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Qualifying paper

DEVELOPING EFL PUPILS' LEXICAL COMPETENCE

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INTRODUCTION

This paper is devoted to the issue of the importance of lexical competence of EFL (English as a Foreign Language) learners and the ways students use to improve their vocabulary. I will research the development of lexical competence and its scientific approach and theory. The lexical knowledge, as we know, is a more scientific equivalent of the vocabulary. Knowing the vocabulary and the multitude of words plays an essential role in our everyday life, but above all in communication. Because a narrow vocabulary is not enough for a meaningful speech, but a wide and diverse vocabulary is required. This works in the same way for foreign languages as it does for English in our case. For students of English as a foreign language, this can be a challenge in many cases. Pronouncing or memorizing words can cause most of the challenges. This term paper was prepared in connection with this. I present the theory of lexical competence, how it belongs to language learning, why it plays one of the main roles in learning foreign languages. As well as what we mean by competence and lexical knowledge. What are its main features and how can we improve them? I will also cover why it is important and what role it plays in education. I have done research that shows how important vocabulary knowledge is to students. I will look at different strategies that can be used to learn how to expand our vocabulary. I highlight details that help you learn more effectively and permanently. The study incorporated students of various classes from 8th to 11th in order to find out students' opinion on developing vocabulary and problems that students may encounter in this process. Technology, language, and cultural flexibility are the problematic factors that were shown in the research findings, and they all contribute to the improvement of lexical knowledge. Besides, the study also examines the students' attitudes towards the improvement of their vocabulary, their preferred learning styles, and the views on the influence of language interference on their learning experience. The results can be noted down and used to find the effective ways of the development of vocabulary in EFL students by shedding light on the role of technology, culture and lexical resources in the vocabulary enhancement. My work is divided into three parts: Part 1 – here I examine the meaning of lexical competence; Part2 – what role does it play and why is it important; Part3 - how to develop it. Then comes the turn of the research, which I will explain in more detail as a question after illustrating the obtained data. Finally, it will include the questionnaire used for my research and some more practical tasks as an appendix, which will help to develop the

vocabulary. In addition, it also contains separate word games that can be used by both lower and upper grade students.

PART I: THE ROLE OF LEXICAL COMPETENCE IN THE LIVES OF EFL STUDENTS

EFL stands for English as a Foreign Language to learn English in a non-English speaking country. For example, students from Ukraine or students from other countries who study English are called EFL students because English is not the official language of the country but is studied as a foreign language.

A lexical definition of a term, also known as a dictionary definition, is a definition that closely matches the common meaning of the term. As the other name suggests, this is the kind of definition we find in dictionaries. A lexical definition is usually the type expected from a request for definition, and it is generally expected that such a definition be given as simply and clearly as possible to convey the information to the widest possible range of its sense and meaning.

The imposition of lexical knowledge and "seeding" is a much-criticized element of public education. Many people call this learning method completely unnecessary since almost all information is available on the Internet. However, lexical knowledge is still indispensable. Learning lexical knowledge stimulates brain function, builds new synapses, and increases memory capacity. Lexical knowledge also helps to build a broad categorization base. From the point of view of human thinking, categorization is extremely important, especially in the age of the Internet. If we wanted to process the vast amount of information rushing at us one by one, our brain would quickly become overloaded, but with the help of categorization, we can immediately classify the stimuli: we automatically associate familiar ones with our existing knowledge, so we can focus on new stimuli that cannot be inserted elsewhere. Greater lexical knowledge means more existing basic categories, i.e. we are better able to find our way between different stimuli. If we want to learn some new, unknown thing and have a broad lexical literacy, it is easier to find the category along which we can start exploring. (Parák A, 2018)

1.1. Definition of lexical knowledge

Researchers have proposed several models to determine the acquisition of word knowledge. One is the separate trait model, which examines lexical knowledge according to separate parts. According to this point of view, Nation (2001) proposed a list of the various knowledge that a person must acquire in order to know a word, i.e. the meaning of

the word/, the written and spoken form of the word, the grammatical behavior, the collocations of the word, the register , association and frequency.

Instead of the specific properties of words, some researchers have chosen to fully examine the general lexical status of students. This global property model captures the general state of students' vocabulary rather than their “partial knowledge” of words such as collocations and semantics. Two-dimensional models such as “breadth” and “depth” of vocabulary knowledge or receptive and productive vocabulary (Laufer, 1998; Qian & Schedl, 2004; Vermeer, 2001; Webb, 2005), or three-dimensional models such as Henriksen's (1999) proposed model. From this point of view, vocabulary knowledge is defined in two sub-dimensions, "breadth" and "depth". Researchers distinguish the "breadth" or "magnitude" of knowledge, which can be expressed as the number of words whose meaning the learner knows at least some essential aspects, from the "depth" of knowledge, which refers to the quality of vocabulary knowledge, i.e. that a how well known a given word is (Read, 2004; Qian, 2002; Zarev, Schwanenflugel and Nikolova, 2005). Breadth was generally assessed by examining participants' vocabulary size and knowledge of words from different frequency bands. (Laufer, 1998; Laufer & Nation, 1995.; Waring, 1997.; İlknur Y. ,2015) When describing lexical knowledge, P. Meara (Meara, 1996) highlights aspects such as the size of the vocabulary, the number of lexical units known by a person and the organization of the vocabulary, that is, how these words are related to each other. He notes that the larger the vocabulary, the greater the importance of the system of relationships and associations between words. (Galina R. C. , Andrey V. Z. , Nicholas W. M., Helena L. B., 2018)

Lexical competence is the competence in understanding words, it is the knowledge of the meaning of words. To understand lexical competence, it is essential to try to understand what it means to know (the meaning of) the word. Richards (1976) was one of the first applied linguists to introduce the concept of 'word familiarity', which he believed included the amount of probability of encountering a word in speech or print and the limitations of word use.

The word according to its function and position variants, the syntactic behavior associated with the word, the underlying form of the word and the parts that can be formed from it, the association relationship between the word and other words of the language, the semantic value and the different meanings associated with the word. Largely retaining Richards, Nation's (1990) lexical knowledge base, he added pronunciation as an essential component to make the socket more inclusive. In addition, Nation (1990) specifically

distinguished receptive and productive knowledge of vocabulary, highlighting that production implies a higher level of vocabulary knowledge than intake. Nation (2001) then revised his early framework to point out that word knowledge or, in other words, lexical competence involves three types of knowledge:

- knowledge of form (oral form, written form, and parts of words),
- knowledge of meaning (form and meaning, concept and referents and associations), or
- knowledge of usage (grammatical functions, collocations, and limits of usage).

Thus, the author imagines that lexical competence has been interpreted in different ways by different researchers, depending on what the vocabulary knowledge is. Common to all perspectives is the understanding that lexical competence is multidimensional and that learning a word requires a complex and gradual process. (Anindya S.C., 2015)

Interpreting foreign language professional lexical competence as a certain quality possessed by the subject of educational and cognitive activity, this knowledge can be defined as a resource quality that ensures the individual organization of students' knowledge and experience, which serves as the basis of learning, for the gradual formation of professional communication competence. This quality is manifested in the professionally-oriented intellect, the ability to attract and combine professional language knowledge, and the application of the skills and abilities necessary to create the content of the verbal structure in the process of oral interaction. (Bakirova K.B., 2022) Developing lexical competence is an important part of foreign language communicative competence training. It can be created directly or indirectly. Lexical competence can be developed little by little, by creating a practical system in the educational process in connection with the semantic and situational characteristics of communicative interaction. Lexical skills must be considered as content elements of foreign language education. The usage and appropriate intuitive comprehension abilities based on the speech lexical connections between the graphic motor and auditory-speech forms of words and their meaning in the foreign language vocabulary, as well as the relationships between words in a foreign language, are called lexical skills. According to S. Nikolajeva, lexical competence is an individual's ability to understand language and the correct division of given expressions, which is based on a dynamic and complex interaction of relevant knowledge, skills, and lexical awareness. In addition to lexical competence, we mean lexical knowledge, the knowledge of the spoken, oral, and written use of the language vocabulary. It is primarily realized through the development of skills and abilities in the main types of speech

activities, including reception, production, interaction, and mediation, and is manifested in both written and oral forms. (Rychka T.I., Lisovska R.K., 2020)

1.2. Why is lexical competence important

The teaching of foreign language professional vocabulary is based on general didactic principles (accessibility; scientific content; awareness; activity; systematicity; knowledge of the acquisition of knowledge, abilities, and skills and their durability; use of visual methods) and methodological principles (inspiring and motivating). A positive attitude to the special-purpose learning of a foreign language to the professional orientation of foreign language vocabulary education, taking into account the students' professional preparation and the adequacy of the needs of the foreign language curriculum, the principle of system-level learning of professionally oriented lexical material based on complex non-communicative and conditionally communicative exercises in reading, with the interconnected development of the professional orientation of speaking and writing skills, as with the development of professionally oriented lexical competence, it must be created through practice sequences in which the basic principles and the training content are created. (Olga K., Maryana S., 2020)

