РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY

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The theme of my work is very relevant. Mistakes are part of our life; we all make mistakes now and then. The research has shown the differing position of error and correction in second language. Important part of the error correction is also distinguishing various types of errors as they each ought to be corrected differently in order to achieve the best results. The teachers should adopt the practice of discovering learners' preferences in order to be more effective in their lessons and keep students more perceptive and motivated to achieve better results. Language teachers should try to keep the experience positive for the learner and always remember the classic saying, 'you learn from your mistakes'.

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VOCABULARY LEARNING STRATEGIES

Vocabulary plays an essential role in the language learning process. The main thing in this process is an acquiring lexis of a certain language and the practical usage of words. Vocabulary is very important tool for mastering a language. The purpose of learning a second language (L2) is for communication. If we learn a language, we need to acquire four skills: listening, reading, speaking and writing. Meanwhile, vocabulary knowledge is basic of them. No one can understand a sentence without knowing what most of the words mean. The lack of vocabulary knowledge affects every of the four language skills.

A lot of students find it difficult to acquire vocabulary. Lack of appropriate vocabulary knowledge is an obvious and serious obstacle for many students who learn English as a second language.

Vocabulary is crucial and at the same time challenge to most learners. Learning strategies can indeed facilitate the acquisition of vocabulary and influence second language acquisition as well.

The problem of vocabulary learning strategies is generating considerable interest among other issues of learning process.

The topic of vocabulary learning strategies is widely covered in the works of such scholars as R.F.Carril, L.Corrales, J.Harmer, and T.Hedge.

In recent years many works have been written about these strategies for learners of different ages. For instance, Laura Corrales wrote a thesis "Teaching Vocabulary Learning Strategies: a Vocabulary Improvement Program (VIP) for EFL Beginner Students from Centro Cultural Peruano Norteamericano Arequipipa" [2], Tricia Hedge – "Teaching and Learning in the Language Classroom" [5], Athorn Muensorn and Saowaluck Tepsuriwong – "Vocabulary Learning Strategies by Thai Primary School Students" [8], Waode Hamsia and Alfa Husnul Hakimah – "Vocabulary Learning Strategies Used by Students in Primary School" [3] and many others.

L.Corrales writes about the importance of using different vocabulary strategies, gives interesting information about audiovisual aids such as flashcards, and picture vocabulary cards, the significance of using vocabulary cards with exercises, physical response activities, songs, and games. She tells what is the value of starting an early reading program in order to teach students vocabulary learning strategies, such as the use of a bilingual dictionary, learning the symbols used by the International Phonetic Alphabet and starting their own picture vocabulary notebook. By doing

extensive reading at an early stage, teachers are helping students to create situations where they will encounter new words and learn how to follow the process of vocabulary learning in a relaxed and organized way. In this way students are empowered with strategies that will accompany them through a lifetime [2].

W.Hamsia and A.H.Hakimah tell about the research aimed to find out the kinds of strategies and the application of the strategies which were used by students in primary school in improving vocabulary learning. Descriptive qualitative was applied as a research method to find out the objective of the research. The techniques of data collection were used in this research were observation and questionnaire. The data analysis used in this research was the interactive model analysis from Miles and Huberman that consists of data reduction, data display, and conclusion. The results showed that there were twenty one kinds of strategies which were used by the students in improving vocabulary. The strategies that were employed by the students mostly were influenced by the teacher's teaching techniques. The orders of the teacher seemingly become a habit for the student to be conducted automatically in the process of language learning [3].

A.Muensorn and S.Tepsuriwong describe the results of the study surveyed vocabulary learning strategies of primary school students and their problems in vocabulary learning. The findings indicated that most students realized the importance of vocabulary learning and they had encountered new words from various sources. However, they did not devote enough time to vocabulary learning and this strongly affected their lexical development. Moreover, many of them relied heavily on rote learning rather than other strategies. Their vocabulary learning problems were also related to their negative attitudes and poor English background as well as lack of support from their teachers, parents and peers. Therefore, teachers and parents need to work cooperatively to support their learning and to deal with negative attitudes. Also, students should be trained with a variety of effective vocabulary learning strategies in order to maximize their potential for language learning [8].

