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Протокол № 7 /27 жовтня 2020 року

Науковий керівник:

Врабель Т.Т.
канд.філ.наук, доцент

Завідувач кафедри:

Берегсасі Аніко Ференцівна
д-р габлітований, професор, доцент

Робота захищена на оцінку _____, «__» _____ 2021_ року

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Ступінь вищої освіти: магістр

Виконав: студент II –го курсу
Ковач Г. З.

Освітня програма
«Філологія» (мова і література англійська)

Науковий керівник: **Врабель Т.Т.**
канд.філ.наук, доцент

Рецензент: **Шовак О.І.**
канд.філ.наук, доцент

Берегове
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**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Department of Philology**

**21ST CENTURY CHALLENGES IN MOTIVATING LEARNERS TO
IMPROVE ENGLISH VOCABULARY**

Master's Thesis

Presented by: Gábor Kovács

a 2nd year student

Professional Education program:

Philology (English language and literature)

Thesis supervisor:

Tamás Vrabely

PhD, Associate Professor

Second reader: Shovak O.I.

PhD, Associate Professor

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INTRODUCTION

Globalization and technological development have tremendously changed our ways of learning English as a foreign language, since it has become a lingua franca in 21st century [4]. The rapid growth of information technology became a catalyst that urged us to reconceptualize international language use and EFL learning and teaching. Globalization, defined by Appadurai [2] as a multi-way process involving “flows of ideas, ideologies, people, goods, images, messages, technologies and techniques”, has quickened the spread of the English language in a great way since the World needed to utilize English as a means to communicate with each other, as a lingua franca, in order to develop their business and economics, and their international trade. The English language became so important in fact, that the job market dictates that workers speak this language, since international communication can only take shape using the lingua franca. This phenomenon brought with it a great many changes in the education system, since with the presence of globalization or westernization, a university degree is more accessible now than ever before, universities and colleges are flooded by people, and this mass educational migration is posing problems that we could not have imagined two decades ago. The actuality and scientific novelty of the problem seems terrifying at first glance, however, there are solutions to these problems, since mass education and the oppressing sound of the job market that dictates one or the other qualification be earned are factors that had to be dealt with in the past.

Since this question is a topical problem, it is changing as technology and the phenomenon of globalization are pushing their way across the globe. In the last decade, the rapid development of technology, and the tendency of globalization, which are growing hand-in-hand, have created challenges that teachers have to overcome in order to keep students motivated in the learning process. There is a great need to identify these problems and clarify that neither of these factors are a new phenomenon, but rather tendencies that happen once in a century. Only by

understanding these factors, can we suggest possible answers to overcome these hindrances.

When it comes to English language learning and vocabulary development, motivation has proven itself to be one of the greatest determining factors of effective language learning. It can be said that motivation is important in case of either foreign language or second language acquisition, however, in the era of the 21st century, teachers and students alike, are met with obstacles that have to be overcome in order to stay motivated or even focused on the task of English vocabulary development.

In either case, a different type of motivation is used to keep the learner focused on the process, since foreign language learning is narrowed down to a class in which the speaker artificially uses the language, and has to keep himself motivated intrinsically, and in case of second language acquisition, the speaker is motivated extrinsically, since everyone around him speaks the language thus peer pressure motivating him into learning that language. It can clearly be seen that in either way, motivation is undoubtedly present in the learning process, as well as demotivation or the lack of motivation which can have a destructive effect on the learner's attitude.

Researchers have dealt with the concept of motivation for a long time, defining different theories. Motivation is an important factor that has a great impact on the vocabulary learning process and is still and will always be part of it.

The significance of this work lies in the fact that it gives a detailed description of those motivational factors and theories which can be implemented into the vocabulary learning process to make it more efficient; the study gives information about the importance of motivation and its different types (intrinsic, extrinsic, amotivation), furthermore, shows an insight into the challenges that arose in the 21st century on the field of English vocabulary development, and provides different methods on how a teacher can increase the learners' motivation for vocabulary learning.

The *object matter* of this paper is those challenges in the 21st century which have to be kept in mind during the learning-teaching process, and have to be overcome by means of different motivational strategies, which helps teachers greatly

enhance the effectiveness of learners' vocabulary acquisition. These challenges are represented dominantly by the ever growing information technology and the pushing phenomenon of globalization.

The *subject matter* of this study is the investigation of different challenges in the 21st century in the field of EFL and their effect on developing learners' vocabulary.

The *aim* of this study is to identify the challenges that emerged during the 21st century in motivating learners for English vocabulary development, and provide possible workarounds for these obstacles.

The *theoretical value* of the study lies in the fact that it collects information about the concept of motivation, it summarizes the main theories, its types and presents vocabulary acquisition.

The *practical value* of the paper is that it shows how teachers can use different types of methods to overcome the obstacles that arose with the introduction of technology and globalization in the modern era and increase student motivation for vocabulary learning.

The first part of the study was compiled with the *method* of analysis of literary sources. Comparison was used to show the differences between intrinsic and extrinsic motivation, classification was applied to define what types of motivation theories exist; systematization and generalization were also used in these parts.

The experimental research was carried out with the help of two questionnaires. One questionnaire, targeted for students used quantitative, closed-format questions, while the questionnaire for the teachers contained more open-format questions, since a more qualitative approach was needed in order to give fulfilling answers from the part of the teachers. The problems and their solutions in English vocabulary development cannot be written down in numbers, thus, the teachers' data was analysed with the contrastive method, and the students' data was analysed with descriptive statistics and inferential statistics in order to describe what the numbers in the end result are showing.

A large and growing body of literature has investigated the given topic. Scholars like: Nation, Meara, Vermeer, Richards & Schmidt [43, 41, 62, 50] have examined the relationship between vocabulary knowledge and language use, the lexical knowledge in communicative competence and in acquisition of foreign or second language. Several scholars have focused on the relationship between various motivational types and language learning, vocabulary development, such as Gardner and Lambert, Deci and Ryan, Dörnyei [20, 12, 13].

The thesis has been divided into an introduction, two parts, a conclusion, a summary in English and Ukrainian and appendices. The first part deals with the theoretical part of vocabulary development and the role of motivation in the language learning process. The second part of the paper deals with the methodological background of the problem, it introduces a research based on two questionnaires that are mixed in their research paradigm, meaning they both use qualitative and quantitative questions. The second part tries to provide answers in order to overcome said obstacles.

Based on the results of this paper, teachers can greatly benefit from the use of different motivational methods in the classroom for more efficient vocabulary learning, since it is difficult for teachers to keep their students motivated at all times, motivation can be used in order to have a positive effect on the process of vocabulary acquisition. However, teachers have to acknowledge the problems and challenges that are posed by the phenomenon of globalization and the rapid growth of information technology in order to find a solution for scaling the wall on the way to successful and effective vocabulary development. These phenomena are not only challenges however, or obstacles that are directly put before teachers. Instead, they are global concepts that are changing not only the education but the economy and the World as a whole. These phenomena can provide as much an aid as challenges for the education system. Information technology, the Internet in particular can help teachers and students alike as an educational aid in order to enhance the learning process by using flashcards, online dictionaries or other teaching aids that the Internet can provide. The novelty of the problem and the fact that we are used to a

traditional teaching and learning process means that we are just now trying to adapt to the changes of the 21st century and in order to provide answers to the question of motivation in vocabulary learning and its' challenges in the 21st century, further extensive research would be required.

PART 1

THEORETICAL PREREQUISITES OF THE RESEARCH

Motivation has been defined in many different ways, however, in the context of learning, it is one of the basic concepts. Motivation guides students in activities that facilitate learning [58]. If the teachers ignore the motivating aspects of learning, it is possible that there will be no results. It is obvious that students who are not motivated to succeed will not work hard. In fact, numerous studies on the role of motivation and foreign language learning have proven that motivation directly affects educational achievement, and there is a positive relationship between foreign language learning and motivation, as well as between motivation and vocabulary learning among learners of different age, sex and levels of language proficiency (e.g., [56,11,48,5])

The first part further examines the importance of vocabulary knowledge and the role of motivation in the process of foreign language learning. It also tries to give a detailed overview of both the concept of motivation, as well as the features of vocabulary acquisition.

1.1 The Role of Teaching Vocabulary

Vocabulary teaching is one of the most prominent factors in foreign language learning, however it was a neglected area for a long time. Moras [42] points out that vocabulary teaching above elementary level was mostly restricted on presenting new items as they appeared in reading or listening texts, and course books provided little guidance and mainly word lists. This indirect teaching of vocabulary supposed that vocabulary could be increased when other language skills were practised. However, in recent years, vocabulary teaching has become part of the syllabus, and has been taught on a well-planned and regular basis. In addition, as a result, new coursebooks now include word study sections.

The importance of vocabulary can be seen daily in and out the school. Researchers such as Laufer and Nation [43], Maximo [40], Read [48], Gu [25] and Nation [44] and others have realised that the development of vocabulary is crucial for effective foreign language use and plays an important role in how we are forming written and spoken texts. Moras [42] even states that vocabulary should be at the centre of language teaching.

It is now generally recognized that in English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing) (Nation, [43]. Furthermore, Rivers and Nunan [45] argue that the acquisition of an adequate vocabulary is essential for successful foreign/second language use because without an extensive vocabulary, learners will be unable to use the structures and functions they may have learned for comprehensible communication. Research has shown that language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for foreign language readers to overcome [41]. In production, when the speakers have a meaning or concept that they wish to express, they need to have a store of words from which they can select to express this meaning or concept. “When students travel, they don’t carry grammar books, they carry dictionaries” (Krashen, as cited in Lewis [37]). Many researchers argue that vocabulary is one of the most important if not the most important components in learning a foreign language, and foreign language curricula must reflect this. Wilkins [66 p. 97] states that: “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say” Other scholars such as Richards [52] and Krashen [34] as cited in Maximo [40, pp. 385] state many reasons for devoting attention to vocabulary. “First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem.”

