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INTRODUCTION

Knowing vocabulary is the cornerstone of how people communicate, even if the person concerned only know one language. One of its peculiarities is that vocabulary is capable to express several things, but we must take into account that it can be used not only to put our message into words, but also to help us understand each other.

Since there are several languages in the world, people have long felt the necessity to learn each other's languages, whether the purposes were economic, political, cultural, educational or recreational. Foreign language education, which is still an important segment of our society, had to be developed accordingly.

To know a language, it is essential to learn its vocabulary. In other words, vocabulary learning is the foundation of foreign language teaching, without which you cannot progress further in the learning process.

There have been many methodologies and research on how to accomplish this in the most effective way. Pioneers in the field include Nation (1982, 2011), Nunan (1999) and Cameron (2005), Roman (2005) and Bárdos (2000), whose research has made a major contribution to making foreign language teaching more transparent for us today.

The presence study considered relevant, since it also tries to join the ranks of those who endeavor to disambiguate and provide effective methods for teaching a foreign language, including vocabulary teaching. Furthermore, the work endeavors to extend our existing knowledge of vocabulary teaching for primary school learners.

In order to do this successfully, the work of researchers such as the above-mentioned Nation, Cameron and Bárdos will be presented but Pikulski&Templeton (2004), Kontra (2006), Hatch&Brown (1995), Vossoughi (2009), and such indigenous researchers like Huszti (2010) also will be featured.

The work is based mainly on the research of those mentioned above, but the author has not hesitated to include the results of others in this paper.

The purpose of this work is firstly to provide a theoretical overview and framework for the teaching of vocabulary itself. It then wants to distinguish between younger and older learners and their learning strategies. As the work pays particular attention to younger learners, the author of the work has set out to describe the phases, strategies and procedures for vocabulary learning that are considered to be acceptable for primary school learners.

In order to achieve this objective, a literature review will be carried out, which can be reviewed in detail in the first and second part.

Subsequently, it was considered important to gain insight into the teaching of foreign language – in this case English – in the primary classes of Hungarian-language schools in Transcarpathia, including the methods used by individual teachers, what they consider useful and negligible in teaching the foreign language, and their experiences and recommendations with the subject.

In order to achieve this, an online questionnaire was created – using Google Forms – , which will be filled out by English teachers in the primary classes of Hungarian-speaking institutions in Transcarpathia.

The subject of the presence work is to observe the processes, phases and strategies that have been designed to make vocabulary teaching as effective as possible for younger learners.

The aim of the work is to analyse the processes and strategies identified, their usefulness or neglectfulness in relation to the Hungarian-language institutions in Transcarpathia. The aim is also to summarise at the end of the work which methods have proved effective in these schools.

Considering that the work will be successful, it could be of great help to researchers and educators. Its theoretical part will help us to have a transparent system of vocabulary teaching in front of us. Its practical part will contribute to making progress in the teaching of vocabulary to primary school students. Since the research on foreign language vocabulary teaching in Transcarpathia is not yet a wide-ranging field of research – the researcher has met the work of Tamás Jablonykó (2008) and Ilona Huszti (2010) in this respect – the present work can be considered as a methodological proposal, or at least as an initiative of one.

The following *hypotheses* were formulated in the course of the work:

1. taking into account the age of the learners, one of the most effective ways of teaching vocabulary is the playful method, whereby the learners perceive the acquisition of words not as learning but as a pleasant pastime.

2. it is important for learners to know what topics they are learning about, and the choice of topic will therefore influence the learners' approach to learning the vocabulary.

The work consists of the following parts: introduction, three parts, a conclusion and bibliography. The first part presents an overview of vocabulary and its teaching, the educational process, approved phrases and strategies. In the second part, a distinction is made between younger and older learners, and the teaching procedures recommended for

younger learners are described. In the third part, the opinions, experiences and recommendations of English teachers in Hungarian-language schools in Transcarpathia on teaching English in the elementary classes are presented. Taking all this into consideration, a summary, a list of literature and a Ukrainian summary are formulated at the end of the work.

I. LITERATURE REVIEW ON VOCABULARY TEACHING

The first part of the work was established for the purpose of providing a detailed insight into what research has been done regarding to vocabulary teaching. In order to completely understand the issue of vocabulary teaching, we first need to know the theoretical foundations.

It is important to have a good understanding of the topic, without which the issue of teaching vocabulary cannot be properly addressed. The aim of this chapter is therefore to give an overview of the theoretical side of the subject.

In this chapter, it will be defined what we call vocabulary – thus presenting the definitions of vocabulary formulated by different researchers. The relationship between vocabulary and grammar will also be discussed. Regarding to vocabulary teaching, how words are learned, the problems we face in learning/teaching vocabulary, and the generally accepted phases through which vocabulary is taught will be examined. There are also strategies on what is the most effective way to teach vocabulary, which will be investigated in this chapter too.

As a premise, it should be noted that several renowned researchers have done research in this area. Nation and Cameron have written several books on the subject, which have been of great help in the preparation of this work. However, it should be also be kept in mind that these researches were written referring to other languages, so it is important to include the work of other researchers.

In Ukraine, Ivanova and Roman, among others, discussed how to teach English in primary school, while Tretyak discussed the teaching of English to grade 1 in the New Ukrainian School (HYIII), a system recently introduced in state schools.

Among Hungarian researchers, the studies of Bárdos appears in the following work.

1.1. What is vocabulary?

In the present paper, since this work's main subject is the vocabulary, it was considered important to clarify some of the most essential terms with regard this topic. Various definitions exist concerning what vocabulary is, since scientists does not agree on this term. Hereinafter are listed some of the theories and definitions.

In Kontra's (2006) words a vocabulary is a set of lexical units, comprising words, phrases, idioms or fixed expressions. According to Hatch and Brown (1995: 1) vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of language might use. Pikulski and Templeton (2004: 1) states that vocabulary is the sum of words that are used and understood by students. Based on Vossoughi (2009: 1) words – as a part of the vocabulary – is the tool we use to think, to express ideas and feelings, and to learn about the world.

If we search in dictionaries, we will find these definitions:

Cambridge Dictionary (URL1):

1. all the words known and used by a particular person
2. all the words that exist in a particular language or subject
3. all the words used by a particular person, or all the words that exist in a particular language or subject.

Britannica (URL2): inventory of words used by a particular person or group or the words in a particular language or field of knowledge. The term comes from the Latin *vocabulum*, meaning designation or name.

Apparently, all of these terms are different, since they distinguish that words just exist, understood and might used by an individual, and if used, for different purposes such as self-expression or learning. Nevertheless, they still have something in common, which is the statement that vocabulary is a sum a words.

In this work the definition of Hatch and Brown will be used.

1.2. When can we say that we know a word?

As the work is straightforwardly concerned with not just vocabulary teaching, but also learning, it is important to define the point at which a word can be said to have been successfully acquired.

Based on Cameron (Cameron 2005: 78) knowing about a word involves knowing about:

- its form – how it sounds, how it is spelt, the grammatical changes that can be made to it;
- its meaning – its conceptual content and how it relates to other concepts and words;

- and its use – its patterns of occurrence with other words, and in particular types of language use.

Cronbach (1942) also agrees on knowing a word includes not only the knowledge of one thing, but several others. He identified five concepts on knowing a word:

1. Generalization – which means that the learner is able define the given word;
2. Application – which means that the learner can use the word in a given context properly;
3. Breadth – which means that students do not only know one meaning of the word, but several of them, if not all of them;
4. Precision – which means that the learner is able to use the learned word adequately in all situations;
5. Availability – which means that the learner can use the word where it is appropriate.

To sum up, knowing a word does not only imply knowing its equivalent translated into a given language. Knowing a word is more complex than one might think, as it involves not only the translation of the word, but also its appropriate and adequate use in different situations and contexts.

1.3. Connection between vocabulary and grammar

It probably goes without saying that words are closely related to grammar. As we have seen above, knowing a word is not just knowing its translation into a given language, it is much more than that. In order to know a word, you must also be able to use it. This is where grammar helps.

This assumption is related to the indirect vocabulary learning method. Numerous researches were made for what other knowledge associates with the vocabulary, and what are they closely related to. One of the instances for that is that the greater somebody's vocabulary, the better his/her grammar.

This can be linked to the fact that the student does not always learn the words isolated. Instead, the student often learns a lot of words in context. Since the context also contains the grammar, the student learns not just the vocabulary, but also the grammar of the given language unintentionally.

Related to that we can highlight two concepts:

- **lexicalized grammar** – grammar, which includes the vocabulary;

- **grammaticalised lexis** – vocabulary, which includes the grammar.

That is, we can see that not only is vocabulary linked to grammar, but grammar is also strongly linked to words.

1.4. How are words learned

For this work, it is important to have a general idea of how words are learned. There are several methods to learn new words in a foreign language. Hereinafter some of these methods will be listed.

