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**ОБСЯГ ІНШОМОВНОГО ЛЕКСИЧНОГО ЗАПАСУ І ПРЕФЕРЕНЦІЇ
ПЕРЦЕПТИВНОГО НАВЧАЛЬНОГО СТИЛЮ**

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Студента 2-го курсу

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Department of Philology

**EFL VOCABULARY SIZE AND STUDENTS' PERCEPTUAL LEARNING
STYLE PREFERENCES**

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INTRODUCTION:

Language learning is a complex process that involves various cognitive, affective, and social factors. Among these factors, vocabulary knowledge has long been recognized as a key component of language proficiency, as it directly impacts learners' ability to understand and produce meaningful messages. Vocabulary is not only essential for communication, but it also plays a vital role in reading comprehension, writing, speaking, and listening skills. Scholars agree on the statement that learning vocabulary plays a fundamental role in language teaching, because while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Harmer (1991, p. 153) summarizes the importance of vocabulary in a single sentence: *"If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh"*. Therefore, understanding the factors that influence vocabulary acquisition in language learning has a paramount importance for teachers, students and researchers.

In addition to vocabulary development, individual differences in learning styles and preferences have also gained attention in the field of language learning. Understanding learners' learning styles and perceptual learning preferences can help educators tailor instruction to match learners' strengths and preferences, which may lead to more effective and engaging language learning experiences. Among the individual differences that can impact vocabulary development, perceptual learning style plays a crucial part in vocabulary acquisition. By understanding the perceptual learning style preferences learners can apply different language learning strategies, and teachers can tailor the material to meet students' expectations.

In the first and the second parts of the study theoretical method was employed with the method of analysis of and relevant literary sources have been analysed. A large and growing body of literature has been investigated on the given topic. Scholars like, Nation (2009), Harmer (2015), Brown (1980), Colker (2000) provided the base for analysing the concepts of language learning and vocabulary development. The scientific literature by Oxford (1999, 2003), Dörnyei (2005), Cohen (1998), Aja (2022) helped to examine and write a comprehensive analysis on the individual language learning styles and strategies, and perceptual learning preferences.

The **object** of the present study is FL vocabulary learning, the vocabulary size and the perceptual learning styles of the students.

The **subject** of this study is the relation of the vocabulary size and the learning style preferred in the course of vocabulary learning and acquisition by the learners of EFL, the way, the main strategies learners prefer to memorise new vocabulary items.

The **purpose** of this work is to give a literature review about the way vocabulary is learnt in the process of studying a FL, to examine the EFL vocabulary size and the perceptual learning style preferences of the students' of Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. Furthermore, the study examines student's beliefs on vocabulary learning and vocabulary learning strategies, and motivation for learning English.

The hypothesis of the study suggests that learners with visual learning style preferences score higher results in the Vocabulary test.

The study incorporates both theoretical and empirical research methodologies to achieve the above mentioned objectives.

The first part of the study deals with the theoretical questions of EFL vocabulary acquisition. The chapter starts with examining the importance of vocabulary in language learning and definitions regarding vocabulary development, for instance, types of vocabulary, EFL vocabulary size and depth. It also describes the peculiarities of vocabulary teaching, motivation and the role of the teacher.

The second part of the present study focuses on language learning styles and strategies. This chapter includes definitions on vocabulary learning styles and strategies, their classifications and models. Additionally, it investigates the concepts of incidental and intentional vocabulary learning, perceptual learning style preferences and vocabulary acquisition.

Finally, the last chapter presents the results of the study investigating EFL vocabulary size and students' perceptual learning style preferences of students involved into the research.

The thesis has been divided into an introduction, three parts, a conclusion, a summary in Ukrainian and an appendix.

The practical value of the present study is that it can contribute to the already existing literature on EFL vocabulary size and students' perceptual learning style preferences of students, and provide guidance to language learners and teachers on peculiarities of effective vocabulary development.

PART 1

EFL VOCABULARY ACQUISITION

English as a Foreign Language (EFL) learners face several challenges in obtaining language skills, with vocabulary acquisition being one of the most essential components. Developing a comprehensive vocabulary is essential for verbal exchange, understanding each other, and success in each academic and professional settings. However, EFL learners frequently battle with vocabulary acquisition because of different factors, which include the complexity of the English language, inadequate exposure to a real language input, and insufficient vocabulary instruction. To cope with these challenges, researchers have explored various techniques for EFL vocabulary acquisition. This subject matter has won growing attention within the field of language education, and several researchers have investigated the factors that impact EFL vocabulary acquisition, effectiveness of different vocabulary teaching approaches, and the relationship between vocabulary size and language proficiency. In this context, the first part of the thesis will explore EFL vocabulary acquisition, fundamental definitions and concepts of vocabulary learning and acquisition, and the peculiarities of learning vocabulary.

1.1 The importance of vocabulary in language learning

Vocabulary acquisition plays a crucial role in language learning, and without it, effective communication is impossible. This importance of vocabulary acquisition is not limited to EFL learners, but it extends to L1 learners as well. According to academics, acquiring vocabulary is essential to teaching languages because, unlike grammar, which is necessary for only a small amount of communication, vocabulary is necessary for all communication. *“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and*

the flesh”, says Harmer (1991, p. 153), summarising the significance of vocabulary acquisition. Vocabulary knowledge is essential for developing all language skills, including listening, speaking, reading, and writing. Vocabulary acquisition enables learners to comprehend and produce language more efficiently, accurately, and appropriately. The more extensive the vocabulary of the learner, the more comprehensively they can communicate their ideas and understand the messages conveyed to them. Moreover, Laufer and Hulstijn (2001) argues that vocabulary knowledge also contributes significantly to the fluency, accuracy, and complexity of language production.

Vocabulary information is not only essential for conversation but additionally for educational success. Academic texts, lectures, and discussions require a vast and specialized vocabulary. Students with a poor vocabulary fail to adequately recognize academic materials, which can negatively affect their academic performance. In comparison, students with an intensive vocabulary can understand and examine complicated texts and explicit themselves appropriately and eloquently (Laufer and Hulstijn, 2001). Vocabulary acquisition is motivated by way of various factors, including exposure, motivation, and instruction. Exposure to the language, especially to actual input, is important for growing a rich and diverse vocabulary. Learners who have more exposure to the language via analyzing, listening, and conversations with native speakers have a tendency to develop a richer vocabulary (Kozhevnikova, 2014). Moreover, language learners who are inspired to study the language and have a high-quality mindset towards vocabulary acquisition are more likely to succeed in obtaining new phrases. Motivation additionally plays a crucial role in vocabulary acquisition. Effective vocabulary training, along with the explicit teaching of vocabulary and the usage

of numerous vocabulary learning strategies, can facilitate vocabulary acquisition (Nation, 2001).

1.1.1 Defining vocabulary

It is commonly believed that vocabulary is only a collection of words, however according to Brown (1980), vocabulary is the gathering of words that someone, class, or profession makes use of to express their ideas. Additionally, in line with Brown (1980), nearly anybody has plenty of vocabularies, which can be regularly classified as hearing, talking, studying, and writing. As it was stated before, vocabulary is a critical issue of language and plays an important role in effective verbal exchange. Defining vocabulary isn't a straightforward task as it could consult with diverse aspects of language, which includes word knowledge, lexicon, or semantic systems (Lehr, M.A., Lehr & Associates, 2004)

Word knowledge is an essential aspect of effective communication, as vocabulary plays a significant role in both language production and comprehension. Vocabulary knowledge includes not only the ability to recognize and understand words but also the ability to use them correctly in context (Ellis, 2008). In order to understand what others are saying or to read and *comprehend* texts, it is essential to have a good knowledge of vocabulary. Without adequate word knowledge, learners may struggle to understand texts or miss important details that are essential for comprehension (Nation, 2001). When it comes to *language production*, a good vocabulary is necessary to express oneself accurately and fluently. A lack of vocabulary may lead to incomplete or ambiguous expressions, making it difficult for others to understand what the speaker is trying to convey (Youssef, 2011)

Vocabulary knowledge is a significant indicator of language proficiency. Studies have shown that learners with larger vocabulary sizes tend to perform

better in all language skills, including reading, writing, listening, and speaking. Meara (2005) found that learners with larger vocabulary sizes tend to perform better in all language skills, including reading, writing, listening, and speaking. This is because vocabulary is a fundamental aspect of language proficiency, as it allows learners to express themselves more accurately and fluently, understand more complex language structures, and comprehend a wider range of texts. Vocabulary also plays a crucial role in understanding and communicating with people from different cultures. A good knowledge of vocabulary can help learners understand cultural references, idiomatic expressions, and colloquialisms that are essential for effective communication (Celce-Murcia & Olshtain, 2000).

Lexical knowledge refers to the knowledge that individuals have of the words and their meanings in a language. Vocabulary can also refer to the organization and structure of words and meanings in a language, known as the *lexicon*. This includes the relationships between words, such as synonyms, antonyms, and collocations, as well as the morphological and syntactic rules that govern word formation and usage. Laufer (1998) highlighted that learners who had a better understanding of the lexicon were better able to guess the meaning of unknown words in a text. Nation (2001) suggests that the size and depth of learners' lexical knowledge are strong predictors of their reading comprehension abilities. Knowledge of the lexicon is closely related to other aspects of language proficiency, such as grammar, syntax, and pragmatics, as all of these skills rely on an individual's ability to manipulate and use words in context.

Semantic systems are also important and refer to the network of meanings and concepts associated with words in a language. In this context, vocabulary can be defined as the set of words that are associated with a particular semantic system. The semantic system of a language is a complex and dynamic construct that

reflects the culture, history, and social context of its speakers (McWhorter, 2020). A wide and growing body of literature are semantic knowledge in language learning and comprehension. For example, Nagy (1985) found that students who had a better understanding of the semantic relationships between words were better able to comprehend texts. Semantic knowledge is also closely related to other cognitive skills, such as memory and attention, which are important for language learning and proficiency (Nation, 2013). According to Lupyan (2014), the acquisition of semantic knowledge is a lifelong process that is influenced by a range of factors, including exposure to language, cognitive development, and social and cultural experiences.

1.1.2 Types of vocabulary

Vocabulary, in its broadest sense, is the understanding of words and their meanings. However, this definition understates the complexity of vocabulary. According to some scholars, vocabulary is divided into passive and active. *Active vocabulary* is defined as the sets of words and phrases which are frequently used by the language learner. The active vocabulary refers to the words and phrases which the learners have been taught and that they are expected to be able to use when it is needed. Meanwhile, the *passive vocabulary* is the one which refers to the words and phrases which the learners will recognize when they meet them, but which they will probably not be able to pronounce and use in the context properly. Nation [18] distinguishes between receptive vocabulary and productive vocabulary.

Receptive vocabulary is words that the learners recognize and understand when they are used in context, but which they cannot produce. Learners recognize receptive vocabulary when they come across certain words in a text or listening to it but they do not use these words in speaking and writing [19]. Receptive vocabulary

is critical for developing reading and listening comprehension skills, and it is acquired through facing the spoken and written language.

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others [19]. In comparison to receptive vocabulary, it is acquired through practice and is used in communicative contexts.

1.1.3 EFL vocabulary size and depth

It is evident that vocabulary is a vital component of language acquisition. In order to measure EFL vocabulary size, there are a wide range of tools available to the language learner and teacher, such as vocabulary tests, word frequency lists, or self-reporting. One commonly used tool for measuring EFL vocabulary size is the Vocabulary Levels Test that was developed by Paul Nation [5]. This test measures a learner's vocabulary size based on their knowledge of the most frequent 2,000 and 3,000 words in English. Another tool for measuring vocabulary size is the Vocabulary Size Test (VST) which measures a learner's knowledge of the 2,000 most frequent words in English.

EFL vocabulary depth, on the other hand, refers to a learner's knowledge of a particular word beyond its surface meaning. This includes knowledge of a word's collocations, synonyms, antonyms, morphology, and phonology. For example, a learner may know the meaning of the word „happy,” but to have a deep vocabulary knowledge of the word, they would need to know its related words such as “happiness,” “happily,” and “unhappy,” as well as the word's pronunciation, spelling, and usage in different contexts.

