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Department of Philology

STUDENTS' APPROACHES TO VOCABULARY LEARNING AND THEIR RELARIONSHIP TO ACHIEVEMENT LEVEL

Bachelor's Thesis

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INTRODUCTION

Language learning can be a challenging and exciting task, especially for those who learn it as a foreign language. Every single language consists of sounds, words, and grammar. Grammar provides the overall patterns, and words are the basic materials to put into these patterns. Based on this fact, it becomes clear that vocabulary learning is an inevitable part of language acquisition since without words communication cannot be established. Learners' ability of listening, speaking, reading, writing and translating is all influenced by vocabulary. Hence, vocabulary is a key to understanding a foreign language. David Wilkins, who is a famous English linguist, claims that "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed" [56, pp. 111-112]. According to Jeremy Harmer "If the language structure is compared to the skeleton of language, then the words are important organs, flesh, and blood" [24, p.154]. Therefore, to acquire a language, a large number of vocabulary accumulation is crucial. Thus, learners who want to be able to communicate effectively have to use different methods and strategies.

Learning new words is not an easy task, it is time consuming, it needs dedication and hard work. However, being familiar with different strategies and methods significantly reduces the required effort and amount of time spent on learning words. All these strategies are determined and affected by the learner's belief about the language. This belief implies general assumptions and conception of how a foreign language should be learned. A successful language learner has a positive belief and attitude towards the language being learned. Usually, these learners are motivated, diligent and persistent enough not to give up learning, and what is more, they are not afraid to make mistakes.

Recent studies in the current field of linguistics have shown that vocabulary knowledge and understanding or using language are strongly connected. In general, researchers have found that word knowledge can predict how well learners will be able to comprehend or convey information, and limited vocabulary can strongly prevent learners from performing well in a particular language. Therefore, having an impressive vocabulary may be a key to a high language proficiency. In order to learn more efficiently, each language learner should not only have knowledge about the strategies that can help them study more effectively, but also choose and apply a particular individual strategy. Thus, it is obvious, that the importance of this topic is relevant and worth studying in an effort to provide students with some tools to help them become successful language learners.

As a result, *the object matter* of this paper is the investigation of the learners' beliefs and vocabulary learning strategies.

The *subject matter* of this paper is to provide useful information about strategies used by successful and less successful learners.

The *paper is aimed* to provide a theoretical background related to effective vocabulary learning. Moreover, it will provide information about successful and less successful language learners and identify the different vocabulary learning strategies used by them.

The *tasks* set forth in the present paper include defining the notion of a strategy and listing its main components based on the latest findings and literary sources. In addition, it will outline the concept of successful and less successful language learners and finally, highlight the strategies used by them.

Accordingly, the *hypothesis* in the present research study may be defined as the ability of the successful language learner to choose and use the best possible particular language learning strategies.

The *theoretical value of the study* lies in the fact that it collects information about vocabulary, types of vocabulary and their importance as well as summarises the data about how it can be increased or developed with the usage of diverse learning strategies.

The *practical value of the paper* is providing different strategies and presenting their advantages as well as giving examples of how to use these strategies in practice.

A number of scholars both native and in the English speaking countries have investigated the topic under investigation. Scholars like Harmer [21], Hubbard [36], and Wilkins [48] enlightened the importance of vocabulary. Similarly, scholars such as Nation [33], Harmer [21], Laufer [8], and Meara [27] investigated the types of vocabulary. Also, significant investigations were introduced by Rubin [22], Oxford [38], Schmitt [32], Milton [18], and Meara [27] who tried to reveal, enlist and classify the most effective language learning strategies. Besides, Naiman [31] and Thompson [41] had a common aim to present those characteristics and features that a successful learner has to possess. All of these scholars added some prominent aspects into today's set of knowledge on the investigated problem.

The first and second parts of the study will be compiled with *the method* of analysis of literary sources. Classification will be applied to define what vocabulary is and what is necessary to know about it; systematization and generalization will be used throughout the paper as it is inevitable in the classification of the data.

The third part of the paper contains an experimental research. This part is the research part of the year paper. Part three will be carried out based on a questionnaire survey that collects data about learners' language experience, their success in language learning, and the usage of different learning strategies. The results obtained from the questionnaire will be represented in several diagrams.

The current paper consists of an introduction, three parts, a conclusion, a summary in Ukrainian, and an appendix. The first part deals with the theory of vocabulary knowledge. The second part discusses the language learning strategies and their main types, the strategies applied by

successful learners as well as their characteristics and their beliefs about learning itself. The third part contains the experimental research conducted in Beregszász, Transcarpathia region.

Vocabulary enables to express and interpret thoughts. Hence, a limited vocabulary may cause a limited vision or perception. Therefore, it is beneficial to use different strategies that enrich learners' vocabulary thus expanding their field of view as well as making them able to become successful language learners.

PART 1

THEORETICAL BACKGROUND

It is widely agreed that every language is mostly based on words and grammar structures. Thus, vocabulary learning is crucial in language acquisition since without words communication cannot take place. However, vocabulary affects not only communication, learners' ability of listening, speaking, reading, writing and translating is all influenced by vocabulary. Hence, vocabulary is a key to understanding a foreign language.

The first part of the current paper tries to demonstrate the importance of vocabulary learning as a part of understanding a foreign language; it also tries to define the exact meaning of vocabulary and demonstrate its main types and their roles. Furthermore, the study investigates two key factors: the depth and the size of vocabulary knowledge. Finally, the first part illustrates what to know a word means and describes the different stages of knowing a word. Finally, incidental and intentional learning are also clarified.

1.1 The Importance of Vocabulary in Language Acquisition

Language acquisition is an active procedure that requires, on the part of the learners, to regularly acquire vocabulary of the target language. Acquiring appropriate words to build one's mental library of lexicon is essential in order to use the language properly. It is generally accepted that a well-developed vocabulary is one of the main keys for successful communication in language. People's language is based on vocabulary, which consists of three basic language units: pronunciation, vocabulary and grammar. Grammar provides the overall patterns, and vocabulary is the basic material to put into these patterns, because there is no language without vocabulary. Learners' ability of listening, speaking, reading, writing and translating is all influenced by vocabulary. As it can be seen, vocabulary is undoubtedly important; therefore, it is reasonable to continue with its definitions.

A number of linguists defined vocabulary in a similar way. According to Philip Hubbard [36], vocabulary can be defined as a powerful carrier of meaning. Additionally, Linda Diamond and Linda Gutlohn [25] suggest that vocabulary is the knowledge of words and their meanings. This means that without establishing a developed vocabulary base first, comprehension and use of a language will not be achieved. Accordingly, learners should be able to recognise words and know their meanings as well. Thus, when a learner is effectively able to recognise and use a word in different contexts, speak, write, pronounce the word well, he/she has the knowledge and meaning of that word [17]. An English teaching expert, Jeremy Harmer, in his book [21] mentioned that if the language structure is compared to the skeleton of language, then the words are important organs, flesh and blood. To acquire a

language, a large number of vocabulary accumulation is crucial, and the lack of vocabulary will seriously limit the language level of learners [21]. Another famous English linguist, David Wilkins [48] said that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed.

From the definitions above, it can be concluded that in general, vocabulary is the total number of words that are needed to communicate and express the speakers' ideas, feelings and thoughts. Besides, vocabulary is indispensable in order to acquire a particular language. This is one of the most important reason why it is necessary to learn and broaden vocabulary.

After defining and clarifying the meaning of vocabulary, the following step is to represent its importance and its indispensable role in language acquisition. The knowledge of word meanings and the ability to use that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and writing fluency. Thus, vocabulary knowledge helps learners with language comprehension. Generally, linguists agree with the fact that vocabulary knowledge is the heart of language comprehension and use. In order to understand a text successfully, learners must have adequate word knowledge. It is evident that the comprehension of a language depends on the amount of words that are known in that language. Also, learners need to have sufficient word knowledge to understand what they read. Learners can understand the message of a text only if they know the meaning of most of the words used in it. Without knowledge of the key vocabulary in a text, a learner may have serious trouble in understanding or misunderstanding the message that is, word knowledge is crucial to reading comprehension and determines how well learners will be able to comprehend the texts they read. As a result, having a large amount of vocabulary knowledge is essential to language comprehension for learners. In addition, vocabulary helps learners with language production. Philip Hubbard [17] states that the more words a learner knows, the more precisely that learner can express the exact meaning he/she wants to. Based on this view, to communicate effectively learners need to know a large number of word meanings. This is to say that vocabulary is an essential component to determine how much a learner is able to communicate successfully. Though vocabulary affects not only the communication skill, but writing skill is also highly influenced by the learner's vocabulary accumulation and knowledge. Therefore, vocabulary knowledge can be considered as a key factor to ensure that written production is understandable and meaningful or even can occur. If there is no proper word accumulation, writing results will not be understood or even cannot be accomplished. Moreover, vocabulary knowledge is a prerequisite for listening comprehension, and listening can serve as a useful source for vocabulary acquisition. Higher vocabulary knowledge can make listening easier because learners can guess the incomprehensible word from the context and with better vocabulary knowledge learners know the correct utterance which makes the understanding easier [8].

1.2 Types of Vocabulary

It has been clarified by experts such as Nation [33] and Laufer [8] that there are two main types of vocabulary: active/productive and passive/receptive vocabulary. One of the world-famous linguists, Jeremy Harmer [21], also distinguished between these two types of vocabulary. The first type of vocabulary refers to the one that the learners have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which learners will probably recognize when they see them, but which they will perhaps not be able to pronounce or use correctly. Productive knowledge is usually associated with speaking and writing while receptive knowledge is associated with listening and reading. Based on Webb's studies, very often it has been observed that there is no flawless division made between productive knowledge and receptive knowledge. In other words, during listening and reading, the learner also displays productive knowledge [44].

Most prominent researchers in this field have different beliefs about receptive and productive vocabulary. They have been arguing whether this distinction is dichotomous, or whether it constitutes a continuum. For some, like Teichroew [28], receptive and productive knowledge are placed on a continuum. According to this theory, receptive knowledge gradually moves towards productive mastery as a result of learner learning more about the lexical items, but the threshold at which receptive knowledge becomes productive is not clear. This theory was accepted by Faerch et al. [16] and Rolf Palmberg [40]. For Meara [27], on the other hand, the two types of knowledge represent different types of associational knowledge and therefore cannot be a continuum. He proposes a lexical organisation in which productively-known words are connected to a productive item, whereas receptively-known words are not connected to any words in the lexicon [47]. According to Webb
[44] study of the word receptively only gives impact at the meaning in receptive. While learning vocabulary in productive way, the results accounted for receptive and productive knowledge as well. The following sub-points clearly present the differences between the two types of vocabulary knowledge.

1.2.1 Active/Productive

Productive or active vocabulary knowledge can be defined as the words that are understood and can be pronounced and used by learners. In fact, learners can use these words in speech and writing well. Based on Webb's view, productive vocabulary can be regarded as a process of active word use because learners can generate utterances to express their feelings, thoughts or is used to create different images which perceived by others [45]. In this way, productive knowledge entails being able

to use the word to express its meaning, being able to say and write the word, and being able to use the word correctly in an original sentence [7].

1.2.2 Passive/Receptive

In his work published in 2005, Webb claimed that receptive vocabulary knowledge is known as the understanding of a word by learners during reading a text or listening to an audio file. Learners know and recognize the meaning of words in the text they have read, but these words are not used in their speaking and writing, or they simply cannot pronounce them [45]. In this way, receptive knowledge entails knowing the word's L1 equivalent, being able to recognize the word when heard and/or seen and/or written, and knowing the word's associated concept [7].

1.3 Vocabulary Size

Vocabulary knowledge is mainly and fundamentally divided into two dimensions: size and depth. Depth of knowledge in contrast to size of knowledge was introduced as one dimension of vocabulary knowledge by Anderson and Freebody [6] in 1981 as follows:

"The first dimension may be called 'size' of knowledge, by which we mean the number of words for which the person knows at least some of the significant aspects of meaning … [there] is a second dimension of vocabulary, namely the quality or 'depth' of understanding. We shall assume that, for most purposes, a person has a sufficiently deep understanding of a word if it conveys to him or her all of the distinctions that would be understood by an ordinary adult under normal circumstances."

In other words, size refers to the number of words one knows and typically is measured by scores on vocabulary size tests such as the Eurocentres Vocabulary Size Test. However, Schmitt suggests that, in addition to knowing a large number of words to function well in a language, one must also know efficiently about each individual word in order to use it well. This is referred to as depth of vocabulary knowledge, and it is as important as vocabulary size [32].

As it was previously mentioned, the size of vocabulary knowledge is considered as referring to the number of words that language learners know at a particular level of language proficiency. It is an important component of fluency in speech and learners themselves associate progress in language learning with an increase in the number of words they know [8]. The critical importance of vocabulary knowledge in reading comprehension and language activities, in general, has led to several studies on the number of words or word families which one needs to know, and also on the average vocabulary size of various groups of people. Two key findings on vocabulary size seem to

emerge. In the first finding it is claimed that foreign language learners of English need to know about 2800-3000 word families for minimal comprehension and 5,000 word families for reading for pleasure [13]. Nonetheless, more recent research, including Nation's research conducted in 2000, indicates that learners must know 98-99% of words in a written text for sufficient comprehension, which means that they need to know 8,000-9,000 word families to be able to read a variety of texts in English. The second finding is based on several studies which showed that the English vocabulary size of a university undergraduate is in the range of 14,000-17,000 word families. These findings seem to show a huge gap between the vocabulary of a non-native speaker and the vocabulary native speakers of English have, but this is true only when looking at the raw number of word families known. It is important to remember that common words make up a very large percentage of the words in a typical text, and do more work. For example, the 3000 most common word families in academic English make up approximately 87.8% of the words in a typical academic text. While the next 1000 most common words make up only about 1.2% of the words in a typical academic text. So, even though non-native speakers know far fewer words off a list than a native speaker, they know nearly as many words off a page [13]. However, it is not superfluous to know many words and have broad vocabulary. Learners need to have a proper vocabulary size to use a language effectively. To accomplish certain tasks in foreign language such as reading a book, watching a film, listening to music, communicating with a speaker face-to-face or via an online chat, or engaging in a discussion, learners need to have well developed vocabulary. Nonetheless, reading novels or newspapers require relatively more vocabulary than watching movies or engaging in conversations.

