Реєстраційний №_____

Дипломна робота

ВЗАЄМОЗВЯЗОК МІЖ АВТОНОМІЄЮ ТА СТРАТЕГІЯМИ ВИВЧЕННЯ ЛЕКСИКИ

ЛИСЮК АНЕТТИ ЛЕВЕНТІВНИ

Студентки IV-го курсу

Спеціальність 6.020303 Філологія. Англійська мова і література*

Освітній рівень: бакалавр

Тема затверджена на засіданні кафедри

Протокол №_____ / 201_

Науковий керівник: **канд. пед. н. Леврінц М. І.**

Консультант: **ст. викл. Ковач С. Б.**

Завідуючий кафедрою філології: **канд. філ. н. Ковтюк І. Я.**

Робота захищена на оцінку _____, «___» _____ 2017 року

Протокол № _____ / 201_

Дипломна робота

**ВЗАЄМОЗВЯЗОК МІЖ АВТОНОМІЄЮ ТА СТРАТЕГІЯМИ
ВИВЧЕННЯ ЛЕКСИКИ**

Освітній рівень: бакалавр

Виконавла: студентка IV-го курсу

спеціальності 6.020303 Філологія.
Англійська мова і література*

Лисюк А. Л.

Науковий керівник: **канд. пед. н. Леврінц М. І.**

Консультант: **ст. викл. Ковач С. Б.**

Рецензент: **канд. філ. н. Барань Є. Б.**

Берегове
2017

THE RELATIONSHIP BETWEEN LEARNER AUTONOMY AND VOCABULARY LEARNING STRATEGIES

Bachelor's Thesis

Presented by: Anett Liszjuk

a 4th year student
of the Philology Department

Field of Study – 6.020303   Philology.
English Language and Literature*

Thesis Supervisor: Marianna Lőrinc, Ph.D.
Consultant: Szilvia Kovács, senior lecturer
Second Reader: Erzsébet Bárány, Ph.D.

Beregszász – 2017

ЗМІСТ

TABLE OF CONTENTS

INTRODUCTION

Vocabulary is central to language and of critical importance to the typical language learner. Teaching and learning vocabulary have been undervalued in the field of foreign language acquisition before the turn of the century, however in recent years, recognizing its essential role, there has been an increasing interest in vocabulary knowledge. One of the many predicaments faced by language learners at all levels is the lack of lexical competence, resulting in lagging proficiency levels and inability to relate to the four language skills.

Learner autonomy in foreign language teaching and learning has been a favourite topic for a long time. Since the beginning of the millennium year, there have been lots of studies to promote learner autonomy in different levels of foreign language education at different schools and at different universities. In recent years, many new approaches and innovations have been used to develop learner autonomy in foreign language education.

In the past, learners depended on their teachers more, but nowadays new teaching methodologies encourage student-centeredness and learner autonomy. To become more successful learners, pupils should learn how to take charge of their learning and how to find different ways of increasing their vocabulary as well. English as a foreign language learners are forced to become autonomous and make conscious efforts to learn vocabulary outside the classroom simply because exposure to target language is limited in school classes. It can be stated, that learner autonomy plays an important role in developing and enhancing their vocabulary.

The central problem of the study is to identify the relationship between autonomous learning and vocabulary learning strategies. However many recent studies have focused on this issue there are only few empirical researches conducted in the context of Transcarpathian Hungarian English foreign language learning which gives *the importance* of the study. For these reasons and due to the fact that foreign language research studies are quite restricted compared to some cases in second language research, it is necessary that more scientific studies be carried out in foreign language contexts for learners to be more aware of using vocabulary learning strategies to develop their autonomy and be autonomous in foreign language achievement.

The *subject matter* of the present study is the investigation of learner autonomy and vocabulary learning strategy use and the analyses of the relationship between these issues.

The *object matter* of the current paper are the pupils learning English as a foreign language at a secondary school of Beregszász with Hungarian language of instruction with the aim to find out the relationship between autonomous learning and vocabulary learning strategies as well as to provide information about autonomous learning and learner autonomy and about vocabulary knowledge.

The *purpose* of this study is to clarify the meaning and importance of vocabulary, to present how vocabulary is connected to the four language skills and to compile a list of vocabulary learning strategies. It also aims to define autonomous learning and learner autonomy, to provide information how learner autonomy can be enhanced and to present how autonomy and vocabulary learning is related.

The main *aim* of this paper is to explore the relationship between learner autonomy and vocabulary learning strategies.

To achieve the aim, the following research questions need to be answered:

- How autonomous are the questioned learners in language learning?
- Which vocabulary learning strategies are used more frequently?
- Is there any relationship between autonomy and vocabulary learning strategy (VLS) use?

The first and second parts of the paper include a comprehensive literature review of the topic. In order to examine the theme, theoretical research *methods* were used such as: literature analysis and synthesis. The third part of the study contains an empirical research. In this part an empirical analysis method, a questionnaire was used to fulfill the aim of the study. In order to analyze the data from the questionnaire, quantitative method of analysis was applied; the information obtained from the participants was expressed in numerical form. Descriptive statistics were also used to describe the basic features of the data in the study.

The practical value of this paper is that it provides information about vocabulary learning strategy use in the context of EFL learning in Transcarpathia. The paper also suggests several beneficial vocabulary learning strategies and ways of supporting and enhancing learner autonomy in increasing vocabulary knowledge.

The theoretical value of the present study is that it compiles definitions of vocabulary, vocabulary knowledge, autonomous learning, learner autonomy and vocabulary learning strategies. It presents the aspects of vocabulary learning and the characteristics of an autonomous learner. Furthermore it collects information on how autonomy and vocabulary learning are related and lists the ways of enhancing autonomy in vocabulary learning.

A considerable amount of literature has been published on the given topic. Scholars like Schmitt, Nation, and Oxford [52, 59, 72] focused on vocabulary learning, the classification of strategies and vocabulary learning strategies. Other researchers like Holec, Benson [12, 30] investigated autonomy and autonomous learning. There are studies which attempted to explore the relationship between autonomy and vocabulary learning strategies.

The thesis paper consists of an introduction, three parts, a conclusion, a summary in English and Ukrainian and an appendix. The first and the second parts of the study give a thorough and detailed

overview of the academic literature on the research topic. The first part deals with the notion of vocabulary knowledge and vocabulary learning strategies. The second part of the current paper discusses the term of autonomous learning. Firstly, some historical background information of learner autonomy in EFL education is provided. It focuses on the characteristics of an autonomous learner, gives definitions of learner autonomy as well as the paper identifies autonomy within vocabulary learning.

The third part includes an empirical research. It gives a detailed description about the methodology applied in the survey. Learners from upper classes (8, 9, 11) learning English as a foreign language at a secondary school with Hungarian language of instruction were asked to fulfil a questionnaire consisting of 61 questions. The research tools and procedure are also described in detail in this part of the paper. The results show, that the learners who took part in the research have a high level of autonomy connected to vocabulary learning strategies; in addition, they regularly use metacognitive, cognitive and memory strategies, as well. This section also provides general pedagogical implication of the research conducted by the author of the thesis.

In today's era, multilingualism has become more than just important. Knowing a foreign language other has evolved to be extremely beneficial. Vocabulary learning is an essential part in foreign language learning. In order to improve and expand vocabulary steps should be taken by the learners autonomously. Learners should find ways how to improve their vocabulary knowledge. To achieve this aim the best way is to use as many vocabulary learning strategies as they can and use those which best fit their needs.

PART 1
VOCABULARY KNOWLEDGE

In the area of language learning, vocabulary knowledge has been equated with success in second language (SL) or foreign language (FL) learning with respect to different language skills in a large number of studies. The significant importance of vocabulary knowledge has been emphasized and vocabulary has been considered as one of the most essential components of language learning. Nowadays vocabulary learning is an essential part in foreign language learning. It is one of the most challenging issues that EFL learners face during their learning process.

The first part of the current paper deals with the notion of vocabulary knowledge. This chapter comprises five main sections. The first one provides information about the role and importance of vocabulary as well as it tries to give a working definition of vocabulary knowledge. Section 2 presents the four language skills and its relation to vocabulary. The next section discusses different aspects of word knowledge. Moreover both direct and indirect learning approaches and vocabulary learning strategies are also examined.

1.1 The Importance of Vocabulary Acquisition

In the first place, it is necessary to establish the meaning of the term vocabulary knowledge. Different definitions exist in order to describe vocabulary knowledge. There are some researchers who speak of lexical competence instead of talking of vocabulary knowledge or lexical knowledge. Others talk of a vocabulary knowledge framework or a vocabulary knowledge scale. An intuitive explanation of vocabulary knowledge would be the following: to know the meaning of the word and how to use it appropriately in different contexts [44].

In recent years, foreign or second language vocabulary acquisition has been an increasingly interesting topic of discussion for researchers, teachers, curriculum designers, theorists and others involved in language learning. They all see vocabulary as being a very important element in this process [79].

A large and growing body of literature has investigated the role and importance of vocabulary knowledge. Although it has been neglected for a certain period of time, researchers have increasingly been turning their attention to vocabulary. It became the key area for research. As a result it has been realized that total language proficiency consists of much more than just grammatical competence [45]. Since the 1990s the crucial role that vocabulary plays in language competence has been repeatedly acknowledged [15].

Many researchers have realized that the acquisition of vocabulary is essential for successful second and foreign language use and plays an important role in the formation of complete spoken and written texts [6]. Vocabulary knowledge is central to communicative competence as well as to the acquisition of a language [73].

The vocabulary knowledge itself can be used as a critical tool for second or foreign language learners because a limited vocabulary in a second/foreign language obstructs successful communication [69]. Regarding vocabulary in communication, it is apparent that vocabulary is basic in learning to communicate effectively while listening, speaking, reading, and writing. It is widely acknowledged that vocabulary is a very important part in English language learning. Vocabulary is viewed as the single, biggest component of any language course. Language learners with vocabulary knowledge can achieve a great deal of success in their classroom, their social life, and in their continuing acquisition of the target language [20, 86]. A large, rich vocabulary gives language learners the right words to use at the right time, and also enables them to express their real thoughts, ideas, and feelings. Vocabulary plays a dominant role in learning and understanding a language as well as in communication situations. It constitutes an important aspect of language development and a fundamental part of language learners' general proficiency in a second/foreign language [60, 54]. The acquisition of an adequate vocabulary is essential for the successful of the second or foreign language use. Without an extensive vocabulary, the learners might not be able to use the language structure and function effectively. It means that the learners have to acquire vocabulary and use them in a good structure. Communication might not run smoothly when learners do not use appropriate words. Vocabulary is also an essential part in developing the language and it should be acquired by students in speaking, listening, reading and writing skill. In fact, language learners themselves regard vocabulary knowledge to be of primary importance and often feel that many of their difficulties in language use result from inadequate vocabulary [15, 53].

Accordingly there is one statement that all of the partners involved in the learning process (students, teachers, materials writers, and researchers) can agree upon: acquiring vocabulary knowledge is an essential part of mastering a second as well as a foreign language [73].

1.2   Language Skills and Vocabulary Knowledge

The aim of any foreign language learner is to use the language in some way. This may be for casual conversation, speech, for translation of texts, or for study of the foreign language. In the assessment of language it is considered in terms of four separate skills: the receptive skills of reading and listening, and the productive skills of speaking and writing. [51] It is generally accepted that vocabulary has long been one of the main problems for language learners to develop their listening,

reading, speaking, and writing skills. The lack of vocabulary results in the difficulties in all four language skills [81]. Thus it is without a doubt that vocabulary is the key to all the language skills; speaking, reading, writing and listening. With a limited vocabulary a person will never be able to speak, write, read or understand a language properly and effectively. In order to be successful in developing language skills, language learners need to know sufficient vocabulary. Therefore, vocabulary size is an aspect of vocabulary that is worth mentioning and discussing since it is important for all four language skills. It is important to know how much vocabulary language learners need to draw on for listening, speaking, reading, and writing [53, 58].

In dealing with the four language skills, it is crucial for a language learner to have enough vocabulary. Knowledge of the most frequent 2,000 words in English provides the bulk of the lexical resources required for basic everyday conversation [76]. 2,000-3,000 words are needed for productive speaking and writing. More than 3,000 words should allow learners to begin to read authentic texts [75]. Most research indicates that knowledge of the most frequent 5000 words should provide enough vocabulary to enable learners to read authentic texts [76]. Knowledge of 10,000 words in English can be considered to have a wide vocabulary which is required to cope with the challenges of university textbooks. An educated native speaker of English knows around 15,000-20,000 words [53]. Fundamentally, a language learner needs to know the 3,000 or so high frequency words of the language. These are an immediate high priority and there is little sense in focusing on other vocabulary until these words are well learned [73]. Expanding vocabulary is one of the main goals of vocabulary learners since a language learner with rich, large vocabulary will easily achieve success in their social life as well as both inside and outside the language classroom [35, 81].

In order to highlight the connection between vocabulary knowledge and the four language skills the meanings and functions of each vocabulary type should be discussed. There are four types of vocabulary concerned with the four language skills:

Meaning/Oral vocabulary refers to words language learners use in order to understand what they hear in speech, and words they use when they speak. This involves both receptive and productive vocabulary. For listening, if they lack meaning/oral vocabulary knowledge, they would have difficulties in what they are hearing in authentic situations or from authentic texts. For speaking, Nation suggests that in order to speak English, it is necessary to have a large vocabulary. In developing learners' spoken English vocabulary, it is best to give learners practice in being able to say a lot, using a small number of words. Pikulski and Templeton affirm that language learners who have large speaking vocabulary generally tend to have large listening, reading, and writing vocabulary, and vice versa [63].

Literate or Written vocabulary refers to words language learners use in order to understand what they read, and words they use in writing. It includes both receptive and productive vocabulary.

Receptive vocabulary knowledge refers to the ability to recall a certain word when it is encountered in listening or reading. Thus receptive vocabulary concerns words language learners use in order to understand what they hear in speech, and words used to understand what they read. It is generally acknowledged that receptive vocabulary is needed for listening and reading. The better one's vocabulary knowledge, the easier one would find it to understand the conversation or a large amount of reading [45].

Productive vocabulary involves words language learners use to express their thoughts and ideas in speaking and writing. Since both speaking and writing are productive skills. Productive vocabulary consists of words that the learners understand and can pronounce correctly and use constructively in speaking and writing. Furthermore it involves the ability to speak or write at the appropriate time [6].

1.3   Aspects of Word Knowledge

The term vocabulary refers to all the words which are used by a particular person. It also means all the words which exist in a particular language [22]. Vocabulary can be defined as words people must know in order to communicate effectively [6]. It is viewed as a collection of words or a package of sub-sets of words that are used in particular contexts. It also can be defined as a set of lexemes which includes single words, compound words and idioms. Hence it is synonymous with 'lexis', or 'lexicon'. Another definition of vocabulary is the total number of words we know and are able to use. Thus vocabulary learning is referred to as learning a collection or the total stock of words in a language that are used in particular contexts. To be precise, the meaning of vocabulary learning is acquiring a package of sub-sets of words as well as understanding how to use strategies to cope with unknown or unfamiliar words [81].

A word can be defined as an uninterruptible unit of structure consisting of one or more morphemes and which typically occurs in the structure of phrases. The morphemes are the ultimate grammatical constituents, the minimal meaningful units of language. Word is defined as sound or combination of sounds forming a unit of the grammar or vocabulary of a language. Word is a unit formed of sounds or letters that have a meaning. It is a single unit of language which has meaning and can be spoken or written [22]. Word is the smallest meaningful unit of language used for making phrases and sentences that usually represents an object, idea, action, etc. [81].