Developing professional lexical competence in a foreign language is one of the important areas for improving the quality of students' language training. Vocational vocabulary is the main component of both expressive and receptive types of speech activity, and when students have mastered it, or more importantly, learned to master the lexical material of professional orientation. And can use it in various situations of professional interaction, then we can say with a certain degree of certainty that the students have acquired both the knowledge of the vocabulary and the skills and knowledge in all types of speech situations. (Bakirova K.B., 2022)

PART II: LEXICAL COMPETENCE IN EDUCATION

Lexical competence is the students' ability to determine the contextual meaning of a word and to compare it with other languages to distinguish a national characteristic in the culture of a given nation. Vocabulary acquisition has system-forming value in foreign language education. It was created for the purpose that people can communicate with each other with the help of these reports. Word perception and word usage are closely intertwined with the processes of creating, shaping, and planning thoughts with lexical tools. Taking into account the natural connection of lexical parts in the linguistic component of communicative competence, the latter includes the views, skills, and competencies necessary to understand the foreign language actor participating in the dialogue and to form a unique pattern of speech behavior. For this, it is essential to analyze the text of linguistic basic concepts (methods, types, methods of combining sentences in the text, etc.), as well as real knowledge of skills and communication skills, verbal communication about different areas and situations of communication skills must be created gradually.

The importance of lexical associative relations is also highlighted in scientific publications in psychology (I. A. Zimnyaya), psycholinguistics (A. A. Leontyev, A. A. Zalevskaya), linguistics (V. A. Zvegincev, Yu. N. Karaulov) and foreign language teaching methodology (E. I. Passov, T. S. Serova) they declare. They highlight that the system of relationships between words cannot be transferred from the mother tongue, but a new one must be created. In order to learn a foreign word, it is necessary to learn the potential system of its semantic relations (Serova, 1989). The development of lexical competence must therefore necessarily be based on the exploration and definition of these connections. Consequently, lexical competence is based on the development of the knowledge and ability to use the vocabulary of a language consisting of lexical and grammatical elements. (Galina R. C. , Andrey V. Z. , Nicholas W. M., Helena L. B.,2018).

It is important to explain the concept of a "terminological dictionary", which usually has a single meaning and is used in the field of professional activity, giving clear concepts out of context. To highlight the lexical parts of the linguistic base of meaning and communicative competence, we must be able to semantically distinguish between the concepts of "linguistic competence" and "lexical competence". According to the traditional interpretation, the importance of language competence is a set of known elements that are related to each other. Lexical competence is a set of lexical knowledge, skills and

competences that determine students' ability to find the contextual meaning of a word, compare its meaning in two languages, and use the word in its correct form. So, this is the organization and interdependence of students' vocabulary acquisition efforts with lexical units; knowledge of the meaning, graphic structure, and pronunciation of a lexical unit, the grammatical forms of the word, and pairing rules with other lexical units. (Ibragimova S.B., Rahimova G.S., Tukhtanazarova B.A., 2021)

2.1. Lexical competence in writing

Second language (L2) researchers have widely recognized the importance of vocabulary in fluent and accurate language use, as well as in any skill competency such as reading, speaking, and writing. In recent years, much has been done in the field of vocabulary in connection with the acquisition of foreign or second languages (L2). Despite the consensus that vocabulary strongly influences the quality of writing (Cumming, Kantor, Baba, Erdosy, Eouanzoui, & James, 2005; Munice, 2002) however, more empirical evidence is needed to demonstrate a possible relationship between vocabulary knowledge and writing quality (Lee, 2003). Motivated by this neglect in the L2 vocabulary research, this study aims to investigate the relationship between EFL learners' lexical competence and academic writing performance. (İlknur Y., 2015)

The lexical richness consists of four interrelated elements: lexical diversity, density, sophistication, and fluency. In recent years, many researchers have recognized the important role of vocabulary (Connor, 1990; Laufer & Nation, 1995; Olinghouse & Leaird, 2009) in second language (L2) students' writing skills and its quality. These previous studies relied on surface measures (Halliday & Hasan, 1976) and examined a broad range of linguistic properties to describe, differentiate, and explain the level of proficiency in texts written by non-native speakers of English (Crossley, Kyle, & McNamara, 2016; Wolfe-Quintero, Inagaki and Kim, 1998). The essence of the research on the writer's lexis and its importance stems from many real studies. First, vocabulary size is an important factor in L2 acquisition (Schmitt, 2008). Second, measures of lexical knowledge beyond syntactic complexity are relevant characteristics of English literacy level. Third, vocabulary factors such as lexical diversity, sophistication, density, cohesion, and degree of fluency are potentially of great value in describing key features of lexical richness. Although several other researchers have revealed that L2 syntactic complexity is considered a valuable indicator of writing proficiency (Crossley & McNamara, 2014; Lee, 2018; Ortega 2003), there is sufficient evidence to support that lexical richness is also a

significant contributor to L2 for writing quality (Jarvis, Grant, Bikowski, & Ferris, 2003; Olinghouse & Leaird, 2009). Some researchers still question whether these features have a significant impact on the development of L2 writing (Grant & Ginther, 2000; Jarvis et al., 2003). A major criticism of measuring lexical richness is that it only attempts to assess the extent to which a writer uses a wide range of vocabulary (Laufer & Nation, 1995). That is, the measure does not take into account how a word is used in the text, whether the word form is grammatically correct, or whether the meaning is correct in a given situation (Nation, 2001; Ha, H. S., 2019)

Roessingh (2006) identified vocabulary as an underlying variable of academic language proficiency. It is a vital part of the vocabulary for obtaining a higher level of academic language skills and the associated academic results. This is partly because there is a close relationship between vocabulary and academic writing. The vocabulary students use allows them to express their learning and understanding in academic tasks that are gradually decontextualized and thereby cognitively challenging. So, students are generally evaluated in academic settings through the perspective of their written work. Dig Nation (2008) asserts that skilled vocabulary use demonstrates knowledge of a learned subject, and the ability to use vocabulary effectively enables the production of writing skills necessary for academic success.

Vocabulary use has a significant influence on the quality of academic writing by contributing to the generation, development, and presentation of ideas in meaningful texts (Engber, 1995; Grabe, 1985; McNamara, Crossley, & McCarthy, 2010; Raimes, 1983, 1985). Students do not have enough vocabulary to express their thoughts, and as a result, it is difficult for them to formulate their thoughts appropriately (Spack, 1984). However, with the development of the ability to use vocabulary, this usually goes hand in hand with the improvement of writing skills (Smith, 2003), and the size and range of the lexicon available to the writer is related to the quality of the writing (Brynildssen, 2000). Students with more vocabulary can achieve higher evaluations in their writing (Nation, 2001), because a rich vocabulary has a positive effect on the reader as well (Laufer, 1994). In addition, lexical richness of writing is correlated with higher ratings (Laufer & Nation, 1995), and simple lexical constructions have a negative effect on the quality of academic essays (Cobb, 2003; Hinkel, 2003). Highly rated vocabulary pulls up the overall rating of a scientific paper, while poorly rated vocabulary pulls the overall rating of a scientific paper down (Roessingh, 2008). Thus, an effective vocabulary contributes to the achievement of written evidence accompanying higher academic results. (Scott R. D. 2013)

2.2. Development of lexical competence

According to A.N.Shamov, the formation of lexical competence begins primarily with the summation of empirical knowledge - observing the operation of lexical units in different forms of communication (oral and written). In this section, the new vocabulary is presented and semanticized - the students thereby get an idea of the sound and graphic representation of the lexical unit, and with the help of this, the relationship between the word in the foreign language and its meaning is formed. The students will be able to identify the lexical units in the created communication situations. The second step in shaping students' lexical knowledge involves developing the skills necessary to use the examined lexical units and establishing close connections between the lexical units and their meanings. Teaching the vocabulary learned at this stage to speak helps to consolidate the initial skills for using words in a given communication environment. The communication background of the exercises proposed at this level consistently reveals the scope of application of the examined lexical units, thus showing their communication abilities. The third level of developing lexical competence is related to the acquisition of theoretical knowledge about the lexical system of the target language, e.g. expanding students' language knowledge and practice. This grade includes the development of students' abilities to identify the shape, structure, and semantic properties of words, contributing to the creation of stronger verbal-semantic connections. At this high level, they master the formal aspects of the studied language, which helps the students develop their philological views. The result of the development of lexical competence is the development of skills in the use of lexical units in the solution of various communication tasks, the tasks and their solution require students to use previously learned or learned language tools, or individual speaking experience. This qualification degree is related to the evaluation of practical activities with a foreign language dictionary, thus assuming the use of language knowledge, speaking skills, and abilities deemed necessary, following the conditions focused on the solution of different communication tasks. (Maksudova D.K., 2021)

The development of professional lexical competence in a foreign language is a very important point in terms of improving students' language preparation. For non-philology university students to achieve a high level of lexical competence development, it can be said that it is necessary to strive to ensure the sequence of the appropriate stages of the ensemble in the learning process and the organization of the reception. Based on the interdisciplinary connections applied by considering the individual characteristics of the

language, the linguistic material of the lexical material appears in the students' knowledge, speaking thinking, and also in their educational activities.