Studies have shown [46, 56] that reading comprehension and vocabulary knowledge are strongly correlated, and researchers have found that word knowledge in primary school can predict how well students will be able to comprehend texts they read in high school. Limited vocabularies prevent students from comprehending a text. Poor readers often read less, because reading is difficult and frustrating for them. This means they do not read enough to improve their vocabularies, which could, in turn, help them comprehend more. This ironic cycle can mean that as students continue through middle school and high school, the gap between good and poor readers grows wider.

Considering the relationship between speaking and vocabulary knowledge, most spoken language, and especially the language of face-to-face conversation, is less rich and varied in vocabulary use than is written language. This is partly because speakers have a variety of communicative tools at their disposal gestures, tone of voice, and facial expression that are not available to writers. In addition, conversations between friends involve shared knowledge, which makes precise communication possible without precision in wording; “you know who” can identify the subject of a remark as precisely as a detailed physical description. In conversation, accuracy of communication depends more on feedback from listeners than on getting what is said exactly right. In writing, and especially in literate writing, the primary communicative tool is precision in word choice. In fact, a conversation among college-educated adults contains, on average, less rich and varied vocabulary than does a typical children’s book. The language of television is sometimes more varied than everyday conversation, but it seldom matches the level of language used in children’s books.

The differences between spoken and written English can pose major problems for students learning English, whose vocabulary difficulties sometimes can be disguised by their conversational fluency.

In conclusion, without a large vocabulary it is difficult to comprehend a text or hold a proper conversation. Consequently, learners have to make a conscious

effort to acquire the target language and use all their possibilities in this process inside as well as and outside the classroom.

1.2 Vocabulary Acquisition

Several attempts have been made to provide a theory or model that can explain vocabulary learning. However, the acquisition of the lexicon involves highly complex neurobiological processes that are still to be described and require the coordinated work of linguists, EFL and ESL researchers, psychologists and neurobiologists. This whole process becomes even more complex if we think of distinctions between young or adult learners and monolingual or bilingual subjects. The fragmentary nature of the studies that were carried out up to the mid-1990s [38] as well as the complexity of the systems SLA researchers are trying to decode – human language ability and the functioning of the human brain – make it extremely difficult to provide conclusive evidence of underlying lexical processing in our brains. Unfortunately, this situation has not changed much over the last decade. In this respect, Meara argued that the academic literature contains lots of examples of what might be broadly described as descriptive research on vocabulary acquisition, but very few examples of explanatory, model-based research, which attempts to account for this learning [41].

Meara [41] proposed a multidimensional model in which vocabulary acquisition is to be understood as a cumulative activity, that is ‘unknown words’ would be those that lack any connection to the language learner’s lexicon, whereas ‘known words’ would have different connections both in number and nature. Thus, degrees of depth of knowledge would be determined by the quantity and type of connections of a given word to others, and this should have an impact on lexical availability both in receptive and productive terms [35].

Vocabulary acquisition as an activity starts in an environment that is specified for learning, of course a motivated and self-directed learner might be able to acquire a large vocabulary simply by using vocabulary books or dictionaries. However,

many learners sign up for language courses in expectation that, at least some of the time, they will be presented with a language, rather than having to go out and find it for themselves. By presentation, the pre-planned lesson stages in which learners are taught pre-selected vocabulary items are meant. As it was mentioned, learners need to learn both the meaning and the form of a new word. The greater the gap between the presentation of a word's form and its meaning, the less likely that the learner will make a mental connection between the two.

For example, a teacher had decided to teach a related set of words, items of clothing: *shirt, trousers, jacket, socks, dress, jeans*. The teacher had a number of options available. First, there is the question of how many words to present. This will depend on the following factors:

- the level of the learners (whether beginners, intermediate or advanced)
- the learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary)
- the difficulty of the items – whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce
- their 'teachability'- whether, for example they can easily be explained or demonstrated
- whether items are being learned for production (in speaking or writing) or for recognition only (as in listening or reading). Since more time will be needed for the former, the number of items is likely to be fewer than if the aim is only recognition.

Furthermore, the number of new words presented should not overstretch the learners' capacity to remember them. Nor should the presentation extend so far into the lesson that no time is available to put the words to work .

Coursebooks tend to operate on the principle that a vocabulary presentation should include at most about a dozen items. Here, for example, are the items listed in the presentation of clothes vocabulary in a currently popular elementary coursebook (from Soars L and J, *Headway Elementary*, OUP):

a Jumper a shirt a T-shirt a dress a skirt

a jacket a suit a tie
trousers Jeans trainers shoes boots

However, claims for the desirability of much higher vocabulary learning targets have been made, especially by proponents of teaching methods that subscribe to ‘whole person learning,’ such as accelerated learning and suggestopedia (a method first developed by Georgi Lozanov in Bulgaria). Teachers following these methods use techniques of relaxation and suggestion, in order to predispose the learner to massive amounts of input, including literally hundreds of words in a session. Some of these claims may be excessive, but it may also be a fact that conventional teaching methods underestimate the learner’s capacity to retain new vocabulary. Incorporating into lessons some of the basic principles of human memory may be a means of extending the somewhat conservative targets set in coursebooks.

Having decided on the number of items to teach, there is then the choice of the sequence of presentation, either:

- meaning first, then form, or
- form first, then meaning

In the first option the teacher could, for example, hold up a picture of a shirt (the meaning), and then say *It’s a shirt* (the form). In a ‘form first’ presentation she could say *shirt* a number of times, have the students repeat the word, and only then point to the picture. Both approaches are valid. There is an argument that presenting the meaning first creates a need for the form, opening the appropriate mental ‘files’, and making the presentation both more efficient and more memorable. On the other hand, ‘form first’ presentation works best when the words are presented in some kind of context, so that the learners can work out the meaning for themselves.

The next set of choices relates to the means of presentation — whether to present the meaning through: translation, real things, pictures, actions/gestures, definitions and situations.

And whether to present the word in its spoken form, or written form, and in what order (e.g. spoken before written) and how soon (e.g. delaying the written form until the spoken form has been thoroughly learned).

There are also decisions to be made concerning the degree of learner involvement. For example:

- should the teacher provide both the meaning and the form herself
- should the teacher present the meaning and attempt to elicit the form?
- should the teacher present the form and attempt to elicit the meaning?
- should the learners repeat the form, and if so, when?

For instance, if the teacher presents a set of concrete objects such as clothes items can be done either by using real objects (called realia) or pictures or mime. Such an approach is especially appropriate if teaching beginners, and with mixed nationality classes, where translation is not an option. It is also a technique that has been reclaimed by practitioners of Total Physical Response (TPR), a method that promotes initial immersion in a high quantity of comprehensible input. In making use of the immediate environment of the classroom, and of things that can be brought into the classroom, the intention is to replicate the experience of learning one's mother tongue. A TPR lesson typically involves the teacher demonstrating actions, using real objects, and then getting the learners to perform the same or similar actions in response to commands.

The use of pictures or objects, for example, as prompts for vocabulary teaching can be enhanced if some basic principles of memory are taken into account, including the principle of distributed practice. Another principle underlying effective memorisation is, as much as is possible, to allow learners to work at their own pace. In this way they can form associations and think of mnemonic devices that are personally relevant, and appropriate to the degree of difficulty the word is causing them. This is more likely to happen if they are working on their own or in small groups. But budding pauses into a teacher-led, presentation, the teacher can provide learners with time to 'catch up' and to reflect.

1.3 Intentional and Incidental Vocabulary 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 [51]. In terms of language acquisition, incidental learning is said to be an effective way of learning vocabulary from context.

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 in input-rich environments, albeit at a rather slow rate [51]. According to Harmer[28], Nation [43], extensive reading is a pleasurable reading situation where a teacher encourages students to choose what they want to read for themselves from reading materials at a level they can understand. Krashen's [34]comprehension hypothesis claimed that comprehensible input is a necessary and sufficient condition for language development and 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. Other studies have emphasized benefits such as increased motivation to learn the new language and renewed confidence in reading (e. g., Brown [6]; Waring & Takaki [65]). In a further study conducted by Horst [31], a modified vocabulary knowledge scale and an immediate posttest measure indicated that from 35 new words available for learning in self-selected graded reading materials, 18 words were learned: a gain of 51 % . These gains are comparable to those achieved in the "A Clockwork Orange" investigation conducted by Saragi et al. [54] In their study, learners were able to correctly identify the meanings of 75% of target words, especially the frequently recurring ones, in an unannounced multiple-choice test given immediately after the reading treatment.

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 the learners retain the words for a longer period of time. Cognitive process includes both receptive and productive aspects of vocabulary. Learners understand not only the meanings in the given text but the related grammatical patterns, common lexical sets and typical association of the word with the context. Learning vocabulary through extensive reading also improves learners' fluency. Learners look at group of words rather than each individual word while reading. Hulstijn and Laufer [29] were of view that the words that learners encounter in incidental vocabulary learning will be retained in the long term memory and could be used more confidently in different situations.

On the contrary, intentional vocabulary learning are based on synonyms, antonyms, word substitution, multiple choice, scrambled words and crossword puzzles, regardless of context. sometimes it can be less 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 makes sense or not, a dictionary may be consulted. Williams [68] advises that guessing activity should be demonstrated on chalkboard by circling the unknown words and drawing across from other words that give clues to infer its meaning. The learners should see if the unknown words can be analyzed into parts. They should check if the meaning of the

parts matches the meaning of the unknown word. The words made of prefixes and suffixes could easily be understood by learners if they are already taught the important prefixes and suffixes. Learners should also determine the parts of speech by looking up bilingual electronic dictionary.

1.4 Motivation in Learning

Motivation is known as one of the influential factors in language learning. Different studies provided evidence that motivation is a key to success in language achievement. Research on motivation in social psychology was first introduced by Gardner and Lambert [21]. They found that aptitude is not the only factor responsible for successful foreign and second-language learning.