There are similar definitions of word families. In the context of reading word family is defined as a headword such as *need* and all of its derived (needless) and inflected (needed, needing, needs)

forms that a language learner understands without having to learn all the word forms separately. For instance watch, watches, watched, and watching may all be members of the same word family for a learner with a command of the inflectional suffixes of English [50]. Thus words are grouped into families on the basis of their morphology, both their derivations and inflections. A word family consists of a base form, possible inflectional forms, and the words derived from it by prefixation and suffixation [32]. A word family can be defined as different words with various parts of speech, for example: guide, guides, guidance. The development of knowledge of affixation increases the size of the word family. It is proven that once the base word or even a derived word is known, the recognition of other members of the family requires little or no extra effort. However the meaning of the base in the derived word must be closely related to the meaning of the base when it stands alone or occurs in other derived forms [11].

It is important to mention how many word families are there in the English language. So the number of word families is over 54,000. An educated adult native speaker knows around 20,000 of these word families [73].

1.3.1 Knowing a Word

There is no definitive list of what embraces word knowledge and even native speakers will not know every aspect of every word in their lexicon [51]. Many researchers have tried to define what it means to know a word. A number of studies have found that here is a lot involved in knowing a word. The ancient Greeks distinguished between three elements of word knowledge: knowledge of aural and written forms and knowledge of the meaning of the word [43]. Nowadays, lexical knowledge can be defined in a number of ways. Some researchers claim that knowing a word involves a range of inter-related 'subknowledges' such as morphological and grammatical knowledge and knowledge of word meanings. Others assume that lexical knowledge consists of progressive levels of knowledge, starting with a familiarity with the word and ending with the ability to use the word correctly in free production [45].

Knowing a word means knowing at least its forms, its meaning, and its basic usage in context receptively and productively. Knowing a word requires conscious and explicit learning mechanisms whereas using a word involves mostly implicit learning and memory. Besides receptive and productive knowledge, knowing a word involves several crucial elements or aspects of knowing, such as pronunciation, spelling, meaning, register, morphology, syntax, and collocation, and so on. However, language learners do not need to know all these aspects. What aspects of knowing a word they should be proficient in depends upon what language skill is required; what is the main goal of their vocabulary learning; what communication situations a language learner is dealing with, and

what level of a language learner's education is: beginner, intermediate, or advanced. For example, young learners do not need to deal with register, morphology, syntax, or collocation since these are too complicated for them whereas advanced learners have to do so if expecting excellence in vocabulary learning [72, 81].

Lexical knowledge is more than matching a word form with the right picture or the right synonym. There are in fact multiple components of word knowledge for second language learners to acquire [74].

1.3.2 Depth and Breadth of Vocabulary Knowledge

Vocabulary has two primary dimensions which are depth and breadth. The depth of lexical knowledge or deep word knowledge is understood as the amount or extensiveness of knowledge of individual words [66, 74]. The depth of vocabulary is usually contrasted with breadth of vocabulary knowledge, with vocabulary size. The size of vocabulary refers to how many words a person knows. The depth of word knowledge, on the other hand, refers to how much a word is known of. As there is a lot to be known about an individual word, it is quite difficult to assess deep word knowledge. Furthermore, it is important to highlight that depth of lexical knowledge pertains to individual words in the first instance, and not to the lexicon as a whole [66]. In other words breadth of knowledge is the size of a learner's vocabulary (how many words are known?), whereas depth involves a consideration of the quality of the learner's vocabulary knowledge (how well are particular words known?) [65].

Since breadth of vocabulary knowledge refers to the size of vocabulary the number of words one needs should be discussed. One needs an amount of around 3000 word families to understand a basic conversation, 5000 word families to read a novel, and at least 9000 words to cope with more advanced texts. Depth of vocabulary knowledge relates to how well one knows a word. The knowledge of a word increases with every time it is encountered or used. Thus depth of lexis increases as the learner builds a network of knowledge that includes knowledge of a word's different sense relations, paradigmatic as well as syntagmatic, to other words [62].

1.3.3 Active and Passive Vocabulary

Generally vocabulary is classified into passive, active and productive, receptive vocabulary. These terms are often used interchangeably. Receptive vocabulary consists of words that are understood when they are read in a text or heard and the meaning is retrieved. On the other hand productive

vocabulary refers to the words that can be recalled and used correctly in writing and speaking. Receptive vocabulary is learnt before productive vocabulary. People usually know more words receptively than productively. For example, a learner can be quite competent in reading a text or understanding spoken language and yet have difficulties in writing or speaking as well [62].

Passive vocabulary knowledge is described as the understanding of the meaning of words and storing words in memory while active vocabulary knowledge as the retrieval of words from memory by using them in appropriate situations [5]. Passive vocabulary knowledge is the ability to recognize a word and recall its meaning when it is encountered, while active vocabulary knowledge means the ability to write the needed vocabulary at the appropriate time. Passive vocabulary includes words which can only be activated by external stimuli, meaning that they can be understood when encountered but would not be used in speech or writing. Active vocabulary is then the vocabulary we use without any external stimulus. It can be activated by other words [25].

A number of studies have found that receptive knowledge can be both passive and active and so can productive knowledge. Accordingly there are four types of vocabulary knowledge: passive-receptive, active-receptive, passive-productive and active-productive knowledge. These represent different degrees of vocabulary strength. The receptive-productive dimension is divided into four parts, each representing a level of vocabulary strength. These are as follows: active recall, passive recall, active recognition and passive recognition [5, 45]. Active recall demonstrates the highest strength of knowledge, for instance being able produce a word, given its context and first letter. Passive recall implies lesser strength of knowledge, for example demonstrating understanding of a word, given in a sentence, by choosing which of several possibilities completes a sentence. The lowest level of strength is displayed by active and passive recognition, two different ways of choosing between given meanings which expose equal strength of knowledge. Vocabulary strength is an incremental process where words are acquired passively and receptively before the knowledge becomes active and productive, which is the strongest form of knowledge [62]. A learner's passive vocabulary is always larger than his or her active vocabulary. This implies that many words are first acquired passively. It also indicates that active knowledge is a more advanced type of knowledge [45].

1.4 Vocabulary Learning Approaches

Since vocabulary is the heart of mastering a foreign language, it is necessary to discuss vocabulary learning approaches. There are two general ways in which learners learn vocabulary: the direct (explicit) vocabulary learning approach, and the indirect (implicit) vocabulary learning approach.

Definitions of implicit and explicit learning originate in the field of psychology. These definitions generally highlight the presence or absence of conscious processes [15].

Explicit learning is characterized by conscious operations where the individual makes and tests hypotheses in a search for structure [23]. Thus direct or explicit vocabulary learning is concerned with conscious learning processes when language learners learn vocabulary explicitly, either in context or in isolation. They learn through direct instruction in both the meanings of individual words and word-learning strategies. In direct learning, learners are systematically taught specific words and language structures. This approach of vocabulary learning is necessary for learning the core vocabulary - basic and important vocabulary that is used and serves in most situations. This is particularly true for the learning of basic lexical and semantic knowledge, particularly for beginner-level or less successful language learners. The learning of single words explicitly should be emphasised at an early stage of second language learning. After the language ability is developed, indirect vocabulary learning through contexts is essential to be emphasised to language learners [81]. Furthermore in implicit vocabulary learning, learners engage in activities that focus attention on vocabulary. It is also called incidental vocabulary learning which occurs when the mind is focused elsewhere, i.e. learning without conscious attention or awareness; such as on understanding a text or using language for communicative purposes. In implicit learning, new lexis is grasped incidentally, through exposure to various contexts, reading passage and other material without deliberate memorization being involved. Unplanned vocabulary learning is learning through exposure when one's attention is focused on the use of language, rather than on learning itself [77]. The peculiarities of explicit learning are the following:

a) learners focus their attention directly on the information to be learned,

b) conscious operations on the part of learners are involved in the learning process,

c) learners are aware of the process of learning,

d) learners are aware of the information to be learned,

e) learners are aware of the resultant knowledge from the learning process,

f) learners might exploit analytic strategies such as hypothesis formation to learn the knowledge [49].

Implicit learning is generally defined as acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation [23]. Indirect or implicit vocabulary learning involves learning the meaning of new words implicitly when language learners hear or see the words used in many different contexts, for example, through daily opportunities, through conversations with others and through reading extensively on their own. Indirect vocabulary learning is concerned with unconscious processes of learning through reading or listening without language learners necessarily being aware of the goals

of learning. In this type of learning, new words are learned incidentally while reading or learning from listening to stories, films, television or the radio. Learning vocabulary indirectly via guessing from context is widely accepted as the most important of all sources of learning vocabulary. This approach should be emphasized for further lexical and semantic development of the words learned through explicit learning and for learning additional vocabulary [81]. The characteristics of implicit learning are as follows:

a) no attention on the part of learners is allocated directly on the information to be learned,

b) no conscious operations on the part of learners are involved in the learning process,

c) learners are unaware of the process of learning,

d) learners are unaware of the information to be learned,

e) learners are unaware of the resultant knowledge from the learning process,

f) learners do not exploit analytic strategies such as hypothesis formation to learn the knowledge [49].

Implicit and explicit learning can be understood as incidental and intentional vocabulary acquisition. Incidental vocabulary acquisition is generally defined as the learning of vocabulary as the by-product of any activity. Intentional vocabulary learning can be defined as any activity geared at committing lexical information to memory [46, 67].

1.5 Vocabulary Learning Strategies

Learning strategies are specific behaviours that learners use to enhance their second or foreign language learning. The word strategy comes from the ancient Greek word '*strategia*,' which means steps or actions taken for the purpose of winning a war. By this time the warlike meaning of 'strategia' has fallen away, but the control and goal directedness remain in the modern version of the word. [59]

Particular approaches which are used for the acquisition of new words are called vocabulary learning strategies which are a subset of language learning strategies as well as are part of general learning strategies [17]. In order to learn and acquire vocabulary and enlarge vocabulary size language learners need to deal with a wide range of vocabulary learning strategies and every language learner has their own way for learning vocabulary [4, 85]. Thus vocabulary learning strategies can be defined as steps taken by the language learners to acquire new English words [8].

Language learners generally learn new words in two stages. At the first stage, when language learners hear or read a new word, they usually know and recognise it, but might be unable to use it in their speaking or writing. Later, when they are ready to use the word, it becomes their active vocabulary. However, to be able to use new words is not easy or simple. Rather, it is a long and

time-consuming process. Language learners need to learn and know how to record, store, and practise new words by using different types of vocabulary learning strategies [56, 28].

Learning strategies are the tools that learners use for active, self-directed language learning, and research shows that the conscious, orchestrated and tailored use of such strategies is strongly associated with language achievement and proficiency. Vocabulary learning strategies among foreign language learners means the knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students to find out the meaning of unknown words, to retain them in long-term memory, to recall them at will, and to use them in oral or written mode [64, 85].

Classification of the strategies

In classifying learning strategies, scholars have different ways of classifying language learning strategies. These classification systems give a crucial contribution to the knowledge of vocabulary strategies. There are several classifications that have been offered for language learning strategies in general and for vocabulary learning strategies in particular [42]. Over the past thirty years, scholars have developed numerous classifications for VLS which are controversial [64].

Learning strategies were first organized into a hierarchy by Rebecca Oxford. She divided all strategies into direct and indirect categories. Strategies were classified according to their impact on language learning. These two strategy classes are divided into three groups. Each group consists of several strategy sets containing up to 8 individual strategies each. Direct strategies include memory, cognitive, and compensation strategies. Indirect strategies include metacognitive, affective, and social strategies [59].

Cognitive strategies concern processing language in the mind: receiving, storing, retrieving, and using information. Metacognitive strategies are based on knowledge about language learning and involve planning, arranging, and evaluation of learning in general or in specific learning tasks. Social strategies influence learning indirectly and include cooperation with other learners, teachers, or native speakers. Affective strategies help learners cope with stress by lowering anxiety and promoting relaxation [42].

Gu and Johnson list vocabulary learning strategies as metacognitive, cognitive, memory and activation strategies [26].

Table 1.5.1 Vocabulary Learning Strategies by Gu and Johnson

Strategies			
Metacognitive	**Cognitive**	**Memory**	**Activation**
Selective Attention:	Guessing: activating	Rehearsal: word lists,	Using new words

identifying essential words for comprehension Self-initiation: using a variety of means to make the meaning of words clear	background knowledge, using linguistic items Use of dictionaries Note-taking	repetition, etc. Encoding: association (imagery, visual, auditory, etc.)	in different contexts

Lawson and Hogben classified vocabulary learning strategies under four different categories [47].

Table 1.5.2 Vocabulary Learning Strategies by Lawson and Hogben

Strategies			
Repetition	**Word Feature Analysis**	**Simple Elaboration**	**Complex Elaboration**
Reading of related word; Simple rehearsal; Writing of word and meaning; Cumulative rehearsal; Testing	Spelling; Word classification; Suffix	Sentence translation; Simple use of context; Appearance similarity; Sound link	Complex use of context; Paraphrase; Mnemonic

Schmitt suggests two dimensions of vocabulary learning strategies: discovery and consolidation strategies which distinguish the strategies that learners use to determine the meaning of new words when they first encounter them from the ones they use to consolidate meanings when they encounter the words again. He has developed taxonomy of vocabulary learning strategies based on Oxford's classification of language learning strategies [8].

Table 1.5.3 Vocabulary Learning Strategies by Schmitt

Strategies for the *discovery* of a new word's meaning, strategies that are used by learners to discover learning of words.	Strategies for *consolidating* a word once it has been encountered.
Determination Strategies (DET): analyse part of speech, analyse affixes and roots, check for L1 cognate; analyse any available pictures or gestures; guess meaning from textual context; use a dictionary (bilingual or monolingual). Social Strategies: ask teacher for a synonym, paraphrase, or L1 translation of new word; ask classmate for meaning.	Social Strategies: study and practise meaning in a group; interact with native speaker. Memory Strategies: connect word to a previous personal experience; associate the word with its coordinates; connect the word in its synonyms and antonyms; use semantic maps; image word form; image word's meaning; use Keyword Method; group words together to study them; study the spelling of

| | a word; say new word aloud when studying; use physical action when learning a word.

Cognitive Strategies: verbal repetition; written repetition; word lists; put English labels on physical objects; keep a vocabulary notebook.

Metacognitive strategies: use English-language media (songs, movies, newscasts, etc.); test oneself with word tests; skip or pass new word; continue to study word over time. |
|---|---|

Cook classified vocabulary learning strategies into two main categories which are:

- ❖ Category 1: Strategies for getting meaning:
    - o Guessing from situation or context;
    - o Using a dictionary;
    - o Making deductions from the word-form;
    - o Linking to cognates.
- ❖ Category 2: Strategies for acquiring words:
    - o Repetition and rote learning;
    - o Organising words in the mind;
    - o Linking to existing knowledge

Nation proposes taxonomy of various vocabulary learning strategies. The strategies in the taxonomy are divided into three general classes of strategies of 'planning', 'source' and 'processes', each of which is divided into a subset of key strategies. The taxonomy separates different aspects of vocabulary knowledge (i.e., what is involved in knowing a word) [26].

Table 1.5.4 Vocabulary Learning Strategies by Nation

Strategies		
Planning: (Choosing what to focus on and when to focus on it)	Sources: (Finding information about words)	Processes: (Establishing knowledge)
Choosing words; Choosing the aspects of word knowledge; Choosing strategies; and Planning repetition	Analyzing the word; Using word parts; Learning from word cards; Using context; Using a dictionary; Consulting a reference source in L1 and L2; and Using parallels in L1and L2	Noticing; Retrieving; and Generating

According to Cohen strategies can be very different in nature, ranging from planning the organization of one's learning (a metacognitive learning strategy) through using mnemonic devices (methods used to help one remember information that is otherwise difficult to recall) to learn vocabulary (cognitive learning strategies) and rehearsing what one expects to say (a performance strategy). These strategies help the learners become independent of teachers and take an active role in their own learning inside and outside of the classroom. His classification of strategies is grouped under three main categories as follows: *strategies for remembering words* (e.g. repeating the word and its meaning until it seems to have stuck; linking the word to the situation in which it appeared), *semantic strategies* (e.g. thinking of synonyms so as to build a network of interlinking concepts), *vocabulary learning and practicing strategies* (e.g. using a dictionary; the use of flash cards) [16].