Enrichment: according to the scientific journal, *Frontiers for Young Minds*, in order to acquire a word from a foreign language, we should know how it is spoken and written, so we must hear and see it. There are several ways and methods to learn vocabulary. According to recent study, methods that include enrichment are the most effective, which is the presence of additional, complementary information during learning that helps to illustrate the meaning of a foreign language word. (Mathias et al. 2020: 2)

In other words, we use enrichment not just to learn a foreign language word by hearing it, but e.g. to see related pictures, which help us understand what we are studying. From this perspective, the learning material for the children is well-worked-out, since those consist of more pictures and visual aids than in ones for older ones.

Making gestures is another way to use enrichment. It means, that when we learn new words, we can use movements related to them. For example, if we learn verbs, we can act like we are doing these verbs too. For young learners, it is not only useful, but it could be also enjoyable. Since they are kids, and they have a lot of energy, they can make good use of it.

Direct and indirect vocabulary learning method

It's important to know that learning a word is not just something one do of one's own volition or at the teacher's behest, simply: in a controlled way. There is a layer of words that we acquire involuntarily. This is covered by the direct and indirect methods.

Several people have addressed this question of what is the direct and indirect method. Researchers have differing view on the definition. In this paper we will use Nation's definition.

Nation differentiates 2 types of learning vocabulary: direct and indirect vocabulary learning.

Direct vocabulary learning: in direct vocabulary learning, a conscious effort is made to learn vocabulary either in context or in isolation, for example, by learning lists of word forms and their meanings, by doing vocabulary learning exercises, or by studying affixes and roots (Nation 1982: 15).

Indirect vocabulary learning: in indirect vocabulary learnings, new words are learned incidentally while reading or listening, usually as the result of information provided by the context (Nation 1982: 15).

Nation also mentions that we learn most of the foreign language vocabulary in an indirect way. This can be explained as we cannot learn every single word, that can occur in a text, at the same time. Therefore, we can learn the words assigned to our acquired vocabulary by inference.

There are researches that demonstrate, that what quantity of words can be learned in an indirect way.

We can read about the impact on students of reading a novel in the research of Saragi, Nation and Meister (1978). The students encountered 90 new words. 76% of the new words were recognised by the students, although, they did not use any dictionary during the reading.

Hence Nation makes a stand for we can promote the learning of vocabulary with listening and reading too. Despite this, our knowledge of indirect vocabulary learning is limited, and it brings up several questions.

From Nation's description, we can say that a significant part of our vocabulary is acquired indirectly, which can be observed in practice.

1.5. The traditional methodological process of vocabulary teaching (Bárdos 2000: 82, 84)

1. Introduction – this is the phase where we teach the word and its pronunciation. It can be useful if we attach illustrations to the pronunciation of the word. This can include visual aids like a photo or video, or we also can use miming.

2. Repetition – there are traditional and modern methods for repeating a word or words. The traditional way is when the students repeat the words one by one or in a group. Modern ways include such creative methods like using drama.

3. Demonstrate the word in a clear context – students can also learn a word by seeing it in context. In this way, by knowing what the context means, students can guess what the word means.

4. Explanation in foreign language – it is important to not speak too much in mother tongue in a foreign language lesson, so the students will start to use the target language as a support.

5. Definition in foreign language

6. Translate into the mother tongue – of course, students have to know what the words mean, so if they cannot discover the meaning of a word in the three phases above, we can translate the word into the mother tongue.

7. Practise – this can be performed correspondingly to the used method, but the teacher's creativity is the final limit for that activity.

It is also advisable while teaching vocabulary to reckon with the fact that students can also learn by themselves. This means that the students have multiple ways to learn the words individually, e.g. with pictures or word analysis.

1.6. Strategies for learning vocabulary

Although researchers state that there are several differences between learning a foreign language and learning our mother tongue, we also can see similarities among the two procedures. If we think about the first words that are learned in each language, it is clear that not just the topics but the words in these topics are usually the same. This can be related to the ability of communication, by which it is meant that we learn those words at first which are the basic and most fundamental to express ourselves.

We must first develop the speech comprehension in a young child, because the children first observe with the help of this skill, how the foreign language words, and then they imitate the understood language element (Huszti 2010: 16).

Doró (2007: 118) claims that in the process of learning the first words in a foreign language, three factors are decisive: the teacher talk, the textbook book and peer interlanguage.

When students learn vocabulary, the amount of words that they acquire is much bigger than they think. In order to embrace all these words, they must use several word-learning strategies, that they can practise.

Numerous factors affect the mastering of foreign vocabulary. Hereinafter strategies are listed that help with word learning (Doró et al. 2018: 62):

- Repetition (orally and in writing)
- Searching keywords
- Using dictionary (mono-, bilingual)
- Conclude the meaning from context
- Observe the structures of words
- Grouping (by function, topic)
- Search words from the known ones which are sounds like the new word
- Creating a mental picture
- Linking to the learned vocabulary
- Put it in a sentence
- Creating word card, semantic map

1.7. Teaching English in Transcarpathia

Since the aim of this work is not only to gain insight into the general issues of vocabulary teaching, but also into how it is implemented in Transcarpathia, the teaching of English in Transcarpathia is described below.

Based on Ilona Huszti's studies (2010:10), it is used to say that the most common language teaching method is the communicative method both in Ukrainian and Hungarian schools. That is partly true, because this method does not only include teaching communication.

The effects of communicative competence to the process of language teaching manifests on, that it is not accepted anymore to only develop the students' grammatical competence; attention must be paid not only to grammar but also to continuity (equal attention should be paid to both); developing language skills must be installed to the teaching process; language learning strategies (methods) must be taught to the students; teaching language functions (e.g. direction, declare opinion etc.) must not be left out from the language learning process. (Huszti 2010:10-11)

Among the foreign languages taught in Transcarpathian schools the most common one is English, its number of lessons has increased over the years. Before the foreign

language teaching reform in the 1st-4th grades students did not learn foreign languages, with the reforms, the 2nd graders have 1 lesson/week, the 3rd and 4th graders have 2 lessons/week.

Reforms, unfortunately, did not give us the luxury that we do not have to be dissatisfied. Lot of teachers say that there are not enough lessons. A research from 2004 (Fábián, Huszti, Lizák, 2005) explored the following problems: it is hard to motivate pupils in villages; teachers cannot teach properly the high number classes; the lack of books.

Based on the literature the literature review, the following conclusions can be drawn:

Vocabulary has several definitions, which vary, but they all agree that vocabulary is a set of words, which can be used to express something. Knowing a word means that the student is able to not only translate it, but to use it in a proper way. We can say that there is a strong connection between vocabulary and grammar. It also can be stated that a significant part of our vocabulary is learned in an indirect way, which means that most of words are learned from context. The traditional methodological process of vocabulary teaching was presented, which includes introduction, repetition, demonstrating the word in a clear context, explanation in foreign language, definition in foreign language, translation into the mother tongue and practice. Useful strategies have been presented for vocabulary learning, which included repetition, searching keywords, using dictionary, concluding the meaning from context, observing the structures of words, grouping, searching words from the known ones which are sounds like the new word, creating mental pictures, linking to the learned vocabulary, putting the words into sentence and creating word cards, semantic maps. Finally, a conclusion was written about teaching English in Transcarpathia.

II. TEACHING VOCABULARY TO YOUNG LEARNERS

People learn English at different stages of their lives, from the very young to the very old. Accordingly, a variety of methods have been developed for learning English, including vocabulary, specialised for different age groups.

The author of this paper also believes that different age groups should be taught English in different ways, taking into account that different age groups have various needs and abilities.

We should be aware that the younger age group – grades 1-4 according to the research – have a hard time adjusting to the school system when they start learning, they are used to playing and therefore less able to pay attention for longer periods of time, which is a significant difference between them and the more disciplined older age group. Given this fact, it is important to find ways of not only engaging young learners but also developing them.

This chapter endeavors to answer the question of which methods are most effective in educating young learners. And, as the focus of this work is on young learners, it will first of all describe who young learners are and how they differ from other age groups. It also describes the methods that have been shown to be suitable for developing young learners' vocabulary knowledge.

2.1. The concept of young learners

First, it is important to talk about young learners and how their education and attitude differ from other age groups. In sufficient detail, Cameron wrote about this question as it follows:

“What is different about teaching a foreign language to children, in contrast to teaching adults or adolescents? Some differences are immediately obvious: children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about language; in other words, they do not have the same access as older learners to metalanguage that teachers can use to explain about grammar or discourse.

Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent. But these are generalisations which hide the detail of different children, and not the skills involved in teaching them. We need to unpack the generalisations to find out what lies underneath as characteristic of children as language learners. We will find that important differences do arise from the linguistic, psychological and social development of the learners, and that, as a result, we need to adjust the way we think about the language we teach and the classroom activities we use. Although conventional language teaching terms like ‘grammar’ and ‘listening’ are used in connection with the young learner classroom, understanding of what these mean *to the children who are learning them* may need to differ from how they are understood in mainstream language teaching.” (Cameron 2005: 1)

As it can be seen, language teaching for young learners has many positive aspects, but it also raises questions and problems that need to be addressed.