First, studies mostly pursued to find what mechanisms are involved in motivation. According to Dörnyei and Otto [17], motivation is an arousal state that determines individuals' wishes and desires and it may affect the process of learning negatively or positively. Williams and Burden [67] stated that motivation is a state of cognitive and emotional arousal that eventually helps individuals act consciously and provide the intention to make effort in any kind to achieve certain goals. Dörnyei [14] adds that motivation has both a qualitative and a quantitative dimension and is a key feature of learner in successful language learning. The qualitative dimension deals with the goal, and the quantitative dimension refers to the intensity of the attempt toward the achieving the goal. Keller [32] defined motivation as the people's choices in selecting or avoiding experiences or goals, and the extent to which they will attempt to do so. Motivation in Boekaerts' [5] term is a personal tendency that is directly related to his/her opinions, beliefs, and judgments about objects, events, and subject areas.

Endréné Réthy [50] writes that motivation is an essential part in learning including every conscious and unconscious psychological process. A person is motivated by personal aims, knowledge, his own value and individual appreciation. There is a need for a kind of pedagogy, which wants to change, improve and influence learning

motivation. Learning motivation is a drive, which is formed by special experience. Learning and motivation affect each other. It is often assumed that motivation forms learning, and learning forms motivation. But they are influenced by the expectation of family, friends or school.

To be successful, a student can control his actions. A student is able to develop his own aims, and choose the appropriate learning strategy. In a class, students' motivation can be different despite expectations being the same for each student. While doing a task, the learner first defines it by checking his own aims, performance and the chance to solve the task. When teachers observe the process of solving the task, they can get a picture about their student's attitude, self-evaluation, and those things, which reduce the student's task solving ability. Factors that influence learning motivation can be previous success or failure. If the student achieves success, it will increase learning motivation. But in case of failure, he will be less motivated to learn.

Learners usually attribute success to themselves but they think failure happened because of some external reasons. There are students who think the reason of failure is their lack of skills and if they are successful it is a kind of luck. These students are not motivated to achieve more. Their aims are usually accessible easily or impossible to achieve for everyone. Learning motivation is influenced by learners' interest, any kind of change, and aims. The teacher's personality is also very important.

1.5 Types of Motivation

Motivational types are strongly related to the theories mentioned above, since each of the theories involves and concentrates on one or more motivational type, for instance the social psychological period is heavily built on extrinsic motivation. Motivation in this layer of the whole concept still is true to the whole learning process, it has the same effect on the learner when the goal is to learn a second or a foreign language, however, extrinsic motivation may be a more dominating factor

when talking about a second language learning scenario, since it involves the whole society speaking that language around the learner, while on the other hand, learning a foreign language is mostly built on the learners' intrinsic motivation and inner drives to learn that language.

According to Gardner and Lambert [23], there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people. Instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook [9] further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for foreign language learning.

Gardner [21] and Ellis [18] also introduce the mentioned types of motivation. The former occurs when the student likes to join or be a member of the certain crowd and the culture. The latter crops up when the learner anticipate numerous benefits that he proposes to have while learning some particular language. Comparing these two types of motivation with each other, Ellis [18] believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized.

Students who don't have instrumental or integrative motivation, in fact, will face with problems and difficulties to learn and gain knowledge of a foreign language in the classroom and generally, learning the language would be difficult for them [9].

1.5.1 Intrinsic Motivation

Intrinsic motivation can be found within the individual and is related to the individual's identity and sense of well-being. Learners are intrinsically motivated when learning is a goal in itself. Intrinsic motivation was strongly reflected in early definitions of FL motivation. It is defined as the extent to which the individual works

or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. They find intrinsically motivating tasks interesting and challenging; the reward is the enjoyment of the activity itself or a feeling of competence (self-efficacy) in doing the task. In such tasks, learners may experience flow, an in the moment, optimal sensation of enjoyment and competence that has yet to be sufficiently explored in the L2 field.

Intrinsic motivation as a concept is introduced by Ryan & Deci [53] as ‘self-determination theory.’ Ryan & Deci [53] say that it categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual, feels that they are attractive and pleasant.

Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes [64]. Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one’s accessible internal awareness and knowledge is assimilated or mixed with new knowledge.

1.5.2 Extrinsic Motivation

Extrinsic motivation comes from outside the individual. Learners are extrinsically motivated when learning is done for the sake of rewards such as grades or praise that are not inherently associated with the learning itself, that is, when learning or performing well becomes necessary to earning those rewards. A number of researchers and theorists have contended that intrinsic motivation correlates more closely with language learning success than extrinsic motivation, but a learner’s total motivation is most frequently a combination of extrinsic and intrinsic motivation.

External rewards can either increase or decrease intrinsic motivation, depending on how they affect self-efficacy.

To come to the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. Extrinsic motivation, on the other hand, is motivation to do a work or an activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment [46].

1.5.3 Amotivation

The concept of amotivation as the absence of motivation has been explored within self-determination theories [53]. The theory assumes that there is a range of motivations, and amotivation is one of the distinct dimensions in this range. In particular, amotivation is defined as a state in which individuals cannot perceive a relationship between their behavior and that behavior's subsequent outcome; instead, the outcomes are perceived to be determined by factors beyond their control.

Given that the individual has no control over outcomes, the theory assumes that an amotivated person has no personal motivation to guide goal-directed behaviours. Applying this to student learning, amotivated learners are those who cannot predict the consequences of their behavior in school, and cannot see the reason for engaging school activities. They may have feelings of detachment from and invest little effort in their actions. Using this conceptualization of amotivation, some researchers have documented how academic amotivation is associated with boredom and poor concentration in class [67], poor psychological adjustment and higher stress [3], and dropping out of school [65].

In an attempt to better understand amotivation from the perspective of the learner, Legault, Green-Demers, and Pelletier [36] suggested a classification of students' reasons for being amotivated. They proposed a taxonomy with four

dimensions that relate to how students perceive the learning tasks and their own capabilities to engage the tasks; these dimensions are all consistent with the broad conceptualization of amotivation according to self-determination theory [53]. These dimensions are (a) value of task – how important learning tasks are in the student’s life, (b) ability beliefs – the belief that one does not have the personal ability to execute and complete the required tasks, (c) task characteristics – negative perceptions or attitudes about the tasks, and (d) effort beliefs – the belief that they cannot maintain the effort required to complete the tasks.

Although there have been previous efforts to draw from self-determination theory to understand students’ motivation to learn a second or foreign language, this conceptualization of amotivation and its reasons have not been explicitly explored in the domain of learning English as a second or foreign language. There have been attempts to inquire into how teachers perceive students’ low motivations or even resistance to learn English as a second language [30], but so far, there are no published studies that inquire into ESL or EFL students’ own reasons for amotivation in learning English as a second or foreign language.

1.6 Components of Motivation and Motivational Factors

In second language and foreign language learning, learning may be affected differently by different types of motivation: instrumental motivation (wanting to learn a language because it will be useful for certain “instrumental” goals, such as getting a job, reading a foreign newspaper, passing an examination) and integrative motivation (wanting to learn a language in order to communicate with people of another culture who speak it). This definition of motivation is in accordance with Gardner’s [22] theory of integrative motivation and the classic dichotomy of integrative /instrumental motivation put forward by Gardner and Lambert [21]. Richard and Schmidt [51, pp. 343-344] also provide a more precise and complete definition of the motivation construct: in general, the driving force in any situation that leads action.

In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learners' attitudes, desires, and willingness to expend effort in order to learn the second language.

- **Orientations:**

- integrative orientation, characterized by a willingness to be like valued members of the language community, and an
- instrumental orientation towards more practical concerns such as getting a job or passing an examination. The construct of integrative motivation (most prominently associated with R. C. Gardner) therefore includes the integrative orientation, positive attitudes towards both the target language community and the language classroom and a commitment to learn the language.

- **Motivations**

- intrinsic motivation, enjoyment of language learning itself
- extrinsic motivation, driven by external factors such as rental pressure, societal expectations, academic requirements, or other sources of rewards and punishments.

Other theories of motivation emphasize the balance between the value attached to some activity and one's expectation of success in doing it, goal setting, the learner's attributions of success and failure the role of self-determination and learner autonomy, and the characteristics of effective motivational thinking. Motivation is generally considered to be one of the primary causes of success and failure in foreign language learning.

According to Gardner and Lambert [21], learners are motivated to learn when they think of themselves as competent persons, deal with materials arranged to their level, see goal in their activities, see their studies as significant, are given difficult work, live in a safe environment, have the chance to express psychological needs for success, recognition, and acceptance, think that the learning is for them and not for their teachers, work with interesting materials, have opportunity to make decisions

and feel responsibility for participating, and experience more success than failure. The teacher is responsible for improving and building the motifs in the student. As a result the student has the need to learn continuously, to solve a problem.

1.6.1 Anxiety in Motivation

According to Schumann [57], the attitude of the learned language impacts the learner not only inside, but outside the classroom as well. A favorable attitude helps motivate learners to reach their learning goals as found by Burden (2004) who studied attitude change of Japanese university students in an English conversation class. Gardner et al. [22] also argue that affective factors influence language acquisition and achievement in a great many ways. They studied the effects of language instruction on “language attitudes, motivation, and anxiety that take place over the academic year” and used the Attitude Motivation Test Battery to measure factors and variables that are important in the socio-educational model such as motivation intensity. Their results show that students’ attitudes are influenced not only by the teacher but the classroom environment also.

Students’ desire to learn a language, their attitudes to learn vocabulary and in some cases, where English is the second language, the interest in EFL comes up as a factor as well in English vocabulary teaching, reserachers suggest that educators should work towards reducing lanugage anxiety in class since it can hinder the potential of a student in a greatly negative manner, and do so by introducing specific teacher sratgies that increase student motivation.

1.6.2 Motivation in EFL

Motivation “energizes” human behavior and “gives it direction” [22] and is a significant dimension in language learning [24, 23]. A large spectrum of theories covers the many variables that affect student motivation in the second language (L2)

classroom. These are reviewed and drawn upon in examining the views on foreign/second language learning of learners and the teachers who participated in this study.

