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ІНШОМОВНОЇ ЛЕКСИКИ**

БІБИ ОЛЕКСАНДРИ ВАСИЛІВНИ

Студентка 4 -го курсу

Освітня програма 014 Середня освіта. Англійська мова і література
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Науковий керівник:

Леврінц М. І.,
докт. пед. наук,
професор кафедри філології

Завідувач кафедри:

Берегсасі Аніко Ференцівна,
д-р габілітований, професор
кафедри філології

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

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Біба Олександра Василівна

Освітня програма
014 Середня освіта. Англійська мова і література

Науковий керівник: **Леврінц М. І., докт. пед. наук,
професор кафедри філології**

Рецензент: **Врабель Томаш Томашович
канд. філ.наук, доцент**

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**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
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**LANGUAGE LEARNING STRATEGIES AND THEIR EFFECT ON
LEXICAL ACQUISITION AND RETENTION**

Bachelor's Thesis

Presented by: Alexandra Biba

a 4th year student

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Thesis supervisor: Marianna Lőrincz,
DSc, Professor of the Philology Department

Second reader: Tamás Vrabely
Candidate of Philological Science
Associate Professor



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INTRODUCTION

The starting point in language learning is vocabulary development. Vocabulary is key for communication and a foreign language acquisition. Vocabulary is one of the biggest challenges in learning a language, the acquisition of which can be facilitated by different vocabulary learning strategies. They serve to make learning more efficient, if applied according to age, theme and circumstances. However, there is a dearth of studies dealing with the relationship between strategy use and vocabulary acquisition by foreign language learners, which determines the focus of the given thesis.

The first serious discussions and analyses of the vocabulary learning strategies emerged during the 1980s, with the purpose of making the learning/teaching much more efficient and highlighting the importance of the vocabulary. During the past 30 years, much more information has become available on this topic from different literary sources written by Nation (1990, 2001, 2007), Horwitz (1988), Schmitt (1997, 2000), Oxford (1990) and many others who study the teaching and learning of vocabulary, the student's strategies of lexical retention, and the main types and role of the vocabulary learning strategies.

The **object** of the present thesis is language learning strategies as applied by foreign language learners.

The **subject** of the present thesis is the usage of language learning strategies to enhance vocabulary acquisition by foreign language learners.

The **aim** of the thesis is the study of strategies applied by English language learners and their impact on learners' vocabulary size.

This study aimed to explore strategy use preferences and identify the most and the least frequently used strategies by language learners.

The tasks of the thesis are as follows:

- to develop the theoretical and conceptual framework for the study;
- to examine language learners' use of strategies;
- to study the frequency of use of language learning strategies and their impact on vocabulary acquisition;
- to compare the previous research results on the use and nature of the learning strategies with the results obtained from this research.

Both theoretical and empirical methods were employed in the study, such as analysis and comparison. The mixed-methods research paradigm was used. A questionnaire was designed in order to answer the main questions of the thesis regarding the effectiveness, impact, and types of strategies.

The **theoretical value** of the thesis consists in providing a theoretical overview of the problem of vocabulary learning and language learning strategy use. The **practical value** of the thesis consists in providing pedagogical implications of the effective usage of language learning strategies.

The thesis has been divided into an Introduction, Parts 1- 3, Conclusions and a summary in Ukrainian. Both Part 1 and Part 2 deal with the theoretical problems of the topic. The first part of the thesis focuses on the theoretical concepts of vocabulary, and vocabulary learning, and defines the general concepts of lexical acquisition and retention. The second part deals with vocabulary learning strategies and their types and roles in EFL. The third part of the work deals with the results of the research, which focuses on the way learners use different strategies to expand their vocabulary size and memorize new words.

PART I

THEORETICAL CONSIDERATIONS OF THE PROBLEM OF LANGUAGE LEARNING STRATEGIES AND THEIR EFFECT ON LEXICAL ACQUISITION AND RETENTION

The following part offers a brief discussion of the problem of *language learning strategies* and *their effect on lexical acquisition and retention* and presents selected aspects of this extensive and complex field of language study. After briefly *defining* the concept of vocabulary, vocabulary acquisition and retention, an overview of studies on the subject follows, and some conclusions drawn about vocabulary acquisition and retention techniques are portrayed. There is a wide range of answers to these questions, hence there are several different approaches and definitions. Some of them are presented below.

1.1 Vocabulary Conceptualizations

A word is a language unit without which the knowledge of the whole language mechanism cannot be studied. The great Swiss linguist F. de Saussure noted that “the word, despite all the difficulties associated with the definition of this notion, there is a unit that indefinably appears before our minds as something central to the mechanism of the language” (Вихованець, 1990, p. 290).

Vocabulary (also called *wordstock*, *lexicon*, and *lexis*) *refers to all the words in a language that are understood by a particular person or group of people. Vocabulary is a fundamental unit in language learning. Lexis can be described as a language unit consisting of one or more words and having a defined meaning.*

Vocabulary, as one of the knowledge fields in language, plays a substantial role for learners in acquiring a language and also can be defined as “words we must know to communicate effectively” (Cameron, 2002, p. 274). Receptive vocabulary is vocabulary that learners recognize when they meet in reading texts but do not use in speaking and writing (Stuart, 2008). Productive vocabulary is the words that the learners figure out and can pronounce correctly and use in speaking and writing. From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to convey ideas and express the speakers' meaning.

Vocabulary can be divided into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. Active and passive vocabulary forms a so-called existing or real dictionary, which serves as the basis for the formation of potential

vocabulary.

Active vocabulary applies to the one that the students have been learned and used in everyday life frequently. Meara (2002) concludes that active knowledge is associated with speaking and writing, and involves retrieval of form once the word is required in written or spoken contexts.

Nation stated (2007) that active words are produced with correct pronunciation including the accurate stress, are written with correct spelling, are used purposefully and accurately in different contexts, and are meaningfully focused on.

Active vocabulary is formed as a result of a thorough study of new material and used in oral speech. It is, relatively passive, limited. Source of active vocabulary for students serve as oral dialogues and monologues in the specialty – Feed the auditory image through listening, followed by a transition to articulation, reading and writing (Демьяненко, 1976).

Meantime, passive (Also known as recognition vocabulary) refers to the words which the students will notice when they meet them, but which they will apparently not be able to pronounce. Manser (2002) says, "a person's passive vocabulary consists of the words whose meanings they know—so that they do not have to look the words up in a dictionary—but which they would not necessarily use in ordinary conversation or writing" (pp.146-150). Meara (2002) points out that passive knowledge, associated with the skills of reading and listening, involves retrieving meanings of words once they are presented, implying comprehension of input. Nation (2013) believes that passive knowledge and use of a vocabulary item entails being able to recognize the word when it is heard, being familiar with its written form so that it is recognized when it is met in reading, recognizing that it is made up of different parts, knowing that it signals a particular meaning, and being able to relate these parts to its meaning (pp. 26–28).

There is no clear border between active and passive dictionaries, and the volume of each changes constantly: the lexical unit (words, phrases, and clichés) can go from the active dictionary to passive, if it is often not used and vice versa (Демьяненко, 1976, pp. 200-205).