2.3. Recommended tasks and word games for lexical competence development

Group player tasks for lower and upper grades:

1. **Word chain:** Choose a starting player who says a word, then the next person has to say another word with the last letter of the word, then the third person has to say a word with the corresponding last letter of the previous word. (cat – think – kettle – earth...)

2. **Barkochba:** During the game, one or more people have to figure out a specific word invented by one of the players. They should ask decisive questions to help them decipher. (e.g. the invented word car - Object? Person? Living creature? Maybe a vehicle? and so on until we find the given word)

3. **Country-city-boy-girl:** We use paper and pen for the game. A page is divided into columns, and then you can write any categories you like, it can be: animal, plant, country, male names, female names, etc. Then we choose one person to say the ABC's to themselves, another person has to stop anywhere. Where we stopped the person saying ABC, he says the given letter out loud and everyone has to write a word by category with the given letter, this can continue as long as we want. The one who finishes the fastest calls himself DONE and the other players stop writing, the one with the most words at the end wins. (B: ball-broccoli-Brasilia-Bob-Bailey)

4. **Gallows:** One player invents a word, on a card with as many letters as the word consists of. Next to it we draw a gallows. The other player has to guess a letter. If the letter is in the word, it must be written in the correct place, but if the player did not guess it, then we draw another element on the gallows, usually: hand, foot, head, torso. If the player feels that he has guessed the word, he can enter it, but if not, he has not escaped the "hang".

5. **Black-white-yes-no:** The goal of this game is to continue the conversation without saying the words black, white, yes, no. E.g:

A: I gave you 1000 hryvnias, what did you buy for it?

B: I bought her flowers.

A: Are those flowers beautiful?

B: They are beautiful....

The interviewer always tries to ask questions that the other player might make a mistake in answering and say the forbidden words, then the player loses.

6. **Tale-tale-mátka:** In this game you have to create a tale. One person says a sentence, the next person also says a sentence and so on. E.g:

Person 1: Once upon a time, where there was no...

Person 2: there lived a little girl across the seas in a small hut...

Szemály3: The little girl's name was Elizabett, she had beautiful long golden hair...etc.

7. **Anagram:** We write a longer word or sentence. From these letters, the players must create as many words as they can in 3 minutes. Whoever had the most words won.

8. **Jumbled letters:** We write 5-10 words in which the letters are mixed up, and the players have to guess the correct word.

9. **Ball Passer:** This game is best played in a group. The players gather in a circle, start playing music and pass the ball around. Whoever stops the music has to say one word on the previously discussed topic in 5 seconds, they cannot say the same word twice. Then the game continues in the same way.

10. **Linking words:** One player must say two words, e.g. house and book. The other players must say words that are related and can be connected: house-living room-bookshelf-book.

Worksheets:

1. Match with the correct answer.

suggestion	backgammon	adventure	supplementary	trip
rafting	poem	hiking	appointment	archery

1. Making a long journey on foot –
2. A kind of literary work written in short lines –
3. A prior arrangement to meet –
4. A dangerous but exciting activity –
5. A kind of sport practiced with a bow and arrows –
6. A type of board game played with dice and disk-shaped pieces –
7. A short visit –
8. Extra, additional –
9. A type of sport practiced in rivers that flow fast –
10. Something you believe to be a good thing to do –

2. Match with the correct answer.

outstanding	blend	stimulate	lyrics
improvisation	repetitive	derive	compose
charming	recognition		

1. Arouse, Encourage –
2. Happening again -
3. Appreciation, Liking -
4. Something done without any preparation -
5. Better than the rest –
6. Come from -
7. The words of a song -
8. Harmonious mixture -
9. Write / create music -
10. Attractive, Good looking –

3. Match the following words with their antonyms.

comfortable	believe	quarrel	admire
couch	cuisine	magazine	tease
fan	disgusted	subject	denial
instructor	endless	patience	

1. periodical, journal :
2. branch of learning, field of study :
3. relaxing, restful :
4. Acceptance :
5. settee, sofa :
6. sickened, appalled, shocked :
7. to argue, to fight :
8. marvel at, like :
9. kid, make fun of, laugh at :
10. trainer, coach, teacher :
11. fanatic, supporter, follower, admirer :

12. trust, have faith in, accept as true :

13. particular style of cooking :

14. nonstop, continual :

4. Match the following words with their antonyms.

contraction	detached	join	ambitious
alive	exciting	quarrelsome	endless
traditional	determined		

15. to separate, not to take part in :

16. boring :

17. long form, expansion :

18. innovative :

19. connected :

20. dead :

21. finite :

22. not be able to take decisions :

23. unmotivated :

24. amiable :

5. Find the following words.

L A E S W L R E G I T T C K T E B Y Z
 F L I F T R G Y A X O B L I C N E P L
 Q S I N F E O P P T A R H Y R P M Y E
 Y Z N B S A V T L I Q L E U L F A S M
 L U O S R L R E E F P U L H G W A T C
 D D G I D E I I N F V E I N R C O A C
 U O A N O D H E G A R A I C K E R L V
 O R R G R R A C K N I T S O K E P H S
 L A D T A A E E A Y S N O G F L I U X
 H C R E J N D R R E E B N U S S Y W S
 G H A R U K I Z R E T A L N P R O D E
 U A H R Z S R E Z V S L T E R C E S E
 O N K I W V T E G P Y Q R G I N G E R
 C G R B O N L S U M A T O P O P P I H
 G N O L I O C A R E L E S S L Y A N N
 G J W Y U H E L M E T T I W O O T N Z
 I Q G D R N S K G V Z H Q V A S E O B
 W T L K W B L O B T V K U C P M Z B Q
 U Y L T E I U Q Z O K N E E P A D S U

AINSLIE
 BOOKCASE
 COUGH LOUDLY
 DRAGON
 GINGER
 HIPPOPOTAMUS
 PENCILBOX
 RIDE
 SANG
 SLOWLY
 SUPERHERO
 TIFFANY
 WORK HARD

ATE
 CAREFULLY
 DORA CHANG
 DRANK
 GIRAFFE
 INTERESTING
 QUIETLY
 RODE
 SECRET
 SNEEZE LOUDLY
 SWAM
 TIGER
 WROTE

BONNIE
 CARELESSLY
 DORA JU
 EAT QUICKLY
 HELMET
 KNEE PADS
 READ
 RULER
 SING TERRIBLY
 STEVEN
 TEACHER BILL
 WHISPER

PART III: RESEARCH

As an English language student, lexical knowledge and knowledge of various languages, especially English, are important to me. In my mind, English is still a world language with which we can reinvent ourselves anywhere and in any situation. We can assert ourselves. Just think of jobs in today's world, knowing and speaking English freely is a huge plus anywhere in the world. Knowledge of English, many other important facts can be seen in any area of life – travel, bookings or even understanding an article on the Internet.

To develop lexical competence, I conducted a research. The aim of my research was to find out how important it is for today's English students to improve their vocabulary and how they can improve it. In particular, I have touched upon the use of technical means in some other issues. In a word, how important the role the Internet plays in increasing vocabulary. In addition, we can learn whether today's students consider vocabulary building important and how they practice it. Because lexical knowledge, it affects our speaking skills, which we need and even need to constantly practice and develop. Whether it's learning new words, talking to native speakers, or what's prevalent among young students these days is the world of the internet – social media, video games, movies, YouTube videos, and more. My research was conducted in light of this.

3.1. General description of the research

I conducted the research at the Sislóc Lyceum in the A classes, that is among Hungarian-speaking students. From the eighth to the eleventh grade, students aged 14 to 17 participated in the research. A total of forty students participated in filling out the questionnaire. The questionnaire contained 29 questions, a, b, c and d - with other (own answer) answer options (I attach it in the appendix), which researches techniques related to the development of lexical competence, that is, how and how important English as a foreign language students consider it to be English lexical knowledge and its continuous development.

