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J.J. Strossmayer University of Osijek

Faculty of Humanities and Social Sciences

Study Programme: Double Major MA Study Programme in English Language and
Literature and Pedagogy – Teaching English as a Foreign Language

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Supervisor: Dr. Višnja Pavičić Takač, Full Professor

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**Stavovi nastavnika engleskog kao stranog jezika prema
strategijama učenja vokabulara**

Diplomski rad

Mentor prof. dr. sc. Višnja Pavičić Takač

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1. Introduction

This paper deals with EFL teachers' attitudes towards vocabulary learning strategies (VLS) in teaching English as a foreign language. Language learning strategies (LLS) in general have been an interesting research topic for decades due to their importance in facilitating language learning. Various authors have done research on either LLS or specifically on VLS and they all agree that both LLS and VLS play an important role in L2 learning. Generally, language learning strategies can be defined as specific actions consciously employed by the learner in order to facilitate a learning task. Catalan (2003, as cited in Vasu & Dhanavel, 2016) defined vocabulary learning strategies as knowledge about the mechanisms used in order to learn vocabulary as well as steps or actions taken by students to find the meaning of unknown words, retain them in long-term memory, recall them at will and use them in oral or written mode. Prevalence of a specific type of VLS seems to depend both on learners' L2 proficiency as well as cultural background, as some research suggests. A research done by Pavičić (2003) examined the relationship between VLS and vocabulary teaching strategies (VTS) in English as a foreign language. Pavičić interviewed 9 teachers of English in order to determine which VTS teachers most often use and how well informed they are about VLS; what their attitudes toward VLS are and how open they are to further education about VLS. The present study presents a follow-up study with the intention of seeing how teachers' knowledge and attitudes towards VLS have changed in the course of fifteen years. The reason for this research lies in the importance of learning strategies in English teaching in Croatia. In Croatian National Curriculum Framework, learning strategies are recognised as important and because of that, learners are expected to apply learning strategies in all areas of language learning and teachers are the ones who should teach them how to do so. EFL teachers' objective is that their learners learn English as best they can. Therefore, it is essential that teachers who teach English familiarise themselves with the ways in which their students learn the language. Knowledge of vocabulary is an essential part of knowing a language and because of that, teachers should also be familiar with ways of learning vocabulary (VLS).

2. Language learning strategies

“The word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning a war. The warlike meaning of *strategia* has fortunately fallen away, but the control and goal-directedness remain in the modern version of the word” (Oxford 1990:8). According to Oxford (1990), strategies are very important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. She claims that LLS contribute to all parts of the learning-acquisition continuum. Acquisition occurs unconsciously and spontaneously, leads to conversational fluency and arises from naturalistic language use. Learning is a conscious knowledge of language rules and does not typically lead to conversational fluency; it is derived from formal instruction (Oxford 1990:4). All appropriate LLS are oriented toward the broad goal of communicative competence and they offer greater self-direction to learners. Self-direction is essential to active development of ability in a new language especially due to its importance to language learners who will not always have the teacher to guide them as they use the language outside the classroom. To observe and research LLS, one must be aware of all of their features. Oxford (1990) has given some of the most important ones in Table 1.

Table 1: Features of LLS (Oxford 1990:9)

Language learning strategies:

| | |
|--|---|
| 1. Contribute to the main goal, communicative competence | Are flexible |
| 2. Allow learners to become more self-directed | Are influenced by a variety of factors |
| 3. Expand the role of teachers | Problem orientation |
| 4. Are problem-oriented | Action basis |
| 5. Are specific actions taken by the learner | Involvement beyond just cognition |
| 6. Involve many aspects of the learner, not just the cognitive | Direct and indirect support of learning |
| 7. Support learning both directly and indirectly | Degree of observability |

- 8. Are not always observable Level of consciousness
- 9. Are often conscious Teachability
- 10. Can be taught Flexibility

The fact that they can be taught, that they are influenced by a variety of factors, and that they expand the role of teachers is very important for the present research because teacher's attitudes toward what they teach affect their teaching effectiveness. That means that one of the factors influencing LLS learning and teaching are also teachers' attitudes toward LLS. Owing to the fact that learners can be taught LLS by their teachers, teachers' attitudes present interesting research topic because the effectiveness of LLS instruction is affected by their attitudes toward them. Further insight into these strategies is given in the following subsection.