1.2 Vocabulary Size

Vocabulary knowledge is mainly and fundamentally divided into two dimensions: size and depth. Anderson and Freebody (1981) introduced a depth of knowledge as one dimension of vocabulary knowledge as opposed to the size of knowledge. By vocabulary size we mean the number of words a person knows of direct meaning, while the depth of meaning can be described as the knowledge of indirect meaning of a word.

The critical importance of vocabulary knowledge in reading comprehension and language

activities, in general, has resulted in a number of studies on the number of words or word families that one should know, as well as the average vocabulary size of various groups of people. Based on these facts two key findings regarding vocabulary size appear to emerge.

According to the first finding, foreign language learners of English need to know about 2800-3000 word families for minimal comprehension and 5,000 word families for pleasure reading (Nebbe, 1990). Nation's recent research in 2000 shows that we need to know 8,000-9,000 words to understand up to 98-99% of written texts.

The second finding is based on several studies which showed that the English vocabulary size of a university undergraduate is in the range of 14,000-17,000 word families, which is obviously a large number for a non-native speaker or beginner. But it is worth noting that common words make up quite a large percentage of the English vocabulary, which means that a person who knows 3000 words can understand 87.7% of written texts. While the next 1000 most common words make up only about 1.2% of the words in a typical academic text (Nebbe, 1990). However, it is also important to build up your vocabulary because we use and hear a lot more words when we speak, and to watch different films, TV-shows, listen to music it would be necessary.

1.3 Aspects of Vocabulary Acquisition

Knowledge of a foreign language is associated with knowledge of the words, while the language proficiency is a lexical skill, which exactly provides the functioning of the vocabulary in communication. Therefore, lexical skills should be considered as the most important and integral component of a foreign language teaching and their formation is the purpose of teaching lexical material (Єлагіна, Федчишин, 2021). Vocabulary knowledge usually indicates the learners' progress. Learning the vocabulary has been a skill taught and evaluated in other language skills such as reading, writing, listening, and speaking (Schmitt, 2000).

Acquiring language as a means of communication is possible if the vocabulary is sufficient. It is advisable to take into account the words of Ushynsky, where he claims that "poverty dictionary schoolchildren generates the monotony of speech and makes it incomprehensible for listeners, because he, a schoolboy, cannot replace one word to another, cannot rearrange two words, his speech is in the chains of the strings that he has caused"(Шевцова, 2014, pp. 51-57).

Most scholars agreed on the crucial effect of vocabulary learning as limited vocabulary hinders successful communication. Highlighting the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. 242). Language acquisition cannot take place

without learning its lexis with unlimited shifts in meaning caused by various contextual variables (Yang & Dai, 2012, pp.208-214). Vocabulary is one of the most essential parts, along with phonetics/pronunciation and grammar, required to learn a foreign language (Pan & Xu, 2011, p. 1586).

1.4 Retention of Lexical Items

Richards and Schmidt defined vocabulary retention as “the ability to recall or remember things after an interval of time. In language teaching, retention of what has been taught may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials” (2002, p. 457).

Almost every student faces with the hardship of remembering new words. To overcome this problem, scholars suggested several strategies of remembering words and putting them in use. These strategies were classified as cognitive, metacognitive, memory and activation strategies (Gu and Johnson, 1996). After a while, the “Socio-affective“ strategy was also added. They also said that all of these strategies help ESL learners to improve their vocabulary learning process.

Atkinson (1975) highlights a strategy called mnemonic. It was considered as one of the best and the most effective strategies in improving immediate and delayed retention of second language words. Mnemonic strategies refer to memory aids for enhancing the memory and making information more meaningful. Mnemonics can fall into several sub-categories: acrostics, acronyms, keyword, loci, and pegword.

1. *Definition of acrostics*-An abbreviation or word formed from the initial letters or the letters of the successive or major parts of a term.

2. *Definition of acronym*- Poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence.

3. *Definition of keyword*-A new word/concept is associated with a similar-sounding, familiar word (i.e., keyword).The meaning of the original word is linked to the keyword through an interactive mental image.

4. *Definition of loci*-Material is associated with memorized spatial places to establish order and help in recollection.

5. *Definition of pegword*- Uses rhyming words to represent numbers or order by providing visual images that can be associated with facts or events.

Kenneth Higbee (1977) explained how training in memory aids, i.e., mnemonic techniques can be readily applied to various materials that are to be remembered. Mnemonics is not only helpful in recalling concrete information, e.g. a shopping list, names, and faces but can

also be efficiently applied to abstract concepts, e.g., a poem, lecture on philosophy, etc. Having a trained memory can be as effective for recalling information as speed reading is for absorbing written material. Not only students remember more, but they do so more efficiently and effectively.

T-Coding is the new version of mnemonics in which concept making is the most important T-Coding phase. Generally speaking, it includes three phases: first, a link is identified and created in the first language or it can be a second/foreign language link that the learner already knows, then for this link a real-life example and explanation (universal code) provided to include both the link and the word, after that it should be used in a sentence so as to create more connections in the memory (Taraghi, 2016).

In this method, the concept of the new words is created through explanations and examples, while in the previous strategies, an image was tried to be created which was sometimes impossible in abstract words. There is no limitation for T-Coding as is with the keyword method, the most acceptable mnemonic strategy. In fact, in T-Coding words are not taught but implanted in the memory with the real-life examples which exists in the learners' current memory. The dual informational coding system, dual process theory of memory, connectionism theory, and concept making are foundation for T-Coding method (Taraghi, 2016).

This chapter provides an overview of the significance of vocabulary in language learning. The vocabulary can be compared to a pillar that holds together an entire structure, the language. Moreover, provides basic vocabulary concepts and variations in order to comprehend its structure and helps to understand the process of learning and retaining the vocabulary items, making the process more successful.

PART II

LANGUAGE LEARNING STRATEGIES IN SLA RESEARCH

In the following part, the views of linguists on language learning strategies and the relevance of the strategies they have identified for language learning will be discussed. Further, the types, roles, and the nature of vocabulary learning strategies will be addressed.

2.1 Language Learning Strategies: general considerations

Language learning strategies are techniques that students employ to enhance their own learning. Strategies are essential for language studying because they may be a tool for active, self-responsible studying. Chamot (2004) states that “learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal. Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths” (pp. 12-25).

Researchers have always been concerned about what makes language acquisition efficient and simple. Considerable research has been conducted in order to identify the most effective learning approaches. Their classification is different due to different research methods or measuring strategies for different language tasks and in different contexts. Differences in strategy categorization emerged in terms of which category or strategy group the individual belongs to and which strategies comprise the learner's preference.

The classifications of learning strategies most commonly cited in foreign language literature are classifications by Oxford, Rubin, O’Malley et al.