The number of students per class who filled out the questionnaire:

- Class 8 - 12 students
- Class 9 – 16 students
- Class 10 – 4 students
- Class 11 - 8 students

The gender difference of students per class:

- Class 8 - 4 girls, 8 boys
- Class 9 – 10 girls, 6 boys
- Class 10 - 0 girls, 4 boys
- Class 11 - 4 girls, 4 boys

I will show the analysis divided into classes in a table. The table will contain the 29 questions and the answers chosen by the most people will be given in percentages. After that, the analysis will include the answers of all forty students and their explanation for each question, which I have summarized in the diagram below (Figure 1) broken down into percentages.

3.2. Data analysis and results

Class 8 – 12 students

№	Question	Answer	Percent %
1.	How do you develop your lexical knowledge in English as a Foreign Language (EFL)?	b) Watching English movies and TV shows	58 %
2.	What role does vocabulary building play in developing lexical knowledge?	a) Essential	50%
3.	Which of the following strategies is most effective for expanding English vocabulary?	a) Using vocabulary apps	50%
4.	How important is the role of technology in developing the lexical knowledge of EFL learners?	a) Extremely important	75%
5.	What role does writing play in reinforcing lexical knowledge?	a) Primary role	50%
6.	Which language skill do you believe contributes the most to lexical development?	c) Speaking	66%
7.	How do you learn new English	b) Using mnemonic devices	66%

	words?	(keyword or image to aid in word retention)	
8.	What challenges do you face in expanding your lexical knowledge?	a) Lack of motivation	58%
9.	How often do you practice to improve your lexical skills?	c) Rarely	66%
10.	Do you believe that having a rich vocabulary contributes to better comprehension in EFL?	a) Agree	58%
11.	Which types of learning resources do you find most favorable for vocabulary building?	a) Online dictionaries	66%
12.	How do you incorporate new vocabulary into your speech and writing?	a) Practice using new words in sentences	58%
13.	How important is cultural understanding in developing EFL lexical knowledge?	b) Somewhat important	66%
14.	How do you deal with the challenge of forgotten words?	b) Use spaced repetition techniques	75%
15.	Which learning environment do you find most beneficial for vocabulary development?	a) Classroom during lessons	75%
16.	What strategies do you use to infer the meanings of unknown words while reading or listening?	b) Look up the word in a dictionary	58%
17.	How do you integrate lexical knowledge into your language learning routines?	c) No specific method	91%
18.	How do you stay motivated while	c) Struggle to maintain	58%

	working on continuous improvement of your vocabulary?	motivation	
19.	How do you select which words to primarily focus on during your studies?	c) Random selection	58%
20.	How has your attitude towards lexical learning changed over time?	b) Remained consistent	58%
21.	How do you utilize language learning apps for vocabulary building?	c) Do not use apps for vocabulary development	75%
22.	How do you address the challenge of subtle differences between synonyms?	b) Use the words	66%
23.	How does encountering different English accents and dialects affect your lexical understanding?	b) Presents challenges but improves learning	75%
24.	How do you adapt during the transition between beginner and advanced language levels?	a) Gradually increase the complexity of vocabulary	58%
25.	How do you deal with challenges posed by language interference (differences) from your native language when learning new English words?	b) Accept interference as a natural part of language learning c) Not aware of challenges posed by language interference	50-50%
26.	When learning new words, which aspect do you find more challenging?	b) Pronouncing the word correctly	58%
27.	How do you approach memorizing irregular verbs and their various	c) Ignore irregular verbs	66%

	forms?		
28.	In what ways do you utilize multimedia sources (audio, video) to better retain your lexical knowledge?	c) Solely rely on written materials	58%
29.	When learning new words, do you focus more on their written form or pronunciation?	c) Balance both aspects	58%

Class 9 – 16 students

Nº	Question	Answer	Percent %
1.	How do you develop your lexical knowledge in English as a Foreign Language (EFL)?	b) Watching English movies and TV shows	88 %
2.	What role does vocabulary building play in developing lexical knowledge?	a) Essential	94%
3.	Which of the following strategies is most effective for expanding English vocabulary?	c) Learning through context, reading, and listening	50%
4.	How important is the role of technology in developing the lexical knowledge of EFL learners?	a) Extremely important	56%
5.	What role does writing play in reinforcing lexical knowledge?	a) Primary role b) Secondary role	50-50%
6.	Which language skill do you believe contributes the most to lexical development?	c) Speaking	94%

7.	How do you learn new English words?	c) Writing down words	68%
8.	What challenges do you face in expanding your lexical knowledge?	b) Difficulty retaining words	56%
9.	How often do you practice to improve your lexical skills?	b) Weekly	56%
10.	Do you believe that having a rich vocabulary contributes to better comprehension in EFL?	a) Agree	75%
11.	Which types of learning resources do you find most favorable for vocabulary building?	c) Language learning websites	56%
12.	How do you incorporate new vocabulary into your speech and writing?	a) Practice using new words in sentences	56%
13.	How important is cultural understanding in developing EFL lexical knowledge?	a) Very important	56%
14.	How do you deal with the challenge of forgotten words?	b) Use spaced repetition techniques	63%
15.	Which learning environment do you find most beneficial for vocabulary development?	b) Self-study	63%
16.	What strategies do you use to infer the meanings of unknown words while reading or listening?	a) Based on the context of the text	69%
17.	How do you integrate lexical knowledge into your language learning routines?	c) No specific method	81%
18.	How do you stay motivated while	c) Struggle to maintain	56%

	working on continuous improvement of your vocabulary?	motivation	
19.	How do you select which words to primarily focus on during your studies?	b) Link them to personal interests and hobbies	56%
20.	How has your attitude towards lexical learning changed over time?	a) Became more consistent	63%
21.	How do you utilize language learning apps for vocabulary building?	b) Rarely use language learning apps	63%
22.	How do you address the challenge of subtle differences between synonyms?	b) Use the words	81%
23.	How does encountering different English accents and dialects affect your lexical understanding?	b) Presents challenges but improves learning	69%
24.	How do you adapt during the transition between beginner and advanced language levels?	b) Maintain consistent strategies at every level	56%
25.	How do you deal with challenges posed by language interference (differences) from your native language when learning new English words?	b) Accept interference as a natural part of language learning	56%
26.	When learning new words, which aspect do you find more challenging?	c) Applying the word in context	56%
27.	How do you approach memorizing irregular verbs and their various forms?	b) Regularly practice conjugation	63%

28.	In what ways do you utilize multimedia sources (audio, video) to better retain your lexical knowledge?	a) Regularly watch English videos with subtitles	63%
29.	When learning new words, do you focus more on their written form or pronunciation?	c) Balance both aspects	69%

Class 10 – 4 students

№	Question	Answer	Percent %
1.	How do you develop your lexical knowledge in English as a Foreign Language (EFL)?	c) Engaging in conversations with native speakers	75 %
2.	What role does vocabulary building play in developing lexical knowledge?	a) Essential	100%
3.	Which of the following strategies is most effective for expanding English vocabulary?	c) Learning through context, reading, and listening	75%
4.	How important is the role of technology in developing the lexical knowledge of EFL learners?	a) Extremely important b) Somewhat important	50-50%
5.	What role does writing play in reinforcing lexical knowledge?	b) Secondary role	100%
6.	Which language skill do you believe contributes the most to lexical development?	c) Speaking	100%
7.	How do you learn new English words?	c) Writing down words	75%

8.	What challenges do you face in expanding your lexical knowledge?	c) Limited English language development	75%
9.	How often do you practice to improve your lexical skills?	b) Weekly	100%
10.	Do you believe that having a rich vocabulary contributes to better comprehension in EFL?	a) Agree	100%
11.	Which types of learning resources do you find most favorable for vocabulary building?	b) Printed dictionaries	50%
12.	How do you incorporate new vocabulary into your speech and writing?	b) Engage in conversations using new vocabulary	75%
13.	How important is cultural understanding in developing EFL lexical knowledge?	b) Somewhat important	100%
14.	How do you deal with the challenge of forgotten words?	c) Accept forgetting as a natural part of learning	100%
15.	Which learning environment do you find most beneficial for vocabulary development?	a) Classroom during lessons	75%
16.	What strategies do you use to infer the meanings of unknown words while reading or listening?	c) Skip the unknown word and continue reading/listening	50%
17.	How do you integrate lexical knowledge into your language learning routines?	c) No specific method	100%
18.	How do you stay motivated while working on continuous	a) Set specific vocabulary goals	75%

	improvement of your vocabulary?		
19.	How do you select which words to primarily focus on during your studies?	a) Based on frequency in everyday language	75%
20.	How has your attitude towards lexical learning changed over time?	c) Became less organized	75%
21.	How do you utilize language learning apps for vocabulary building?	b) Rarely use language learning apps	100%
22.	How do you address the challenge of subtle differences between synonyms?	b) Use the words	100%
23.	How does encountering different English accents and dialects affect your lexical understanding?	b) Presents challenges but improves learning	100%
24.	How do you adapt during the transition between beginner and advanced language levels?	c) Focus on refining initial vocabulary	100%
25.	How do you deal with challenges posed by language interference (differences) from your native language when learning new English words?	c) Not aware of challenges posed by language interference	100%
26.	When learning new words, which aspect do you find more challenging?	b) Pronouncing the word correctly	100%
27.	How do you approach memorizing irregular verbs and their various forms?	c) Ignore irregular verbs	100%
28.	In what ways do you utilize	a) Regularly watch English	50-50%

	multimedia sources (audio, video) to better retain your lexical knowledge?	videos with subtitles b) Listen to English podcasts or audiobooks	
29.	When learning new words, do you focus more on their written form or pronunciation?	c) Balance both aspects	100%