Research on L2 motivation (until the early 1990s) was inspired by Gardner [23, 24] and their colleagues. L2 motivation was then seen as influenced by learners' attitudes towards social perceptions of the L2 and its speakers, their interethnic contact and the resulting degree of linguistic self-confidence [15]. For example, Gardner [24 p.6.] reports that students' attitudes towards a specific language group are bound to influence how successful they will be in incorporating aspects of that language. This is especially true considering that learning a foreign language is different from learning other subjects as language is viewed as part of one's identity. Williams [68] argues that learning a foreign language involves far more than simply learning skills or a system of rules, or a grammar. According to him, it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being and, therefore, has a significant impact on the social nature of the learner.

In addition, research in L2 motivation by Dörnyei [13, 14, 15] and Williams [68] revealed a need for a more pragmatic education centered approach, examining classroom reality and identifying and analyzing classroom specific motives. For example, an empirical survey of motivational strategies in language classrooms in Hungary [11] resulted in ten commandments for motivating language learners (p. 215): teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present tasks properly to the learners, have good teacher-student relationships, work on increasing learners' self confidence, ensure that language classes are interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture. The study was replicated on Taiwanese students [7], but the results differed due to the different background, tradition, identity and culture of the participants. Cortazzi and Jin [10] also found that culture and identity are two essential variables in motivating L2 learners.

Other researchers also argued that L2 involves the development of an L2 identity and incorporating elements from the L2 culture and contains environmental factors, cognitive factors, featured personality, and social dimensions [17]. Simard and Wong [60] support this development of second language awareness as it not only improves second language learning, but it also promotes greater cross cultural understanding among the second language learners. Taking this identity theory further and not excluding previous motivation theories, Dörnyei [19] has recently described this new approach in second language learning as the ‘L2 motivational self esteem’ which links the learning of the foreign language to one’s personal ‘core’ or identity. This has implications for learning a foreign language in that the learner develops ‘self maturity’ and thus ‘self motivation’ in acquiring the target language.

1.6.3 Positive feedback and Motivation

Research has shown that one's positive experiences and achievement in the foreign language impacts one's confidence in using it. Clement’s [8] model focused on the influence of the social context on one’s motivation in second language learning. He found that positive language learning experiences increase learners’ self confidence in using the second language and further motivation to learn it. This even applies to contexts that do not provide direct interaction with native speaker communities. Gardner et al. [22] agree that language learning in the classroom and in language clubs and activities help increase ‘knowledge, fluency and familiarity ...with the language’ (p. 3) and shape attitudes to language learning and future use. Dörnyei [15] argues that language learners are motivated differently according to their achievement and self-confidence, and that the learning situation provides motives through the language classroom, i.e. course, teacher and group aspects [10, 21, 29].

1.6.4 Using technology and motivation

Using technology and activities in teaching language can enhance learning. Al-Jarf [1] studied the influence of using technology in teaching and learning writing skills for EFL college students in King Saud University, Saudi Arabia. The two groups engaged in the study were exposed to the same traditional class writing instruction based on the textbook. However, students of the experimental group were encouraged to use the Internet and computers to check and improve their class essays at home. Both groups were post-tested. Findings revealed that the experimental group made higher gains in writing achievement, improved in motivation, sense of achievement and self-esteem. Technology had a positive effect on their attitude towards the writing process and made writing an enjoyable task. It encouraged more writing and exchange of ideas outside the classroom. Ramachaudran [47] adds that using new forms of technologies in the language class will certainly encourage and motivate learners to use the target language. Similarly, Kim [33] found a positive influence of email talk on English speaking skills of elementary and middle school students. The learners' interaction in the English language improved their language proficiency. They were interacting with other learners, teachers and online learning content. Students became more expressive in the computer-based communications than in their classroom environments and demonstrated more active participation. The middle school students improved in vocabulary use and pronunciation on their voice mail messages but not on grammar use. Kim [33] concludes that email can be a tool for improving written language skills and oral language proficiency.

1.7 Raising Learners' Motivation

Traditionally the teacher has decided what is important in language learning and which the best ways to learn languages are. There has not been room for student expectations or characteristics. Kaikkonen refers to Monninghoff, who questions this kind of situation in schools: the teacher who is the specialist in a subject asks

the questions and also knows all the answers. On his opinion it should be the student who asks the questions. [31] The teachers should find out what makes the students motivated, focus on the questions and expectations of the students and in that way let them benefit from the learning situation. Learning is an activity of a student and instruction is an activity of the teacher, these being two different matters [19]. Connecting these different sides, the expectations of the students and the expertise of the teacher, makes learning possible. Also, other things create expectations, such as curriculum and expectations of the surrounding society, and they affect indirectly on the learning situations. These things have to be taken into consideration along with the motivational aspects.

Haagensen [26] cites in her dissertation 'Dialogue Pedagogy and Motivation' Wlodkowski's views on motivation: he thinks that students are always motivated, not perhaps motivated to learn something, but to do something. In his opinion it is not possible to motivate students but teachers may be able to create a learning situation, which is stimulating and attractive. The students are always responsible for their own learning and motivation, but the teachers should note that everything can be taught in a meaningful way, which gives the teachers a lot of responsibility in the teaching situation. The teacher should be an enthusiastic expert who has an emphatic and clear way of teaching. Each learning situation should be planned thoroughly and the motivational aspects should be taken into consideration. Wlodkowski stresses that planning of a teaching session takes time and that the teacher should have social competence which is only possible for an experienced teacher, but he claims that the focus on motivation means a valuable investment [24]. The teacher has to prepare for the lesson carefully; he has to think about the ways how he wants to give the chance for the students to be able to learn in the lesson. He needs to pay attention to the students' ability, interest, or social background. Because of the different motivation levels, the teacher has to choose the appropriate tasks to different levels so that everybody can improve on his own level. The teacher's responsibility is to think about the details; how he wants to teach the new grammar, he wants to use frontal or group teaching method. The teacher has to tell the learners

what he requires, and the students need to accept it. But the most important thing to learn successfully is the good atmosphere in the lesson. Having a positive atmosphere in the class depends on the teacher's positive attitude. Teachers need to motivate students continuously. It is a key factor in teaching [50]. Students need to be interested and curious about new knowledge.

Through cooperative learning students can share their ideas with each other. This kind of work may be incentive and can make a good atmosphere among students. Also, the student-teacher relationship is important. The students' trust toward the teacher is also very important in motivation. A teaching situation involves, in addition to the inner motivation factors of a student also the efforts of the teacher and the attitudes of the surrounding culture in many ways. The interaction between these factors makes the learning situation. The teacher should focus on bringing meaning on the students' work, create clear goals for the learning session, create a positive learning environment, which helps students to feel confident in their work and guide the inner motivational factors of a student towards learning instead of other possible attractive targets. Seifert speaks about learning oriented behaviour, which is enhanced by a teacher who is perceived as being nurturing, supportive and helpful [59].

The role of motivation in language learning, in particular, developing vocabulary knowledge, is complex, since it has a great many layers and each affects the learning process separately and can have an enormous impact on the results. It is hard for the teachers to approach motivation as each student requires a different kind of motivation in order to produce the best they can.

Though, giving an accurate definition on motivation is near impossible, in the words of Keller: "Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect." In addition, motivation is a concept with different peculiarities and varieties such as intrinsic motivation (a behaviour driven by internal rewards) or extrinsic motivation (a behaviour driven by external rewards). Different theories exist connected to it which have been developed over the years by different linguists

such as Dörnyei, Noels et al., or Clement, just to mention a few, these theories are divided into different periods such as the social psychological period (1959-1990), the cognitive-situated period (during the nineties) and the process-oriented period (2000-2005); these can further be subdivided into different thoughts such as the self-determination theory, attribution theory and the L2 motivational self-system theory. With the knowledge about these factors and theories of motivation, we can say that it merges into the vocabulary building process in an unquestionable way, in fact, it makes all the learning process dependent on it.

PART 2

EMPIRICAL RESEARCH

2.1 Methodology

The research problem in question is a highly topical issue, namely, how the 21st century changed education and what challenges it poses to the teachers of English language when it comes to motivating students for vocabulary development. In order to answer what challenges are there that need to be solved and what motivation strategies the teachers are implementing into their classes in order to keep the students focused on the task at hand, qualitative and quantitative data were both needed, since two questionnaires were handed out, the student side questionnaire contained more closed questions, thus expressing the results in numbers, and the teachers' questionnaire tried to ask open-ended questions that required a more detailed answer, since teachers are the ones that have to solve these issues when it comes to the teaching process in the class or an online surface.

The participants were chosen by the fact that the problem at hand roots from the concept of globalization and information technology, considering this, secondary and elementary school students and teachers were out of question, since they are for the most part following a traditional learning process, however, higher educational institutions such as colleges and universities are implementing technology into their classes, mass migration into the education also affects these institutions, and the question of motivation during the vocabulary learning process is a completely different one at this level than at elementary or secondary, since students for the most part choose their specifications and are not learning a language because the curriculum requires it.

Questionnaires are excellent at showing quantitative data, but can also be used to get qualitative data as well, since they are powerful research tools, can be conducted in a short period of time in an online form if needed, questionnaires proved to be the best choice for this research problem. A case study was also considered, however, the concept of motivation and its' volatility would not be done

justice by concentrating on one individual or just one age group, rather, a variety of people needed to be sampled in order to give some kind of level ground for a research in this difficult and vague topic. Interviews or focus groups as well as monitoring of the students in the classroom was also an option for research, however, it poses some philosophical and ethical questions, since students are not acting as usual when they are being observed, and if they do not know they are monitored, it is not ethical, since the research subject did not agree to be part of a research. Researching existing data also came to mind, however, this is a rather under-researched topic, and considering that research in this area was only conducted in different countries, it would have not been accurate to represent people of one country with another, since each one has different motivations to learn a language, some countries have two or three languages, and English is one of them, thus the population are intrinsically motivated to learn the language in order to communicate with the people in their country, however, Ukraine is not one of those countries, people are rather extrinsically motivated to learn the language here, even though English is a *Lingua franca* and it is pressing to speak the language because the rapid growth of information technology also promotes the use of English, it is still not as pressing as if it would be the second language of the country

When analysing the data of the questionnaires, descriptive statistics was used in order to give an overall explanation on the answers of the students, since quantitative data was needed to be collected from the students' part in order to provide a generalised overview of the problems concerning student motivation in the vocabulary learning process. The teachers' questionnaire contained more open-ended questions, when analysing the data, inferential statistics and the contrastive method of analysis were used in order to show the similarities between the answers given by the teachers and to infer from the data provided by the Likert-scale in the questionnaire, in order to provide a more detailed overview rather than showing percentages or generalised numbers.