The aim of our article is to make general overview of the vocabulary learning strategies and to make the research of the efficiency of the use of these strategies.

Human language is based on the vocabulary but it is not easy to explain such a wide term for the reason there are different definitions of vocabulary and various authors see them in a different ways.

To begin with, P.Ur writes that: "… vocabulary can be defined, roughly, as the words we teach in the foreign language" [9, 60]. However, she points out that word is inadequate to describe the phrase vocabulary. There are plentiful examples in which more than one word is used to represent an idea, for example mother-in-law, record shop. In these words there are two or three words used, but still, they present one concept. Next, the author also enumerates multi-word idioms, for instance call a day, in which the meaning is not possible to conjecture only by knowing the meaning of given words. Therefore, we cannot talk about vocabulary alone in terms of words. P.Ur finally suggests talking about vocabulary "items" rather than "words". While A.S.Hornby defines vocabulary as "…the total number of words in a language, vocabulary is a list of words with their meanings" [9, 61].

From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.

Vocabulary is fundamental to foreign language teaching because without adequate vocabulary students can not only express their own ideas but also comprehend others. Scholar D. Wilkins summed up the importance of vocabulary learning, stating: "…without grammar very little can be conveyed, without vocabulary nothing can be conveyed" [6, 6].

Teaching words is a crucial aspect in learning a language as languages are based on words. It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language. Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. The teachers

need to be able to master the material in order to be understood by the students, and make them interested and happy in the teaching and learning process in the classroom.

Vocabulary teaching is a process and its aims are clear: not only make students memorize words as much as possible, but also make them master their skills of vocabulary memorizing and train their ability of guessing words' meaning from the context. This type of rich, deep instruction is most likely to influence comprehension. Teaching vocabulary the teachers have to take into account vocabulary learning strategies. Students need a wide range of independent word-learning strategies while studying new vocabulary.

In order to learn new words and retain them in memory, scholars propose that learners have to go through three important processes: noticing, retrieval and creative or generative use [1, 15].

At the initial stage, the word has to be noticed. This noticing stage involves seeing and paying attention to the word as an item to be learned. It is an important stage as it affects the extent to which the word is picked up and learned. If the words are noticed and processed as learned words, they become part of the learner's lexical knowledge. The more the learner is involved in learning, the deeper the level of processing and the better they can memorize and retain the words since such active involvement as deeper analysis requires high levels of cognitive effort, which leads to more persistent memory trace [1]. Noticing may be affected by several factors: how outstanding the word is in the context, frequency of the occurrence of the word and learners' awareness about the importance of the word. Retrieval is the stage where learners recall the learned words from their memory. Only the words learnt would be retrieved. When learners encounter the word in a different context, they can recall or recognize it as a previously learned word. In this retrieval stage, learners may recognize the forms, meanings, and uses of the words in new contexts [1, 69].

Creative or generative use seems to be the aim of vocabulary learning. It is the stage where learners have enough vocabulary that they can use for communication as the words learned become active vocabulary or words that they can use effectively and productively in different contexts. To be able to use vocabulary effectively, learners have to know enough about the words. Knowing vocabulary means knowing its meanings, forms and uses. Learners need to know all these aspects of words and need to practice using them actively to enhance both reveal and creative use. In order to do so, effective vocabulary learning strategies are required to guide learners to process their learning and expand their lexical knowledge.

Vocabulary learning strategies are steps taken by the language learners to acquire new English words. There are a wide range of different vocabulary learning strategies as demonstrated by the classifications of vocabulary learning strategies are proposed by different researchers (N.Schmitt and M.McCarthy, A.U.Chamot, A.Wenden, and J.Rubin) [12, 32].

Vocabulary instruction should aim to engage students in active thinking about word meanings, the relationships among words and how we can use words in different situations. N.Schmitt and M.McCarthy [10] propose strategies to learn vocabulary as follows:
1)   guessing from the context;
2)   using word parts and mnemonic techniques to remember words;
3)   using vocabulary cards to remember foreign language-first language word pairs. It is supported by M.Murcia [4] who also proposes own vocabulary learning strategies.