Table 2.1.1 Language Learning Strategies

Authors	Strategies classification
Rubin (1975)	Direct strategies: cognitive and metacognitive Indirect strategies: communication and social strategies
O’Malley et al. (1985)	Metacognitive, cognitive and socio-affective

Oxford (1990)	Direct strategies: memory, cognitive, compensation. Indirect strategies: metacognitive, affective, social
O'Malley and Chamot (1990)	Focusing on selected aspects of new information, analysing and monitoring information, organizing and elaborating on new information, evaluating

Rubin was the first researcher to investigate this issue. She classified it as direct (that which contributes to learning indirectly) and indirect (that which does not contribute to learning indirectly) (that which does not contribute directly to learning), what we can observe in the table below (Griffiths, 2004):

Table 2.1.2 Rubin's Typology of Strategies

Processes which may contribute directly to learning	<i>Clarification/verification</i> – the learner asks for examples of how to use a word or expression, asks for the correct form to use, etc.
	<i>Monitoring</i> – the learner corrects his/her or other's mistakes, notes their sources, observes and analyses language use.
	<i>Memorization</i> – the learner attempts to acquire words or other language elements through associations, etc.
	<i>Guessing/inductive inference</i> – the learner tries to guess the meaning or general rules of language.
	<i>Deductive reasoning</i> – the learner looks for and uses general rules.
	<i>Practice</i> – the learner experiments with the new elements of language.
Processes which may contribute indirectly to learning	<i>Creating opportunities for practice</i> – the learner creates situations with native speakers to practice, spends extra time in the language lab.

	<i>Production tricks</i> – related to communication focus, the learner uses circumlocution, synonyms.
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Oxford's theory is no less widespread than Rubin's. In fact, it is quite similar. Oxford (1990) defines learning strategies as steps taken by students to improve their own learning and their significance lies in that they are tools for active, self-directed implication. She also believes that suitable language learning strategies result in improved skills and greater self-confidence. According to the researcher, language learning strategies can be divided into six primary groups:

- *Cognitive strategies* – involves manipulation of language to improve learning. These include strategies such as repetition, summarizing meaning, organizing a new language. There are four subsets of cognitive strategies: practicing, receiving and sending message, analyzing and reasoning, and creating structure for input and output.
- *Metacognitive strategies* – when learners are aware of their learning process, when they understand what he needs for learning a new language. The learners try to collect and organize materials, monitor mistakes and correct them, evaluate their learning progress in order to manage the learning process overall.
- *Memory-related strategies* – are help for storing and retrieving new information. These approaches aid learner progress with the help of mental picture associated with the words. moreover, these techniques generate learning retrieval with the assistance of sounds, images, a combination of sound and images, mechanical means, and location (on a page or blackboard). This type of strategy is more suitable for vocabulary development rather than for grammar.
- *Compensatory strategies* – strategies that are used to replace missing knowledge by using synonyms, using gestures and guess the missing words.
- *Affective strategies* – refers to learners emotional, attitudes, motivation and value. With the help of these strategies learner can encourage and motivate themselves to make sure that the learning process is unhindered, even if they make a lot of mistakes. Moreover, lower the anxiety and stress level while studying and using a language.
- *Social strategies* – the main feature of there strategies that the learner is in direct contact with the native speaker of a specific language. These strategies include exploration of the foreign culture, asking for help from a native speaker and understanding their flow of thought and culture as well.

However, other linguists had different viewpoints with regard to language learning

strategies. O'Malley and his colleagues divided them into three major types in accordance with the information-processing model of learning: metacognitive strategies (performing an executive function), cognitive strategies (functioning operatively), and socio affective strategies (performing social-mediating function)

Table 2.1.3 O'Malley et al. Strategies

Groups	Subgroups	Learning Strategy
Metacognitive	Planning	Advance organisers directed attention, selective attention, self-management, functional planning
	Monitoring	Self-monitoring
	Evaluation	Self-evaluation
Cognitive		Repetition, resourcing, translation, grouping, note-taking, summarising, deduction, recombination, translation, imagery and auditory representation, keywords method, contextualization, elaboration, transfer, inferencing
Socio-affective	Question for clarification	
	Cooperation	

2.2 Types of Vocabulary Learning Strategies

Nation (2013) points out, that vocabulary learning strategies are a part of language learning strategies that are a part of general learning strategies. He points out the difficulty of defining a learning strategy and alludes to the characteristics a vocabulary learning strategy should have:

„A strategy would need to involve choice, that is, there are several strategies to choose from, be complex, that is, there are several steps to learn, require knowledge and benefit from training, and increase the efficiency of vocabulary learning and vocabulary use" (pp. 217-218).

Vocabulary learning strategies are intuitively appealing to instructors and learners. It has also become a popular study topic among researchers in the last two decades. Some major

researches have been carried out since 1995 until today. These researches have supplied insights into the technique of vocabulary getting to know and the techniques that have been utilized by individuals (Gu, 2010, pp. 105-118). These are as follows:

Sanaoui (1995, pp. 15-25) identified two distinctive approaches to vocabulary learning of adult learners: those who structured their vocabulary learning and those who did not. Structured learners engaged in independent study, did self-initiated learning activities and recorded the lexical items they were learning, reviewed such records, and practiced using vocabulary items outside the classroom (Bastanfar & Hashemi, 2010, p. 158). Sanaoui's studies confirmed that based learners were extra a success than those who accompanied an unstructured approach.

Schmitt (1997) devised his taxonomy, self-reportedly, in response to the lack of a comprehensive list of vocabulary learning techniques. He described 58 strategies: determination, social, memory, cognitive and metacognitive. His classes were stimulated with the aid of Oxford's (1990) inventory of general language learning strategies but included some modifications. Thus, social, memory, cognitive and metacognitive techniques have been followed from Oxford's view (1990, p.342). The change was that he made a difference among discovery and consolidation strategies. Determination strategies are used when "learners are faced with discovering a brand new word's that means without recourse to some other person's experience" (Schmitt, 1997, pp. 199-227). For example, learners try to discover the meaning of a new phrase by using guessing it with the assist of context, structural know-how of language, and reference materials. It is also feasible to discover which means of a phrase via asking someone for help (Bastanfar & Hashemi, 2010, p. 158).

Nation's (2013) theoretically-oriented taxonomy makes a basic difference between the aspects of vocabulary expertise from the assets of vocabulary knowledge and from getting to know processes; hence, three trendy classes: planning, sources, and processes, each covering a subset of key techniques. 'Planning' involves selecting where and how to focus interest on a selected vocabulary item and contains techniques for deciding on words, deciding on aspects of phrase expertise and choosing techniques as nicely as planning repetition (pp. 26-28).

'Sources' includes finding data approximately the word from the phrase shape itself, from the context, from a reference supply including dictionaries or glossaries and from analogies and connections with other languages. Process means establishing phrase knowledge through noticing, retrieving and generating techniques (Bastanfar & Hashemi, 2010, p. 158).

In all studies performed on vocabulary learning strategies, four important categories are highlighted which are metacognitive strategies, cognitive, memory and activation strategies. It is very important to understand these concepts as it forms the basis of the any study being performed on this field. Gu and Johnson (1996) list second language (L2) vocabulary learning

strategies as metacognitive, cognitive, memory and activation strategies.

