TECHNICKÁ UNIVERZITA V LIBERCI
**Fakulta přírodovědně-humanitní
a pedagogická**

Self-Regulated Vocabulary Learning in EFL Context

Bakalářská práce

Studijní program: B7507 Specializace v pedagogice
Studijní obory: Německý jazyk se zaměřením na vzdělávání
                         Anglický jazyk se zaměřením na vzdělávání

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Liberec 2020

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Fakulta přírodovědně-humanitní a pedagogická

Zadání bakalářské práce

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	Anglický jazyk se zaměřením na vzdělávání
Zadávající katedra:	Katedra anglického jazyka
Akademický rok:	**2016/2017**

Zásady pro vypracování:

Cílem práce je prozkoumání individuálních strategií studentů při osvojování slovní zásoby.

Metody:
1. Studium odborné literatury.
2. Dotazníkové šetření zaměřené na individuální strategie studentů při osvojování slovní zásoby.
3. Analýza výsledků.

Rozsah grafických prací:
Rozsah pracovní zprávy:
Forma zpracování práce: tištěná/elektronická
Jazyk práce: Angličtina

Seznam odborné literatury:

ALHARBI, Adel M. 2015. Building Vocabulary for Language Learning: Approach for ESL Learners to Study New Vocabulary. Journal of International Students.

BROWN, H. Douglas. 2007. Principles of language learning and teaching. 5th ed. White Plains: Pearson Longman.

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Datum zadání práce: 30. dubna 2017
Předpokládaný termín odevzdání: 30. dubna 2018

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18. května 2020   Tereza Horáková

Acknowledgements

Anotace

Bakalářská práce se zabývá analýzou strategií učení slovíček ve vztahu k autoregulovanému učení. V teoretické části je popsán proces autoregulace učení a strategie učení se slovní zásoby, které jsou klasifikovány do skupin. Součástí je i krátká analýza mentálního vývoje vysokoškolských studentů. Z těchto poznatků těží dotazníkové šetření v praktické části, které zkoumá míru samostatnosti a strategie učení studentů anglického jazyka pro vdělávání na Fakultě přírodovědně-humanitní a pedagogické Technické univerzity v Liberci. Pomocí otázek, které navazují na teoretickou část, jsou vytvořeny grafy a vyvozeny závěry. Vytvořena je rovněž tabulka s nejvíce používanými strategiemi učení se slovíček.

Klíčová slova

anglictina jako cizí jazyk, autoregulace učení, strategie učení se slovíček, učební strategie, vysokoškolští student

Abstract

This bachelor's thesis deals with the analysis of individual vocabulary learning strategies in connection with self-regulated learning. The theoretical part of the thesis describes the process of self-regulated learning as well as vocabulary learning strategies and their classification. It also includes a quick analysis of the mental development of university students. The practical part of the thesis includes a questionnaire which examines the level of independence of the students of English for Education at the Faculty of Science, Humanities and Education at Technical University of Liberec as well as their most frequently used vocabulary strategies. Graphs and conclusions are made from the results of the questionnaire. Moreover, a table with the most frequently used vocabulary learning strategies is created.

Keywords

Table of contents

List of tables

List of figures

List of abbreviations

BA   bachelor

EFL   English as a Foreign Language

FP TUL   Faculty of Science, Humanities and Education at the Technical University of Liberec

MA   master

TUL   Technical University of Liberec

1. Introduction

Self-regulated learning is a term important for both students and teachers. Students who understand their learning processes are able to learn better and more effectively. The schools seldom provided enough space and impulses for the students to develop their self-regulated learning skills (Mareš 1998, 191), despite the process being so important.

As a student of foreign languages, the author of the thesis became interested in examining how her peers learn new lexical items of a foreign language, whether they follow any goals in their learning and to what extent they are aware of their learning process.

The aim of this thesis is to discover what vocabulary strategies the students of English for Education at FP TUL employ when learning new lexical items, and analyse those in connection with self-regulated learning.

The first three chapters focus on the theoretical aspects of this thesis. The first chapter discusses self-regulated learning. It describes its preconditions, phases and factors influencing the process. The second chapter is dedicated to vocabulary learning. This chapter examines the process of learning new pieces of vocabulary, and later focuses on vocabulary learning strategies. It introduces a vocabulary learning strategies taxonomy suggested by Schmitt and McCarthy (1997), which is the main source for this work. All strategies from the taxonomy are labelled and described. The third chapter mentions the Czech educational system in order for the author to characterize mental development of the tested sample, so that conclusions may be drawn. Based on the findings from the theory part, three hypotheses are

stated. The fourth chapter of this thesis introduces a questionnaire that was sent to the students of English for Education programme at FP TUL. The questionnaire was published online and aimed to discover how independent the students are and what are their most used vocabulary learning strategies. The tested sample is introduced and grouped. The answers are presented with the help of bar charts, provided with comments, and later analysed for each group of respondents. Conclusions are drawn and hypotheses confirmed or refuted. A table with the most frequently used vocabulary learning strategies among students is provided at the end of the thesis.

2. Self-regulated learning

Self-regulated learning is a "process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resource, and evaluating learning outcome" (Knowles 1975, 18).

This active process is to be done without a tutor or any other teacher's help and develops the learner's autonomy. The learner is in control of not only the process of learning as such, but also of its motivational and metacognitive aspects, trying to achieve a certain goal concerning his own knowledge, skills or a future job.

Betáková et al. (2017, 28) define self-regulated learning as an ability of students, being responsible for their own learning and objectives. They highlight the need of an active participation of a student in the lesson and the change of roles of both the teacher and the student. The teacher should be there to motivate the students and make decisions according to their needs.

Barry J. Zimmerman (2002, 65) claims:

 "self-regulation is not a mental ability or an academic performance skill; rather it is the self-directive process by which learners transform their mental abilities into academic skills,"…"[l]earning is viewed as an activity that students do for themselves in a *proactive* way rather than as a covert event that happens to them in reaction to teaching"

In comparison with its opposite, i.e. teacher-directed learning, where extrinsic motivation (e. g. grades, fear of failure) is mostly present, self-regulated learning presumes that the students have intrinsic motivation (e. g. desire to grow, to achieve) for their learning (Knowles 1975, 21), which ensures that they would learn more and better. Self-regulated learning is therefore a desired outcome for the teacher and the whole pedagogical system.

Knowles (1975), Betáková et al. (2017) and Zimmerman (2002) all highlight the role of the teacher, who is to support the students in their autonomy development. However, they still point out the need for this process to be active and led by the students themselves, who need to be sufficiently motivated.

Zimmerman (2002, 66) expands even more on self-regulated learning from the perspective of students, not strictly in connection with their school environment. He states that self-regulated learning:

> "involves more than detailed knowledge of a skill: it involves the self-awareness, self-motivation, and behaviour skills to implement that knowledge appropriately [and] the selective use of specific processes that must be personally adapted to each learning task."

Those particular processes are of a metacognitive, motivational and behavioural character.

2.1 Phases of self-regulated learning

While self-regulated learning represents the pedagogical ideal, the transition from the teacher-directed one is a gradual process which takes time. This thesis is going to introduce two perspectives on how the development from a dependent to a self-regulated learner can be viewed.

The first perspective is introduced by Grow[1] (in Mareš 1998, 165). He distinguishes four stages of self-regulated learning. In the first stage, students are subjects fully dependent of the teacher, who is the main authority. The emphasis is

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[1] Grow, Gerald O. 1991. "Teaching Learners to Be Self-directed". *Adult Education Quarterly* 41, 125-149

put on the amount of information learnt rather than on the mental growth of students or their independence.

Students in the second stage of self-regulated learning are interested in their learning and able to discuss the learning material in more depth. They are supported and motivated by the teacher, who makes them aware of their own learning processes and individualities.

During the third stage of the process, students already find themselves thinking about their surroundings, own learning processes and reflect their learning. The teacher adopts a new role of a facilitator, offering students a choice of a wide range of methods and strategies. Students are expected to show much more independency in the learning process at this point, as to enhance their autonomy even more.

The fourth and the final stage is the part of the process, where students become fully autonomous. Instead of a main authority and source of knowledge, the teacher is rather a consultant and facilitator.

The second perspective is based on Scharle and Szabó (2000, 9). They divide the transition from teacher-directed learning to responsible self-regulated learning into three stages: raising awareness, changing attitudes and transferring roles. In contrast to Grow[2] (in Mareš 1998, 165), they do not include a stage where students are fully dependent of the teacher in the overall process, and therefore, the number of phases they introduce is narrowed to three.

In the first stage, the teacher tries to raise interest in certain issues among students, slowly encouraging them to make discoveries or judgements. Scharle and

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[2] ibid.

Szabó emphasize the need of structure and control at this stage, for the students are still dependent of the teacher at this point.

The second stage includes forming new habits and breaking the old ones according to the behaviour patterns the students have already been introduced to in the first stage. As the authors recommend, activities at this stage should be repetitive and allow more room for the initiative of the students (Scharle and Szabó 2000, 9).

The third and final stage involves the change of roles as such, the teacher being a resource rather than a strict authority, the students having been given more freedom in the course of the lesson.

2.2 Preconditions of self-regulated learning

Every student has potential to become a self-regulated learner if the conditions are favourable to such development (Mareš 1998, 172). Mareš introduces several preconditions for successful self-regulated learning, i.e.

(a) the school exposes the students to various learning strategies and enables them to choose the best suited one

(b) the students do not only work individually, but collaborate with others as well (they view both their peers and teachers as a resource)

(c) the students are able to diagnose their own learning needs and transform them into objectives

(d) the students are in charge of their emotions and (mainly intrinsic) motivation, and are able to control them to their advantage

(e)   the identity and individuality of each student should be respected and transformed in accordance to their own external needs

2.3   Factors affecting self-regulated learning

2.3.1   External factors – metacognition

External factors include the influence of one's parents or peers as well the approach of the teacher to the lesson, as mentioned in both chapters 2 and 2.1. Mareš (1998, 170) points out the importance of metacognitively conceived teaching. This type of teaching is based on the concept of *metacognition*, i.e. becoming aware of one's cognitive processes, which greatly supports the ability of students to use their thoughts and competencies according to their needs (Vágnerová 2007, 20). Metacognition encourages learning in context and highlights the emotional engagement of the student in the learning material.

Morrison and Navarro (2014, 14) also remark on the essential role of metacognition, and mainly highlight metacognitive knowledge as such. The authors define the term of metacognition as "the particular beliefs learners have acquired about language learning, which influence their performance". The term Morrison and Navarro introduce is broader in comparison to Mareš (1998); it comprises of various aspects and is classified according to whether it focuses on the learner as such, the learning process, or the learning task (Morrison and Navarro 2014, 14). Morrison and Navarro claim that metacognitive knowledge plays a central role in the process of self-regulated learning (ibid.).

2.3.2   Internal factors – motivation

The internal factors affecting self-regulated learning include the need of students for improvement in general. Scharle and Szabó (2000, 7) highlight the role of motivation in the overall process of self-regulated learning. Also, motivation is an important factor affecting self-regulated learning in general. It is mainly the intrinsic motivation[3] that is an important precondition for the process to be successful, as mentioned in chapters 2 and 2.2. In other words, students need to be highly motivated, as the process of self-regulated learning requires a lot of effort which one would normally not invest (Zimmerman 1990, 6).

Furthermore, motivation and learning are considered "interdependent processes" when it comes to self-regulated learning. The higher the motivation of the students, the more intensively they are going to learn and "seek out opportunities to learn" (ibid.). The increased motivation encourages students to set goals higher than the ones they have already accomplished, which is ability that Bandura[4] (in Zimmerman 1990, 6) calls *self-motivation*. In the process of self-regulated learning, "learners are not only self-regulated in a metacognitive sense but are self-motivated as well" (ibid.). Intrinsic interests of students, as well as their beliefs concerning their capability to learn and their own expectations from the learning outcome are the factors which their self-motivation is based on (Zimmerman 2002, 68).