Having a large and deep EFL vocabulary is important for effective communication in various contexts, including academic, professional, and social settings. A study by Qian and Schedl [22] discovered the fact, that vocabulary size was a significant predictor of EFL learners' reading comprehension abilities, indicating the importance of having a wide range of vocabulary for understanding written texts. Similarly, a study by Bazzaz and Samimi [21] found that having a deep knowledge of vocabulary was positively associated with EFL learners' speaking and writing abilities.

To develop a large and deep EFL vocabulary, learners can use a range of strategies, such as reading extensively, using vocabulary learning apps and tools, using vocabulary lists and flashcards, and practicing vocabulary in context through speaking and writing activities. We will discuss the tools and language learning and teaching strategies in the following section.

1.2 Teaching vocabulary

Teaching vocabulary is a crucial part of language learning, as vocabulary is the building block of language. It is critical to have a strong basis of vocabulary to speak efficiently and accurately in a foreign language. Vocabulary teaching is much more than memorizing words and their definitions. It entails expertise the nuances of words, their meanings, and how they are used in different contexts. Effective vocabulary teaching must involve a whole lot of activities and strategies that inspire active engagement with new phrases and concepts. This can include activities of word associations, context clues, visualization, and word maps etc.

The significance of teaching vocabulary is contemplated within the truth that it has been the focus of many studies within the subject of foreign language learning. These studies have recognized different factors that have an impact on

vocabulary acquisition, inclusive of the frequency and exposure to new words, the use of more than one strategies for vocabulary mastering, and the interaction between vocabulary size and depth.

Teachers can help their learners enrich their vocabulary. They can also help the learners to build a new store of words to select from when they want to express themselves. If any learner can handle grammar correctly, that does not mean that he/she can express him/herself fluently unless he/she has a store of words to select from. Therefore, teachers play a vital role in selecting and teaching vocabulary, and they have to design vocabulary syllabus according to their learners' needs. Besides that, the learners have to learn not just the words, but they also should be aware of the meaning of the words, the word formation, the word use and the word grammar too [23].

The meaning of words can be taught in many different ways. Nation [18] suggests that teachers can convey meaning to their students by demonstration or pictures (using an object, using a cut out figure, using gesture, performing an action, photographs, blackboard drawings or diagrams and pictures from books) and by verbal explanation (analytical definition, putting the new word in a defining context, and translating into another language) [24]. Besides that, teachers should involve their learners in discovering the words' meanings by themselves and let them make efforts to understand words' meanings because it gives them a higher sense of achievement and such words will be stored in a long-time memory.

Word formation is a very important part of teaching vocabulary. Getting familiar with the different forms of words, the students can easily know how to use the words in writing and speaking. For instance, the word „help” has various forms and functions differently [24]. The verb (or noun) “help” demonstrates two other common adjective endings and the adverbs and nouns that can be made from them.

Helpless means without help; helpful means giving a lot of help (“full” of help.) From these forms, we get the adverbs helplessly or helpfully and the nouns helplessness or helpfulness. (e.g: A man with a broken arm looked on helplessly as his friend tried to lift a heavy box. He appreciated the helpfulness of his neighbour, who picked up the other end of the box.) Students also need to know the different forms words have and when to use them. Thus the verb „run” has the participle „running” and „run”. The present participle „running” can be used as an adjective and „run” can also be a noun, thus, as it is stated by Abdul [25], “*word formation is a very important part of teaching vocabulary*”. Getting familiar with the different forms of words, the students can easily know how to use the words in writing and speaking.

Word grammar is one of the most important parts that students should be taught carefully. Teachers should give the students the opportunity to be exposed to grammatical patterns and to practice them frequently, such as nouns (countable and uncountable), verb complementation, phrasal verbs, adjectives and adverbs. Therefore, “*different parts of speech should usually be taught separately because they occur in differing sentence pattern, but they need not be widely separated in a course if their meanings are very similar*” [18].

Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. If teachers believe that the words are worth explaining and learning, then it is important that they should do this efficiently. Teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly [24].

1.2.1 The historical development of EFL vocabulary teaching methods

The teaching of vocabulary has been a fundamental component of English as a Foreign Language (EFL) teaching for many-many years. The methods used for EFL vocabulary instruction have evolved over time to meet the changing needs and expectations of students and teachers. It is difficult to tell which vocabulary teaching method is the most effective, however, a skillful language teacher should possess the information on the recent and the traditional EFL vocabulary teaching methods.

In the early days of EFL instruction, vocabulary was taught through rote memorization and repetition of word lists. This approach, known as the *Grammar-Translation method* [35], was the most dominant teaching method in the 19th and early 20th centuries. Students were required to memorize long lists of words and their corresponding translations, with little focus on pronunciation or context. This approach was criticized for its lack of communicative skills and inability to provide students with a practical command of the language [17].

In the mid-20th century, a new approach to EFL vocabulary teaching emerged in response to the Grammar-Translation method. The *Direct Method* emphasized the importance of context and focused on teaching vocabulary through situational learning. This method sought to develop students' ability to use English in everyday situations through a communicative approach to language learning. Vocabulary teaching was integrated into dialogues and other activities that focused on language in use, rather than isolated words and their translations [36].

The *Audio-Lingual method*, which emerged in the 1950s and 60s, also sought to provide a more communicative approach to EFL instruction. This method emphasized oral skills and encouraged students to develop their listening and speaking abilities through the use of drills and repetition. Vocabulary was taught

through the use of contextualized dialogues and situational role-play, with a focus on practical language use [36] [35].

In the 1970s, a new approach to EFL vocabulary teaching emerged with the advent of the *Communicative Language Teaching* method. This approach emphasized the importance of authentic language use and provided a more student-centred approach to language learning. Vocabulary instruction was integrated into meaningful contexts and focused on the use of language in real-world situations. The goal was to develop students' communicative competence through the acquisition of language skills, such as listening, speaking, writing and reading [17].

In recent years, EFL vocabulary teaching methods have continued to evolve in response to advances in technology and changes in language learning theory. *Computer-assisted language learning (CALL)* and online resources have become increasingly important in EFL instruction, providing students with access to a range of language learning materials and tools in order to master the target language. CALL emphasizes the usage of authentic materials, the development of learner autonomy, and incorporation of cognitive and metacognitive strategies [36].

1.2.2 Vocabulary teaching strategies

According to the study of Brown [4], learners' strategies for learning vocabulary falls into five essential steps: 1. *having sources for encountering new words*; 2. *getting the forms of the new words*; 3. *learning the meanings of the words*; 4. *making a strong memory of the words*; and 5. *using the words*. As it was mentioned before teachers should take into account the three important factors in vocabulary learning: word form, word meaning and word use. The following strategies can be used in vocabulary teaching according to Qi Pan [26]:

Teaching Vocabulary in Context. Context means the words that come just before and after a word, phrase or statement and helps to understand its meaning.

According to Brown [8] understanding the words in the context contributes to a deeper understanding of the word and at the same time, it helps to store the word in a long run. It was also pointed out that context teaching helps cultivate students' reading habit and teaches them to read between the lines, thus improving their reading comprehension.

Teaching vocabulary in the context is more helpful to learners to master a polysemy - word that carries different meanings in a different context. Take the word "means" for example. Only a man of means could afford to buy such a big house. (money, income or wealth) Television is an effective means of communication. (a way of achieving sth) — Do you mind if I have a look? —By all means. (certainly, sure) The load was lifted by means of a crane. (with the help of sth) [28].

Expanding Vocabulary by Word Formation. Word formation is an effective way to help students see words in the network of association. In order to know the meaning of a word becomes the task of knowing its associations with other words [5]. Therefore, to teach lexical items effectively, teachers must familiarize students with these common roots, prefixes, suffixes. For instance: While learning the word scribble, the root „-scribe” is taught first. It means „to write”. Then more derivatives of „scribe” are given to the students: describe, prescribe, inscribe, proscribe, subscribe and if the learners understand the formation of the words it will be easier for them to express themselves in different situations [26].

Creating Mental Linkages by Association. When teaching vocabulary, the classroom environment must be lively, and it is beneficial to expand and consolidate students' vocabulary. For instance, the instructor might write a word tree in the middle of the whiteboard and encourage the students to come up with all the words they can that are related to it. The circle of related objects provides a rich

environment for acquiring new vocabulary; separate items' meanings are the main focus. Of course, teachers can employ other types of stimuli, such as words or connections. For example, they could place the prefix "sub" in the middle of the classroom and ask the students to think of words that start with it. Teachers should utilise class time wisely and offer students as many opportunities for word consolidation as they can [26].

Teaching Cultural Connotations and Cultural Differences. The English vocabulary system is an open system that frequently accepts variation and change as well as long-standing influences from other languages around the globe. Teachers should therefore not skip on incorporating knowledge of cultural background while teaching vocabulary. Many words carry specific cultural information in their connotations, making them culturally loaded words. For example, the word „dragon” In Chinese culture, „dragon” has a positive connotation. It stands for power, strength, and prosperity this is the reason of dragon cults in China. From the other hand „dragon” in English culture means a negative word, standing for something fierce, ugly or monstrous. The idiom „dragon lady” is used in English to refer to a woman who behaves in a fierce and frightening way. While teaching vocabulary, teachers should provide students with information about cultural background, customs whenever possible, which will not only broaden students' understanding about a particular culture but also motivate their interest in English [27].

The Use of Dictionaries. The dictionary provides one of the best resources for students who wish to increase the number of words they understand. But it is better to use the monolingual dictionary. In it, there are many more words that students will ever see in class. There is more grammatical information about the words information about pronunciation, spelling, word formation, and

metaphorical and idiomatic use - a whole profile of a practical word is found in the dictionaries. It requires teachers to introduce to their methods of choosing and using a proper dictionary [26].

It can be concluded that teaching vocabulary is a crucial aspect of language learning that can have a significant impact on a student's ability to communicate effectively in a foreign language. It requires a combination of effective teaching strategies, engagement, and practice to achieve a deep understanding and mastery of new words and concepts.

1.2.3 Memory and vocabulary development

Learning new information is impossible without memorizing, thus memory is essential in learning new words and phrases. Investigating the memorization of the new concept we face an important question: How words are stored and remembered? Diving into the previously mentioned question scholars agreed that memory is a complex structure and the working of the memory can be divided into three main types according to Thornbury [20], namely short-term store, working and long-term memory.

Short-term store the capacity of the brain to hold a limited amount of information in the mind for a short time period. It is believed that the mind can store seven (plus or minus two) pieces of information at the same time. Successful learning of a language involves more than simply remembering information for a short time. It is the integration of the new material into long-term memory.

Working memory means focusing on a word long enough to perform operations on them. It means the information is manipulated via the senses from external sources and can be downloaded from the long-term memory. The ability to hold a word in working memory is a good predictor of language learning aptitude.

Working memory is involved in the selection, initiation, and termination of information-processing functions such as encoding, storing, and retrieving data [20]. It is stated that the better ability to hold words in working memory is the smoother the process of learning foreign languages.

Long-term memory is where informative knowledge is held indefinitely. It is defined in contrast to short-term and working memories, that persist for only about 18 to 30 seconds. Unlike working memory, which has a limited capacity and no permanent content, long-term memory has an enormous capacity and its contents are durable over time. To create and preserve long-term memories the learners should practice the following procedures: repetition, retrieval, imagining, pacing, spacing, and they should use the gained knowledge as frequently as possible [20].

1.2.4 Motivation and the role of the teacher

Teaching is derived from word teach which means giving somebody information about a particular subject to learn something. Brown [8], in his book *Principles of Language Learning and Teaching* stated that “*Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something*”. „*Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning which are necessary to create an effective teaching environment*” [8, p51].