Class 11 – 8 students

N ^o	Question	Answer	Percent %
1.	How do you develop your lexical knowledge in English as a Foreign Language (EFL)?	b) Watching English movies and TV shows	75 %
2.	What role does vocabulary building play in developing lexical knowledge?	b) Moderate	75%
3.	Which of the following strategies is most effective for expanding English vocabulary?	c) Learning through context, reading, and listening	75%
4.	How important is the role of technology in developing the lexical knowledge of EFL learners?	a) Extremely important b) Somewhat important	50-50%
5.	What role does writing play in reinforcing lexical knowledge?	b) Secondary role	67%
6.	Which language skill do you believe contributes the most to lexical development?	c) Speaking	75%
7.	How do you learn new English words?	c) Writing down words	62%
8.	What challenges do you face in expanding your lexical knowledge?	b) Difficulty retaining words	62%

9.	How often do you practice to improve your lexical skills?	b) Weekly c) Rarely	50-50%
10.	Do you believe that having a rich vocabulary contributes to better comprehension in EFL?	a) Agree b) Partially agree	50-50%
11.	Which types of learning resources do you find most favorable for vocabulary building?	c) Language learning websites	75%
12.	How do you incorporate new vocabulary into your speech and writing?	a) Practice using new words in sentences	50%
13.	How important is cultural understanding in developing EFL lexical knowledge?	b) Somewhat important	100%
14.	How do you deal with the challenge of forgotten words?	b) Use spaced repetition techniques	67%
15.	Which learning environment do you find most beneficial for vocabulary development?	a) Classroom during lessons	75%
16.	What strategies do you use to infer the meanings of unknown words while reading or listening?	b) Look up the word in a dictionary	75%
17.	How do you integrate lexical knowledge into your language learning routines?	c) No specific method	88%
18.	How do you stay motivated while working on continuous improvement of your vocabulary?	c) Struggle to maintain motivation	62%
19.	How do you select which words to	b) Link them to personal	62%

	primarily focus on during your studies?	interests and hobbies	
20.	How has your attitude towards lexical learning changed over time?	b) Remained consistent c) Became less organized	50-50%
21.	How do you utilize language learning apps for vocabulary building?	b) Rarely use language learning apps	100%
22.	How do you address the challenge of subtle differences between synonyms?	b) Use the words	88%
23.	How does encountering different English accents and dialects affect your lexical understanding?	b) Presents challenges but improves learning	88%
24.	How do you adapt during the transition between beginner and advanced language levels?	b) Maintain consistent strategies at every level	62%
25.	How do you deal with challenges posed by language interference (differences) from your native language when learning new English words?	b) Accept interference as a natural part of language learning	62%
26.	When learning new words, which aspect do you find more challenging?	c) Applying the word in context	62%
27.	How do you approach memorizing irregular verbs and their various forms?	c) Ignore irregular verbs	62%
28.	In what ways do you utilize multimedia sources (audio, video) to better retain your lexical	a) Regularly watch English videos with subtitles	75%

	knowledge?		
29.	When learning new words, do you focus more on their written form or pronunciation?	c) Balance both aspects	88%

Analysis:

Before I begin my analysis, I will confirm one of my assumptions that it is not as important for young learners to develop lexical knowledge as it is for students who are already in their senior years. If we observe the difference between grades 8-9 and 10-11, it immediately becomes apparent that it is much more important and more important for the older class to constantly improve their English vocabulary and to preserve and practice its existing knowledge. In contrast, the opposite can be seen in young students. Less important is considered the development of lexical competence. In my opinion, this may be the reason why they have not yet decided on the process of further education and thus do not take seriously how important it is to learn English.

Let's move on to a more detailed analysis per question:

1. How do you develop your lexical knowledge in English as a Foreign Language (EFL)?

The majority of students, 65% in total, consider watching English-language films and TV programmes to be a good way to improve lexical knowledge. Of these, only 3% responded to written articles and reading books. In addition, some students additionally chose option D (other/own answer), in which most wrote videos for video games, internet, social media and YouTube. These own answers suggest that students are better and more willing to improve their knowledge with various Internet aids than by reading an interesting and entertaining book. As a result, students will not be able to spell the word correctly as much as if they were reading it. Therefore, the pronunciation may be correct for a certain period of time, but if they cannot attach a particular image or text to it, it will soon be forgotten.

2. What role does vocabulary building play in developing lexical knowledge?

The majority of respondents, 68%, consider vocabulary building vital in the development of lexical knowledge. Since lexis is vocabulary itself, it plays an extremely important role in mastering knowledge of the English language. With new words, we can improve our existing vocabulary and thus get a more confident communication with it. And eight percent consider vocabulary building negligible for the development of lexical

competence. As I mentioned, without vocabulary building, there is no lexical knowledge development.

3. Which of the following strategies is most effective for expanding English vocabulary?

In this question, I researched students' strategies. Similarly to the first question, 65% of the majority learn contextually through reading or listening, including the same as in the first answer, and gave the same answers as their own. So: videos, games and etc. Only 8% use the soloists memorization method. This suggests that it is more interesting for students to learn through technology than traditional methods.

4. How important is the role of technology in developing the lexical knowledge of EFL learners?

Here we come to the importance of technology: 58% consider it extremely important, 39% consider it somewhat important, and the other 3% do not consider it important to use technology for vocabulary development. This proved how indispensable the Internet and technology are in the lives of today's students. On the other hand, if we combine the methods of technology with the traditional method (e.g. writing down words, creating memos), we can develop a very effective technique for expanding our lexical knowledge. Together, we can learn and memorize new words much faster and more efficiently. In comparison, technology is extremely useful, as it has been proven, we just need to use it properly for learning.

5. What role does writing play in reinforcing lexical knowledge?

In my opinion, I consider writing and writing down important for vocabulary learning. It plays an important role in learning the given word. Just think about it, by the time you write the word, you will remember it better and you will know how it is spelled correctly. Which is also important. 50% of students consider writing to be a major part of vocabulary expansion and 5% think it has no role at all. Therefore, I would advise all students to jot down the word they want to learn without forgetting, because it is a very effective way to remember it more easily.

6. Which language skill do you believe contributes the most to lexical development?

80% of students consider speech to be the skill that contributes to lexical development, and 20% consider reading. This supports the hypothesis that I mentioned above (how to develop lexical competence) that we can fully use lexical knowledge through speaking skills and frequent conversation, which we can incorporate when using social media or even in class. Because the more we practice a language through speech, the more situations we can find ourselves in anytime and anywhere. Therefore, it is important to have

conversations even with native speakers, so that we can develop our lexical competence and not let the already learned word and its proper use be forgotten.

7. How do you learn new English words?

48% of the respondents learn new words by writing down words, while 44% use mnemonic tools, i.e. they learn new words with the help of keywords and images. This supports the idea that word cards can be used to memorize words more effectively. The memorization method was chosen by most people, I have already explained above how useful I consider this method of learning in vocabulary development.

8. What challenges do you face in expanding your lexical knowledge?

43% of respondents struggle with memorizing words and 37% with lack of motivation. These data suggest that there is some correlation between the two. Because if there is no motivation to motivate students to improve their vocabulary, it is harder for them to retain new words. In light of this, I would advise students to set smaller goals for themselves in language learning so that they can absorb new things much easier and with more will, and thus have a better chance of retaining new words.

9. How often do you practice to improve your lexical skills?

The answers to this question are authoritative, with 43% of students rarely intentionally practicing their vocabulary skills and their development, while 23% do so daily. It is important to emphasize that if we want to have effective lexical knowledge and free speech skills, we need to devote time to learning and practicing words several times a week. Because without vocabulary expansion we cannot develop a solid speaking skills in a foreign language.

10. Do you believe that having a rich vocabulary contributes to better comprehension in EFL?

65% of respondents agree that a rich vocabulary contributes to the perception of English as a foreign language.