The goal of the experimental research was to provide an answer for the question of losing motivation in the vocabulary learning process in the 21st century,

and it set out to do so by using different motivation strategies based on intrinsic motivation (IM), extrinsic motivation (EM) and amotivation (AM). Students' anxiety during motivation plays a substantial role in the language learning process as well, not only inside, but outside the classroom, thus teachers need to realize this problem and use different tools and aids in order to provide an efficient learning environment for the students.

2.1.1. Planning the study

When it comes to measuring motivation, we are put in front of a rather hard wall to scale. Each individual has different levels of motivation during their learning process and based on different factors, it can rise or fall down, influencing the effectiveness of said process in a great way.

The 21st century has put such hindrances in front of teachers and students that greatly alter the extent of motivation for English vocabulary development, or the language learning process in case of students. These problems are strongly connected to the phenomenon of globalization or westernization, and the rapid growth of technology that brought with it the concept of the Internet, changing the learning process for ever. The Internet and informative technologies pose such threats to the learning process as: losing focus early, being distracted by the overwhelming data when using technology in the learning process, and not being media-literate, which means that the student cannot decide if a piece of data is useful or not when searching the Web. Globalization on the other hand introduced mass migration into the education system, as people got access to universities and colleges, they flooded these educational institutions. This problem alone caused the education to reorganize itself in order to provide for the masses. Furthermore, globalization elevated the English language to the level of Lingua Franca, countries had to accept this if they wanted to be part of international trade and business, this made the job market dictate the need for people with English language diplomas, and technology dictated the same for people with IT diplomas, whether it is to stay

the same or not, is a completely different question. When considering these problems, few solutions come to mind, since these are such actual obstacles we have to scale, that the answers for the problem are just trying to formulate parallel to these new phenomena. However, amidst these efforts trying to solve the issue, it can be said that the issue itself contains some of the answers. Information technology can be a powerful aid in teaching, not just a negative factor that makes students lose focus and be distracted by the overwhelming data. Online surfaces for learning, dictionaries or even games can help students tremendously, since they are versatile in their nature, an online dictionary can read the words for the student and explain the cases of usage, while a printed dictionary might not do both of these things. Globalization on the other hand has brought with it few changes to mention that are positive in nature, especially when looking at the English language. Students are motivated to learn English mostly because of extrinsic motivation reasons such as a better future or a better paying job, and they can do so, now more easily than ever, since English is the Lingua franca, it is accessible for nearly anyone and there is a great reason to learn it besides passion for learning languages or personal reasons.

The problem of measuring motivation, and deciding which layer of society these problems affect more than others was no small task in itself. However, considering that elementary and secondary schools are only catching up with the use of technology in order to enhance the learning process, the target of participants was narrowed down to college and university level students, since they are the ones directly affected by the problem of globalization and the growth of technology in context of learning. Teachers were also chosen from college and university level, since they also are more affected by these concepts than elementary or secondary level teachers.

Thus, in this paper, a mixed research method was used based on two questionnaires, the students' questionnaire contained questions of quantitative and the teachers' mostly questions of qualitative nature, in form of open format questions in order to provide sufficient answers.

2.1.2. Participants

The sample consisted of 56 students 7 teachers in a college with Hungarian language of instruction. Thirty-four of the fifty-six students were female and twenty-two were male, aged between 18 and 22. The students were chosen for the study because of the fact that universities and colleges are affected more by the phenomena of globalization and the growth of information technology, since college-level education gives place for more students and teachers alike, thus the problem of mass education has to be dealt with, along with the use of technology in the classroom, the 21st century put students and their teachers in front of an unforeseen obstacle, global lockdown. Teachers had to overcome this issue and combat the question of motivation in the language learning process, since this factor only itself has changed education to such an extent that classroom environment and teacher connection were not as affecting factors as they were before. Online surfaces were provided in order to substitute the institutional learning, however, this in itself as mentioned above, has proven to be posing more problems. Thus, the choice for the participants of the research had fallen on the students and teachers in higher educational institutes.

2.1.3. Research instruments

To measure how the different challenges in the 21st century affect motivational-factors in the students' vocabulary learning process, a questionnaire was designed. The questionnaire contained closed questions and two Likert scale survey question sets, both over 24 statements which were based on the five types of self-determination theory (SDT) for vocabulary learning motivation [53]. The teacher's questionnaire contained open-ended questions for the most part, in order to gain a deeper and more certified information about the problems that the teachers have to overcome in 21st century, as well as the motivation strategies they use in class in order to make the English vocabulary development process more effective for the students. In addition, Likert scale survey questions were also used which are

essential in measuring a respondents' opinion and attitude towards a given subject. The questionnaires were administered in English language in online form, since the global quarantine made it impossible to conduct this research in a classroom with students and their teachers.

2.1.4. Procedure of the Research

In order to measure the importance of different motivational factors in the vocabulary learning process, and how the challenges that emerged during the 21st century affected student motivation in the vocabulary developing process, two questionnaires were distributed. The research was conducted in online form amongst the students and teachers of Beregszász. The pupils were given the questionnaires during one of their English lessons. The survey was not long and it took only 15 minutes to complete. The questions that were either close-ended in case of the students, or open ended in case of the teachers were put before the Likert-scale, this is because if it were inverted, the participant might have lost some of their concentration after filling the Likert-scale that was over 25 statements in both questionnaires. The research was conducted in April 2021.

The procedure of the research was simple, the questionnaires were compiled using Google Forms, and handed out to the students and teachers through a link. After filling in the questionnaires, they were collected and analysed.

2.1.5 Data analysis methods

When analysing the data of the students, descriptive statistics were used, in order to sum up large amounts of answers and simply describe what the data shows, however, in some cases, inferential statistics are used, because some questions hide more detail behind themselves that could not be answered by a number, but by inferring from the sample data what the participants are thinking of the phenomenon that is

presented in the question. The data was presented before analysis in form of diagrams for easier explanation.

The teachers' questionnaires were analysed to some extent in the same manner, since both questionnaires contain Likert-scales that extend over 25 statements. However, since the teachers were asked open format questions, qualitative methods of analysis such as the contrastive method of analysis were used.

These questions extended over topics that required more detailed answers and required teachers to name the challenges that are put in front of them when it comes to English vocabulary development and motivating students in the classroom, and the Likert-scale aimed to show which motivation strategies different teachers are using in order to combat these obstacles put in front of them and keep students motivated inside and outside the classroom.

PART 3

RESULTS AND DISCUSSION

3.1 Findings

Most of the participants have been learning English for over twelve years, since the beginning of their school years, however, there were a few students who have been learning the English language for eight or nine years. A great many learners have difficulties with learning more languages beside their native one, though, these students had positive attitude towards English vocabulary development.

The answers to the second question (*‘What, do you think is the biggest challenge when it comes to motivation in the language learning process?’*) showed that most of the students had the same opinion, both male and female students have difficulties staying motivated and focused on the goal that they set out to achieve in the learning process. This result shows that the teacher is not connected to the students as much as they need it, since losing focus and motivation is heavily dependent on the motivation strategies that their teachers employ and their attitude is affected by the teacher greatly.

The overall response to the third question (*‘What are the challenges in EFL learning that are more prominent in the XXI-c. era, than ever before?’*) was various, a great number of the students chose more than one answer, however, the dominant response was *‘balancing school-based learning and learning with the use of technology’* (59,5%) and *‘staying focused in this fast-paced world’* (26,8%), while implementing technology into language learning and the need to be media-literate were the least preferred answers for this question. Contrary, from the teachers’ questionnaire, teachers found that implementing technology is the biggest challenge, which implies that finding the fine line between using technology as a crutch in teaching and using it as an aid to enhance the learning process is a really difficult task. Teachers who are used to the traditional teaching methods have to be educated

on this issue and on how to use technology, and the successful implementation of information technology in the classroom is another problem beside that.

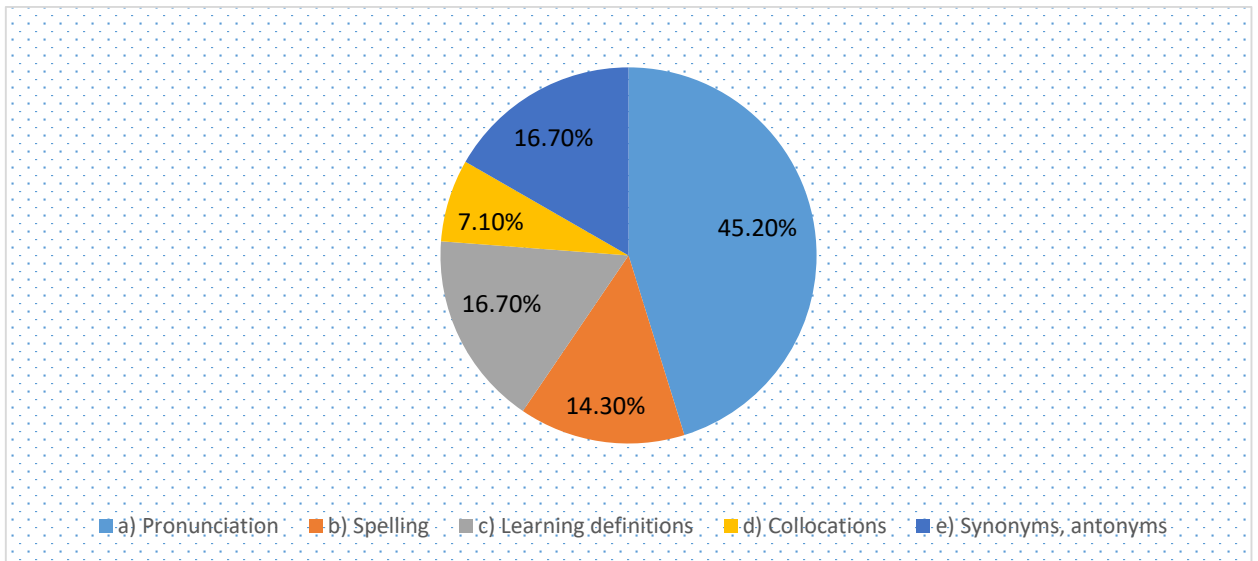
The answers to the fourth question (*'When learning English, what are your goals?'*) were dominated by development of vocabulary (50%) and development of pronunciation (45.2%), fewer students answered that speaking fluently or developing grammar knowledge is their goal when learning the English language (4,8%); this can be due to the fact that with the appearance of information technology and the rapid growth and widespread use of the Internet, students need practical skills first in order to be understood by the native speakers of the language, furthermore, globalization presses people to learn the lingua-franca in order to communicate internationally, and learning a language first only works by developing vocabulary.