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[3] engaging in a behaviour based on one's needs and interests rather than on rewards and punishments (Cherry, 2020)

[4] Bandura, Albert. 1989. "Human Agency In Social Cognitive Theory". *American Psychologist* 44, 1179-1184

Scharle and Szabó (2000, 7) admit that extrinsic motivation can also encourage learning on one hand, but decreases the autonomy of the learner on the other hand.

3. Vocabulary learning

While trying to improve their foreign language skills, many students prefer learning new vocabulary to studying grammar, as it enables them to express themselves more clearly (Thornbury 2002, 13). It is therefore beneficial for students to gain a large, extensive lexicon when learning a foreign language.

In order to know a lexical expression, one has to know its form (spoken and written), meaning and usage both receptively and productively. The next chapters of this thesis are going to describe these aspects in more depth.

Receptive knowledge of a lexical expression means understanding the word in a spoken or a written discourse (i.e. using our receptive skills), but does not necessarily combine with the productive knowledge of the particular expression (ibid, 15). One could understand what a certain lexical expression means, but still would not use it in a conversation or a piece of writing in a "proper way" (in a wrong form or context) or would not use it at all, i.e. one would not have the productive knowledge of it (for which one's productive language skills are needed).

3.1   Form

A written form of a lexical expression is the combination of letters which form a certain word. One has to know the spelling of a particular lexical expression to use it correctly in a piece of writing.

Knowing the spoken form of a lexical expression means having the ability to recognize a certain lexical expression in a conversation as well as producing it. As for English lexical expressions, being able to produce their spoken form also includes the ability to pronounce the English sounds as well as to stress the individual syllables correctly (Nation 2001, 40).

3.2   Meaning

The meaning of a lexical expression is an object of reality that a certain word represents. Thornbury (2002, 16) uses the example of a Maori word *tangi.* The word has several meanings. It can mean all *sound* (both a verb and an adjective), *lamentation, dirge, to weep*, *funeral*, *chimes* and *birdsong* according to the context it is used in (ibid.). The meaning of the word is therefore context dependent.

To know both the form and meaning of a lexical expression is not sufficient. One also needs to "be able to connect the two", which is an ability that determines how well the learner can "retrieve the meaning when seeing or hearing the word form, or retrieve the word form when wishing to express the meaning" (Nation 2001, 48). Sometimes, the learners might be familiar with the form of a lexical expression as well as with its meaning, but fail to connect these two aspects. According to Nation, it is always easier for a learner to connect the form of a lexical expression to its meaning if "roughly the same form in the first language relates to roughly the same meaning". Also, the learners will experience fewer difficulties with connecting the form of a lexical expression to its meaning if "the sound or shape of the word (or a lexical expression) has a clear connection to the meaning" (ibid.)

24

3.3   Use

Knowing the use of a lexical expression includes knowing its derivations, grammatical behaviour, collocations, connotations and frequency (Thornbury 2002, 16).

Knowing the derivations of a particular lexical expression means knowing other members of its word family (Nation 2001, 47), which do not always have to belong to the same part of speech, see example (a).

(a)   <u>mend</u> (noun/verb) → <u>mend</u>er (noun), <u>mend</u>ed (verb)

un<u>mend</u>able (adjective)

Also, it is important to know the grammatical behaviour of a lexical expression, i.e. to which part of speech it belongs. The word *mend* can be used as both a noun and a verb.

One has to know the collocations of a particular word, too. A collocation is a connection of words which typically occur together (ibid, 56), forming a fixed phrase, see example (b).

(b)   fast food (not *quick food, speedy food*)

Knowing a word also includes knowing its connotations (associations). Nation (ibid, 52) claims that understanding the semantic relationship between words helps the learners understand their meaning and is also useful for making a text more simplified.

3.4   Vocabulary learning strategies

Vocabulary learning strategies belong to a larger group of language learning strategies (Nation 2001, 217), which can be described as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-regulated, more effective and more transferrable to new situations" (Oxford 1990, 8). They are very important for students to master, as they are one of the tools for developing the autonomy of the students as well as their communicative competence (ibid, 1).

Language learning strategies have been taxonomized by several linguists, such as Oxford (1990), Gu and Johnson[5] (in Nation 2001, 217) and O'Malley et al.[6] (in Brown 2000, 125). **Error! Reference source not found.** includes a summary of the taxonomies suggested by these authors. The taxonomy by Oxford consists of direct (memory, cognitive, compensation strategies) and indirect learning strategies (metacognitive, affective, social strategies) and is the only one that also includes affective strategies. The taxonomy suggested by Gu and Johnson might appear to be the most comprehensive in the number of strategies, yet it does not include social nor affective strategies at all. Furthermore, it divides the memory strategies into two groups (encoding and rehearsal strategies). This taxonomy is the only one that mentions activation strategies, which are the different means of how one can use an expression he/she has just learned. Lastly, O'Malley et al. divide the strategies into three categories only – metacognitive, cognitive and socioaffective strategies.

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[5] Gu, Yongqi, and Robert Keith Johnson. 1996. "Vocabulary learning strategies and language learning outcomes". *Language Learning* 46, 643-679

[6] O'Malley, J. Michael, Anna U. Chamot, Gloria Stewner-Manzanares, Rocco P. Russo, and Lisa Kupper. 1985. "Learning strategy applications with students of English as a second language." *TESOL Quarterly* 19, 557-584

Table 1: A summary of the taxonomies by Oxford (1990), Gu and Johnson (1996) and O'Malley et al. (1985)

Oxford	Gu and Johnson	O'Malley et al.
Memory strategies - grouping, associating, words in context,...	Beliefs about vocabulary learning - words should be memorized, learnt in context, put to use	Cognitive strategies - repetition, resourcing, grouping, imagery,
Cognitive strategies - repeating, taking notes, highlighting,...	Memory strategies (rehearsal) - word lists, oral and visual repetition	Socioaffective strategies - cooperation with others, question for clarification,...
Compensation strategies - linguistic clues, mime or gesture, synonyms,...	Memory strategies (encoding) - association, encoding, imagery,…	Metacognitive strategies - setting goals and objectives, self-monitoring, self-evaluating,…
Affective strategies - relaxation / meditation, rewarding, using a checklist,...	Note-taking strategies - meaning-oriented, usage-oriented	
Social strategies - asking for correction / clarification, cooperating. cultural understanding,…	Dictionary strategies - comprehension, looking-up strategies, extended strategies	
Metacognitive strategies - setting goals and objectives, self-monitoring, self-evaluating,...	Metacognitive regulation - selective attention, self-initiation	
	Guessing strategies (from context) - background knowledge, linguistic clues	
	Activation strategies - real-life use of the word	

This work will however rely on Schmitt and McCarthy's classification (1997, 206-217), which is based on both the language learning strategies taxonomy introduced by Oxford (1990) and vocabulary activities by Nation (1990) and Cook and Mayer (1983). Nation (1990) and Cook and Mayer (1983) differentiate between *discovery strategies* (one encounters a word for the first time and wants to find its meaning) and *consolidation strategies* (one wants to remember the word once one is familiar with it).

3.4.1   Classification

As stated in chapter 3.4, this work is going to follow the classification of vocabulary learning strategies by Schmitt and McCarthy[7] (see Appendix A), which offers the widest range of vocabulary learning strategies amongst all books examined. Despite the classification being so complex, it has to be noted that a strategy cannot be directly assigned into a single category, as a certain category is intrinsically influenced by many factors. As an example, Schmitt and McCarthy (1997, 206) refer to the problem of memory and cognitive strategies. The authors suggest that repeating and using mechanical means should be considered *cognitive* since those strategies are "less obviously linked to mental manipulation" (ibid.). On the other hand, strategies similar to associating, linking with prior knowledge, using images and summarizing should be considered *memory*, as those strategies involve techniques and operations in one's brain which make words more memorable.

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[7] In their classification, all main vocabulary learning strategies are shown along with their helpfulness and usage percentage, which are based on a survey that Schmitt and McCarthy (1997) made. The survey took place in Japan and examined 4 educational groups of EFL learners – junior high school learners, high school learners, university learners and adult learners (150 respondents per group, 600 respondents in total).

3.4.1.1 Discovery strategies

Determination strategies

Determination strategies comprise those kinds of strategies where students rely on the help of their own knowledge or other referential materials when trying to find a meaning for a word they have encountered for the first time (Schmitt and McCarthy 1997, 206).

Schmitt and McCarthy (ibid, 207) discovered in their survey that most of the respondents use a bilingual dictionary while trying to find a meaning of an unknown lexical expression. The second most used strategy was guessing the meaning from context. Other strategies mentioned their taxonomy include using a monolingual dictionary, analysing parts of speech, analysing affixes and roots, checking for the word alternative in one's native language, creating word lists or flash cards and analysing any available pictures or gestures connected with the particular lexical expression.

Social strategies

When students encounter a word for the first time and rely on another person to tell them the meaning, it is called a social strategy.

The most used social strategy among students is asking a classmate for the meaning of an unknown lexical expression. The second most frequently used strategy is asking a teacher for the meaning. Moreover, the taxonomy of Schmitt and McCarthy includes discovering the meaning of a lexical expression through group

work activity and asking a teacher for a paraphrase or synonym of a particular expression.

3.4.2 Consolidation strategies

Social strategies

The meaning of a word can be discovered not only during group work, but can also be studied and practiced more.

A teacher checking flash cards or word lists the students have made outside the classroom is another social strategy mentioned in the taxonomy of Schmitt and McCarthy. Moreover, it has a positive impact on the learner autonomy (Schmitt and McCarthy 1997, 211).

Social interaction with native speakers can leave one enriched with new vocabulary too (ibid, 211). Although there is no direct evidence which can prove its benefits, Milton and Meara[8] (in Schmitt and McCarthy 1997, 211) discovered that interacting with native speakers highly increases the average vocabulary gain of a learner and therefore should be considered a relevant strategy as well.

Memory strategies

Memory strategies, as introduced in chapter 3.4.1, are those strategies which involve grouping, relating the words to what one already knows, using images and associations in order for those to be more memorable. As there are numerous

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[8] Milton, J. and P. M. Meara. 1995. "How periods abroad affect vocabulary growth in a foreign language". *ITL 107-108.* 17-34

examples regarding these strategy types, Schmitt and McCarthy (ibid, 212-215) distinguish several subcategories.

Visuals

Strategies belonging to this subcategory use various kinds of imaginary to make lexical expressions more memorable. Research conducted by Kopstein and Roshal[9] (in Schmitt and McCarthy 1997, 212) and Webber[10] (in Schmitt and McCarthy 1997, 212) showed that studying a word with its meaning in the form of a picture instead of a verbal definition is much more effective in both Russian and Indonesian. Another technique of learning new lexical items is connecting the lexical expression students are willing to remember to their personal experience.

Related words

Lexical items can be easier remembered in connection to already known words, too. One can connect the lexical item to other words belonging to the same semantic group, its synonyms and/or hyponyms and heteronyms (and thus creating semantic maps).

The last strategy which Schmitt and McCarthy (1997, 212) include in this subcategory is using scales for gradable adjectives to clarify their meaning, which stays the same in any context given. "For example, in any given situation, *big* is larger than *medium-sized*, but smaller than *huge*. A helpful way to remember these words is to set them in a scale (*huge/big/medium-sized/small/tiny*)" (ibid.).

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[9] Kopstein, F. F. and S. M. Roshal. 1954. "Learning foreign vocabulary from pictures vs. Words". *American Psychologist*. 9. 407-408.
[10] Webber, N. E. 1978. "Pictures and words as stimuli in learning foreign language responses". *The Journal of Psychology*. 98. 57-63.