11. Which types of learning resources do you find most favorable for vocabulary building?

48% of students rated grammar websites as their preferred learning resource, while 34% cited online dictionaries. Regarding the first few questions where I examined the influence of technology, its indispensability is also evident here. With a well-structured language learning website or even a phone application, we can achieve high results in the development of lexical competence. While online dictionaries can help you learn the correct translation of words or the synonyms associated with them, they are not enough to practice.

12. How do you incorporate new vocabulary into your speech and writing?

Most 53% practice incorporating new words into sentences, 37% participate in conversations to practice new words, and 10% do not incorporate new words at all. In most cases, this results in forgetting words or problems with inappropriate vocabulary later on. It is always important to incorporate new words either in writing or through speech, so that we learn and understand how to use them correctly, because we know that words can be used in many different images and in many forms.

13. How important is cultural understanding in developing EFL lexical knowledge?

First, clarify what culture is. Culture is the customs of a particular people or group of people. They can be everyday, festive any. Within this, there is language culture, which means what terminology and slang are used in a given area. As we know, each area has its own specific linguistic culture, and this is also true in English. In contrast, 70% of students think culture is somewhat important in lexical development, and 30% think it is very important. The data are encouraging that young people are interested in cultures and language culture. Therefore, it is extremely demanding to observe and research the customs of the language that we are learning or want to learn.

14. How do you deal with the challenge of forgotten words?

This is a very important question, to which 60% of students answered that they use repetition techniques periodically, 13% regularly review vocabulary, and the rest accept forgetting as a natural part of it

15. Which learning environment do you find most beneficial for vocabulary development?

68% of the respondents consider vocabulary development beneficial during school hours, 23% through self-education, which is very useful for knowledge, so we can learn much more in a short time than if we only dealt with language learning at school. 8% considered language exchanges to be the most beneficial. Exchange programs are particularly effective, especially when communicating with native speakers. I dare say that this is the most effective method for developing our vocabulary.

16. What strategies do you use to infer the meanings of unknown words while reading or listening?

65% of students infer an unfamiliar word based on context, which is an effective way to pay more attention to what is written or heard, and thus to see how it can be applied in different contexts. This method is even more effective if you look up the word you don't know, check your assumption to see if it's correct or not, and then record it for yourself.

23% of respondents look up the word in the dictionary. And 12% just keep reading or listening without looking up the meaning of the word.

17. How do you integrate lexical knowledge into your language learning routines?

When it comes to how they incorporate lexical knowledge into their language learning routine, 90% have no specific method, 7% create word maps and only 3% use vocabulary in their daily journaling.

18. How do you stay motivated while working on continuous improvement of your vocabulary?

The motivation I mentioned above is that it is an essential thing, especially in language learning. Unfortunately, 38% of respondents struggle to stay motivated, 24% set specific vocabulary goals and 18% reward themselves at a milestone. So, first of all, we need to establish why we consider vocabulary learning or learning English in general important, if we already have it, we already have a little motivation. After that, you can set goals for yourself, which if you achieve them, feel free to reward yourself, so you will constantly maintain motivation and never forget why you want to learn the chosen language.

19. How do you select which words to primarily focus on during your studies?

The majority of students associate words they focus on first when learning a language to their personal interests, 50%. 48% choose words randomly, while 2% choose words based on their frequency in everyday language. It is not for nothing that most of us chose personal interests and hobbies, because what interests us is better remembered. This is reserved as a proven fact, if something piques our interests, we can learn it much better and memorize it.

20. How has your attitude towards lexical learning changed over time?

Over time, 38% of students maintained consistency with attitudes towards lexical learning, 32% became more regular, and 30% became less regular. These data suggest that vocabulary building is still not considered as important as it should be.

21. How do you utilize language learning apps for vocabulary building?

The majority of respondents rarely use language learning apps, 58%. Of those who use it regularly, 18% use no apps at all, while 24% do not use them at all in vocabulary building. This suggests that students do not consider vocabulary building applications to be particularly appropriate. On the other hand, more people use a complex language learning application that is based on many parts than if it focused only on vocabulary building. However, in today's language learning applications, it covers vocabulary very well and deeply, so a complex application that focuses only on lexis can be useful.

22. How do you address the challenge of subtle differences between synonyms?

To differentiate between synonyms, 80% use words, 15% avoid words that differentiate between synonyms, and 5% prefer to look up synonyms using a dictionary.

23. How does encountering different English accents and dialects affect your lexical understanding?

Dialects and accents have always been a challenge when learning a new language. To avoid this, only practicing speaking and listening to movies, audio books or even music in your chosen language can help. Students agree that 58% think it is challenging but improves learning, 34% think it has no significant impact and 8% believe it improves understanding.

24. How do you adapt during the transition between beginner and advanced language levels?

When asked about the adaptation of transitions between levels, 43% said that they retain consistent strategies, which means that they retain familiar methods and continue learning accordingly. The initial vocabulary focuses on refining 30% and 27% adapt to gradually increasing vocabulary complexity.

25. How do you deal with challenges posed by language interference (differences) from your native language when learning new English words?

Interference problems arising from the mother tongue are accepted by 50% of them as a natural part of language learning, 20% are actively working to eliminate it, and 30% are not even aware of the challenges of language interference.

26. When learning new words, which aspect do you find more challenging?

Most people consider the word to be the most difficult to use in context, 48%, which is the result of just writing down or hearing a new word and then forgetting about existence. And we can do something about this by trying to incorporate it into writing or speaking, and with the help of these we can learn which word form to use in different cases. 38% found it more difficult to comment on the report, which is what mnemonic devices are very good at. We need to relate the meaning of words to something. We need to have a call image in our head that reminds us of that word. And the least number of you found the correct pronunciation of the word to be the most difficult aspect of learning new words, 14%. In order to do this, we need to listen to the given word as often as possible or write a transcription next to the word, which helps us to pronounce it correctly.

27. How do you approach memorizing irregular verbs and their various forms?

Irregular verbs play an extremely important role in the English language, not only in lexical knowledge, but also in verb tenses. 40% of students ignore different forms of irregular verbs, 35% practice them regularly with verb conjugation, and 25% use mnemonic tools to memorize them.

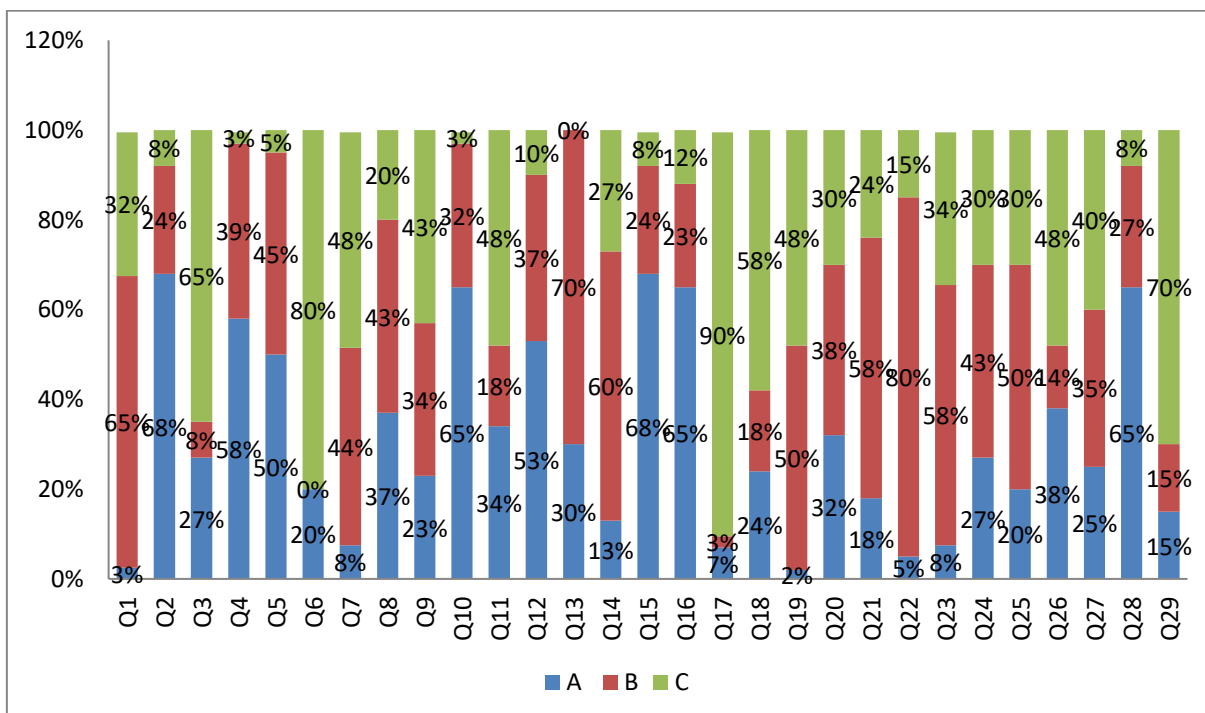
28. *In what ways do you utilize multimedia sources (audio, video) to better retain your lexical knowledge?*

Most learners make use of multimedia devices by watching regular English videos and movies, 27% listen to podcasts and audiobooks, and 8% rely only on written forms.