The results of the fifth question (*'In your opinion, what is the biggest obstacle that has appeared in the XXI-c. in teaching English as a foreign language?'*) show that a great number of student think that the phenomenon of globalization is the biggest obstacle in teaching English as a foreign language, which shows that opposed to technology or the rapid growth of the internet, globalization is more layered, in fact, it brought technological advancement and English being close to the status of lingua-franca with itself.

Related to the sixth question, Diagram 3.5.1 shows that most of the learners have difficulties with pronunciation, as it can be seen from the chart, 45.20% of the students have problems with pronouncing words and the definitions of words along with learning the synonyms and antonyms also poses some difficulties for students.

This can be due to a number of factors, students are trying to find the balance between learning with technology and learning in the classroom and the opportunity to learn how words are pronounced may not be present at all times. When learning from books or dictionaries, students cannot hear the words being pronounced, although online dictionaries try to provide a solution for that problem by having a feature that pronounces the words as well as provides the definition for them and the cases that particular word can be used.

Diagram 3.5.1 Learners' Difficulties in Vocabulary Learning



The seventh question was a Likert scale survey with 29 statements. These statements can be subdivided into different categories that represent different forms of motivation such as: instrumental motivation, integrative motivation, intrinsic motivation (confidence), intrinsic motivation (integrative orientation), extrinsic motivation (instrumental orientation), extrinsic motivation (teacher and peer students), external encouragement and personal assessment. These subdivisions along with the statements concentrate on showing the learners' individual motivation for the language learning process.

As it can be seen from Diagram 3.5.2 below, the levels of intrinsic and extrinsic motivations of the students are different, nearly half of the students are anxious about being proficient, almost all of the participants think that the English language contributes to their personal development and enables them to reach their goals in life or help them improve themselves. A large number of students do not depend on their teachers in order to stay motivated and focused on the learning process, they are capable of learning on their own. This can be due to a few factors, such as their age and their experience in learning has taught them to concentrate on the task at hand, and more than half of them are influenced by peer pressure, since they are pressured by their classmates to be efficient learners, it is clear that students

are intrinsically motivated, since this is a case of foreign language acquisition, where the outside world does not have a great influence on students, they prefer to learn in a closed environment. As mentioned before, English might be lingua-franca, but the pressure to learn the language is not as severe as it would be if it were the second language of the country. However, nearly all students agreed that they only learn English to have a better outlook on future in form of a better job or travelling abroad and getting to know other cultures.

As it is evident from the data received from the questionnaire dealing with their learning techniques, students mostly use the Internet as a technological mean to acquire vocabulary, however, they find it easier to learn in the classroom while using technology, since it can act as an effective aid in the language learning process if used in sufficient proportions, if used as a crutch, the Internet and information technology can distract students from the material and can be a rather negative factor instead of the aid it should be. Nonetheless, students are mostly positive about learning English despite these challenges, they are adapting to the problems by the use of technology and different motivation strategies, and this statement is further reinforced by the data that can be seen in Diagram 3.5.2, which deals with the extrinsic factors of students' motivation.

Diagram 3.5.2 Learners' Motivational Factors



Students are also motivated extrinsically, by their families or the feeling of success when they use the English language; it is due to the fact that English is slowly

becoming the lingua-franca of the world, hence learning English enables students to move abroad seeking potentially better workplaces or opportunities. Students are also peer-motivated by their classmates to learn English, since, as it was mentioned above, English language provides better opportunities in the future in form of better jobs or getting to know a culture and traveling without boundaries.

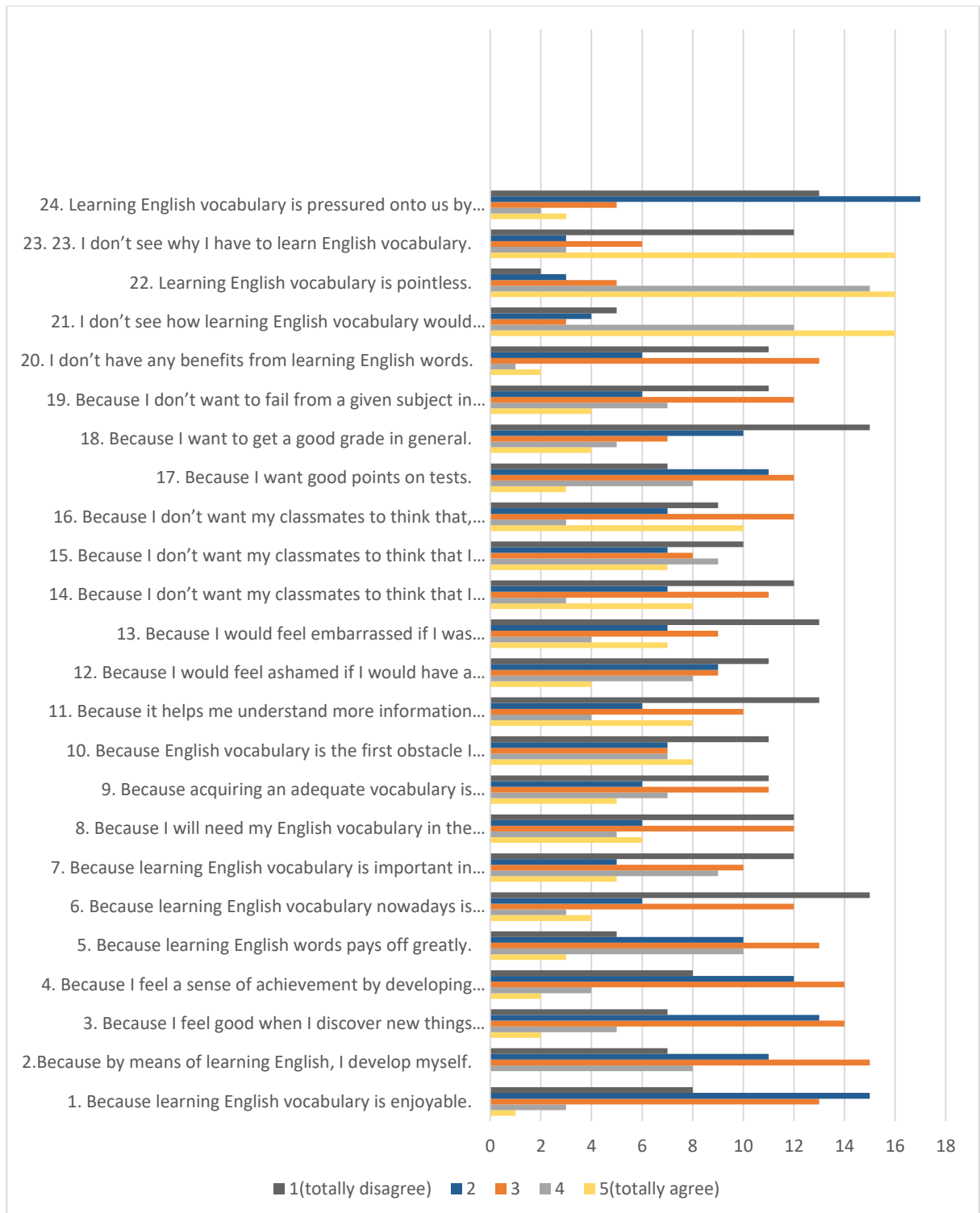
The 8th question was also a Likert-scale, the subdivisions here concentrated on vocabulary learning rather than the factors that influence students' individual motivation. These categories were: Intrinsic motivation for learning English vocabulary (IM), identified regulation for learning English vocabulary (ID), introjected regulation for learning English vocabulary (IJ), external regulation for learning English vocabulary (EX), amotivation for learning English vocabulary (AM).

This part of the questionnaire concentrated on students' motivation for learning vocabulary. The first part of the statements was connected to intrinsic motivation and the second part was connected to extrinsic motivation. As it can clearly be seen from the chart, the result of the first set of five questions (IM) show that more than half of the students find it enjoyable to learn vocabulary, the next five questions (ID) show a more positive result, so it can be seen that the students realise that English vocabulary plays an important part of the language learning process, and as a means to become more successful in different aspects of their life.

The second part of the statements concentrated on external motivational factors in vocabulary learning. The following five statements (IJ) show how peer pressure can motivate students, in form of prejudice from their classmates. The answers show that most of the students learn English vocabulary because they do not want to be seen as incompetent or slow learners in the eyes of their fellow classmates. The next five statements (EX) show that students care more about their marks in class than their scores on tests, and it shows that students are motivated by marks which is an external regulation for learning vocabulary, the last five set of statements (AM) is concentrated on amotivation among students, and as it can be seen in Diagram 3.5.3, the results were more diverse than in case of any other

statements. Almost all of the students disagree with the statement that learning vocabulary is pointless and they agree on that learning the vocabulary in and outside the classroom has become easier and more accessible with the introduction of information technologies and the Internet.