Unrelated words

One can also learn new vocabulary with the help of words that have no connection to the word one is willing to learn whatsoever. This is to be done with the help of the Peg and Loci method.

The principle of the Peg Method is that

"one first memorizes a rhyme like 'one is a bun, two is a shoe, three is a tree etc.'. Then an image is created of the word to be remembered and the *peg word*. If the first word to be remembered is *chair*, then and image is made of a bun (peg word) resting on a chair. Recitation of the rhyme draws up these images, which in turn prompt the target words." (Schmitt and McCarthy 1997, 213)

The Loci Method functions in a similar way. It differs from the Peg Method in a way that it uses familiar locations instead of *peg words*, which one then connects to the piece of vocabulary one is willing to learn. One virtually places those items to the particular locations in one's head, recalling them while thinking about these locations later.

Grouping

Schmitt and McCarthy (ibid, 213) state that grouping is a natural process of organizing lexical items and words are much easier remembered when having been put in some kind of group first.

Vocabulary can be grouped semantically (e. g. all vocabulary belonging to the group of *food* can be put together and learnt separately from other ones) and spatially (in columns or geometric shapes). A piece of vocabulary one is willing to learn can be used straight in example sentences as well.

Written or phonological form of the word

Another way to remember a piece of vocabulary is to focus on its orthographical or phonological aspects, such as spelling or pronunciation. It is also possible to learn an expression by saying it out loud, which is especially helpful in combination with rhyme words (Schmitt and McCarthy 1997, 213). The learners are able to work with the orthographical form of the word even more to make it more memorable by highlighting the shape of the word.

Other strategies

Other kinds of memory strategies not fitting any of the subcategories listed above can be further distinguished. Those include remembering both affixes and roots or parts of the speech, paraphrasing the meaning of a word, learning the words of an idiom together and using physical actions while learning the word. The last technique listed is especially helpful for teaching beginners and a basis for a whole methodology, the Total Physical Response.

Cognitive strategies

The category of cognitive strategies includes all kinds of strategies which use various kinds of repetition and mechanical actions for the learning of new vocabulary (Schmitt and McCarthy 1997, 215).

The repetition of words both orally and in written form is one of the most common strategies of this type. Being so common and widely used, those strategies are so "entrenched" in students that learners are less likely to use any other strategy in their future development, as O'Malley and Chamot[11] (in Schmitt and McCarthy 1997, 215) mention.

Metacognitive strategies

As Oxford (1990, 136) states, "metacognitive strategies are essential for successful language learning". They are strategies which enable the students to control and structure their own learning process and usually include various kinds of learning evaluation and arrangement. Morrison and Navarro (2014, 16) find the understanding of metacognitive strategies and their development crucial for a successful self-regulated learning. Zimmerman (1990, 4) points out that the systematic use of metacognitive strategies (along with motivational and behavioural strategies) is one of the main characteristics of a self-regulated learner.

Schmitt and McCarthy (1997) highly recommend using all kinds of foreign-language media, as it is important to be concerned with the foreign language outside the school environment as well. Interacting with native speakers can also be considered a metacognitive strategy if used for the purpose of correcting oneself (Schmitt and McCarthy 1997, 216).

It certainly is advisable for learners to plan their practice rather than do it randomly, as information is easiest to forget shortly after the end of learning sessions

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[11] O'Malley, J. and A. U. Chamot. 1990. *Learning Strategies in Second Language Acquisition.* Cambridge: Cambridge University Press

(ibid.). In order to prevent it, learners should rehearse the already learnt vocabulary in scheduled time intervals.

Moreover, it is never possible for a learner of a foreign language to know all the words, as even native speakers do not have the ability. Students need to know when to skip or pass a foreign-language word of a low frequency in that particular language. If students find a lexical expression really complicated to remember, they can also study the particular word over time (ibid, 217).

To sum up the theory part, self-regulated learning is a process where students learn to work independently, without the help of a teacher. It is conditioned by the teacher's guidance, motivation and, in terms of vocabulary learning, the right choice of vocabulary learning strategies.

4. Czech Educational System

The following practical part of this thesis is going to survey students of English for Education at the Technical University of Liberec, the Faculty of Science, Humanities and Education. As specific as that group might seem, it is not so easily defined. A quick overview of the Czech educational system is therefore necessary to help us understand the difficulties of its definition. It can as well enable us to properly characterize the group in terms of their learning abilities.

Based on the data of Eurydice (2019), the Czech educational system is divided into 3 levels – primary, secondary and tertiary. It is the tertiary level of education we aim to focus on as this is the level which tertiary professional schools as well as universities belong to. Figure 1 shows that students usually start their full-time studies at a university at the age of 19 after successfully finishing a high school. They usually graduate from the university at the age of 22-26 years, depending on the level of their degree. Thus, this thesis is going to analyse self-regulated vocabulary learning of university students aged 19-26.
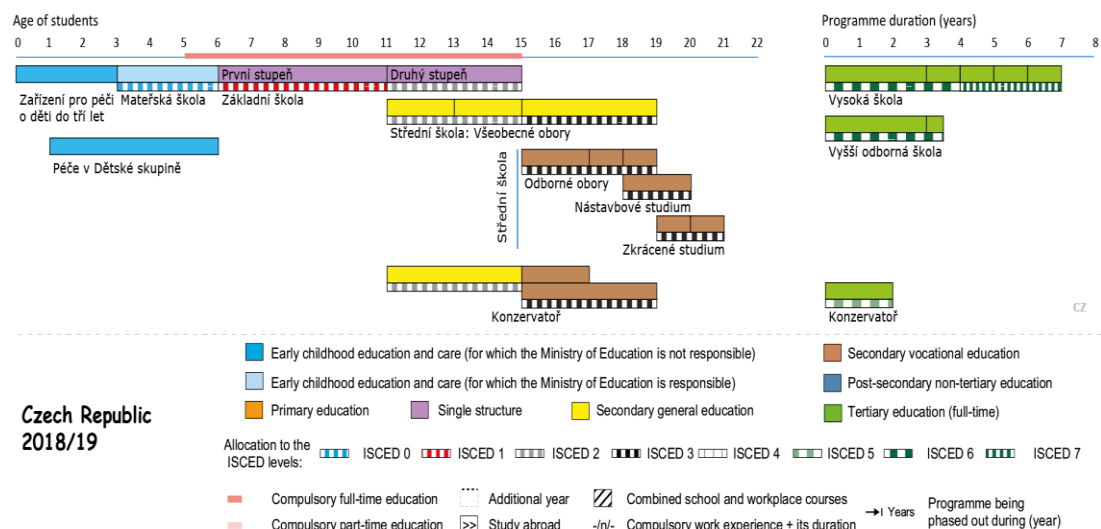

Figure 1: Czech educational system (Eurydice, 2019)

It is possible for the students to begin studying at the university at a later age, and many of them do so, but since this thesis cannot cover all the potential age groups, it is going to describe the one given. The characteristics of this age group are therefore going to be put in relation to the process of self-direct learning.

4.1   University students – young adults

The age range of 19-26 years is considered young adulthood according to both Macek (1999) and Vágnerová (2007). Cognitive skills of young adults undergo various changes, which affect the way these people learn.

Young adults are able to use abstract thinking on a different level than adolescents, mainly thanks to the experience they already gained, which allows them to handle problems in more depth (Vágnerová 2007, 18). Fluid intelligence (which includes all the cognitive skills necessary for one to manipulate with information and abstract ideas and concepts) predominates over crystallized intelligence (all the knowledge and experience necessary for problem-solving) (ibid.). It can be concluded that thanks to the ability of abstract thinking young adults may experience fewer problems while using vocabulary learning strategies which include imagination.

Another cognitive aspect of a personality, metacognition, is worth mentioning, as it undergoes development in the stage of young adulthood. People at this stage are able to identify their own limits better than adolescents and act accordingly to achieve their goals (ibid, 20). Relying on that, young adults might theoretically have

a bigger chance to become autonomous learners than adolescents, since metacognition is the external factor affecting self-regulated learning.

According to Harmer (2015, 85), adults in general are much more likely to maintain their motivation throughout the learning process, as they already are experienced and clearly know that their desired learning outcomes require persistence. A learner needs to be motivated enough in order to learn in a self-regulated way.

As Ur (2012, 268) states, adults are "likely to be more critical and demanding, and ready to complain to the teacher or the institution if they feel like the teaching is unsatisfactory". In this case, it could as well mean that young adults are much less likely to stay dependent of the teacher authority, which is an important step towards learner autonomy.

Having stated some important characteristics of young adult learners which have a beneficial effect on the process of self-regulated learning, one also has to introduce the attitude of these learners towards learning methods. Adults in general tend to avoid unknown learning methods, sticking to those they are already familiar with instead (Harmer 2015, 85), even though those familiar methods are often rather mechanical and repetitive (Schmitt and McCarthy 1997, 215), not encouraging the learner autonomy.

Young adults might be great grammar and vocabulary learners on one hand, yet experience difficulties with pronunciation and fluency on the other hand (Harmer 2015, 85).

5. Practical part

The practical part of this thesis is going to fulfil its aims, i.e. to analyse the individual vocabulary learning strategies of university students in connection with their self-regulated learning. In order to do so, a questionnaire was created to determine the most frequently used vocabulary learning strategies of the surveyed students and whether those contribute to the process of self-regulated learning at all.

Following both the chapter 4.1 describing the development phase of young adulthood and cultural observations of the author, three hypotheses were made:

1) Majority of the respondents will be less dependent of the teacher, yet still not fully independent.

   Based on the information in chapter 4.1 concerning the dependence of the students on the teacher, it can be concluded that the respondents are likely to be more or less independent of the teacher. They, however, might not get to the final stage of self-regulated learning because of their adherence to repetitive vocabulary learning strategies, lack of internal motives for their learning and/or bad learning habits.

2) Older respondents of the age group will prove better self-regulated learners than younger ones.

   Many first-year students have to overcome difficulties while switching from high school to university, as this means that they have to become fully aware of their learning processes and direct them all by themselves, for the teacher expects a certain level of independence. Moreover, first-

year students often question their study field selection and lack the motivation needed to finish the studies. Knowing that this does not apply to all younger respondents, one can still predict that there would be a tendency of younger respondents to be more dependent of the teacher and less aware of their learning.

3) At least 90 % of respondents will be in contact with the English language outside the classroom.

   In the world of today, with English as the *lingua franca* influencing both our cultures and languages, it is natural that respondents of the examined age group would want to be exposed to the language as much as possible. The respondents are very likely to use various kinds of English-language media.

5.1   Methodology

As stated in chapter 5, the author of the thesis created a questionnaire, which included questions based on the theoretical findings. The questionnaire was published on the internet and sent to students of the study programme English for Education at FP TUL. It was distributed among the bachelor and the master degree students. In total, 152 responses were collected.

The questionnaire consists of three thematic sections – General information about the respondent, Learning evaluation and Vocabulary learning strategies (see Appendix B). The majority of the questions allowed one answer only, yet the

questionnaire contains four multiple-choice questions and two open-ended questions, too.

Since one of the hypotheses of this thesis is that the older respondents of the questionnaire might be better self-regulated learners, the intention of the author was to divide the respondents into three age categories – 19-21 (the youngest BA students), 22-24 (the older BA students and the younger MA students) and 25-26 (the older MA students). The groups being made like this however did not distinguish the MA students from the BA students at all. Moreover, there were so few respondents in the last age group that the author decided to group the respondents differently.

The author therefore separated the BA and the MA students completely, forming two groups: BA students aged 19-21 and BA students aged 22-26. The MA students hereby became a group on their own. Having grouped the respondents like this, one can clearly observe if there are any important differences between the younger and the older BA students, and the MA students.

