference between "early" and "late", remind students what

time class begins, then state that those who arrive before this time are “early” while those that arrive after this time are “late”.

Stage 2: Recognizing new words

Bingo

Bingo is one of the most versatile games employed by EFL teachers. For younger learners, make bingo cards with illustrations, and call out each word. For those who can read, do the opposite, make the cards with words, then draw the flashcards from a bag. For teens or adult learners, you can make cards with the definition and call out the words, or vice versa.

B	I	N	G	O
brush my teeth	comb your hair	cook dinner	drink coffee	eat breakfast
eat dinner	eat lunch	exercise	finish homework	finish housework chores
get dressed	get up	Free Space	go home	go to a meeting
go to bed	go to school	go to work	meet a friend	sleep
study	take a shower	wake up	walk the dog	watch television


Matching

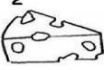
Another type of exercise with countless possibilities. Students may be required to match opposites, synonyms, or a word with its definition, as well as a picture to a word.


Vocabulary Worksheet - Food


Match words and pictures


apple	<input type="checkbox"/>
banana	<input type="checkbox"/>
cake	<input checked="" type="checkbox"/>
cheese	<input type="checkbox"/>
chocolate	<input type="checkbox"/>
hamburger	<input type="checkbox"/>
ice-cream	<input type="checkbox"/>
orange	<input type="checkbox"/>
pizza	<input type="checkbox"/>
potatoes	<input type="checkbox"/>
tea	<input type="checkbox"/>
tomato	<input type="checkbox"/>


1 


2 


3 


4 


5 


6 


7 

8 

9 

10 

11 

12 

Write the words

1. Something yellow : _____
2. Something brown : _____
3. Something red or green : _____
4. Something very cold : _____

iSLCollective.com

Fill in the blanks (with options)

Hand out a piece of written text (anything from a description, song, letter, to even a short story) with blank spaces that must be filled in from a list of words. You can adapt this to longer texts, and also have longer word lists.

Vocabulary - exercises

-Select the word and fill in the blanks:

1. The _____ is terrible today. It's an awful rainy day.
2. It's _____ today. Why don't we go to the beach?
3. We can't see the sun in a _____ day.
4. The temperature is very low in a _____ day.
5. It was blowing very much yesterday. It was _____.

windy
cloudy
snowy
weather
sunny

By William A. Garcia

5

Stage 3: Producing vocabulary

Descriptions

From a newspaper photo of a recent event to a personal account of a recent trip, there are countless things students can describe while putting new vocabulary to good use. This goes for both oral and written descriptions. You may give them some guidance, like indicating that they have to use at least five adjectives in their description, or five words related to sports, weather, etc...to no guidance at all.

Fill in the blanks (no options)

Supply students with a piece of written text with blank spaces that have to be filled in with any word that fits. You may give them indications for each space, like “noun”, “adjective” or “adverb”, if they're advanced students. You can then read several out loud to compare the different words used to fill in each blank.

1. Fill in the blanks.

Bob's Activities

My name is Bob. I live at school from Monday to Friday. On

_____, I live at home with my _____ and my pet dog

Mickey. At school, I we do lots of _____. Every morning, I play

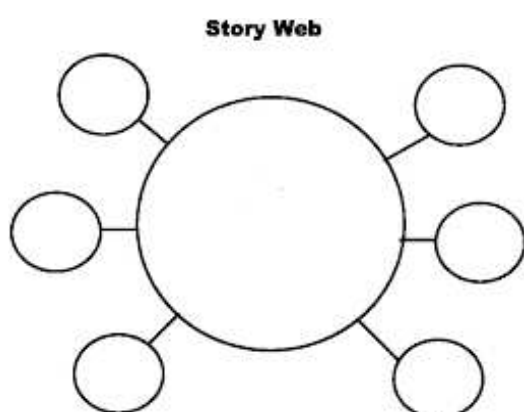
the _____ for one _____. I am pretty _____ at playing

the guitar. After guitar _____, I go to my class. I _____

study art, but _____ I study _____. Lunch time is _____ time. I _____ play football with my _____, but _____ I collect coins

Mind maps or brainstorming

Tell students they need to think of words they can use to describe the weather. Write “weather” at the center of a blackboard or whiteboard and circle it. Write every word supplied by students as “rays” that shoot out this circle. They should reply with previously taught words, like “chilly”, “scorching”, or “mild”. You may even have sub-circles shooting off to the side for winter, summer, etc...words. This works great for vocabulary review lessons.



Guess what I'm thinking

Students take turns describing something, like a place: “I’m thinking of a place that is so huge it takes visitors hours to see all of it. It has stunning works of art. It is a breathtaking building, very old, but with a modern glass pyramid in the front.” Students choose to be as obvious or as cryptic as they like. Even little ones can do this with simple descriptions: “It’s an animal. It has a very long neck and big brown spots.” Or simply state a series of words: “Africa, black and white, stripes”.

One of the most representative example of intentional vocabulary teaching is teaching animal idioms. An idiom is a phrase or expression in which the entire meaning is different from the usual meanings of the individual words within it. Idioms are fun to work with because they are part of everyday vocabulary. Students enjoy working with figurative meanings, as well as imagining possible literal meanings for the expressions. They also enjoy finding out about the origins of idiomatic expressions, some of which are very old. Introducing idioms by topic can make them easier for students to remember.

Students have to be told that an idiom is an expression that cannot be fully understood by the meanings of the individual words that are contained within it. The meaning of the whole idiom

has little, often nothing, to do with the meanings of the words taken one by one. Point out to students that idioms are often used in writing or speech to make expression more colorful and that some of the most colorful English idioms make use of animals or animal comparisons. Explain that many idioms have interesting origins that may not make literal sense to us today, but made perfectly good sense during the times in which they were coined.

While teaching students the idiom "to hold your horses" it is important to tell students that the expression "to hold your horses" is an idiom. The second step could be to demonstrate its literal meaning by holding a bunch of small plastic toy horses in your hand. However, teachers should tell students that when someone tells them "to hold your horses" it would be silly to think that they wanted them to hold a bunch of horses in their hand. The whole expression "to hold your horses" actually means "to slow down, wait a minute, or be more patient." For example, if you were impatiently waiting for your sister to get off the phone, your sister might say to you, "Hold your horses. I'll be off the phone in a minute!"

It is the same when students are taught any other idioms, for example "to be raining cats and dogs". Firstly, students can be asked whether, if someone said it's "raining cats and dogs," they would expect to look up and see animals falling from the sky. Then it should be explained to them that "raining cats and dogs" is used to describe when it's raining really heavily or really hard. Finally, volunteers can be asked to describe a time they remember when it was "raining cats and dogs."

PART 3
A RESEARCH ON “INTENTIONAL AND INCIDENTAL FOREIGN LANGUAGE TEACHING. INTENTIONAL LANGUAGE TEACHING THROUGH DIFFERENT TASKS”

The following research deals with “Intentional and incidental foreign language teaching. Intentional language teaching through different tasks”. The purpose of this study is to determine which tasks English teachers see as most suitable and useful for different school levels in learning English vocabulary intentionally. In other words, the aim is to examine task selection in a particular setting. Moreover, it is also essential to know and underline, what the ways, that teachers think is efficacious during the teaching process are, namely whether it is intentional or incidental.

3.1 Methodology

In the previous study the following research was carried out “Intentional foreign language acquisition through different tasks.” The aim of the research was to find out, which tasks are used most frequently by foreign language teachers while teaching vocabulary in primary classes and which are the most effective ones taking into consideration the pupils age and language knowledge level. The participants of this study were 19 fifth grade students of a Transcarpathian Hungarian school in a little village. The class was chosen randomly, no particular requirements were followed, except for the age of the students. All of the participants were aged between 10 and 11 years old. 7 of the participants were boys and 12 of them were girls. Criteria for selecting the subjects were as follows: the age of the students, the national curriculum of the Ministry of Education and Science of Ukraine, and the students language skills.

The first step was to plan the research. First of all the age and the number of students were taken into consideration. According to the final decision 19 fifth formers were chosen to participate in the above mentioned research.

Taking into consideration the topic of the given study and the age of the participants, various exercises were used (Appendix 2.). The tasks in the worksheet were based on the six most important topics which are included in the national curriculum of the Ministry of Education and Science of Ukraine. Namely they were the following: Body, Clothes, Appearance, Family, Emotions, Home. Different types of tasks were used, such as choosing the right variant, labelling the pictures, doing crossword, matching the pairs, filling the gaps, grouping the words, finding and correcting mistakes and making up sentences with the given words. In order to make the idea

clearer illustrations were also used. Instructions were given to the learners, in order to clarify what their objective was.

The tasks and exercises were variable, interesting and easy to understand for 10-11 year-old students. The results of the test paper were examined from different points of view.