2.2. Types of vocabulary

There are several views on what types of vocabulary exist. These include the following:

Receptive and productive vocabulary – Laufer and Nation (1995) distinguished between these concepts. Receptive vocabulary is the vocabulary of words that learner recognise when they see or hear them. Productive vocabulary consists of words that learners not only know but also use.

Besides these, there is another formulation of types of vocabulary, which is:

Active vocabulary: active vocabulary means the words that learners can understand and use in language activities. (Schmitt 2008).

Passive vocabulary: passive vocabulary refers to the words that learners can understand, but are not yet able to use. (Schmitt 2008)

In the beginning period of learning, young learner’s active vocabulary is much larger than their passive vocabulary, since they only know a few words, but they use it very frequently. As time passes and pupils learn more words, the active and passive vocabulary become balanced, then their passive vocabulary will be much greater. One of an EFL teacher’s purpose is to teach students words not only for keeping them in the storage, but to use them actively.

2.3. Teaching vocabulary

Several researches have been made to discover what are those things that we must consider while teaching English as a foreign language to young learners. In this chapter, these researches were tried to be listed as non-exhaustive.

Based on the research of Bárdos (2000: 84), the first problem of classic vocabulary teaching is the selection itself. What are those words that we should teach and in what division? It is obvious that we must teach the most common words, but what is the quantity of them as a whole and divided into lessons?

Continuous researches have been made concerning what are the most common words in each language – these are known as word frequency researches. As these researches listed the mostly used words in different languages, minimum vocabulary lists started to evolve.

Bárdos recommends to teach 3000 words altogether, which can be in the students' active vocabulary. Above this number, the frequency of words starts to fall, but still, there are more passive vocabulary words.

The answer to how many words should we teach in a lesson is that there is no standard rule about the frequency of words taught in a classroom. This number often varies and mostly depends on the techniques and the pupils. It can be from 8-10 to 20-30.

However, if it is to be determined, how many words should the children learn, the next certain factors must be considered:

Frequency – during teaching vocabulary, it is recommended to prefer the words that are most likely that the child will use with more frequency.

Usefulness – based on the frequency of using a word we can say what words are more and less useful.

According to Cameron, if good learning conditions are provided for the child, it is very realistic for them to learn 500 words in a year during foreign language learning.

Nation claims that if foreign language learners have to learn 300 words, at first, they should learn 100 words several times, then they should learn other 100 words, then the next 100 words.

Different methods contain different quantities of words that we can and should teach in a lesson. We also have to consider that not every student fits the methods. The abilities of students are not the same: some of them are better in vocabulary learning and some of them are not. We cannot really use only one method in a lesson. If we want all the students to learn the vocabulary we must apply more techniques.

When we teach simple words, we have to demonstrate them in the typical context of the given language. We usually provide the following information about a word:

1. The meaning of the word
2. The usage of the word
3. The grammatical properties of the word
4. Other relevant information about the word (pronunciation and orthography)

Ways to teach the meaning of a word:

- using visual tools
- descriptions, drafting
- antonyms and synonyms
- put it into context
- translate – just in last case

2.4. Teaching English/Vocabulary

Since education consists not only of the work of teachers and researchers, but also of state-approved curriculum, it is important to see what the state curriculum expects students to achieve.

Based on the curriculum, that was accepted by the Ministry of Education and Science of Ukraine, in primary school, the next amount of lessons are given for teaching foreign language (which includes not just English, but German, French and Spanish):

1st grade: 2 lessons a week

2nd grade: 3 lessons a week

3rd grade: 3 lessons a week

4th grade: 3 lessons a week

On this subject, it is considered to be important to mention what topics the primary school learners have to concern during their study, since this way it is also can be seen, what words should they acquire connected to these topics.

Topics	
1st grade	2nd grade
Me, my family and friends	Me, my family and friends

Free time	Recreation and free time
Nature	Nature
Holidays (In Ukraine and in the countries of the target language)	People
Food	Holidays and traditions
School	Food
	School
Topics	
3rd grade	4th grade
Me, my family and friends	Me, my family and friends
Recreation and free time	Accommodation
People	Recreation and free time
Accommodation	People
Food	Nature and environment of Ukraine and the countries of the target language
Nature and environment of Ukraine and the countries of the target language	Travelling around Ukraine and to the countries of the target language
Holidays and traditions in Ukraine and in the countries of the target language	Holidays and traditions
School	School life

The curriculum defines that the students have to achieve the A1 level by the end of the 4th grade.

It can be seen that the different topics change only slightly over the years, so children have the opportunity to repeat the vocabulary they have learned in sufficient quantities while learning new topics.

2.5. The importance of contextualisation

It has been already reviewed that knowing a word implies not only being able to translate it, but also being able to use it in different situations. Therefore, it is recommended to review the importance of contextualisation in the acquisition of vocabulary by learners.

Within the confines of a research on vocabulary learning and strategies used in the classroom in primary school, the fact has been established that when students learn a new word, at first, they learn the combination of meaning-form-pronunciation (Hardi 2014: 318). In addition, students attach importance to the orthography of words, but it is less significant to them to put the words into context. Hereinabove we could see that contextualisation is an integral part of learning vocabulary, since learning a word is not just about knowing its meaning, but also that we can put these words into sentences, so we can communicate with them – which is the main purpose of language learning. For this reason, the fact, that students

do not practise and classroom exercises do not require contextualisation, can lead to different problems in the acquiring of the vocabulary of young learners.

Hardi also stated that repetition plays a prominent role in the process of vocabulary learning, but the use of drawings and written translation has also proved to be a good strategy for learning the meaning of the words.

This means, it is important to consistently repeat and practice the learned words, and for students it is recommended to try to use the words in context, so it will be easily learned and in the future young learners could use the words more effectively, even without hesitation.

2.6. Memorisation

Vocabulary acquisition also involves the process of memorisation. Many people do not know how to memorise a word properly, so it is considered to be important to first understand the process of memorising vocabulary.

The process by which children learn a word can be also divided into three phases: input, storage and recall.

Input – this is the first time a learner encounters the word, either orally or in written form. The first understanding of the word also occurs at this phase;

Storage – this is the time when the learner then remembers the meaning of the word;

Recall – the learner starts to use the word independently, and is able to put it into sentences and communicate with it.

Simultaneously with that, students' memory is made up of 3 parts: sensory memory, short-term memory and long-term memory.

Sensory memory – the word that the learner encounters for the first time is stored here. If the child practices the use of this word, it will not stay in this repository for long.

Short-term memory – here the learned word is no longer completely unknown, but the staying of these words also depends on their practise. If the student repeats it enough times, it is transferred to the long-term memory.

Long-term memory – if a word is placed here, it is safe to say that the learner has mastered both the meaning and the usage of the word.

It is highly important to continually repeat the words with the kids, because otherwise they will forget them very easily. To avoid this, we can repeat the words at the beginning of the lessons.

2.7. Tasks for repeating, checking vocabulary

Since one of the main roles in acquiring vocabulary is memorisation, the success of which requires, among others, repetition, here will be listed exercises which promote the repetition of words.

During a research, Ilona Huszti (2010: 17) listed some of the tasks that help with memorising the words:

- odd-one-out – this is considered as a task that is liked by the children. The teacher writes 3 words in the same category and 1 word that is inapposite. The children's task to find that one word which does not belong there. As the children learn the rules, they can play this game with each other too.

- Another task that the kids enjoy is when they have to tell words, which begin with a given letter. It is not just enjoyable, but competitive, and good for repeating and enlarging the children's vocabulary.

- writing tales – the children have to write their own stories in the target language – in our case it is English. If their language level does not allow it, then they can write it in mother tongue and the teacher should translate it into English. S/he should give the duplicates to the children, who will read it with pleasure, because these are their story.

Students learn the words the most confidently, when they very aware of the fact that they need these words. Therefore, it is much easier for students to acquire a word that they want to learn on their own, then to acquire something that they must learn.

After the children learned a new word, it is important to write it into a dictionary. This dictionary can be made by the students or a ready-made dictionary which can be bought in a stationery store.

The vocabulary learning is the easiest, fastest and most effective, if we divide the words into topics, so it is also advisable to write the words according to topics in the dictionary (Huszti 2010: 44).

It became apparent that odd-one-out, telling words with a given letter and writing tales were useful exercises for repetition, but that young learners also benefit from writing down the words they learn in a dictionary.

2.8. Songs as a part of vocabulary learning

Teaching songs is also a great way to vocabulary teaching. We can teach with it not just vocabulary, but grammar, pronunciation, language skills and culture. Not only it is very effective, but provides an enjoyable time for students while they still learning vocabulary.