1.4 Knowing a word

Probably a large number of scholars agree that learning vocabulary is an essential part of mastering a foreign language. The basic component of any language is words and phrases. While learning a new word, many people may consider about what exactly means to know a word. Certain conclusions have come to by reflecting on the nature and organization of mental lexicon. Many psychologists claim that people store representations of words in a mental dictionary. It is hypothesized to contain all the information that we know about a word, including its pronunciation, meaning, written appearance and the syntactic roles. According to Nation's [34] opinion, when people know what the word is, people then have all the information about it, such as spelling and pronunciation. Most researchers agree that lexical knowledge is not an all-or-nothing phenomenon, but involves degrees of knowledge. For example, Paul Nation [34] suggests it should be constructed as a continuum, consisting of several levels and dimensions of knowledge.

In linguistics, a word is the smallest element that can be uttered in isolation with objective or practical meaning. According to Long, depending on how you define knowing, you will have very different ideas about what constitutes a learner's knowledge of words, and statistical counts of a learner's vocabulary size will then also vary according to the definition of knowing used [29]. Most words in English are polysemantic, that is, have several meanings. For instance, the word ‘shovel’ can be the instrument or the action. Laufer indicates that within the meaning of a word, all words have a denotation and a connotation. The denotation refers to the most basic meaning of the word. In contrast, a connotation is an idea that is suggested by or associated with a word. For example, the word “dog” means a domestic animal, but it can also mean an unpleasant, contemptible, or wicked man. While denotation is fairly straightforward, connotation can vary. The connotation of a word can change from negative to positive. For example, the word ‘celebrated’ has positive connotation, whereas the word ‘notorious’ has negative. The connotation of a word can even vary from culture to culture, even when two culture or group of people speak the same language. To some, hearing “You look so thin!” would be a positive statement while others could understand it in negative way, as a kind of offence. That is why new words should be learned carefully [8].

Paul Nation’s framework is one the best ways to represent what knowing a word includes. It has the best specification of the range of so-called word knowledge aspects to date with each having receptive and productive levels of mastery [32]. The following table presents what it means to know a word based on Nation’s points of view (see table 1.4.1):

Table 1.4.1 Knowing a Word [33]

Aspect	Component	Receptive Knowledge	Productive Knowledge	Description	Example
Form	Spoken	What does the word sound like?	How is the word pronounced?	Spelling form: The teacher says words or phrases and the learners write them down. After that, the teacher checks their spelling. Pronunciation form: The teacher writes words on the board and the learners have to pronounce those words. After that, the teacher evaluates the learners' pronunciation.	Spelling form – J O B Pronunciation form: [dʒɒb]
	Written	What does the word look like?	How is the word written and spelled?		
	Word Parts	What parts are recognizable in this word?	What word parts are needed to express meaning?		
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?	The learners search for the meanings of the given word.	Job – [Noun/Verb] - a paid position of regular employment. - a task or piece of work, especially one that is paid. - do casual or occasional work. - buy and sell (stocks) as a broker-dealer, especially on a small scale.
	Concepts and referents	What is included in this concept?	What items can the concept refer to?		
	Associations	What other words does this make people think of?	What other words could people use instead of this one?		
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?	The teacher writes down a word and the students have to find collocations to it. Word detectives: A learner reports on a word has been found. They talk about the meaning, spelling, pronunciation, word parts, etymology, collocates and grammar of the word.	Collocations: Prep.: in a job, on the job, out of a job, job at, job for. Adjective: Good job, Interesting job, Dream job, Ideal job, Boring job, Challenging job, Difficult job, Highly-paid job, Well paid job, Badly paid job, Full time/Part time job, Regular job, Holiday job, Permanent/Temporary job etc. Verb + Job: Have a job, Look for a job, Apply for a job, Find a job, Get a job, Lose a job, Give up a job, Advertise a job, Do a job.
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?		
	Constraints on use (register, frequency . . .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?		

A very common definition of knowing a word can be found within the ‘Meaning’ section of Nation’s table. This rests on the idea that a word is known if the learner can attach a meaning, such as an explanation or a translation, to a foreign language word. The table draws attention to a further distinction — receptive and productive or passive and active word knowledge. The distinction here lies in the difference between the words you can handle in the context of reading or listening to speech, and those you can call readily to mind when you need to speak or write in the foreign language. Usually the additional context information which comes with written or spoken language means that a learner's passive or receptive vocabulary appears to exceed the productive or active vocabulary. The relationship between the two types of knowledge is not clear, and may vary according to a variety of individual learner characteristics. However, Waring suggest that productive vocabulary size is about 50% of receptive vocabulary size; and presumably one is a subset of the other [16]. For Nation, word knowledge includes both active and passive knowledge such as: knowledge of form, knowledge of meaning and knowledge of use [47].

1.5 Incidental and Intentional Learning

Based on Long’s point of view, learning is the acquisition of knowledge or skills that learners gain via experiences, studies or when they are taught. There are two popular views on what it means to learn a foreign language. One view claims that it means months and even years of “intentional” study, involving the trying to memorise consciously of thousands of words (their meaning, sound, and spelling) and dozens of grammar rules. While the other view claims that much of the burden of intentional learning can be taken off the shoulders of the language learner by processes of “incidental” learning, involving the “picking up” of words and structures, simply by engaging in a variety of communicative activities, in particular reading and listening activities, during which the learner’s attention is focused on the meaning rather than on the form of language [30].

Kerka in her work describes incidental learning as an unintentional or unplanned learning that results from other activities. It occurs in many modes such as in the workplace, when using computers, in the process of completing a task. It can happen in many ways: through observation, repetition, social interaction, trying to solve a problem, by watching TV, talking to colleagues or experts about tasks, mistakes, assumptions, beliefs, and attributions. Incidental learning is often not recognized or labelled as learning by learners or others [42]. In addition, as claimed by Nation, incidental learning sometimes can be considered a social process. It may require people to participate with others. Incidental learning has also been described as implicit when knowledge is acquired independent of conscious attempts to learn [33]. Long claims that most foreign language learners use incidental learning in connection with the learning of vocabulary through reading. It is widely believed that

most people in literate societies enlarge their vocabularies through reading, focusing on the meaning of words and texts, rather than through the conscious, intentional memorization of lists of word forms and their meanings [30].

While incidental learning is unintentional or unplanned, intentional learning is described as the having the intention to learn the material and to commit it to one's memory. It explains the study conditions where participants are forewarned that they will be tested on material which they should know. Participants in an intentional learning task are told in advance that they will be tested after the learning phase; they will try to store the word information that is to be learned in a form perceived as a transferable to the test situation. And processing instructions during the learning phase in an incidental learning setting may or may not be conducive to successful transfer to the test situation. Although learning in everyday life is both incidental and intentional, intentional learning instructions produce better recall and recognition performance than incidental learning instructions. Incidental learning offers no guarantee for the retention of the link between the word's form and its meaning. In other words, guessing from the context does not necessarily result in long-term retention. As a result, even if learners happen to acquire a word incidentally from reading passage, it is likely that they will be quickly forgotten after a week.

In the opinion of Nation, both incidental and intentional attention have various levels of quality, ranging across noticing a word, retrieval of knowledge gained from previous meetings, meeting or using the word in ways which are different from the previous meetings or use, and elaborating on knowledge of the word beyond its contextual uses [34]. The following table presents the difference between incidental and intentional learning based on Nation's points of view (see Table 1.5.1):

Table 1.5.1 Extensive Reading and Vocabulary Learning Conditions [34]

Number of meetings	**Initial occurrence/Repetition**	
Quality of attention	Incidental attention	Intentional attention
Noticing	Guessing from context	Dictionary look-up
Receptive or productive retrieval	Re-occurrence of words in a text or other texts. Repetition through repeated reading of the same text	Putting words met during reading onto word cards and learning using the cards
Varied meetings (receptive) or varied use (productive)	Meeting words in varied contexts	Consulting a concordance while reading Reading with resources

Number of meetings	**Initial occurrence/Repetition**	
Receptive or productive elaboration	Applying a dictionary definition to a particular textual context	Applying the dictionary strategy

Nation indicates that these levels of quality are largely cumulative in that retrieval also includes noticing, and varied use includes retrieval and noticing. Elaboration certainly includes noticing and may include retrieval if the elaborated words have been met before. Because deliberate elaboration can involve decontextualized instances of words, deliberate elaboration does not necessarily include varied use. Vocabulary learning from extensive reading is primarily affected by repetition and varied meetings [34].

In conclusion, a well-developed vocabulary knowledge is a major key to acquire a particular language, and without that wide knowledge it cannot be successfully used. Vocabulary has an influence on all the four skills, therefore it can be considered as the heart of a language. The lexical knowledge of a person can be defined as words accumulated and known by the language user. It has two types: active and passive. Active vocabulary contains words which a speaker mainly uses commonly and can use easily without any hesitation, and passive vocabulary, which is larger than active, can be defined as words which are only partly known by a speaker. For example, the speaker can recognise the words, but cannot pronounce it correctly, or cannot write them. Usually these words are less frequent in everyday speech or simply they can be replaced by its synonyms.

Besides the two types, vocabulary is subdivided into two dimensions: size and depth. Size is the overall words known by a user while depth is the overall knowledge of these words. In other words, size focuses on quantity, depth focuses on the quality of knowledge. The state of development of one's vocabulary can be measured according to depth of vocabulary. Depending on how one define knowing a word, one will have very different results. Generally, a word is acquired when the speaker knows the meaning, form, and its use.

PART 2
VOCABULARY ACQUISITION STRATEGIES

The process of learning words of a language is referred to as vocabulary acquisition. If a learner wants to become a proficient language user, to acquire wider and deeper vocabulary knowledge is indispensable. Though learning new words is a time consuming and challenging task, but being familiar with different strategies and styles reduces the required effort and time. Learning styles are general methods through which learners adopt the knowledge, while learning strategies are specific techniques used by a learner. All these strategies are determined and affected by the learner's belief about the language. This belief implies general assumptions and conception of how a foreign language should be learned. A successful language learner has positive belief and attitude towards the language being learned. Usually, these learners are motivated and persistent enough not to give up learning, and what is more, they are not afraid of making mistakes.

The main purpose of this part is to present different vocabulary learning methods and strategies that contribute to acquiring a foreign language. Also, it tries to present the attributes, beliefs of a successful language learners, and how these learners can achieve even more success in this field.

2.1 Language Learning Strategies

Rebeca Oxford, who is a prominent scholar in this field, claims that learning strategies represent one of the key determinants of language acquisition and educational achievement. Language learning styles and strategies are among the main factors that help determine how and how well learners learn a second or foreign language. According to her, learning styles are the general approaches − for instance, auditory or visual − that learners use in acquiring a new language or in learning any other subject. In contrast, learning strategies are conscious specific actions, behaviours, steps, or techniques that used by learners to enhance their own learning. These strategies can be such as seeking out conversation partners, giving oneself encouragement to accomplish a difficult language task, or simply watching special TV programmes in the target language. She suggests that when the learner consciously chooses strategies that fit his or her learning style, these strategies become a powerful toolkit which contributes to acquiring the chosen language. The notion of consciousness and the element of choice is important here because this is what gives a strategy its special character [37]. Joan Rubin [22] in her study, in which she observed language learners while they were learning, and interviewed them, suggested that successful language learners used different strategies from unsuccessful ones. Another study prepared by Neil Naiman et al. [31] revealed that good language learners used at least five groups of learning strategies. The five groups of strategies were the active

task approach, the realisation of language as a system, the realisation of language as a means of communication and interaction, management of affective demands, and monitoring of second language performance. Hence, the proper choose of strategy plays a major role in success of language learning [9].

The reason why some foreign language learners are able to learn faster and can achieve better results in their attempts while others are unsuccessful has been one of the main questions asked many language researchers. To answer the question, many of them have introduced several international second and foreign language learning strategy classifications. The differences between them are primarily due to different research methods or measuring strategies at different language tasks and in different contexts. Differences of strategy classification appeared concerning to which category or strategy group the individual belongs in and which strategies form the learner's preference. The most frequently referenced classifications of learning strategies in foreign language literature are classifications by Joan Rubin, Rebecca Oxford, O'Malley et al. (see Table 2.1.1). Some of the classifications do not provide a detailed categorisation of single strategies; they only mention some examples from a group of strategies.

Table 2.1.1 Language Learning Strategies [23]

Authors	Strategies classification
Rubin (1975)	Direct strategies, that is learning strategies: cognitive and metacognitive Indirect strategies: communication strategies, social strategies
O´Malley et al. (1985)	Metacognitive, cognitive and socio affective
Oxford (1990)	Direct strategies: memory, cognitive, compensation. Indirect strategies: metacognitive, affective, social
O'Malley and Chamot (1990)	Focusing on selected aspects of new information, analysing and monitoring information, organizing and elaborating on new information, evaluating
Stern (1992)	Management and planning strategies, cognitive, communication experimental, interpersonal and affective

One of the earliest researchers in this field, Joan Rubin, identified two kinds of learning strategies: those which contribute directly to learning(direct), and those which contribute indirectly

to learning(indirect). The direct learning strategies are divided into six (clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice) and the indirect learning strategies are divided into two types (creating opportunities for practice, production tricks) [9]:

Table 2.1.2 Rubin's Strategy [22]

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

Oxford's opinion about strategies was quite similar to Rubin's. Oxford also distinguishes two main group of strategies (direct and indirect), however, she defines differently than Rubin and Oxford's strategy comprised of six other groups further divided into additional subgroups which are further subdivided. Oxford's detailed taxonomy originates in the attempt to integrate all known strategies into a single taxonomy. She linked her taxonomy of strategies to four language skills − reading, writing, speaking, and listening. Some strategies in her taxonomy (especially memory and metacognitive strategies) reflect various learning styles and good learner's strategies [39]. Oxford's classification is the following:

Table 2.1.3 Oxford's Strategy [39]

Main group	Strategy group	Subgroups
Direct	Memory	Creating mental linkages, applying images and sounds, reviewing well, employing action
	Cognitive	Practising, receiving and sending messages, analysing and reasoning, creating structures for input and output
	Compensation	Guessing intelligently, overcoming limitations in speaking and writing
Indirect	Metacognitive	Centralization learning, arranging and planning your learning, evaluating your learning
	Affective	Lowering your anxiety, encouraging yourself, taking your emotional temperature
	Social	Asking questions, cooperating with others, empathising with others

While Rubin and Oxford divided strategies between direct and indirect, O'Malley and his colleagues had different opinion. According to them, there are three major types of learning strategies, in accordance with the information-processing model of learning: metacognitive strategies (performing an executive function), cognitive strategies (functioning operatively), and socio affective strategies (performing social-mediating function) [38]. They have classified their strategies in the following way:

Table 2.1.4 O'Malley et al. Strategy [38]

Groups	Subgroups	Learning Strategy
Metacognitive	Planning	Advance organisers, directed attention, selective attention, self-management, functional planning
	Monitoring	Self-monitoring
	Evaluation	Self-evaluation
Cognitive		Repetition, resourcing, translation, grouping, note taking, summarising, deduction, recombination, translation, imagery and auditory representation,

		keyword method, contextualisation, elaboration, transfer, inferencing
Socio affective	Question for clarification	
	Cooperation	
	Self-talk	

Hans Heinrich Stern's [9] opinion about language learning strategies was different, though in some points it is similar to other's opinion. He introduced his own taxonomy of strategies. According to him there are five main language learning strategies. He classified language learning strategies in the following way:

Table 2.1.5 Stern's Strategy [9]

Management and Planning	Decide what commitment to make to language learning, set own reasonable goal, decide on an appropriate methodology, select appropriate resources, monitoring progress, evaluate achievements.
Cognitive Strategies	Clarification/verification, guessing, inductive inferencing, deductive reasoning, practise, memorization, monitoring
Communicative–Experimental Strategies	Circumlocution, gesturing, paraphrase, repetition, explanation.
Interpersonal Strategies	Monitoring and evaluating own progress.
Affective Strategies	Trying to create positive attitude towards the foreign language and towards its culture.