First of all, the achievements of the boys and girls were compared. It must be underlined that the average results were taken into account. In such a way, it was found out what types of tasks girls and boys are separately good at. In the first task - choosing the right variant- the results were the same both for boys and girls, i.e. the average score was 5 from the maximum 6. There were also 2 other tasks - labelling and completing the words - where the final score was the same both for boys and girls. As for the other 12 tasks the results of the girls were far more better, than the boys. So it can be concluded that those tasks where illustrations were also used were easier to do for the boys, than those where the plain tasks were given. The results of the illustrated tasks were almost the same for both boys and girls, however, the results of the tasks without any illustration were far more better with female students. It was also difficult for male students to use their own ideas in those tasks where there was no opportunity to choose from two or more given answers. So the following conclusion can be made: it would be more effective to use more illustrations and pictures, visual aids in these classes.

The other point of view which was taken into account was the number of those pupils who have achieved the maximum score. While examining this point of view it can be concluded that which type of exercise is easier or more difficult to do for the pupils. The following kinds of tasks and their results were investigated.

1. Match the picture with the right word. The maximum score was 6. 10 of the 19 pupils got maximum score.
2. Label the picture. 9 pupils got the maximum 6 points for this task.
3. Fill in the gaps with the appropriate letters. The maximum 11 point was achieved just by one student.
4. Do the crossword. The maximum 6 points were achieved by six students.
5. Match the words with their opposite meaning. The maximum score was 4. 9 pupils managed to achieve it.
6. Fill in the gaps with the appropriate words. The maximum 7 points was achieved by 1 student.
7. Gap-filling. Maximum 3 points were gained by 9 pupils.
8. Group the words into two columns. The maximum 10 score was taken by 11 students.
9. Fill in the gaps in the sentences. 4 students managed to achieve the maximum 11 score.
10. Fill in the text with the words. 6 students got the maximum 11 score.
11. Find and correct the wrong word in the sentences. 2 students managed to get the maximum 6

points.

12. Find the appropriate word. 6 pupils got the maximum 4 points.

13. Fill in the gaps in the sentences. The 4 maximum score was taken by 4 students.

14. Match the words with the pictures. The maximum score was 9. 3 students managed to achieve it.

15. Make up sentences according to the given example. 2 students were able to get the maximum 10 points.

It could be highlighted that creative thinking and making up an idea individually seem to be rather difficult tasks for the students. Most of the pupils are good at matching pictures with the given words. It also came to light that the most difficult task for the students was to make sentences and write down words correctly. The highest points were achieved in the tasks 1,2,5,7,8.

Therefore, it could be concluded that matching, labelling, gap filling and grouping of the words are the most popular kinds of tasks among students of this age.

The aim of the present survey is to get an insight into teachers' views on teaching methods. Firstly, make a distinction between the results of students which were introduced in the previous research as well as the opinions of teachers, which are introduced in the present study. Secondly, underline the differences and the similarities between the opinions, and therefore make a list about the tasks, which are the most useful and essential at different age levels.

Finally, useful pedagogical consequences could be gained, which later can facilitate a more successful teaching and learning process. Information acquired that way can be used in language teaching and help teachers to discover, what to emphasize and what to neglect while dealing with students.

Eight English teachers were involved in this study. They were asked to answer 11 questions according to English teaching in different classes. They were asked about their teaching experiences, observations and personal views.

3.2 Research instruments

The main target of the research was to gain information about the prospects and opinions of Transcarpathian Hungarian school teachers with regard to teaching English as a foreign language. The first step was to plan the research. First of all the number of participants were taken into consideration. According to the final decision 8 teachers were proposed to participate in the above mentioned research.

Thus, the present study aims at finding out opinions about the effective use of vocabulary exercises in teaching EFL in certain secondary schools of Transcarpathia with Hungarian as the language of instruction. In order to get as much information as possible in using a questionnaire,

most questions are presented in a more structured manner (e.g. multiple choice) whereas a few are open ended questions that leave more room for elaboration. The present study is mostly qualitative in nature, and in a way it is a survey in which the opinions of teachers were gathered via a questionnaire in order to find out their opinions on chosen vocabulary exercises and different ways on acquiring English vocabulary. However, some tables and figures are presented in order to better demonstrate and clarify the findings.

The questions in the questionnaire were based on the most significant issues that are arising while teaching foreign languages. Besides multiple choices, open ended question were asked where the teachers were to explain their answer. They were supposed to complete the questionnaire presented in Appendix 1.

3.3 Method of data gathering and analysis

In order to have an insight on how teachers of schools with Hungarian as the language of instruction view their teaching of English vocabulary, 8 teachers of English were asked to participate in the survey. All the participants were qualified teachers of English. The teachers were nearly the same age, and had a fairly similar background in teaching as each of them had taught at least three years in school. I first contacted teachers via email during the spring of 2017 to ask about their willingness to participate in the study. I received a total of seven answers from the schools to which I had sent the invites. Many declined my request but I was, however, able to find enough participants. Afterwards I arranged appointments with the teachers. The questionnaire to be handed out to the students was sent to the teachers to look through in advance via e-mail. This was in order for them to get a more thorough idea of the study and to better prepare for the meeting in the event that they would have to present clarifying questions. The teachers were supposed to think of the questions as how they see students acting in vocabulary learning according to their expertise and knowledge of the learning process while also taking into account the age of the students. The actual study was conducted during the months of March, April and May of 2017.

The analysis of the data was put into effect in three steps. The first step was the preparation, in which the data was studied and organized in order to make the analysis easier. The data was checked for accuracy and entered into computer. The second step was describing the data. Simple summaries were provided about the research results. The third step was analyzing the data. In this step a quantitative method of analysis was used and the data was expressed mainly in the form of numbers. Conclusions were drawn, taking the answers into consideration, examining the percentages and the open format answers.

3.4 Findings

First of all, the first 6 questions were analysed. Most of the questions were open ended questions, the participants were allowed to express their opinions and the answers were based on their previous knowledge and wisdom. In the first question they had to say, how many years they have been teaching English and in the second they had to answer in which classes.

All the participants have minimum 3 year of teaching experience.

Participant 1: 12;

Participant 2: 3;

Participant 3: 6;

Participant 4: 3

Participant 5: 23

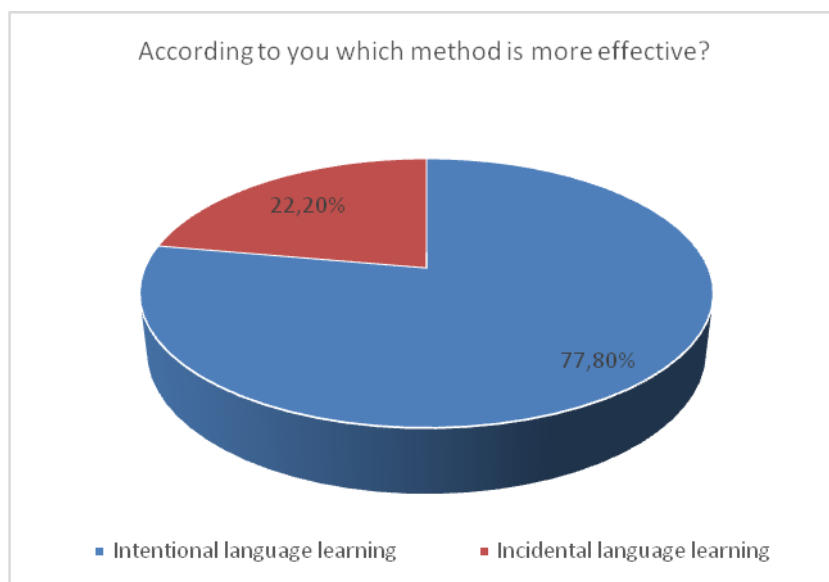
Participant 6: 10

Participant 7: 3

Participant 8: 15

They are teaching in different classes, ranging from 1 to 10-11.