Considering that the teacher is an important element in the teaching-learning process, this section deals with the role of the teacher in this procedure. As it is well known that the teacher must carry out and create activities inside the classroom in order to accomplish what is required. Brown [8] suggests that the situations and the stimuli are fundamental to make students participate in learning process. This means that the teacher’s role is to provide, create and maintain an appealing classroom atmosphere, in order to make students feel confident and comfortable enough to express their ideas. It is important, therefore, to allow

learners to practice speaking as an opportunity to use the grammar, pronunciation and vocabulary previously taught and the most essential task is the practice of the oral skill [25].

There are certain mistakes teachers make while teaching that interfere in the process of developing oral skills; some teachers still worry about teaching grammar, memorizing concepts and reciting the most frequently used structures, they tend to adopt the method of reading and writing, focusing mainly on developing these skills, teachers do not leave enough time to practice what students learn orally.

Considering all the mentioned before, the teacher as an important element in the process of teaching-learning English has evolved according to the necessities providing opportunities instead of the entire knowledge encouraging students to feel free to produce in the target language.

The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general, people have come to refer to this psychological factor – the impulse that generates the action – as **motivation**. As the term itself indicates, it is a “motive force”, something that prompts, or stimulates action. According to Oxford Online Dictionary [21], motivation is *“that which moves or induces a person to act in a certain way; a desire, fear, reason, etc. which influences a person’s volition: also often applied to a result or object which is desired.”*

Motivation plays a vital part in language learning. It ensures that learners acquire meaningful knowledge and skills. Like emotion, the presence of positive motivation towards the learning material will hugely increase the chances that the learners will engage in deep learning.

According to Gardner [34], 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. And 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 [34].

Cook [30] states that the language learning is not the same among learners. He also believes that there are three main factors which influence the Second Language Learning. These three factors are age, personality, and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language acquisition. He believes that when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals, they will be motivated to obtain expertise and skill in it. Gardner [34] names the mentioned situation as integrative motivation and instrumental motivation. Research has proved that whether second language learning is successful or not directly and strongly concerns with these types of motivation [30].

1.2.5 The impact of visual aids in teaching EFL vocabulary

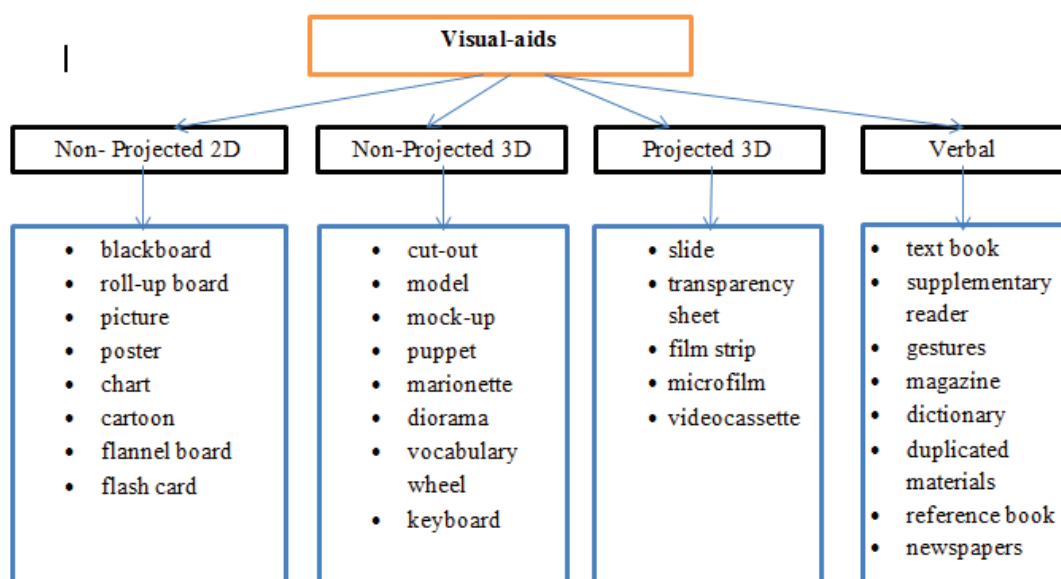
Visual aids have been used since the beginning of learning and teaching. Visual aids can be defined in several ways. According to Cambridge Dictionary [29], visual aids can be defined as „ *something that you are shown, such as a picture, film, or map, in order to help you understand or remember information*”. This thought promotes that educational media or visual aids refer to all forms of information carriers that can be used to store, preserve and transmit or retrieve information to promote and encourage effective teaching and learning activities [30]. Visual aids are intended to help both the teacher and the students in order to

make the contents better understood, to contextualize vocabulary and make it meaningful for the learners [30].

Yi-Hsun Lai [31] states that using visual aids „*not only stimulate students' learning interest, but students can also interact with these visual aids, and can relate them to their past experience or their daily life experience*” it means if a visual-aid is used properly, it can stimulate the past experiences of the learner and it can also lead to better understanding and remembering.

Matthew [32] claims that visuals “*refer to graphs, maps, pictures, etc. used as aids in learning*” and these can be separable into four categories:

Table 1.1 Types of visual aids



There are a lot of traditional teaching aids that can be found in almost every classroom. Tools like chalks, blackboard, whiteboard, dusters, textbooks, charts, pictures, posters, maps, atlases, globes, flash cards, flip cards, worksheets, science lab apparatus and materials, models, crossword puzzles, quizzes, dramatization,

one-act plays, dictionaries, encyclopaedias, reference books, learning toys and abacus are considered to be the most likely used teaching aids [26].

Blackboards, whiteboards, and chalks. One of the oldest and most widely used teaching aids is the blackboard. Recently blackboards have been changed to green or whiteboards, but the basic function of the board remains the same by whatever colour one may name. The blackboard has been the handiest and useful tool for a teacher in the classroom [26]. It can be used to demonstrate different things, for emphasizing or even for the deeper explanation of different things.

Textbooks. The prescribed textbooks of studies for particular classes in a school have been the other very useful tool in the hands of the teacher for centuries. The teacher uses the textbook to read and explain to the students the curriculum. The teacher asks the students to mark or underline important ideas appearing in the lessons and the difficult words or the concepts which the students may fail to grasp easily. Within the textbook, various visuals can be found e.g. illustrations, black-white and coloured pictures, drawings, texts, tables which are extremely useful for illustrating the material and they also contribute to the better understanding of the topic.

Dictionaries, Encyclopaedias and other books. Dictionaries, encyclopaedias and other books of reference always come to the help of the teachers and the students whenever they want to find out the meaning of any word or an idea. Books containing facts of knowledge and important data books help the teachers and students to find them easily in these books [26].

Flashcards, flip cards and worksheets. Flashcards and flip cards are another useful teaching aid used especially in small classes to teach vocabulary and important concepts. Flashcards generally have words, pictures, or a combination of

the two. There are commercially available cards, cards that can be made by cutting pictures from magazines, etc., or the teacher can make them herself with drawings and writing [18].

Charts, pictures, and posters. For easy understanding of the lessons, the teachers use teaching aids like charts, pictures, and posters which they display on the walls of the classrooms. These not only decorate the walls of the classrooms but also are important tools for teaching in the classrooms [17].

The *overhead projector* is the only audio-visual appliance which was specially designed for teaching foreign languages in the early 50's. Since then, it has been widely used not only for teaching languages but it has also been a helpful, powerful, popular presentation device in other subjects or fields [26].

Electronic Whiteboards. As it was mentioned before, blackboards are the most commonly used visual aid in the classroom, as it has easy access and simple to use. It needs no special equipment except for chalk, board, and duster which are easily affordable. The advantages and disadvantages of blackboard teaching were summarised in the previous section.

Interactive electronic whiteboards of today also known as smart boards are the latest tools in the methods of modern teaching. These need a computer, an overhead projector and preloaded educational software [11]. The electronic whiteboard friendly offering a lot of interaction to its user. It is a colourful tool in the hands of the teachers. The biggest disadvantage of the electronic whiteboard is that it has to be fixed on the wall and does not leave the place for use. The projector and the computer have to be always on if the teacher wants to use the electronic board and it costs a fortune to use them [3].

It is indisputable that visual aids contribute to language learning and teaching. The using of visual aids during the language teaching progress has a positive impact on the outcome. The purpose of visual aids is to increase students' and teachers' practices in the teaching-learning process, but in order to do this, it is essential to know how to use them. Laskowski [37] sets several advantages of using visual aids. These are the following:

- ✓ they help the teacher to be better organized. The teacher does not have to worry about what he/she is going to say because it is presented with a visual aid.
- ✓ it is easier to hold the learners' attention, because they focus their attention on the visual
- ✓ involvement and engagement of the participants increases because they not only hear, but see the material which contributes to the better understanding of a topic
- ✓ with the use of visual aids, it is easier for the audience to understand and remember the information that was provided.
- ✓ they make presentations more exciting, more vibrant, and more effective.

Despite the fact, that visual aids are highly beneficial, it should be also mentioned that visuals have drawbacks too. According to Laskowski [37] the disadvantages of visual aids are the following:

- ✓ it can be time consuming to choose, design or create a visual.
- ✓ if a visual aid is too decorated or complicated it can distract the learner's attention.

It can be concluded that visual aids refer to anything which is used by teachers or students to facilitate the language learning process. However, the role of the teacher is fundamental in this process; it is the teacher's duty to conduct the

learning and to provide the necessary tools. In this sense, visual aids can contribute significantly to teaching progress as long as it is used properly.

1.2.6 Modern devices in vocabulary development

In today's technologically advanced world, the usage of modern devices has revolutionized various aspects of education, including vocabulary development. With the increasing availability and accessibility of smartphones, tablets, computers, and other electronic devices, learners now have a wide range of tools and resources at their fingertips to enhance their vocabulary skills.

Modern teaching devices act as tools for the teachers to explain the teaching material in a more effective and understandable manner. According to Gaikwad [38] the modern teaching aids should be brief and simple. They should be related to the objectives of teaching. It means that if for example the aim of the lesson is to improve listening skills and expand vocabulary, the teacher should use technological tools that really improve these skills. Teaching aids should be prepared and planned in advance. A teaching aid is effective only if the teacher knows how to use it correctly therefore teachers should consider the usage of a teaching aid before they start to use it during the lesson. Teaching aids should be properly selected according to the physical and mental level of the student. They should be colourful and should have direct impact on the lesson [38].

A useful starting point for the teacher before the lesson should be the consideration of the purpose of the lesson. Working without knowing “*why*” will make it difficult to choose what information and technological tool to use. Once the teacher decided the purpose of the lesson, the next step should be the measuring the audience. In the school the teacher has to teach different pupils. In order to teach effectively the teacher should analyse the audience to determine the content, language usage and expectations. The teacher should find out the pupils’

beliefs and attitude toward the curriculum [39]. After the consideration of all of these things the teacher should decide which technological tools to use. In order to be effective, innovative technologies must be used to support the desired outcome of teachers. In selecting technology during the strategic analysis and planning lessons, teachers need to be proactive and consider how the change will positively increase learning. Also, educators must factor into the adoption analysis, the ease of use of the technology. Once adoption of a technology occurs, the desired effect of increased learning can only be achieved if teachers understand the technology and understand how to manipulate it [39].

A very interesting, yet a cautiously used device is the mobile-phone during the teaching-learning process in and outside the classroom, however, the potential of the Mobile-Assisted Language Learning (MALL) is immense. In contrast to classroom learning, in MALL there is no need for the learners to sit in a classroom or at a computer to get learning materials. In fact, MALL can be considered an ideal solution to language learning barriers in terms of time and place [40]. Most devices used in M-learning contexts are mobile phones, PDAs, and audio players. Each of these devices carries specific attributes and functionalities. Language teachers noticed that smart phones are very likely used among the pupils and after long discussions they tried to integrate it into language learning to make the language teaching more effective. A great advantage of MALL that it allows learners to access learning materials and information from anywhere and at any time. Thanks to the wireless technology, mobile phones can be used for formal and informal learning where learners can access additional and personalized learning materials from the internet. Educators can use mobile phones to communicate with learners from anywhere and at any time or deliver learning materials from anytime

and anywhere to learners. Indeed, learners do not have to wait for a certain time to learn or go to a certain place to learn what is prescribed to them [41].