As it can be seen in this chapter, the acquisition of vocabulary is essential for successful foreign language use. It also plays a key role in developing the four basic language skills: listening, reading, speaking, and writing. It is generally accepted that vocabulary is the heart of mastering a foreign language but without the use of appropriate strategies vocabulary hardly can be acquired. There are a lot of strategies which can be used in order to develop vocabulary. Vocabulary learning strategies are classified in different ways. However there are four categories which appear almost in every classification, these are: cognitive, metacognitive, memory and social strategies.

The size of vocabulary a foreign language learner needs to acquire was also investigated. The analysis of the recent findings shows that a learner needs an amount of around 3000 word families to understand a basic conversation, 5000 word families to read a novel, and at least 9000 words to cope with more advanced texts.

PART 2
AUTONOMOUS LEARNING

Since language learning has found a fundamental and significant place in people's lives, learner autonomy has been the major focus of many researchers. In recent years, learner autonomy has played an important role in language learning and teaching process with the shift from teacher-based learning to learner-based learning. One of the main principles of learner autonomy is moving the focus from teaching to learning and from the teacher to the learner.

This part deals with the notion of learner autonomy and autonomous learning that has become more and more crucial in the field of language learning. This chapter is divided into sections witch discuss different aspects of autonomous learning as definitions of autonomy, autonomous learning, characteristics of an autonomous learner. First, some historical background information of learner autonomy in EFL education is provided. The development of learner autonomy is discussed in section four. In addition, learner autonomy and vocabulary learning as well as how autonomy can be enhanced in vocabulary learning are also presented.

2.1 Historical Review of Autonomy in EFL Education

Learner autonomy has gained interest in the field of language education only in the past few decades; however the historical roots of the concept in other fields go further back.

Learner autonomy is a fairly recent concept; the etymology of autonomy goes further back to the sixteenth and seventeenth century Europe. It was first applied to states and institutions free from external control. Only later was it applied to individuals and at first in the field of philosophy. The ideas of such philosophers as Immanuel Kant and John Stuart Mill can be seen as a basis of the modern view of autonomy. Both philosophers emphasized the importance of free will as a basis of a working society. Later autonomy was linked to the fields of education and learning [33]. Jean-Jacques Rousseau has had a great impact on later thinkers and educators. His ideas entailed such fundamental ideas of autonomy as learning through natural, authentic phenomena, and learner's responsibility for learning. His emphasis on the learner's responsibility for learning is a key idea of autonomy. According to him that capacity for autonomy is innate but suppressed by institutional learning [68]. Autonomy has got its historical roots in the field of psychology. Psychologists view learning as a unique, individual process that arises in and is affected by individual experiences and results in changes in behaviour. Learning defined as an active, social process in which the often implicit inner processes become externalised and explicit supports the reflective, metacognitive nature of learner autonomy [2].

There are some historically grounded reasons which contributed to the development of autonomy generally in educational and especially in language learning context. The most influential reasons for the emergence of learner autonomy are the following : [1]

- The minority right movements
- The reaction against behaviourism among educationalists, philosophers, psychologists and linguists
- Development of adult education
- Increase in school and university population, wider access to education in many countries and development of new educational structures dealing with large number of learners
- Increased demand for foreign languages
- The commercialization of much language provision and the perception of language learner's role
- Development in technology

The history of autonomous language learning reaches back roughly four decades and it is considered to start with the work done in CRAPEL (Centre de Recherches et d'Applications Pedagogiques en Langues (in English, Center for Research and Applications in Language Teaching). The concept of learner autonomy has been central to the Council of Europe's thinking about language teaching and learning [29]. The notion of autonomy was first formulated in language learning and teaching in 1971 with the Council of Europe's Modern Languages Project which led to the foundation of CRAPEL at the University of Nancy, France [68]. Holec's report to the Council of Europe which was based on providing life-long learning opportunities for adults is considered as an early key document on learner autonomy in language teaching. As a result of the studies, self-access centres were founded by CRAPEL and this was the beginning of providing learners with rich collections of materials to have them experience self-directed learning. The theory of autonomy in language learning is a result of research on adult education. Self-directed learning which emerged as a term frequently used in adult learning, has been used for learners to agree and accept the responsibility of their learning and to act accordingly. The shifting focus from teacher-centred approaches to learner-centred approaches and the communicative language teaching have provided opportunities for the emergence of autonomy as a concept more referred in the field [19].

2.2 Definitions of Autonomy

The first serious discussion and analyse of learner autonomy emerged during the 1970s. Until this time the idea of autonomy was largely unheard of in the field of language teaching and learning. At the University of Cambridge a group of language educators gathered in order to discuss learner autonomy as a pedagogy issue. According to Harding-Esch "there were heated arguments about the definition of autonomy on the one hand and its intrinsic value on the other." Phil Benson said that almost 30 years later, he was struck by the fact that the issues addressed by the contributors were very similar to those that we continue to discuss today. Thus the main issues are the definition of autonomy and its value [12].

Nowadays learner autonomy is interpreted in various ways in the literature using different terms, such as 'learner independence', 'self-direction', 'autonomous learning', 'independent learning' and all these items have been used to refer to similar concepts. The term 'learner autonomy' first was defined in 1981 by Henry Holec. Nowadays he is considered as the father of learner autonomy. He determined learner autonomy as 'the ability to take charge of one's own learning' [31]. He was the first person but was not the only one who tried to define this term.

Scholars interpret autonomy in different ways, giving particular attention to different aspects at different times, mainly because autonomy is seen as a multidimensional construct that takes different forms for different individuals, and for the same individual in different contexts. [24]

Definitions of autonomy have varied, but they have typically included these vital features: learners should take responsibility for their own learning; taking responsibility involves learners in taking ownership (partial or total) of many processes which have traditionally belonged to the teacher, such as deciding on learning objectives, selecting learning methods and evaluating progress [48].

According to Benson learner autonomy is described as the capacity to take control of one's own learning, largely because the construct of "control" appears to be more open to investigation than the constructs of "charge" or "responsibility" and he argued that an adequate description or autonomy in language learning should at least recognize the importance of three levels at which learner control may be exercised: control over learning management, control over cognitive process and control over learning content [12].

Autonomous learning is not only an individual and gradual process of self-awareness which involves the sharing of control between teachers and learners; on the other hand, it is a gradual increase in relation to awareness of learning contexts. Since learners have different metacognitive abilities and levels, not all will reach the same level of autonomy, but still, if they manage to do so, this will help them to raise awareness, to reflect on their own learning experiences, to share such reflections with others and to gain understanding of the factors influencing the learning processes.

These are important for the development of autonomous learning competence and positive attitudes towards learner autonomy [3, 24].

In language education learner autonomy is divided into three broad perspectives: the technical, psychological and political perspectives. The technical perspective emphasizes skills or strategies for unsupervised learning: specific kinds of activity or process such as the metacognitive, cognitive, social and other strategies. Second, the psychological perspective emphasizes broader attitudes and cognitive abilities which enable the learner to take responsibility for his/her own learning, and lastly, political perspective emphasizes empowerment or emancipation of learners by giving them control over the content and process of their learning. A technical perspective on autonomy may emphasize the development of strategies for effective learning: this approach is often referred to as "learner training". A psychological perspective suggests fostering more general mental dispositions and capacities; while a "political" perspective highlights ways in which the learning context can be made more empowering for the learning [12, 24].

Autonomy can be seen as an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning. It can be described as moving away from conventional and restrictive contexts and moving towards self-direction and self-regulation [18].

The term of autonomy describes the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In full autonomy there is no involvement of a 'teacher' or an institution. And the learner is also independent of specially prepared materials [21].

Autonomy is not just a matter of permitting choice in learning situations, or making pupils responsible for the activities they undertake, but of allowing and encouraging learners, through processes deliberately set up for the purpose, to begin to express who they are, what they think, and what they would like to do, in terms of work they initiate and define for themselves. This is holistic learning and it transcends the subject disciplines [38].

Autonomy is a *capacity* – for detachment, critical reflection, decision-making, and independent action … The concept of autonomy … implies that the learner enjoys a high degree of freedom. But it is important to insist that the freedoms conferred by autonomy are never absolute, always conditional and constrained [48].

Autonomy involves not only the learner's ability and willingness but also his/her action in the direction of responsibility for learning [59].

2.3 When is a Learner Autonomous?

There are several characteristics and features of an autonomous learner. Learners are autonomous if they can identify their learning goals (what they need to learn), their learning processes (how they will learn it), how they will evaluate and use their learning, they have well-founded conceptions of learning, they have a range of learning approaches and skills, they can organize their learning, they have good information processing skills, they are well motivated to learn. [88] An autonomous learner should develop his/her strategies to cope with the new or unforeseen learning situations, assess his/her weakness and strengths at work and learn from his/her success and failures to be more efficient learner in the future. In addition a successful autonomous learner has the following attributes: follows an active approach to the learning task at hand; is willing to take risks, i.e., communicate in the target language at all costs; has insights into his/her learning styles and strategies; attends to the form as well as content; is good at guessing; has a tolerant and outgoing approach to the target language; is willing to revise and reject hypotheses and rules that do not apply to particular situations [38].

An autonomous language learner is one who assumes responsibility for his/her own learning and can do so without teacher intervention or outside a formal curriculum [30]. This responsibility is not only for determining the purpose, content, rhythm, and method of learning, but also for monitoring the learning progress, and evaluating its outcomes. Autonomous learners are those who seek the opportunities to learn outside the classroom setting and create their own instructional settings freed from the teacher [78].

Being an autonomous learner means using different learning strategies. Learners need to be able to use vocabulary strategies to cope with unknown vocabulary met in listening or reading texts, to make up for gaps in productive vocabulary in speaking and writing, to gain fluency in using known vocabulary and to learn new words in isolation [87]. Thus autonomous learners are conscious in their choice of strategies and they apply these strategies accordingly in learning context when needed. They are also capable in transferring strategies and styles to their other learning experiences. Autonomous learners have self-awareness and they are self-conscious in their learning experiences which in turn help them to apply the situations and learned behaviors in the classroom to situations outside the classroom helping them to transfer their acquired knowledge [30]. Autonomous learners are able to create good learning situations and studying methods, they can make their own choices, can discuss, monitor and assess their efforts to learn English. They know what their needs are, mostly define them explicitly and put learning targets for themselves accordingly. When they naturally face problems in language learning, they can choose from a broad range of aids to solve them. Independent and autonomous learners have an aptitude for learning, are curious for learning, postpone their pleasure for intended studies, prefer learning when they have conflicting interests, focus on the benefits of learned things for the future, and are good at problem-

solving [83]. Autonomous learners should have the capacity to determine realistic and reachable goals, select appropriate methods and techniques, monitor their own learning process and evaluate the progress of their own learning. To sum up an autonomous learner is intrinsically motivated, perceives him/herself to be in control of his/her decision-making, takes responsibility for the outcomes of his/her actions and has self-confidence [61].

We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components – *ability* and *willingness* [71].

2.4 Developing Learner Autonomy

Developing autonomous learning is not something that begins at university, it is a continuous process that starts earlier at home and kindergarten. However, some learners may be given freedom, but may not be able to develop in this continuum if they are not subject to some training. It is through training that learners can develop some self-managerial skills that help them benefit from self-learning opportunities. Some learners may be motivated to develop autonomous learning, but they may not be able to know how to promote it. For this reason, tutors can support them in developing autonomy through some training processes [70].

Learner autonomy can be fostered using various types of practices. The *resource-based* approach, which emphasizes independent interaction with learning materials, places a focus on the provision learners with opportunities and situations such as materials and resources to foster learner autonomy [41]. There are *technology-based approaches*, which emphasize independent interaction with educational technologies. The *learner-based approaches* emphasize the direct production of behavioral and psychological changes in the learner. Within learner-based approach places a focus on training learners to develop learning skills and strategies, for example, training learners' metacognitive knowledge and skills in order to develop learner autonomy [12]. The *classroom-based approaches* emphasize changes in the relationship between learners and teachers in the classroom [87]. Within a classroom-based approach learner autonomy can be fostered through cooperative learning within classroom contexts, that is, learners are able to be responsible for their learning via working with their peers or teachers. The *curriculum-based approaches*, which extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole. This approach emphasises the negotiation between teacher and learners in the learning content. This approach is characterised by developing learner involvement in decision making [21].

Learners can promote autonomy when they can develop the following three metacognitive strategies: planning, self-monitoring and self-evaluation such strategies may enable them to benefit

more from internet technology outside the language classroom. If students can develop these three strategies, they may be able to decide on appropriate topics, web pages, monitor their progress and evaluate their plans, the tools and strategies they used for independent English language learning [13].

Planning – teachers at school can help learners make some plans. They can ask them to set specific achievable goals. For instance, they can help them decide on the content, the resources and the time needed for meeting pre-set goals. In the beginning, learners can be helped to make short and/or long term plans that would supplement what is done in the language classroom. Gradually, learners can be encouraged to decide on what to study, the materials they may use and the time they may need for completing their assignments or projects [70].

Monitoring and evaluation - Self-monitoring is the second metacognitive strategy for promoting autonomous learning. Learners are encouraged to focus on the process of their learning as well as consciously examine their own contribution to learning [71]. Learners can consider the level of difficulty of the task, the materials available, the time allowed, etc. before making decisions on alternative tools and strategies for overcoming difficulties. The promotion of this self-monitoring strategy will certainly help learners reflect on the way they learn and question which tools/resources, etc. would be appropriate and more effective for independent learning [70]. Self-evaluation is the third metacognitive strategy for promoting autonomous learning. Before being assessed by others, learners need to understand that they can begin with some self-assessment. Self-evaluation requires learners to step into the shoes of the teacher and judge their own works as objectively as they can [80, 71]. However self-assessment may be criticized for being subjective, but for the purpose of developing autonomy, teachers can help learners use objective self-study quizzes from previous exams or from the internet. Learners are supposed to measure their efforts, the techniques they employ, the resources they need, etc. so as to decide on new plans and new alternatives [27].

Ways of learning autonomously beyond the classroom:

Self-Access: the major goal of the promotion of self-access learning is the fostering of autonomous learning. Self-access centers are defined as a way of encouraging learners to move from teacher dependence towards autonomy. The center provides materials which are designed for students to self-access and use in their learning and, therefore, foster independence rather than depending on the teacher for continual direction. To foster autonomy, various self-access centers have been established around the world.

Computer Assisted Language Learning (CALL): Computers and the internet technology have played vital role in learning. CALL as the product of these instruments has facilitated

autonomous learning. It is a programme where the learners can learn independently using computers [53].

Distance Learning: Distance learning, the independent learning mode without formal constraints, also reflects the characteristics of autonomous learning [39].

Tandem Learning: Tandem learning, in which two people are learning each other's language work to help one another, has long association with autonomy [12].

Study Abroad: In study abroad program, students spend time in target language communities.

Although many of the programs involve classroom instruction, their main purpose is usually for the students to learn independently through interaction with the native speakers.

Out-of-Class Learning: Several studies have shown that students tend to engage in out-of-class learning activities more frequently than their teachers know.

Self-Instruction: It refers to the use of printed or broadcast self-study materials independent of the teachers and thus, becoming itself a factor of autonomy beyond classroom.

This should be taken into account that these are not only the ways by means of which one becomes autonomous. There can be several such modes of practice, for example, self-study, library study, group learning and so on [34].

2.5 Teachers' and Learners' Attitudes

Autonomy requires the understanding of new roles between teachers and learners. It is necessary for teachers to change their roles so as to adapt themselves to the new requirement of autonomy. The promotion of autonomy is dependent greatly on how teachers are aware of their new roles. For the learners, they would set their own learning goals, select the learning strategies that suit them best and which are appropriate to their own contexts, and evaluate their progress so that they may become more effective learners and take more responsibility for their own learning [89]. For some teachers, there might be a misunderstanding that learner autonomy would lead to the redundancy of teaching staff because learners are able to do the jobs which formerly belong to their teachers. But in fact, although learner autonomy would help shift the learning/teaching responsibilities from the teachers to the learners, teachers' responsibility should be reinforced rather than reduced. Actually, autonomous learning is not necessarily learning alone, nor is it necessarily learning without a teacher. In order to foster students leaning autonomy, teachers need to adapt to perform a variety of roles. The roles of teachers can be classified into the following categories: teacher as manager and organizer; teacher as facilitator; the third role is that teacher as counsellor [7, 89].