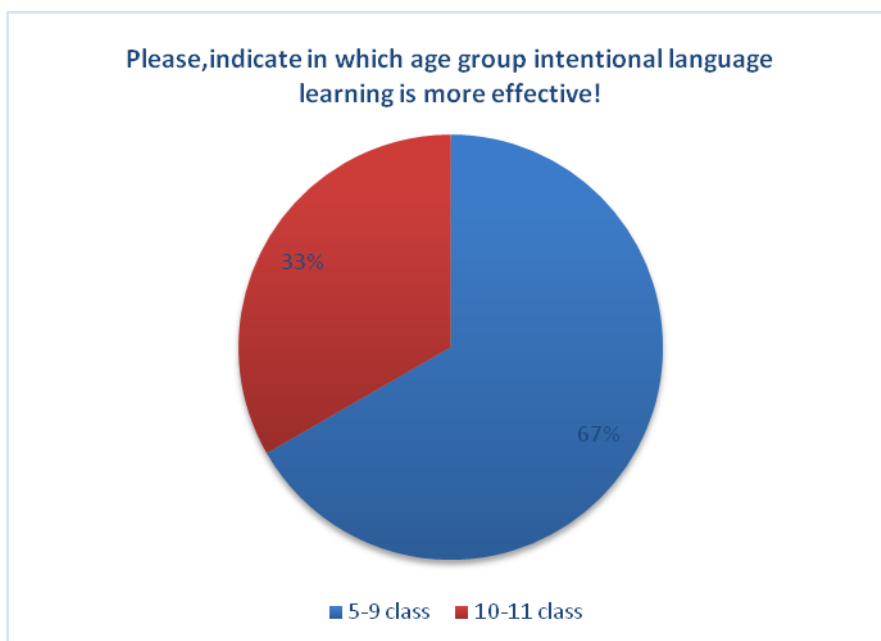
In the third question they had to choose from two options. The question was the following: Which learning method is the most effective? The options were: a) intentional learning b) incidental learning. The responds could be represented with the help of the following graph



According to this result, the general opinion of the participants is that the intentional way of learning is the most reliable and efficient way of learning.

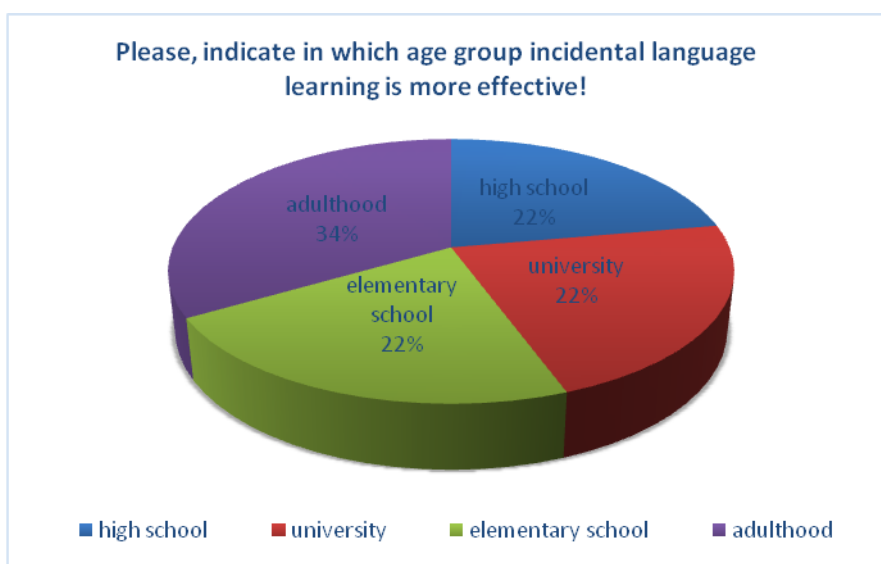
In the fourth task they had to answer the following question: In which age group do you think

intentional learning is more effective? We will represent the responds with the help of the following graph:



Over half of those surveyed reported that intentional language learning is more efficient in 10-11 classes, while a minority of the participants (33%) indicated that intentional language learning is more efficient in 5-9 classes.

In the fifth task the following question should be answered: In which age group do you think the incidental language learning is more effective? They had the opportunity to choose from 4 options: a) elementary school b) high school c) adulthood d) kindergarten.



The responds for this question are unsteady. The opinions are equally shared. It can be therefore assumed that incidental language learning creates a balance with intentional learning, and

incidental learning plays a role in every learning process, and also it may influence intentional learning.

The questions from 6 to 9 are all open questions. In this section, it was a possibility to emphasize their beliefs and views.

In the sixth question the teachers had to list the advantages of incidental language learning, while in the seventh question they had to list the drawbacks of it. The answers were as following. The advantages of incidental learning: motivating, spontaneous and natural, effortless, the expansion of vocabulary without any conscious straining, they can realize the information easily and quickly. They can learn language forms and they easily could use them in practice. It is automatic.

The drawbacks of incidental learning: It does not have a disciplined system, they could acquire the language incorrectly, they could mispronounce the words or misunderstand grammatical forms.

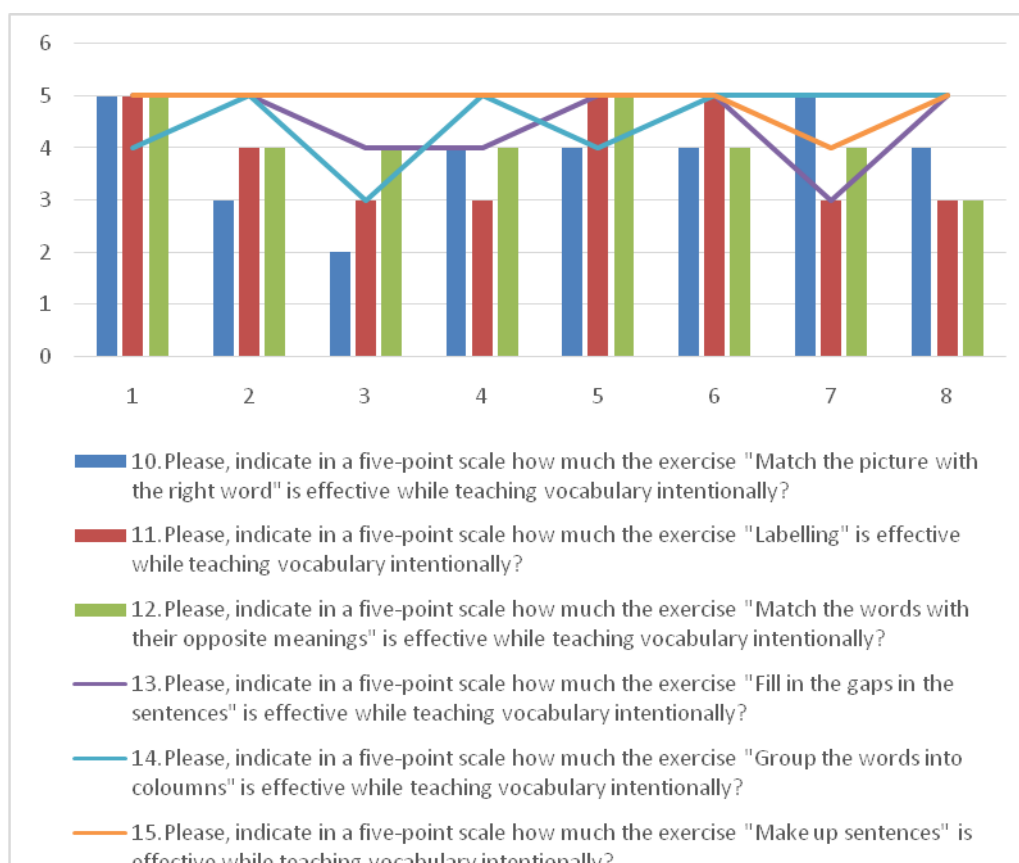
In the eights and ninths questions the respondents had to list the advantages and disadvantages of intentional language learning. The answers were as following.

The advantages of intentional language learning: the learner pays attention to only relevant information and material, what is needed. It is efficient, can be motivating, ambitious. It has an incentive, the teacher get involved in the process. It has an aim, it is systematic. The progress is disciplined and gradual. The learner could acquire language correctly.

The drawbacks of incidental language learning: forced, boring, monotonous, rules should be followed that can make learning harder, therefore motivation could be lost.

In the questions 10-15, the participants were asked to grade the exercises according to its usefulness. The exercises to be evaluated were:

- 1) match the picture with the right word
- 2) labelling
- 3) match the words with their opposite meaning
- 4) fill in the gaps in the sentences
- 5) group the words into coloumns
- 6) make up sentences.



The effectiveness of the exercises meant to be examined. The aspects of evaluation were: from 1(weak) to 5(strong). The results obtained from the preliminary analysis are presented in the graph.

As can be seen from the table (above) only two participants said that the first exercise is strong (5), and four indicated that it has a 4 strengths, while the other opinions were altering. However nobody indicated that the exercise is weak, which is a positive result.

In the second exercise the results were as follows: 3 participants said that it is strong, four participants estimated that is has a 3 strengths in a 1 to 5 scale, and 1 said that it has a four strengths.

In the third task only one member estimated that the exercise has a 3 strengths, the other opinions all were between 5 and 4. In the next task, the results were almost the same that in the following.