Numerous smart phone apps were created in the recent years. This is the reason why it can be challenging to find a good smart phone app that fulfils the learner's needs. The best apps are designed specifically for smart phone platforms. These apps can be used easily, furthermore, they are interactive, entertaining, funny and additive. The best apps are not trying to do everything. Usually, they do one thing well. For instance, if the learner wants to improve listening skills, there are apps specifically for this purpose. If the learner wants to improve reading or writing comprehension, there are apps for these purposes as well [40]. A good ESL app should be designed in small segments that can provide a whole experience in five minutes or even less that allows the user to complete something in a short time. A couple of useful and popular English Learning Apps for smart phones are listed below.

Table 1.1 Popular English Learning Apps for smart phones

<p>• Duolingo</p>	<p>Duolingo is a free language learning app that can be used both with iOS and Android operation system. It is a very interesting and useful app. It turns learning a foreign language into an additive game. It is very fun, and the lessons are short enough that the learner can complete one whenever he/she has a few minutes.</p>
<p>• LingQ</p>	<p>LingQ is a great language learning app for people who want to listen to audio lessons. The old-fashioned way to learn a new language was to play cassette tapes, but now we have apps like LingQ which make it even easier. LingQ also uses flashcards for memorization.</p>
<p>• Memrise</p>	<p>Memrise is a free app. It supports both Android and iOS systems. Memrise is a very unique way to learn new languages. It can be useful for those who are visual learners. It uses visual cues and puns to help pupils learn phrases</p>

	and words. Each word or phrase is paired with memorable cartoons, sentences, or phrases that should help remember what that particular phrase means.
• Babbel	It can be used with iOS and Android. This app is perfect for anyone with or without previous knowledge of a second language. Babbel provides exercises for people of all learning types, including listening, writing, and speaking. The built-in voice recognition is great at making sure that the learner speaking the language correctly. This app offers a wide variety of languages, but Babbel also offers dedicated apps to go more in-depth with a specific language.
• Busuu	Another interesting app is Busuu. It supports iOS and Android systems too. It is a great way to improve speaking abilities. The learner can talk with native English speakers to practice his/her English speaking.
• Open English	Open Language has a lot of different sections to learning English. Each section has different courses for different uses. For example, there is Business English, English used in giving presentations, English in daily life or Interview Skills in English. Open Language is an excellent English learning app that helps cover a lot of material for English learners of all levels.

Smart devices are well-developed nowadays. They can fulfil different functions and purposes at the same time, thus they can be used for different activities inside and outside the classroom. The most commonly used smart device among the learners in these days is smartphone. Almost every learner has his/her own smartphone. This is the reason why it is a great opportunity to use smartphones in classrooms to improve teaching efficiency. During the long lessons the pupils often lose motivation. They get tired and sometimes they lose attention. A good teacher notices it and tries to do something against it and in this regard, integration of smart phones could be very helpful.

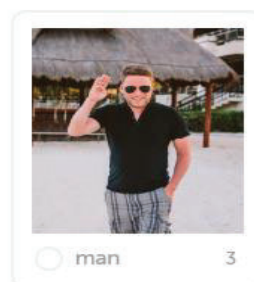
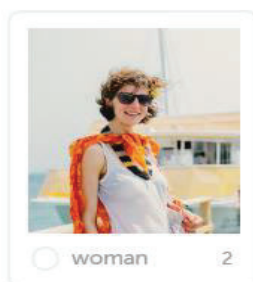
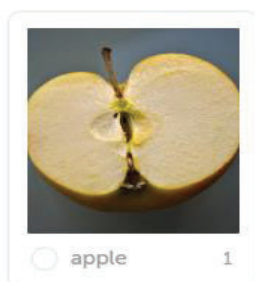
Taking into the consideration of MALL in vocabulary development, the availability of wide array of devices, mobile apps and software opens up wonderful opportunities for language learners to expand their vocabulary size by different interactive and fun activities. Apps such as Duolingo or Babbel and websites are available for learners to access from their phones in their own time or in class. There are also a number of online dictionary websites accessible from smartphones, such as <http://dictionary.cambridge.org/dictionary/learner-english>, and also free dictionary apps, such as the Merriam-Webster Dictionary, which can be downloaded to smartphones and used offline.

In order to demonstrate, for instance, Duolingo's potential in vocabulary development, a short activity is presented below. Duolingo includes a wide range of activities for almost every learner. Duolingo start learning languages from basics and once the learner learnt the basics he/she can continue to the next level. Before starting the lesson with Duolingo it explains the material that is used in the lesson. Duolingo focuses mostly on the main parts of language learning: speaking, vocabulary, translating and listening. In order to improve vocabulary skills the lessons contain different interactive tasks (e.g matching), that can be very helpful to memorise the new words and phrases easier, and help in vocabulary development.

Figure 1.2 Elementary vocabulary exercise in Duolingo

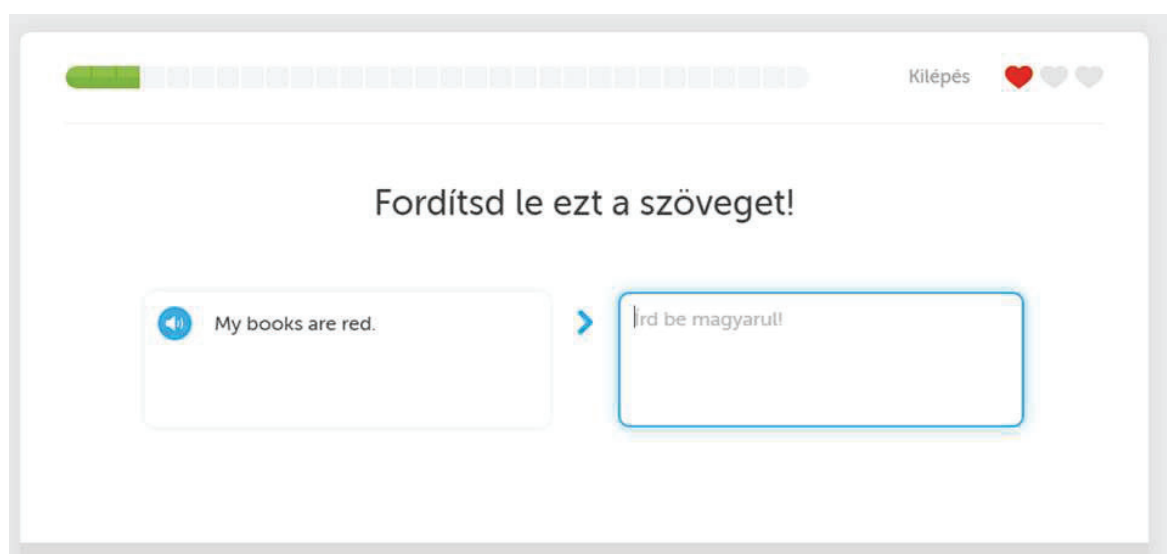


Válaszd ki a fordítását: „nő”!



It is allowed in Duolingo to use the microphone. It can be very useful tool to improve pronunciation and speaking skills. Duolingo developed voice-recognising software to check whether the learner pronounced the word properly or not and it is also improving the listening skills at the same time (e.g. Typical sentences in the basic level are: He is a boy; I am a boy; She speaks English and so on). Numerous translation exercises are available for language learners. Simple words, phrases, simple and compound sentences are also available for pupils to translate:

Figure 1. 3 Elementary translation exercise



The aim of the app is to develop all skills of the language learner, and while doing so, it contributes to development of learner's vocabulary size and depth, by new vocabulary materials, interactive activities, repetition and authentic materials.

The first part of the present study was highly theoretical. More recently, a wide range of literature has become available on the topic of EFL vocabulary learning and acquisition and the present study attempted to give detailed and versatile information on the topic. Several studies have been carried out on the given topic and some of these have been presented in the first part of the present Master's thesis. The first chapter of the study focuses on the concepts regarding EFL learning, vocabulary size and depth, vocabulary development and the role of the teacher, and on approaches of vocabulary development and modern devices, which can be used to achieve better outcomes in vocabulary development.

Part 2

LANGUAGE LEARNING STYLES AND STRATEGIES

In the field of English as a Foreign Language (EFL) education, understanding and accommodating learners' individual differences is essential for effective instruction and optimal learning outcomes. One crucial aspect of these individual differences is learners' learning styles and strategies. Learning styles refer to the preferred ways in which individuals process, organize, retain information, while learning strategies are the specific approaches and techniques learners use to enhance their learning process. The exploration of learning styles and strategies in the EFL context has gained significant attention at the field of language teaching and learning, as it offers valuable insights into tailoring instruction to meet learners' needs and optimizing language learning experiences. There is no evidence of universal learning styles and strategy usage that can be beneficial for every language learner, nonetheless, recognizing and addressing learners' learning preferences and providing them with a repertoire of effective learning strategies remain valuable aspects of teacher's profession.

In the second chapter of the current study, we aim to examine the most important concepts of learning styles and strategies putting emphasis on the vocabulary learning. Furthermore, the individual differences, traits of an effective language learner, the perceptual learning styles and their potential impact on language learning is also discussed.

2.1 The definition of learning styles

Learning styles can be defined as individual preferences and tendencies in perceiving, processing, and organizing information during the learning process [42]. They involve the unique ways in which individuals approach and engage with

learning tasks, influencing how they understand, retain, and apply new knowledge and skills. Learning styles encompass cognitive, affective, and physiological aspects that shape how learners interact with instructional materials, participate in learning activities, and make sense of information.

There are several characterizations of learning styles. One prominent model is the VARK model which categorizes learners into four primary modalities: *visual, auditory, reading/writing, and kinesthetic* [43]. Visual learners prefer to perceive information through visual aids such as charts, diagrams, and graphs. Auditory learners have a preference for auditory input and excel in tasks involving listening, discussion, and spoken instructions. Reading/writing learners prefer to engage with text-based materials and benefit from reading and writing activities. Kinesthetic learners have a preference for hands-on, experiential learning and learn best through physical engagement and movement [43].

Kolb's Experiential Learning Model suggests that learners exhibit different learning styles based on their primary mode of learning and processing information [44]. According to this model, there are four learning styles: *converging, diverging, assimilating, and accommodating*. Converging learners excel in problem-solving and abstract conceptualization, while diverging learners excel in brainstorming, generating ideas, and empathizing with others. Assimilating learners have a strong ability to create theoretical models and understand complex information, while accommodating learners prefer to actively engage in concrete experiences and focus on practical application.

Honey and Mumford's (46) Learning Styles is a popular framework that categorizes learners based on their preferred approach to learning and problem-solving. The mentioned model is based on Kolb's Experiential Learning Model and emphasizes the need to incorporate different learning styles into teaching and

learning practices. The framework identifies four main learning styles: *Activist, Reflector, Theorist, and Pragmatist* [46] Each style represents distinct preferences in how individuals engage with learning tasks, process information, and apply knowledge (See Figure 2.1)

Table 2.1 Honey and Mumford's Learning Styles

Learning Style	Description	Characteristics
Activist	Hands-on learners who thrive on active participation and engagement.	Enthusiastic risk-takers, enjoy group work and experiential learning.
Reflector	Learners who prefer to observe and analyse before actively participating.	Thoughtful and analytical, value careful observation and individual work.
Theorist	Learners who focus on understanding underlying principles and theories.	Logical thinkers, systematic approach, enjoy lectures and theoretical discussions.
Pragmatist	Learners who emphasize practicality and immediate application.	Goal-oriented, enjoy problem-solving and hands-on experiences.

Another well-known model was developed by Dunn and Dunn (47). This model describes a wide range of factors that affect learning. These factors are *environmental factors, emotional factors, social influences, physiological factors, and cognitive processes*. The model emphasizes the importance of identifying and acknowledging students' specific aspirations to enhance their learning experiences. In this regard, teachers can create inclusive and effective learning environments that meet students' needs and optimize their ability to learn. The model emphasizes the need for teachers to reflect on and adapt teaching strategies to different learning styles [47].