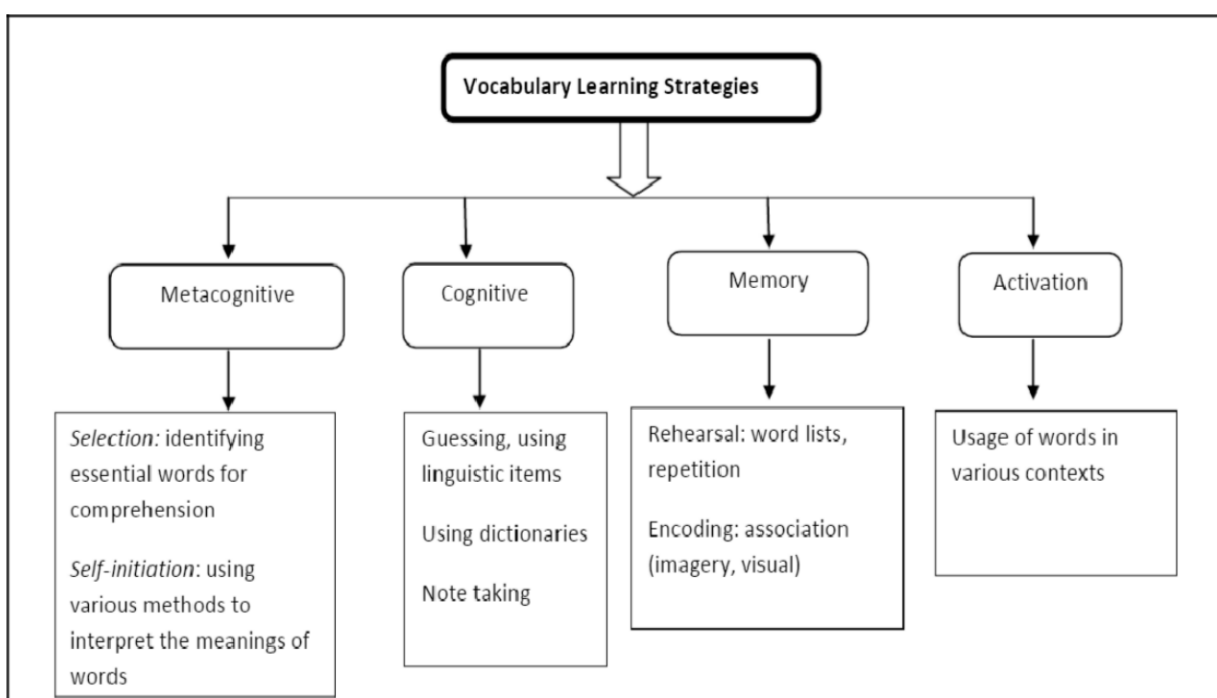
The *metacognitive* techniques accommodates of selective interest and self-initiation techniques. First language beginners and Second language inexperienced persons who employ selective attention techniques realize which phrases are important for them to learn and are essential for adequate comprehension of a passage. Learners using self-initiation strategies use plenty of means to make which means of vocabulary items clear.

Cognitive strategies in Gu and Johnson’s taxonomy consists of guessing strategies, skillful use of dictionaries and note-taking strategies. It was determined that learners using guessing strategies draw upon their background grammatical systems of a sentence to guess the which means of a word expertise and use linguistic clues like

Memory strategies are classified into two distinct categories; rehearsal and encoding categories. Word lists and repetition are instances of rehearsal strategies. Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic, and contextual encoding as well as word structure which includes; analyzing a word in terms of prefixes, stems, and suffixes.

The *activation strategies* include those strategies through which the learners actually use new words in different contexts. For instance, learners may set sentences using the words they have just learned (Ghazal, 2007, pp.84-91). The definitions of the above concepts are simplified in the following illustration:

Figure 2.1.1 Vocabulary Learning Strategies (Gu & Johnson, 1996)



Smith (1997) also has a similar characterization of VLS. He organized his taxonomy according to both Oxford's (1990) classification. It includes 58 strategies that were categorized under two main parts, which were discovery strategies and consolidation strategies (1997, pp.199-227).

Discovery strategies are the ones related to the discovery of a new word's that means, which has two sub-categories: social strategies and determination techniques. In this class of strategies, if newcomers do no longer understand a word, they find out its which means through guessing from their structural knowledge of the language, guessing from an L1 cognate guessing from context, using reference materials, or asking someone else. Determination techniques facilitate gaining expertise of a new word from the first 4 options. Social techniques are hired to get the meaning of a word by way of cooperating with others. In contrast, consolidation strategies are those used for remembering words after they have been encountered. This group is divided into 4 sub-categories inclusive of social, memory, cognitive and metacognitive techniques.

2.3 The Role of Language Learning Strategies

Vocabulary is viewed as one of the central features of second language learning, which is momentous to language learners (Ming, 2007). While in the process of vocabulary learning, the employment of vocabulary learning strategies can assist the progress of vocabulary learning (Schmitt, 2000). Therefore, it becomes important to investigate advantageous learning strategies and introduce them to the learners.

Vocabulary is put in the central place in many linguistic theories. Lewis believes lexis to be the core of language (Ming, 2007). According to Gass and Selinker (2008), the lexicon is more important than any different component, and it may be the most vital language component for learners (p. 469). Knowing a word is complex in that it contains not only the ability to recognize its form, or memorize its explanation provided in the dictionary, it also includes knowledge of using it correctly and properly in communication and writing (Nation, 1990, p. 275).

A combination of common language-learning techniques and vocabulary-specific things sheds light on a few tentative common conclusions about vocabulary learning techniques. Schmitt (1997) states that large numbers of learners really do use vocabulary learning procedures, particularly when compared to other language exercises. The reasons for the higher usage of methodologies in this field may on the one hand be the reality that lexicon learning methodologies can more effortlessly be connected in comparison to more integrative language

objects. On the other hand the higher methodology use seems moreover be due to the learners' awareness of the significance of lexicon within the dialect learning preparation.

Many researchers such as Laufer and Country (1999), Maximo (2000), Gu(2003), Marion (2008) and others have figured it out that the acquisition of vocabulary is basic for effective second language use and plays a crucial part within the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language learning (EFL) lexicon things plays a crucial part in all language skills (i.e. listening, talking, reading, and writing. It was contendby Nunan (1991) that the acquisition of a sufficient vocabulary is basic for prosperous second language use since, without an intensive vocabulary, we'll be unable to use the structures and functions we tend to could have learned for apprehensible communication(p. 264).

Research has shown that second language readers depend greatly on vocabulary knowledge and the lack of that knowledge is the main and the greatest impediment for L2 readers to overcome. In production, when we have a meaning or concept that we wish to express, we have to be having a store of words from which ready to select to enunciate this meaning or concept. Maximo (2000) states many reasons for considering vocabulary. "First, a broad vocabulary is essential for mastery of a language. Second language acquirers know this; they carry a dictionary with them, not grammar books, and frequently report that the absence of a dictionary could be a major problem" (pp. 385-412).