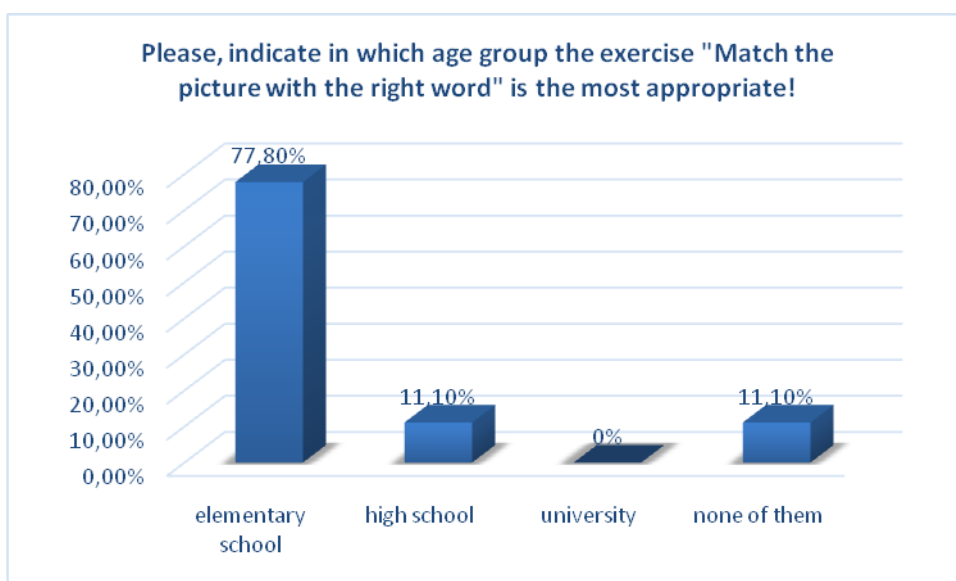
In the fourth task, most of the participants said that it is strong, 2 said that it has a 4 strengths and one said that it has a 3 strengths.

In the next, exactly as in the previous one, five participants said that is a strong, effective exercise, two said that it has a 4 strengths, and only one estimated that it has a 3 strengths.

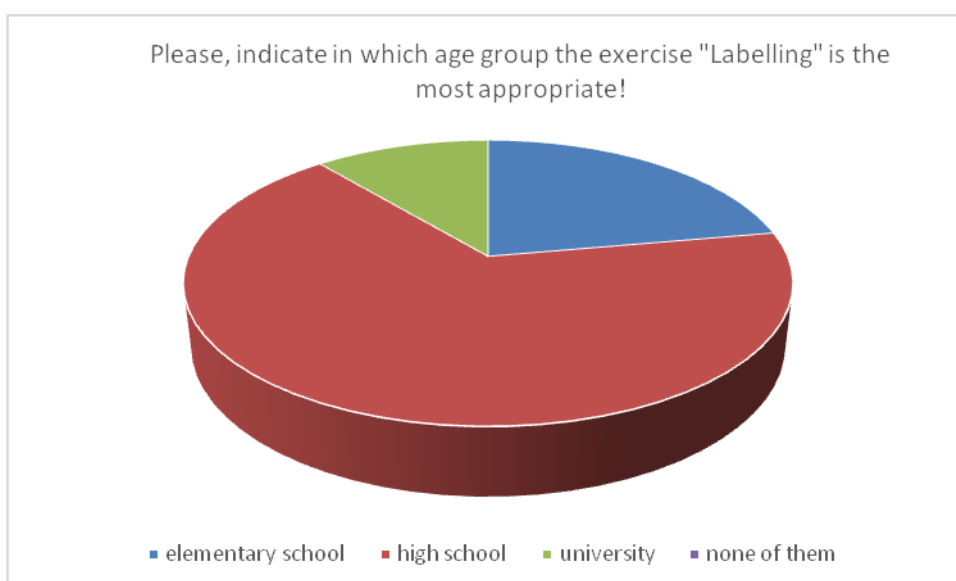
In the last task, almost all the participants said that it is a strong exercise, with the exception of one, who reckon that it has a four strengths.

The finding suggests that “Make up the sentences” is the most effective exercise while teaching, however from this data we can see that the overall response to these question was positive, and all of the exercises could be seen as effective and useful while teaching.

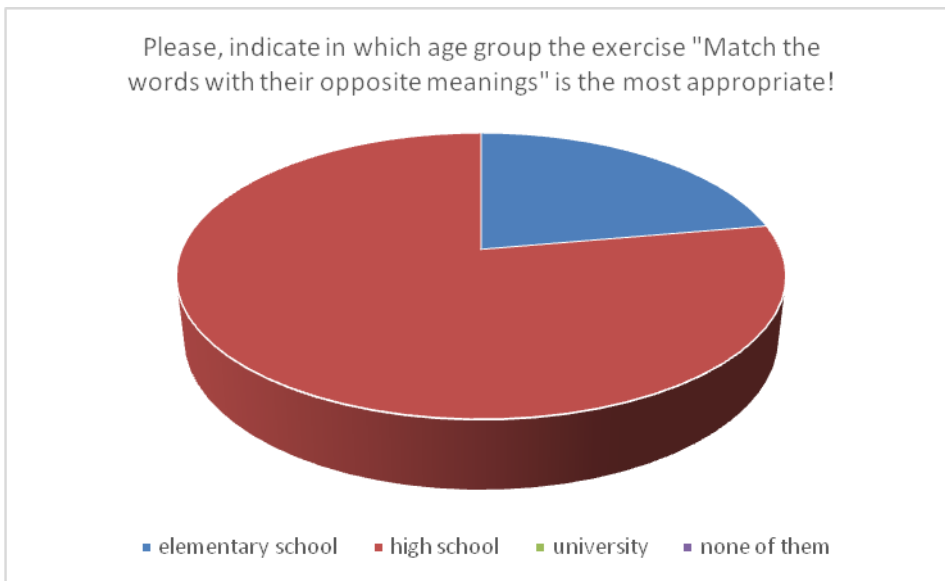
The next question row, questions 16-21, was connected to the age levels of the students. It meant to examine, that which exercises are appropriate to different age groups. The question in every case was the indication of the appropriate age group, taking into consideration the type of the exercise. In each question, they had to choose from the following age groups: Elementary school, high school, university, none of them.



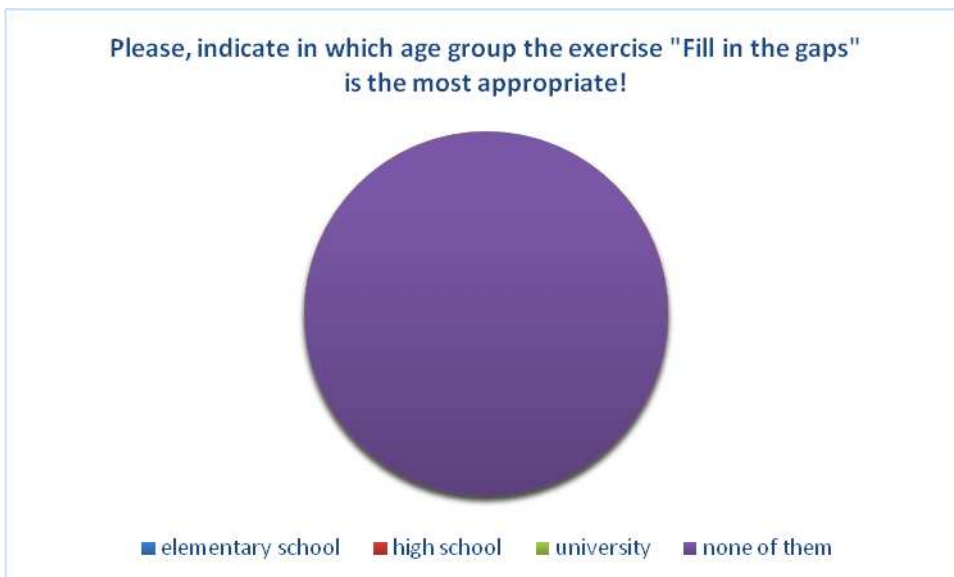
77% of those who were interviewed suggested that the exercise is effective for elementary school learners.



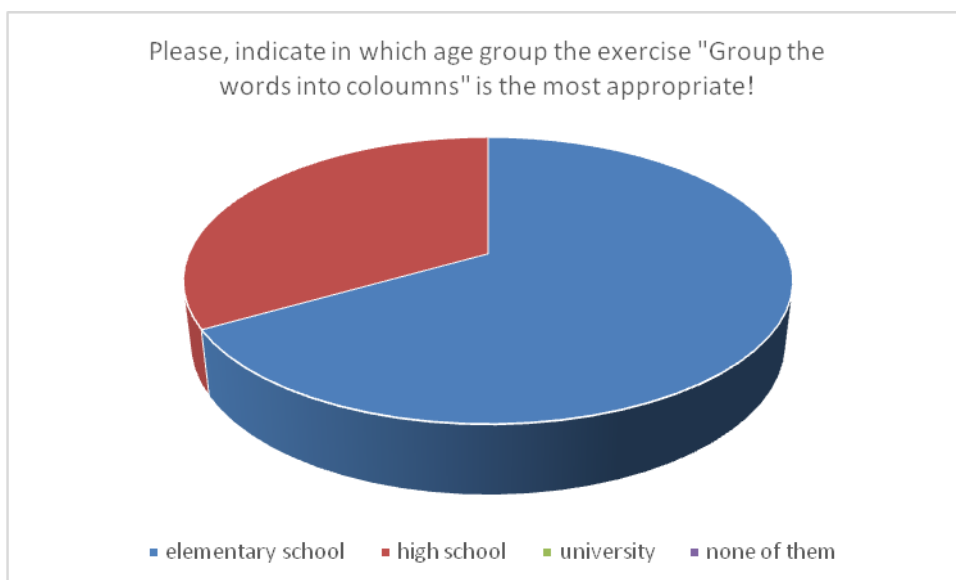
Most of the participants estimated that the exercise is appropriate for high school learners, little of them reckon that it is useful in university.