As it can be seen, even though many researchers investigated this field, in some points they had similar concepts. They divided strategies mostly into those which affect learners directly, and those which affect them indirectly. Language learners use these strategies to facilitate the acquisition of the language. They help to use, store and recall information.

2.2 Language Learning Beliefs

Language learning beliefs guide actions taken by the learner. These beliefs about language learning affect the learner's approach and strategy use importantly. Positive beliefs may extend the quantity

and quality of strategies used by learner. On the other hand, negative beliefs may cause the opposite effect and decrease the chance of success. It is generally agreed that individual language learners have different beliefs about how language is learned. Individual beliefs about language learning may consciously or unconsciously influence learners' approaches to language learning. To maximize learning, it is very important to consider both the beliefs of language learners about learning a language and the factors affecting these beliefs. As Horwitz [14] claimed, it is important to understand learner beliefs to better understand learner approaches to language learning and to better plan language instruction. In general, beliefs about language learning consist of general assumptions that learners hold about themselves as learners, about factors influencing language learning, and about the nature of language teaching. Every learner has some presumptions about what language learning is and how a foreign language should be learned and these beliefs play an important role in learners' experience and their success or failure as language learners. Empirical findings have demonstrated that beliefs that language learners have about a target foreign language and its culture affect their attitudes towards that language and together with other variables affect learners' motivation. It is generally acclaimed that some beliefs are beneficial to learners while others argue that some beliefs can lead to negative effects on language learning. For instance, Mantle-Bromley [10] suggested that learners who have positive attitudes and realistic language-related beliefs are more likely to behave in a more productive way in learning than those who have negative attitudes and mistaken beliefs. White [11] asserted that language learners' expectations developed prior to their experiences are also influenced and shaped by their beliefs. With other words, learners' beliefs, which are formed through their experiences, guide them in their conceptualizations of language learning and influence the approaches they adopt to foreign language learning. If they believe that languages can only be learned through translation and explanation or learning vocabulary and grammar rules, they will expect the language instruction to be based on translation and explanation or learning new words and grammar rules, in other way they will reject any approach adopted by the teacher which does not correspond to this expectation [15]. Understanding learners' beliefs − including beliefs about the required time to acquire the language, the difficult aspect of the language, the right age to start language learning, the roles of grammar and vocabulary in language learning and other features of the learning process

− is essential. Learners' beliefs are likely to be the following:

- Learning consists of acquiring a body of knowledge.
- The teacher has this knowledge and the learner does not.
- It is the role of the teacher to impart this knowledge to the learner through such activities as explanation, writing, and example.
- The teacher will be given a program in advance.

- Learning a language consists of learning the structural rules of the language and the vocabulary through such activities as memorization, reading, and writing.

In conclusion, as Horwitz [15] claimed that negative or wrong beliefs about language learning might lead to less effective language learning strategies and consequently less successful learners. These beliefs may influence the actions learners take to learn a foreign language, their motivation level, and their strategy choice. A learner with positive attitude towards the language and its culture may use more strategies during learning and may spend more time to achieve the desired language level. Thus, positive attitude, effective strategies, and the time spent on learning increases the chance to become a proficient language user.

2.3 The Successful Learner

When a learner tries to acquire a foreign language, there are very different ideas about what is important to be learnt and how best to learn it and much more depends upon the context and aims of the learner. Traditional approaches to language learning often focus on knowledge about the foreign language and involve learning new words and learning the grammar of that language. However, Philp indicates that foreign language learning covers much more than grammatical or lexical knowledge: it involves developing the communication skills in ways that are appropriate to the 'who, what, when, where and why' of communicating [19]. Hence, everyone can become a successful language learner if one wants. All it takes to put sufficient time into learning and have a strong willingness. Based on Rubin's and Thompson's opinion, a successful lifelong learner is one with a hunger for literacy, a desire for skill advancement, strong motivation and untiring perseverance. These learners are usually motivated to learn and they believe that they are capable of learning. Typically, they have a high tolerance for ambiguity, are patient with themselves, aware of their own learning styles and cognizant of effective learning strategies and they are not afraid to ask questions or make mistakes. Most of successful learners have good organizational skills and willingly accept suggestions of how to become even more organised. The good language learners are either aware of how to record, remember and retrieve new information, or quickly learn the skills, and they readily seek opportunities to use it [41]. Nevertheless, some learner might be naturally better because they may possess certain cognitive abilities, to a higher degree than average, which give them an aptitude for learning. Language aptitude includes the ability to recognise patterns in language and infer rules that seem to underlie these patterns to notice for example the different functions words have, and recognise how meaning is expressed. Also, it can include, for example, the ability to hear and discriminate between different sounds, and imitate them accurately. Aptitude has advantages for listening and speaking, reading and writing. Learners with high aptitude in any or all of these areas can learn more quickly and more

efficiently than others. Luckily, aptitude is just one of many attributes possessed by a successful learner, hence the motivation is another factor that contributes to becoming a successful learner. Motivation can be considered one of the most important factors determining success in learning and with motivation, encouragement and support, anyone can become a better learner. Motivation has often been described as the driving force behind learning, pushing people to greater effort in the face of adversity, helping to sustain that effort and not to give up. Motivated learners try to learn not just at lessons, but they are ready to work independently. Thus, successful learners are often those who are autonomous in their learning − they are not dependent on the teacher alone, but take initiative in how they manage their learning. In addition, Thompson claims that good language learners are capable of learning without a teacher's guidance, but when a teacher is available, they are able to use him as a resource and benefit from the relationship. Rather than seeing the teacher as 'all-knowing' and someone never to be questioned, these learners see the teacher as a facilitator or an equal partner
[41]. Furthermore, they involve themselves in language use beyond the classroom in ways that are personally appealing to them. For instance, they read or watch films on the target language; they join a club or use social media to practise language; they keep a language diary and find ways to practise new words, expressions, pronunciation and they have a positive view of the target language and its culture and they are able to imagine themselves as capable language users in the future [19].

2.4 Vocabulary Learning Strategies

One of the most important challenges that learners will face during the process of foreign language learning is learning vocabulary. Vocabulary has been recognized by scholars as inevitable to language use in which deficient vocabulary knowledge of the learners led to difficulties in foreign language learning. Thus, in the case of learning the vocabulary in foreign language, learners need to be introduced with vocabulary learning strategies. Vocabulary learning strategies are steps taken by the language learners to acquire new English words. There are a wide range of different vocabulary learning strategies from which learners can choose on their own way. However, learners not just need to know about these strategies, but they have to master them in order to know a great amount of words. Variety of the vocabulary learning strategies have been suggested, but this paper intends to describe the strategies by Schmitt [32] because he combined the classification of strategies for language learning and the classification of specific vocabulary learning strategies. Thus, he distinguishes two main groups: the discovery strategies that are used to receive the initial information of new words and to understand their lexical meaning, including decision strategies and social strategies; and consolidation strategies are mainly composed of memory strategies, cognitive strategies, and metacognitive strategies.

Table 2.4.1 Schmitt's Vocabulary Learning Strategy [32]

Strategies for the discovery of a new word's meaning	Determination strategies Social strategies
Strategies for consolidating a word once it has been encountered	Social strategies Memory strategies Cognitive strategies Metacognitive strategies

Determination strategies are individual learning strategies while social strategies are strategies which contain of using social connections to help learning. This strategy includes cooperating with proficient users of the target language to enhance one's vocabulary. Also, this strategy expands one's cultural knowledge about the particular language. The main advantage and disadvantage of this strategy that it requires a proficient speaker which sometimes hard to be found.

Memory strategies are strategies that assist learners to recall and remember vocabulary efficiently and effectively. Memory strategies consist of the following: grouping and correlating/elaborating. Grouping can be described as gathering words to be learned in an expressive way, for instance, gathering words together based on parts of speech, subject relationship and dissimilarity and similarity in meaning. Correlating or elaborating means linking new vocabulary to another thing similar in mind, building connection in a meaningful way to enable memory. For example, recalling the new words through imagining the page number or location of the number in that page.

Cognitive strategies are used by learners while directly performing on the target language. Cognitive strategies indicate two phases used in problem solving or learning that need direct examination and conversation. The main cognitive strategies are:

- Repeating − writing or saying the new words again, listening to the same words numerous times.
- Reasoning deductively − determinedly using overall procedures to work out the meaning of uncommon vocabulary (for instance, working out the meaning of 'dissatisfy' from the meaning of the prefix 'dis-' and the meaning of the adjective 'satisfy').

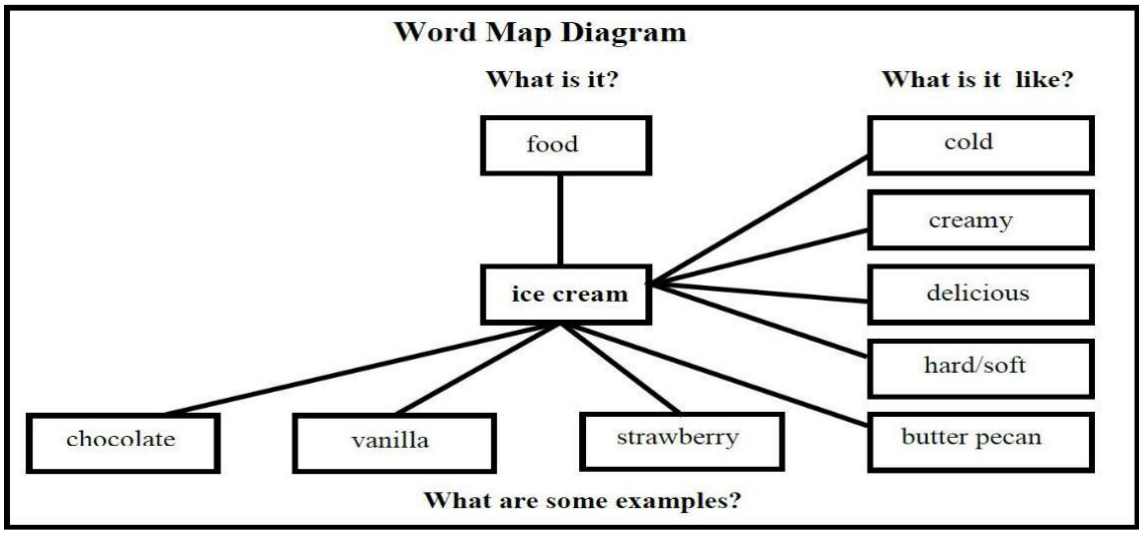
- Translating − shifting the meaning of language, word into a comparable meaning of mother-tongue language.
- Highlighting − colouring or highlighting the essential words while reading the text and finding their meanings.

Metacognitive strategies require the learner to control performance, plan and assess general development. Metacognitive strategies include learners in:

- Overviewing and connecting with previously recognized material − overviewing and connecting words with previously learned is widely the key to vocabulary learning.
- Paying attention − making decision in advance to imitate to one's vocabulary learning in general and to choose and concentrate on related vocabulary tasks.
- Organizing − building satisfactory physical environment to enable vocabulary learning.
- Self-monitoring − classifying mistakes in the sequence of vocabulary learning by examining whether one is learning properly or incorrectly.
- Self-evaluating − assessing the consequences of vocabulary learning by examining whether or not one has made more progress than before.

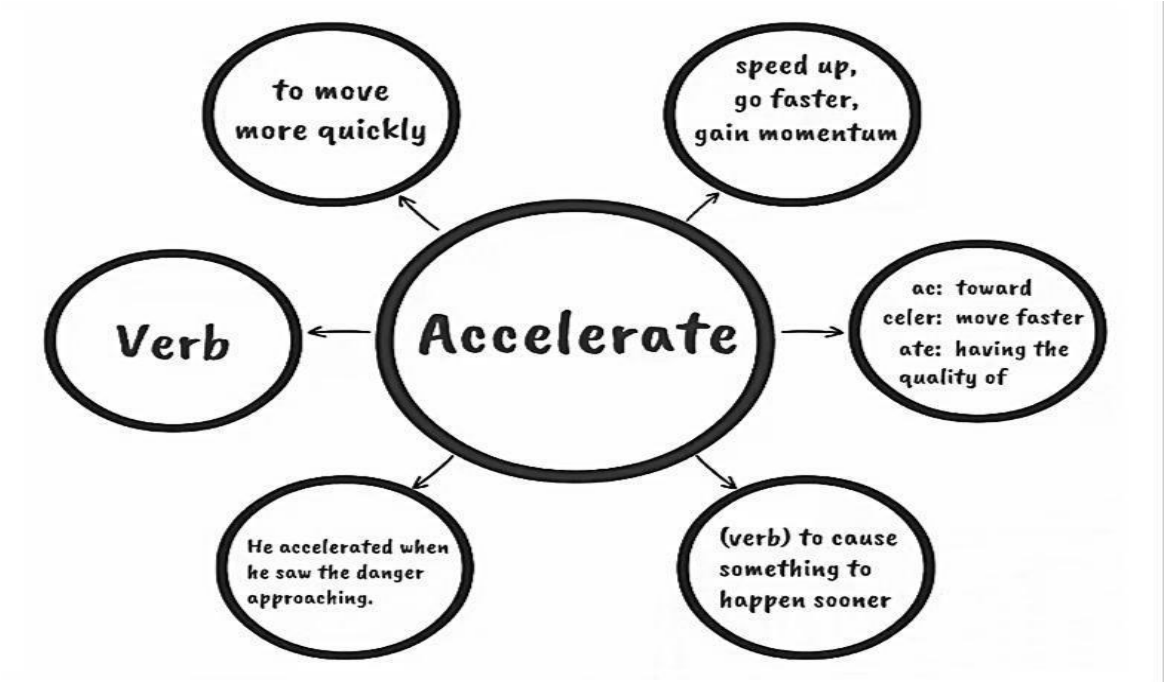
After selecting the particular topic to be learned, the next step is to select the appropriate activity through which the topic would be learned. One of the best activity is creating a word map. This technique belongs to the memory strategies as it highly affects memory while learning. It involves learning and memorising thousands of new words. While using this technique, learners use their sight to recognize many new words or expressions. The word map technique is useful for getting a general concept of definitions. It focuses on three questions, "What is it?", "What is it like?" and "What are some examples?". This generative vocabulary strategy enables students to figure out the meaning of new words, expressions, or even structures.