The usefulness of teaching songs is supported by research. Pavia, Webb and Faez (Pavia et al. 2019) were researching the impact of music on the students' incidental vocabulary learning. The research showed a clear positive increase in the students' vocabulary learning.

Listening to songs in class not only promotes learning but also creates a good atmosphere in the classroom. Students can also consider listening to a song as a small break, during which they can relax from the fatigue of learning and – even if they don't know about it – develop themselves.

In addition to the good atmosphere, listening to the songs can also be a kind of refuge for the students. There is a high chance that the songs will be sung by students who are otherwise afraid to speak in class. This will also improve their pronunciation and communication skills. By listening to the songs and singing them, students can also practise communicating in the spoken language.

It also wraps the students' perceptions of how difficult it is to use the new language. The result is a loss of certain inhibitions, a new respect for one's own voice and the learning of whatever vocabulary, grammar, [...] the song has to offer (McDonald 1984: 35).

In conclusion it can be said that there is a significant difference between older and young learners. For young learners it is important to teach the most common words while teaching vocabulary, and it should happen in the context specific to the given language. We should teach the meaning, usage, grammar properties, pronunciation and orthography of the words. To master the words, we should use properly practiced word learning strategies, from which the most important is the repetition. In the students we should evolve the skill of speech comprehension at first. We need to make them feel that they need to learn new words. To achieve better results, we need to divide the words into topics. The translation of words into mother tongue should only take place as a last resort, we should make the students find out what the words mean. One useful way of teaching vocabulary is the playful technique, especially in primary school, but songs can also be a – if not essential, then very effective – part of classroom activities.

III. RESEARCH

Methodology

While doing this work, it was found necessary to do some research in order to not only have the theoretical framework of the topic in front of us but also to see how it is put into practice. Therefore, most of the procedures examined in the previous two sections were investigated in terms of their usefulness for young learners in a lesson.

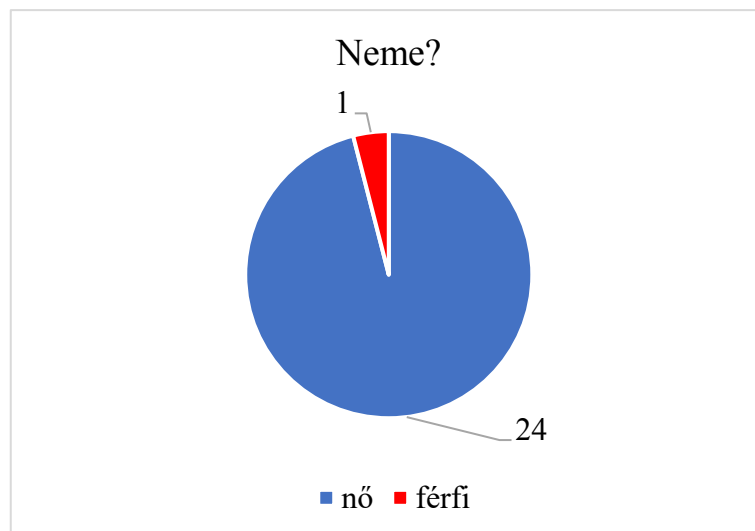
The participants of this research are English teachers in primary schools of Hungarian-language institutions in Transcarpathia. A total of 25 teachers took part in the research. There is little gender diversity among respondents – there is only one male completed the questionnaire. As for their age, this was not recorded. However, their years of practical experience as teacher suggest that their ages range relatively widely, from beginners to very experienced teachers.

In this research, teachers' perceptions of the teaching of primary school children, their experiences, their own innovations, and their suggestions for making the teaching of children more effective were investigated.

A survey has been made to conduct the research. Its questions can be found in the annexes. The questions are based on the theoretical research which have been done before.

For the success and transparency of the research, an online questionnaire was used, including Google Forms.

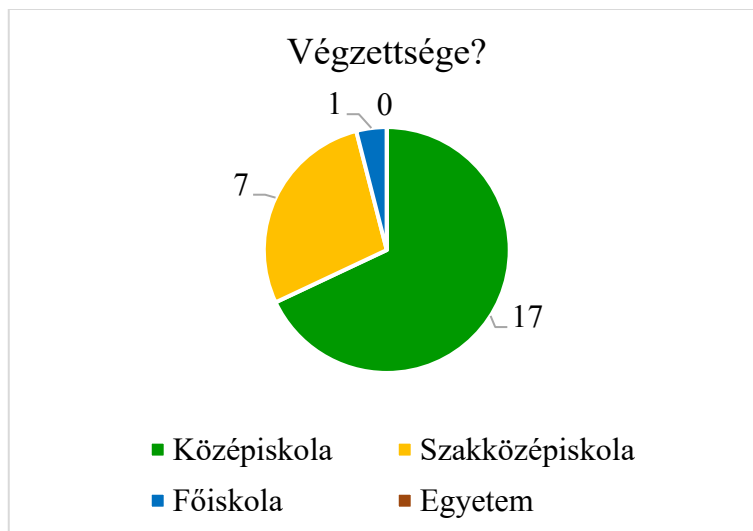
By gender, 24 (96%) of the respondents were female and 1 (4%) male.



1. graph

Resource: own editing

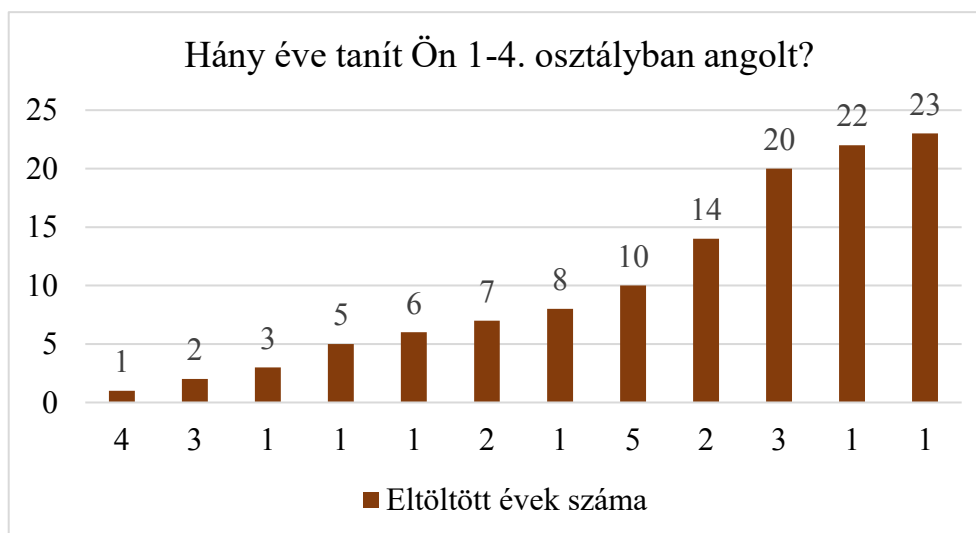
The next question was about the education level of the respondents. Of the respondents, 17 (68%) have a university degree, 7 (28%) have a college degree and 1 (4%) has a high school degree. The response options included vocational school, but no one had this qualification.



2. graph

Resource: own editing

In the third question the teachers' number of years of practice were investigated. Among the answers, the most years were 23 years (1 person, 4%), followed by 22 (1 person, 4%), 20 (3 people, 12%), 14 (2 people, 8%), 10 (5 people, 20%), 8 (1 person, 4%), 7 (2 people, 8%), 6 (1 person, 4%), 5 (1 person, 4%), 3 (1 person, 4%), 2 (3 people, 12%), 1 (4 people, 16%).