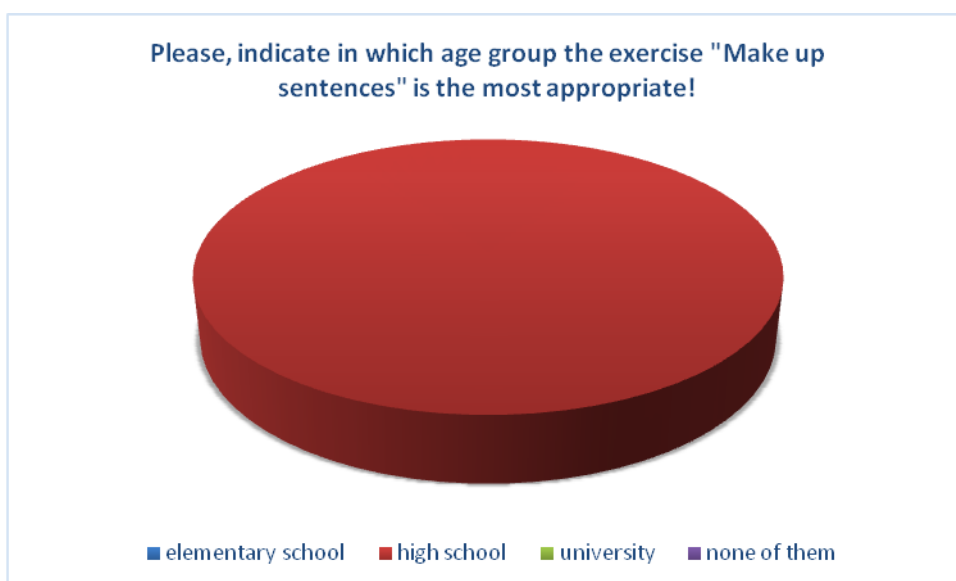
From the graph above we can see that the majority of participants indicated that the exercise is mostly appropriate to high school learners. A minority of participants indicated elementary school.



Only a small number of respondents estimated that the exercise is effective in elementary school, most of them reckon that it is frequently used as an efficient task, in high school.



According to the participants, mostly the task is used in elementary school. On the other hand, it may be used also in high school.



It is clearly shown that according to the participants the task is efficient to high school learners.

3.5 Data Analysis

The gathered data including the vocabulary test scores from the previous study and the questionnaire results, was examined and compared profoundly. This study produced results which corroborate the findings of a great deal of my previous work, in which intentional foreign language acquisition through different tasks were investigated. Moreover, the same kinds of tasks were used in this study, in order to make a correlation between the data. Contrary to expectations,

this study did not find a significant difference between the research carried out last year and the present research.

The results of this study show that intentional language learning is viewed as the most forceful way of learning. According to the data it is mostly effective in 5-9 classes, however it is also constructive in high school. It was also revealed that incidental learning has an influence on intentional learning, because it occurs in unexpected situations, in life-long learning process or even during intentional learning and it can't be connected to age levels. In the next answers, the participants expressed their opinions and views about the pros and cons of both intentional and incidental ways of learning a foreign language. The benefits and hindrances were highlighted of the mentioned methods. It could be underlined from the answers, that they think, it is vital to know grammar, but the stem of the appropriate and fluent speaking competence is the deeply acquired language form and expressions. However, the observed difference in between vocabulary learning and grammar in this study was not significant, we can assume that vocabulary learning is even more important than learning grammatical forms. The reason is that, we could acquire language quickly and effectively when we have a great, expanded vocabulary.

In the next row of questions (10-15) the productivity of the already mentioned exercises was evaluated by the participants. The results are represented in a constructed graph, which reflects the responds with the help of illustrations. The most interesting finding was that all of the exercises are proved to be mainly strong, and the usefulness of the exercises were not underappreciated. It is apparent from the table that these exercises are quite popular and considered to be effective while teaching vocabulary intentionally.

The other aspect that was taken into consideration is the age of the foreign language learners in which a specific exercise is useful and practical. According to the responds we could assume the followings:

- 1) Match the picture with the right word- elementary school learners
- 2) Labelling- high school learners
- 3) Match the word with their opposite meaning- high school learners
- 4) Fill in the gaps in the sentences- high school learners
- 5) Group the words into columns- elementary school learners
- 6) Making up sentences- high school learners

3.6 Discussion and Implications

It was the main purpose of the paper to draw attention to the importance of intentional vocabulary learning. This paper has given an account of and the reasons for the widespread use of vocabulary exercises. In this paper we examine the most widely used exercises when learning and teaching

English, in Transcarpathian schools with Hungarian as the language of instruction. We investigated not only the teachers but also the learners' opinions, it is therefore likely that such connections exist between the results.

In the previous research, the main target was to gain information about the vocabulary knowledge of Transcarpathian Hungarian primary school learners. The survey, in which 19 students participated, was carried out in the fifth class and included various tasks, they consisted of 15 exercises in the basis of six topics, which are included in the national curriculum of the Ministry of Education and Science in Ukraine. The tasks and exercises were variable, interesting and easy to understand for 10-11 year-old students. Different types of tasks were used, such as choosing the right variant, labelling the pictures, crossword, matching the pairs, filling the gaps, grouping the words, finding and correcting mistakes and making up sentences with the given words. The results of the test paper were examined from different points of view.

First of all, the achievements of the boys and girls were compared. It must be underlined that the average results were taken into account. In such a way, it was found out what types of tasks are girls and boys separately good at. It could be concluded that those tasks where illustrations were also used were easier to do for the boys, than those where the plain tasks were given. The results of the illustrated tasks were almost the same for both boys and girls, however, the results of the tasks without any illustration were far more better for female students. It was also difficult for male students to use their own ideas in those tasks where there was no opportunity to choose from two or more given answers. So the following conclusion can be made: it would be more effective to use more illustrations and pictures, visual aids in these classes.

The other point of view which was taken into consideration was the number of those pupils who have achieved the maximum score. While examining this point of view it can be concluded that which type of exercise is easier or more difficult to do for the pupils. It could be underlined that students are not able to think and make up an idea individually. Most of the pupils are good at matching pictures with the given words. It also came to light that the most difficult task for the students was to make sentences and write down words correctly. It can be concluded that matching, labelling, gap filling and grouping of the words are the most popular kinds of tasks among students of this age.

In the present study, the concept was investigated from the teachers' aspects with the help of a questionnaire. As it is already analysed in the previous section, the effectiveness of the exercises and the appropriateness in different age levels was explored. The following conclusions can be drawn from the present study:

All of the exercises are proved to be mainly strong, and the usefulness of the exercises were not underappreciated. According to the responds we could assume that the represented tasks

are mostly used in the following age groups: Match the picture with the right word- elementary school learners ; Labelling-high school learners; Match the word with their opposite meaning-high school learners; Fill in the gaps in the sentences-high school learners; Group the words into columns-elementary school learners; Making up sentences-high school learners.

This finding has important implications for developing the appropriate usage of the tasks according to its usefulness. An implication of this is the possibility that the tasks could be selected according to the age and knowledge level of the students in order to make them learn the vocabulary easier. Further studies, which take these variables into account, will need to be undertaken, and future studies on the current topic are therefore recommended.

CONCLUSIONS

Intentional and incidental learning have been given various interpretations. Incidental learning is some form of indirect, unplanned learning within an informal or formal learning situation. Incidental learning is also referred to as random learning. Incidental learning is characterized as unorganized, unstructured and unintentional, that results from other activities. It happens in many ways: through observation, repetition, social interaction, and problem solving by watching or talking to colleagues or experts about tasks; from mistakes, assumptions, beliefs, and attributions; This sets it apart from informal learning, which is intentional. While we learn 'formally' only in some very specific situations and periods of our life (school, training). Intentional learning is purposeful, conscious, planned and it is considered to be more effective.