Figure 2.4.1 An Example of a Word Map by Schwartz and Raphael [51]:



The second rewarding and quite similar activity is creating a word web which is also a subtype of memory strategies. This activity will help learners to cover several aspects of a word. A standard word web consists of one main circle and six subordinated circles connected to the main one. The main circle should contain the target word which one wants to learn. The subordinated circles should contain information such as: “Definition”, “Synonyms”, “Word parts and meanings”, “Additional meanings”, “An example with the target word”, and “Part of speech” [26]:

Figure 2.4.2 An Example of a Word Web [26]



Another good technique for vocabulary learning is learning from word cards. This is a relatively good technique, which requires to learner to use memory, yet it is not so frequently used. It requires a learner to write down a foreign word on one side of the card, and its translation on his mother tongue on the other one. After this the learner goes through a set of cards and tries to recall its meaning. It helps learners with learning the written form of the word, learning the concept of the word and making connections between word form and meaning. However, it is a form of decontextualized learning, which means that there is no context to help learners to understand the meaning and usage of the words, and someone may find it boring.

2.5 Vocabulary Instruction Strategies

As stated by Stowe, understanding the nature of vocabulary is important to the process of selecting appropriate instructional strategies that enable learners to master the vocabulary they need to learn to read and to read to learn [26].

Vocabulary knowledge is complex. It consists of function words and content words. Function words are common words, such as do, which, and to. Content words include nouns, verbs, adjectives, and adverbs. Further, content words are subdivided into concrete and abstract words. Concrete words, such as building, can be taught using an object or showing a picture. Abstract words, like harmony, are more easily taught using examples. Finally, words may be considered to belong to either general vocabulary or technical vocabulary. General vocabulary refers to words, such as giant, that are not directly associated with a particular content area, while technical vocabulary, like mitosis, is associated with a specific content area, subject, or topic.

Wide reading(indirect) and direct vocabulary instruction are the two most commonly used methods of vocabulary instruction. Wide reading approach, which allows learners to choose their own literature, is the key to increasing vocabulary. While wide reading has advantage, a more specific strategy of narrow reading is often used with language learners. This strategy, which, according to Pendergrass, narrows the learners' selection by genre, author, or other criteria, is more suitable for addressing their needs [20]. Using this method, learners read for 10 to 20 minutes from books they have selected themselves based on reading level and personal preference. Learners' vocabulary who use this method will be incidentally increased as they are exposed to new words in a natural way. It is believed that those learners who regularly read for 25 minutes daily at a rate of 200 words per minute would encounter around a million words per year, between 15,000 and 30,000 of which are estimated to be unfamiliar. If only one in 20 unfamiliar words is learned, the increase in vocabulary is between 750 and 1,500 words annually and this is quite good numbers [20]. But, in order to use wide reading successfully, learners should read different types of text at different levels. For instance, books or articles that are simple and entertaining, and other different texts that are challenging and more complicated. Learners will not be able to comprehend text that has more than 10 % unfamiliar words; on the other hand, they will not encounter many new words if they read text that is below their proficiency. Thus, the most important in this method is to select the appropriate text.

The National Reading Panel found that there is no one best method for vocabulary instruction. According to them vocabulary should be taught directly and indirectly. Direct instruction means teaching specific words, such as pre-teaching vocabulary prior to reading a selection. Another example of direct instruction involves the analysis of word roots and affixes (suffixes and prefixes). A good approach for this method is to generate images to remember new words. When learners connect new words with images, the word knowledge gain is higher than when images are not introduced. Learners who learn content related words experience a greater increase in vocabulary
[20]. Although it is impossible to specifically teach all of the new words, it is useful to provide direct instruction in some words. This includes pre-teaching key vocabulary prior to reading a selection. This usually words that are related to the text, useful to know in many situations, and that are

uncommon in everyday language but recurrent in books. What is more important, learners must be provided with instructions how to use a dictionary correctly and how to find the correct meaning of the word. According to the Texas Centre for Reading and Language Arts [46] to choose the right definition, the student must:

- Use background knowledge about the content in the text
- Have a sense of the grammatical use in the text
- Read and understand each definition

At the same time, students need to become aware of how written language is different from everyday conversation. They should be familiar with the distinctive structures of written language such as compound and complex sentence structures, phrasing within sentences, how punctuation is used to signal phrasing, and paragraph structures. A good method for this is to point out examples of interesting metaphors, similes and other forms of figurative language. Vocabulary instruction, however, must include indirect instructions too. Hereby exposing learners to lots of unfamiliar words and having them read a lot. The growth of word knowledge requires multiple encounter word in different context. Every time we encounter a word in context, we remember something about the word. As we encounter a word repeatedly, more and more information accumulates about that word until we have a vague notion of what it means. More encounters lead to wider knowledge. Thus, learners construct links between new information and previously known about word. Dale and O'Rourke [12] proposed a model of four levels of word knowledge. This model can be used by learners in order to become more aware of the new words they encounter. They can rate their knowledge by sorting new words into a table according to Dale and O'Rourke model:

1 I have never seen it before.
2 I have heard about it, but I do not know what it means.
3 I recognize it, but I do not know what exactly means in this context.
4 I know it.

Also, the two methods, direct and indirect, can be combined, thus they may provide higher efficiency. For instance, learners who study around 10 new words per week or 400 new words per year, if they master 75% of these words, the annual increase in vocabulary is around 300 words. If learners combine both direct and wide reading(indirect) method, annually they can learn up to 1500 words in average [20].

In conclusion, supporting the view of David Wilkins and Jeremy Harmer, it can be concluded that vocabulary is the most important element in learning a foreign language well as it affects learner's ability of listening, speaking, reading, writing and translating. In order to have a wide vocabulary knowledge, learners should use different strategies. These strategies boost learner's word

accumulation. Accordingly, scholars like Rubin [22], Oxford [37, 38, 39], Schmitt [32], Milton [18] or Meara [27] investigated this field of knowledge and presented different strategies that contribute to learners' advancement. Learners can choose from a wide range of strategies including learning from context, creating word maps/word webs, learning by translation and so on. Thus, everyone can find a strategy that fits him/her perfectly. However, the more strategy a learner uses, the more he/she becomes a proficient language user. These strategies and the learner's chance of becoming successful are all influenced by his/her beliefs. Based on Naiman's [31] and Thompson's [41] view, in order to be successful in language learning, the learner should possess several features. Such features like strong will, patience or desire for advancement are crucial to become successful. However, this is not so simple. Besides those features, of course, this is a process involving several other things as well. It should be made clear that before a language is being learned, the learner has basic assumptions about the learning process. Based on these assumptions, he/she chooses the strategies that fits his/her requirements. Nevertheless, it is also important to have a positive attitude towards the target language and its culture. Without motivation and a positive attitude, the learner would not be able to endure the difficulties of learning and probably would give up without even trying to acquire the target language vocabulary successfully.

PART 3
EXPERIMENTAL RESEARCH

Vocabulary learning and its development is a crucial and inevitable part of any existing language. It is a constituent part of any language due to the fact that without vocabulary people cannot form meaningful sentences or understand each-other, and this fact alone highlights the necessity of vocabulary learning. A well-developed vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Thus, it becomes clear that the more words you know, the more successful you are in language use. Nevertheless, vocabulary is much more than just single words. It also includes lexical chunks, phrases of two or more words, such as "Good evening" and "Nice to see you," which convey a particular meaning the way individual words do.

As far as the present research is concerned, it is important and beneficial to investigate it as the results might be beneficial for those who wants to acquire wide vocabulary. For this purpose, various authentic materials are available for learners including different books, films, videos, songs, games, and so on. Nowadays, the multimedia platforms are widely used among learners, and they are advantageous because learners can practise listening, reading, writing and even speaking simultaneously. In addition, they can provide learners with a great joy, and learners may learn in a more exciting way. Still, possibly one of the most beneficial and most effective technique is reading. This is due to the fact that with reading learners can see how words live in a context, or how they are connected to each other. During reading, the reader meets large number of words. Nevertheless, other techniques, strategies are also worth to be used and students, especially those who want to achieve great success in learning, should be aware of other ways as well as combining them and using several during learning. For this reason, one of the main aims was to obtain data about learners' opinions and views. To achieve data an empirical research was designed and carried out.

While investigating the topic, the following hypotheses were formulated:

- Most of the learners with poor proficiency are not sufficiently aware of the importance of the English language.
- Learners with poor proficiency are not motivated enough to become good language learners, who are willing to put time into learning and becoming successful.
- The major difference between successful and less successful learners is the motivation and willingness to achieve success.

In order to refute or verify the aforementioned hypotheses of the research, a study was carried out involving students of senior classes in two secondary schools with Hungarian language of instruction

in Transcarpathia. In the following parts of the paper the results relevant to the present study are reported.

3.1 Participants

For this study two secondary schools with Hungarian language of instruction in Beregszász were selected. Sixty participants took part in the research, from which twenty-five were boys and thirty-five were girls. Each of them were aged between 13 and 14. The 9th grade was selected because they are supposed to be aware of different vocabulary learning strategies. By the end of the 9th form, they may have a very basic repertoire of words and simple phrases and they can understand and use familiar everyday expressions related to their personal and educational background. This includes personal information, housing, daily life activities, curricular subjects, classroom equipment, classroom commands, etc. Likewise, they use basic expressions to elicit information as well as socialize, link words or groups of words with very basic linear connectors.

3.2 Research Instruments

In order to conduct this research a quantitative survey was carried out. Therefore, a questionnaire was developed as a measurement to obtain necessary data. This type of method was used because questionnaires provide a relatively cheap and quick way of obtaining reliable information from a number of participants. The questionnaire was based on Oxford's learning strategies, and it can be divided into three different sections each of which measures different types of the learning process. The first section measures students' general attitude and their own language experience. The second section measures their success in language learning. The third section is aimed at measuring the usage of different vocabulary learning strategies. The questionnaire mainly contains Liker Scale questions, but multiple-choice options and open-ended questions were also included into it.

3.3 Procedure of the Research

First of all, the selected schools were visited and to decide on an appropriate appointment with the teachers. After agreeing on the time of conducting and the length of time required to complete the questionnaire, the investigator visited the classes in December and started conducting the research. The procedure of the research was simple and it took the learners about 35 minutes to complete all the questions.

The questionnaires were handed out to the pupils who, prior to it, were provided with an oral explanation about the reasons of the questionnaire. Also, clear, accurate and all the necessary instructions to conduct a successful survey were also given. During the instruction, the anonymity of the learners was highlighted to avoid unnecessary worries about the survey. Likewise, it was also explained that there was no wrong answer to the questionnaire. In addition, they could ask for help if they had any problems during the procedure. After filling in the paper, the questionnaires were collected and analysed through the month of January.

3.4 Findings

As mentioned above, 60 learners participated in the research. Each of the students has been learning English for seven years. The grouping was based on self-admission of the learners that implied their proficiency in the English language. According to this, learners were divided into three groups: good, fair and poor based on their self-estimation. After the analysis, it became clear that 30 learners (50 %) claimed that their proficiency was good, 19 learners (32 %) claimed that their proficiency was fair, and 11 learners (18 %) claimed that their proficiency was poor.

3.4.1 Language Experience

Taking into consideration all the three groups, it can be concluded that developing speaking skills is found to be the most difficult aspect of language learning (all the results are shown in Diagram 3.4.1). Not only more than one third of learners claimed that this was the most difficult part of learning, but also the representatives of all the three groups shared this point of view. According to the majority of learners, developing correct pronunciation is almost as difficult as broadening vocabulary. Besides, developing listening skills among learners with good proficiency turned out to be a difficult aspect of language learning. This can be explained by the fact that most of the schools are not equipped with proper equipment, and sometimes this can make the comprehension process either more difficult or unrealizable. Surprisingly enough, none of the learners with poor language proficiency thought that developing listening skills was the most difficult part of language learning. An explanation to this result might be the fact that these learners are usually not attentive and are not even interested in comprehending the particular audio file. Lastly, almost the same number of learners with fair language proficiency and learners with good proficiency claimed that grammar was the most difficult aspect of language learning.

In conclusion, investigating the learners' point of view in general, it can be openly stated that the most difficult aspects of language learning are developing speaking skills (37%), vocabulary

(22%) and pronunciation (17 %). Investigating only the learners with good language proficiency, it turned out that speaking skills (33%), listening skills (20%), and vocabulary (20%) are the most difficult aspects for them. The position of learners with fair proficiency is broadly in line with that of the learners with good proficiency, with the exception of pronunciation developing and grammar.

Diagram 3.4.1 Difficult Aspects of Language Learning

3.4.1.1 Language Experience of Learners with Good Language Proficiency

During the first stage of data analysis, the learners' attitude towards English and their general opinion about the language itself were analysed. According to the learners' statements, 26 pupils out of 30 are interested in English language. 7 % (2 out of 30) of the learners think that English is a very difficult language, 30 % (9 out of 30) think that English is a difficult language, 43 % (13 out of 30) of the learners think that English is a language of medium difficulty, and 20 % (6 out of 30) of them think that English is an easy language. After analysing the sixth question, it turned out that their most common reasons to learn the target language are the followings:

- "I'm interested in it and I think that's important in my life."
- "I would like to use English to communicate with other people."
- "I want to become a pro football player."
- "I want to live and work in England."
- "To understand different computer games."