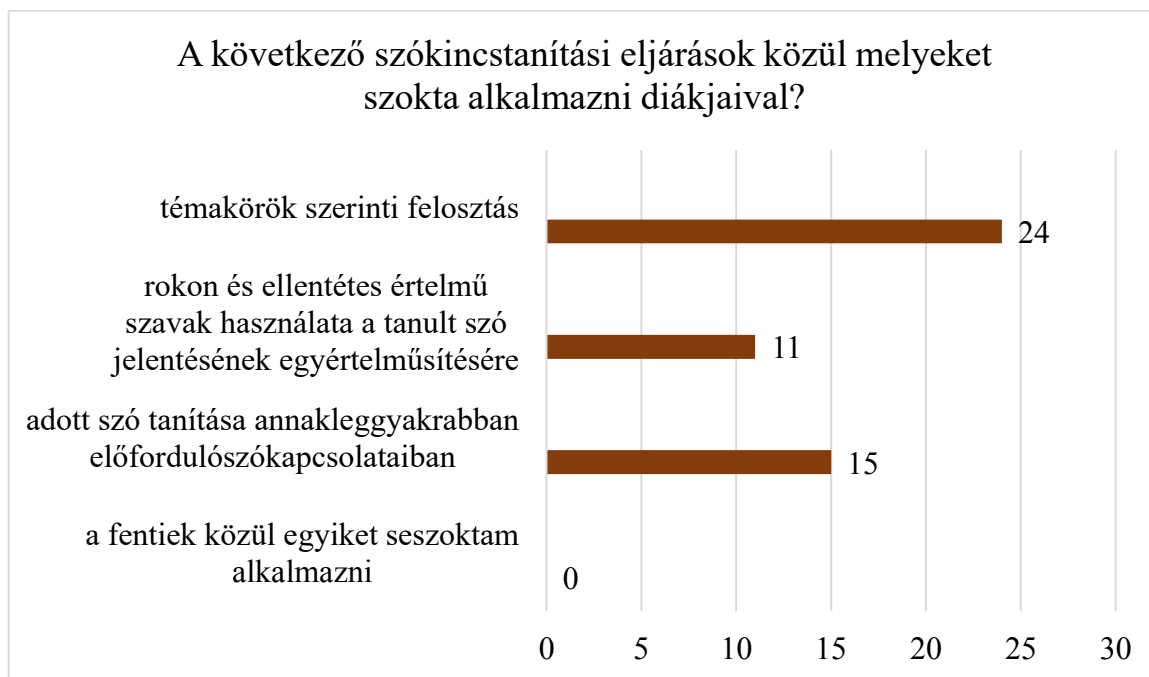


3. graph

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In the next question the vocabulary learning practices that teachers use with their students were asked about. The answer options included *splitting by topic, using synonyms and antonyms to clarify the meaning of the word being taught, teaching the word in its most common collocations*, and *I do not use any of the above*.

The results show that 24 (96%) of teachers use splitting by topic, 11 (44%) work with related and contrasting words, 15 (60%) teachers use the word in its most common collocations, and no teacher does not use any of the above.



4. graph

Resource: own editing

Not all children are the same, and this is one of the most important factors to take into account when teaching. Accordingly, the following question was asked: *Do your student/one or two of your students require an individual vocabulary learning procedure?* The responses to this question were as follows: 2 (8%) teachers indicated that they did, 10 (40%) teachers said that they did not, and 13 (52%) teachers indicated that children need this kind of procedure depending on the subject.



5. graph

Resource: own editing

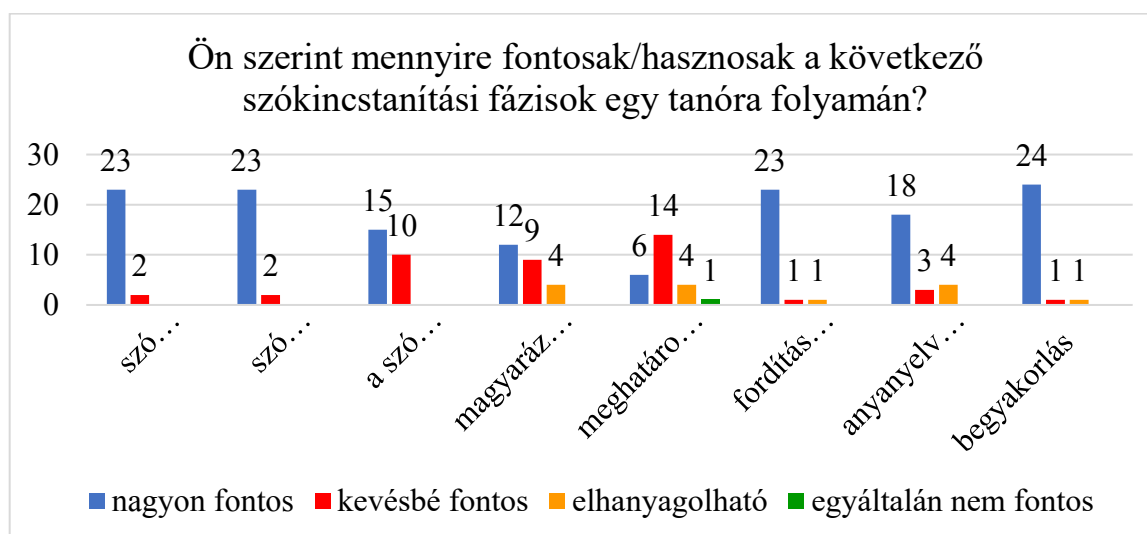
Following on from the previous question, it was asked, if such procedures are necessary, what they might be. Four answers to this question were received, as follows:

- *Songs and sayings that are sung and mimed, word and picture combination, using cards, worksheets related to word and pictures, repeating the words out loud;*
- *Word-cards;*
- *Word-cards, picture-cards, audio, worksheet*
- *Particular individual tasks*

In the next question, the phases of vocabulary learning were listed, and it was up to the teachers to indicate which one they thought was important. The answer options included *very important, less important, negligible* and *not important at all*. The following answers were given:

The introduction of the word is considered very important by 23 respondents and less important by 2 respondents. The same proportion is observed for the repetition of the word. 15 teachers consider the demonstration of the word in another, but clear context to be very important and 10 teachers consider it to be less important. Explanation in a foreign (English) language was considered very important by 12 teachers, less important by 9 and negligible by 4. The definition in a foreign (English) language is considered very important by 6 teachers, less important by 14 teachers, negligible by 4 teachers and not important at all by 1 teacher. Translation into the mother tongue was identified as very important by 23 teachers, and 1-1 teacher considers it less important or negligible. Interpretation into the mother tongue was marked as very important by 18 teachers, less important by 3 teachers and

considered negligible by 4. 24 teachers rated practice as very important and 1-1 teacher as less important or negligible.



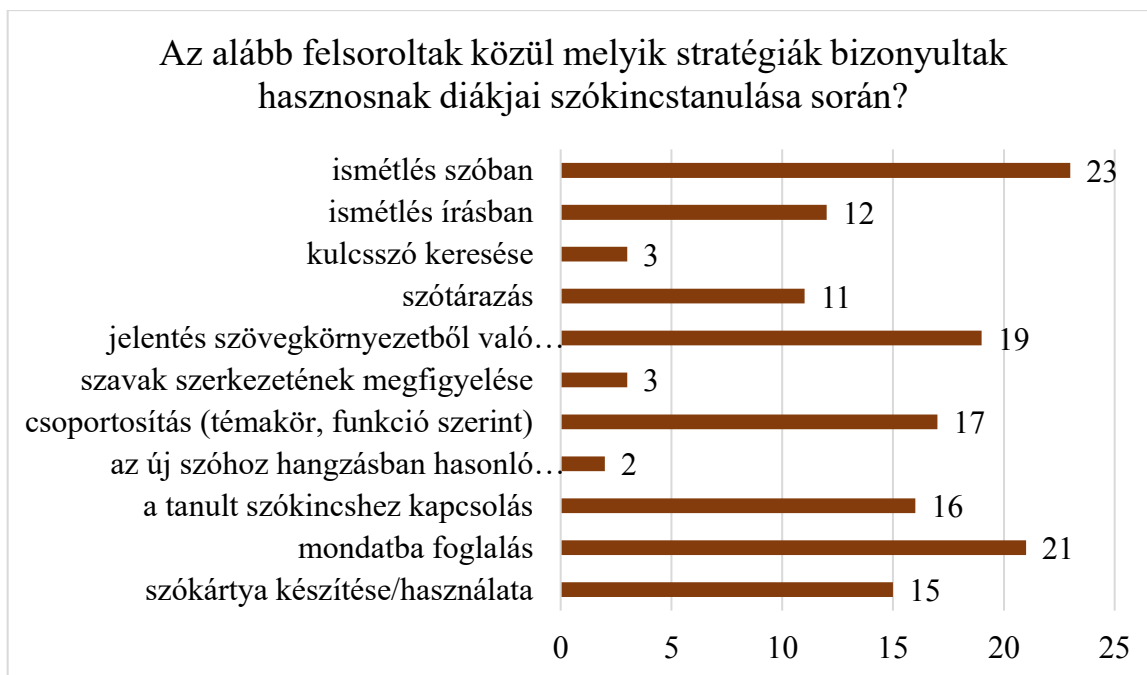
6. graph

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In an effort to gain a deeper insight into the teachers' opinions, the next two questions were about what they would add to the above-listed answer options and what they would leave out. A teacher would include the use of word-cards, or pairing words with pictures, which is certainly compatible with the practice phase, or even the pronunciation of the word, which can also be included in the practice phase. Three indicated that they would not add any phases.

6 respondents indicated that they would not skip any of the phases, and 1 respondent said that the definition in a foreign language is not important for primary school students.