English TV shows, movies, videos, podcasts are very important from the point of view of pronunciation, anything that is in English can be a huge help, and even if we look at it with subtitles, it can be even more helpful in the development of English, especially in lexical competence. Since we can hear and see the word written down at the same time, we learn both pronunciation and correct writing, within which we can deduce the correct use of word forms and their diversity.

29. *When learning new words, do you focus more on their written form or pronunciation?*

The last question I explained in the previous question is why written and pronounced form is important for a new word. Thus, 70% of respondents focus equally on correct writing and proper pronunciation, 15% focus on correct writing, and another 15% focus exclusively on pronunciation.



(figure 1)

Briefly, the findings of this research have provided an outline of the language acquisition process and its requirements and the difficulties that EFL learners experience throughout this process. The works show how high tech, particularly the multimedia sources, is in vocabulary training and the subject remembrance. There is no doubt that modern students find it much easier to master new languages by using digital tools and platforms such as videos, games, and social media, which in turn shows that in the process of developing language learning curriculums students have to be provided with a strengthened technological component.

In addition, the survey with the students brings the meaning of culture in terms of lexical development and this is evident with nearly all of the students noting its significance. Thus, it makes it obvious that language learners should acquaint themselves with the culture of the language which they are studying and get some familiarity with the specific slang which can be used while speaking such language.

The data also contribute to the understanding of complications and difficulties that EFL learners can struggle with including motivation of learning and resilience for the vocabulary. It needs to be highlighted that keeping a motivation level high and conquering the struggle memorizing words should also be in the teachers' strategy beyond language lessons.

Moreover, results of the investigation accentuate the evidences of making new words part of both speaking and writing to reinforce. Corroborating with the idea that the more one employs the words that have a particular meaning the better their retention and comprehension, this shows that repetition is crucial to memorization.

Similarly, students showed different learning material preferences in classification results: they were found to be mostly enthusiastic about the use of grammar websites and online dictionaries. One can conclude that this emphasizes the necessity of uniform and rich educational materials that appeal to diverse learning styles and preferences.

In conclusion, the survey offers a variety of important info concerning the difficulties that EFL learners experience in regard to the development of their vocabulary. It is consistent with the philosophy that language education should be multidimensional, filling the technological void, cultural learning, always active vocabulary usage and personalized

resources. Addressing these factors allows those who teach and learn to develop more effective and interactive resident learning adventures.

CONCLUSION

The paper that is exposed gives an idea about how building lexical expertise plays an important role in the life of EFL students, as well as the methods and obstacles they may encounter during the process of vocabulary development. Furthermore, it does not only consist of the predisposition of a research study that has been conducted among the students to know their phrases of vocabulary improvement. The installing mode of the consideration of the research outcomes and their interpretation by the students helps to reveal their standpoint and to learn new vocabulary. The first thing that I want to point out is that a lot of students use technology for instance English films and TV programs as a way to expand their lexical knowledge. Digital media has left its mark on these people because they understand that it is present in their everyday life thus it is part of their lives. Furthermore, the essay focuses on the notion of word formation as an integral part of students' lexical competence proficiency and young people's difficulties to just go through the process of learning new words, later to understand them and then to apply them.

In addition, this analysis shows that cultural awareness is an important part of EFL lexical learning and the extent to which the students' mother tongue facilitates or hinders learning the new language. The study has also shown how the students' own preferences in regard to the selection of learning resources and tools for understanding the meaning of the words that they are not acquainted with. The research results specified five strong skills to use for increasing vocabulary. They include oral, written and audial sources.

The study is mainly about how it will be supplemented with skills and experience that is related to the lexical proficiency of EFL learners as well as some of the problems and difficulties we face. The latter outcomes can become extremely useful to impact lexical-based aspects of learning curriculum and teachers' techniques.

РЕЗЮМЕ

У своїй роботі я вивчала та досліджувала розвиток лексичної компетенції у студентів EFL. EFL - означає англійську мову як іноземну, тому ті студенти, які проживають не в країні, де розмовляють мовою, якою в нашому випадку є англійська, не говорять на рівні рідної мови, а лише вивчають її.

Лексична компетентність включає поняття та навички того, наскільки добре дана особа здатна сприймати нові слова. Тобто, на якому рівні він може оволодіти словниковим запасом. Лексична компетенція передбачає використання слів та їх значень. Знання та розуміння словосполучення (під цим я маю на увазі одиницю, що складається з двох або трьох слів, між якими можна спостерігати синтаксичний зв'язок), а також правильне використання слів у різних контекстах. Це включає в себе здатність розпізнавати та інтерпретувати відмінності в значеннях, а також здатність точно вибирати слова під час розмови чи письма. Лексична компетентність виходить за рамки запам'ятовування слів та їх значень. Як наслідок, це включає вивчення конотацій слів, сленгу та стилістичного доречного вживання в різних ситуаціях. Ми також можемо пов'язати з цим розуміння культурних і соціальних аспектів певних слів і виразів, а також визнання впливу вибору мови на ефективність спілкування.

Розвиток лексичної компетенції є важливим процесом, який передбачає засвоєння таких деталей, як читання різноманітних матеріалів, участь у розмовах і словниковий запас. За допомогою них ми можемо активно розширювати свій словниковий запас. Важливо відзначити, що також необхідно розуміти словотвір, походження слів і вміння розрізняти семантичні зв'язки між словами.

В освіті розвитку лексичних знань зазвичай навчають шляхом вивчення лексики, де студенти знайомляться з новими словами в різноманітних контекстах, і це може заохочувати їх до практики використання лексики у власному письмі та усному мовленні. За допомогою цього студенти заохочуються розвивати різноманітні лексичні стратегії для висновку про значення слів з обставин, а також розширювати свій словниковий запас через процес систематичного навчання та його практики.

І останнє, але не менш важливе: лексична компетентність є одним із важливих базових аспектів мовних навичок, який включає не лише знання слів та їх значень, а й ефективність у різних ситуаціях спілкування. Це навичка, сприйнятливості якої зростає з часом і розвивається далі через практику та усвідомлення.

Безперервне вивчення лексики відіграє особливо важливу роль у житті тих, хто вивчає мову. Щоб підтвердити цей факт, я також провів дослідження, щоб з'ясувати, наскільки важливим сучасні студенти вважають розвиток свого словникового запасу та як вони це здійснюють. Тобто який контекст є найпоширенішим у наш час. Своє дослідження я проводив серед учнів 14-17 років. Всього в заповненні анкет брали участь сорок студентів. Так з восьмого класу по одинадцятий. Цей інтервал дозволив нам побачити різницю між молодшими та старшими учнями, наскільки важливим вони вважають словниковий запас і як вони до цього ставляться. Серед молодших школярів я помітила, що їм не важливий словниковий запас і розвиток словника. На їхню думку, це лише певною мірою важливо, тоді як старші учні приділяють більше уваги розвитку своєї лексичної компетенції. У світлі цього я хотів би згадати деякі важливі дані, які, на мою думку, заслуговують на використання для майбутнього розвитку лексичної компетенції.

По-перше, і, мабуть, найважливіше, це незамінність технологій та Інтернету в нашому сучасному світі. З огляду на це, більшість студентів вважають Інтернет необхідною річчю і помічником. Більшість з них покращують свій словниковий запас через соціальні мережі або за допомогою відео, відеоігор і фільмів англійською мовою. За допомогою технологій ми можемо вчитися та знаходити різні речі набагато легше та швидше. Що стосується цього, то вже існує багато типів мобільних додатків і програм для вивчення мови, які також сприяють розвитку відповідних лексичних знань. Крім того, він набагато цікавіший і барвистіший, що дозволяє ефективніше засвоювати матеріал, який ми хочемо вивчити.

Відсутність мотивації перериває безперервну практику словникового запасу для багатьох учнів. Що, погодьтеся, є великим недоліком, оскільки мотивація та її безперервна підтримка особливо необхідні у вивченні мови. По суті, мотивація стосується всіх сфер життя, і навчання не є винятком. За відсутності мотивації учень стає млявим, так би мовити, розслабленим, і результатом цього є те, що він більше не хоче вчитися чи продовжувати розвивати свій словниковий запас. А це призводить до стагнації. Посилаючись на цей підтверджений факт, я наголошую на тому, щоб зберегти нашу мотивацію. Давайте ставити цілі, винагороджувати себе, коли досягнемо розуміння більш складного матеріалу. Ми можемо адаптувати вивчення слів відповідно до наших інтересів, як це робить більшість студентів, згідно з моїми дослідженнями. Суть усього в тому, щоб ми не втрачали мотивацію у вивченні мови та навчанні загалом. Давайте привернемо нашу увагу і розробимо

розпорядок дня, який дозволить зацікавити розвиток словникового запасу. Для цього я можу порекомендувати поговорити з носіями/людьми або навіть поспілкуватися в чаті.