The present study is an attempt to investigate the effect of intentional vs. incidental practicing on EFL students' vocabulary learning in certain schools of Trascarpathia with Hungarian as the language of instruction.

The object of the present study was the process of learning and teaching incidentally and intentionally, and the importance of vocabulary learning intentionally, represented through various tasks.

The subject of the paper was a system of vocabulary exercises for language teaching intentionally in schools.

The aim of the study was to investigate the two ways of learning a second language, namely intentional and incidental. The other purpose was to present some empirical findings on the mentioned issue and to draw some conclusions about the conditions in which optimal language learning and teaching occurs. The main emphasis in this thesis was on the acquisition of vocabulary and the importance of english vocabulary learning both intentionally and incidentally. Furthermore, the effectiveness of the most commonly used exercises were investigated.

The thesis consisted of 3 parts. Both parts were divided into various sections. The 1 part of this paper examined intentional and incidental modes of learning, and the importance of vocabulary learning. Definitions of intentional and incidental vocabulary learning were given. It was also explained how students learn new vocabulary. The comparison of incidental and intentional vocabulary learning and the difference between them was also dealt with in part 1. It was also emphasized and underlined, that the incidental and intentional vocabulary learning have their own advantages in vocabulary learning, moreover, it was pointed out that they also have

limitations. Furthermore, the role of teachers in English vocabulary learning in classroom was presented.

Part 2 began by laying out the theoretical dimensions of the topic. Two different modes of teaching, namely incidental and intentional were dealt with in part 2. Firstly, the incidental way of teaching, as a so-called natural interaction between an adult and a child is focused on. Some practical ways of teaching a foreign language incidentally were also shown. Secondly, the intentional way of teaching was defined as a way of teaching that is purposeful, thoughtful and deliberate. Finally, teaching vocabulary incidentally and intentionally was defined and represented by various activities and exercises.

In part 3 a research on “Intentional and incidental language teaching. Intentional foreign language teaching through different tasks” was carried out. The aim of the research was to find out, which tasks are used most frequently by foreign language teachers while teaching vocabulary in primary classes and which are the most effective ones.

The first step was to plan the research. Taking into consideration the topic of the given year paper and the participants, questionnaire was used. The questions in the questionnaire were based on the most significant questions that are arising while teaching foreign languages. Besides multiple choices, open questions were asked where the participants were to explain their answer.

The purpose of the present survey was to get an insight into teachers views on teaching methods. Firstly, make a distinction between the results of students which were introduced in the previous research as well as the opinions of teachers, which are introduced in the present study. Secondly, underline the differences and the similarities between the opinions, and therefore make a list about the tasks, which are the most useful and essential in different age levels.

At the end of the research, diagrams and graphs were made in order to represent the results. All of the exercises are proved to be mainly strong, and the usefulness of the exercises were not underappreciated. According to the responds we could assume that the represented tasks are mostly used in the following age groups: Match the picture with the right word-elementary school learners Labelling-high school learners; Match the word with their opposite meaning-high school learners; Fill in the gaps in the sentences-high school learners; Group the words into columns-elementary school learners; Making up sentences-high school learners.

The results of this study show that intentional language learning is viewed as the most forceful way of learning. . It was also revealed that incidental learning has an influence on intentional learning. The benefits and hindrances were highlighted of the mentioned methods. It could be underlined from the answers, that they think, it is vital to know grammar, but the stem of the appropriate and fluent speaking competence is the deeply acquired language form and

expressions. The most interesting finding was that all of the exercises are proved to be mainly strong, and the usefulness of the exercises were not underappreciated. It is apparent from the table that these exercises are quite popular and considered to be effective while teaching vocabulary intentionally.

REFERENCES

1. Алексеева И. В. Использование ситуативных картинок на уроках английского языка // Иностранные языки в школе. – 2002. -№6. – С. 29 – 32
2. Кравчук Л. Побачити кожний успіх: особливості навчання лексики на початковому етапі // Іноземні мови в навчальних закладах. – 2009. – №2. С.43 – 48
3. Кулиш В.Г. Способы запоминания английских слов. Изд. «Сталкер», НКП, 2005. — 304 с.
4. Лавренюк М.В. Простые и эффективные способы запоминания английской лексики. Донецк, 2006. — 288 с.
5. Ніколаєва С.Ю. та інші. Методика навчання іноземних мов у середніх навчальних закладах. - К.: Ленвіт, 1999. - 320с.
6. Ольшанський Д. Методика навчання іноземних мов учнів молодшого шкільного віку на основі використання коміксів // Наукові записки ТНПУ ім. В.Гнатюка. Сер. Педагогіка – Тернопіль. – 2005 - №1. С. 126 – 13
7. Anderson, R. C. & Freebody, P. // Vocabulary Knowledge in Guthrie, J. T. 1981
8. Boyd Zimmerman, Cheryl. // “Historical trends in second language vocabulary instruction”. In Coady, James; Huckin, Thomas Second language vocabulary acquisition. Cambridge: Cambridge University Press, 1997 — 5-19.
9. Chomsky, N. // Language and Mind. Harcourt Brace 1968 - New York.
10. Coady, J. // L2 vocabulary acquisition: A synthesis of the research. In Coady, J. Huckin, T. - Second Language Vocabulary Acquisition. A Rationale for pedagogy. - Cambridge: 1997 Cambridge University Press.
11. Cobb, T. // „Computing the Vocabulary Demand of L2 Reading.” Language learning and Technology, 2007 pp. — 38-63.
12. Cunningham, A. E. & Stanovich. K.E. // Tracking the unique effects of print exposure in children. Associations with vocabulary, general knowledge, and spelling. Journal of Educational Psychology 1991 — 264-274.
13. Cunningham, P. M. // Phonics they use: Words for reading and writing - New York: 2005 HarperCollins.
14. DeCarrico, J. // Vocabulary learning and teaching. In Celce-Murcia: Teaching English as a second Language or Foreign Language. Boston: Heinle 2001 — 285-299.
15. Elley, W. B.. // Vocabulary acquisition from listening to stories read aloud. Reading Research Quarterly 24, 1989 —174-187.

16. Ellis, N. // Implicit and explicit language learning: An overview. In N. Ellis, *Implicit and explicit learning of languages 1994* - London Academic Press.
17. Ellis, R. // The roles of modified input and output in the incidental acquisition of word meanings. *Studies of second language acquisition*. 1999.
18. Ellis, R. // *Task-based language learning and teaching* - Oxford: Oxford University Press 2003.
19. Ellis, R., Basturkmen, H. & Loewen, S. // Doing focus-on-form. *System*, 30, — 419-432. 2002 doi:10.1016/S0346-251X(02)00047-7, [http://dx.doi.org/10.1016/S0346-251X\(02\)00047-7](http://dx.doi.org/10.1016/S0346-251X(02)00047-7)
20. Epstein, A. // *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. Washington, DC: National Association for the Education of Young Children 2007.
21. Gass, S.. // Discussion: Incidental vocabulary learning. *Studies of second language Acquisition* 21, 1999 — 319-333.
22. Graves, M.F. // A vocabulary program to complement and bolster a middle-grade comprehension program. In B.M. Taylor, M.F. Graves, and P. Van Den Broek *Reading for meaning: Fostering comprehension in the middle grades* - New York: Teachers College Press. 2000
23. Griffiths, C. //Strategy development and progress in language learning. *Prospect*, 21(3), 2006 — 58-75.
24. Hedge, T. // *Teaching and learning in the language classroom* - Oxford: Oxford University Press 2000.
25. Hill, M., & Laufer, B. // Type of task, time-on-task and electronic dictionaries in incidental vocabulary acquisition. *IRAL* 2003— 87-106.
26. Hulstijn J. H., // Theoretical and empirical issues in the study of implicit and explicit second language learning, 2005.
27. Hulstijn, H. J., Hollander, M., & Greidanus, T. // Incidental vocabulary learning by advanced foreign language students: The influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *Modern Language Journal*, 80, 1996 —327-339.
28. Hulstijn, J. H. Incidental and intentional learning. In C. J. Doughty, & M. H. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. — 349-381). Malden, MA: Blackwell. 2003 <http://dx.doi.org/10.1002/9780470756492.ch12>
29. Hunt, A., Beglar, D. // Current research and practice in teaching vocabulary. *The Language Teacher* 1998