The categories of the 22-26 year old BA students and the MA students include 49 respondents each, whereas the group of 19-21 year old BA students had 55 respondents. To ensure an equal amount of answers, the author decided to eliminate 6 random responses from the youngest age group to make the number of respondents homogenous in each category. This thesis is therefore going to work with a total number of 147 respondents.

Table 2: Grouping of questionnaire respondents and their demographics (Own sources, 2020)

BA STUDENTS AGED 19-21 (49 respondents)		
GENDER	**TOTAL NUMBER**	**PERCENTAGE**
Male	24	49 %
Female	25	51 %
BA STUDENTS AGED 22-26 (49 respondents)		
GENDER	**TOTAL NUMBER**	**PERCENTAGE**
Male	22	45 %
Female	27	55 %
MA STUDENTS (49 respondents)		
GENDER	**TOTAL NUMBER**	**PERCENTAGE**
Male	19	39 %
Female	30	61 %
TOTAL NUMBERS		
Respondents	147	
Male	65	44 %
Female	82	56 %

5.2 Results

5.2.1 General information of the tested sample

Error! Reference source not found. shows the grouping of the questionnaire respondents. One can see that both BA student groups are more or less gender-balanced, whereas the MA group has a predominance of female respondents. The gender imbalance corresponds to the statistics on STAG[12], where the number of female students (82 %) highly exceeds the number of male students (18 %).

5.2.2 Questionnaire results

5.2.2.1 General information about the respondents

Question 1: How long have you been learning English?

When asked about their exposure to the English language, the majority of students answered that they had been learning English for 12-15 years. It represents the biggest percentage in both the age groups of the 19-21 year old and the 22-26 year old BA students. The MA students mostly stated that they had been learning English for 16-19 years. It can therefore be assumed that the majority of students started to learn English in primary school.

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[12] portal of information system of study agenda of TUL; statistics valid for the summer semester 2019/2020
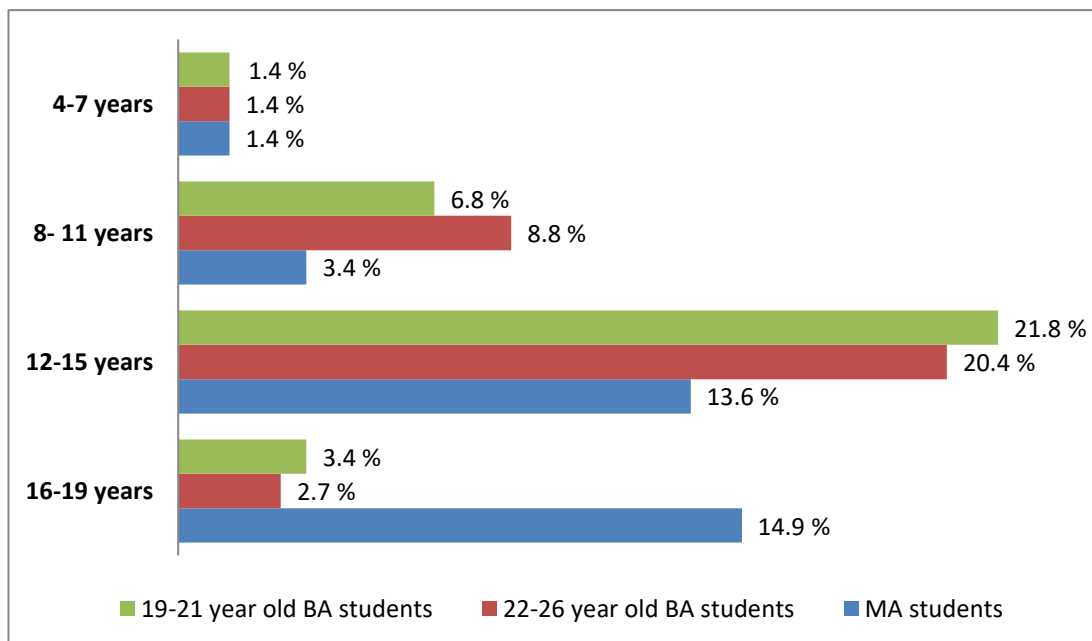
Figure 2: How long have you been learning English? (Own sources, 2020)

Question 2: Are you in contact with native speakers of English?

The next question was supposed to determine whether the respondents were in any contact with a native speaker of English. This question allowed multiple answers. 193 answers were collected.

Most of the students from all of the categories answered that either their teacher or a friend / family member was a native speaker. Almost 56 % of BA students aged 19-21 answered that their teacher was a native speaker. It is logical, since they all have to pass the Phonetics and Phonology course[13] which is taught by a native speaker.

However, negative answers were found as well. Since the English department of the Technical University of Liberec employs two native speakers in their staff only, it is logical that they cannot teach every single student. Many of the MA

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[13] KAJ/FO1BE (winter semester), KAJ/FO2BE (summer semester) – subjects on the Technical University of Liberec taught by Nicola Karásková, M.A. in the first year of studies

students stated that they were not taught by a single native speaker; therefore, the number of positive answers in this age group is not as high as in the other groups.
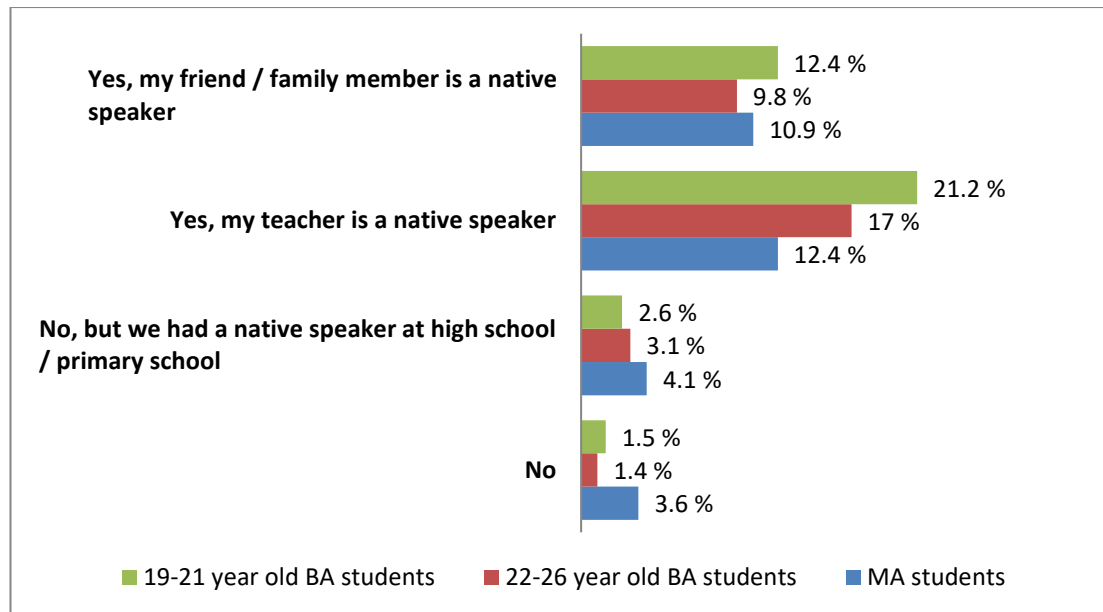
Figure 3: Are you in contact with native speakers of English? (Own sources, 2020)

5.2.2.2 Learning evaluation

Question 3: When it comes to my learning, I would most probably consider myself…

In the first question, the students were asked about their dependence on the teacher. Both the older BA students and the MA students mostly answered that they were rather independent, whereas the majority of the younger BA students claimed that they were rather dependent. These results show us how the students become more and more independent in time.

12 % of all the respondents answered that they were fully independent of the teacher, while almost 4 % of all the students stated that they were fully dependent.
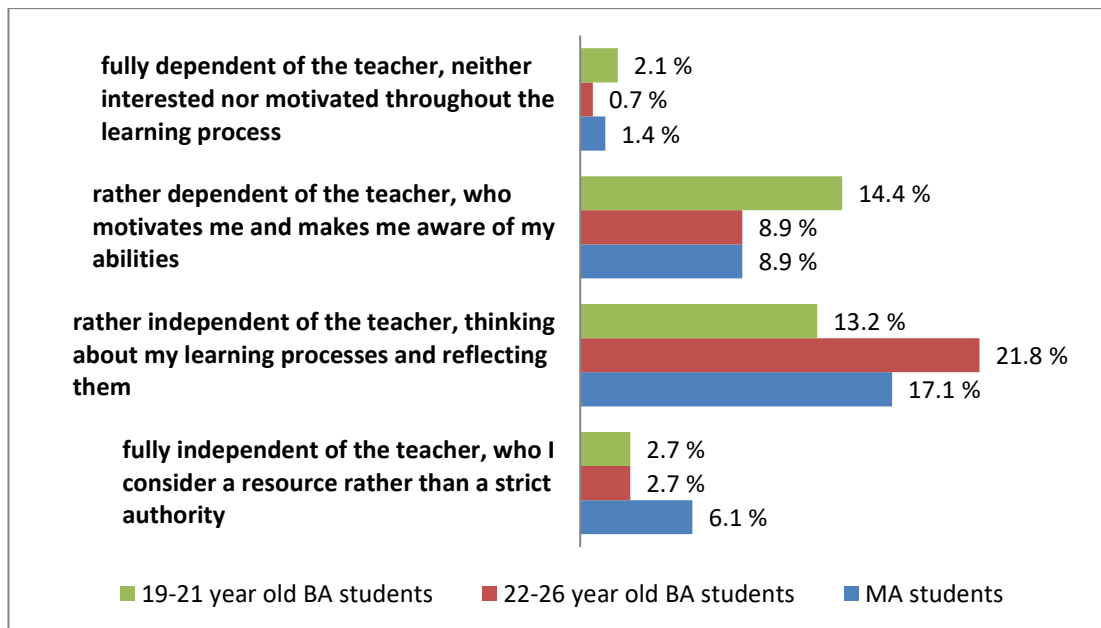
Figure 4: When it comes to my learning, I would most probably consider myself… (Own sources, 2020)

Question 4: What motivates me in my learning are…

The students were also asked about their motivation in learning, and whether these motives were external or internal. 77 % of all the respondents stated that their motives were internal. This number represents the majority of students of all the age groups examined. 23 % of all students answered that their motives were external. The more complex analysis of the answers of each group is going to be made in a separate chapter 5.3.
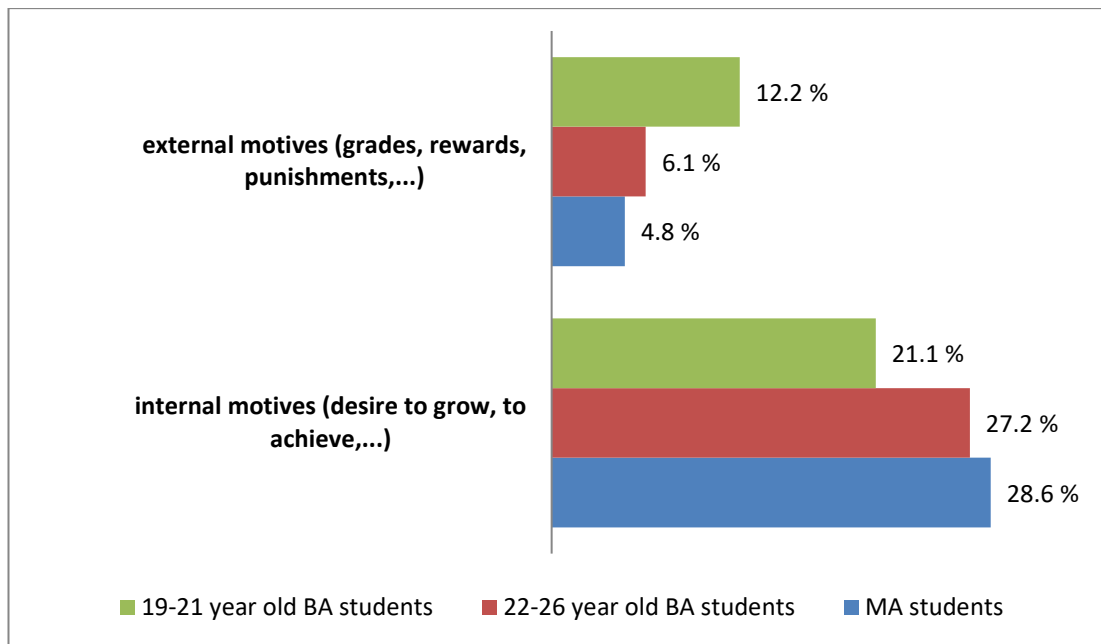
Figure 5: What motivates me in my learning are… (Own sources, 2020)

Question 5: I know how to effectively use my experience and abilities to reach my goals in learning.