- “I want to be able to speak English for travelling.”
- “Because English is necessary to find a good job.”
- “Because I want to take a language exam.”
- “My dream is to find a job where I can use English and my mother tongue as well.”
- “I want to be a translator in the future.”

The following question investigated the learners’ difficulties in learning English; its main aim was to point out their most problematic aspects in the process of acquiring the language. The results are shown in Diagram 3.4.1. Based on their answers, it can be concluded that most of the learners (33 %) agree that developing speaking skills is most difficult in learning a foreign language. Pronunciation (20%) and listening (20 %) rated second in the list, both are closely related to speaking. However, vocabulary and grammar cause difficulties only to 13 % of the learners. Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to master, although, in our case it turned out that learners can handle both of them without serious drawbacks.

The next question investigated the attitude of the learners towards the language itself. After analysing this question, it can be concluded that 25 learners out of 30 have positive attitude towards English, and 5 learners have neutral attitude.

3.4.1.2 Language Experience of Learners with Fair Language Proficiency

Fortunately, this group became the second largest among the three under investigation. 19 learners out of 60 claimed that their knowledge of English is fair. 14 learners considered English to be a language of medium difficulty, 4 learners claimed that English is an easy language, and only 1 person stated that English is a difficult language. In addition, 12 learners have positive attitude towards the language, and 7 learners have neutral attitude. Nevertheless, all the students have their reason to learn language. Here are some examples:

- “Because it is necessary almost everywhere.”
- “To play video games.”
- “In order to know a foreign language.”
- “I want to work abroad.”
- “Because I want to visit my relatives in the USA.”

The next question tried to reveal the difficult aspects of language learning that students face during their studies; its main aim was to point out their most problematic aspects in the process of acquiring the language. The results are shown in Diagram 3.4.1.1. Just as in the first group, it is clearly noticeable that speaking skills are the most difficult part of a foreign language learning process, and

perhaps this skill requires the most efforts from the learners to develop well. Broadening vocabulary causes significant difficulties just as in the first group.

3.4.1.3 Language Experience of Learners with Poor Language Proficiency

Unfortunately, there are some students who, in one way or another, think that their proficiency in English is poor. Although there are relatively few of these students, 11 to be exact, it must be noted that not all students today can realise the importance of English. Generally speaking, these students have negative (7 out of 11) or neutral (4 out of 11) attitude towards the English language. Nevertheless, these learners are aware of the importance of English, yet in practice they show relatively little interest in it. When they were asked to explicate their main reasons for learning English, it turned out that most of these learners have their plan for future where the usage of English language is necessary. The most common reasons are the following:

- "In order to be able to communicate with others."
- "To understand different video games."
- "To watch films and listen to songs."
- "To work abroad."

3.4.2 Successful Language Learners

The following section begins with a Likert Scale table containing 16 questions that intend to find out how successful the learners are in language learning. This part tries to measure their willingness to learn the language, their motivation, anxiety etc. The results are shown in Diagrams 3.4.2.1; 3.4.2.2; 3.4.2.3 (See Appendix B).

Following the analysis of the 16 questions, we can see that there is a significant difference between a good learner and a bad learner. However, the difference between a good learner and a moderately good learner is not that great. At least that is what the data show. According to the data, the biggest difference between a good learner and a bad learner is motivation and willingness. Most of the good learners are motivated, and they believe that one day they will ultimately learn to speak English. What is more, they believe that they have good language learning skills, and as far as they are concerned, they are capable of learning a foreign language. In contrast, bad learners struggle with motivation and willingness to put enough time in learning. These learners do not consider themselves good language learners, and they do not believe that one day they will be able to speak in English. In addition, they do not even believe that language learning is for everybody. Surprisingly, the majority of moderately good learners share this point of view, that is, they share the opinion that not everybody

is capable of learning a foreign language. What is even more surprising is that moderately good learners believe that they have good language learning skills, yet they are not self-confident, and they do not believe that one day they will be able to speak in English. However, not just this is the difference between the representatives of the three groups. From the analysis, it turned out that good learners look for as many opportunities to practice language inside and outside the classroom as they can. Fortunately, moderately good learners showed similar tendencies. In contrast to this, bad learners showed significant differences once again. Generally speaking, they are not interested in learning English neither inside nor outside the classroom. Nevertheless, bad learners and moderately good learners have some tendencies in common. Both of representatives of the two language groups share a negative feature, namely that they do not analyse and observe their progress in learning. Presumably the reason for this might be that moderately good learners show little or not enough tendency for getting better while bad learners do not show such tendency at all. Obviously, good learners possess this tendency. They are happy to do enough for development and are willing to put more energy into progress. Nothing proves this better than the fact that most of the good learners look for patterns and connections between words. Moreover, they are willing to try everything to get meaning across, what is only a positive fact. Fortunately, the same applies for moderately good learners too, but this is no longer the case with bad learners. Representatives of this group do not look for patterns or connections between words, and they are not willing even to start a conversation in English. Although this is sometimes noticeable in moderately good learners as well, it is much less common among them. Nevertheless, what is common to the majority of the three groups is that they do not enjoy grammar exercises.

Considering all these, it is evident that there are significant differences between good and bad learners. Their level of motivation and willingness is in two separate dimensions. As it is known, motivation and willingness are one of the major factors that determines the success of learning. Unfortunately, bad learners and moderately good learners have many motivational problems. The lack of willingness and motivation might be connected to the fact that the learners with poor language proficiency do not use the advantage of practising English inside and outside the classroom. The neglect of practise outside the classroom is rather disappointing. They could use the advantage of the Internet, different authentic materials, and even they could join in online free language courses. The variety of tools and methods is wide, yet the learners show no intention and interest in using their beneficial possibilities. Moreover, learners with poor proficiency and a significant part of learners with fair proficiency do not pay much attention to analysing their own or others' speech. They do not have enough willpower to improve their speaking skills which have an impact on their language skills and their present level of English. In contrast, learners with good proficiency show no signs of lack of motivation or willingness. As a result, their proficiency and knowledge is at a much higher level.

In spite of all these, besides Liker Scale questions, this section also included an open-ended question in which the learners were asked about the characteristics of a good language learner. Surprisingly, the representatives of all the three groups answered this question in a similar way. Here are the most common responses:

- "They are motivated, self-confident, hard-working, and have good language learning skills."
- "A good language learner is somebody who likes the language and knows how important it is in their life."
- "Have good language skills and try to improve their knowledge of English."
- "A good language learner is motivated, s/he is a good reader, self-confident, hard-working, and self-conscious."
- "A learner who is born with good language skills and who is interested in the language."
- "A learner who reads at least 1-2 hour(s) every day or tries to speak the target language on a daily basis."
- "Somebody who is motivated, constantly observes the language in use, patient, interested in the language and its culture, and does not take it too seriously, just does it for his/her pleasure."

Based on the data obtained through questionnaires it may be concluded that the bad language learners are aware of what characteristics they need to have to become a good language learner, yet they do not put enough effort and time to acquire these characteristics. They do not show sufficient motivation towards the language and the language learning itself. All of the characteristics mentioned by the learners have been stated in the second part of the paper (see 2.3) as a major factor in learning. The results of our findings support Sandee Thompson's opinion about the good language learners. In her study [41], she mentioned similar characteristics of good language learners.

The last question in this section was a half-open question in which they had to choose between seven possible answers, but if the student wanted, s/he could write their own answer as well. In the question they were asked about vocabulary learning. They could choose more than one answer. The results are shown in Diagrams 3.4.2.4; 3.4.2.5; 3.4.2.6 (See Appendix C).

This section reveals that a large percentage of successful students responded that vocabulary expansion was interesting. It also turned out that this group of learners consider expanding their vocabulary important because they are aware of its usefulness and also like this activity. Unfortunately, however, only relatively few learners have indicated that they like learning more words than the teacher assigns for homework. Furthermore, it appeared that only three learners have

their own ways (watching educational YouTube videos) to remember new words or expressions. Lastly, two learners claimed that they felt bored or frustrated while learning vocabulary.

Moderately good learners also think that vocabulary expansion is an interesting and important activity, yet these learners are much less fond of vocabulary expansion. A total of three students indicated that they like learning new words, and also three indicated that they learn more words than the teacher assigns for homework. In addition, it turned out that another three learners motivate themselves in their own way, but refused to name these methods. Finally, only one learner claimed that they felt bored or frustrated while learning vocabulary.

Unfortunately, the results of the bad learners were not as promising. Although five learners claimed that learning vocabulary was interesting, and they were motivated to learn vocabulary, none of them wanted to learn more words than the teacher assigned, and presumably they did not even strive to learn words. In addition, relatively many learners feel boredom or frustration while learning new words.

In conclusion, it is reasonable to assume that a fair proportion of good learners like learning new words and are much more positive about it than less successful or bad learners. Obviously, this is one of the factors that explains the difference in the level of knowledge between them. What is surprising is that bad learners are aware that they will not develop their language skills without learning new words, but for some reasons they are unwilling to do so. Perhaps the explanation for this is the negative attitude or lack of motivation and will power as mentioned earlier.

3.4.3 Vocabulary Acquisition

The last section of the questionnaire intends to measure the usage of different strategies favoured by the learners. This section and its questions were based on Oxford's Taxonomy of Language Learning. According to it, learning strategies are divided into memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Consequently, the questions were based on it. The results of the findings are presented in Tables 3.4.3.1; 3.4.3.2; 3.4.3.4; 3.4.3.4; 3.4.3.5; 3.4.3.6 (See Appendix D).

Taking into account memory strategies, one can see that the vast majority of learners with good proficiency prefer these strategies. They like cramming English words which is not the best method of learning, but along with other memory strategies it can enhance their knowledge. In addition, these learners like to learn word collocations that help them see how to use words in context properly. Moreover, based on their answers, it can be stated that the students do not only learn the words but also form new sentences with them and try to associate the newly acquired knowledge to the previously learned one. With this method they can learn the words much faster and more

effectively. Apparently, not all of the strategies have gained high popularity with good learners. For instance, learning through vocabulary card method, learning synonyms, or linking words to their opposite meaning gained relatively low popularity even among good learners. Similar results were shown by learners with fair language proficiency knowledge. The only difference between good and fair learners is that good learners are in most cases capable of high performance, using a wider scale of strategies, and spend more time with learning, while fair learners are not always able to do so. Not all of those students tend to use these strategies as often as good learners, or if they do so, not always. However, a significant percentage of fair learners still give positive feedbacks. However, learners with poor proficiency think in a different way. Answers of these learners represent their attitude as well as their proficiency in language. In most cases they give negative answers, and the vast majority of them do not even use any of these strategies. The only significant common feature among the representatives of the three groups is that none of them like learning through vocabulary card method.

However cognitive strategies gained higher popularity than memory strategies, the significant differences between the three groups of learners still visible. Evidently, learners with good proficiency use a much wider strategy in this case as well. A considerable number of learners with good proficiency claim that they practice the sounds of English, and they pronounce or write new words several times. In addition, it turned out that these learners seek the opportunity to practice speaking in English, thus they start conversation in English during classes. Surprisingly, they have positive attitude towards reading in the target language, which is, in fact, one of the best methods of vocabulary broadening. Furthermore, it is relatively popular among good learners to take notes and highlight the most important information, and write notes/summaries or messages in English. Through this technique, they can practice and improve writing skills, which is quite important. Likewise, learners with fair language proficiency showed similar results. Actually, good learners and fair learners differ in two important cases with regard to the answers given in the questionnaire. Fair learners do not consider practicing English sounds as important as good learners, thus they practice them less, and fair learners do not put as much emphasis on writing skills. Unfortunately, learners with poor proficiency showed their negative tendency again. They mostly showed disinterest in almost all the listed techniques except watching films in English with or without subtitles. The latter technique gained the highest popularity among all the learners, but still several learners with poor proficiency claimed that they were not interested even in watching films in the target language.

Based on the outcomes, it turned out that the most divisive strategy is compensational. In this case even the learners with good proficiency tend to show partly negative attitude towards these techniques. Perhaps the most popular technique used by good learners in this category is paraphrasing sentences. Using gestures and making guesses from the context turned out to have relatively good indicators, although many learners do not use it. Nevertheless, this is only one technique that makes

division among representatives of this group. Unfortunately, the vast majority of learners do not consider guessing an effective way of identifying the word and they do not apply this method. It is not a common technique loved by learners with good proficiency. Similarly, the other learners under investigation have the same negative attitude towards it. Learners with fair proficiency showed identical responses. There is only one positive feature about the students in this case, which applies to all learners: they claimed not to avoid communication in English.

Although metacognition plays a key role in successful learning, not all of the learners are aware of this fact. Luckily, learners with good proficiency showed relatively positive scores. Two thirds of the good learners claim that they think about their progress in learning English. However, only 12 out of 30 learners with good proficiency claimed to have clear goals for improving English skills. It was rather surprising because when they were asked about their reasons for learning English in section 1, most of them showed to have some aims. Besides, 50 % of the good learners claimed that they tried to find out how to be a better learner. They try to find out the most effective ways to use English, and they use their own mistakes to improve their progress. Fair learners on the other hand, claimed to have neutral attitude towards thinking about their own progress. This fact alone can take its toll because this might suggest that they are not immersed enough in learning. Although there are some positive scores in this area, not always and not in every case. In contrast to this, learners with poor proficiency showed no interest in improving their knowledge, seizing opportunities and achieving success in this field.

Investigating affective strategies, the results showed that the vast majority of good learners [2/3] try to relax when they feel tense or nervous during learning. They use music to cope with stress, and they try to encourage themselves. Sometimes they even give themselves a small reward when they perform well. While feeling frustration or stress during learning, almost half of the learners with fair proficiency chose to relax. They, too, use music to relieve stress and if they are in mood, they give themselves a small reward. Learners with poor proficiency repeatedly showed negative attitude towards these techniques too. They do not encourage themselves, they do not use rewards, and even listening to relaxing music gained relatively negative scores.

The last section of this part dealt with the usage of social strategies. Good learners try to engage in conversations, try to practice and use their English as much as possible, though they do not really like to be corrected by others when they make a mistake. In addition, they try to learn about culture of the English speaking countries. Most of the learners with fair proficiency share the same point of view, however there are also differences. Not surprisingly, these strategies did not get the bad learners' attention either. Unfortunately, they showed negative attitude towards learning in every aspect of this research.