It is important to note that learning styles should not be categorized rigidly. They are rather preferences that can be flexible and subject to change over time. Individuals may exhibit a combination of learning styles or display varying preferences depending on the task or learning context. [42]. In this context, understanding and considering learners' preferred learning styles can still be valuable in educational settings. By recognizing individual differences, educators can design instruction that appeals to a broader range of learners, promoting engagement, motivation, and learning outcomes [45].

2.2 Cognitive Styles vs. Learning Styles

It is widely acknowledged that both cognitive styles and learning styles play an important part in language learning, however it is vital to highlight the differences between these concepts as cognitive and learning styles offer different perspectives on how individuals process and acquire knowledge [42].

Cognitive Styles refer to individual differences in how individuals perceive, process, and organize information. They are relatively stable and enduring patterns of cognitive functioning that influence how individuals think, reason, and solve problems. Cognitive styles encompass various dimensions, such as field dependence/independence, analytical/holistic processing, and verbal/imagery preferences. These styles reflect the underlying cognitive processes and strategies individuals employ to make sense of the world [48].

If we examine *Learning Styles*, they are similar concepts to Cognitive Styles, yet contain different characteristics. As it was mentioned above, learning styles related to individuals' preferences for specific instructional approaches or modalities that they believe enhance their learning experiences. Learning styles are context-dependent and may vary across different learning tasks or domains [46].

Learning styles models propose that individuals have preferred ways of receiving, processing, and retaining information, which can be accommodated to optimize learning outcomes [49].

The difference between learning and cognitive styles based on the fact that while both cognitive styles and learning styles deal with individual differences in cognition, they differ in their focus and theoretical underpinnings. Cognitive styles primarily emphasize the inherent cognitive processing patterns and mental structures individuals employ, whereas learning styles concentrate on the instructional modalities that individuals perceive as most effective for their learning [42], [45].

2.3 Perceptual learning style preferences and vocabulary acquisition

One aspect of learning style that has been studied extensively is perceptual learning style preferences, which refer to learners' preferences for certain sensory modalities when processing different information. Since the middle of the 1960s, the paradigm in language learning has shifted from behaviourist to more cognitive approaches, leading to several studies on individual differences (such as age, anxiety, aptitude, motivation, sex, self-esteem, language learning styles and strategies), and more specifically, how and why a learner learns a new language with varying degrees of success [63]. Knowing the students' preferred perceptual learning styles would enable teachers to adapt their teaching methods and activities to inspire and optimise their students' learning.

Learning process makes language learners use the perceptual modalities (sight, hearing, touch, smell, and taste). Perceptual learning styles, by Kinsella [65], are described as the senses through which each person takes in and retains new and difficult information. Perceptual learning styles are typically defined by

researchers as being a person's preferred methods of information acquisition. When it comes to the educational context, sight, hearing, and touch are the most significant perceptual modalities [64].

Visual learners prefer to process information through visual cues, such as images, graphs, or written texts. When it comes to vocabulary acquisition, visual learners benefit from visual aids that aid in word retention and comprehension. Research by Oxford (1999) suggests that visual learners may benefit from strategies such as using flashcards with pictures, creating mind maps, or utilizing visual mnemonics to enhance vocabulary acquisition. Saiz Aja [64] noted that visual learners like when their teachers' lectures are supported by visual presentations (e.g. Power Point, Prezi). They usually learn by taking notes of their teachers' explanations and they also like when teachers ask them to read English books.

Auditory learners process information through sound, such as listening to lectures, discussions or recordings. For vocabulary acquisition, auditory learners may benefit from strategies that involve listening and speaking activities. Auditory learners may find it helpful to listen to audio recordings of vocabulary words, engage in dialogues or conversations, and use pronunciation guides to improve vocabulary retention and pronunciation.

Kinaesthetic learners prefer to process information through physical movements, such as hands-on activities, gestures, or role-playing. While the relationship between kinaesthetic learning styles and vocabulary acquisition is less explored, research by Solomon and Felder [67] highlights the potential benefits of incorporating physical movements into vocabulary learning. Activities such as acting out word meanings, engaging in kinaesthetic games, or using manipulatives can facilitate vocabulary acquisition for kinaesthetic learners. In the classroom,

kinaesthetic learners like doing role-play activities, moving around the classroom because they dislike sitting still, having breaks, and the use of realia [64].

Many learners exhibit preferences for multiple sensory modalities, known as *multimodal learning style preferences*. They benefit from a combination of visual, auditory, and kinaesthetic strategies in vocabulary acquisition. Research by Dörnyei and Skehan [68] suggests that utilizing a variety of sensory modalities simultaneously, such as watching videos with subtitles while repeating the words aloud, can enhance vocabulary learning for multimodal learners.

Vocabulary acquisition is impacted by perceptual learning style preferences, such as visual, auditory, kinaesthetic, and multimodal preferences. Learning engagement, understanding, and vocabulary retention can all be improved by identifying and accommodating the preferred sensory modalities of the learners. Individual variance should be taken into account when developing instructional approaches and resources, as learners may display a combination of learning style preferences.

2.4 Language learning strategies

Language learning strategies play a crucial role in facilitating second language acquisition by helping learners actively engage with the language and enhance their language proficiency. They refer to the conscious, goal-directed actions and techniques employed by learners to improve their language skills and knowledge [51]. Oxford [50] states that learning strategies are all behaviours and actions that learners use to make language learning more successful, self-directed, and enjoyable. Cohen [52] stresses that strategies are processes, which are consciously selected by learners to enhance the learning or use of the L2. These strategies encompass a range of cognitive, metacognitive, and socio-affective processes that learners employ to understand, remember, and produce language.

Language learning strategies have a significant impact on second language learning. They enable learners to take an active role in their own learning process, enhancing motivation, autonomy, and self-efficacy. By employing effective strategies, learners can overcome language learning challenges, optimize their study time, and improve their language proficiency.

2.4.1 Classifications of Language Learning Strategies

There is no universal classification on language learning strategies. Different scientists classified language learning strategies differently. One of the most influential classifications come from Oxford [50], Rubin [53] and O'Malley and Chamot [54].

According to Oxford [50] Language Learning Strategies can be classified into *Cognitive*, *Metacognitive* and *Social Strategies*. Cognitive Strategies involve mental processes such as analysing, reasoning, and memorizing. Those learners who prefer cognitive strategies use note-taking, summarizing, and imagery techniques. Metacognitive Strategies focus on planning, monitoring, and evaluating one's own learning. Examples include goal-setting, self-reflection, and self-assessment. Social Strategies involve interactions with others for language practice and learning, like seeking opportunities for conversation, asking for clarification, and collaborating with peers.

Analysing Rubin's classification, the following table can help to understand the peculiarities of Rubin's classification:

Table 2.2 Rubin's classification of Learning Strategies

Classification	Description	Examples
1) Memory Strategies	Strategies to remember and retain language information	Using flashcards, creating mnemonic devices, keyword

		techniques
2) Cognitive Strategies	Strategies for comprehension and analysis of language	Making inferences, summarizing, self-questioning
3) Compensation Strategies	Strategies to compensate for gaps in language knowledge or communication breakdowns	Using synonyms, circumlocution, non-verbal communication
4) Metacognitive Strategies	Strategies for planning, monitoring, and evaluating one's learning	Setting goals, organizing study materials, reflecting on learning experiences
5) Social Strategies	Strategies that involve interaction with others for language learning	Seeking conversation partners, joining language exchange programs, participating in language communities

When it comes to the classification of O'Malley and Chamot [54], it is very similar to Oxford's classification. It distinguishes between cognitive, metacognitive and social/affective strategies. The first two strategies have already been described in the study, social/affective strategies deal with social skills, and looking for the opportunity to practice the language in a meaningful context, and concerned with managing emotions and attitudes towards language learning. Lowering anxiety, maintaining motivation, fostering positive attitudes, and self-encouragement are examples of affective strategies. These strategies help learners overcome emotional barriers [54].

2.4.2 Classification of Vocabulary Learning Strategies.

Vocabulary learning strategies can be viewed as a sub-categorization of language learning strategies [5]. Vocabulary learning is an essential component of EFL acquisition, thus the strategies highlighted in this section can be useful for language learners and teachers as well. The fundamental concepts of language learning strategies were discussed first by Porte (1988) and Ahmed (1989). All strategies were split into two groups by Ahmed (1989): macro-strategies, which comprised memorizing, practice, taking notes, and using various information sources; and micro-strategies, which contained particular actions inside macro-strategies [1].

Oxford (1990) has divided them into two categories, *direct* and *indirect* strategies. Direct strategies comprise memory, cognitive and compensation whereas indirect strategies include metacognitive, affective and social. Further research by Gu and Johnson [55] highlighted the relationship between learners' use of vocabulary learning strategies and their vocabulary acquisition and retention. The findings of their study revealed that the use of specific vocabulary learning strategies had a positive effect on learners' vocabulary acquisition and retention. Learners who actively employed strategies such as using context clues, practicing word associations, and creating mental imagery demonstrated higher levels of vocabulary growth and retention compared to those who relied less on these strategies. Additionally, Gu and Johnson identified that successful language learners tended to utilize a combination of different vocabulary learning strategies, adapting their approach to fit various contexts and word types.

Another significant discovery derives from Schmitt [56] who divided Vocabulary Learning Strategies into two groups: strategies for the discovery of a new word's meaning and strategies for consolidating a word once it has been discovered.

A study by Letchumanan and her pairs (2016) summarized the Classification of Vocabulary Learning Strategies in the following table:

Table 2.3 Letchumanan's classification of Vocabulary Learning Strategies

Categories of Strategies	Types of Strategies
Memory	<ul style="list-style-type: none"> • Creating Mental Images • Applying Images and sounds • Reviewing Well • Employing Action
Cognitive	<ul style="list-style-type: none"> • Practice • Receiving and Sending Messages • Analysing and Reasoning • Creating Input and Output
Compensation	<ul style="list-style-type: none"> • Guessing Intelligently • Overcoming Limitations
Metacognitive	<ul style="list-style-type: none"> • Centering Learning • Planning Learning • Evaluating Learning
Social	<ul style="list-style-type: none"> • Asking Questions • Cooperating • Empathizing
Affective	<ul style="list-style-type: none"> • Lowering Anxiety • Encouraging
Determination	<ul style="list-style-type: none"> • Analysing speech, affixes • Contextual Guessing • Check L1 Cognate • Consulting Dictionary

As a brief conclusion, to learn new vocabulary items, students can select the learning methods they prefer. They must use cognitive processes to retrieve the data stored in short-term memory in order to do this. The ability to transfer and store new terminology in long-term memory for later retrieval would then be possible with repeated exposures to it, and combining several vocabulary-learning techniques would be more beneficial than using just one [57].

2.4.3 Incidental and Intentional Vocabulary Learning

It is vital to make a clear distinction between *incidental* and *intentional* vocabulary learning. Incidental vocabulary learning refers to the acquisition of new words that occurs unintentionally or without intentional focus on vocabulary. It typically happens through exposure to language in authentic contexts, such as reading, listening, or engaging in natural conversations. Learners encounter unfamiliar words incidentally and learn their meanings through implicit learning processes [59]. Incidental Vocabulary Learning encourages students to read extensively. It involves students' capacity to determine new words' meanings from their context. Even though it happens slowly, incidental learning is especially enhanced by extensive reading in surroundings rich in input [58]. In incidental vocabulary learning, word learning is not meant to be the main activity. Therefore, learning a new vocabulary happens as a "by-product" or "side effect" of another primary activity [59].