Looking at Figure 6, one can see that 67 % of all the respondents knew how to effectively use their experience and abilities in their learning processes. This comprises the majority of answers of all the age groups, yet the predominance of positive answers is not so large in the group of the younger BA students. These students are in the first year(s) of their studies and most likely do not know what to expect from their university studies yet, whereas the other two groups already are familiar with it.
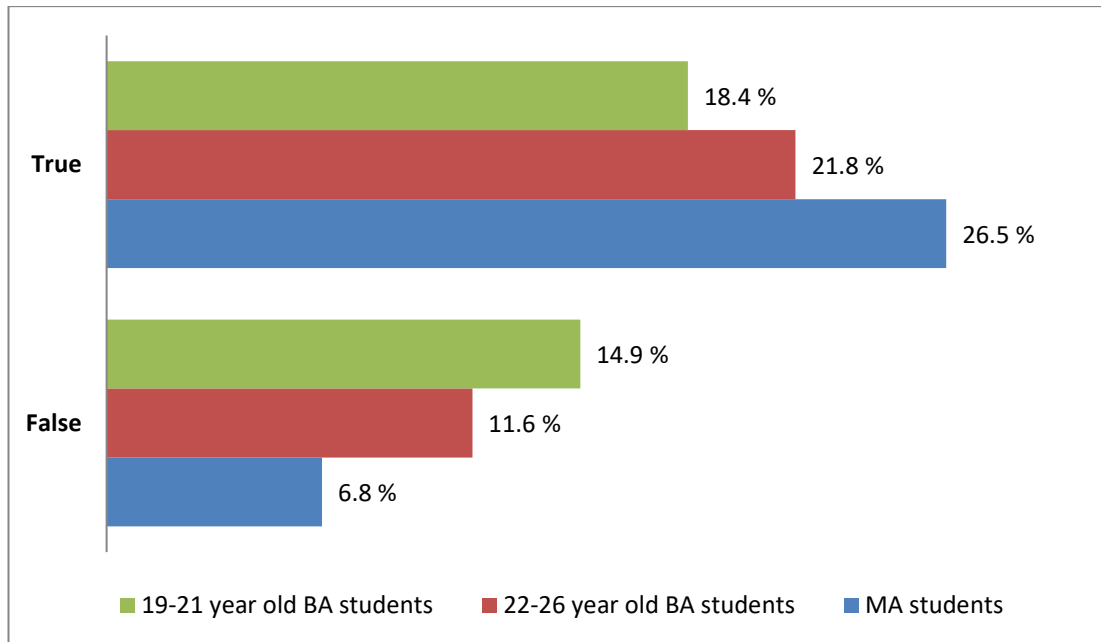
Figure 6: I know how to effectively use my experience and abilities to reach my goals in learning.
(Own sources, 2020)

Question 6: I always try to find the purpose of my learning and organize my learning schedule.

In the last question of this section, the respondents were to choose if they found their learning meaningful, and if not, whether they could make it so in any way and adapt their learning schedule accordingly. Again, the majority of students answered positively. This represents 58 % of all the respondents from all the age groups. 42 % of the respondents answered negatively.
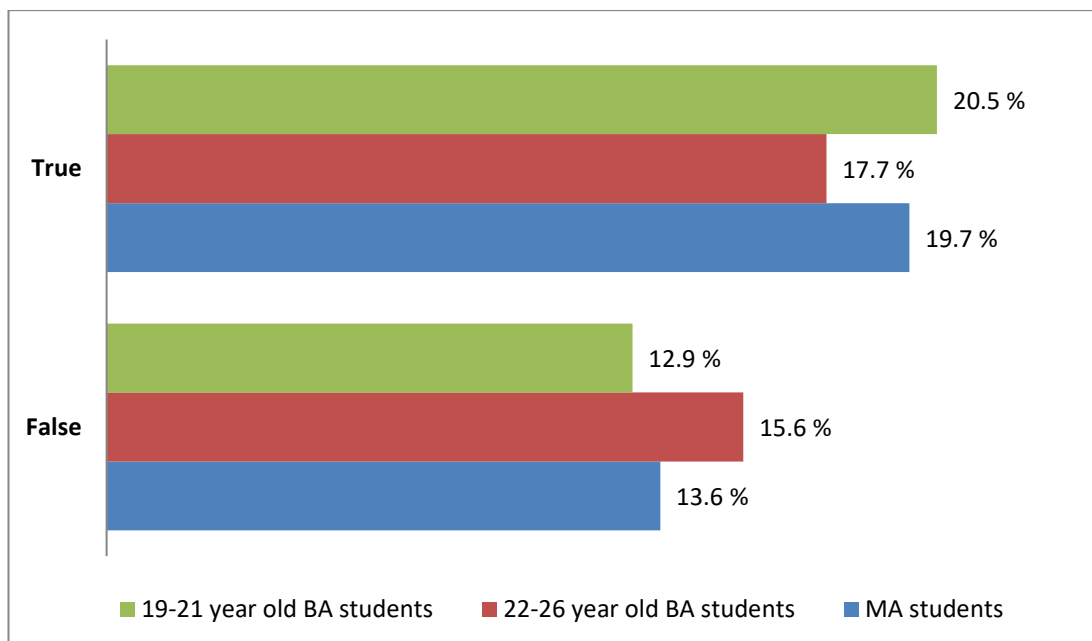
Figure 7: I always try to find the purpose of my learning and organize my learning schedule. (Own sources, 2020)

5.2.2.3   Vocabulary learning strategies

The third thematic section of the questionnaire thoroughly focused on vocabulary learning strategies. The author aimed to discover which strategies the students use and if those can possibly contribute to the development of self-regulated learning.

Question 7: When I see a lexical item for the first time and want to find its meaning, I…

In the first question of this section, the students had to choose which discovery strategies they use. Multiple answers were allowed and, 283 answers, in total, were collected.

The majority of the BA students aged 19-21 years stated that they used a bilingual dictionary. The most frequently used strategy among both the BA students aged 22-26 years and the MA students was discovering the meaning from context yet the percentage difference between this strategy and using a bilingual dictionary was not significant.
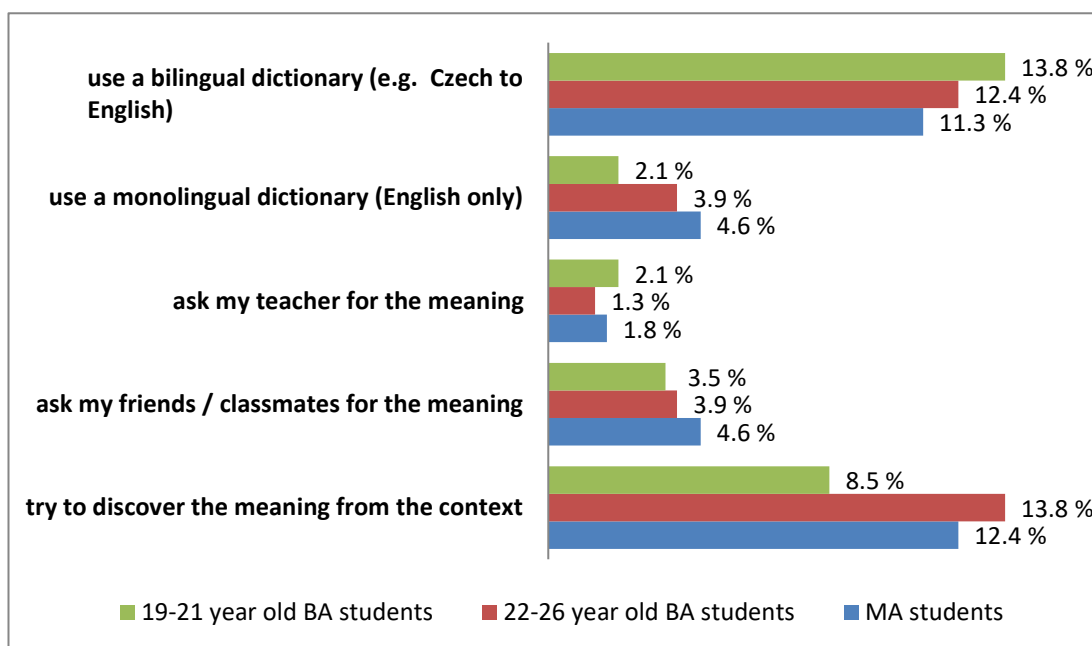
Figure 8: When I see a lexical item for the first time and want to find its meaning, I... (choose one or more strategies that you use) (Own sources, 2020)

Question 8: What helps me during my learning of new lexical item is…

The following questions of the questionnaire aimed to identify which consolidation strategies were the most frequently used among the respondents. Namely, several memory and cognitive vocabulary learning strategies were listed, and multiple answers were allowed. 316 answers were collected. The most common strategies among all the groups of students were connecting the vocabulary to words that one already knows (23 % of all the respondents) and visualizing the meaning of the word (21 % of all the respondents). Furthermore, saying the word aloud while studying as well as paraphrasing the meaning of the word was commonly used, especially among the older students.
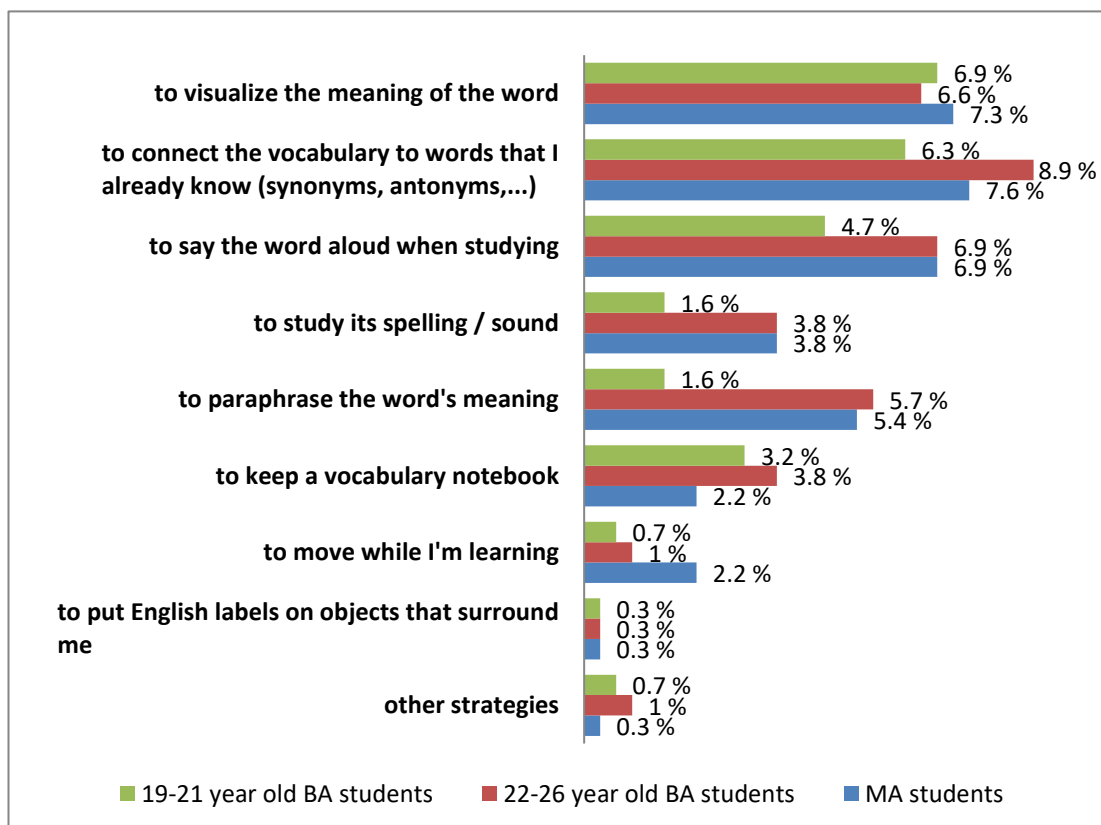
Figure 9: What helps me during my learning of new lexical item is… (choose one or more strategies that you use) (Own sources, 2020)

Question 9: Is there anything else that helps you while learning new lexical items?