Important benefit acquired from all learning strategies, including strategies for vocabulary learning, is the fact that they empower learners to take more control of their own learning so that learners can take more responsibility for their studies (Nation, 2013).

By acquiring numerous vocabulary learning strategies, students can determine how they would like to deal with new words. According to Schmitt (2000), many learners do use strategies for learning vocabulary, peculiarly when compared to language tasks that integrate several linguistic skills, like oral presentation that involves composing the speech content, producing intelligible pronunciation, fielding questions, and so on.

Allen (1983) believes teachers in advanced classes have two major aims. One is to prepare students for the kind of English used by and for native speakers. The other special aim is to help students become independent, responsible for their own learning. Advanced students have to count on their own efforts and habits of study for their further study. As the material which is read becomes increasingly difficult, there are many more new words to be explained. The teacher cannot, and should not, help students learn all of them. Allen even lists the unfortunate results of spending too much time on explaining vocabulary at class (p.136). As no one wants this kind of result happen, the effectiveness and use of vocabulary learning strategies

becomes one crucial factor affecting the success of foreign vocabulary acquisition, especially for learners at advanced levels.

To summarize, the chapter discusses research on language learning strategies that has intrigued the interest of researchers for decades and has proved that these strategies have made language learning much more successful. It also discusses vocabulary learning strategies, that can help learners expand their vocabulary much more quickly and effectively.

PART III

THE EFFECT OF LANGUAGE LEARNING STRATEGIES ON LANGUAGE ACQUISITION AND RETENTION

The study aimed to find out what language learning strategies English learners use most commonly. It explored individual strategies which affect the language learning process and assessed the learners' vocabulary knowledge. In this part the purpose of the research, the methods, as well as the participants, materials and techniques used to collect information are presented.

3.1. Method

3.1.1 Participants

The survey was conducted among the 4th year students of Ferenc Rákóczi II Transcarpathian Hungarian Institute. The number of students who took part in the research was fifty-four. All the participants were aged between 20-22, so the questionnaire was filled out by 32 women and 22 men. The participants have studied English for at least 7 years (7-15 years).

3.1.2 Data collection and instrumentation

To conduct this research, where the aim was to find out which strategies were commonly used by students and assess their vocabulary size, a questionnaire and a test were used as research methods. It was anonymous, and a quantitative research design was employed.

The first part included 30 close-ended questions. The respondents were asked to provide their answers on the use of language learning strategies on a five-point Likert scale ranging from “(1) never or almost never true of me” to “(5) always or almost always true of me.” The questionnaire is based on Oxford’s SILL (Strategy Inventory for Language Learning) version 7.0, in which strategies are classified into direct and indirect. Furthermore, the first part includes an open-ended question, focusing on other strategies used by the learners to learn English.

In the second part, the test included 30 words per level, where learners had to select among six words three that should be matched with the definitions. The test consisted of five levels measuring knowledge of vocabulary at 1000, 2000, 3000, 4000 and 5000 levels. The Updated Vocabulary Levels Test (Webb, Sasao, & Ballance, 2017) is the updated version of the Vocabulary Levels Test made by Nation (1983).

The study was conducted at the beginning of the second semester of the academic year

2021/2022. This research required the participation of learners of English who were willing to take part in the study. The participants were informed about the purpose of the research and asked to respond to the questions without giving their name. The background information required was their age, gender, and the duration of the language learning experience. Copies of the questionnaire were sent to the learners to fill in online, and it took approximately 20-25 minutes.

3.2 Results and Discussion

The questionnaire study provides the data obtained from fifty-four students who learn English as a foreign language. The first three questions dealt with the general information about the participants.

Of 54 participant there were 32 females (59,3%) and 22 males (40,7%). Regarding the age of participants, they were aged between 20-22, and the biggest number of answers came from the age group of 21.

The second part of the questionnaire focused on the strategies used by EFL learners. The questionnaire consisted of 30 close-ended questions, which are divided into sections:

- Section A – memory strategies;
- Section B – cognitive strategies;
- Section C – compensation strategies;
- Section D – metacognitive strategies;
- Section E – affective strategies;
- Section F – social strategies.

Furthermore, the last question of the second part included an open-ended question, where the participants were asked to indicate their own language learning strategies.

The responders were asked to locate their answers on the use of these strategies on five-point Likert-scale items from “never or almost never true of me” to “always or almost always true of me”.

The third part of the questionnaire contained a vocabulary level test. The test consisted of 5 levels. At each level the participants had to match 30 definitions with the appropriate words.

3.2.1 Memory strategies

Memory strategies are directly involved in language learning. They require the learners to process the information. With the help of memory strategies, the learners try to associate the new

word with an already known one to make it easier to remember.

Students can employ plenty of memory strategies to learn a language, such as placing new words in context, using visuals and sounds, semantic mapping, representing sounds in memory, employing action, and others.

According to the results, the students frequently used the strategy of using new words in sentences and making a mental picture of a situation in which new words are used.

Table 3.2.1: The memory strategies use results

Respond Strategy	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
I use new English words in a sentence so I can remember them.	3,7%	3,7%	13%	27,7%	51,8%
I make a mental picture of a situation in which the word might be used	1,8%	7,4%	29,6%	53,7%	7,4%
I use rhymes to remember new English words.	3,7%	57,4%	29,6%	9,2%	1,8%
I remember the location of the new words new on the paper or on the board	9,2%	24,7%	40,7%	18,5%	7,4%
I use flashcards to remember new English words	5,5%	18,5%	16,6%	29,6%	29,6%

Memory approaches are extensively employed among students of all ages, as seen by the findings. They aid in the storage and retrieval of knowledge and may be utilized as a game for both younger kids and adults. This sort of strategy is the most prevalent among visual learners since it is very useful for expanding vocabulary.

3.2.2 Cognitive strategies

Cognitive strategies are used to facilitate language learning. These include repetition, summarizing meaning, organizing new language, guessing from context, and using imagery for memorization. This type of strategy assists students in developing internal procedures that allow them to complete complicated tasks. Cognitive strategies, for example, are significant in reading comprehension. A self-questioning method can assist students in comprehending and analyzing what they have read.

The most interesting finding was that more than half of the responders chose the cognitive strategy of watching English TV shows and movies. This type of strategies is prevalent among adults, as they can use the new material in everyday life.

Table 3.2.2: The cognitive strategy use

Respond	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
Strategy					
I say or write new English words several times.	1,8%	9,2%	16,6%	20,3%	51,85%
I try to talk like native English speakers.	1,8%	9,2%	22,2%	46,2%	20,3%
I use English words I know in different ways	3,7%	38,8%	42,5%	12,9%	1,8%
I watch English TV-shows and movies	1,8%	5,5%	14,8%	27,7%	50%
I look for words in my own language that are similar to new words in English	7,4%	24%	48,1%	20,3%	1,8%

3.2.3 Compensation strategies

As it was previously mentioned, the compensatory strategies aid the learners in compensating for the missing knowledge by guessing from the context, using synonyms, or using gestures.

According to earlier research, this type could not be considered as strategies used in language usage, while others stated that it could be.