In addition, there is a wide-ranging inventory of vocabulary learning strategies developed by N.Schmitt [10]. While a variety of definitions of the vocabulary learning strategies have been suggested, this study has applied the definition that is suggested by N.Schmitt [10] who saw it as two main groups of strategies:
1.   Discovery strategies: strategies that are used by learners to discover learning of words.
2.   Consolidation strategies: a word is consolidated once it has been encountered.
He categorized vocabulary learning strategies into five sub-categories:
1.   Determination strategies: they are individual learning strategies.
3.   Social strategies: learners learn new words through interaction with others.

4. Memory strategies: they are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words.

5. Cognitive strategies: they are strategies that do not engage learners in mental processing but is more mechanical means.

6. Metacognitive strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress [7, 15].

A.U.Chamot offers some remembering strategies:

1. Imagine with key words. Using a keyword creates a visual and personal association between meaning and sound.

2. Group/classify. Grouping involves creating categories by relating or classifying words according to attributes. For example, sun related to suntan, hot, beach.

3. Transfer/cognates. It entails transferring the knowledge from one language (mother tongue or other) to another language [11, 85].

The importance of helping students to memorize new vocabulary using other methods is also considered by such authors, as A.Wenden and J.Rubin who refer to the term "Mnemonics", when a retrieval plan is developed during encoding and mental imagery, using both visual and verbal aids to help individuals learn faster and recall better [12]. They mention different methods, such as:

1. Linguistic Mnemonics: the Peg method developed by A.Paivio and A.Desrochers [12]. This method links unrelated items with a set of memorized pegs or hooks for example, rhyming words to digits: one is a bun, two is a shoe, three is a tree, etc.

2. Spatial Mnemonics: the Loci method, spatial grouping, and the finger method.

3. Visual Mnemonics: pictures (pairing pictures with words in second language (L2) works better than pairing them with first language (L1)) and visualization, instead of using real pictures, a word or the contents of a passage may be visualized.

4. Physical Response Method: physically re-enacting the information in a sentence results in better recall than simple repetition.

5. Verbal Elaboration Methods: grouping, word chain, and narrative chain according to G.H.Bower and M.C.Clark "…subjects learn 12 lists of 10 unrelated words by weaving the words into a story, subjects remembered 7 times as many words as those who studied the words by rote" [11, 10].

6. Other memory enhancing techniques are: self-testing, spaced practice, and real life practice [11, 20].

Vocabulary learning is affected by many factors [1, 72]. These factors can be broadly categorized into two groups: words and learners.

Frequency of word occurrence and saliency are important words' characteristics that designated whether the words would be noticed and chosen to be learnt. The words that occur at high frequencies are more easily recognized than words at low frequencies [1, 75]. Therefore, the more often the learner encounters the words, the higher the chance that they will remember and learn the words.

Learners seem to be the most influential factors in vocabulary learning. Learner factors include needs, motivation, attitudes and learning styles and strategies used. Learners learn words more quickly if they have a need for them in some ways. They are likely to remember well vocabulary which is concerned with their needs and relevant to their use in the future as needs, interest, attitudes and motivation are closely related and these positively contribute to learning. Styles and strategies used are also crucial learner factors that strongly affect success in vocabulary learning. Learners use their preferred strategies as tools to cope with words they have encountered. However, research suggested that some strategies are more effective than others. Therefore, if the learners' preferred strategies are effective strategies, their vocabulary learning is likely to be efficient.

Most strategies are used repeatedly by the students until the strategies become a habit for them in the learning process. Analyzing part of speech, analyzing picture, using a dictionary, spelling of word, using physical action, verbal repetition, and keep a vocabulary notebook are kinds of strategies which were employed by the students in almost of each meeting of English subject. The teacher

regarded that these strategies as drilling for the students to improve their vocabularies in language learning.

However, most English teachers have to remember a few important things if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students just to remember new vocabulary, but it needs to be learnt, practiced, and revised to prevent students from forgetting. Vocabulary learning strategies are an integral part of learning process, and every English teacher should not only be acquainted with the classifications of them, but also use actively during lessons.

In our further researches, we will propose effective methods and activities for presenting and learning new vocabulary in primary school.

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ЗМІСТ

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

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