Putting the learner in charge of learning decisions necessitates a conceptual change from traditional roles for both learners and teachers. Firstly, the learner must be willing to accept responsibility for his or her learning; the learner is no longer a passive recipient of knowledge but an active, self-directed agent. The teacher's role has been described variously as: supporter, aid, resource provider, scaffolding provider, role model, guide, motivator and cheerleader. In the autonomous classroom, the teacher's responsibility is to use the correct amount of support, fine-tuned to the particular learner or group of learners, and progressively reduce support as learners gradually become more autonomous as a result of making decisions about their learning [40].

In learner autonomous world of vocabulary learning the teachers' role is reduced and they become facilitators. But this does not mean that teachers become passive in learning process; teachers still have various roles: they can teach vocabulary relevant to tasks in hand, judge and give instruction in strategies which help retention. Teachers should enhance autonomous learning because it is of great significance for their students in universities. Teachers should develop autonomy because vocabulary learning is unique to each student. In addition, the class time for vocabulary is extremely limited compared with the immense number of vocabulary items that learners need to acquire. All these points demonstrate that studying vocabulary on their own is a must for all learners; the best preparation the teacher can provide is to "help them become more autonomous" [14, 71].

2.6 Learner Autonomy and Vocabulary Learning

There is no doubt that learning any foreign language requires learning words of that language. The words are stored and retrieved in the human brain. The learners should repeat the words if they aim to remember them and use them for communication [29]. In language learning vocabulary is one of the main problems encountered in developing language proficiency, it is therefore imperative that learners develop a sense of autonomy in learning lexical items. It is the learner factor that seems to underpin the problem of low lexicon because it is ultimately the goals set by the language learner that would determine the extent of success of his or her learning process [36]. No doubt that a learner cannot learn all language vocabulary in school or university classes so he/she is forced to find other ways to learn vocabulary. One of the ways is the use of vocabulary learning strategies since language learning strategies are a central issue in teaching and learning, especially in encouraging learner autonomy [10, 29].

In vocabulary learning, the qualities aspired of a good language learner when learning lexical items would involve being able to take advantage of potentially useful learning situations, and if necessary create them. In this regard, there is a need to draw a line between learning the

meanings of specific words and learning strategies to become independent word learners. Learners should not only learn how to acquire new words for themselves, but also learn to be responsible for their own vocabulary development [57, 36]. In stressing the importance of autonomous learning, three major attributes of learner autonomy in determining success of vocabulary learning should be mentioned, which are, having a positive attitude, possessing adequate awareness and having sufficient capability of word knowledge and word forms [52].

Learner autonomy is a great relief for students in vocabulary learning because it provides the learner with many privileges as: learner autonomy enhances the learner's motivation and leads to more effective vocabulary learning; provides learners with more free opportunities for English communication in a non-native environment; caters to the individual needs of learners at all levels; supports self-confidence; enhances the learner's willingness towards active learning; has a lasting influence; enhances the learner to master the basic skills that are required to lasting learning [84].

The goal of every foreign language learner is to learn words so that he / she can behave appropriately in a given context and contribute to the language community he / she belongs to, which consequently hinges on each learner's autonomous learning of vocabulary [9]. Autonomy is experienced as long as the learner wields empowerment and explores what should be given the greatest amount of attention and effort, what should be looked at again and reviewed outside class, how the material presented should be mentally processed, and how interaction with the teacher and others in the class should be carried out. Only with all these efforts can learners ensure that they are able to direct their learning to become lifelong learners who are able to learn autonomously [36].

2.7 Enhancing Learner Autonomy in Vocabulary Learning

Teachers and learners both can make steps in order to enhance learner autonomy in vocabulary learning.

Learners have a pivotal role in developing their autonomy in vocabulary learning. They should: decide which words are worth learning and learn to use the context, phrases, and hints provided in sentences [29]. Vocabulary learning begins with choosing which words to focus on. Self-selection of vocabulary requires that learners think about their current knowledge and assess their own perceived needs. This is part of the awareness and capability which is necessary for learners to take control of their own vocabulary learning [40]. According to Nation "Relating learning to personal needs and goals is at the centre of taking responsibility for learning" [52].

Learners ought to develop and utilize strategies in selecting words which are important for their learning [36].

In addition to word-selection, learners must also become skilled in strategy-selection if they are to take charge of their learning. This implies having a number of strategies to choose from. There is no single "Best Vocabulary Strategy". Learners should have a wide variety of strategies and the knowledge of how and when to apply them to varying contexts. There is a close connection between strategy use, learner ability to work independently, and learner autonomy [55].

Learners need to know different words before they can form a single sentence and different sentences are full of different words. The more words that learners know how to use correctly, the more different sentences they'll be able to make in order to convey different ideas. Sometimes it is very difficult for the learner to judge his performance in using vocabulary in good sentences, he needs the guidance of his tutor. Learning by translation is useful and rewarding. However learning single words by translation can also lead to the habit of "word for word" translations when trying to form sentences - both orally and in written form. Word surfing is also another method that aims to make improvements to the vocabulary learning process. It offers a long-term opportunity to develop individually chosen new words in a central resource through repeated exposure and practice [82].

Learners must evaluate their own vocabulary development and reflect upon it. In this respect, pedagogical approaches to vocabulary instruction must incorporate means to accelerate learner autonomy [36].

On the other hand teachers should enhance autonomous learning because it is of great significance for their learners. Also they should teach strategies to learn vocabulary autonomously. Deep vocabulary learning strategies take more time but ensure greater retention and ease from memory. They include learning lists. Reading a variety of texts on the same theme ensure multiple exposures to relevant items. Making extensive use of dictionaries, building up deep knowledge through word associations and revising to ensure retention also helps to promote learner autonomy in vocabulary learning. Teachers have a clear and ongoing role both in using deep strategies in class work and in training learners in their use. It is the teacher responsibility to foster the learner's ability of autonomous learning by designing class activities and create positive atmosphere, a language context and make students want to learn and know how to learn a foreign language [29].

Teachers should develop autonomy because vocabulary learning is unique to each student. In addition, the class time for vocabulary is extremely limited compared with the immense number of vocabulary items that learners need to acquire. All these points demonstrate that studying vocabulary on their own is a must for all learners, the best preparation the teacher can provide is to help them become more autonomous [29, 71].

Vocabulary notebooks should be promoted as useful tools for both language learning and for fostering learner independence. Retrieval is one of the skills which help vocabulary learners to increase their autonomy. Retrieval involves recalling some aspect of a word such as form, meaning, or use. In receptive retrieval the written or spoken form of the word may be presented and the learner must recall its meaning or use. Productive retrieval entails recalling the form when presented with meaning or use. Generation is a reencounter of a previously met word in a new context that requires the learner to think about the word in a new way. Generation is about making new connections that deepen knowledge of a word. This is a very small sampling of strategies that may enhance learner autonomy [40].

Finally, English language teachers have to ensure that their students know the basics of the target language, its grammar, phonetics, spelling and vocabulary. Once this threshold is reached, learners are sufficiently autonomous to expand their vocabulary by extensive reading in particular, which has become possible given the acquisition of a basic vocabulary, and pleasurable, as the learner can take a new text and find it comprehensible and interesting. In extensive reading, learners select and read large amounts of materials that interest them and that are within their level of comprehension [87].

The aim of this part was to present the central features of learner autonomy as well as the role of autonomy in vocabulary learning. Learning autonomously means that a learner takes charge in his/her own learning, is responsible for his/her learning, uses different learning strategies. An autonomous learner is intrinsically motivated, perceives him/herself to be in control of his/her decision-making, takes responsibility for the outcomes of his/her actions and has self-confidence. Autonomy can be enhanced by using different approaches and strategies. For instance: planning, self-evaluation, self- monitoring, computer assisted language learning and the use of self-access centers.

In vocabulary learning autonomy has its benefits. For example: learner autonomy enhances the learner's motivation and leads to more effective vocabulary learning; provides learners with more free opportunities for English communication in a non-native environment; caters to the individual needs of learners at all levels; supports self-confidence; enhances the learner's willingness towards active learning. Within vocabulary learning autonomy can be enhanced by using different strategies.

Learning strategy is the embodiment of autonomous learning, and the concept of autonomous learning is the guidance of learning English. It is the same with the use of vocabulary learning strategies. Autonomous learning method can give full play to the learners' learning initiative, while diversified vocabulary learning strategy can also help English learning.

PART 3
EMPIRICAL RESERACH

3.1 Introduction

Vocabulary learning is very significant in English as a foreign language acquisition. It is impossible for a learner to communicate without the needed vocabulary. No doubt that a learner cannot learn all language vocabulary in class, so he/she is forced to find other ways to acquire sufficient vocabulary. A learner should decide what kind of learning strategies he/she should adopt to enrich his/her knowledge the best way. The autonomy of the learners plays an important role in increasing their vocabulary since it provides the learners with numerous diverse privileges such as independency from the teacher.

To analyze the relationship between autonomous learning and vocabulary learning strategy, it is necessary to have a clear understanding of the concept of autonomous learning. The concept of autonomous learning is based on self-learning method and it has the following main components: the first is the ability to use learning strategies; the second is the external environment of learning, mainly including the teacher resource, teaching methods as well as the external pressure and motivation of the learners. Teaching methods play an important role in the formulation of autonomous learning concept. Nowadays, the advocated autonomous learning emphasizes that the learners are the main body and the teachers act as guide and counselor. The third refers to the interactivity of the learning process. Autonomous learning does not mean learning alone or independent leaning. This refers to the use of different social strategies.

Learning vocabulary includes many learning strategies, such as memorizing, association, reading, using dictionaries and so on. In the process of learning English vocabulary, it shall be remembered that comparison, contrast and quotation rather than memorizing mechanically are more effective in remembering words.

The major purpose of this study is to investigate whether there is a meaningful relationship between learner autonomy (LA) and vocabulary learning strategies (VLS). The hypothesis of this research is that those learners whose degree of autonomy is higher use more vocabulary learning strategies than those whose degree of autonomy is lower. To achieve the aim, the following research questions need to be answered:

- How autonomous are the questioned learners in language learning?
- Which vocabulary learning strategies are used more frequently?
- Is there any relationship between autonomy and VLS use?

To put autonomous learning into practice, a variety of English learning strategies is needed. Diversified learning strategies are not only determined by the characteristics of English learning, but also the foundation of autonomous learning. Thus the use of different vocabulary learning strategies is also a basis of autonomous learning.

3.2 Participants

To fulfil the objectives of the research, 32 learners learning English as a foreign language at a secondary school of Beregszász with Hungarian language of instruction were selected. The learners were chosen from upper classes because they might have more autonomy, they have gained more experience in learning as well as they have been learning English for a long time. All the learners involved are Hungarian and were selected from eighth, ninth and eleventh forms. There are 22 females and 10 males, ranging in age from 13 to 17.

Table 3.2 Demographic Description of Participants

	Categories	**Frequencies**	**Percent**
Gender	Female	22	68,8
	Male	10	31,2
	Total	32	100,0
Age	13-14	7	21,9
	15	16	50,0
	16-17	9	28,1
	Total	32	100,0
Form	8	7	21,9
	9	16	50,0
	11	9	28,1
	Total	32	100,0

3.3 Research Instruments

In this study, a questionnaire was used with the purpose of collecting quantitative data. The questionnaire was divided into three parts. Part one contains questions about general information such as gender, age, form; how long they have been learning English; whether they like English or not; why they like English and what their aims are in learning a foreign language. Part two involves question items connected to learning strategies. In order to determine the degree of participants' use of vocabulary learning strategies, Schmitt's taxonomy of vocabulary learning strategies was used. In this case 30 statements of this taxonomy were used. Schmitt's Taxonomy of Vocabulary Learning Strategies contains five categories: metacognitive (statement 10, 17, 21, 22, 24, 25, 30), cognitive (statement 1, 15, 18, 19, 29), memory (statement 11, 12, 13, 14, 16, 20, 23, 26),

determination (statement 2, 3), and social (statement 4, 5, 6, 7, 8, 9, 27) strategies. The participants were asked to rate the frequency of each category they use on a five-point Liker-scale, ranging from 1 (never) to 5 (always). Part three contains statements related to learner autonomy. To evaluate the participants' level of autonomy, a questionnaire of autonomy, consisting of 25 question items was administered. It has three sections; from 1 to 4 it has items connected to responsibility (learners had to decide whether each statement is the responsibility of the teacher or learner), from 5 to 20 contains items related to learner autonomy (participants were asked to rate the agreement of each category on a five-point Liker-scale, ranging from 1 absolutely disagree to 5 absolutely agree), from 21 to 25 are questions with multiple choice.

3.4 Procedure of the Research

The data for this study were collected through one questionnaire consisting of 61 items asking general information about the participants as well as measuring learners' autonomy and vocabulary strategy use. The questionnaire was conducted with a total of 32 learners in April, in the 2016-2017 school-year. The participants were chosen randomly and only those learners got the questionnaire who wanted to take part in the survey. The classroom teachers, who were informed about the aim of the study and the administration procedure, introduced the researcher to the learners and asked them to be attentive. The purpose of the study was explained to the respondents before requesting them to answer the questions. For data collection, the questionnaire was handed out to the learners, written in Hungarian, accompanied with a verbal explanation of the reasons for the questionnaire. While the importance of the survey was made clear, little time was took to stress the anonymity of the learners and that it was nothing to worry about. The participants were asked to answer the questionnaires truthfully. After the introductory part they started to answer the questions. 20 minutes were given them to fill in the questionnaire. The classroom teachers were present during this time.

3.5 Findings

In the present study, descriptive statistics were used to rank the order of the strategy categories from the most preferred to the least preferred category as well to measure the level of learner autonomy. After collecting the data, the software SPSS (Statistical Package for the Social Sciences) version 17.0 for Windows was used to analyze the collected data for the quantitative part.

All the participants have been learning English for more than 8 years. 59% have been learning for 8 years, 13% for 9 years, 25% for 10 years and 3% for 11 years. According to the years these learners might have gained much experience in learning English as well as in vocabulary learning. 78% of

the learners said that they like English, 16% of them do not like it and 6% like English on an average level. Those learners who like English gave the following reasons: '*it is spoken in many countries; it is a useful and an interesting language; it can be useful in the future; it is a world language; it can help to get a better job; it helps self-development; I can communicate with people from other nationalities, I like learning foreign languages; knowing another language can be useful in life*.'' 16% of them do not like because they do not understand it and it is a difficult language for them. One learner answered that he does not like it because it requires a high level of ability and self-confidence and he does not have them.

Their most important aims of learning a foreign language are as follows: 78% of them learn it in order to improve grammar; 47% learn it to improve pronunciation; 69% would like to enrich their vocabulary knowledge; 75% want to communicate fluently; 31% want to improve listening skills; 22% of them want to develop their writing and reading skills. It can be concluded that the main aims of learning English are communication, grammar and expanding vocabulary knowledge.

The second part of the questionnaire contains 30 statements of vocabulary learning strategies. The use of these strategies requires high autonomy because they all can be used mainly in out of class environment.