3.5 Discussion and Findings

After analysing all the questions, the following important conclusions can be drawn. 25 learners with good language proficiency out of 30 claimed to have a positive attitude towards learning, and 5 learners claimed to have neutral. This positive attitude of the learners is clearly visible throughout their learning process. Not only have they positive attitude, but also they have motivation and willingness to learn and advance. They are self-confident and have their own goals of learning this language. Mainly they want to learn English because it may provide them a better job and an easier life in the future. For this reason, they are willing to overcome the difficulties of language learning and their own laziness. They purposefully put enough time in learning which is clearly noticeable on their achievements or performance. The representatives of this group use a wide scale of techniques that help them to acquire the language more easily. Besides traditional cramming, these learners try to learn how the words live in a context, that is, they learn collocations, synonyms, they try to connect them to the previously learned words, and most importantly they form sentences with them. They put emphasis on practising the sounds of the language. For this reason, they watch films in English, listen to music, or simply read and engage in conversations as much as possible. Nevertheless, their commitment does not cease to exist within the classroom. They are happy to practice English while at home. In this case, they tend to write small letters or simply summaries about the most important information that was mentioned in class. Besides, they use the advantage of the Internet to learn the language in a more entertaining way. In addition, they try to get familiar with British or American cultures. Despite all these hard work, these learners know when to take a step back and when it is time to have a short break. They know when they are tense or frustrated, and they try to overcome this so that it does not come at the expense of success. Finally, these learners believe that one day they will be able to speak in English.

As for learners with fair proficiency, they show similar qualities to good learners with the exception that they cannot perform as intensively as their peers can. 12 out of 19 learners claimed to have a positive attitude towards language, while 7 claimed to have neutral. They are relatively motivated towards learning English, although not always and not in every case. Sometimes these learners cannot cope with laziness or stress. Besides, occasionally, they are struggling with lack of self-confidence and perseverance. They tend to doubt that they are capable of acquiring the English language, and sometimes they show little or not enough tendency for getting better. However, they use a moderately fair scale of techniques that can enhance their knowledge. Yet it turned out that they use these strategies not as regularly as learners with good proficiency. They are aware of the importance of vocabulary and its broadening. They have some goals for the future that are connected to the English language. Thus, these learners partly try to seize opportunities to practice English inside

and outside the classroom. Nevertheless, learners with fair proficiency tend to neglect evaluating and observing their improvement while learners with good proficiency do not. In addition, they do not put enough time and effort into their studying and progress.

The unsuccessful learners share one common characteristic — the irrelevance of learning English. 7 out of 11 learners claimed to have a negative attitude towards English, and 4 claimed to have neutral. The vast majority of learners with poor proficiency learn English only because it is a mandatory subject. These learners have negative and neutral attitude towards the language, and low level of motivation, which restricts them in strategy usage. Presumably, these learners hardly even use simple strategies, and they are hardly even attentive at classes. Usually, they feel frustration and boredom during the classes. What is surprising, most of these learners are aware of the characteristics of a successful language learner, yet they show little or no interest in acquiring these characteristics and thus become better. In addition, they are uninterested in the target culture. They do not try to get better learners, and they do not show interest towards learning English, yet again all of them know the importance of this language. They are aware that knowing this language could provide them a better life in the future, but they do not want to do something about it. The only method that they tend to use during learning at some level is watching films in English with or without subtitles and taking notes during classes, but taking notes cannot be considered as a significant activity as it is mostly compulsory.

As it turned out from the data, not only the right use of strategy but also the right attitude is essential to success. It is not enough to just choose the right strategy, one needs to have faith, perseverance and motivation. Apparently, most of the less successful students lack it. They do not put enough emphasis in learning, do not invest enough time into learning and are not persistent enough to be truly successful language users. They can understand the importance of the English language in theory, but in practice they do not do enough to be truly successful. Many times they give up too soon, many times they do not even start. As a result, they soon become demotivated and start thinking that this is not for them. In contrast, successful students develop in all areas and never give up. They are always trying to learn something new about the language.

CONCLUSION

Since without a well-developed vocabulary one's ability of speaking and comprehension is restricted, it is worth knowing different strategies to enlarge the accumulation of words. Several scholars have tried to provide valuable knowledge to this issue, however, this problem has not been much in the centre of attention in Transcarpathia. For this reason, this paper might be a useful starting point for further research.

The main aim of the present study was to give a comprehensive overview on vocabulary learning strategies as well as investigate learners' attitude towards achieving success in language learning. While analysing the theoretical background, it became apparent that this issue was deeply investigated in the previous century by a number of prominent scholars. However, little attention with regard to it has been paid to in our region. Thus, one of the main reasons of our investigation was to find out what vocabulary learning strategies were used by the participants of this study and how successful they were in learning English as a foreign language.

Based on academic literature, vocabulary is proved to be a dominant factor that determines the success of acquiring a language. This factor may be explained by the fact that it has a high influence on all the four language skills. Vocabulary itself is subdivided into two types: active and passive. Active vocabulary includes words that are used usually by the speaker, while passive vocabulary includes words that one knows, but rarely uses. As active and passive vocabulary is inseparable, in order to use a language effectively, one should have a well-developed active and passive vocabulary at the same time. For this reason, learners should use variations of strategies that will contribute to the advancement of active and passive vocabulary as well. These strategies have positive effects on learner's vocabulary enrichment thus increasing the learners' overall performance. Fortunately, they have the opportunity to choose between strategies that influence them directly, or strategies that influence them indirectly. Usually, this choice is determined by the learner's belief, knowledge and assumptions about learning itself. However, of course, not only the right choice of strategy is essential for language acquisition, but the responsible attitude as well as a proper mindset. In general, a successful learner is one with an overwhelming desire for improvement, with high motivation, and untiring perseverance.

The main aim of the paper was to provide theoretical information relating to vocabulary learning as well as defining it and its main components. Moreover, this paper tried to provide information about successful language learners in general and present various vocabulary learning strategies from both theoretical and practical points of view.

To achieve the main aim of the study and obtain sufficient data, an empirical research was designed and carried out. The following findings have emerged from the study:

- The first hypothesis of the research was that most of the learners with poor proficiency are not sufficiently aware of the importance of the English language. As opposed to the expectations, this hypothesis was disapproved. Learners with poor proficiency are aware of the importance of English. Several learners claimed to have plans for the future where the use of English language is necessary. Besides, they acknowledged that knowing English language could provide them with better opportunities in life, yet, in practice, they were not interested in acquiring the language and their tendency for improvement was very low.

- The second hypothesis was that learners with poor proficiency are not motivated enough to become good language learners, who are willing to put time into learning and becoming successful. This hypothesis was confirmed. The results of the research have shown that most of the learners with poor proficiency are demotivated. This finding might be related to several factors. First, such factor might be that, although learners are able to realize the importance of the English language, they do not invest enough time to master it, but they rather spend their free time with more funny but less useful things. The second factor might be the lack of self-confidence and the difficulties students face in the process of learning the language. They were strongly convinced that they were unable to master the English language, and, in addition, they had a rather negative viewpoint about language learning. Moreover, they believed that English was more of a difficult or a language of medium difficulty than an easy one. For this reason, maybe they would require more attention in classes.

- Finally, the third hypothesis was that the major difference between successful and less successful learners is the motivation and willingness to achieve success. Perhaps if we look at the data, we can see that a successful learner invests much more time into learning than their less successful peers. However, they do not only overtake less successful learners in invested time but in strategy use as well. A successful student always strives to immerse in the English language in as many ways as possible, while a less successful student does not. In order to not get confused, they are also trying to be better, they are learning too, but not so intensely. As a result, their motivation and willingness are not so high and strong enough to become truly successful. Thus, this hypothesis can be confirmed.

Taken together, these results suggest that language learning is indeed a difficult and time-consuming process. However, for those who really want to learn a particular language, there is always a way to reach the goal. This is also supported by the fact that, unlike learners with poor or fair proficiency, who do not spend as much time and energy on learning, successful learners have several characteristics that help them to overcome difficulties. Moreover, these learners use diverse strategies, which might not be possible without sufficient motivation and willingness.

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РЕЗЮМЕ

Основна мета цього дослідження полягала в тому, щоб дати комплексний огляд стратегій навчання словникового запасу, а також дослідити ставлення учнів до досягнення успіху в навчанні мови. Аналізуючи теоретичну основу, стало очевидним, що це питання глибоко досліджувалося у попередньому столітті. Проте у нашому регіоні мало хто приділяв увагу цьому питанні. Таким чином, однією з головних причин нашого дослідження є з'ясування того, які стратегії навчання слів використовуються учасниками цього дослідження та наскільки успішно вони вивчають англійську мову як іноземну.

Результати даних підтримують ідею, що, незважаючи на те, що вивчення мови не є легкою діяльністю, використання різних стратегій може зменшити необхідний час для його опанування. Ці стратегії мають позитивний вплив на збагачення словникового запасу учня, що підвищує їхні результати.

Спираючись на академічну літературу, словниковий запас виявляється домінуючим фактором, що визначає успіх у оволодінні мовою. Цей фактор може бути пояснений тим, що він має високий вплив на всі чотири мовні навички. Сама лексика розділяється на два типи: активний та пасивний. До активної лексики належать слова, які зазвичай використовуються часто, тоді як пасивна лексика включає слова, які людина знає, але рідко використовує. Оскільки активна та пасивна лексика невіддільні, для ефективного використання мови слід мати одночасно добре розвинений активний та пасивний словниковий запас. З цієї причини учні повинні використовувати варіанти стратегій, які також сприятимуть просуванню активної та пасивної лексики. Ці стратегії позитивно впливають на збагачення словникового запасу учнів, тим самим підвищуючи загальну ефективність учнів. На щастя, вони мають можливість вибирати між стратегіями, які впливають на них безпосередньо, або стратегіями, що впливають на них опосередковано. Зазвичай цей вибір визначається знаннями та припущеннями щодо самого навчання. Однак, звичайно, для оволодіння мовою важливий не тільки правильний вибір стратегії, але й відповідальне ставлення, а також відповідне мислення. Взагалі, успішний студент - це людина з величезним прагненням до вдосконалення, з високою мотивацією та невпинною наполегливістю.

Основною метою даного дослідження було надання теоретичної інформації, що стосується вивчення словникового запасу, а також визначення його та основних компонентів. Більше того, дане дослідження намагається надати інформацію про успішне вивчення мов загалом та намагається представити різні стратегії навчання лексики як з теоретичної, так і з практичної точки зору.

Для досягнення основної мети дослідження та отримання даних було розроблено та проведено емпіричне дослідження.

Першою гіпотезою дослідження було те, що більшість учнів, які мають слабке володіння мовою, недостатньо усвідомлюють важливість англійської мови. На відміну від очікувань, ця гіпотеза виявилася хибною. Учні з низьким рівнем володіння усвідомлюють важливість англійської мови. Кілька учнів стверджували, що мають плани на майбутнє там, де є необхідність використання англійської мови. Крім того, вони визнали, що знання англійської мови може забезпечити їм кращі можливості в житті, проте на практиці вони не були зацікавлені в оволодінні мовою, і їх тенденція до вдосконалення була дуже низькою.

Друга гіпотеза полягала в тому, що учні, які мають погано володіють мовою, не є достатньо вмотивованими, щоб стати хорошими вивчаючими мови, які готові вкласти час на навчання та досягнення успіху. Ця гіпотеза підтверджена. Результати дослідження показали, що більшість учнів із слабким рівнем знання є демотивованими. Цей висновок може бути пов'язаний з кількома факторами. Першим таким фактором може бути те, що, хоча ці учні здатні усвідомити важливість англійської мови, вони не вкладають достатньо часу для оволодіння нею, а швидше проводять свій вільний час з більш розважальними, але менш корисними речами. Другим фактором може бути відсутність впевненості в собі і складність мови. Вони були твердо переконані, що не в змозі оволодіти англійською мовою, і, крім того, мали досить негативну точку зору щодо вивчення мови. Більше того, вони вважали, що англійська мова являється більш важкою або мовою середньої складності, ніж легкою. З цієї причини, можливо, вони вимагатимуть більшої уваги на заняттях.

Третя гіпотеза полягала в тому, що головна відмінність успішних та менш успішних учнів - це мотивація та бажання досягти успіху. Можливо, якщо ми подивимось на дані, то побачимо, що успішний учень вкладає набагато більше часу в навчання, ніж менш успішні однолітки. Успішний студент завжди прагне зануритися в англійську мову якомога більше, тоді як менш успішний студент цього не робить. Але слід зазначити, що вони також намагаються бути кращими, вони теж навчаються, але не так інтенсивно. Як результат, їхня мотивація та готовність не є настільки високими та сильними, щоб стати справді успішними. Таким чином, цю гіпотезу можна підтвердити.

У сукупності ці результати говорять про те, що вивчення мови - це справді складний і трудомісткий процес, проте для тих, хто дійсно хоче вивчити певну мову, завжди є спосіб для досягнення мети.

APENDIX A

QUESTIONNAIRE

Thank you for agreeing to take part in this important survey about learning English vocabulary. The survey takes about 15 minutes to complete. Your responses will only be used for survey purposes and all your answers will be kept confidential. Please note that there are no right or wrong statements.

1 Age: …… years old

2 Gender Male Female

3 How long have you been learning English? .....

4 Are you interested in learning English? .....

5 How do you evaluate your proficiency in the English language? Choose one that applies to you.

poor good fair excellent

6 What are your main reason for learning English? .....
.....
.....
.....

7 Which of the options best matches your opinion? ***I have found English to be ….. to learn.*** **Choose only one.**

a) a very difficult language
b) a difficult language
c) a language of medium difficulty
d) an easy language
e) a very easy language

8 What do you find most difficult while learning English? Choose the one that applies to you.

a) Speaking skills
b) Listening skills
c) Reading skills
d) Writing skills
e) Grammar
f) Pronunciation
g) Vocabulary

9 ***I have a … attitude towards the English language and culture.*** **Choose one that applies to you.**

positive neutral negative

10 How do you feel about the followings? Put an 'X' in the column that most applies to you. (1 – totally disagree, 5 – strongly agree)

	Statement	1	2	3	4	5

1	I am willing to guess and I am comfortable with uncertainty.					
2	I am willing to try everything to get meaning across and communicate in the target language (e.g. use gestures, miming if necessary).					
3	I am not afraid of making mistakes and taking risks.					
4	I look for patterns (e.g. grammar – looking for the connection among different elements) in the English language all the time.					
5	I constantly look for opportunities to practice the language) inside the classroom.					
6	I constantly look for opportunities to practice the language (e.g.TV, radio, native speaker) outside the classroom.					
7	I analyse my own speech and the speech of others.					
	Statement	**1**	**2**	**3**	**4**	**5**
8	I use mnemonics and other memory strategies to recall what I have been learned.					
9	I constantly observe and assess my use of the language to improve my knowledge.					
10	I enjoy grammar exercises.					
11	I don't usually get anxious when learning English.					
12	I am intelligent and I have an above-average IQ.					
13	I have good language learning skills.					
14	I am self-confident and motivated.					
15	I am good at learning languages.					
16	I believe that I will ultimately learn to speak English very well.					
17	I have my own ways to motivate myself.					
18	I think everyone can learn to speak a foreign language.					