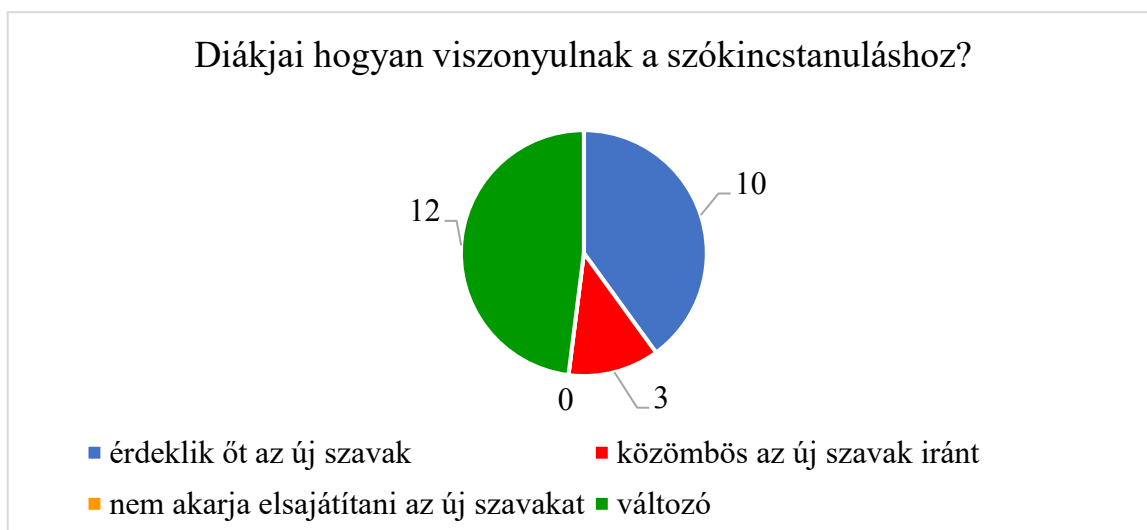
In the next question vocabulary learning strategies were listed, from which the teachers selected the ones they found most useful for their students. 23 (92%) chose oral repetition, 12 (48%) for repetition in writing, 3 (12%) for searching keywords, 11 (44%) for using dictionary, 19 (76%) for concluding the meaning from context, and 3 (12%) for observing the structures of words, grouping (by function, topic) 17 (68%), searching words from the known ones which are sounds like the new word 2 (8%), linking to the learned vocabulary 16 (64%), putting words into sentences 21 (84%), creating/using word-card 15 (60%).



7. graph

Resource: own editing

Of course, the attitude of the students also contributes a lot to vocabulary learning, so the teachers were also asked how their learners feel about vocabulary learning. 10 (40%) indicated the students were interested in new words, 3 (12%) indicated that they were indifferent to new words, and 12 (48%) chose the variable option.



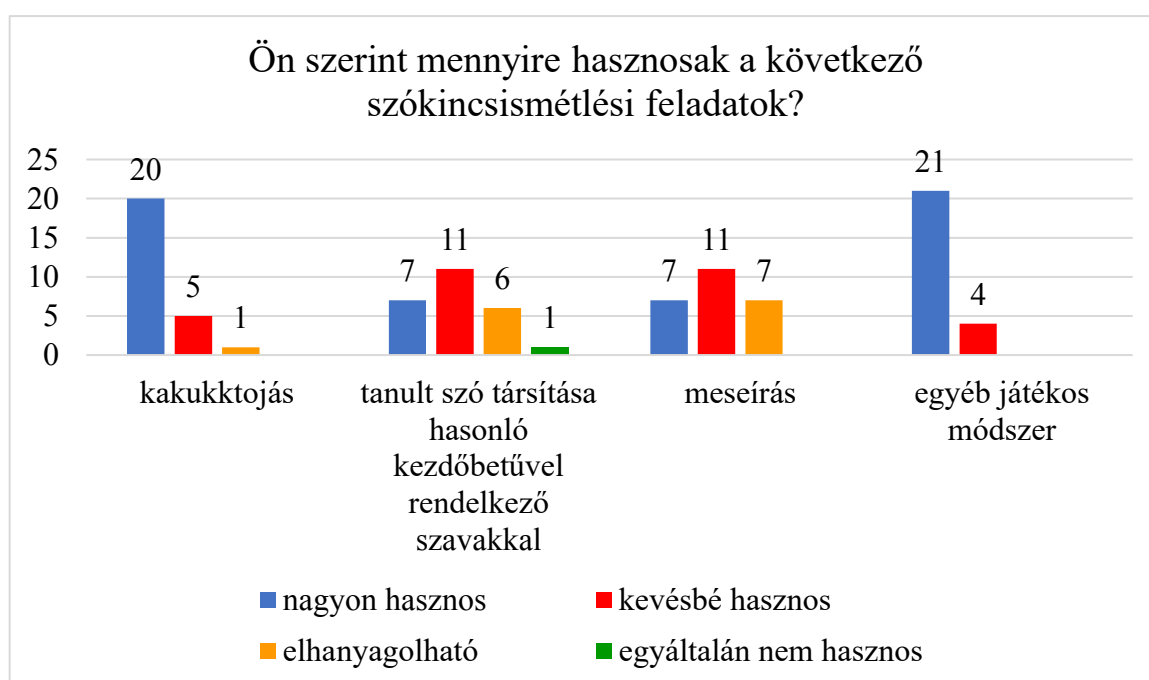
8. graph

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The next question asked what teachers think determines students' attitudes towards vocabulary learning. There were 16 responses to this question, most of which linked this

factor to the topics covered, motivation, the methods and strategies chosen and the teacher's attitude.

This was followed by a list of vocabulary repetition tasks, which, as in a previous question, also asked teachers to indicate which of these they found useful. The odd-one-out is considered very useful by 20 teachers, less useful by 5 and negligible by 1. Associating the word learned with words similar initials is considered very useful by 17 teachers, less useful by 11, negligible by 6 and not useful at all by 1. Story writing was rated as very useful by 7 teachers, less useful by 11 and negligible by 7. 21 teachers rated other playful methods as very useful and 4 as less useful. This will be discussed in more detail later.



9. graph

Resource: own editing

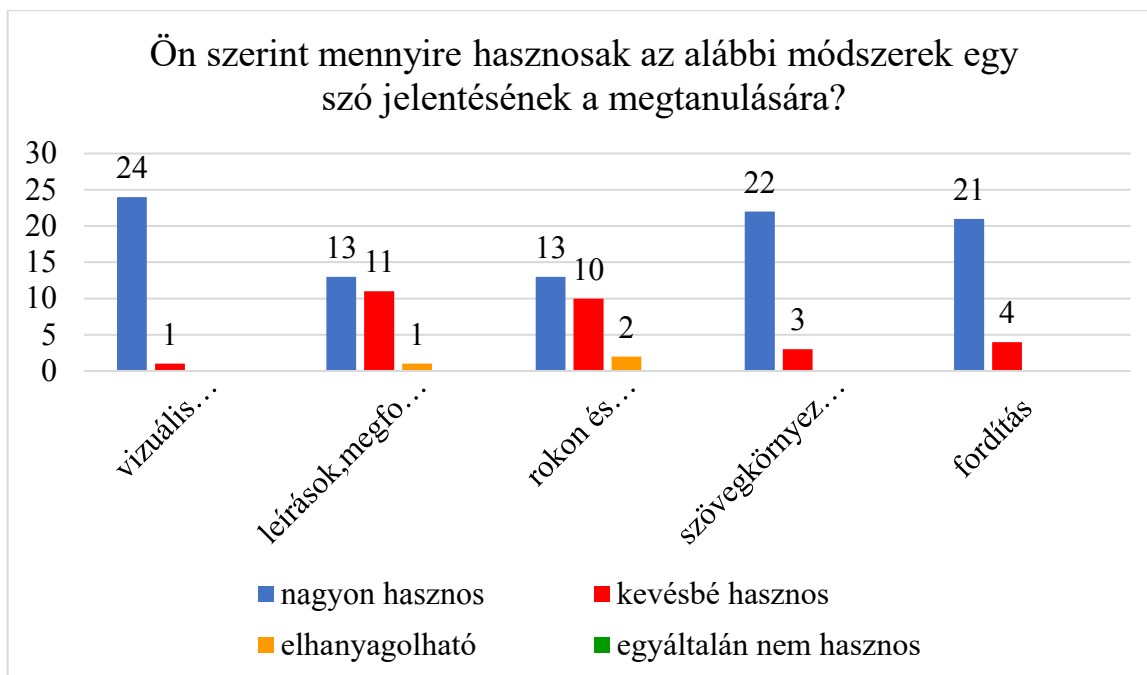
The next question is? *What other vocabulary repetition exercises would you include in your teaching?*

- *word snake, memory game, find its pair, find its opposite;*
- *drawing, pointing;*
- *putting into sentences based on students' own experiences;*
- *fill into sentences, pair with opposite;*
- *sentence creation independently;*
- *pairing pictures+words on whiteboard/interactive whiteboard;*
- *card games.*

When asked what playful methods teachers use with their students to review vocabulary, the following responses were received:

- *When certain objects are shown, they have to name them and then label them with the appropriate signs; songs, sayings;*
- *For example, I divide the children into groups, each group is given a word (max 5 words). When they hear the word, the group stands up, when I say it again, they sit down. I say the words haphazard and faster and faster. Or I put pictures on the board about a topic. They close their eyes, I take a picture off the board. They have to tell me what's missing. BINGO – downloadable and printable for different topics. A big favourite.*
- *Word-cards, mixed letters, word snake, etc.;*
- *using word-cards;*
- *matching with illustration, finding synonyms and antonyms;*
- *Bad telephone, memory;*
- *sayings, dialogue, songs*
- *Miming, role-play*
- *divided into teams, they name words competitively for a reward*
- *word chain*
- *image recognition, repetition with a ball*

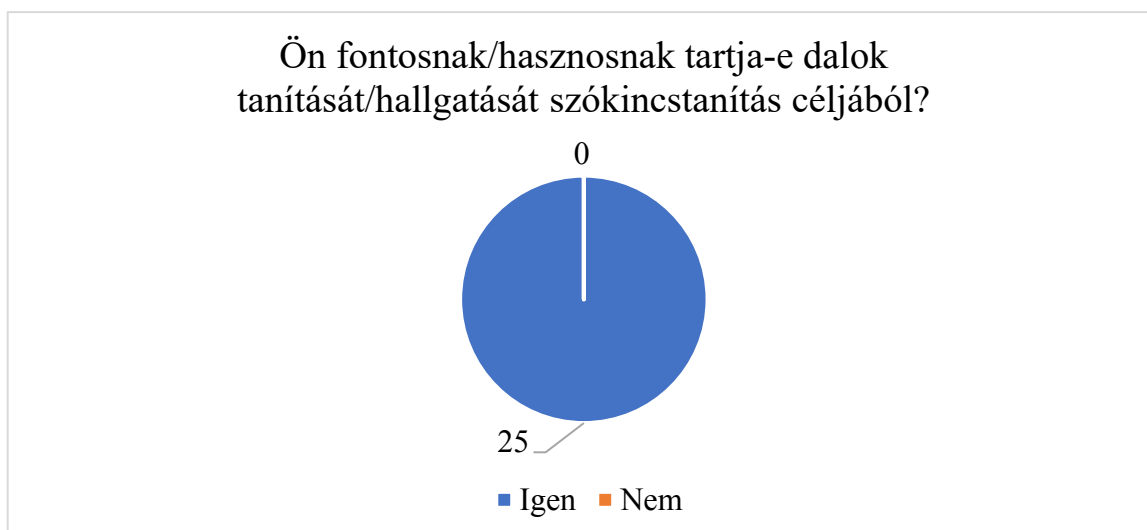
Methods for learning the meaning of words were then listed, and the following responses were received about their usefulness: 24 teachers found using visual tools (e.g. pictures, figures) very useful, 1 less useful. 13 teachers found the descriptions and draftings very useful, 11 less useful and 1 teacher found them negligible. The use of antonyms and synonyms was considered very useful by 13 teachers, less useful by 10 and negligible by 2. 22 teachers considered contextualisation very useful and 3 teachers considered it less useful. Translation is considered very useful by 21 teachers and less useful by 4.



10. graph

Resource: own editing

The effectiveness of songs in the foreign language classroom has already been discussed. Accordingly, the teachers were asked about their experiences. The respondents were unanimous, i.e. all 25 of them indicated that teaching/listening to songs was important/useful.



11. graph

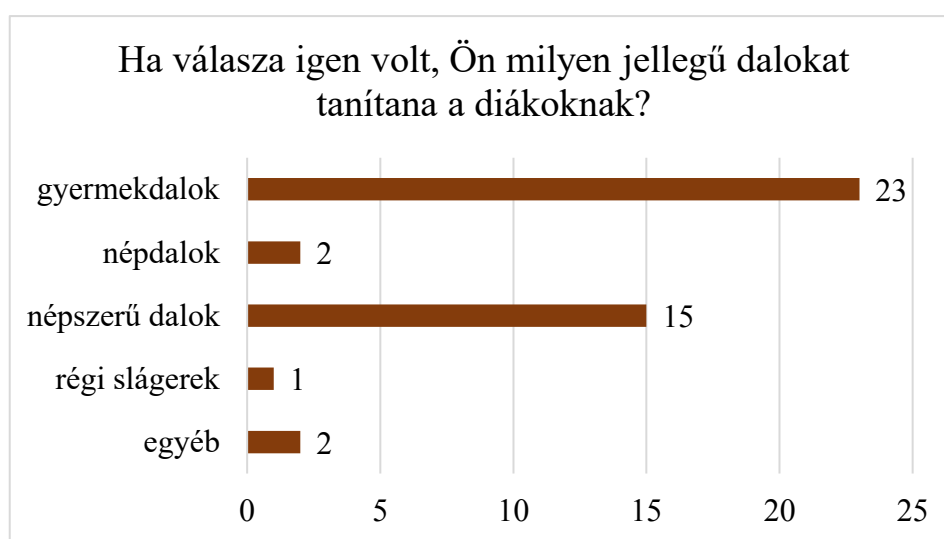
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To justify their response, teachers expressed that it is an effective method, useful for the memory, improves mood and is relaxing – which we know is important for learning, and also allows less skilled children to participate in the lesson. Teaching/listening to songs is an

easier way to learn words, and it is positive that students hear the word in context, and how it is pronounced. It has also been shown to be an important exercise in developing the listening skills of the students, which makes it easier for them to learn the words.

Should the case occur as the songs are significant and useful, it is also important to know what kind of songs are the ones that help students learn, so that is what the next question focuses on.

Of the given response options, 23 (92%) chose children's songs, 2 (8%) chose folk songs, 15 (60%) chose popular songs, 1 (4%) chose old hits and 2 (8%) chose the option other.

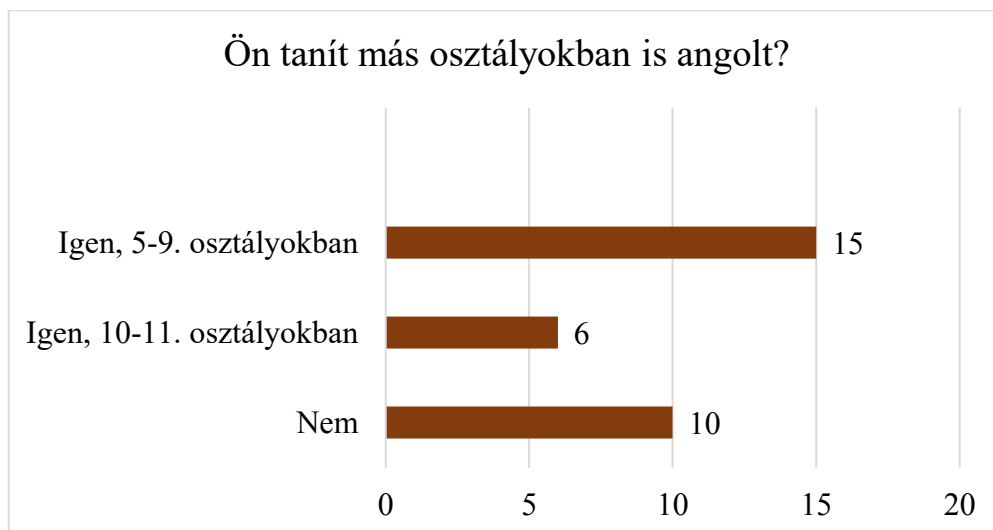


12. graph

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The next question gave the teachers the opportunity to justify their choice. In their answers, they pointed out that children's songs were the most appropriate for their age group, that older children prefer modern songs, and that catchy songs were interesting for younger children.

It was considered to be important to compare the teaching of children in primary school with that in upper classes, so respondents were asked whether they teach English in other classes and, if so, which class. 15 (60%) indicated that they teach in grades 5-9, 6 (24%) in grades 10-11, and 10 (40%) only teach in primary school.



13. graph

Resource: own editing

The teachers were asked to tell about the difference between the age groups in terms of word learning. Respondents stated that other methods should be used for the older students – what works for younger learners either doesn't work for the older students or works through a different way. In the upper classes, words are practiced more in sentences and more effort is put into learning words with similar meanings. Listening to songs is now used to develop comprehension. Interest in topics also divides between the two age groups – while younger children are interested in animals, family and tales, older children are more interested in technology, fashion, style and feelings.

Asked if they had any other comments on the topic, the following was offered:
Include playfulness in the learning process at the primary school level.

Discussion of the results

Looking at the result of the research, the hypotheses set out at the beginning of this work have been proven to be true. Even though the importance of the topics was only mentioned to a lesser extent, the answers given suggest that they are still relevant in the process of vocabulary acquisition by young learners, as they have a strong influence on their attitude towards vocabulary acquisition, among other things. The usefulness of the playful method, on the other hand, is more representative, as it has proved to be a tried and tested method for the majority of respondents in their years of experience.