The first statement is that learners use dictionaries in order to translate the new and unknown words. A minority of participants (21%) indicated they use this strategy. 25% of the learners use it sometimes. Over half of those surveyed reported that they never or rarely use this strategy. Statement 15 says that learners repeatedly practice new words. 79% of the participants said that they learn new words by using this strategy. Only a small number of the learners (21%) answered they use this strategy rarely or never. 45% of the participants answered that they often record vocabulary from English movies in their vocabulary (statement 18). A quarter of them use this strategy sometimes. There are just a few learners who rarely or never use this strategy (20%). Almost half of the respondents (47%) indicated that they write or say a word repeatedly when they try to remember it (statement 19). 31% of the learners use it sometimes. A minority of participants (22%) use it rarely or never. To put English labels on physical objects (statement 28) is not a preferred strategy. Only a small number of respondents indicated they use it (12%). The number of the learners who do not use this strategy reaches 66% and those who rarely use it 22%. A minority of participants (12%) said that they look for words in their own language that are similar to new words in English (statement 29). Here the number of learners who do not use this strategy (32%) or just rarely (37%) use it is significantly higher than those who use it sometimes (19%).

All these statements contain vocabulary learning strategies which are classified into cognitive learning strategies. Cognitive strategies concern processing language in mind: receiving, storing, retrieving, and using information. From these six strategies three strategies are used frequently

which are to practice new words repeatedly, to write or say a word repeatedly in order to remember it and to record vocabulary from English movies in their vocabulary.

Statements from 4 to 9 and 27 include vocabulary learning strategies which are social learning strategies. Social strategies influence learning indirectly and include cooperation with other learners, teachers, or FL native speakers. One of the social strategies is to ask the teacher to translate the words into the native language of the learners. Only a small number of respondents (28%) indicated they ask the teacher for the meaning of words. Half of the learners use this strategy sometimes and rarely. 22% of them do not use this strategy. There are only a few learners (10%) who ask the teacher to put a word into a sentence to help understand the meaning. Half of the participants answered they use it sometimes or rarely and 40% never. 16% of the learners frequently ask their classmates for meaning of the unknown words. 28 percent of the respondents do not use this strategy. The rest of the participants answered they use this strategy sometimes or rarely. To learn some new words when working in groups is not a frequently used strategy. Only 9% of the learners said they use it very often, almost half of them (40%) never use this strategy, and the rest of the participants use it sometimes/rarely. 22% of the participants practice English in group work activities. 37% of them do not use this strategy and the rest of the learners use this strategy sometimes or rarely. A minority of participants (18%) indicated they interact with native speakers. Almost half of these learners (47%) use this social strategy sometimes/rarely, and 34% do not interact with native speakers. 12% of the participants indicated they ask the teacher for a synonym, paraphrase or L1 translation of a new word; more than the half of the participants (53%) answered they never use this strategy, the rest of the learners use it rarely.

 All these social strategies are sometimes or rarely used by the respondents. It can be deduced that these learners do not prefer asking the teacher or others for the meaning of a new word or for support in learning English.

Statements 10, 17, 21, 22, 24, 25 and 30 contain strategies which are metacognitive strategies. Metacognitive strategies are based on knowledge about language learning and involve planning, arranging, and evaluation of learning in general or in specific learning tasks. The strategy of learning words about the culture of English speaking countries is used by 25% of the participants, almost half of learners use it rarely and 28% never learn cultural related words. Over half of the surveyed (63%) reported that they never learn words by listening to vocabulary CD-s. Only 22% of the respondents said they listen to vocabulary CD-s in order to improve vocabulary. The rest of the surveyed learners use it sometimes. The next metacognitive strategy is listening to music and news in English. The overall response to this statement was very positive. Half of the participants use this strategy. A small number of the surveyed learners (9%) indicated they do not use this strategy, the rest use it sometimes. Only 3% of the learners memorize new words from English magazines. 65%

of the participants never use this strategy and rest of the learners use it rarely. During reading or listening there is an opportunity for learners to find words which are unknown or difficult for them. In that case they can skip these words. A small number of respondents (16%) indicated that they always skip difficult words. More than half of the learners use this strategy sometimes and rarely. 22% percent of the learners never skip a difficult word. 56% of the participants said that they use online exercises to test their vocabulary knowledge, 22% never use online exercises and the rest uses it sometimes. Almost half (77%) of the respondents indicated that they try to find as many ways as they can to use their English. There are only few learners (6%) who do not or just rarely use this strategy.

From these 7 metacognitive strategies three are frequently used. These are: listening to music and news in English, using online exercises to test vocabulary knowledge, finding as many ways as they can to use English.

Statements 11, 12, 13, 14, 16, 20, 23 and 26 include vocabulary learning strategies which are memory strategies.

To write a new word in a sentence in order to remember it is a memory vocabulary learning strategy. 26% of the participants apply this strategy. More than half of the learners use it sometimes and 22% never apply it. The overall response to the statement that learners study the spelling of new words was very positive. 78% of the respondents said they use this strategy. Only 3% answered they use it never and the rest of the learners use it sometimes. 44% of the respondents use physical actions when they are learning new words. A quarter of the surveyed learners never use physical actions while they are learning new words. The rest of the participants use this strategy sometimes and rarely. The statement that learners speak words out loud when studying has a positive overall response. 65% of the learners use this strategy. Only a minority of participants (12%) indicated they never use this strategy. The rest of the respondents use this strategy sometimes. The overall response to the statement that learners write a new word on a flashcard in order to remember was poor. 69% of the participants never use this strategy. Only 16% of the learners said that they write a new word on a flashcard; the rest uses it rarely. The participants gave the same answers to the statement that they make vocabulary cards and take them wherever they go. 69% of the learners never use this strategy, 18% said that they use it; the rest of the participants sometimes apply this strategy. 34% of the learners connect the sound of a new English word and an image or picture of the word to help to remember it. 25% never use this memory strategy. Almost half of them apply it sometimes or rarely.

It can be concluded that from these 8 memory vocabulary learning strategies only two are used frequently. These are: to study the spelling of a new word and to speak words out loud when studying.

The general interpretation of the findings is based on the median scores of the use of the strategies of the following criteria: low use, if the score is between 1 to 2; medium use, if the average score is between 2 to 3.5; and high use if the average score is between 3.5 and 5. The results can be seen in Table 3.5.1.

Table 3.5.1 Descriptive Statistics of Strategy Use

	N	Median
I memorize word from English magazines.	32	1,4688
I put English labels on physical objects	32	1,5000
I learn meaning of words by identifying its part of speech.	32	1,5000
I learn words by listening to vocabulary CDs.	32	1,6562
I write a new word on a flash card so I can remember it.	32	1,7188
I make vocabulary cards and take them with me wherever I go.	32	1,7500
I ask the teacher for a synonym, paraphrase or L1 translation of a new word	32	1,8750
I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.	32	2,0000
I know some new words when working in group works.	32	2,0000
I use pictures illustrated in the textbook to find the word meanings	32	2,0625
I look for words in my own language that are similar to new words in English	32	2,2500
I ask my classmate for meaning.	32	2,2813
I practice English in group work activities.	32	2,3125
I review my own English vocabulary cards for reviewing before the next lesson starts.	32	2,3125
I interact with native speakers.	32	2,3750
I learn words about the culture of English speaking countries.	32	2,4062
I am not worry very much about the difficult words found when reading or listening, I pass them.	32	2,4375
I ask the teacher to translate the words into my native language.	32	2,6563
I use a bilingual dictionary to help me translate English words into English language.	32	2,6875
I write a new word in a sentence so I can remember it.	32	2,7500
I connect the sound of a new English word and an image or picture of the word to help me remember the word.	32	2,8437
I use physical actions when learning words.	32	2,9063
I record vocabulary from English soundtrack movies in my notebook.	32	3,2188
I use online exercise to test my vocabulary knowledge.	32	3,2813
When I try to remember a word, I write or say it repeatedly.	32	3,4063
I listen to English songs and news.	32	3,5313
I speak words out loud when studying.	32	3,6250
I try to find as many ways as I can to use my English	32	3,9687
I repeatedly practice new words.	32	4,0938
I study the spelling of new words.	32	4,1563

The descriptive statistics above show that there are 19 strategies which are used on an average level and 5 strategies are used the most frequently.

Figure 3.5.1Most Frequently Used Strategies
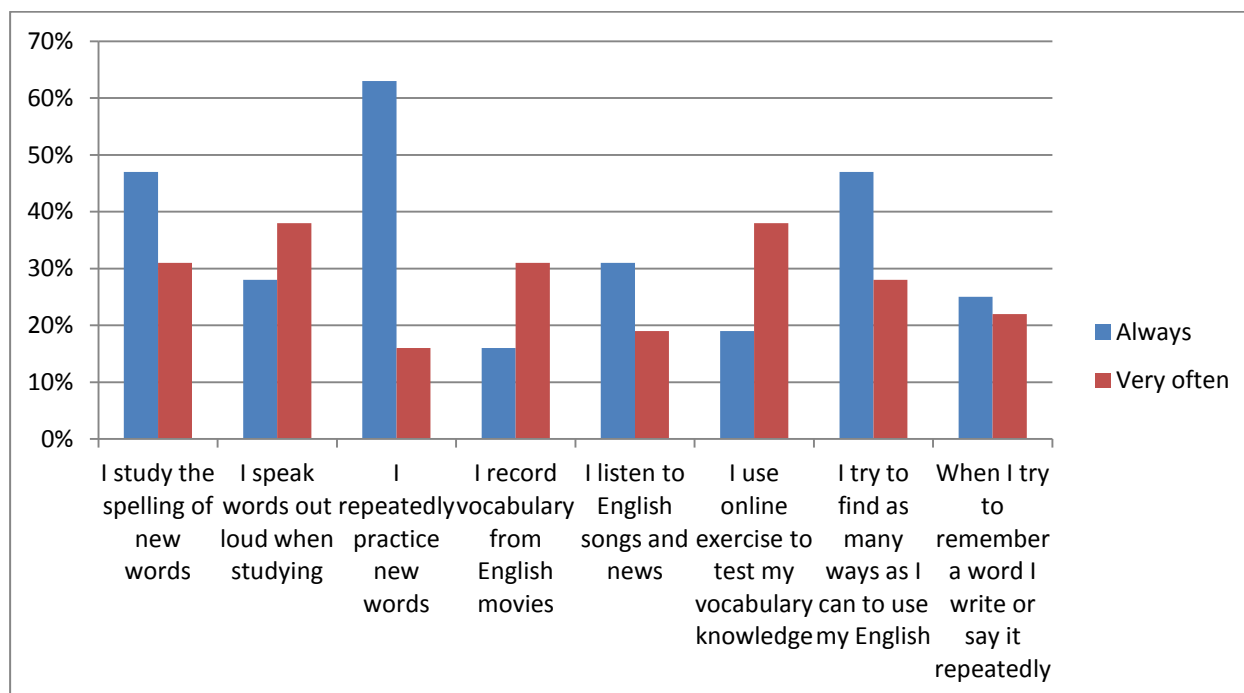
As Figure 3.5.1 shows, the most frequently used strategies are: study the spelling of new words, speak words out loud when studying, which are *memory strategies*; practice new words repeatedly, record vocabulary from English movies, to write or say a word repeatedly in order to remember it, which are *cognitive strategies*; to listen to English songs and news, to use online exercise to test one's vocabulary knowledge, to try to find as many ways as a learner can to use English, which are *metacognitive strategies*. In this case we can see that cognitive and metacognitive strategies are used more frequently than the others.

Part three of the questionnaire contains questions and statements considering learner autonomy. The first four statements are related to responsibility.

As we can see in figure 3.5.2 below, learners take responsibility for their self-motivation. 60% of the respondents indicated that they are responsible for their own motivation, 40% indicated that it is the teacher's responsibility, 3% said that both teachers and learners are responsible for motivating the learner.

Figure 3.5.2 Bar Chart of Responsibility
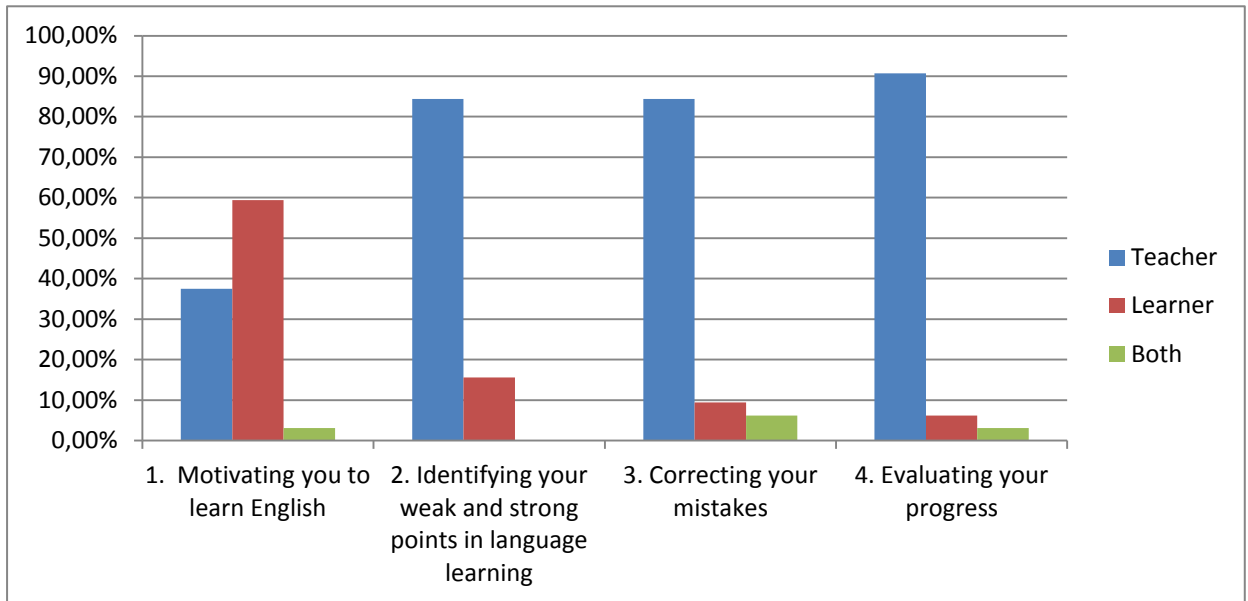
It should be mentioned that self-motivation is one of the characteristics of an autonomous learner. 91% of the participants said that evaluating their learning progress is the teacher's responsibility, 6% that it is learners' responsibility and 3% both. 85% of the participants answered that identifying the learners' weak and strong points in language learning is the teacher's responsibility, 15% takes responsibility in their own identifying. 85% of the learners think that it is the teacher who has to correct the learners' mistakes, 9% answered that learners are responsible for correcting and 6% that both are responsible.

Statements from 5 to 20 involve ideas and activities connected to learner autonomy. Statement 5 questioned whether learners agree or disagree that they are responsible for their own learning. The overall response to this statement was very positive. 94% of the respondents (strongly) agree that they are responsible for their own learning. 3% of them answered 'undecided' and 3% of them strongly disagree. As autonomous learning means taking responsibility for one's own learning it can be concluded that these pupils might be on the way to become autonomous learners. 87% of the respondents (strongly) agree with the statement that they like to learn by themselves, 9% 'undecided' and 3% strongly disagree. 69% of the participants (strongly) agree with the statement that they like to decide what to learn and when to learn it, 25% 'undecided', 6% disagree. Autonomous learners make decisions and plans in their own learning. Thus according to these answers it can be deduced that more than the half of these learners have the ability to be autonomous. 44% of the respondents (strongly) agree with the statement that learners should use much self-material to learn English, 34% 'undecided', 22% (strongly) disagree. More than the half of the participants (62%) (strongly) agree with the statement that a lot of learning can be done without a teacher, 13% 'undecided', 25% disagree with this statement. It shows that 62% of the

participants have ideas about learning autonomously without a teacher. Learners can be responsible for finding own ways of practicing English; 56% of the respondents (strongly) agree, 22% 'undecided', 21% (strongly) disagree with this statement.

81% of the learners strongly agree with the statement that they make decisions and set goals of their own learning, 13% 'undecided' and the rest disagree. Setting goals and making decisions are the main characteristics of an autonomous learner. The fact that 81% of the participants agree with doing such activities is evidence that these learners have high level of autonomy. 28% of the learners (strongly) agree that they make good use of their free time learning English; 31% 'undecided', 31% (strongly) disagree. It shows that more than the half of the learners do not use their free time mainly for learning English. 78% of the respondents answered that in the class they try to use every opportunity to take part in the activities such as pair/group discussion, taking part in role plays; 6% 'undecided', 16% of the learners do not use every opportunity to participate in classroom activities.