As Ahmad [58, p72] highlighted on the contrary to incidental vocabulary learning, "*intentional vocabulary learning based on synonyms, antonyms, word substitution, multiple choice, scrambled words and crossword puzzles, regardless of context, is not so effective, because learners are more prone to rote learning.*" Intentional vocabulary learning, refers to the deliberate and conscious effort of

learners to acquire new vocabulary. It involves explicit instruction, focused vocabulary exercises, and targeted vocabulary learning strategies.

Research by Gu and Johnson (1996) has indicated that intentional vocabulary learning can significantly contribute to vocabulary growth and retention. The use of effective vocabulary learning strategies, such as contextualization, creating associations, and using mnemonic devices, enhances learners' ability to intentionally acquire and remember new words.

Webb and Rodgers [61] suggests that a combination of incidental and intentional learning approaches can maximize vocabulary development. Learners benefit from both the natural exposure to words in authentic language use and the conscious effort to engage with vocabulary through explicit instruction and practice.

2.5 The effective language learner

Being an effective language learner is the goal of many individuals who embark on the journey of acquiring a new language. While language learning can be a complex and challenging process, certain traits, strategies, and factors have been identified as contributing to the success of language learners. These factors mentioned by the scientists are: *motivation and attitude, learning strategies, language input and exposure, cultural awareness and open-mindedness, learner autonomy.*

Dörnyei [51] emphasizes the role of motivation in language learning, highlighting the importance of setting goals, finding personal relevance, and maintaining a positive learning disposition. This factor is one of the most important elements of language learning. An effective language learner is motivated and knows why he/she studies certain elements of the language and knows how to use

it in different contexts, furthermore he/she knows how to employ a variety of learning strategies to enhance their language acquisition.

Effective language learners also understand the importance of language input and exposure. They seek out authentic resources, such as books, articles, podcasts, and videos, to expose themselves to natural language use. They actively engage with the language through listening, speaking, reading, and writing activities. They possess strong cultural awareness and openness to different perspectives, and recognize that language is deeply intertwined with culture and actively seek to understand and appreciate cultural nuances. They engage in cross-cultural communication, embrace diversity, and develop intercultural competence.

Additionally, a successful language learner takes ownership of his/her learning process and demonstrate learner autonomy. Sets goals, monitor their progress, seek feedback, and make adjustments to learning strategies if needed and actively engage in self-reflection and self-evaluation in order to achieve great results in language learning [61]. There are several traits of a successful language learner highlighted in this paragraph, however it is vital to take into the consideration of individual differences and the fact that each learner is unique, understanding these characteristics can guide individuals on their path to become effective language learners. No two learners are alike and in order to achieve the goals in language learning individual needs have to be taken into account.

The second chapter of the present study deals with the most important concepts regarding language learning styles and strategies. It provides an extensive overview of language learning styles and language learning models presented by Oxford, Neil Fleming's VARK model, Kolb's Experiential Learning Model, Honey and Mumford's Learning Styles and Dunn and Dunn's Model. A classification of language learning strategies, particularly the vocabulary learning strategies,

emphasising the difference between incidental and intentional vocabulary learning is also mentioned. As the topic of the present thesis suggests, an important question of the study is the relation between the perceptual learning style preferences and vocabulary acquisition to which the theoretical background and the most crucial findings and theories have been provided in the second chapter.

Part 3

EFL VOCABULARY SIZE AND STUDENTS' PERCEPTUAL LEARNING STYLE PREFERENCES OF THE STUDENTS OF FERENC RAKOCZI II TRANSCARPATHIAN HUNGARIAN COLLEGE OF HIGHER EDUCATION

The learning and development of vocabulary play a crucial role in English as a Foreign Language (EFL) learning and teaching, as it forms the foundation for effective communication and language proficiency. Additionally, students' perceptual learning style preferences, referring to their individual inclinations towards specific sensory modalities when processing information, have been recognized as important factors that influence language learning outcomes. Understanding the relationship between EFL vocabulary size and students' perceptual learning style preferences can provide valuable insights into designing effective instructional strategies and materials to tailor the teaching material to learners' individual needs.

The third chapter of the present study aims to investigate the EFL vocabulary size and students' perceptual learning style preferences among students of Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. It also aims to get an insight into students' vocabulary learning beliefs, motivation, and what is even more important, to examine the vocabulary learning strategies of the students of Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education.

3.1 Research Design and Methodology

3.1.1 Procedure

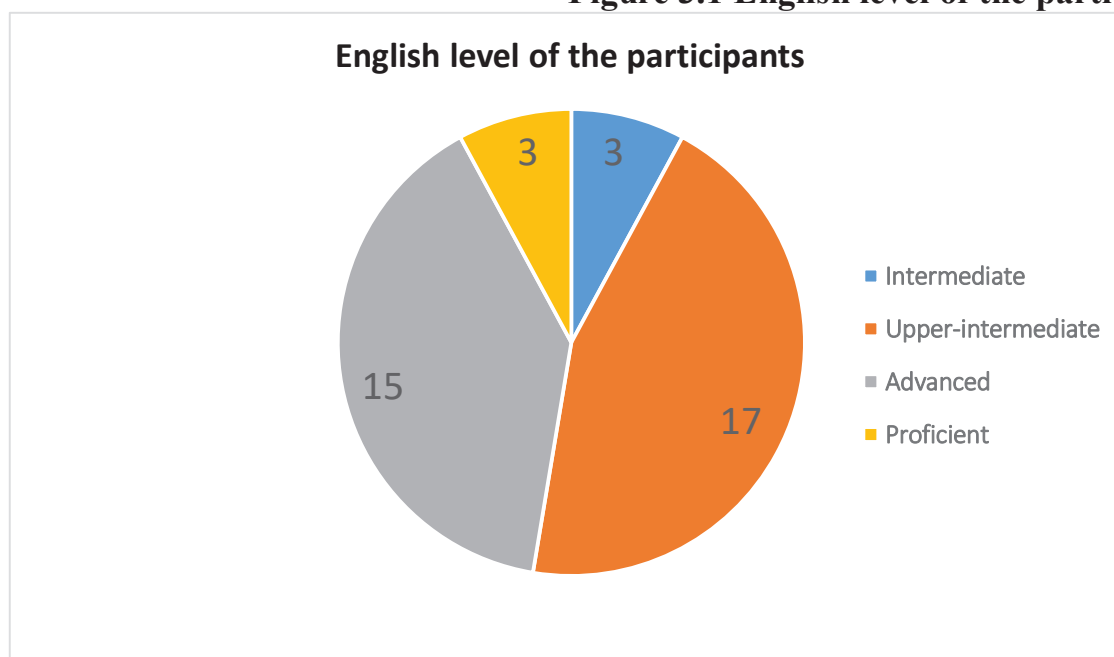
The data from the students of Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education was collected with the help of an online questionnaire, more specifically via Google surveys. The questionnaire was sent

directly to the students' institutional e-mails, and Facebook group chats, which turned out to be a good and time-efficient way.

3.1.2 Participants

38 English major students of Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education were willing to participate in the current study, 26 females and 12 males. The age of the participants varied from 17 to 38 years with average age of 22.1 years. The majority of students have Upper-intermediate and Advanced English language level (See Figure 3.1). The students had been studying English starting from 6 to 17 years at the time of completing the current survey.

Figure 3.1 English level of the participants



3.1.3 Research Instruments

a) Questionnaire

This type of method was chosen because online questionnaires provide a relatively cheap, quick and efficient way of obtaining a lot of information from a big-sample of people in a relatively short time. The questionnaire contains an

introductory paragraph where the aim of the questionnaire was explained. In the introductory paragraph, the learners were asked to give general information about their age, sex, level of English and the number of years they have been studying EFL and their motivation. The questionnaire includes closed format questions which structure the answers by allowing only answers fitting into categories that have been decided in advanced by the researcher using the Likert 1-5 scale, and some open format questions in order to give the possibility to the participants to share their own opinion and add their own ideas.

After the introductory part, the first part of the questionnaire contains five statements to understand the students' beliefs about vocabulary learning and an online vocabulary test to measure the students' vocabulary size. This serves as vital information to draw conclusions regarding the EFL vocabulary size and students' perceptual learning style preferences of the respondents. The vocabulary test is composed of two stages. In the first stage, 35 words are presented to the students who have to choose the words familiar to them. Then, according to their level, ten more words are presented, and they have to choose the same meaning of the words. If the meaning of the word is unknown, the option "I don't know" should be chosen. After completing the second stage, depending on student's vocabulary level (based on answers given) additional ten questions will be presented and by taking into consideration the right and wrong answers, and the difficulty of vocabulary the vocabulary size of the students is calculated. The vocabulary size is measured from A1(0-600 passive words) to C2 (11001-20000+) level taking into consideration the students' age, gender and native language (69).

The second part of the questionnaire includes 21 statements that aim to determine students' perceptual learning style preferences, Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi (2009) developed the Learning Style Survey

(LSS) questionnaire. In total, there are 110 statements in its eleven segments, however in the present study only statements from “Part 1: How I use my physical senses” were used as it deals with the perceptual learning styles (visual, auditory, and tactile/kinaesthetic), which are the focus of the current study.

There are seven questions for each learning category in this questionnaire. The questions are grouped according to the learning styles. Each question has a numerical value (See Table 3.1) and after responding to the statement, from the achieved results it will be clear, which students fall into the category of visual, auditory, and tactile/kinaesthetic perceptual learning category.

Table 3.1 Numerical value of the answers

Always	Often	Sometimes	Rarely	Never
5	4	3	2	1

The third, and the last part of the questionnaire contains 14 statements that examine the vocabulary learning strategies of students, and two open-ended questions. One question deals with the students’ opinion on the best way of learning new vocabulary. The second open-ended question examines the students’ understanding on what it means to know a word.

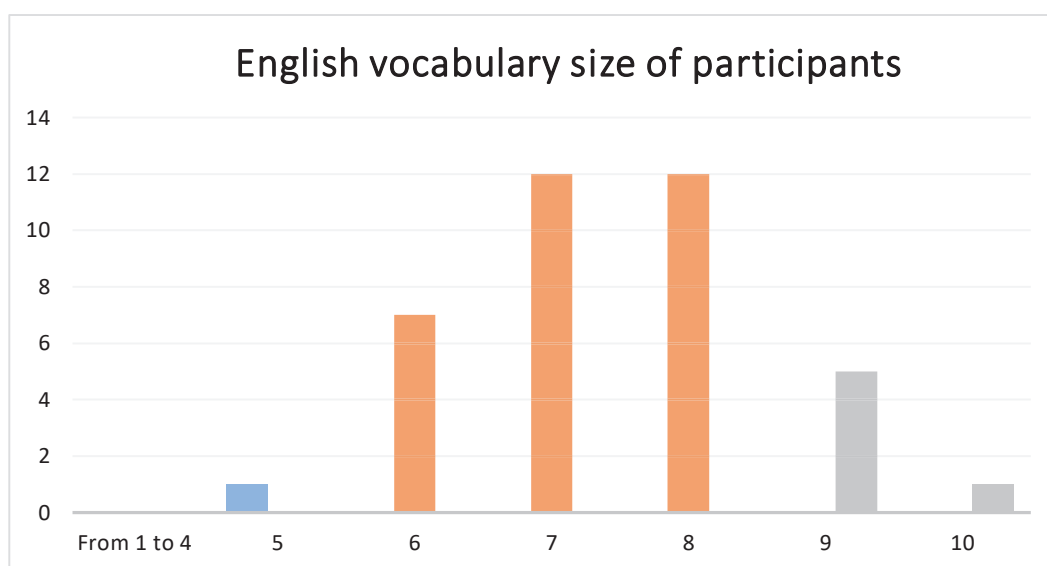
3.2 Discussion and Interpretation of the Results

3.2.1 Data Analysis

Apart from the introductory questions, in the beginning of the survey the participants have been asked to indicate on a scale of one (very small) to ten (very large) their overall vocabulary size. It can be seen from the answers that 12 and 12

students responded that their vocabulary size equals to seven and eight on a one to ten scale, five responded that they would rate their vocabulary size as nine, and the rest of the responses can be seen on the Figure 3.2.