На мою думку, важливо підкреслити контекст, у якому розвивається його лексична компетенція. Більшість студентів віддали перевагу аудіо або фільмам. Іншими словами: аудіокниги, подкасти, фільми з субтитрами і без. Це може бути чудовим методом, через що ви записуєте ці невідомі слова, а не просто відуєте їх. Для більшості студентів спостерігалось подальше спостереження, під яким я маю на увазі, що якщо вони не знали певного слова, вони робили висновок на основі контексту або просто ігнорували його. Ця звичка може навіть викликати проблеми згодом, адже чим більше слів ми знаємо і вміємо, тим краще можемо вільно і правильно спілкуватися. Тому, якщо ви знайшли невідоме слово, не пропускайте його, а краще запишіть, щоб воно вам краще запам'яталося в майбутньому, а ви могли його знайти і впевнено вживати. Також варто спостерігати за формами нових слів, тобто за допомогою яких префіксів чи суфіксів ми можемо їх утворити.

Адже якщо ми щось додамо до даного слова, то визначення слова буде зовсім іншим, з огляду на це, давайте досліджувати новоотримані слова і спостерігати за контекстом. Однак не забувайте, що ми також повинні враховувати правильну вимову слів, недостатньо лише навчитися правильному написанню, а й правильній вимові та наголосу. Є багато слів, які пишуться по-різному, але звучать майже однаково, ми відчуваємо деякі відмінності в наголосі. З цієї причини я б порадив, що фільми з субтитрами будуть найбільш ефективними для розвитку словникового запасу. Англomовний фільм з англійськими субтитрами.

Це були основні моменти, які я хотів висвітлити. Хочу дати кілька порад як майбутнім студентам, так і викладачам. Я б порадив учням, що розвиток словникового запасу спочатку може здатися нудним, але якщо ми заглибимося в це, то зрозуміємо, наскільки це важливо і скільки цікавого для нас містить. Вони намагаються підтримувати мотивацію, адже англійська мова та її прекрасне розмаїття, приховане у словах, безмежні. Ми завжди можемо дізнатися більше цікавого.

Рекомендую вчителям використовувати більше інтерактивних матеріалів, коротких фільмів, відео, які стосуються даної теми, але можуть бути цікавими для учнів. Використовуйте мнемонічні засоби та попросіть учнів зробити їх для певного слова, щоб легше та надовго запам'ятати його. Доведено, що наш мозок здатний краще і

швидше сприймати речі, які асоціюються з картинкою. Подумайте про спогади. Тому використовуйте більше ілюстрацій та інтерактивних матеріалів. Можливо, ви навіть можете використовувати ігри зі словами, які ефективні як для малих, так і для великих груп.

Підсумовуючи, розвиток і набуття лексичної компетенції має важливе значення для тих, хто вивчає мову. Це сприяє розвитку наших розмовних навичок, якими ми постійно користуємося. Це сприяє вільнішій і впевненішій розмові в різних ситуаціях. Без лексичних знань немає вивчення мови, тому що, як на мене, все тримається на словах та їхньому значенні. За допомогою слів ми можемо зрозуміти себе та зрозуміти правила та зв'язки, пов'язані з різними навчальними матеріалами. Отже, лексична компетенція та її розвиток відіграють важливу роль у вивченні мови, незалежно від мови.

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APPENDIX

1. How do you develop your lexical knowledge in English as a Foreign Language (EFL)?

- a) Reading books and articles
- b) Watching English movies and TV shows
- c) Engaging in conversations with native speakers
- d) Other: _____

2. What role does vocabulary building play in developing lexical knowledge?

- a) Essential
- b) Moderate
- c) Negligible

3. Which of the following strategies is most effective for expanding English vocabulary?

- a) Using vocabulary apps
- b) Memorizing word lists
- c) Learning through context, reading, and listening
- d) Other: _____

4. How important is the role of technology in developing the lexical knowledge of EFL learners?

- a) Extremely important
- b) Somewhat important
- c) Not important

5. What role does writing play in reinforcing lexical knowledge?

- a) Primary role
- b) Secondary role
- c) No role

6. Which language skill do you believe contributes the most to lexical development?

- a) Reading

- b) Listening
- c) Speaking
- d) Writing

7. How do you learn new English words?

- a) Using flashcards
- b) Using mnemonic devices (keyword or image to aid in word retention)
- c) Writing down words
- d) Other: _____

8. What challenges do you face in expanding your lexical knowledge?

- a) Lack of motivation
- b) Difficulty retaining words
- c) Limited English language development
- d) Other: _____

9. How often do you practice to improve your lexical skills?

- a) Daily
- b) Weekly
- c) Rarely

10. Do you believe that having a rich vocabulary contributes to better comprehension in EFL?

- a) Agree
- b) Partially agree
- c) Disagree

11. Which types of learning resources do you find most favorable for vocabulary building?

- a) Online dictionaries
- b) Printed dictionaries
- c) Language learning websites
- d) Other: _____

12. How do you incorporate new vocabulary into your speech and writing?

- a) Practice using new words in sentences
- b) Engage in conversations using new vocabulary
- c) I don't actively incorporate new words
- d) Other: _____

13. How important is cultural understanding in developing EFL lexical knowledge?

- a) Very important
- b) Somewhat important
- c) Not important

14. How do you deal with the challenge of forgotten words?

- a) Regularly review vocabulary
- b) Use spaced repetition techniques
- c) Accept forgetting as a natural part of learning
- d) Other: _____

15. Which learning environment do you find most beneficial for vocabulary development?

- a) Classroom during lessons
- b) Self-study
- c) Language exchange programs
- d) Other: _____

16. What strategies do you use to infer the meanings of unknown words while reading or listening?

- a) Based on the context of the text
- b) Look up the word in a dictionary
- c) Skip the unknown word and continue reading/listening
- d) Other: _____

17. How do you integrate lexical knowledge into your language learning routines?

- a) Create word maps or mind maps
- b) Use vocabulary in daily journal writing

- c) I have not specific method
- d) Other: _____

18. How do you stay motivated while working on continuous improvement of your vocabulary?

- a) Set specific vocabulary goals
- b) Reward myself upon reaching milestones
- c) Struggle to maintain motivation
- d) Other: _____

19. How do you select which words to primarily focus on during your studies?

- a) Based on frequency in everyday language
- b) Link them to personal interests and hobbies
- c) Random selection
- d) Other: _____

20. How has your attitude towards lexical learning changed over time?

- a) Became more consistent
- b) Remained consistent
- c) Became less organized

21. How do you utilize language learning apps for vocabulary building?

- a) Regularly use vocabulary-building features
- b) Rarely use language learning apps
- c) Do not use apps for vocabulary development

22. How do you address the challenge of subtle differences between synonyms?

- a) Use dictionaries or thesauruses
- b) Use the words
- c) Avoid using the words due to subtle differences
- d) Other: _____

23. How does encountering different English accents and dialects affect your lexical understanding?

- a) Enhances understanding
- b) Presents challenges but improves learning
- c) No significant effect

24. How do you adapt during the transition between beginner and advanced language levels?

- a) Gradually increase the complexity of vocabulary
- b) Maintain consistent strategies at every level
- c) Focus on refining initial vocabulary
- d) Other: _____

25. How do you deal with challenges posed by language interference (differences) from your native language when learning new English words?

- a) Actively work on eliminating interference
- b) Accept interference as a natural part of language learning
- c) Not aware of challenges posed by language interference
- d) Other: _____

26. When learning new words, which aspect do you find more challenging?

- a) Remembering the meaning
- b) Pronouncing the word correctly
- c) Applying the word in context
- d) Other: _____

27. How do you approach memorizing irregular verbs and their various forms?

- a) Use mnemonic devices
- b) Regularly practice conjugation
- c) Ignore irregular verbs
- d) Other: _____

28. In what ways do you utilize multimedia sources (audio, video) to better retain your lexical knowledge?

- a) Regularly watch English videos with subtitles
- b) Listen to English podcasts or audiobooks

c) Solely rely on written materials

d) Other: _____

29. When learning new words, do you focus more on their written form or pronunciation?

a) Emphasize the written form

b) Focus on pronunciation

c) Balance both aspects

d) Other: _____

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