In the next, open-ended question, the respondents could note what else helps them while learning new lexical items. Answering this question was optional. Only 14 answers were collected. Figure 10 shows the strategies mentioned by respondents. Most of them stated that they found it helpful to use the new lexical item in context, and to create a sentence with it.
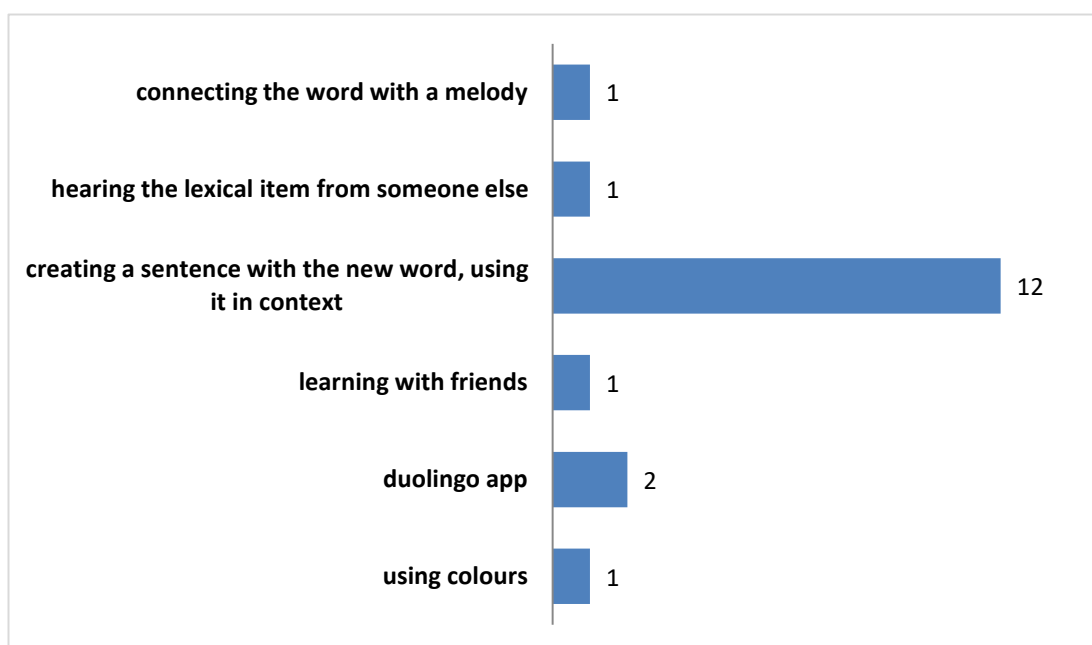
Figure 10: Is there anything else that helps you while learning new lexical items? (Own sources, 2020)

Question 10: It helps me to highlight the lexical item or to organize it spatially on a page during my learning.

63 % of all the respondents stated that it helped them to group the new lexical items spatially or highlight them on a page while learning, as shown in Figure 11.

The visual side of their learning also seem to be an important element for the students.
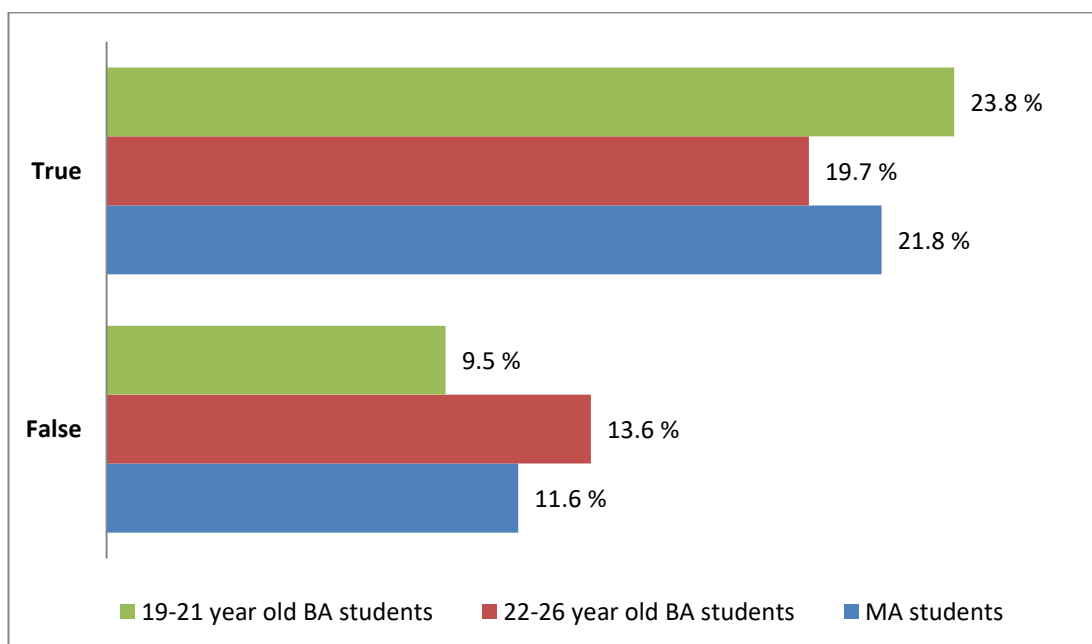
Figure 11: It helps me to highlight the lexical item or to organize it spatially on a page during my learning. (Own sources, 2020)

Question 11: I learn lexical items easier when repeating them…

The author wanted to discover whether the respondents found repetition helpful, and if so, which kind of repetition they used. Multiple answers to this question were allowed. 200 answers were collected. Overall findings are that written (36 %), verbal (35.5 %) and mental repetition (25 %) seem to be helpful strategies for students.
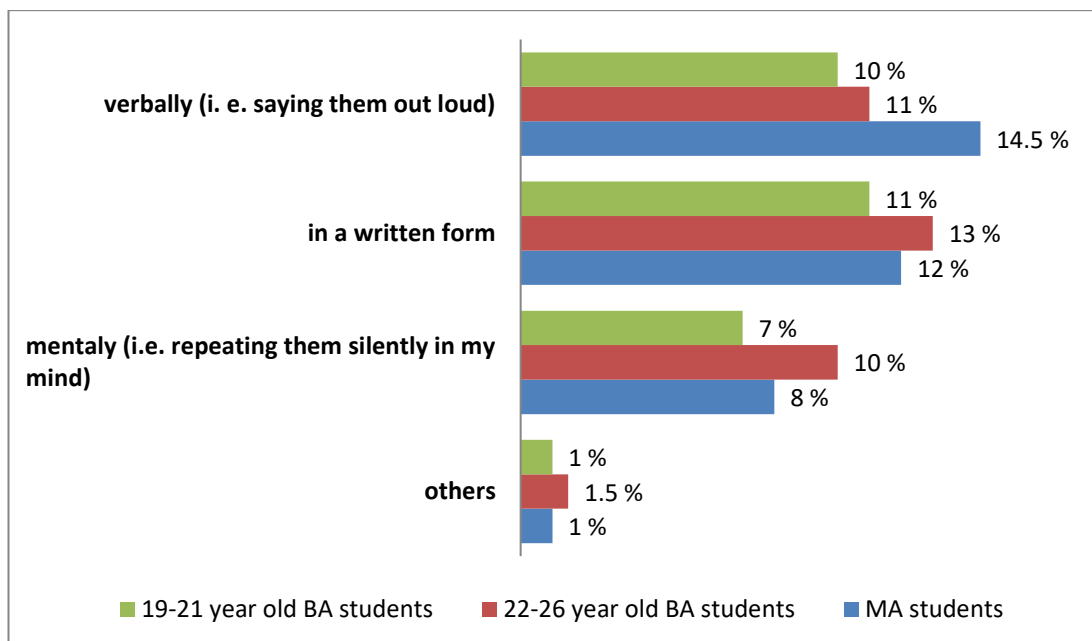
Figure 12: I learn lexical items easier when repeating them... (Own sources, 2020)

Question 12: I am also in contact with the English language outside the classroom (i.e. movies, songs, friends…).

In this question, the respondents were asked whether they were in contact with the English language outside the classroom, which is one of the metacognitive strategies, as stated in the chapter discussing Metacognitive strategies. Using various kinds of English-language media is undoubtedly beneficial while aiming to master a foreign language because of the authentic material which the learner is exposed to. 95 % of all respondents answered that they were using these media.
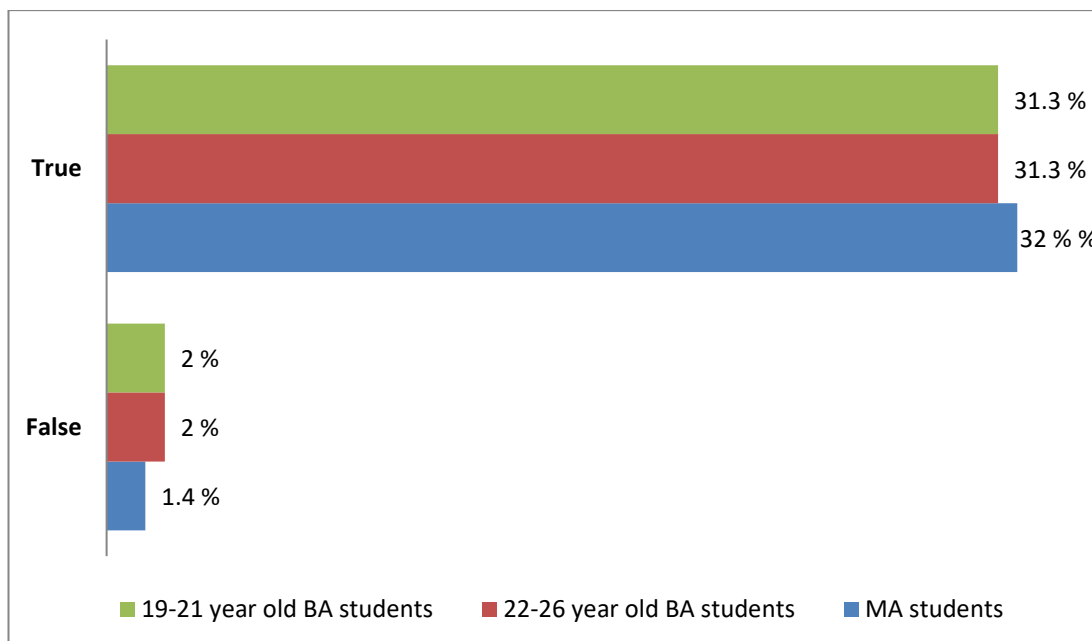
Figure 13: I am also in contact with the English language outside the classroom (i.e. movies, songs, friends,...). (Own sources, 2020)

Question 13: If you answered "True", specify which kind(s) of English-language media you use the most (e.g. movies, songs, books, news, games…).