Figure 3.2. The estimated overall English vocabulary size of participants on a scale from 1 to 10



An online vocabulary test has been used to measure the students' vocabulary size. 35 students out of 38 completed the vocabulary test, which examines the receptive vocabulary size of the language learners. According to the results the, the vocabulary size of the students is very diverse varying from B1 to C2, and average vocabulary size is 15563 words which is relatively high, but taking into consideration the fact that the average age of respondents is 22.1 years and the respondents are English majors, the outcome is relatively reasonable.

In order to understand the students' reason for studying English, an open-ended question was asked. The reason and the answers for motivation to learn English varies among individuals, and the given answers show various reasons and aspirations. The following answers highlight the diverse motivations that drive students to acquire proficiency in the English language. Many students express

their motivation to learn English to communicate with friends and people from different backgrounds, as the status of English as a lingua franca encourages them to learn it for effective communication worldwide. Knowledge of English enables the language learner to make friends more easily and express thoughts freely. It acts as a strong motivation for some students: “I want to be able to express my thoughts freely” (Respondent 5), and “to speak a worldwide known foreign language” (Respondent 9).

In several answers students recognized the career opportunities as a motivation factor. English proficiency is often a requirement for well-paid jobs and professional advancement. Students also highlighted the importance of continuous practice to retain knowledge and improve language skills. Aspiring careers such as translation, interpretation, diplomacy, and language-related professions drive students’ motivation to learn English according to their answers. Some highlighted the benefits of English for academic pursuits, accessing information, and pursuing higher level of education.

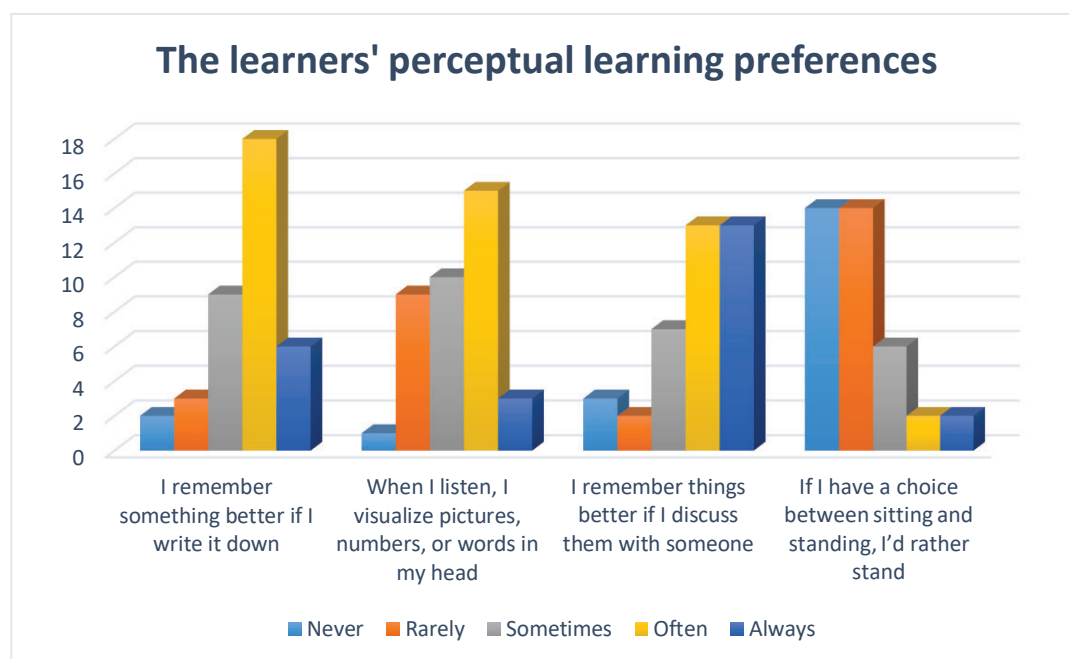
The students of the college are also motivated to learn English to understand the world, appreciate literature, films, and songs. In addition, gaining insights into different cultures also drives students to learn English. A respondent gave the following answer: “I’m motivated to learn English to understand more about the world, and gain knowledge, what’s mostly explained in English. I’m motivated to understand songs more, and to read books and posts that I couldn’t find in my language” (Respondent 11). Some students want learn English to explore new things, broaden their horizons, and engage with foreign media and literature or expressed their genuine love for English language as a motivating factor to master the language.

The next questions of the questionnaire are related to the learners' beliefs on language and vocabulary learning. 19 students agreed, nine strongly agreed that he/she is good at learning foreign languages, and only one student responded that he is not good at learning them. The next four statements deal with the importance of learning vocabulary. 22 students responded that they strongly agree with the fact that learning vocabulary is extremely important, 12 agree, and two respondents disagree about it. The vast majority, 15 strongly agreed, 16 agreed on the fact that having a good memory is extremely important in vocabulary development, five students took a neutral stance on this matter. 20 students agreed, six strongly agreed that repetition is the best way to learn new vocabulary, eight students neither agreed nor disagreed, and four students mentioned that they disagree with this statement. The last sentence was about boredom and frustration of vocabulary learning: whether they feel bored and frustrated when learning new words. 12 participants responded that they neither agree nor disagree with the statement, ten participants disagreed, six strongly disagreed, so they do not feel bored nor frustrated while learning new vocabulary. Ten students agreed, it means that they feel bored and frustrated while learning new lexical items.

The next part of the questionnaire deals with the perceptual learning preferences of the students. This part of the research is very fascinating, because the students' perceptual learning preferences can help the language teachers to understand the sensory preferences of the learners. The results of the research indicated that the majority of respondents (17 students) are visual learners and prefer to process information through visually. 15 out of 38 participants turned out to be auditory learners who process information through sound, such as listening to lectures, discussions, or recordings and only seven learners fell into the category of kinaesthetic or tactile learners who process information through physical

movements, such as hands-on activities, gestures, or role-playing. The responses on learners' perceptual learning preferences can be seen on Figure 3.3.

Figure 3.3 Learners' perceptual learning preferences



The third and the last part of the questionnaire examines the vocabulary learning strategies of students. Statements from Letchumanan's (2016) classification of vocabulary learning strategies have been used to get an extensive understanding of learners' vocabulary learning strategies. The statements include memory, cognitive, compensation, metacognitive, social, affective, and determination strategies. From the responses it is clear that most of the students prefer repeating a new word aloud as it helps to remember it (13 students indicated that they always use this memory strategy, ten students often). Equally, 12 and 12 students responded that in order to remember a new word, they (always and often) put the new word in an English sentence. Another-finding of the study is, that 16 students remember the new words along with the context in which they occur. 15

respondents mentioned that they try to use the new words in imaginary situations in their mind.

It is also evident from the responses, that the students do not prefer making flashcards and taking them wherever they go. Neither do they like keeping lists of the new vocabulary items, and the same is true for grouping words into categories to remember them.

Diving deeper in the question of vocabulary learning, an open-ended question has been asked to get an insight into learners' vocabulary learning strategies. When it comes to learning vocabulary, students employ a range of strategies based on their individual preferences and experiences. Some students emphasize the importance of exposure to authentic materials in the target language, such as listening to authentic materials and watching films. A student responded that visual aids and media are also valuable tools for vocabulary acquisition, as they help students visualize and contextualize new meanings, so does reading.

Students responded that using the new words while speaking to someone, practicing it in speech and using them as often as possible in everyday speaking, interacting with native speakers and practicing the practical use of vocabulary in real-life situations. It can be seen from the responses that students employ a variety of vocabulary learning approaches, including reading, listening, speaking, using visual aids, translating, and engaging with different forms of media. The individual preferences and experiences of students play a significant role in determining their preferred approaches to expanding their vocabulary repertoire.

The last question of the survey examines the students' understanding of word knowledge. More specifically, they have been asked to share their thoughts on what it means in their understanding to know a word. In order to compare the

students' answers with the literature review, we took Nation's word knowledge typology. See Table 3.2.

Table 3.2 Nation's word knowledge typology

Meaning	Form and meaning Concept and referents Associations	Is the word a loan word in the L1? Is there an L1 word with roughly the same meaning? Does the word fit into the same sets as an L1 word of similar meaning?
Form	Spoken form Written form Word parts	Can the learners repeat the word accurately if they hear it? Can the learners write the word correctly if they hear it? Can the learners identify known affixes in the word?
Use	Grammatical functions Collocation Constraints on use	Does the word fit into predictable grammar patterns? Does the word have the same collocations as an L1 word of similar

		<p>meaning?</p> <p>Does the word have the same restrictions on its use as an L1 word of similar meaning?</p>
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Knowing a word encompasses various aspects of understanding and usage, according to students' perspectives. It involves being able to recall the word and use it into a sentence. Understanding the meaning and using it correctly within a specific context are key factors. Familiarity with the word's common use and the ability to comprehend its forms are important for a comprehensive understanding. Recognizing the word, even as part of one's passive vocabulary, is considered significant. Additionally, a student responded that knowing a word implies the capacity to generate thoughts and effectively communicate using it. To know a word means that it should be used in any given context and without conscious effort. To know a word means to know its synonyms, to be able to use it when necessary, and fluent usage of the word, both in speech and writing. Understanding the appropriate context for its usage and refraining from translating it mentally before using it are also indications of knowing a word. Furthermore, the students responded that knowing a word involves being able to explain its meaning in one's native language and in the foreign language, along with having a sense of its grammatical relations. According to another response, knowing a word means having a deep comprehension of its meaning, being able to use it naturally in sentences, and effortlessly recalling it during communication or comprehension.

3.2.2 Discussion of the Results

The results and comments aforementioned in this study raise some important pedagogical implications. According to students' beliefs learning vocabulary is an important component of EFL, as it helps them to achieve their language goals such as professional and personal development, better career opportunities or accessing authentic materials.

There was a big age gap between the participants of the study and it can be seen even from the vocabulary test results, which varied from B1 to C2. Age is an important factor, however vocabulary learning strategies should also be mentioned as a factor for an immense vocabulary size. If we analyse the responses of those, who scored higher in the vocabulary test (C2), it can be seen that these students used a wide array of vocabulary learning strategies such as mental, cognitive, metacognitive, social etc. strategies to develop a successful vocabulary size. These students create a list of the new words to memorize them, use new vocabulary, as often as possible in speaking. They also read a lot and listen to music in the target language.

It can be stated that the majority of students who participated in the study (17 students(44%)) are visual learners and prefer to process information through visual cues. 15 (39%) out of 38 participants turned out to be auditory learners who process information through sound, such as listening to lectures, discussions, or recordings and only 7 (18%) learners fall into the category of kinesthetic/tactile learners who process information through physical movements, such as hands-on activities, gestures, or role-playing. If we carefully analyse the vocabulary size of the students and their perceptual learning style preferences, although, the majority of students turned out to be visual learners, analysing the highest vocabulary test scores, out of 23 students who achieved C1-C2 results, 12 students turned out to be auditory learners, 8 of them visual, and the rest 2 kinesthatic/tactile language

learners. It is an important outcome, however, considering the scarcity of the study, more research should be done that takes into consideration a great number of variables (cognitive, affective, personality), and examines with quantitative and qualitative methods the EFL vocabulary size and students' perceptual learning style preferences of students of different years (separately the first, second, third etc.) and compares the outcomes to get a more comprehensive analysis of the issue.

3.2.3 Pedagogical implications

As students themselves believe that vocabulary acquisition is crucial for their language goals, educators should reinforce the significance of learning vocabulary in the EFL (English as a Foreign Language) context. This can be done by highlighting its role in achieving personal and professional development, better career opportunities, and accessing authentic materials.

The study reveals that the majority of participants were visual learners, followed by auditory learners and kinesthetic/tactile learners. Teachers should acknowledge these preferences and incorporate appropriate teaching techniques and materials that align with each learning style to enhance vocabulary learning experiences.

It would be important to conduct additional studies using quantitative and qualitative methods, considering a larger sample size and examining students of different academic years separately, to gain a deeper understanding of the issue.