11 In my opinion, a good language learner is somebody who ….. . Mention different characteristics.

.....
.....

12 Which of the options best matches your opinion? More answers are possible.

a) Learning vocabulary is interesting.
b) I like to learn more words than my language teacher assigns us to learn.
c) I'm motivated to learn vocabulary because it is extremely important for learning English.
d) I like learning vocabulary.
e) I feel bored or frustrated while learning vocabulary.
f) I have my own ways to motivate myself in vocabulary learning.
g) I have my own ways to remember the words, expressions I learn.
h) other: .....

13 How often do you do the followings? Put an 'X' in the column that most applies to you. (1-never, 5-always)

№	**Statement**	**1**	**2**	**3**	**4**	**5**
1	I try to connect new words with previously learned ones (relationships between what I already know and new information).					
2	I learn word collocations (e.g. get a job, make money, etc.)					
3	I make up a phrase or a sentence containing the word.					
№	**Statement**	**1**	**2**	**3**	**4**	**5**
4	I try to visualise the image of the new word in my mind.					

5	I make vocabulary cards.					
6	I make a word map.					
7	I remember new English words or phrases by remembering their location on the page, on the board, etc.					
8	I compare the new words with their related synonyms and learn them based on their use in context.					
9	I link the word to its opposite meaning (e.g. big-small).					
10	I memorize Hungarian/Ukrainian-English / English-Hungarian/Ukrainian word lists.					
11	I say or write new English words several times.					
12	I practice the sounds of English.					
13	I start conversations in English.					
14	I watch English films with or without subtitles.					
15	I read for pleasure in English.					
16	I write notes, messages, letters, or reports in English.					
17	I look for words in my own language that are similar to new words in English.					
18	I try to analyse and correct my mistakes.					
19	I try to take notes and highlight the most important information about a word.					
20	I make summaries of information that I hear or read in English.					
21	To understand unfamiliar English words, I make guesses from the context.					
22	When I cannot think of a word during a conversation in English, I use gestures, mimes.					
23	I try to paraphrase or use similar words if I forgot the word.					
24	I try to guess what the other person will say next in English.					
25	If I can't think of an English word, I use a word or phrase that means the same thing.					
26	I try to avoid communication in English.					
27	I try to find as many ways as I can to use my English (speaking, writing, reading, etc.)					
28	I notice my English mistakes and use that information to help me do better.					
29	I try to find out how to be a better learner of English.					
30	I plan my schedule so I will have enough time to study English.					
31	I look for opportunities to read as much as possible in English.					
32	I have clear goals for improving my English skills.					
33	I think about my progress in learning English.					
34	I try to relax whenever I feel afraid of using English.					
35	I encourage myself to speak English even when I am afraid of making a mistake.					
36	I give myself a reward or treat when I do well in English.					
37	I listen to relaxation music.					
38	I notice if I am tense or nervous when I am studying or using English.					
39	I talk to someone else about how I feel when I am learning English.					
40	I try to have conversations with people who speak English (e.g. teacher).					
41	If I do not understand something in English, I ask the other person to repeat.					
42	I ask English speakers to correct me when I talk.					
43	I try to practice English with other students.					
44	I ask questions in English.					
45	I try to learn about British and American culture.					

Thank you for your help!

APENDIX B

Diagram 3.4.2.1 Learners' Attitude towards Learning English (Good)

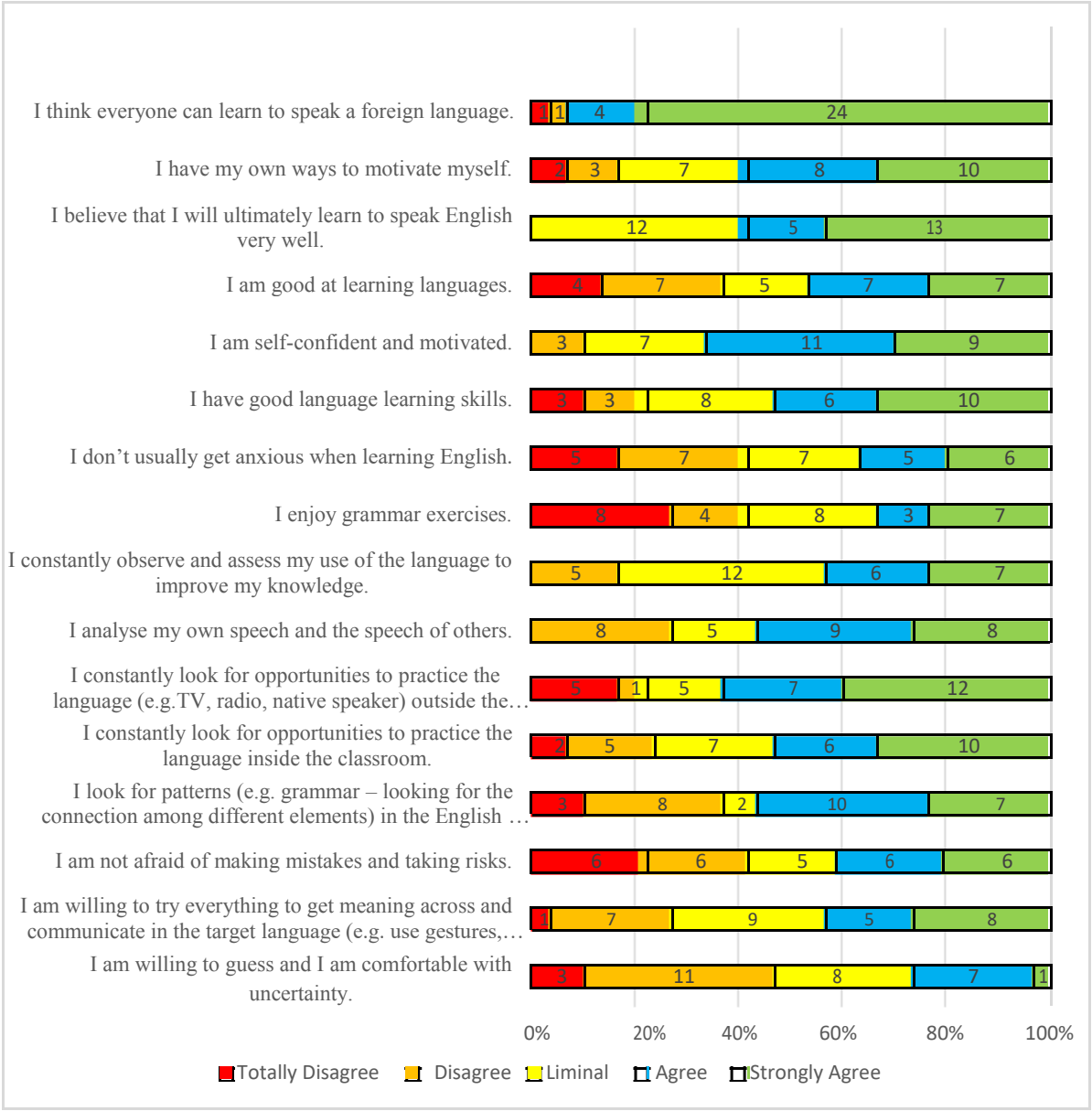


Diagram 3.4.2.2 Learners' Attitude towards Learning English (Fair)

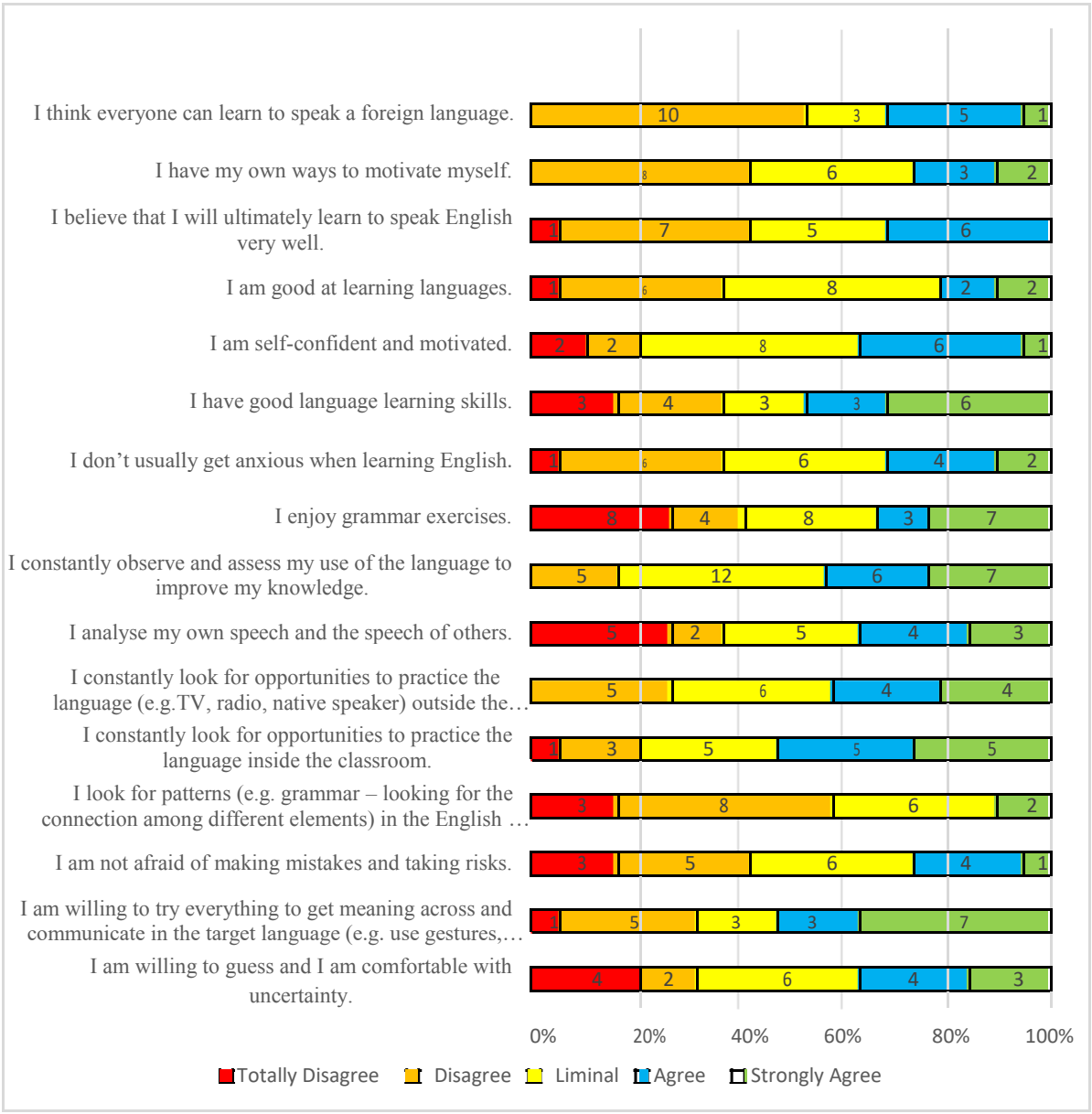
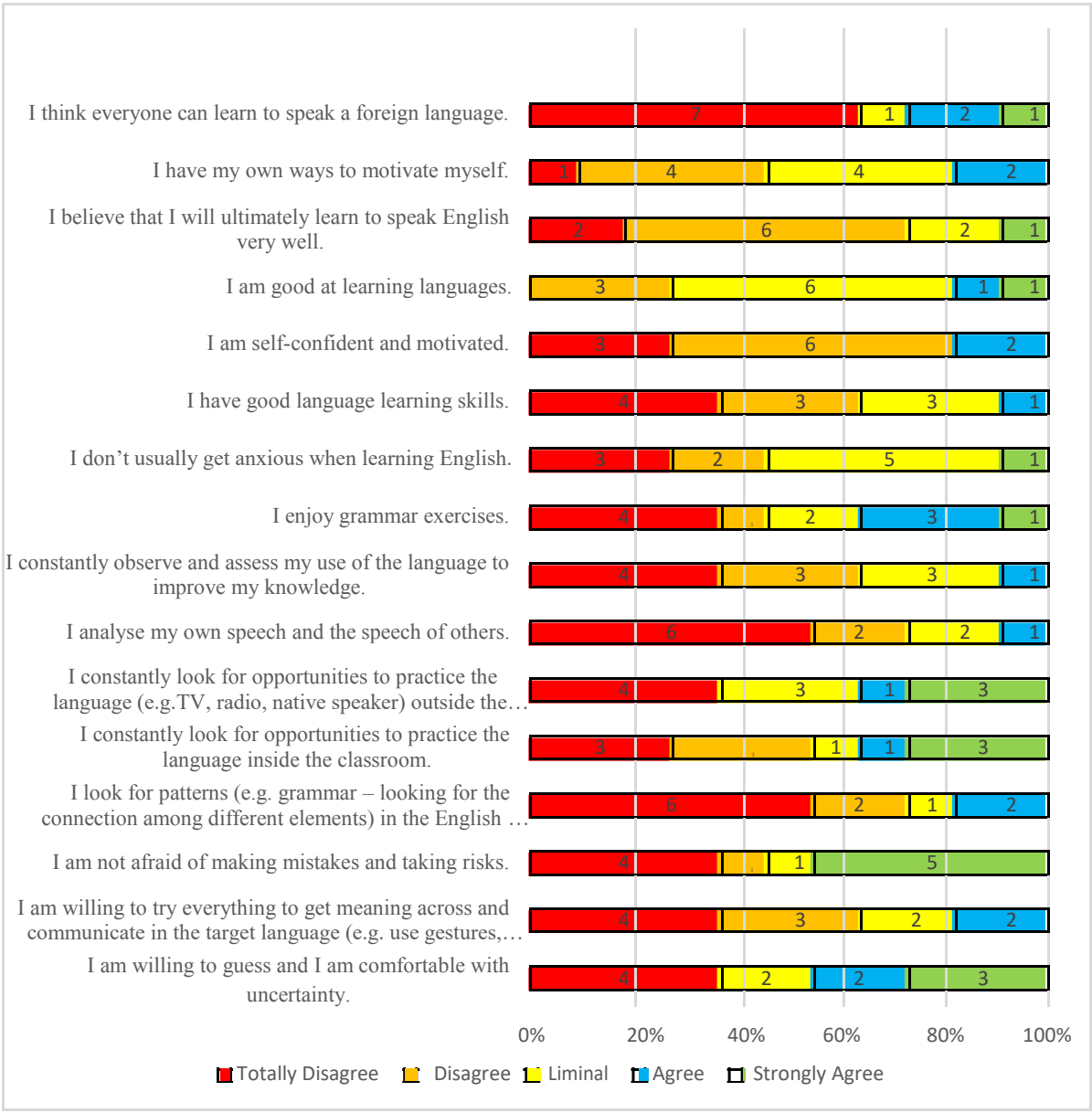