From these results, we can see that learners do not truly rely on these strategies, such as using gestures if they cannot think of a word or making up new words if they do not know the right one. Meanwhile, strategies such as using synonyms and guessing from context are more frequently used in language learning.

Table 3.2.3 The compensation strategy use

Respond	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
To understand unfamiliar English words, I make guesses	11,1%	25,9%	37%	18%	8%
When I can't think of a words in English, I use gestures	20%	34,2%	30,8%	10%	5%
If I can't think of an English word, I use a words or phrase that means the same	5%	17%	14%	28%	36%
I make up new words if I don't know the right ones in English	30%	12%	26%	20%	8%
I read in English without looking up every new word	18%	32,5%	27%	12%	10,5%

3.2.4 Metacognitive strategies

Metacognitive strategies are used by adult learners who are already aware of the mistakes of others and their own and not only use the language but also try to understand why they are doing what they are doing, and learn to evaluate their own and others' performance.

By being aware of their mistakes, learners can learn from them by devising a learning plan that focuses on the learner's weaknesses. This is a strategy that many people use, as research has

shown that spending time in a native speaker's environment and observing and imitating those people makes the learning process easier and faster because the learners are motivated to communicate with people and find a good job. The obtained data show that the metacognitive strategies are one of the most frequently used ones.

Table 3.2.4: The metacognitive strategy use

Respond Strategy	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
I try to find as many ways as I can use my English	1,8%	14,8%	46,2%	28%	9,2%
I notice my English mistakes and use them to do better	0%	12,9%	24%	55,5%	7,6%
I pay attention when someone speaks English	1,8%	5,5%	16,6%	48,1%	28%
I look for people I can talk to in English	1,8%	18,7%	44,4%	33,3%	1,8%
I look for opportunities to read as much as possible in English	5,5%	7,6%	9,2%	44,4%	33,3%

3.2.5 Affective strategies

Affective strategies have to do with emotions, attitudes, motivation, and values that affect learning. Learning a new language can be very challenging, especially when it comes to speaking, as learners are afraid of saying something wrong or not being understood. These strategies have a significant effect on learners and help them lower their anxiety levels and encourage them.

One of the most commonly used strategies is self-motivation. By self-motivation, learners try to encourage themselves to use the language more frequently even if they could make a mistake by rewarding themselves with material things or a future goal can also be a form of motivation (a good job in a foreign country). Nevertheless, it is important to keep the anxiety and

stress level under control, so that it does not interfere with learning and your results. Almost half of the participants do not share their experience (positive or negative) of learning a new language because they might be afraid they are not good enough.

Table 3.2.5: The affective strategy use

Respond Strategy	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
I encourage myself to speak English even when I am afraid of making a mistake	3,7%	9,2%	18,5%	44,4%	24%
I give myself a reward or treat when I do well in English	7,4%	14,8%	35,1%	35,1%	7,4%
I notice if I am tense or nervous when I am studying or using English	9,2%	25,9%	38,8%	25,9%	1,8%
I talk to someone else about how I feel when I am learning English	27,7%	33,3%	33,5%	5,5%	0%
I try to relax whenever I feel afraid of using English	5,5%	22,2%	44,4%	25,9%	2%

3.2.6 Social strategies

Social strategies are crucial in foreign language learning. They are closely connected to communication. These strategies help the learners to learn from each other, share their knowledge, receive and analyze it, and learn about other people and the culture of the English-speaking people. There are several social strategies such as learning about foreign culture, having a native speaker pen-friend, or asking for help.

The overall response to these questions was quite positive. Most of the students try to use

social strategies, such as asking for help if they do not understand something, practice English with other students and learning about the culture of English speakers.

Table 3.2.6: The social strategy use

Respond Strategy	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
If I don't understand something in English, I ask the other person to slow down	9,2%	15%	29,6%	40,7%	5,5%
I ask English speakers to correct me when I talk	12,9%	7,4%	35,1%	37%	7,4%
I practice English with other students	1,8%	16,6%	16,6%	35,1%	29,9%
I ask for help from English speakers	7,6%	11,1%	27,7%	31,4%	22,2%
I try to learn about the culture of English speakers	3,7%	7,4%	24%	52%	12,9%

3.2.7 Personal strategies

As was mentioned before, not every language strategy is suitable for everyone. Our psychological characteristics make us different, and thus we choose different strategies for learning a language that suits our needs and abilities. The research included one open-ended question, where the participants were asked to list strategies that were not mentioned, even though they were considered effective in language learning.

The participants of the research mentioned different strategies they use to learn English more effectively. These are the following:

- Playing English video games
- Keeping a dictionary
- Watching English films with subtitles
- Watching English videos, bloggers
- Listening to English music and learning the lyrics

- Reading as much as possible
- Using flashcards
- Having a penfriend
- Reading blogs
- Translating from English and vice versa
- Singing along with English music
- Listening to English radio channels
- Forcing yourself to think in English
- Searching for information in English
- Setting the phones and computer language to English
- Taking notes and highlighting unfamiliar words
- Using language learning apps
- Attending webinars and online English courses
- Doing different exercises
- Spending time in an English-speaking environment

Nowadays, living in a world that is well-developed in the way of technology, students have more choices on how they want to learn a new language. The observed increase in using “new and developed” strategies could be attributed to a better learning process as doing things they enjoy.

3.2.8 Assessment of the vocabulary knowledge of students

The third part of the questionnaire contained a vocabulary level test. The test consisted of five levels measuring knowledge of vocabulary at 1000, 2000, 3000, 4000, and 5000 levels. It included the most frequently used words. The test aimed to assess the students’ receptive vocabulary level. As we already know, vocabulary plays a central role in language learning and acquisition.

Studying the most frequently used words provides learners with more opportunities to use the vocabulary they have learned in real-life situations and provides them with more text coverage. We can find a figure explaining the idea in Nation and Waring (1977) cited in Schmitt and McCarthy (1997: 9), as shown in the following table.

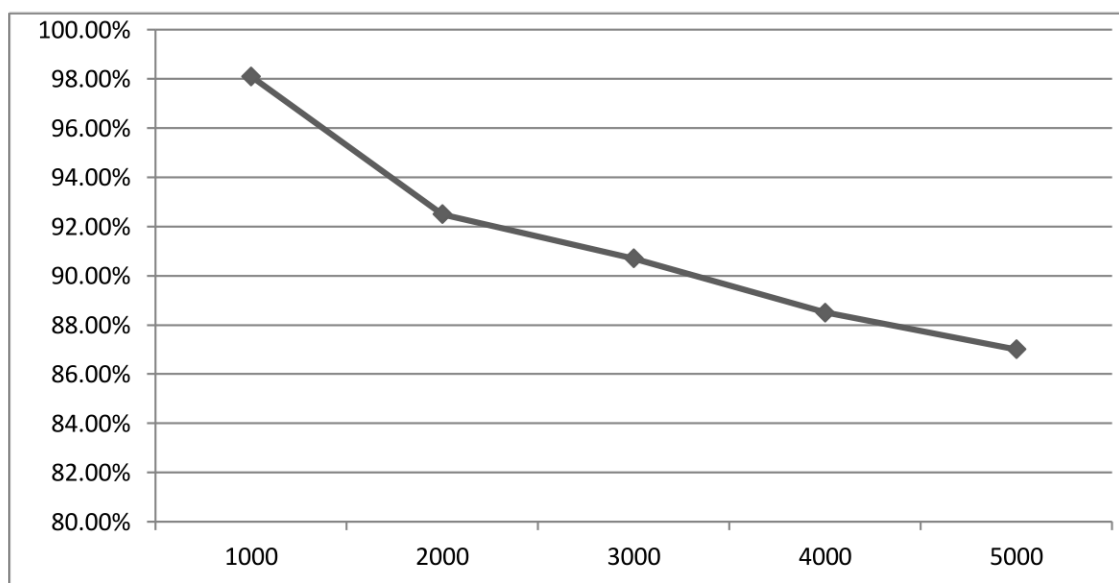
Table 3.2.8: Vocabulary Size and Text Coverage