The 139 respondents who had answered positively to the previous question were asked to specify which kinds of English-language media they used. They could list as many English-language media as possible. 323 responses were collected.

The respondents mostly named various kinds of audio-visual (i.e. videos, movies and TV shows) or written material (news, books). Songs, games, the internet and podcasts were also included in the list.
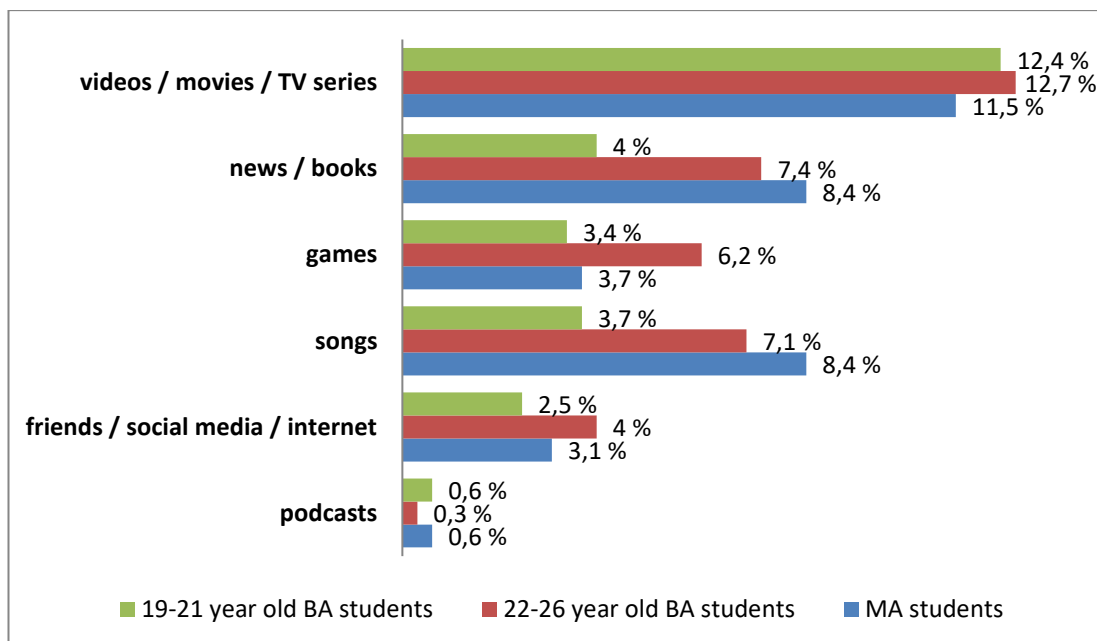
Figure 14: If you answered "True", specify which kind(s) of English-language media you use the most (e.g. movies, songs, books, news, games,…). (Own sources, 2020)

Question 14: I continue to strengthen the knowledge of a lexical item over time if I find it particularly difficult to remember and use.

Lastly, the author intended to test if the students are willing to make an effort to learn a complicated lexical expression; more specifically, if they have the will to study the expression over time to achieve their goals.

The majority of the younger BA students answered negatively, yet the percentage difference between the positive and negative answers was not so significant. Both of the other age groups mostly answered positively.
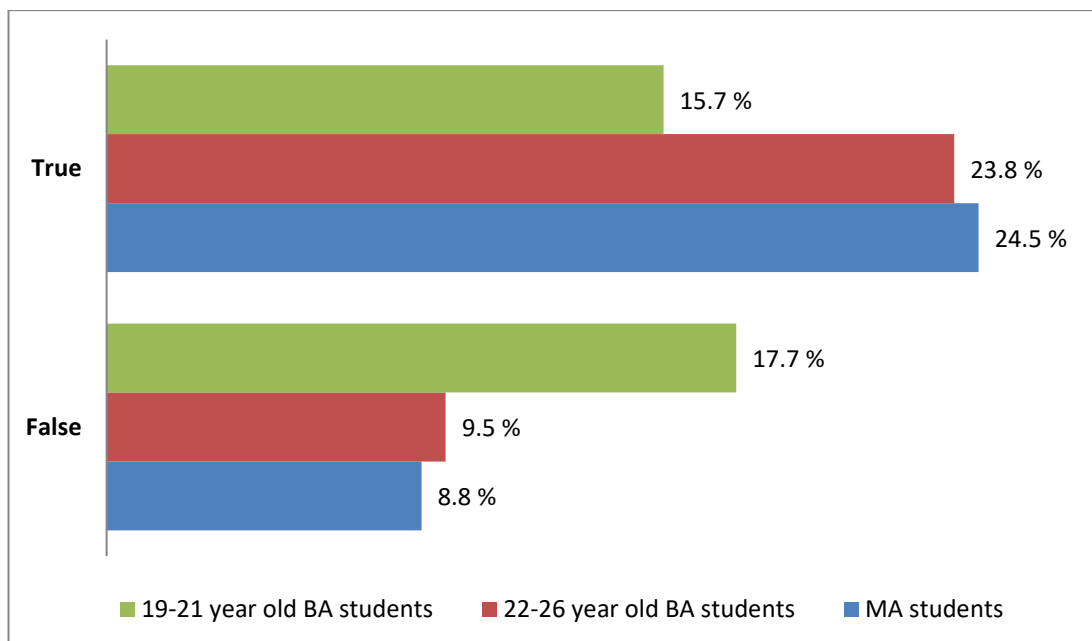
Figure 15: I continue to strengthen the knowledge of a lexical item over time if I find it particularly difficult to remember and use. (Own sources, 2020)

5.3 Evaluation of the results

All results from the bar charts are going to be further analysed for each age group mentioned, so that the conclusions can be drawn and hypotheses of this work confirmed or refuted.

5.3.1 BA students aged 19-21

The youngest group of the respondents have mostly been learning English long enough to get certain knowledge of its use (*Figure 3*Figure 2). They also are

fortunate to have been taught by a native speaker and thereby be in contact with the language more intensively (*Figure 3*).

The students being taught by a native speaker can however be problematic, as 43 % of the respondents stated that they were rather dependent of the teacher (*Figure 4*). Even though the majority of the respondents stated that they were in contact with the English language outside classroom as well, the self-regulated learning is still not possible while being dependent of an authority. Not reading a sufficient amount of books and articles could be problematic, too, for the students may lack a certain amount of academic vocabulary needed in their later studies.

On the other hand, 39 % of the students answered that they were rather independent of the teacher. The difference between the two results is not so large and it only supports the claim that students are in the process of adjusting to the university system, where much more independence and responsibility for one's learning is expected than at a high school.

Furthermore, 36 % of students claimed that they had external motives for their learning (*Figure 5*) and 45 % of them stated that they did not know how to effectively use their abilities and skills (*Figure 6*). This shows us that they might have still not adjusted to their studies at the university, too. The students also might not know what to expect from their university studies yet. Moreover, the majority of students are not willing to study a lexical expression which they find complicated over time, even if this could help them expand their vocabulary even more.

The lack of independency, internal motivation, and the students' approach to the learning process show us that respondents belonging to this age group are not

self-regulated learners yet. What the answers however reveal might be a slow development of the learning process beneficial for students' later studies.

5.3.2   BA students aged 22-26

This group of students answered that they had been learning English the same amount of time as the previous group (Figure 2) and had both friends and teachers as native speakers of English (*Figure 3*).

Nevertheless, this group of students claimed to be far more independent of the teacher (65 %) (*Figure 4*) than the previous one. Their internal motivation (*Figure 5*) also was undeniably higher (63 %). Most of the students also answered that they knew how to use their skills and experiences in their learning (*Figure 6*), however, 47 % of them still did not find their learning purposeful (*Figure 7*). This might prevent them from developing their self-regulated learning even more. They were however willing to strengthen the knowledge of a difficult lexical expression over time.

The most frequently used discovery strategy (*Figure 8*) among the students was discovering the meaning of an unknown lexical expression from the context. This can be incredibly beneficial while in contact with the English media, as the students are not as dependent of other sources and guess the meaning on their own and thereby learn more effectively. The majority of the respondents answered that they were in contact with the English language outside classroom (*Figure 13*) and used various English-language media. Unlike the younger respondents, the older students listed not only audiovisual material, but also written and audio material as useful for them.

Based on the given information, it can be concluded that the older BA students surely are more independent learners than their younger colleagues. However, as the author has already stated, not finding their learning purposeful might be a hindrance for the students to become fully self-regulated learners.

5.3.3   MA students

The MA students are the most experienced English language learners out of the tested sample (Figure 2). Not as many of them stated that their teacher was a native speaker (*Figure 3*). They probably are expected to already be so exposed to various English media outside classroom that they do not need an interaction with a native speaker as much as the younger students. The stress is rather on the information learnt (as the students are supposed to become fully competent elementary school teachers after finishing their studies) than on the language as such.

Moreover, they might be expected to be independent enough, as they have already finished their BA studies. Even though the majority of students still answered that they were rather independent or dependent (*Figure 4*), the number of fully independent students in this group was much higher than in the two other ones (18 % of MA students compared to 16 % of all the BA students). This corresponds to the number of students who claimed to be intrinsically motivated (86 % of respondents) (*Figure 5*). Most of the respondents knew how to effectively use their skills and experiences (*Figure 6*), too, and even 59 % of them fond their meaning purposeful (*Figure 7*). Although not as high as the author would have expected, this number still is the highest percentage among all groups tested. The students were also prepared to study a particularly hard lexical expression over time, if needed (*Figure 15*).

The students also mostly discover the meaning of an unknown word from the context or find it in a bilingual dictionary (*Figure 8*). These aspects of learning along with the ones already mentioned make us believe this group of students is the closest to a self-regulated learner out of the tested sample.

5.4   Overall evaluation

From both the bar charts and the later analysis of the answers of each separate group, the overall results and evaluation of the hypotheses can be drawn.

Based on the data from the questionnaire, the hypothesis 1) *Majority of the respondents will be less dependent of the teacher, yet not fully independent* got confirmed. Out of 147 respondents of the questionnaire, 51 % of the respondents stated that they were rather independent of the teacher. Some of them still struggle with finding the purpose to their learning and the external motives mainly prevail. The older the students are the more independent they seem to get; yet only 11 % of all the students marked themselves as fully independent. However, since self-evaluation is often a difficult task to do, it might be possible that many students evaluated their level of independence incorrectly and the number of independent students could be even higher.

A wider analysis of the answers partially confirmed the hypothesis 2) *Older respondents of the age group will prove better self-regulated learners than younger ones*. The older respondents actually considered themselves more independent of the teacher than the younger ones. However, the deciding factor was the level of students' degree. Many of the BA students are older, and yet their learning habits are

worse than those of the younger MA students. Presumably, the higher the level of education, the more conscious about their learning the students are. Their internal motives are stronger and so is their determination to achieve their goals.

The hypothesis 3) *At least 90 % of respondents will be in contact with the English language outside the classroom* got confirmed, too. Out of 147 respondents, 139 answered that they were in contact with the English language outside classroom by using English-language media. **Error! Reference source not found.** presents a summary of the English-language media mentioned by the students and their overall usage. The younger respondents preferred the audiovisual material over the written and audio material. Nevertheless, one can see in that the number of students using both written and audio material changes according to their age and level of degree. As students progress through their studies, they are required to read more books and articles, for their whole education revolves around this material.

The author considers audiovisual material in English especially suitable for the younger language learners, for they are great to get a better feeling for how the language sounds. The learners can start with the Czech subtitles and turn to English subtitles later on when they are comfortable enough with the language.