CONCLUSION

Developing a strong and varied vocabulary is a vital aspect of EFL. It plays a significant role in language learning as effective communication, comprehension, and academic performance all depend on vocabulary knowledge. Therefore, it is crucial to give vocabulary learning top priority in language learning and to employ efficient techniques to help students acquire new words.

The current thesis examines important aspects of vocabulary development, namely, perceptual learning style preferences of students' of Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education majoring in English. Perceptual learning style preferences refer to their individual tendencies to process and absorb information through specific sensory modalities such as visual, auditory, or kinesthetic channels. Understanding the relationship between EFL vocabulary size and students' perceptual learning style preferences is vital for designing effective teaching strategies which are important to meet learners' diverse needs.

The object of the present study was the EFL vocabulary size and students' perceptual learning style preferences. In order to examine this topic an extensive research and analysis of contemporary scientific literature has been carried out to get a better understanding on vocabulary development, vocabulary size and depth, perceptual learning style preferences, vocabulary learning strategies, and related concepts such as motivation and the role of the teacher, and on approaches of vocabulary development and modern devices, which can be used to achieve better outcomes in vocabulary development.

The subject of this study examines EFL Vocabulary Size and Perceptual Learning Style Preferences of students' of Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education. Furthermore, the study examines

student's beliefs on vocabulary learning and vocabulary learning strategies, and motivation for learning English. The results from the current study are vital, because they help the teachers to get an insight into the vocabulary size and students' perceptual learning style preferences.

One important goal of the study was to measure the student's vocabulary size. It can be seen that the participants of the study had an age gap, which was evident even in the results of the vocabulary test, which ranged from B1 3072 words to C2. Although vocabulary learning techniques should also be considered as a determinant for a large vocabulary, age is a crucial component. When we examine the answers of those who performed better on the vocabulary test (C2) we can see that these students used a variety of vocabulary learning techniques, including mental, cognitive, metacognitive, social, and other techniques, to successfully expand their vocabulary. These pupils make a list of new words and begin to learn them. They also strive to use new vocabulary as frequently as possible.

The hypothesis of the study suggests that learners with visual learning style preferences score higher results in the Vocabulary test, however as it was highlighted the majority of students were identified as visual learners, followed by auditory learners and kinaesthetic/tactile learners, yet the results of the questionnaire indicate that students with auditory perceptual learning preferences achieved the highest results in the Vocabulary size test. This information is crucial for language teachers as it helps them understand the sensory preferences of their learners. However, it is noteworthy that among the students who achieved higher vocabulary test scores, auditory learners constituted the majority, indicating the importance of other perceptual learning preferences.

The questionnaire also explored the students' beliefs about vocabulary learning. The majority of participants agreed that learning vocabulary is extremely important, and having a good memory and repetition were considered as vital factors for vocabulary development. Most students did not feel bored or frustrated while learning new vocabulary.

The respondents employed a range of vocabulary learning strategies, with a strong emphasis on repetition, using words in sentences, and contextualizing new words. Exposure to authentic materials, practicing speaking with others, and engaging with various forms of media were also mentioned as effective strategies. However, traditional strategies like flashcards and word lists were not commonly preferred by the learners, which shows a shift in strategy preferences. The findings of this survey have several implications for language teaching. Recognizing the importance of vocabulary learning and addressing individual learning preferences can enhance the effectiveness of instruction. Teachers can incorporate a variety of strategies, materials, and activities that cater to different learning styles and provide opportunities for meaningful vocabulary development. It is crucial to know about the individual differences and preferences of learners, but it is also important to vary the teaching and learning strategies and approaches to create a conducive environment for vocabulary acquisition and ultimately, to achieve language learning success.

The current study highlights some valuable outcomes, however considering the limitations of the study, further research should be carried out that considers a great number of variables (cognitive, affective, personality), and examines with quantitative and qualitative methods the EFL vocabulary size and students' perceptual learning style preferences of students of different years (separately the

first, second, third etc.) and compares the outcomes to get a more comprehensive analysis of the topic.

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РЕЗЮМЕ

Дана наукова праця підкреслює важливість розвитку словникового запасу в англійській мові як іноземній та його вплив на ефективну комунікацію, розуміння та академічну успішність. У висновках зазначається, що вивченню лексики слід надавати першочергового значення та застосовувати ефективні методи, які допоможуть студентам засвоювати нові слова. Дослідження фокусується на взаємозв'язку між обсягом словникового запасу студентів англійської мови професійного спрямування та їхніми уподобаннями щодо перцептивного стилю навчання, тобто індивідуальними перевагами у сприйнятті інформації за допомогою певних сенсорних модальностей.

Для вивчення цієї теми в дослідженні було проведено широкий огляд наукової літератури про розвиток словникового запасу, переваги перцептивного стилю навчання, стратегії вивчення словникового запасу, мотивацію та підходи до викладання. Також було проведено анкетування студентів Закарпатського угорського інституту п ім. Ференца Ракоці II, щоб оцінити обсяг їхнього словникового запасу, переваги перцептивного стилю навчання, переконання щодо вивчення лексики та мотивацію до вивчення англійської мови.

Дослідження показало, що обсяг словникового запасу учасників є від B1 до C2. Вік був визначений як вирішальний фактор розвитку словникового запасу, хоча методи навчання також були важливими. Студенти з вищими результатами тесту використовували різноманітні методи вивчення лексики, такі як створення списків слів та їх активне використання. Гіпотеза про те, що учні, які надають перевагу візуальному стилю навчання, мають більший словниковий запас, не підтвердилася, оскільки учні з аудіальним стилем

навчання досягли найвищих результатів у тесті на визначення обсягу словникового запасу.

Анкетування також показало, що більшість учасників визнали важливість вивчення лексики і вважали, що пам'ять і повторення є важливими факторами. Більшість студентів не відчували нудьги чи розчарування під час вивчення нової лексики. Дослідження визначило низку стратегій вивчення лексики, яким надають перевагу студенти, зокрема повторення, контекстуалізація, робота з автентичними матеріалами, розмовна практика та взаємодія з різними засобами масової інформації. Традиційні стратегії, такі як флеш-картки та списки слів, не були популярними.

Результати дослідження мають значення для викладання мови, оскільки припускають, що врахування індивідуальних навчальних уподобань та використання різноманітних стратегій, матеріалів і вправ може покращити навчання лексики. Визнання важливості вивчення словникового запасу та врахування різних стилів навчання може сприяти значущому розвитку словникового запасу та загальному успіху у вивченні мови.

Однак у дослідженні визнається його обмеженість і рекомендується проводити подальші дослідження з урахуванням додаткових методів. Пропонується дослідити розмір словникового запасу та вподобання щодо перцептивного стилю навчання студентів різних курсів окремо, щоб отримати більш комплексний аналіз цієї теми.

APPENDIX A

Questionnaire

EFL Vocabulary Size and Students' Perceptual Learning Style Preferences

My name is Robert Vass. I am an MA graduate student of Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. Filling in the current anonymous questionnaire will be a helpful in writing my Master's thesis that aims to examine the EFL Vocabulary Size and Students' Perceptual Learning Style Preferences (UKR: Обсяг іншомовного лексичного запасу і преференції перцептивного навчального стилю, HUN: Az idegen nyelvi szókincs mérete és a hallgatók perceptuális tanulási stíluspreferenciái)

Thank you in advance for your kind help!

Age: _____ Sex: male/female

Level of English: Pre-intermediate **A2**, Intermediate **B1**, Upper-intermediate **B2**, Advanced **C1**, Proficient **C2**

How long have you been studying English as a foreign language? _____ years

1) On a scale of 1 to 10, how would you rate your overall English vocabulary size? (1 = very small, 10 = very large)

1 2 3 4 5 6 7 8 9 10

2) What is your motivation for learning English?

I) Do you agree with the statement?

- | | |
|--|--|
| 1) I am good at learning languages. | Agree/Disagree/Neither Agree or Disagree |
| 2) Repetition is one of the best ways to learn words. | Agree/Disagree/Neither Agree or Disagree |
| 3) A good memory is very important for learning a foreign language well. | Agree/Disagree/Neither Agree or Disagree |
| 4) Learning vocabulary is extremely important for learning a foreign language. | Agree/Disagree/Neither Agree or Disagree |
| 5) I feel bored or frustrated while learning vocabulary. | Agree/Disagree/Neither Agree or Disagree |

3) What does it mean to know a word?

II) Please respond to the statement by indicating the frequency of your deeds.

(0 = never, 1 = rarely, 2 = sometimes, 3 = often, 4 = always)

The visual modality comprises the following items:

1. I remember something better if I write it down.
2. I take detailed notes during lectures.
3. When I listen, I visualize pictures, numbers, or words in my head.
4. I prefer to learn with TV or video rather than other media.
5. I use color-coding to help me as I learn or work.
6. I need written directions for tasks.
7. I have to look at people to understand what they say.

The auditory modality:

11. I remember things better if I discuss them with someone.
12. I prefer to learn by listening to a lecture rather than reading.
13. I need oral directions for a task.
14. Background sound helps me think.
15. I like to listen to music when I study or work.
16. I can understand what people say even when I cannot see them.
17. I remember peoples' names but not their faces.

The tactile/kinaesthetic modality:

21. I'd rather start to do things, rather than pay attention to directions.
22. I need frequent breaks when I work or study.
23. I need to eat something when I read or study.
24. If I have a choice between sitting and standing, I'd rather stand.
26. I think better when I move around (e.g., pacing or tapping my feet).
27. I play with or bite on my pens during lectures.
28. Manipulating objects helps me to remember what someone says. (Cohen et al., 2009: 2).

III) Please respond to the statement by indicating the frequency of using the following vocabulary learning strategies. (0 = never, 1 = rarely, 2 = sometimes, 3 = often, 4 = always)

- 1) I keep lists of new vocabulary words.
- 2) I make flashcards and take them with me wherever I go.
- 3) I make regular review of new words I have memorized.
- 4) Repeating a new word aloud helps me to remember it.
- 5) I write both the new words and their translations repeatedly in order to remember them
- 6) To remember a new word, I put it into an English sentence
- 7) I link a new word to another foreign language word I know.
- 8) I create a mental image of the new word to help me remember it
- 9) I group words into categories (e.g., animals, utensils, vegetables) to remember them.
- 10) I remember new words along with the context in which they occur
- 11) I make up my own sentences using the words I just learned.
- 12) I try to use newly learned words in imaginary situations in my mind.
- 13) I make a note when I think the word is relevant to my personal interests.
- 14) I try to use newly learned words as much as possible when I write or speak.

4) In your opinion, what is the best way to learn new words in a foreign language?

Thank you for participating in this questionnaire! Your responses will be kept confidential and used solely for research purposes!

Ім'я користувача:
Каталін Гнатик

Дата перевірки:
25.05.2023 14:24:44 CEST

Дата звіту:
25.05.2023 18:19:03 CEST

ID перевірки:
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Тип перевірки:
Doc vs Internet + Library

ID користувача:
100011753

Назва документа: Vass Róbert MA

Кількість сторінок: 81 Кількість слів: 19380 Кількість символів: 140850 Розмір файлу: 359.35 KB ID файлу: 1014926363

24.1% Схожість

Найбільша схожість: 2.45% з Інтернет-джерелом (<http://cybertesis.uach.cl/tesis/uach/2013/ffc313v/doc/ffc313v.pdf>)

24.1% Джерела з Інтернету 542 Сторінка 83

0.3% Джерела з Бібліотеки 4 Сторінка 94

6% Цитат

Цитати 48 Сторінка 95

Посилання 1 Сторінка 97

0.96% Вилучень

Деякі джерела вилучено автоматично (фільтри вилучення: кількість знайдених слів є меншою за 8 слів та 0%)

0.62% Вилучення з Інтернету 51 Сторінка 98

0.9% Вилученого тексту з Бібліотеки 55 Сторінка 99

Модифікації

Виявлено модифікації тексту. Детальна інформація доступна в онлайн-звіті.

Замінені символи 2