47% of the learners (strongly) agree with the statement that they have a complete understanding of the learning strategy; 31% 'undecided', 22% (strongly) disagree. Furthermore 75% (strongly) agree they can consciously employ effective strategies to improve vocabulary knowledge; 12% 'undecided' and 13% disagree. Autonomous learners are conscious in their choice of strategies and they apply these strategies accordingly in learning context when needed. They are also capable in transferring strategies and styles to their other learning experiences. It can be concluded that more than the half of these learners might have these features which is another evidence of their autonomy.

65% of the participants (strongly) agree with the statement that they have the ability to learn English well; 22% 'undecided', 12% (strongly) disagree. 65% of the learners preview before the class; 13% 'undecided', 22% do not preview before their English lesson. 63% of the respondents attend out-of-class activities to practice and learn the English language; 12% of them chose 'undecided', 25% do not do out-of-class activities for learning English. One of the characteristics of an autonomous learner is having self-awareness. The next statement questions whether these learners are aware of their strengths and weaknesses in learning English or not. 75% of them (strongly) agree with the statement, 6% 'undecided', 19% (strongly) disagree. There is high degree of agreement which shows another evidence of learner autonomy.

Autonomous learners should have the capacity to monitor their own learning process and evaluate the progress of their own learning. 55% of the learners (strongly) agree with the statement that they make self-exam with the exam papers chosen by them; 12% 'undecided', 25% (strongly) disagree. More than the half of the participants does this activity which supports the idea that more than the half or these learners are inclined to be autonomous.

The general interpretation of the findings is based on the median scores of the agreement with the statements of the following criteria: low level of autonomy, if the score is between 1 to 2; medium level, if the average score is between 2 to 3.5; and high level if the average score is between 3.5 and 5. For the descriptive statistics of learner autonomy see table 3.5.2.

Table 3.5.2 Descriptive Statistics of Learner Autonomy

	N	Median
I am responsible for my own learning.	32	4,5000
I like to learn by myself.	32	4,4375
I make decisions and set goals of my learning.	32	4,2188
In the class, I try to use every opportunity to take part in the activities such as pair/group discussion, role-play, etc.	32	4,0938
I like to decide what to learn and when to learn it.	32	3,9375
I know my strengths and weaknesses in my English study.	32	3,9062
I think I have the ability to learn English well.	32	3,8437
I can consciously employ effective strategies to improve my vocabulary knowledge.	32	3,8125
I preview before the class.	32	3,6875
Learners can be responsible for finding own ways of practicing English.	32	3,6563
I make self-exam with the exam papers chosen by myself.	32	3,6562
A lot of learning can be done without a teacher.	32	3,5625
I attend out-class activities to practice and learn the language.	32	3,4687
Learners should use much self-material to learn English.	32	3,2812
I have a complete understanding of the learning strategy.	32	3,2188
I make good use of my free time learning English.	32	3,0938

Figure 3.5.3 Bar Chart of Descriptive Statistics of Learner Autonomy
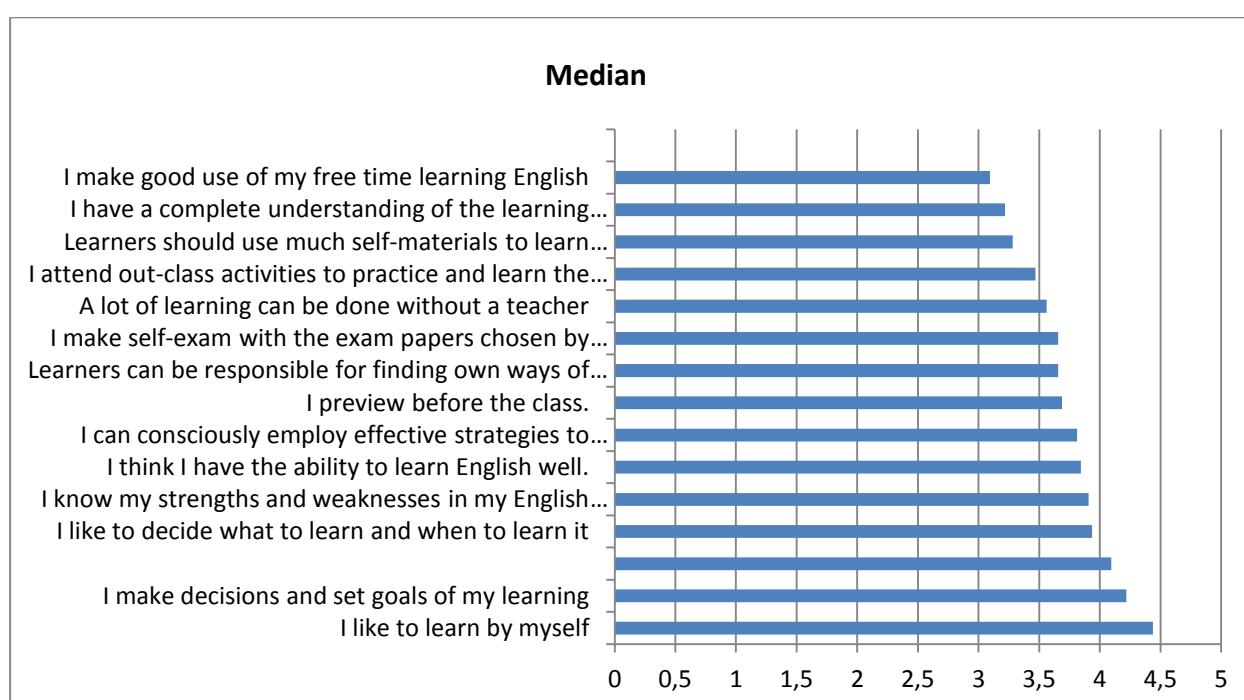
As we can see in this Table 3.5.2, the scores of all statements are above 3. There are only four statements which scoring is below 3.5. Except those four statements all are scored above 3.5. As a result it may be concluded that the learners' level of autonomy is on a high level.

The last five questions have multiple choice answers. Question 21 considers the relationship between learners and teacher. 40% of the learners think that the learner-teacher relationship is that of 'receiver and giver,' 35% that 'explorer and director,'19% that they are partners, 3% that 'customer and shopkeeper,' 3% think that it is a kind of 'raw material and maker' relationship. It shows that the learners have a positive attitude towards learner – teacher relationship. Most of them believe that the teacher is the person who gives and directs and the learner is the person who receives and explores.

69% of the participants think that their failure or success is due to themselves, 16% that it is due to English learning environment, 6% that studying facilities, 3% luck or fate, 3% that it is due to teachers. It also shows that most of them take responsibility for their success.

When the teacher asks a question, 35% of the learners would like to clarify the question with the teacher; 31% answered that they think and ready to answer, 22% would like to join a pair or group discussion, 9% look up books and dictionaries, 3% wait for others to answer.

When they meet a new word, 100% of them ask the meaning from others or look it up in a dictionary or they do both. 72% of the respondents believe that the most useful way in learning English is doing exercises of grammar and translation; 9% believe that classifying, grouping or comparing is the most useful way to acquire vocabulary knowledge; 9% of them stated that taking notes; 6% considered rehearsal, word lists repetition, beneficial.

3.6 Analysis and Discussions

The main purpose of this research was to investigate the relationship between autonomous learning and vocabulary learning strategies. The results of this research have shown which vocabulary learning strategies are used by the learners within the categories of metacognitive, cognitive, memory, social and determination strategies. The current study found that there are 8 strategies that are used frequently for learning new vocabulary. These are:

- *memory strategies* - studying the spelling of new words, saying words out loud when studying; *cognitive strategies* - practicing new words repeatedly, recording vocabulary from English movies, writing or saying a word repeatedly in order to remember it;

- *metacognitive strategies* - listening to English songs and news, using online exercise to test one's vocabulary knowledge, trying to find as many ways as a learner can to use English.

It can be concluded that cognitive and metacognitive strategies are used more frequently than the others. However cognitive strategies differ from metacognitive strategies, there is a connection between them based on metacognition. Metacognition describes the processes involved when learners plan, monitor, evaluate, and make changes to their own learning behaviors.

Considering autonomy, the results of this study indicate that the learners' degree of autonomy is on a high level. The overall response to the 16 statements was positive which improves that they have positive attitude towards autonomous learning. According to the learners' answers, they are self-motivated; they agree that to be motivated to learn English is their responsibility. They set goals, make decisions about their learning and they consciously employ effective strategies to improve their vocabulary knowledge. It was interesting that 91% of the participants said that evaluating their learning progress is the teacher's responsibility; on the other hand, almost half of them agree with the statement that they do tests selected alone before the real classroom assessment. It shows that beside self-evaluation these learners necessitate the teacher's evaluation. Another important finding was that 90% of the learners think that they are responsible for their own learning.

In order to find any relationship between learner autonomy and vocabulary learning strategies, the answers of six learners were chosen and analyzed: three of them where learner autonomy was on a higher level and three where it was on a lower level. Three learners were given A, B, C, and the three learners D, E, F codes. Learner A answered that it is her responsibility to be motivated and learn English, as well as to identify her weak and strong points in the EFL learning process. From the 16 statements she absolutely agreed with twelve and moderately agreed with four ones. To her mind, the learner-teacher relationship is like being partners. She thinks her success or failure in EFL learning is mainly due to her attitude. When the teacher asks questions, she is mostly ready to answer. According to her answers, she is a learner whose autonomy is on a high level. The following strategies (two are metacognitive) are always used by learner A: studying the spelling of new words; recording vocabulary from English soundtrack movies in her notebook; listening to English songs and news and trying to find as many ways as she can to use her English.

Lerner B strongly agrees with eleven statements and moderately with five ones. She also believes that the learner-teacher relationship is like being partners. She thinks her success or failure in English is her responsibility. When the teacher asks any questions she is generally ready to answer. Her responses show that she also has high level of autonomy. Six vocabulary learning strategies are always used by learner B and ten strategies very often. The strategies which are permanently used are as follows: saying words out loud when studying, repeatedly practicing new words; recording vocabulary from English soundtrack movies in the notebook, writing or say a word repeatedly in order to remember it; using online exercise to test vocabulary knowledge, finding as many ways as it is possible to use the language. Strategies which are often used by learner B are: interacting with

native speakers, writing a new word in a sentence in order to remember it, studying the spelling of new words, using physical actions when learning new words, writing a new word on a flash card so the learner can remember it, learning words by listening to vocabulary CDs, making vocabulary cards and take them wherever is possible, memorizing word from English magazines, revising his/her own English vocabulary cards before the next lesson starts, connecting the sound of a new English word and an image or picture of the word to help remember it. Ten of these strategies are memory ones.

Learner C thinks he is responsible for motivating himself to learn English. He strongly agrees with eleven and moderately with five statements. He shares the opinion that the learner-teacher relationship is close. When the teacher asks questions he mostly joins a pair or group discussion. According to these answers it can be concluded that he has a high level of autonomy. Four vocabulary learning strategies are always used and six strategies are very often applied by this learner. Strategies which are always used: studying a spelling of new words, repeatedly practicing new words, writing or saying it repeatedly in order to remember it and finding as many ways as possible to use English. The very often used strategies are: writing a new word in a sentence to remember it, using physical actions when learning words, speaking words out loud when studying, writing a new word on a flash card to remember it, recording vocabulary from English soundtrack movies in a notebook, making vocabulary cards and taking them everywhere. Six of these strategies are memory strategies.

Learner D answered that she is responsible for motivating herself to learn English. She strongly agrees with five, disagrees with four, and strongly disagrees with two statements. There are six undecided answers. According to this, it can be concluded that this learner does not have a high level of autonomy. There are four strategies which are always used by learner D and one is used very often. These are: recording vocabulary from English soundtrack movies in a notebook, listening to English songs and news, not paying attention to the difficult words found when reading or listening, trying to find as many ways as possible to use English, studying the spelling of new words. Three of these strategies are metacognitive.

Learner E is also on the opinion that he is responsible for motivating himself to learn English in addition he thinks that evaluating himself is also his responsibility. There are three statements learner E agrees with, but he disagrees with five, strongly disagrees with four and he gave four undecided ones as well. According to this data it can be concluded that this learner has a low level of autonomy. There are two vocabulary learning strategies which he always uses, and one very often applied strategy. These are the followings: making vocabulary cards and taking them everywhere, listening to English songs and news, using online exercises to test vocabulary knowledge.

Learner F thinks that she is responsible for motivating herself to learn English as well as to identify her weak and strong points in English. There are three statements she strongly and one she moderately agrees with, apart from them she gave five undecided answers; in addition, she disagrees with six and strongly disagrees with one statement. It can be deduced that she has a low level of autonomy. There are four strategies which she always and one which she very often uses, such as: learning the meaning of a word by identifying its part of speech, repeatedly practicing new words, writing or saying a word repeatedly to remember it, revising own English vocabulary cards before the next lesson starts, writing a new word on a flash card to remember it.

Figure 3.6.1 Strategies Used by Learners

Figure 3.6.1 shows that there is a significant difference between the two groups. It is apparent from this figure that those learners who have higher level of autonomy use more strategies than the learners who have lower level of autonomy. There were no significant differences between the strategies used by the six learners. They almost use the same strategies; there is just numerical difference.

It can be concluded, that there is a strong relationship between autonomy and vocabulary learning strategies. The use of different learning strategies can help a learner become autonomous in learning. Therefore, the more strategies a learner uses, the more opportunities to enhance learner autonomy are. In this case, the learners whose level of learner autonomy was higher used more strategies than those who have lower level of autonomy.

3.7. Pedagogical Implications

As summarized in the previous section in response to the research questions, the research findings reveal that the most frequently used vocabulary learning strategies are cognitive, metacognitive and memory strategies; the learners have a high level of autonomy in language learning; and the relationship between autonomous learning and vocabulary learning strategies was also revealed. The results of this study show that from the listed 30 strategies there are only 8 strategies which are used frequently. This finding has significant implications for expanding the learners' vocabulary learning strategy use. English language teachers should provide presentations of different strategies as well as set up strategy trainings. The use of many strategies is important for learners because vocabulary is mainly learned at home. The current study found that these learners take responsibility for their own learning and have high level of autonomy but yet they need the teacher's guidance. An implication of this is that teachers should create and maintain a learning environment in which learners can become autonomous; because it is significant for learners to expand their vocabulary autonomously. Since English or any other language cannot be learned just in the class. The relationship between autonomous learning and vocabulary learning strategies lies on the number of strategies which are used by the learners. For this reason it is important for the teachers to provide strategy trainings for their learners. The use of different strategies is useful for both teachers and learners. It helps the learner become autonomous and makes the learning process more effective. It also helps the work of the teachers, they can move forward with the curriculum without unnecessary revision. To sum up the teachers should give directions and guidance for learners which lead them toward autonomous learning.

The nature of this study is limited to the data collected from 32 learners learning English as a foreign language at a secondary school of Beregszász with Hungarian language of instruction. For this reason, it can be said that the study is limited to a small group of English language learning students, which makes it hard to generalize the results in different groups of learners in other educational settings. Another limitation is that the results of the present study are based on the quantitative data collected from participants through questionnaire. So, further research should incorporate more research methods like think- aloud protocols or interviews to further examine learners' vocabulary learning strategy use and autonomy.

CONCLUSION

Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. In today's era, multilingualism has become important. Knowing a foreign language is said to be extremely beneficial. English language is essential to communication and to the field of education in our current time. In many countries, children are taught and encouraged to learn English as a foreign or second language. Vocabulary learning is one of the most challenging issues that EFL learners face. Vocabulary learning is incredibly noteworthy to English language acquisition. English learning autonomy and language learning strategies are key dimensions in learners' English performance. In recent years, learner autonomy has played an important role in language learning and teaching. One of the main principles of learner autonomy is moving the focus from teaching to learning and from the teacher to the learner. Therefore, it is of great importance to pay attention to English vocabulary learning strategy and reflect learning autonomy in the learning process.