Vocabulary Size	Text Coverage
6,000	89.9%
5,000	88.7%
4,000	86.8%
3,000	84.0%
2,000	79.7%
1,000	72.0%

From the obtained data, we can see that the students knew 98.1 % of the words in the 1st level, which is a good result. At the 2nd level, the results were lower (with a 5,6% from the previous level). The result was 90.7% in the 3rd level, 88.5% in the 4th level, and the final result was 87%. From the first to the last level, their scores decreased by 11%. The results indicated that students have progressed to the point where they could read for pleasure. However, undoubtedly, there is a need for further development, and the strategies listed above will be appropriate for this.

The students with higher vocabulary size use more specific language learning strategies than students with lower vocabulary size. Specific language learning strategies include using mental pictures of a situation with new words, trying to talk like native English speakers, asking for help from native speakers, and looking for opportunities to read in English. Furthermore, students with a larger vocabulary size use personal strategies that require more preparation, a larger vocabulary size, and more time-consuming.

Table 3.2.8: Students' vocabulary level



The purpose of the test was to assess the results that students could achieve using language learning strategies mentioned above. The results show that the frequent use of certain strategies (mainly memory, metacognitive and social) has a strong impact on vocabulary development and language acquisition. In this case, the scores achieved by students were quite high thanks to the use of the strategies discussed above.

To sum up, the aim of this study was to highlight the importance of language learning strategies, provide a description of their use and usefulness and assess the learners' receptive vocabulary level. To better understand the implications of these results, future studies could address a wide range of questions, such as: How language learning strategies can be trained? How different strategies are used in the classroom and non-classroom contexts? Which strategies can motivate children to learn languages more easily? What strategies help the most in expanding the vocabulary? More information on language learning strategies would help us to establish a greater degree of accuracy on this matter and answer the above-mentioned and many other questions.

CONCLUSIONS

Studying another language enables the individual to communicate effectively and creatively and participate in real-life situations through the language of the authentic culture itself. Language is the vehicle required for effective human-to-human interactions and yields a better understanding of one's language and culture. It has different elements; vocabulary is one of the three elements of language, the building stage of language learning. By vocabulary, we mean all lexical items, such as individual words and word combinations, such as phrasal verbs, idioms, collocation and bigger lexical chunks or formulae.

The *purpose* of this study was to provide information about the influence of strategy use on the perceived effectiveness of vocabulary learning and retention as viewed by language learners. It explored strategies described in the relevant literature and also the individual strategies the participants of the study prefer using. Furthermore, we can observe how high the students' scores on the test were as a result of using these learning strategies.

The thesis included three parts. The *first part* of the thesis discussed the theoretical concept of vocabulary, lexical acquisition, and retention. The *second part* of the thesis focused on the nature of language learning strategies, their types and role in foreign language learning. In the *third part*, the results of an empirical study were presented. It focused on the way EFL learners use strategies in order to learn and retain vocabulary and assess their receptive vocabulary size. The main aim of the research was to expand our understanding of the importance of language learning strategies in a foreign language learning context. This study aimed to picture strategies applied by English language learners and their impact on learners' vocabulary size.

The following conclusions can be drawn from the present study: vocabulary learning is one of the essential parts of language learning, which can be made more efficient by using various strategies. Two hypotheses were stated in the research. According to the first hypothesis, in learners' view, the language learning strategies make vocabulary learning and retention more effective. This hypothesis was proven, as the participants who took part in the research frequently used different strategies and believed them to be helpful. The second hypothesis stated that not all learning strategies were equally effective; they have to be chosen individually. In the first part of the questionnaire, there were open-ended questions in which students had to list strategies used by them. Finally, the results showed that learners also use strategies not mentioned in the relevant literature. Moreover, it was found that learning strategies contribute to an increase in the effectiveness of learning foreign languages since the participants who participated in the study use different language learning strategies and showed high performance

according to the test results. Further research is needed in the field of language learning strategies to fully demonstrate the types, uses and nature of strategies. Moreover, more research should be carried out to assess learners' vocabulary levels from different perspectives.

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РЕЗЮМЕ

Словниковий запас є одним з основоположних елементів в іншомовному засвоєнні. Під словником маються на увазі всі лексичні елементи, такі як окремі слова, фразові дієслова, ідіоми та ін. Успішність іншомовного засвоєння визначається значною мірою обсягом словникового запасу, що й обґрунтовує актуальність означеного дослідження.

Метою означеного дослідження було вивчення впливу навчальних стратегій на процес навчання та запам'ятовування іншомовних слів студентами. Об'єктом дослідження є стратегії, які застосовуються в процесі навчання іноземних мов. Предметом дослідження є стратегії навчання словникового запасу, які застосовуються студентами в ході вивчення англійської мови як іноземної.

Дипломна робота складається з трьох частин. У першій частині дипломної роботи розглянуто теоретичні концепції у вивченні словникового запасу і процес засвоєння лексичних одиниць.

Друга частина дипломної роботи присвячена вивченню методичних аспектів використання стратегій для вивчення лексичних одиниць, а також типи і роль цих стратегій.

У третій частині представлено результати дослідження, спрямованого на вивчення особливостей використання стратегій у ході вивчення іншомовного словникового запасу. Додатково, було проаналізовано взаємозв'язок між застосовуваними стратегіями і розміром словникового запасу студентів. У дослідженні взяли участь 54 студента одного з університетів України. З'ясовано, що навчальні стратегії сприяють зростанню ефективності вивчення іноземних мов, оскільки учасники, які брали участь у дослідженні, використовують різні стратегії вивчення мови і продемонстрували високі показники згідно з результатами тестування.

APPENDIX A

Personal information:

Age:

Gender: Male/Female

How long have you been studying English?

.....