The research also showed that contextualisation plays a major role in students' learning. Depending on the subject area, many students require individual vocabulary

learning procedures, examples of which include the use of songs, word cards, pictures and individual sessions.

Although previous research suggests that the target language should be preferred in foreign language lessons and that the mother tongue should only be used as a last resort, few respondents found it useful to explain and define a word in a foreign language. A significantly higher number of respondents found it important to translate and explain a word into their mother tongue.

In practice, oral repetition, contextual inference, grouping, linking to learned vocabulary, sentence formation and the use of word cards play an important role in young learners' vocabulary development. Even among these, oral repetition and sentence formation were overwhelmingly successful.

It can also be concluded that students are mostly, albeit to varying degrees, interested in learning new words and how to learn them.

Among the vocabulary repetition tasks, the odd-one-out proved to be the most effective, while the association of the learned word with words with the same initials and the story writing, if not completely useless, are not particularly proven by the numbers. However, questionees named several playful methods they had been able to work with over the years.

The methods mentioned for learning the meaning of words have already achieved relatively greater success among teachers.

The teaching of the song mentioned in the theoretical research for vocabulary acquisition purposes seemed to be fully useful, justified by teachers' responses as relaxing, yet activating for learners, helping with memorisation and enjoyed by those who do not have a greater aptitude for language learning. The majority of teachers would teach – and, from the responses, do teach – children's songs or popular songs to their students.

The main result of the research is that the playful method, the use of games and songs in the vocabulary learning of primary school students contributes significantly to the development of vocabulary. In the light of this, it is recommended that this method should be continued in the classroom, and, where it has not been done so far, it should be included in the teaching phase in terms of results.

A weakness of the study is that unfortunately relatively few teachers were able to complete the questionnaire during the study, but this could be avoided in future research by contacting teachers in person.

The study should be continued over the years to get a better picture of the state of vocabulary teaching in Transcarpathian schools and to filter out the undesirable elements that hinder young learners in their vocabulary acquisition. This future research could be carried out with a larger sample of teachers, but also with children, as it is important to take into account that teachers and students have different views on teaching procedures, even very young children.

As we have seen in the responses, children of secondary school age are no longer as interested in vocabulary acquisition as young children. Primary school, on the other hand, has proved to be a good place to start learning English, and in this light, we need to make the most of this period to ensure that children's interest in learning English is not only established but also maintained when they move on to secondary school. We live in a world where people have more to gain from speaking a foreign language, especially if that language is English. Therefore, in order to help the next generation, we need to give them the opportunity to fulfill their potential in life – and they can do this by learning and actively using English. Above all, we need to make students aware of the need to learn English.

CONCLUSION

The aim of this work was to identify effective learning methods for young learners to use in the classroom during the acquisition of vocabulary in a foreign language, in this case English. The main hypothesis of the research was that the playful method is the one that has the most positive impact on children's vocabulary acquisition.

The hypothesis was proven in a study with teachers. However, the research in the theoretical framework also revealed that teaching songs to young learners also represents a major advance in vocabulary learning. The questionnaire survey also proved this hypothesis.

It is worth continuing the research in the future, and it is recommended that this be done with a larger number of participants or by changing the participants. Surveying more teachers would give a more comprehensive picture of the state of vocabulary teaching. And by surveying primary school pupils, a new perspective could be gained, which would lead to progress in the research.

The research provided pedagogically useful data on the current state of vocabulary teaching. The results can be used to take stock of which methods should be used in the future to teach vocabulary to young learners, such as playful methods and songs, and which methods should be, if not completely, discontinued.

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РЕЗЮМЕ

Метою цієї роботи було визначити ефективні методи навчання для молодших школярів, які можна використовувати на уроках під час засвоєння лексики іноземної мови, в даному випадку англійської. Основна гіпотеза дослідження полягала в тому, що саме ігровий метод має найбільш позитивний вплив на засвоєння дітьми лексики.

Гіпотеза була доведена в дослідження теоретичної бази також показало, що викладання пісень маленьким учням також є значним кроком вперед у вивченні лексики. Анкетування також підтвердило цю гіпотезу.

Варто продовжити дослідження в майбутньому, і рекомендується зробити це з більшою кількістю учасників або шляхом зміни учасників. Опитування більшої кількості вчителів дало б повнішу картину стану викладання лексики. А опитування учнів початкових класів дозволило б отримати нову перспективу, що призвело б до прогресу в дослідженні.

Дослідження надало педагогічно корисні дані про сучасний стан навчання лексики. Результати можуть бути використані для того, щоб проаналізувати, які методи слід використовувати в майбутньому для навчання лексики молодших школярів, наприклад, ігрові методи та пісні, а які методи слід якщо не повністю, то хоча б частково відмовитися від них.

APPENDIX

Questionnaire

Kérdőív

1. Neme:

- nő
- férfi

2. Végzettsége?

- Középiskola
- Szakközépiskola
- Főiskola
- Egyetem

3. Mennyi ideje tanít Ön 1-4. osztályban angolt?

4. A következő szókinccstanítási eljárások közül melyiket szokta alkalmazni diákjaival? (több válasz is megjelölhető)

- témakörök szerinti felosztás
- rokon és ellentétes értelmű szavak használata a tanult szó jelentésének egyértelműsítésére
- adott szó tanítása annak leggyakrabban előforduló szókapcsolataiban
- a fentiek közül egyiket se szoktam alkalmazni

5. Igényelnek-e diákjai/egy-két diákja egyéni szókinccstanítási eljárást?

- igen
- nem
- témakörtől függ

6. Ha igényel, milyen egyéni eljárást szokott Ön alkalmazni?

7. Ön szerint mennyire fontosak/hasznosak a következő szókinccstanítási fázisok egy tanóra folyamán?

	nagyon fontos	kevésbé fontos	elhanyagolható	egyáltalán nem fontos
szó bemutatása				
szó ismétlése				
a szó bemutatása más, de egyértelmű szövegkörnyezetben				
magyarázat idegen nyelven				
meghatározás idegen nyelven				
fordítás anyanyelvre				
anyanyelvű magyarázat				
begyakorlás				

8. Ön kiegészítené ezeket a fázisokat továbbiakkal? Ha igen, milyenekkel?

9. Ön kihagyná ezek közül a fázisok közül valamelyiket? Ha igen, miért?

10. Az alább felsoroltak közül melyik stratégiák bizonyultak hasznosnak diákjai szókinccstanulása során? (több válasz is megjelölhető)

- ismétlés szóban
- ismétlés írásban
- kulcsszó keresése
- szótárzás
- jelentés szövegkörnyezetből való kikövetkeztetése
- szavak szerkezetének megfigyelése

- csoportosítás (témakör, funkció szerint)
- az új szóhoz hangzásban hasonló keresése az ismert szavak közül
- a tanult szókincshez kapcsolás
- mondatba foglalás
- szókértá készítése/használata

11. Diákjai hogyan viszonyulnak a szókincsstanuláshoz?

- érdeklik őt az új szavak
- közömbös az új szavak iránt
- nem akarja elsajátítani az új szavakat
- változó

12. Ön szerint mi határozza meg a diákok hozzáállását a szókincsstanuláshoz?

13. Ön szerint mennyire hasznosak a következő szókincsisméltési feladatok?

	nagyon hasznos	kevésbé hasznos	elhanyagolható	egyáltalán nem hasznos
kakukktojás				
tanult szó társítása hasonló kezdőbetűvel rendelkező szavakkal				
meseírás				
egyéb játékos módszer				

14. Milyen egyéb szókincsisméltési feladatokat iktatna be a tanítás során?

15. Milyen játékos módszereket szokott alkalmazni diákjaival a szókincs isméltésére?

16. Ön szerint mennyire hasznosak az alábbi módszerek egy szó jelentésének a megtanulására?

	nagyon hasznos	kevésbé hasznos	elhanyagolható	egyáltalán nem hasznos
vizuális eszközök használata				
leírások, megfogalmazások				
rokon és ellentétes értelmű szavak				
szövegkörnyezetbe helyezés				
fordítás				

17. Ön fontosnak/hasznosnak tartja-e dalok tanítását/hallgatását szókincstanítás céljából?

- igen
- nem

18. Kérem, indokolja meg előző választát!

19. Ha válasza igen volt, Ön milyen jellegű dalokat tanítana a diákoknak? (több válasz is megjelölhető)

- gyermekdalok
- népdalok
- népszerű dalok
- régi slágerek
- egyéb

20. Kérem, indokolja meg előző választát!

21. Ön tanít más osztályokban is angolt? (több válasz is megjelölhető)

- Igen, 5-9. osztályokban
- Igen, 10-11. osztályokban

- Nem

22. Amennyiben az előző kérdésre igennel válaszolt, kérem, meséljen a korcsoportok közötti különbségről szótanítás tekintetében.

23. Van egyéb megjegyzése a témával kapcsolatban?

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