The purpose of the present paper was to present the meaning and importance of vocabulary and to show how vocabulary is connected to the four language skills and to compile a list of vocabulary learning strategies. It also aimed to define autonomous learning and learner autonomy providing useful information how learner autonomy can be maintained and enhanced and presenting how autonomy and vocabulary learning is related.

The major aim of the current study was to identify vocabulary learning strategies that EFL learners use at a secondary school of Beregszász with Hungarian language of instruction, to measure the level of autonomy of these learners as well as to investigate the possible relationship of learner autonomy and vocabulary learning strategies among Hungarian EFL learners.

The analysis of the academic literature presents that vocabulary knowledge is explained as to know the meaning of the word and to know how to use it appropriately in different contexts. The acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Vocabulary knowledge is central to communicative competence as well as to the acquisition of a language and it plays a key role in developing the four basic language skills: listening, reading, speaking, and writing. The term vocabulary refers to all the words which are used by a particular person. It also means all the words which exist in a particular language. It is generally accepted that vocabulary is the heart of mastering a foreign language but without the use of appropriate approaches and strategies vocabulary hardly can be acquired. There are two general ways in which learners learn vocabulary: the direct (explicit) and the indirect (implicit) vocabulary learning approach. Learning strategies are specific behaviors that learners use to enhance their foreign language learning. Vocabulary learning strategies among foreign language learners are

actions taken by learners to find out the meaning of unknown words, to retain them in long-term memory and to recall them. There are a lot of strategies which can be used in order to develop vocabulary. Vocabulary learning strategies are classified in different ways. However there are five categories which appear almost in every classification, these are: cognitive, metacognitive, memory, determination and social strategies. The size of vocabulary a foreign language learner needs to acquire is an amount of around 3000 word families to understand a basic conversation, 5000 word families to read a novel, and at least 9000 words to cope with more advanced texts.

In the second part this study has found that the notion of autonomy was first formulated in language learning and teaching in 1971 with the Council of Europe's Modern Languages Project. The term 'learner autonomy' first was defined in 1981 by Henry Holec. He determined learner autonomy as 'the ability to take charge of one's own learning'. Other scholars and researchers also defined autonomy furthermore they identified the characteristics of an autonomous learner. Autonomous language learners assume responsibility for their own learning, can identify their learning goals (what they need to learn), their learning processes (how they will learn it), how they will evaluate and use their learning, they have well-founded conceptions of learning, they have a range of learning approaches and skills, they can organize their learning, they have good information processing skills, they are well motivated to learn and they use different learning strategies. There are different ways learners can enhance their autonomy in learning, for instance: planning, self-monitoring, self-evaluation, the use of self-access centers and computer assisted language learning. In an autonomous environment the teachers' role is reduced and they become facilitators; they can teach vocabulary relevant to tasks in hand, judge and give instruction in strategies which help retention. Learner autonomy is a great relief for students in vocabulary learning. It leads to more effective vocabulary learning; provides learners with more free opportunities for English communication in a non-native environment; learning; has a lasting influence; enhances the learner to master the basic skills that are required to lasting learning. Teachers and learners both can make steps in order to enhance learner autonomy in vocabulary learning. Teachers have a clear and ongoing role both in using deep strategies in class work and in training learners in their use. On the other hand learners should decide which words are worth learning and learn to use the context, phrases, and hints provided in sentences. In addition to word-selection, learners must also become skilled in strategy-selection and use if they are to take charge of their learning.

The last part, the empirical research aimed to provide significant evidence on the relationships between learner autonomy and vocabulary learning strategy use. This study has shown that there are nineteen vocabulary learning strategies which are used on an average level and five strategies are used the most frequently. The most frequently used strategies are memory, metacognitive and cognitive strategies. The majority of the participants showed to have positive attitude towards autonomy in vocabulary learning and regarded themselves capable of taking responsibility for their own learning. Based on the data analysis, the researcher found that there was a significant relationship between learner

autonomy and vocabulary learning strategies. The relationship lies on the number of strategies that learners use and they can enhance learner autonomy because they are steps taken by the learners themselves.

Returning to the hypothesis posed at the beginning of this study, it is now possible to state that those learners who try to take responsibility for their own learning and are on the right way to become autonomous in enriching their vocabulary use more strategies than those, who do not attempt to learn autonomously.

The results of this research support the idea that teachers should focus on strategy-based instruction for more effective vocabulary learning and also find faster and less time-consuming ways to teach based on learners' autonomy levels. In addition, learners could be directed to the best and most suitable ways of learning. Learners who admit responsibility for their learning are more probable to attain their learning goals.

A limitation of this study was the small sample size which restricts its opportunity to generalize to other samples and contexts. The other limitation was due to the fact that questionnaire was the primary data collection of this study, so further research can be conducted using other data collection instruments such as interview, diaries, portfolios and so on.

Vocabulary learning is extremely critical to English language acquisition. It is impracticable for a learner to communicate without the required lexis. No doubt that a learner cannot gain knowledge of all language vocabulary in classes; consequently he is obliged to uncover other ways to learn vocabulary. Once learners happen to be autonomous in vocabulary learning, they have acquired an enduring learning skill and a habit of independent thinking and learning which will benefit them long after leaving the formal setting of education.

REFERENCE LIST

1 Іжко, Є. С. Генеза Поняття «Автономне Навчання» / Є. С. Іжко // Науковий вісник національного університету біоресурсів і природокористування України, серія «Педагогіка. Психологія. Філософія», 2013. – Вип. 192. - Частина 1. – с. 373

2 Іщенко, О. В. Автономне навчання в умовах міжкультурної інтеграції / О. В. Іщенко // Національний технічний університет України «КПІ», м. Київ, серія «Філологічна», 2016. - Випуск 62. – с. 131-132.

3 Ленюк, Н.М. Роль автономії у самостійній навчальній діяльності студентів немовних спеціальностей з іноземної мови / Н.М. Ленюк / Kspu.edu [Електронний ресурс] – Режим доступу: http://ekhsuir.kspu.edu/handle/123456789/940 [Retrieved 10 May 2017]

4 Семенишин, І. Є. Навчальні стратегії у вивченні англійської мови як методична проблема / І. Є. Семенишин // Наукові записки, серія: Педагогіка, 2011. - № 2. – с. 153-154.

5 Al-Busaidi, S. S. Assessing Active and Passive Vocabulary Knowledge / Academia.edu [online]. Available at: https://www.academia.edu/8522760/Assessing_active_and_ passive_vocabulary _knowledge. [Retrieved 24 January 2017] – p. 298-299.

6 Alqahtani, M. The Importance of Vocabulary in Language Learning and How to Be Taught // International Journal of Teaching and Education, 2015. – Vol. 3. – No. 3

7 Al-Shaqsi, T. S. Teachers' Beliefs about Learner Autonomy - In S. Borg (Ed.) Researching English Language Teaching and Teacher Development in Oman. Oman: Ministry of Education, 2009. p. 157-165

8 Asgari, A. The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia // Journal of English Language Teaching, 2011. – Vol. 4. – No 2.

9 Balcikanli, C. Learner Autonomy in Language Learning: Student Teachers' Beliefs // Australian Journal of Teacher Education, 2010. – Vol. 35(1). – p. 90-114.

10 Baradaran, A. The Relationship between Learner Autonomy and Vocabulary Learning Strategies in Iranian EFL Learners with Different Language Proficiency Level // International Journal of Applied Linguistics & English Literature, 2013. – Vol. 2. – No 3. – p. 177-178.

11 Bauer, L. Word Families // International Journal of Lexicography, 1993. - Vol. 6. – No 4.

12 Benson, P. Teaching and Researching. Autonomy. - Routledge, 2013.

13 Ceylan, N. O. Fostering Learner Autonomy // Procedia - Social and Behavioral Sciences 199, 2015. – p. 85 – 93.

14 Chan, V. Autonomous Language Learning: the Teachers' Perspectives // Teaching in Higher Education, 2003. – Vol. 8 (1). - p. 33-54.

15 Choo, L. B. Language Learning Approaches: A Review of Research on Explicit and Implicit Learning in Vocabulary Acquisition // Procedia - Social and Behavioral Sciences 55, 2012. – p. 852 – 860.

16 Cohen, A. D. Strategies in Using and Learning a Second Language. — London and New York: Routlage, 2014. p. 12, 19.

17 Craven, L. Vocabulary Learning Strategies / SCRIBD [online]. Available at: https://www.scribd.com/document/290076133/Prof-Craven. [Retrieved 23 January 2017]

18 Csizér K. A nyelvtanulási autonómia, az önszabályozó stratégiák és a motiváció kapcsolatának vizsgálata / K. Csizér, J. Kormos // Magyar Pedagógia, 2012. - 112. évf. - 1. szám 3–17. – o. 3-6.

19 Cubukcu, F. Learner Autonomy, Self Regulation and Metacognition // International Electronic Journal of Elementary Education, 2009. - Vol. 2 - Issue 1. – p. 56-57.

20 Description, Acquisition and Pedagogy/ N. Schmitt, M. McCarthy - Cambridge University Press, 1997. - p. 6-10.

21 Dickinson, L. Self-Instruction in Language Learning - Cambridge University Press, 1987

22 Easterbrook, R. M. The Process of Vocabulary Learning: Vocabulary Learning Strategies and Beliefs about Language and Language Learning - The University of Canberra, 2013. – p. 11-28.

23 Ellis, R. The Study of Second Language Acquisition. - Oxford: Oxford University Press, 1994

24 Ertürk, N. O. Language Learner Autonomy: Is it Really Possible? // Procedia - Social and Behavioral Sciences 232, 2016. – p. 650-654.

25 Fan, M. How Big Is The Gap And How To Narrow It? An Investigation into the Active and Passive Vocabulary Knowledge of L2 Learners // SAGE Journals, 2000. - Vol 31. - Issue 2.

26 Ghazal, L. Learning Vocabulary in EFL Contexts through Vocabulary Learning Strategies // Novitas-ROYAL, 2007. - Vol.1 (2). - p. 84-91.

27 Gholami, H. Self Assessment and Learner Autonomy // Theory and Practice in Language Studies, 2016. - Vol. 6. - No. 1. - p. 46-51

28 Habók A. Tanulási és nyelvtanulási stratégiák használata az általános iskola végén és a középiskola elején // Iskolakultúra, 2016. – 26. évf. – 10. szám. – o. 24-25.

29 Haddad, R. H. Developing Learner Autonomy in Vocabulary Learning in classroom: How and why can it be Fostered? // Procedia - Social and Behavioral Sciences 232, 2016. – p. 784-791.

30 Holec, H. (1985) Aspects of Autonomous Learning in Riley, P. (ed) Discourse and Learning, New York: Longman Group Ltd, 1985. – p. 248-282.

31 Ivanovska, B.: Learner Autonomy in Foreign Language Education and in Cultural Context.// Procedia - Social and Behavioral Sciences 180, 2015.

32 Jensen, S. C. Word-families and the Mental Lexicon: Testing for a Morpho-semantic Lexical Network – Calgary, 1999. p. 45.

33 Jingnan, S. Autonomy in EFL Education // Canadian Social Science, 2011. - Vol. 7. - No. 5. – p. 27-32

34 Joshi, K. R. Learner Perceptions and Teacher Beliefs about Learner Autonomy in Language Learning // Journal of NELTA, 2011. - Vol. 16 - No. 1-2. - p. 15-16.

35 Kalajahi, S. A. R. Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus // Journal of English Language Teaching, 2012. – Vol. 5. – No 4.

36 Kaur, N. The Need for Autonomous Vocabulary Learners in the Malaysian ESL Classroom // GEMA Online Journal of Language Studies, 2013. – Vol. 13 (3). – p. 8-10.

37 Kenny, B. For More Autonomy // System, 1993. – Vol. 21(4). – p. 431-442.

38 Khalifa, S. H. M. Autonomy in Vocabulary Learning: Vocabulary Learning Strategies Teaching Programme for EFL Libyan Learners // Arab World English Journal (AWEJ), 2016. - Vol. 7. - Number 1. – p. 140-159.

39 Koban-Koc, D. Understanding Learner Autonomy through Cognitive, Metacognitive and Social Strategies used by English Language Learners in a Computer-Based Classroom / D. Koban-Koc, S. E. Koc // The Journal of Language Teaching and Learning, 2016. – Vol. 6(2). - p. 58-69.

40 Koller T. M. The Effect of Personalized Vocabulary Plans on Learner Autonomy in L2 Vocabulary Learning / Culminating Projects in English, 2015. - St. Cloud State University Paper 28. – p. 11-14.

41 Kotik-Friedgut, B. S. Enhancement of Autonomy in Language Learners / Ucsd.edu [online]. Available at: http://lchc.ucsd.edu/mca/Mail/xmcamail.2012_07.dir/pdfkZoQqkYsXm.pdf [Retrieved 11 May 2017]

42 Kulikova O. Vocabulary Learning Strategies and Beliefs about Vocabulary Learning: A Study of Beginning University Students of Russian in the United States / Iowa Research Online. Available at: http://ir.uiowa.edu/etd/1868/ [Retrieved 24 January 2017] – p. 3-12.

43 L2 Vocabulary Acquisition, Knowledge and Use New Perspectives on Assessment and Corpus Analysis / C. Bardel, C. Lindquist, B. Laufer - Eurosla, 2013. p. 16-19.

44 Lang, P. Second Language Vocabulary Acquisition. — International Academic Publishers. 2009. p. 27.

45 Laufer, B. Size and Strength: Do We Need Both to Measure Vocabulary Knowledge? / B. Laufer, C. Elder, K. Hill, P. Congdon // Language Testing Journal, 2004. – Vol. 21 (2). – p. 202-226.

46 Laufer, B., and Hulstijn, J. Incidental Vocabulary Acquisition in a Second Language: The Construct of Task-induced Involvement. // Applied Linguistics, 2001. – Vol. 22 (1). – p. 1-26.

47 Lawson, M. J. The Vocabulary-Learning Strategies of Foreign-Language Students / M. J. Lawson, D. Hogben // Language Learning, 1996. – Vol. 46 (1)

48 Little, D. Learner Autonomy 1: Definitions, Issues and Problems, Dublin, Trinity College: Authentik Language Learning Resources Ltd. 1991. p. 4-5.

49 Marzban, A. Effects of Implicit Versus Explicit Vocabulary Instruction on Intermediate EFL Learners' Vocabulary Knowledge // ELT Voices – India International Journal, 2013. – Vol. 3. – Issue 6.

50 Matsuoka, W. Vocabulary Learning Through Reading: Does An ELT Course Book Provide Good Opportunities? // Journal of Reading in a Foreign Language, 2010. – Vol. 22. – No 1. – p. 56-70.

51 Milton, J. Measuring the Contribution of Vocabulary Knowledge to Proficiency in the Four Skills. / J. Milton. - EUROSLA Monographs Series 2. Available at: http://www.eurosla.org/ monographs/EM02/Milton.pdf. [Retrieved 26 April 2017] – p. 57-78.

52 Nation, I. S. P. Learning Vocabulary in another Language – Cambridge University Press, 2001. – p. 114-120. 144-151. 225-228.

53 Nation, P. Teaching and Learning Vocabulary. - Boston: Heinle & Heinle, 1990. P. 75.

54 Nikoopour J. Vocabulary Learning through Digitized & Non-digitized Flashcards Delivery // Procedia - Social and Behavioral Sciences 98, 2014.

55 Nosratinia, M. An Exploration of the Relationship between Autonomy and Vocabulary Learning Strategies // International Journal of Language Learning and Applied Linguistics World, 2013. – Vol. 4 (3). – p. 71-80.