I. Choose the response (1, 2, 3, 4, 5) that indicates how true of you the statement is. Put an "X" to the answer that best describes what you actually do in order to learn English.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

PART A

Respond	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
Strategy					
I use new English words in a sentence so I can remember them.					
I make a mental picture of a situation in which the word might be used					
I use rhymes to remember new English words.					
I remember the location of the new words new on the paper or on the board					
I use flashcards to remember new English words					

PART B

Respond	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
Strategy					
I say or write new English words several times.					
I try to talk like native English speakers.					
I use English words I know in different ways					
I watch English TV-shows and movies					
I look for words in my own language that are similar to new words in English					

PART C

Respond	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
Strategy					
To understand unfamiliar English words, I make guesses					
When I can't think of a words in English, I use gestures					
If I can't think of an English word, I use a words or phrase that means the same					

I make up new words if I don't know the right ones in English					
I read in English without looking up every new word					

PART D

Respond	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
Strategy					
I try to find as many ways as I can use my English					
I notice my English mistakes and use them to do better					
I pay attention when someone speaks English					
I look for people I can talk to in English					
I look for opportunities to read as much as possible in English					

PART E

Respond	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
Strategy					
I encourage myself to speak English even					

when I am afraid of making a mistake					
I give myself a reward or treat when I do well in English					
I notice if I am tense or nervous when I am studying or using English					
I talk to someone else about how I feel when I am learning English					
I try to relax whenever I feel afraid of using English					

PART F

Respond	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost true of me
Strategy					
If I don't understand something in English, I ask the other person to slow down					
I ask English speakers to correct me when I talk					
I practice English with other students					
I ask for help from English speakers					

I try to learn about the culture of English speakers					
--	--	--	--	--	--

II. List other strategies you use in order to make the learning easier (e.g. keeping a dictionary, wathcing videos, etc.)

.....
.....
.....
.....

APPENDIX B

Put a check under the word that goes with each meaning. Here is an example.

	game	island	mouth	movie	song	yard
land with water all around it		✓				
part of your body used for eating and talking			✓			
piece of music					✓	

1,000 Word Level

	choice	computer	garden	photograph	price	week
cost						
picture						
place where things grow outside						

	eye	father	night	van	voice	year
body part that sees						
parent who is a man						
part of the day with no sun						

	center	note	state	tomorrow	uncle	winter
brother of your mother or father						
middle						
short piece of writing						

	box	brother	horse	hour	house	plan
family member						
sixty minute						
way of doing things						

	animal	bath	crime	grass	law	shoulder
green leaves that cover the ground						
place to wash						
top end of your arm						

	drink	educate	forget	laugh	prepare	suit
get ready						
make a happy sound						
not remember						

	check	fight	return	tell	work	write
do things to get money						
go back again						
make sure						

	bring	can	reply	stare	understand	wish
say or write an answer to somebody						
carry to another place						
look at for a long time						

	alone	bad	cold	green	loud	main
most important						
not good						
not hot						

	awful	definite	exciting	general	mad	sweet
certain						
usual						
very bad						

2,000 Word Level

	coach	customer	feature	pie	vehicle	weed
important part of something						
person who trains member of sport teams						
unwanted plant						

	average	discipline	knowledge	pocket	trap	vegetable
food grown in gardens						
information which a person has						
middle number						

	circle	justice	knife	onion	partner	pension
round shape						
something used to cut food						
using laws fairy						

	cable	section	sheet	site	staff	tank
part place						
something to cover a bed						

	apartment	cap	envelope	lawyer	speed	union
cover for letters						
kind of hat						
place to live inside a tall building						

	argue	contribute	quit	seek	vote	wrap
cover tightly and completely						
give to						
look for						

	avoid	contain	murder	search	switch	trade
have somethin inside						
look for						
try not to do						

	bump	complicate	include	organize	receive	warn
get somehting						
hit gently						
have as part of something						

	available	constant	electrical	medical	proud	super
feeling good about what you have done						
great						
happening all the time						

	environmental	junior	pure	rotten	smooth	wise
bad						
not rough						
younger in position						

3,000 Word Level

	angel	apology	behavior	bible	celebration	portion
actions						
happy occasion						
statement saying you are sorry						

	anxiety	athlete	counsel	foundation	phrase	wealth
combination of words						
guidance						
large amount of money						

	agriculture	conference	frequency	liquid	regime	volunteer
farming						
government						
a person who helps without payment						

	asset	heritage	novel	poverty	prosecution	suburb
having little moneyt						
history						
useful thing						

	audience	crystal	intelligence	outcome	pit	welfare
ability to learn						
deep place						
people who watch and listen						

	consent	enforce	exhibit	retain	specify	target
agree						
say clearly						
show in public						

	accomplish	capture	debate	impose	proceed	prohibit
catch						
go on						
talk about what is correct						

	absorb	decline	exceed	link	nod	persist
continue to happen						
goes beyond the limit						
take in						

	approximate	frequent	graphic	pale	prior	vital
almost exact						
earlier						
happening often						

	consistent	enthusiastic	former	logical	marginal	mutual
not changing						
occurring earlier in time						
shared						

4,000 Word Level

	cave	scenario	sergeant	stich	vitamin	wax
healthy supplement						
opening in the ground or in the side of a hill						
situacionc						

	candle	diamond	gulf	salmon	soap	tutor
something used for cleaning						
teacher						
valuable stone						

	agony	kilogram	orchestra	scrap	slot	soccer
group of people who play music						
long, thin opening						
small unwanted piece						

	crust	incidence	ram	senator	venue	verdict
hard outside part						
judgment						
palce						

	alley	embassy	hardware	nutrition	threshold	tobacco
government building						
plant that is smoked in cigarettes						
small street between buildings						

	fling	forbid	harvest	shrink	simulate	vibrate
do not allow						
make smaller						
throw						

	activate	disclose	hug	intimidate	plunge	weep
cry						
tell						
turn on						

	diminish	crude	fond	sane	spherical	swift
beside						
not crazy						
quick						

	abnormal	bulky	credible	greasy	magnificent	optical
believable						
oily						
unusual						

5,000 Word Level

	gown	maid	mustache	paradise	pastry	vinegar
hair on your upper lip						
perfect place						
small baked food						

	asthma	chord	jockey	monk	rectangle	vase
container for cut flowers						
group of musical notes that are played at the same time						
shape with two long and short sides						

	batch	dentist	hum	lime	pork	scripture
green fruit						
low, constant sound						
meat from pigs						

	amnesty	claw	earthquake	perfume	sanctuary	wizard
a liquid that is made to smell nice						
man who has magical powers						
safe place						

	altitude	diversion	hemisphere	pirate	robe	socket
height						
kind of clothing						
person who attacks ships						

	applaud	erase	jog	intrude	notify	wrestle
announce						
enter without permission						
remove						

	bribe	expire	immerse	meditate	persecute	shred
cut or tear into small pieces						
end						
think deeply						

	commemorate	growl	ignite	pierce	renovate	swapc
catch fire						
exchange						
go into or through something						

	bald	eternal	imperative	lavish	moist	tranquil
calm and quiet						
having no hair						
slightly wet						

	diesel	incidental	mandatory	prudent	superficial	tame
not dangerous						
required						
using good judgment						

NYILATKOZAT

Alulírott, Biba Alexandra 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.

Beregszász, 2022. június 1.

Biba Alexandra