30. Hustings, J. & Hollander, M., & Eridanus, T. // Incidental vocabulary learning by advanced foreign language students: The influence of marginal glosses, dictionary use, and recurrence of unknown words. *Modern Language Journal*. 1990
31. Huckin, T., & Cody, J // Incidental vocabulary acquisition in a second language: A review. *Studies in second language Acquisition* 1999
32. Jo Moir & Paul Nation. // Vocabulary and good language learners. Lessons from good language learners. Cambridge: Cambridge University Press. 2008
33. Kamil, M.L., & Hiebert, E.H. // Teaching and learning vocabulary: Perspectives and persistent issues. In E.H. Hiebert, & M.L.Kamil, *Teaching and learning vocabulary: Bringing research to practice* (pp. 1–23). Mahwah 2005.
34. Krashen // *Language acquisition and language education*. Herts – England 1989
35. Laufer, B, & Hulstijn, J. // “Incidental vocabulary acquisition in a second language: The construct of task- induced involvement.” *Applied Linguistics* 2001.
36. Lehmann Magdolna. ASSESSING ENGLISH MAJORS' VOCABULARY AT THE UNIVERSITY OF PÉCS, <http://nydi.btk.pte.hu/sites/nydi.btk.pte.hu/files/pdf/LehmannMagdolna2010.pdf>
37. Lewis, M. // *The lexical approach: The state of ELT and the way forward*. Hove, England: Language Teaching Publications 1993.
38. Liberman, M. TV talk too terse. *Set* 1986, No. 1, New Zealand Council for Educational Research, Wellington 1986
39. Lightbown, Patsy M.; Spada, Nina. // *How languages are learned*. Oxford: Oxford University Press 1999.
40. Loewen, S. // Variation in the frequency and characteristics of incidental focus on form. *Language Teaching Research*, 2003 —315-345.
41. Meara, P. // Word associations in a foreign language. *Nottingham Linguistics Circular* 11 1980 — 29-38.
42. Nation I.S.P. // *Learning vocabulary in another language*. Cambridge: Cambridge University Press 2001.
43. Nation, P. // *Teaching and learning vocabulary*. New York: Newbury House 1990.
44. National Reading Panel. // *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development 2000.
45. Paradis, M. // *Neurolinguistic aspects of implicit and explicit memory. Implications for bilingualism and SLA* 1994.

46. Paribakht, T. S. & Wesche, M. // Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition 1997.
47. Read, J. // Research in teaching vocabulary. *Annual Review of Applied Linguistics*, 24 2004 — 146-161.
48. Reider, A. // „Implicit and explicit learning in incidental vocabulary acquisition” *VIEWS*, 12, 2003, — 24-39.
49. Schmidt, R. // The role of consciousness in second language learning. *Applied Linguistics*, 11, 1990 — 129-158.
50. Schmidh, R. // Implicit learning and the cognitive unconscious of artificial grammar and SLA. In N. Ellis (Ed), *Implicit and explicit learning of languages*. 1994 (pp. —165-209). London: Academic Press.
51. Schmitt, N. // *Vocabulary in language teaching*. Cambridge, UK: Cambridge University Press 2000.
52. Schmitt, N.. // *Instructed Second Language Vocabulary Learning*. *Language Teaching Research* 12, 3: 2008 — 329-363.
53. Skehan, P. // *Individual differences in second-language learning*. London, England: Edward Arnold 1990.
54. Stahl, S.A. // Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction). In E.H. Hiebert and M.L. Kamil, *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Erlbaum 2005.
55. Swain, M. // *Communicative Competence: Some roles of comprehensible input and comprehensible output in its development* 1985
56. Tode, T. // *Effects of Frequency in classroom Second Language Learning*. Bern, Switzerland 2008.
57. Wells, G. // *The Meaning Makers: Children Learning Language and Using Language to Learn*. Heinemann Educational Books, Portsmouth, NH 1986.

РЕЗЮМЕ

Цілеспрямованому і випадковому навчанню було дано багато пояснень. Випадкове навчання – це метод непрямого, додаткового, незапланованого навчання в рамках формальної або неформальної ситуації навчання. Випадкове навчання є неорганізованим, неструктурованим і ненавмисним. Випадкове навчання відбувається через спостереження, повторення і спілкування. Це відрізняє випадкове навчання від неформального навчання, яке є цілеспрямованим. У той час, як ми вчимося "формально" тільки в деяких ситуаціях і періодах нашого життя (школа, навчання), цілеспрямоване навчання є навмисним, свідомим, спланованим і вважається більш ефективним.

Об'єктом даного дослідження є процес навчання й викладання випадково і цілеспрямовано, а також важливість вивчення лексики цілеспрямовано за допомогою різних завдань.

Предметом даного дослідження є складання завдань для вивчення слів з допомогою методу цілеспрямованого навчання іноземної мови.

Метою бакалаврської роботи є виявлення, опис та аналіз двох напрямків вивчення іноземної мови, а саме цілеспрямованого і випадкового. Іншою метою даної роботи є дати відповіді на зазначені питання, а також представити умови, в яких відбувається навчання і вивчення іноземної мови. Ця робота підкреслила важливість засвоєння іноземних слів, як цілеспрямовано так і випадково, крім цього було досліджено ефективність найчастіше використаних завдань.

Бакалаврська робота складається з трьох частин. Два розділи було розділено на підрозділи. В першому розділі було розглянуто цілеспрямований і випадковий метод навчання, а також важливість вивчення лексики. Цей розділ дав визначення цілеспрямованого і випадкового методу навчання, а також розглянув як учні вивчають іноземні слова. В першому розділі було порівняно два методи, за допомогою яких вивчають іноземні слова. Цей розділ взяв до уваги переваги двох методів навчання, а саме цілеспрямованого та випадкового, і охарактеризував їх використання. Розділ показав роль учителів англійської мови у процесі навчання.

Другий розділ охоплює теоретичну частину, в якій представлено два методи навчання. Перш за все, випадковий метод навчання полягає у взаємодії вчителя з учнями. В цьому розділі було розглянуто використання методу випадкового навчання на практиці. По-друге, цілеспрямований метод навчання був охарактеризований як цілеспрямований і організований вид діяльності.

Третій розділ - це дослідження цілеспрямованого і випадкового методу навчання. За допомогою різних завдань було досліджено цілеспрямований метод навчання. Мета дослідження полягала в тому, щоб дізнатися які завдання пов'язані з вивченням лексики і найчастіше використовуються учителями англійської мови в початкових класах, та які з них є більш ефективними.

Перший етап дослідження - це його планування. Беручи до уваги тему даної роботи і його учасників, було здійснено опитування. В опитуванні були питання які найчастіше виникають у ході навчання іноземних мов. Опитування складалося із запитань з даними опціями, а також з відкритих запитань на які учасники могли дати власні відповіді.

Метою даного дослідження було з'ясувати думку вчителів щодо методів навчання. По-перше треба було порівняти результати минулого дослідження проведеного з учнями, а також теперішнього дослідження, проведеного з вчителями іноземної мови. По-друге дослідження спідставляє спільні і відмінні риси думок вчителів і подає ряд завдань, які були найефективніші поміж учнів різної вікової категорії.

Результати дослідження були представлені в діаграмах і графіках, що знаходяться в кінці роботи. Всі завдання, які були використані у ході дослідження виявились ефективними. Згідно з відповідями учасників дослідження можна припустити, що представлені завдання використовуються в таких вікових категоріях: З'єднай ілюстрації з відповідними словами – учні початкових класів; Вкажи назву – учні старших класів; З'єднай слова з їхніми антонімами – учні старших класів; Встав пропущені слова в реченнях – учні старших класів; Розділи слова в відповідні колонки – учні початкових класів; Створи речення – учні старших класів.

Результати цього дослідження показали, що цілеспрямоване навчання є одним з найбільш ефективніших методів навчання. Також з'ясувалось, що випадкове навчання впливає на цілеспрямоване навчання. Позитивні і негативні риси були представлені щодо вище згаданих методів. Вчителі вважають, для того щоб вільно володіти англійською мовою, необхідно знати граматику, лексику, а також сталі вирази мови. Найцікавішим результатом дослідження стало те, що всі завдання, які були використані в дослідженні, виявились ефективними. Таблиця доводить той факт, що ці завдання є часто вживаними в школах і вони є ефективними в навчанні лексики цілеспрямовано.

APPENDIX 1

1. How many years have you been teaching english?
2. In which classes?
3. According to you which method is more effective?
 - a) intentional language learning
 - b) incidental language learning
4. What do you think, in which classes intentional language learning is more effective?
 - a) 1-4
 - b) 5-9
 - c) 10-11
5. What do you think, in which classes incidental language learning is more effective?
 - a) elementary school
 - b) high school
 - c) adulthood
 - d) old age
6. Please, mention the advantages of incidental language learning.
7. Please, mention the disadvantages of incidental language learning.
8. Please, mention the advantages of intentional language learning.
9. Please, mention the disadvantages of intentional language learning.
10. Please, indicate in a 1(weak) to 5 (strong) scale, how much the following exercises are effective while teaching vocabulary intentionally?