Diagram 3.4.2.3 Learners' Attitude towards Learning English (Poor)



APENDIX C

Diagram 3.4.2.4 Learners' Beliefs about Vocabulary Learning (Good)

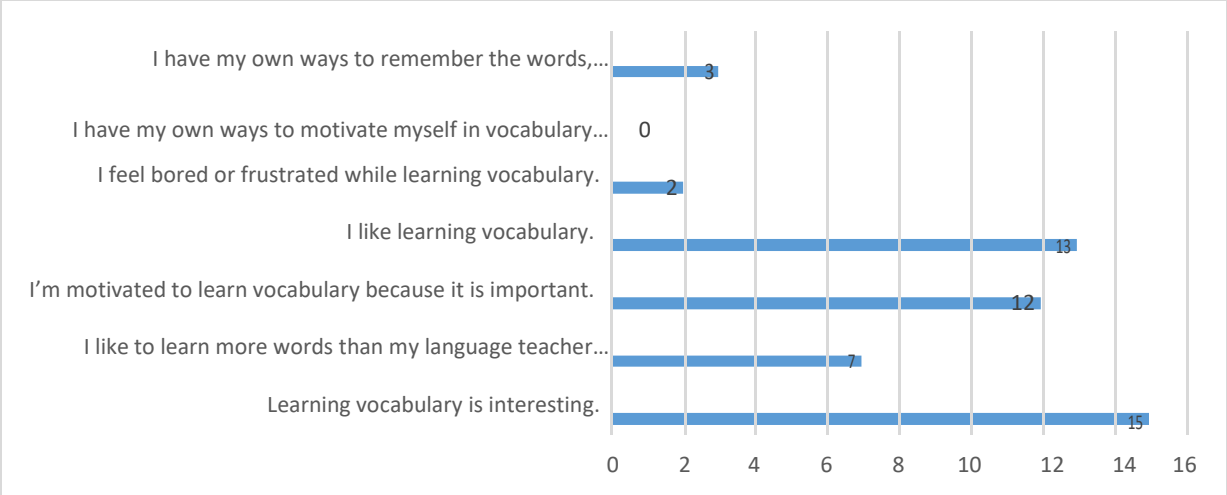


Diagram 3.4.2.5 Learners' Beliefs about Vocabulary Learning (Fair)

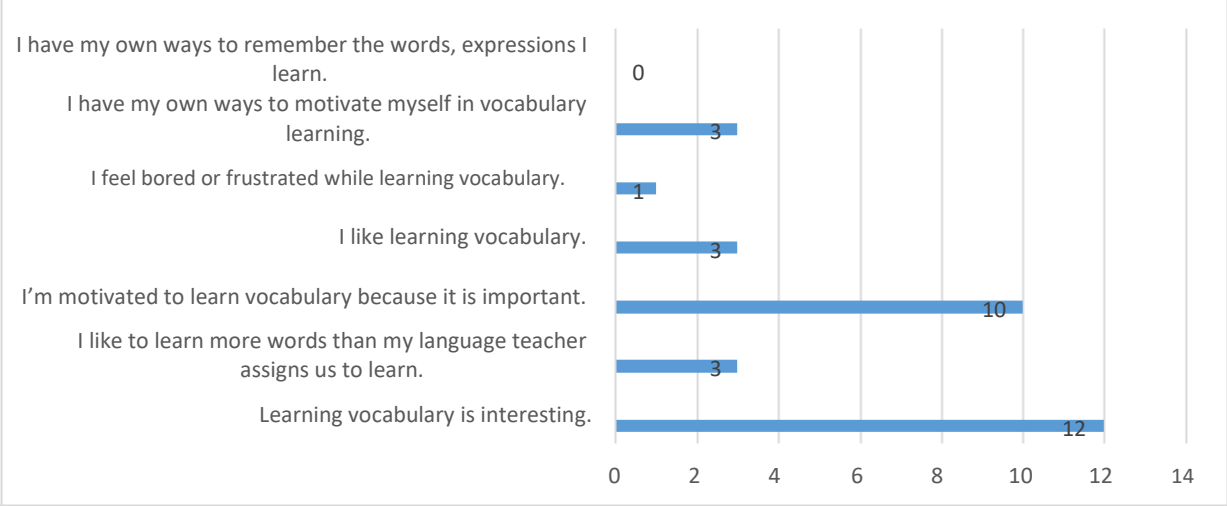
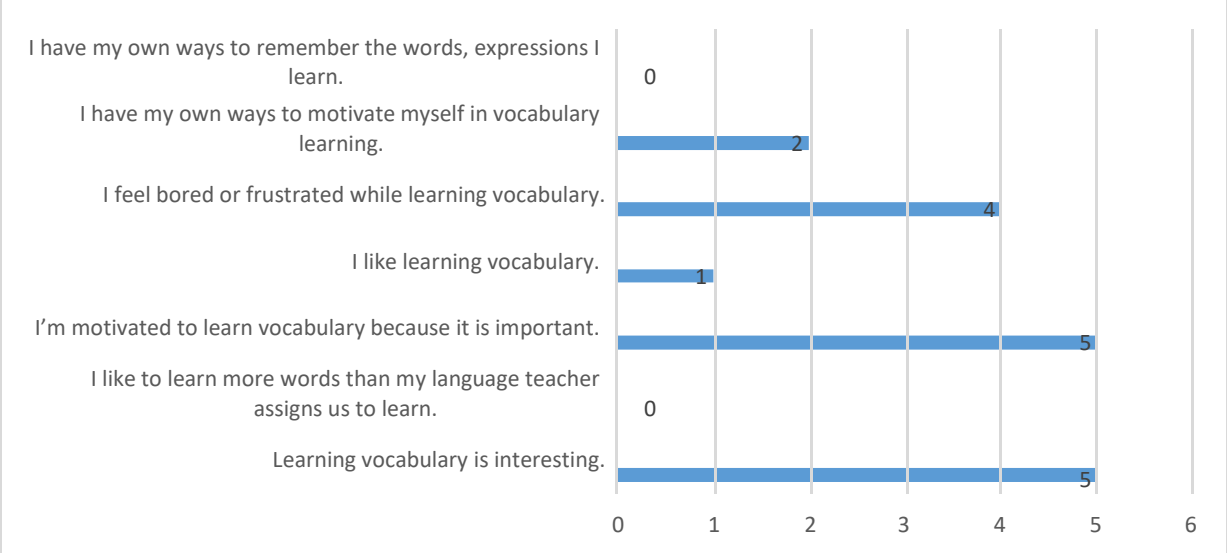


Diagram 3.4.2.6 Learners' Beliefs about Vocabulary Learning (Poor)



APENDIX D

Table 3.4.3.1 Usage of Memory Strategies

№	Statements	Groups of learners	1	2	3	4	5
1.	I try to connect new words with previously learned ones.	Good		5	6	10	9
		Fair	1	2	7	5	4
		Poor	6	5			
2.	I learn word collocations (e.g. get a job, make money, etc.)	Good	2		13	10	5
		Fair	2	4	6	5	2
		Poor	3	5	2	1	
3.	I make up a phrase or a sentence containing the word.	Good	5	7	4	11	3
		Fair	4	3	5	3	4
		Poor	4	3	1	1	2
4.	I try to visualise the image of the new word in my mind.	Good	5		10	8	7
		Fair	1	6	7	5	
		Poor	4	4	1	2	
5.	I make vocabulary cards.	Good	16	3	6	2	3
		Fair	9		4	3	3
		Poor	10	1			
6.	I remember new English words or phrases by remembering their location on the page, on the board, etc.	Good	6	3	5	12	4
		Fair	2	5	3	4	5
		Poor	5	4	2		
7.	I compare the new words with their related synonyms and learn them based on their use in context.	Good	6	11	5	7	1
		Fair	3	4	4	5	3
		Poor	5	2	2	2	
8.	I link the word to its opposite meaning (e.g. big-small).	Good	6	6	10	6	1
		Fair	1	7	5	5	1
		Poor	1	7	1		2
9.	I memorize Hungarian/Ukrainian-English /	Good		5	5	11	9
		Fair		4	3	4	8

	English-Hungarian/Ukrainian word lists.	Poor	6	2	3		

Table 3.4.3.2 Usage of Cognitive Strategies

№	Statements	Groups of learners	1	2	3	4	5
1.	I say or write new English words several times.	Good		1	4	14	11
		Fair	3	1	6	4	5
		Poor	3	5	2		1
2.	I practice the sounds of English.	Good		7	6	7	10
		Fair		6	9	3	1
		Poor	5	1	3		2
3.	I start conversations in English.	Good		7	6	9	8
		Fair		6	2	7	4
		Poor	4	2	3	1	1
4.	I watch English films with or without subtitles.	Good			6	7	17
		Fair	4	2	1	7	5
		Poor	5		1	1	4
5.	I read for pleasure in English.	Good	5		8	10	7
		Fair		6	5	3	5
		Poor	9	1	1		
6.	I write notes, messages, letters, or reports in English.	Good	5	3	8	5	9
		Fair	4	4	4	5	2
		Poor	9		2		
7.	I look for words in my own language that are similar to new words in English.	Good	4		10	13	3
		Fair	7		2	6	4
		Poor	4	5		1	1
8.	I try to take notes and highlight the most important information about a word.	Good			12	11	7
		Fair	2	3	5	6	3
		Poor	4	2	4		1
9.	I make summaries of information that I hear or read in English.	Good	3	4	10	8	5
		Fair	3	6	4	5	1
		Poor	4	1	2		4

Table 3.4.3.3 Usage of Compensation Strategies

№	Statements	Groups of learners	1	2	3	4	5
1.	To understand unfamiliar English words, I make guesses from the context.	Good	6	5	5	3	11
		Fair	2	2	7	5	3
		Poor	4	2	4	1	
2.	When I cannot think of a word during a conversation in English, I use gestures, mimes.	Good	6	5	5	6	8
		Fair	4	3	9	3	
		Poor	5	2	3	1	
3.	I try to paraphrase or use similar words if I forgot the word.	Good	5	1	11	10	3
		Fair	2	6	5	6	
		Poor	10	1			
4.	I try to guess what the other person will say next in English.	Good	7	7	8	6	2
		Fair	5	4	6	4	
		Poor	9	1	1		
5.	If I can't think of an English word, I use a word or phrase that means the same thing.	Good	6	3	8	7	6
		Fair	6	4	4	3	2
		Poor	6	2	3		
6.	I try to avoid communication in English.	Good	9	8	9	4	
		Fair	6	7		6	
		Poor	4	5	1	1	

Table 3.4.3.4 Usage of Metacognitive Strategies

№	Statements	Groups of learners	1	2	3	4	5
1.	I try to find as many ways as I can to use my English (speaking, writing, reading, etc.)	Good	6	5	5	3	11
		Fair	3	2	7	5	2
		Poor	4	2	4	1	
2.	I notice my English mistakes and use that information to help me do better.	Good	6	5	5	8	6
		Fair	2	3	9	3	2
		Poor	5	2	3	1	
3.	I try to find out how to be a better learner of English.	Good	4	1	10	10	5
		Fair	1	6	5	6	1
		Poor	10	1			
4.	I plan my schedule so I will have enough time to study English.	Good	6	3	8	6	7
		Fair	3	4	6	4	2
		Poor	9	1	1		
5.	I look for opportunities to read as much as possible in English.	Good	6	3	8	7	6
		Fair	6	4	4	3	2
		Poor	6	2	3		
6.	I have clear goals for improving my English skills.	Good	6	3	9	3	9
		Fair	6	1	3	6	3
		Poor	3	5	2	1	
7.	I think about my progress in learning English.	Good		3	7	10	10
		Fair	2		10	5	2
		Poor	6	2	1	2	

Table 3.4.3.5 Usage of Affective Strategies

№	Statements	Groups of learners	1	2	3	4	5
1.	I try to relax whenever I feel afraid of using English.	Good		5	5	10	10
		Fair		4	7	7	1
		Poor	3	1	4		3
2.	I encourage myself to speak English even when I am afraid of making a mistake.	Good		8	7	10	5
		Fair		3	6	5	5
		Poor	6	4		1	
3.	I give myself a reward or treat when I do well in English.	Good	3	8	5	2	12
		Fair	4	2	3	6	4
		Poor	8	2			1
4.	I listen to relaxation music.	Good		2	4	8	16
		Fair	4	5	2	3	5
		Poor	4	1	3	1	2
5.	I notice if I am tense or nervous when I am studying or using English.	Good	4	4	7	10	5
		Fair	8	3	3	4	1
		Poor	5	1	1	2	2
6.	I talk to someone else about how I feel when I am learning English.	Good	3	6	10	8	3
		Fair	5	4	5	5	1
		Poor	7	4			

Table 3.4.3.6 Usage of Social Strategies

№	Statements	Groups of learners	1	2	3	4	5
1.	I try to have conversations with people who speak English (e.g. teacher).	Good		3	9	9	9
		Fair	3	2	6	8	
		Poor	8		1	2	
2.	If I do not understand something in English, I ask the other person to repeat.	Good	3	3	7	11	6
		Fair	3	3	5	5	3
		Poor	5	2	1	2	1
3.	I ask English speakers to correct me when I talk.	Good	6	4	12	5	3
		Fair	3	5	4	6	1
		Poor	8	1	2		
4.	I try to practice English with other students.	Good	2	3	11	5	9
		Fair	4	4	4	5	2
		Poor	6	4	1		
5.	I ask questions in English.	Good		6	9	5	10
		Fair	3		3	10	3
		Poor	9			2	
6.	I try to learn about British and American culture.	Good	5	3	6	5	11
		Fair	3	3	3	6	4
		Poor	5		4		2

NYILATKOZAT

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

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

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