Moreover, videogames were really popular among the older BA students. The students stated that they were invaluable, since they really force a person to learn the language if he/she wants to understand anything he/she sees on the screen and interact with people there. The author believes that the interactive element (not just a passive consumption) is what makes videogames such a valuable language learning source.

Table 3: English-language media used by the respondents (sort by the frequency of use) (Own sources, 2020)

English media	Use (%)
videos / movies / TV series	37 %
news / books	20 %
songs	19 %
games	13 %
friends / social media / internet	10 %
podcasts	1 %

5.5 Vocabulary learning strategies

The author also decided to make her own table of the most frequently used vocabulary strategies by the surveyed students (**Error! Reference source not found.**) based on the data from the questionnaire answers. The strategies are grouped according to the classification of Schmitt and McCarthy (1997) and sorted from the most frequently used to the least frequently used. In **Error! Reference source not found.**, they are not compared with each other (as in the previous figures), but expressed in percentage in relation to the number of respondents.

From the overall results, it can be concluded that students are much more likely to rely on themselves or other material sources while discovering and strengthening the meaning of the word, since social strategies are not as commonly used.

The most frequently used discovery strategies are using a bilingual dictionary and guessing the meaning of a word from context. As for the consolidation strategies, the respondents used all memory, cognitive and metacognitive strategies quite frequently while learning a new lexical expression. The most frequently used memory strategies are spatial grouping, connecting the lexical expression to its antonyms / synonyms and visualizing the meaning of the word. Written, verbal and mental repetitions in all forms are the most frequently used cognitive strategies among students. In terms of metacognitive strategies, the majority of the respondents stated that they were using various English-language media in their free time. Furthermore, more than a half of the students asked are willing to study particular lexical expressions overtime, if needed.

Table 4: Table of the most frequently used vocabulary learning strategies among students of the Technical University in Liberec (Own sources, 2020)

Strategy		Use (%)
Discovery strategies		
Determination strategies	Using a bilingual dictionary	72 %
	Discovering the meaning from context	67 %
	Using a monolingual dictionary	20 %
Social strategies	Asking friends / classmates for the meaning	23 %
	Asking a teacher for the meaning	10 %
Consolidation strategies		
Social strategies	Studying with friends	1 %
	Interacting with a native speaker	77 %[14]
Memory strategies	Grouping words together spatially, highlighting them	65 %

[14] 77 % of the respondents answered that their teacher, friend and/or family member was a native speaker

	Connecting the word to its synonyms / antonyms	49 %
	Visualizing the meaning of the word	45 %
	Paraphrasing the meaning of the word	27 %
	Studying the spelling / sound of the word	20 %
	Moving while learning	8 %
	Using the new word in a sentence	8 %
	Using language learning apps (e.g. Duolingo)	1 %
Cognitive strategies	Written repetition	48 %
	Verbal repetition	49 %
	Mental repetition	34 %
	Keeping a vocabulary notebook	20 %
	Putting English labels on objects	2 %
	Connecting the word with a melody	1 %
Metacognitive strategies	Using English-language media	95 %
	Strengthening the knowledge of a word over time	64 %

6. Conclusion

The aim of this bachelor's thesis was to discover and analyse the vocabulary learning strategies of the students of English for Education programme at the FP TUL. The intention of the author also was to determine the level of independence of the students based on the theories of self-regulated learning.

The theory part describing both self-regulated learning and vocabulary learning in a greater depth enabled the author to create a questionnaire to confirm or refute her hypotheses. The answers of the questionnaire were analysed.

Out of three hypotheses, two were confirmed and one was partially confirmed. The analysis revealed that the majority of the respondents were rather dependent of the teacher and using English-language media outside the classroom as well. The results also showed us that the intrinsic motivation and determination to continue in their studies to succeed in their future job rather than the students' age is a decisive factor in developing the process of self-regulated learning. That is the reason why the postgraduate students are better self-regulated learners than older bachelor's degree students, even though they are younger. A table of the most frequently used vocabulary strategies was created on the page 64.

This work was fully focused on the development of self-regulated learning from the perspective of students, i.e. what they can do to enhance their learning. In any further research considering this topic, it could also be beneficial to examine the situation from the point of view of the teachers. It could be interesting to discover what techniques the teachers use to enhance their students' learning during the lessons, mainly in different kinds of high schools in order to compare the differences.

This thesis can also contribute to raising awareness among students about the importance of self-regulated learning. The information in this thesis could help students improve their learning as well as familiarize them with the wide range of vocabulary learning strategies and choose the most suitable one instead of sticking to a dysfunctional strategy for the rest of their lives. Moreover, the thesis can provide teachers with an overview of learning strategies commonly used by students in order to adjust their teaching accordingly.

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List of appendices

Appendix A – Vocabulary learning strategies survey by Schmitt and McCarthy

(Adapted from Schmitt and McCarthy 1997, pg. 207-208)

Strategy group		Use (%)	Helpful (%)
Discovery strategies			
I. Determination strategies	Analyse part of speech	32	75
	Analyse affixes and roots	15	69
	Check for L1 cognate	11	40
	Analyse any available pictures or gestures	47	84
	Guess from textual context	74	73
	Bilingual dictionary	85	95
	Monolingual dictionary	35	77
	Word lists	-	-
	Flash cards	-	-
II. Social strategies	Ask teacher for an L1 translation	45	61
	Ask teacher for paraphrase or synonym of new word	42	86
	Ask teacher for a sentence including the new word	24	78
	Ask classmates for meaning	73	65
	Discover new meaning through group work activity	35	65
Consolidation strategies			
I. Social strategies	Study and practise meaning in a group	30	51
	Teacher checks students' flash cards or word lists for accuracy	3	39
	Interact with native speakers	-	-
II. Memory strategies a) Visuals			
	Study word with a pictorial representation of its meaning	-	-

		Image word's meaning	50	38
		Connect word to a personal experience	37	62
	b) Related words			
		Associate the word with its coordinates	13	54
		Connect the word to its synonyms and antonyms	41	88
		Use semantic maps	9	47
		Use "scales" for gradable adjectives	16	62
	c) Unrelated words			
		Peg Method	-	-
		Loci Method	-	-
	d) Grouping			
		Group words together to study them	-	-
		Group words together spatially on a page	-	-
		Use new words in sentences	18	82
		Group words together within a storyline	-	-
	e) Written or phonological form of the word			
		Study the spelling of a word	74	87
		Study the sound of a word	60	81
		Say new word aloud when studying	69	91
		Image word form	32	22
		Underline initial letter of the word	-	-
		Configuration	-	-
		Use Keyword Method	13	31
	f) Other strategies			
		Affixes and roots (remembering)	14	61
		Part of speech (remembering)	30	73
		Paraphrase the word's meaning	40	77
		Use cognates in study	10	34
		Learn the words of an idiom together	48	77
		Use physical action when learning a word	13	49
		Use semantic feature grids	-	-
III.	Cognitive strategies	Verbal repetition	76	84

		Written repetition	76	91
		Word lists	54	67
		Flash cards	25	65
		Take notes in class	64	84
		Use the vocabulary section in your textbook	48	76
		Listen to tape of word lists	-	-
		Put English labels on physical objects	-	-
		Keep a vocabulary notebook	-	-
IV.	Metacognitive strategies	Use English-language media (songs, movies, newcasts,…)	-	-
		Testing oneself with word tests	-	-
		Use spaced word practice	-	-
		Skip or pass new word	41	16
		Continue to study word over time	45	87

Appendix B – Self-directed learning in EFL context (questionnaire)

Self-regulated Learning in EFL Context

My name is Tereza Horáková and I'm studying English for Education at the Technical University of Liberec. This questionnaire is a part of my bachelor's thesis called Self-regulated Learning in EFL Context.

The questionnaire aims to find out which vocabulary learning strategies are being used by students of the English for Education programme at the Technical University of Liberec.

Thank you in advance for taking the time to participate in this questionnaire.

Sources for the questionnaire:
Schmitt, Norbert, and Michael McCarthy. 1997. Vocabulary: Description, Acquisition and Pedagogy. Cambridge: Cambridge University Press, 206-217
Oxford, Rebecca L. 1990. Language Learning Strategies: What Every Teacher Should Know. New York: Newbury House, 16-21
*Povinné pole

1. Age: *

   _____

2. Gender: *

   Označte jen jednu elipsu.

   ( ) Male

   ( ) Female

3. Level of education (your current studies): *

   Označte jen jednu elipsu.

   ( ) BA studies (Bc.)

   ( ) MA studies (Mgr.)

4. How long have you been learning English? (in years) *

_____

5. Are you in contact with native speakers of English? *

Zaškrtněte všechny platné možnosti.

- [ ] Yes, my friend / family member is a native speaker
- [ ] Yes, my teacher is a native speaker
- [ ] No, but we had a native speaker at high school / primary school
- [ ] No

Learning evaluation

> You are to evaluate your learning. Choose one answer which suits you best.

6. When it comes to learning, I would most probably consider myself... *

Označte jen jednu elipsu.

- ( ) fully dependent of the teacher, neither interested nor motivated throughout the learning process
- ( ) rather dependent of the teacher, who motivates me and makes me aware of my abilities
- ( ) rather independent of the teacher, thinking about my learning processes and reflecting them
- ( ) fully independent of the teacher, who I consider a resource rather than a strict authority

7. What motivates me in my learning are... *

Označte jen jednu elipsu.

- ( ) external motives (grades, rewards, punishments,...)
- ( ) internal motives (desire to grow, to achieve,...)

8. I know how to effectively use my experience and abilities to reach my goals in learning. *

   Označte jen jednu elipsu.

   ( ) True

   ( ) False

9. I always try to find the purpose of my learning and organize my learning schedule. *

   Označte jen jednu elipsu.

   ( ) True

   ( ) False

Vocabulary
learning
strategies

You will be asked about the way you learn new vocabulary.
Choose which answer(s) suit(s) you best.

10. When I see a lexical item for the first time and want to find its meaning, I... (chose one or more strategies that you use) *

    Zaškrtněte všechny platné možnosti.

    [ ] use a bilingual dictionary (e.g. Czech to English)
    [ ] use a monolingual dictionary (English only)
    [ ] ask my teacher for the meaning
    [ ] ask my friends / classmates for the meaning
    [ ] try to discover the meaning from the context

11. What helps me during my learning of new lexical item is…. (chose one or more strategies that you use) *

Zaškrtněte všechny platné možnosti.

- [ ] to visualize the meaning of the word
- [ ] to connect the vocabulary to words that I already know (synonyms, antonyms,...)
- [ ] to say the word aloud when studying
- [ ] to study its spelling / sound
- [ ] to paraphrase the word's meaning
- [ ] to keep a vocabulary notebook
- [ ] to move while I'm learning
- [ ] to put English labels on objects that surround me
- [ ] other strategies

12. Is there anything else that helps you while learning new lexical items?

_____

_____

_____

_____

_____

13. It helps me to highlight the lexical item or to organize it spatially on a page during my learning. *

Označte jen jednu elipsu.

- ( ) True
- ( ) False

14. I learn lexical items easier when repeating them... *

Zaškrtněte všechny platné možnosti.

- [ ] verbally (i. e. saying them out loud)
- [ ] in a written form
- [ ] mentaly (i.e. repeating them silently in my mind)
- [ ] others

15. I am also in contact with the English language outside the classroom (i.e. movies, songs, friends,...). *

Označte jen jednu elipsu.

- ( ) True
- ( ) False

16. If you answered "True", specify which kind(s) of English-language media you use the most (e.g. movies, songs, books, news, games,...).

_____

_____

_____

_____

_____

17. I continue to strengthen the knowledge of a lexical item over time if I find it particularly difficult to remember and use. *

Označte jen jednu elipsu.

- ( ) True
- ( ) False