	1	2	3	4	5
Match the picture with the right word					
Labelling					
Match the words with their opposite meaning					
Fill in the gaps in the sentences					
Group the words into columns					
Make up sentences					

11. Please, indicate in which age group the exercise is the most appropriate.

	Elementary	High school	University
Match the picture with the right word			
Labelling			
Match the words with their opposite meaning			
Fill in the gaps in the sentences			
Group the words into columns			
Make up sentences			

APPENDIX 2

I. Your body

A Circle the correct word in each pair.



1 (foot) / hair



2 eye / neck



3 head / mouth



4 leg / toe



5 face / finger



6 ear / hand



7 arm / nose

B Label the pictures with the other words from A.

1 *finger*

2

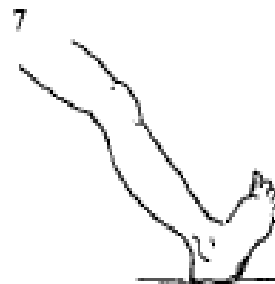
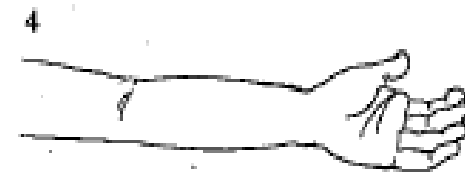
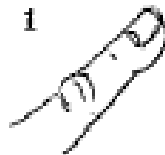
3

4

5

6

7



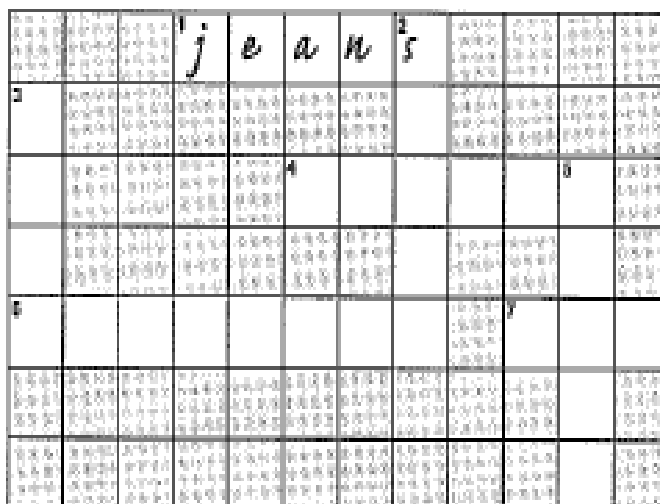
II. Clothes

A Complete the words.



- 1 Mike's at work. He's wearing *trousers*, a s____t, a j____t and s____s.
- 2 Judith isn't at work today. She's wearing j____s and a T-s____t.
- 3 Elena's in the office. She's wearing a s____t and a j____t.
- 4 It's a very cold day. Eric's wearing a s____f, a h__t, g____s and a c__t.
- 5 Julia's at a party. She's wearing a d____s.

B Complete the crossword.



- 1 something you wear on your legs that are usually blue
- 2 something you wear on your feet
- 3 something you wear on top of your other clothes when you go out
- 4 something you wear on your hands when it's cold
- 5 something you wear round your neck when it's cold
- 6 something you wear on your legs
- 7 something you wear on your head when it's cold

III. Appearance

A Join the words with opposite meanings.

- | | |
|-------------|-------|
| 1 beautiful | tall |
| 2 fat | thin |
| 3 handsome | ugly |
| 4 old | ugly |
| 5 short | young |

B Complete the sentences with words from A.

- He's an *old* man. He's 92.
- He eats too much. That's why he's
- She's only ten years old. She's too to buy cigarettes.
- She's very She's 1m 84.
- She's very All the men love her.
- She wants to be a model, but at 1m 50 she's too
- All my friends have his picture on their walls – they think he's so
- I don't understand why they like him – I think he's

C Complete the words.



1 Lucy's got l...g hair.



2 Nasser's got s...t hair.



3 David's got c...y hair.



4 Sarah's got s...t hair.

IV. Family

A Put the words in the box into the correct group.

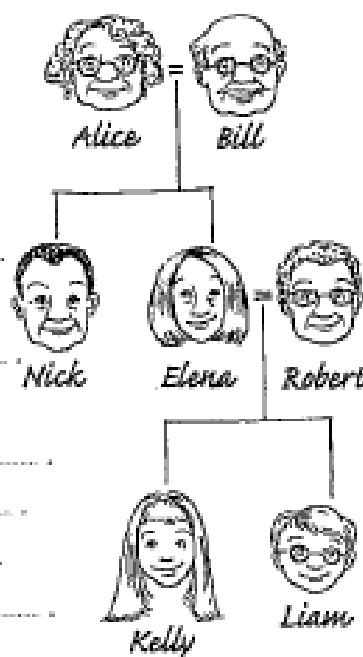
brother	daughter	father	granddaughter	grandfather
grandmother	grandson	husband	mother	sister
son	wife			

women: *daughter*

men: *brother*

B Look at the family tree and complete the sentences with the words from A.

- Alice is Bill's *wife*
- Kelly is Alice and Bill's
- Robert is Elena's
- Elena is Nick's
- Bill is Nick and Elena's
- Liam is Kelly's
- Alice is Kelly and Liam's
- Liam is Alice and Bill's
- Liam is Elena and Robert's
- Elena is Kelly and Liam's
- Bill is Kelly and Liam's
- Kelly is Elena and Robert's

**C** Complete what the people are saying with the words from A.

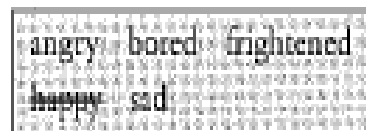
LIAM: 'My (1) *father* 's name is Robert and my (2) 's name is Elena. I've got one (3) Her name is Kelly. My mother's got one (4) His name is Nick. My (5) is called Alice and and my (6) is called Bill.'

BILL: 'My (7) 's name is Alice. We have a (8) called Elena and a (9) called Nick. Elena is married – her (10) 's name is Robert. We have a (11) called Kelly and a (12) called Liam.'

A The underlined words are in the wrong sentences. Write the correct word for each sentence.

- 1 I don't sleep much at night, so I'm really cold. *tired*
- 2 I'm hungry. I need a drink.
- 3 He has a very high temperature. I think he's tired.
- 4 I'm really ill in the evening because I don't eat much at work.
- 5 If you feel thirsty, why don't you put a jumper on?
- 6 He's hot again and is coming home from hospital soon.
- 7 Take your coat off. You must be really well in here.

B Complete the sentences with the words in the box.



He's happy.



She's

He's



He's

She's

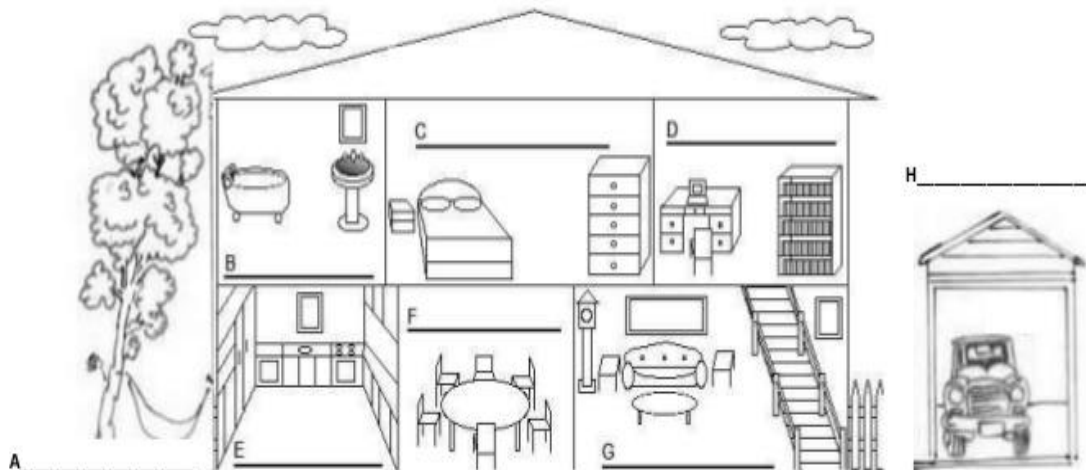
C Complete the sentences with the words from B.

- 1 Take a book with you so you don't get bored while you're waiting.
- 2 She's because her best friend can't come to her party.
- 3 Little children are sometimes of the dark.
- 4 I'm because I don't have to go to work today.
- 5 You can see he's He's very red in the face.

V. How you feel

VI.

Parts of the House



1. Look at the picture of the house and then match the words with the parts of the house.

- a. Study : ____
- b. Bedroom: ____
- c. Bathroom: ____
- d. Hall: ____
- e. Living room: ____
- f. Kitchen: ____
- g. Dining room: ____
- h. Garage: ____
- i. Yard: ____

2. Write 10 sentences describing the house. For example: there is a car in the garage.

NYILATKOZAT

Alulírott, Szilberhar Erzsébet angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.