Diagram 3.5.3 Learner Motivation for Vocabulary learning.



3.2 Discussion and interpretation of results of the research

However hard demotivation may be to handle, especially in a foreign language learning situation, the overall response was positive, and the results show that students have both internal and external motivational factors that help them stay motivated in the language and vocabulary learning process. Students are using technology as an aid to learn outside the classroom and see the benefits of English vocabulary learning. The teachers reflected their students' answers, since the Internet and information technology in general in form of different devices such as a laptop or projector or a set of speakers can enhance the learning process if done right. It seems that most students heavily use technology and the Internet in order to develop vocabulary, while less than half of them learn at the classroom or in an institutional environment with the help of different motivation strategies to keep them focused on their goals. Furthermore, these aids are also implemented into their English classes in the classroom in form of a laptop with or without Internet connection, projector and a CD player, which focus on the development of listening skills and pronunciation. The fact that technology is involved in the teaching process can also increase motivation, since the class becomes more interesting, which statement was reinforced by the students' answers on the importance of the teaching methods.

This study has found that students that are both extrinsically and intrinsically motivated when it comes to language or vocabulary learning, they adapted to the challenges of the 21st century by implementing technology and the Internet into their vocabulary learning process, thus staying motivated and focused not only in but outside the classroom, they acknowledge that fact that learning English vocabulary not only provides them with basic knowledge of a language, but it is important for extrinsic reasons because of the fact that it can broaden one's possibilities for the future, be it travelling, working or getting to know other cultures.

Moreover, based on the findings of the current study, the above-mentioned motivational factors each affect the vocabulary learning process, even amotivation,

which is a great problem itself that can counter any method or motivational strategy if not implemented correctly, or language anxiety in the learning process, peer pressure can bring out language anxiety in students, which halts the learning process and can only be overcome if the student or the teacher uses specific motivation strategies.

Finally, the results of the research have shown the importance of different motivational factors in the vocabulary learning process, and the importance of motivation outside the classroom, since the 21st century poses challenges especially at the level of higher education students that are not exclusive to institutional education but learning at home with the use of information technology, however, teachers also have to keep students motivated outside the classroom, since motivation is what makes the learner fulfil the goals that he is set out to achieve, if the learner has to deal with problems of language anxiety and amotivation, the learning process becomes forced and vague.

CONCLUSION

The 21st century brought with it problems that were unforeseen just a few decades ago, the rapid growth of information technology and the way globalization reorganized the education system, especially higher educational institutes posed many obstacles when it comes to the language learning process.

Motivation plays a tremendous part in the learning-process, it can be used rather effectively in the language teaching process, in particular, the vocabulary developing process as well. To keep students motivated and focused on the goal may be quite a demanding task, as looking for the appropriate motivational method requires a considerable amount of time. Nevertheless, it is absolutely rewarding using it in teaching languages, as learners benefit from it enormously.

The main aim of this paper was to examine the effect of the challenges that emerged in the 21st century and how they shaped the language learning process, and to examine how different motivational factors can help the vocabulary development process and to present ways for teachers to increase student motivation in their classes thus countering the negative factors that might hinder student motivation in the vocabulary development process. Furthermore, the paper's purpose was to give information about the different motivational types, factors and theories that have been defined over the years. The paper fulfilled the goal that was set out as a requirement. It gave detailed information about the concept of motivation and its' layers alongside with detailed description about the concept of vocabulary and how it can be developed more effectively with the help of different motivational factors, as well as keeping students motivated inside and outside of the classroom considering language anxiety and amotivation which both affect students' learning process in a negative way outside of the classroom.

The first part has dealt with the theoretical questions of vocabulary knowledge and motivation and foreign or second language acquisition in detail. This part of the paper gave great many information for students, who desire to enrich their vocabulary (the definition of incidental and intentional vocabulary learning),

presented the structure of vocabulary knowledge and its importance in language learning as without vocabulary, nothing can be communicated to the other speaker, even though one knows grammar and the other parts of the language, vocabulary is an essential component. Furthermore, the first part presented the different motivational factors that may have an effect on the vocabulary learning process, it gave detailed information about the concept of motivation and its' types (intrinsic, extrinsic, amotivation). This part also listed different methods by which a teacher can increase student motivation for vocabulary learning, components and factors that build up motivation and the factors that may affect motivation itself, such as the role of positive feedback in the classroom which helps students tremendously no matter the level on which they are learning a language, positive feedback and amotivation affects anyone, and this is not only true inside the classroom, but outside as well, students are learning the language with the use of information technology, and they are developing vocabulary at home with the use of the Internet, and when it comes to language anxiety or amotivation, students can stagnate in their learning process if not given proper attention and feedback in time.

The results of the experimental research showed that nearly all of the students have a positive experience with learning English language, students are motivated by extrinsic and intrinsic factors because of the importance of English language as an aspect that can influence their future, how they are perceived by society, and how successful they are going to be in reaching the goals that has been set to themselves, although it is to be said, that despite English slowly becoming a lingua-franca, it is still not the equivalent of a second language in a given country. Students are intrinsically motivated by peer pressure and their family, and extrinsically because of the opportunities of a better future, however, this is not the same case as if they were extrinsically motivated because of the fact that they cannot communicate with the people in their environment. The paper supports the idea that motivational factors play an enormous role in the vocabulary learning process, and the idea that teachers can benefit from implementing different motivational strategies into their classes.

One of the more significant findings to emerge from this study is that given the status of English language in Ukraine, it is not a unique case of being extrinsically motivated to learn a language despite it not being the second language of the country, however, it is a new phenomenon, English being a foreign language that can provide youngsters opportunities in their future, unlike other foreign languages, intrinsic and extrinsic motivational factors are both present, since students are motivated by their friends and family to develop their English vocabularies, as the findings of the research shows, students believe that English can broaden their possibilities for the future and can make them overall more versatile in their career.

In conclusion, the evidence from this study suggests that the factors of motivation and how they are implemented in students' lives or in the class itself can impact the learning process and the success rate of their vocabulary development tremendously. A great many research had been done in this topic and theories came after one another about motivation in the language learning process as eras changed, and motivation connected to the phenomena that the 21st century introduced us such as the ever growing information technologies and the concept of globalization is a process that is still ongoing and awaiting possible solutions. Teachers can use motivation to have a tremendous impact on students' learning process inside and outside the classroom as well, yet the topic of English vocabulary learning and the hindrances the 21st century poses in the process is still a sensitive topic, and to provide a more detailed overall picture of the topic, further research is ought to be done, with more higher educational institutions across several countries, since each country experiences these changes in a different way.

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РЕЗЮМЕ

XXI століття принесло з собою проблеми, які не були передбачені кілька десятиліть тому. Стрімке зростання інформаційних технологій та те, як глобалізація реорганізувала систему освіти, особливо вищі навчальні заклади, створило багато перешкод у процесі вивчення мови.

Мотивація відіграє величезну роль у навчальному процесі, її можна ефективно використовувати у процесі викладання мови, зокрема, у процесі розвитку словникового запасу. Тримати учнів мотивованими та зосередженими на цілі може бути досить складним завданням, оскільки пошук відповідного мотиваційного методу вимагає значної кількості часу. Тим не менше, абсолютно корисно використовувати його у викладанні мов, оскільки учні отримують від цього величезну користь.

Головною метою цієї магістерської роботи було вивчити вплив викликів XXI століття, те, як вони сформували процес вивчення мови, виявити як різні мотиваційні фактори можуть сприяти процесу розвитку словникового запасу, та представити шляхи для вчителів для збільшення мотивації студентів на їхніх заняттях, тим самим протидіючи негативним факторам, які можуть перешкоджати мотивації учнів у процесі розвитку словникового запасу. Крім того, метою статті було надати інформацію про різні типи мотивації, фактори та теорії, які були визначені протягом багатьох років. У роботі надано детальну інформацію про поняття мотивації, її рівні, подано детальний опис поняття словникового запасу, шляхи його ефективного розвитку за допомогою різних мотиваційних факторів, способи підтримки мотивації учнів у класі та поза його межами, враховуючи мовну тривожність та типи мотивації, які негативно впливають на процес навчання учнів поза класом.

У першій частині детально розглядалися теоретичні питання щодо мотивації збільшити словниковий запас й оволодіти іноземною або другою мовою. Ця частина магістерської роботи зосереджена на збагаченні словникового запасу (визначення випадкового та навмисного вивчення

словникового запасу), представленні структури знань про словниковий запас та його значення у вивченні мови. Крім того, у першій частині були представлені мотиваційні фактори, які можуть вплинути на процес вивчення словникового запасу; надана детальна інформація про поняття мотивації та її типи (внутрішня, зовнішня, амотиваційна). У цій частині також перелічено методи, за допомогою яких викладач може підвищити мотивацію учнів до вивчення словникового запасу, компоненти та фактори, що формують мотивацію, та фактори, які можуть вплинути на саму мотивацію, такі як роль позитивних відгуків у класі, які надзвичайно допомагають студентам незалежно від рівня вивчення мови. Позитивні відгуки та мотивація впливають на всіх студентів не лише всередині класу, але й за його межами. Студенти вивчають мову за допомогою інформаційних технологій і розвивають словниковий запас за допомогою Інтернету. Коли мова заходить про мовне занепокоєння чи мотивацію, студенти можуть сповільнити чи навіть призупинити вдосконалювати власні знання й навички у процесі навчання, якщо їм вчасно не надати належну увагу та зворотний зв'язок.