56 Nosratinia, M. Promoting Second Language Learners' Vocabulary Learning Strategies: Can Autonomy and Critical Thinking Make a Contribution? / M. Nosratinia, M. Abbasi, A. Zaker // International Journal of Applied Linguistics & English Literature, 2015. – Vol. 4. – No. 3. – p. 21-22.

57 Nyelvtanulási stratégiák, tanulói autonómia: az elmélet és a gyakorlat összehangolása/ Bárdos Jenő, Csikósné Marton Lívia, Spéderné Négyesi Zsuzsanna, Spiczéné Bukovszki Edit, Tóth Éva - Líceum Kiadó Eger, 2015. – o. 20-25. 51.

58 Ostovar-Namaghi, S. A. Vocabulary Learning Strategies from the Bottom-Up: A Grounded Theory // The Reading Matrix: An International Online Journal, 2015. – Vol. 15. - Number 2

59 Oxford, L. R. Relationships between Second Language Learning Strategies and Language Proficiency in the Context of Learner Autonomy and Self-regulation. // Revista Canaria de Estudios Ingleses, 1999. - No. 38. – p. 109-126.

60 Oxford, R. Vocabulary Learning: A Critical Analysis of Techniques / R. Oxford, D. Crookall // TESL Canada Journal, 1990. - Vol. 7. - No.2

61 Pemberton, R.: Taking Control: Autonomy in Language Learning. Hong Kong University Press, Hong Kong, 1996. – p. 13-28.

62 Pétursdóttir, M. Explicit Teaching of Academic Vocabulary in EFL / Skemman [online]. Available at: http://skemman.is/stream/get/1946/16397/38370/1/MA_ritgerð_María_Pétursdóttir. pdf [Retrieved 24 January 2017] p. 13-25.

63 Pikulski, J. J. Teaching and Developing Vocabulary: Key to Long-Term Reading Success / Eduplace.com [online]. Available at: https://www.eduplace.com/marketing/nc/pdf/ author_pages.pdf [Retrieved 11 May 2017]

64 Rákosi Cs. Szókincs-elsajátítási stratégiák vizsgálata az idegennyelv tanulásban // Argumentum, 2015. – 11. évf. – o. 166-194

65 Rashidi, N. Assessing the Role of Depth and Breadth of Vocabulary Knowledge in Reading Comprehension of Iranian EFL Learners // Journal of Pan-Pacific Association of Applied Linguistics, 2010. – Vol. 14(1). p. 81-85.

66 Read, J. The Development of a New Measure of L2 Vocabulary Knowledge - Language Testing Research Colloquium, Arnhem, The Netherlands, August 1993. – p. 357.

67 Rieder, A. Implicit and Explicit Learning in Incidental Vocabulary Acquisition. / ResearchGate [online]. Available at: https://www.researchgate. net/publication/237523516_Implicit_and_explicit_learning_in_incidental_vocabulary_acquisiti on. [Retrieved 9 May 2017]

68 Riihimäki, J. Autonomous Language Learning in Efl-Classrooms in Finland / JYX [online]. Available at: https://jyx.jyu.fi/dspace/bitstream/handle/123456789/41970/URN:NBN:fi:jyu201308142153.p df?sequence=1 [Retrieved 8 May 2017] – p. 8-18.

69 Rouhi, M. EFL Learners' Vocabulary Knowledge and its Role in Their Reading Comprehension Performance // Journal of Second and Multiple Language Acquisition2013. – JSMULA Vol. 1. - Issue 2. p. - 39-48

70 Sbaihi, M. Learner Autonomy for Learner Development // International Journal of Technical Research and Applications, 2015. - Special Issue 30. – p. 101-104.

71 Scharle, Á. and Szabó, A. Learner autonomy: A guide to Developing Learner Responsibility. - Cambridge: Cambridge University Press, 2000. - p. 29-48.

72 Schmitt, N. Review Article Instructed Second Language Vocabulary Learning // Language Teaching Research, 2008. – Vol. 12 (3). – P. 329-363.

73   Schmitt, N. Vocabulary in Language Teaching. - Cambridge: Cambridge University Press, 2000. p. 155 - 157.

74   Schoonen, R. The Assessment of Deep Word Knowledge in Young First and Second Language Learners / R. Schoonen, M. Verhallen // Language Testing Journal, 2008. – Vol. 25 (2). – p. 211-236.

75   Sen, Y. The Effect of Vocabulary Size and Vocabulary Depth on Reading in EFL Context // Procedia - Social and Behavioral Sciences 199, 2015. – p. 555-562.

76   Sentürk, B. Self-Regulation Strategies and Vocabulary Size of EFL Turkish University Students // Procedia - Social and Behavioral Sciences 232, 2016. – p. 90-97.

77   Shakouri, A. The Effect of Explicit and Implicit Vocabulary Instruction on the Reading Comprehension of University Students via Online Classroom // International Journal of Multidisciplinary and Current Research, 2014. – Vol. 2.

78   Shams, I. E. Hybrid learning and Iranian EFL learners' autonomy in vocabulary learning // Procedia - Social and Behavioral Sciences 93, 2013.

79   Shen, Z. The Roles of Depth and Breadth of Vocabulary Knowledge in EFL Reading Performance // Journal of Asian Social Science, 2008. – Vol. 4. – No 12.

80   Shuang, W. Shallow Theory of English Learning Strategies and Autonomous Learning // US-China Foreign Language, 2014. – Vol. 12. – No. 11 – p. 923-927.

81   Siriwan, M. English Vocabulary Learning Strategies Employed by Rajabhat University Students. (A Ph.D thesis submitted to Suranaree University of Technology), 2007. Available at: http://sutir.sut.ac.th:8080/sutir/bitstream/123456789/284/1/mayuree_fulltext.pdf [Retrieved 10 April 2017] – p. 17-55.

82   Teng, F. Assessing the Relationship between Vocabulary Learning Strategy Use and Vocabulary Knowledge // PASAA, 2018. – Vol. 49. – p. 42-46.

83   Thanasoulas, D. What is Learner Autonomy and How Can it be Fostered? // The Internet TESL Journal, 2000. – Vol. 11.

84   Tuan, L. T. Theory and Practice in Language Studies, 2011. - Vol. 1. - No. 12

85   Waldvogel, D. A. The Relationships between Vocabulary Learning Strategies and Vocabulary Size among Adult Spanish Foreign Language Learners // Journal of Language Teaching and Research, 2013. - Vol. 4. - No. 2. - p. 209-219.

86   Weigel, C. J. The Acquisition of a Vocabulary // The Modern Language Journal, 1919. - Vol. 3. – No 8. - p. 339-360

87   Xhaferi, B. Enhancing Learner Autonomy in Vocabulary Learning / B. Xhaferi, G. Xhaferi // Journal of Institute Alb-Shkenca, 2013. – Vol. 4 (4). – p. 385-389.

88 Yagcioglu, O. New Approaches on Learner Autonomy in Language Learning **//** Procedia - Social and Behavioral Sciences 199, 2015. – p. 428-435.

89 Yan, S. Teachers' Roles in Autonomous Learning // Journal of Sociological Research, 2012. - Vol. 3. - No. 2. – p. 560-562.

РЕЗЮМЕ

Вивчення іноземної мови в сучасному світі - це одна з найважливіших складових сучасної, успішної людини. Знання хоча б однієї іноземної мови розширює світогляд, дозволяє пізнати культуру та звичаї іншого народу. Однією з міжнародних мов є англійська. Знання англійської мови в нинішній час відіграє все більш важливу роль у пристосуванні кожної людини до сучасних світових умов і дає просто величезні переваги майже у всіх сферах життя тим людям, які вивчали її як іноземну.

Сформована лексична компетентність є одним з найважливіших факторів, які впливають на загальний рівень володіння англійською мовою. Знання англійської мови насамперед асоціюється із знанням слів, а володіння нею – із лексичними навичками, формування яких є основною метою навчання лексики англійської мови. Найдієвішим способом вивчення лексики англійської мови є застосування стратегій словникового навчання. Стратегії оволодіння англійською лексикою можна розділити на п'ять основних-груп: метакогнітивні, когнітивні, соціальні, аналітичні, а також пам'ять.

Останнім часом спостерігається збільшення уваги до навчальної автономії, самоорганізованого навчання, самопідготовки та індивідуальної системи, незалежного вивчення іноземних мов.Термін «учнівська автономія» був вперше визначений Генрі Холеком у 1981 році як «здатність брати відповідальність за власне навчання»

Актуальність даної роботи полягає в тому, що за останні роки число людей, що вивчають англійську мову різко зросла. Практична значимість даної роботи полягає у зборі інформації про стратегії словникового навчання закарпатських учнів, що навчаються в загальноосвітній школі з угорською мовою навчання.

Гіпотезою роботи є те, що учні, які намагаються взяти на себе відповідальність за своє навчання і знаходяться на правильному шляху, щоб стати автономними в збагаченні словникового запасу, використовують більше стратегій, ніж ті, хто не намагаються навчатися самостійно.

Метою цієї роботи було розглянути значення і важливість лексики, а також показати, як словниковий запас пов'язаний з чотирма мовними навичками, й скласти список стратегій про навчання лексики. Вона також спрямована на визначення автономного і самостійного навчання, надаючи корисну інформацію, як навчатися автономії.

Основною метою даного дослідження було визначення стратегії навчання англійської лексики, як учні використовують це в середніх школах Берегова з угорською мовою навчання, а також визначити рівень автономії цих учнів і дослід питання про можливий

взаємозв'язок між автономією та стратегією словникового навчання серед учнів які вивчають англійську мову як іноземну в угорських школах.

Практична частина роботи пов'язана емпіричним дослідженням, що спрямоване надати суттєві докази про взаємозв'язок між автономією та стратегією словникового навчання. Ці дослідження показали, що існує дев'ятнадцять стратегій навчання лексикону, які використовуються на середньому рівні. Найчастіше використовуються такі стратегії, як: пам'ять, метакогнітівна і когнітівна. Більшість учасників показали позитивне ставлення до автономії в навчанні лексиці і вважали себе здатними брати на себе відповідальність за своє навчання. На основі аналізу даних я виявила, що існує значущий зв'язок між автономією та стратегією словникового навчання.

Звертаючись до гіпотези, поставленої на початку цього дослідження, можемо сказати, що ті учні, які намагаються взяти на себе відповідальність за своє навчання і знаходяться на правильному шляху, щоб стати автономними в збагаченні словникового запасу, використовують більше стратегій, ніж ті, хто не намагаються навчатися самостійно. Виходячи з вище зазначеного можна стверджувати, що гіпотеза є вірною.

Результати цього дослідження підтверджують ідею, що вчителі повинні зосередитися на інструкції стратегії на основі більш ефективного вивчення лексики, а також знайти більш швидкий і менш трудомісткий спосіб навчання, заснований на рівні автономії учнів.

Обмеженням цього дослідження було невеликий розмір вибірки, що не дає можливість узагальнити інші зразки і контексти. Інше обмеження пов'язане з тим, що анкета була спрямована на основний збір даних цього дослідження, тому подальші дослідження можуть бути проведені з використанням інших інструментів збору даних, таких як інтерв'ю, щоденники, портфелі і тощо.

Словникове навчання є важливим для вивчення англійської мови. Учням важко спілкуватися без необхідної лексики. Не маю сумнівів у тому, що учень не може опанувати знання про всю необхідну лексику в класі,тому він зобов'язаний знайти інші способи, щоб збагатити словниковий запас. Після того, як учні засвоять автономії в навчанні лексики, вони отримають стійкі навички навчання і звичку до самостійного мислення які принесуть користь у подальшому житті.

APPENDIX

QUESTIONNAIRE

Part I: General Information

1 **Gender:**   Female   Male
2 **Age:** …………………………………
3 **Class:** ………………………………
4 **How long have you been learning English?** …………………………………
5 **Do you like learning English?**
   Yes   No
   If Yes/No, why?...
   ....
   ....
6 **What are your most important aims in learning a foreign language? More answers are possible.**

   a) improving my grammar
   b) improving my pronunciation
   c) enriching my vocabulary knowledge
   d) communicating fluently
   e) improving listening skills
   f) improving writing skills
   g) improving reading skills

Part II: Statements of Vocabulary Learning Strategies

Put a 'x' in the box which most describes your opinion on the strategies you use to learn English vocabulary. (1 – never use it, 5 – always use it,)

		1	2	3	4	5
1	I use a bilingual dictionary to help me translate English words into English language.					
2	I use pictures illustrated in the textbook to find the word meanings.					
3	I learn meaning of words by identifying its part of speech.					
4	I ask the teacher to translate the words into my native language.					
5	I ask the teacher to put an unknown word into a sentence to help me understand the word meaning.					
6	I ask my classmate for meaning.					
7	I know some new words when working in group works.					
8	I practice English in group work activities.					
9	I interact with native speakers					
10	I learn words about the culture of English speaking countries.					
11	I write a new word in a sentence so I can remember it.					
12	I study a spelling of new words.					
13	I use physical actions when learning words.					
14	I speak words out loud when studying.					
15	I repeatedly practice new words.					
16	I write a new word on a flash card so I can remember it.					

	1	2	3	4	5
17 I learn words by listening to vocabulary CDs.					
18 I record vocabulary from English movies in my notebook.					
19 When I try to remember a word, I write or say it repeatedly.					
20 I make vocabulary cards and take them with me wherever I go.					
21 I listen to English songs and news.					
22 I memorize word from English magazines.					
23 I review my own English vocabulary cards for reviewing before the next lesson starts.					
24 I do not worry very much about the difficult words found during reading or listening, I just skip them.					
25 I use online exercises to test my vocabulary knowledge.					
26 I connect the sound of a new English word and an image or picture of the word to help me remember the word.					
27 I ask the teacher for a synonym, paraphrase or L1 translation of a new words					
28 I put English labels on physical objects.					
29 I look for words in my own language that are similar to new words in English.					
30 I try to find as many ways as I can to use my English.					

Part III Learner autonomy

Please answer the following questions. Put an 'x' next to your answer(s).

Who is responsible for...?	Teacher	Leaner
1. Motivating you to learn English		
2. Identifying your weak and strong points in language learning		
3. Correcting your mistakes		
4. Evaluating your progress		

Put a 'x' in the box which most describes your opinion (1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree).

	1	2	3	4	5
5. I am responsible for my own learning					
6. I like to learn by myself					
7. I like to decide what to learn and when to learn it					
8. Learners should use much self-materials to learn English					
9. A lot of learning can be done without a teacher					
10. Learners can be responsible for finding own ways of practicing English					
11. I make decisions and set goals of my learning					
12. I make good use of my free time learning English					
13. In the class, I try to use every opportunity to take part in the activities such as pair/group discussion, role-play, etc.					
14. I have a complete understanding of the learning strategy					

	1	2	3	4	5
15. I can consciously employ effective strategies to improve my vocabulary knowledge					
16. I think I have the ability to learn English well.					
17. I preview before the class.					
18. I attend out-class activities to practice and learn the language.					
19. I know my strengths and weaknesses in my English study.					
20. I make self-exam with the exam papers chosen by myself.					

Circle your answer.

21. I think the learner-teacher relationship is that of:

   A. receiver and giver   D. partners
   B. raw material and maker   E. explorer and director
   C. customer and shopkeeper

22. I think my success or failure in English study is mainly due to:

   A. luck or fate   D. teachers
   B. English studying environment   E. myself
   C. studying facilities (aids)

23. When the teacher asks questions for us to answer, I would mostly like to:

   A. wait for others' answers   D. clarify questions with teachers
   B. think and ready to answer   E. join a pair/group discussion
   C. look up books, dictionaries

24. When I meet a word I don't know, I mainly:

   A. let it go   D. B and E
   B. ask others   E. look up the dictionary
   C. guess the meaning

25. I think the following way is most useful in my English learning:

   A. taking notes
   B. rehearsal: word lists, repetition   D. classifying or grouping or comparing
   C. doing exercises of grammar,   E. group discussion
      translation, words

Thank you very much for your help and patience!

NYILATKOZAT

Alulírott, Liszjuk Anett, 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.