Результати емпіричного дослідження показали, що майже всі студенти мають позитивний досвід вивчення англійської мови. Вони мотивовані зовнішніми та внутрішніми факторами через важливість англійської мови як освітнього компоненту, який може вплинути на їхнє майбутнє, як вони сприймаються суспільством, і наскільки успішними вони будуть у досягненні поставлених перед собою цілей. Однак, незважаючи на те, що англійська мова поступово стає мовою міжнаціональної комунікації, вона все ще не є еквівалентом другої мови в цій країні. Студенти внутрішньо мотивовані тиском з боку однолітків та їх сім'єю, і зовні через можливості кращого майбутнього, однак це не той самий випадок, якби вони були зовні мотивовані через те, що вони не можуть спілкуватися з людьми у своєму оточенні. Це дослідження підтримує ідею, що, по-перше, мотиваційні фактори відіграють величезну роль у процесі вивчення словникового запасу, по-друге, вчителі

можуть отримати користь від впровадження різних мотиваційних стратегій у процес викладання.

Один з найбільш значущих результатів цього дослідження полягає в тому, що з огляду на статус англійської мови в Україні, це не унікальний випадок, коли людина має зовнішню мотивацію для вивчення мови, незважаючи на те, що англійська не є другою мовою країни. Результати дослідження свідчать про те, що на думку студентів, англійська мова може розширити їхні можливості на майбутнє і може зробити їх загалом більш універсальними у своїй кар'єрі.

Підсумовуючи, дані цього дослідження свідчать про те, що фактори мотивації і те, як вони впроваджуються в життя студентів, можуть суттєво вплинути на процес навчання та рівень розвитку словникового запасу. Вчителі можуть використовувати мотивацію, щоб мати величезний вплив на процес навчання студентів як у класі, так і за його межами, проте тема вивчення англійської лексики та перешкоди, які створює ХХІ століття в процесі, все ще залишаються недостатньо дослідженими.

Для того, щоб отримати більш детальну загальну картину, слід провести подальші дослідження, включивши більшу кількість вищих навчальних закладів у декількох країнах, оскільки кожна країна переживає ці зміни по-різному.

APPENDICES

APPENDIX 1

STUDENT'S QUESTIONNAIRE

Please contribute to my research with your honest answers, which deals with the challenges of the XXI-c. in teaching English vocabulary effectively using motivational factors. The survey is anonymous. There are no wrong answers, thank you for your time and cooperation.

Gender: Male Female

Age:

Class:

1 How long have you been learning English?

2 What do you think is the biggest challenge when it comes to motivation in the language learning process?

- a) Staying motivated and focused.
- b) Finding a favourable attitude toward learning.
- c) Setting a goal to work towards.
- d) Finding motivation to achieve a desired goal.

3 What are the challenges in EFL learning that are more prominent in the XXI-c., than ever before?

- a) Implementing technology into language learning.
- b) Staying focused on learning in this fast-paced world.
- c) The need to be media-literate in order to learn more effectively.
- d) Balancing school-based learning and learning with the use of technology.
- e) Other:

4 When learning English, what are your goals? There are multiple answers possible.

- a) developing my grammar knowledge
- b) developing my pronunciation
- c) developing my vocabulary
- d) speaking fluently
- e) developing my comprehensive skills
- f) developing my writing skills
- g) developing my reading skills

5. In your opinion, what is the biggest obstacle that has appeared in the XXI-c. in teaching English as a foreign language?

- a) The phenomenon of globalization
- b) The advancement of technology and the Internet
- c) English becoming a Lingua Franca and being accessible for everyone.

6. In your opinion, what is your biggest difficulty in vocabulary development?

- a) pronunciation
- b) spelling
- c) learning meanings
- d) phrases
- e) learning synonyms, antonyms
- f) Other:.....

7. The table has different kinds of statements. Please read each one carefully and put an 'X' into the column which you think represents your answer correctly (1 – totally agree, 5 – totally disagree).

Statement	1	2	3	4	5
1 Learning English in a school-based environment has become much harder since the development of the Internet.					
2 As an English learner, practical language skills are much more important to me than theoretical.					
3 I find it hard to stay focused on a given task for a long period of time.					
4 I think that learning English is more important nowadays than ever before.					
5 If someone speaks to me in English, I often become nervous.					
6 Knowing English makes me become a better person.					
7 My friends/family encourage me to learn English.					
8 Learning English helps me understand movies, books, pop songs, etc. that are in English.					
9 English will be helpful for my career.					
10 I need to know English to travel abroad.					
11 English provides me with more options when I am looking for information about something.					
12 Speaking English helps me to make friends with foreign people.					
13 Learning English enables me to learn about different cultures, people and values.					
14 Learning English using the Internet or technology is more effective for me than school-based learning.					
15 I learn English vocabulary mostly from the Internet, and institutional learning only teaches me the theoretical part.					

16 Learning English is easier now than ever before.					
17 Learning English is a must in today's world, where English is a Lingua Franca.					
18 The personality of the teacher is important in the English class.					
19 The methods of the teacher are important in the English class.					
20 The group is important in the English class.					
21 The biggest challenge for a teacher is keeping the students motivated in EFL teaching.					
22 Setting a goal for me in English learning is difficult.					
23 I keep myself motivated by focusing on my goals when learning EFL.					
24 I almost always depend on the teacher to keep me motivated when it comes to English language learning.					
25 I am committed to learn English as well as I can in order to reach a professional level.					
26 I think that the motivational strategies used in class are insufficient.					
27 In my opinion, the widespread globalization has put its stamp on the EFL teaching process, since English is more accessible and is in much bigger need than before.					
28 I find it hard to justify learning English to a professional extent, I think that basic speaking skills are more than enough.					
29 I think that learning grammar in EFL is the last stage of embracing the language, since vocabulary is king when it comes to language learning.					

8. **Why do you learn English vocabulary? Please read the statements carefully and put an 'X' into the column which you think represents your answer correctly (1 – totally agree, 5 – totally disagree).**

Statement	1	2	3	4	5
1. Because learning English vocabulary is enjoyable.					
2. Because by means of learning English, I develop myself.					
3. Because I feel good when I discover new things during learning English.					
4. Because I feel a sense of achievement by developing my vocabulary.					
5. Because learning English words pays off greatly.					
6. Because learning English vocabulary nowadays is easy, especially with the help of technology.					
7. Because learning English vocabulary is important in order to fulfil my dreams.					
8. Because I will need my English vocabulary in the future.					
9. Because acquiring an adequate vocabulary is important before advancing with other parts of language learning.					
10. Because English vocabulary is the first obstacle I have to overcome in order to be understood.					
11. Because it helps me understand more information around me.					
12. Because I would feel ashamed if I would have a smaller vocabulary than my classmates.					

13. Because I would feel embarrassed if I was misunderstood by an English speaker.					
14. Because I don't want my classmates to think that I am bad at English.					
15. Because I don't want my classmates to think that I have an inadequate vocabulary.					
16. Because I don't want my classmates to think that, compared to others I learn words more slowly.					
17. Because I want good points on tests.					
18. Because I want to get a good grade in general.					
19. Because I don't want to fail from a given subject in English.					
20. I don't have any benefits from learning English words.					
21. I don't see how learning English vocabulary would help me.					
22. Learning English vocabulary is pointless.					
23. I don't see why I have to learn English vocabulary.					
24. Learning English vocabulary is pressured onto us by the progression of westernisation.					

APPENDIX 2

TEACHER'S QUESTIONNAIRE

I am carrying out this questionnaire in order to collect information about the XXI-c challenges in motivating students to improve their English language vocabulary in EFL teaching. The survey is anonymous and your participation is voluntary. Please answer the following questions honestly. Thank you for your time and cooperation.

1 How long have you been teaching English?

2 In which forms do you teach?

3 In your opinion, what is the biggest distracting factor for students that makes them lose their motivation or focus in EFL learning?

4 What are some of the biggest challenges you face when keeping your students motivated in the classroom when it comes to English vocabulary learning?

3. Please indicate how often you use the following motivational strategies in your class (1 means never, 2 – rarely, 3 – sometimes, 4 – often and 5 – always).

	1	2	3	4	5
1 I give my students opportunities to experience success in their learning.					
2 I give clear instructions for tasks by modelling.					
3 I set class rules myself rather than allowing my students to do so.					

4	I explain the importance of class rules to my students.					
5	I encourage my students to give suggestions for improving the course.					
6	I share my personal interests with my students.					
7	I use activities that familiarise students with the target culture.					
8	I encourage my students to use English outside the classroom.					
9	I teach my students self-learning strategies.					
10	I try to establish a good rapport with my students.					
11	I investigate my students learning needs.					
12	I show my students that I care about their individual development.					
13	I am careful to avoid embarrassing my students when giving feedback.					
14	I encourage my students to set specific, learning goals for themselves.					
15	I use activities which allow my students to be more involved and help them concentrate on the task at hand.					
16	I highlight and review class learning goals with my students.					
17	I create a supportive classroom environment so my students feel encouraged to take risks.					
18	I ask my students what they like about the course/ learning process.					
19	I encourage students to be realistic about their language learning goals.					

20 I make sure tasks are challenging but doable for my students.					
21 I make myself available to my students outside class time.					
22 I give immediate feedback to my students.					
23 I reward my students when they succeed.					
24 I start all my lessons with the same presentation technique.					
25 I use tasks that are well below my students' ability.					
26 I show my students how much they have progressed or learnt.					
27 I explain why a task is meaningful or relevant.					
28 I use tasks that allow my students to interact with each other.					
29 I encourage my students to assess themselves.					
30 I teach my students how to use self-motivating strategies.					
31 I remind my students of the benefits of learning English.					
32 I use a short opening activity to relax and help my students to focus.					
33 I tell my students that they can learn if they make the necessary effort.					
34 I tell my students that communicating meaning effectively, is more important than grammatical accuracy.					
35 I make tasks attractive by using technological aids.					
36 I encourage my students to teach each other.					

37 I match tasks to my students' needs/ interests rather than exam requirements.					
38 I remind students that mistakes are a natural part of learning.					
39 I select tasks from the course book even if they do not relate to students' real-life experiences.					
40 I try to offer a variety of tasks to my students for a more layered learning experience.					

NYILATKOZAT

Alulírott, Kovács Gábor 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