2.1. Language learning strategies and vocabulary learning strategies

When one talks about language learning strategies and vocabulary learning strategies, it is important to know what they are, and what are their similarities and differences. LLS are superordinate term that encompasses VLS, which, as the name suggests, only cover vocabulary learning. According to Chamot (2005), research on LLS began in the 1970s with the works of Rubin and Stern, who suggested “that a model of the good language learner could be constructed by looking at special strategies used by successful L2 students” (Rubin, as cited in Chamot, 2005). By reviewing the literature and comparing research results, one can find some of the following definitions of learning strategies: “Learning strategies have been broadly defined as any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information” (Rigney as cited in O’Malley et al., 1985). LLS pertain to “activities in which the learner may engage for the purpose of improving target language competence” (Bialystok, as cited in O’Malley et al., 1985). LLS are an important field of study abroad but also in Croatia where several researchers deal with this area of foreign language acquisition. Djigunović (1999) researched which LLS Croatian EFL learners use. Božinović and Perić (2011) examined language learning strategy use in relation to foreign language proficiency and language learning level.

Oxford (1990) compiled one of the most commonly used taxonomies for LLS (see Table 2). She divided LLS into direct and indirect, and listed six major groups of LLS which will now be explained.

Table 2: Oxford’s LLS taxonomy (Oxford 1990:14)

| Strategy | Definition | Examples |
|----------------|---|---|
| Cognitive | mental steps or actions that are employed in learning or problem solving, and that require direct analysis, transformation or synthesis (i.e. direct manipulation) of learning material | note-taking, summarizing, synthesizing, outlining planning for an L2 task, |
| Meta-cognitive | deal with learners’ effort to plan, organize, monitor and evaluate learning activities | gathering and organising materials, monitoring mistakes |
| Memory | help learners link one L2 item or concept with another but do not necessarily involve deep | rote-learning, |

| | | |
|--------------|---|---|
| | understanding | mnemonics, flashcards, word-cards |
| Compensatory | help the learner make up for missing knowledge | guessing from the context, using synonyms, using gestures, using a dictionary |
| Affective | involve learners' motivation, emotion and attitudes; reflects attempts to understand and control one's feelings | identifying one's own feelings and becoming aware of the learning circumstances or tasks that evoke them |
| Social | help the learner work with others and understand the target culture as well as the language | asking for verification, asking for clarification, asking for help, talking with a native speaker, exploring social and cultural norms |

According to Pavičić Takač (2008), VLS play an important role in vocabulary learning; “they activate explicit learning that entails many aspects such as making conscious efforts to notice new lexical items, selective attending, context-based inferencing and storing into long-term memory” (Ellis, as cited in Pavičić Takač, 2008). If LLS are procedures which facilitate a language learning task (Chamot 2005), then it can be deduced that VLS are procedures which facilitate vocabulary learning. Catalan, (as cited in Vasu & Dhanavel, 2016) defined VLS as knowledge about the mechanisms used in order to learn vocabulary as well as steps or actions taken by students to find the meaning of unknown words, retain them in long-term memory recall them at will and use them in oral or written mode. Various authors have done research on either LLS or specifically on VLS and they all agree that both LLS and VLS play an important role in L2 learning.

This paper deals with EFL teacher's attitudes towards vocabulary learning strategies and as such, it is necessary to present a more in-depth analysis of previous research and findings done regarding both, LLS, VLS and their relationship with each other.

2.2. Language learning strategies – research and findings

There is a significant corpus of research that deals with language learning strategies. According to Chamot (2005), research on LLS is some thirty years old and much of that history has been sporadic. She further stated that 1980s and 1990s were a period of substantial LLS research after which there was a period of diminished interest in LLS, judging by limited reported research and very few related conferences. Recently, researchers are once again starting to show interest in the field particularly on models which can be useful in the language classroom (Chamot 2005). This chapter will briefly present some of the research done with regards to LLS and their findings.

To begin with the research done in Croatia, Djigunović (1999) conducted a research on LLS and Croatian EFL learners in which she aimed to ascertain how often Croatian EFL learners use LLS, which ones they use the most and how do results compare with other language learning contexts. She carried out her study on the sample of 362 subjects of different age, gender and proficiency level. Djigunović concluded that LLS are connected with the cultural context in which FL is learned. She said: "(...) the dynamics of the obtained data on strategy use proved to be different from those in other contexts (e.g. Chinese or American)" (Djigunović 1999:285). Finally, Djigunović's results indicate that EFL achievement correlated positively with communicative, metacognitive and cognitive strategies while it correlated negatively with socio-affective strategies. She offered a following explanation for that: "(...) socioaffective strategies have a remedial function, that is, they are used by learners who have difficulties in coping with learning ELF" (Djigunović 1999:284). Memory strategies and comprehension strategies did not correlate with achievement.

Second, more recent research in Croatia was done by Božinović and Perić (2012), who examined LLS use in relation to foreign language proficiency and language learning level. Researchers conducted a quantitative survey on a sample of 181 respondents learning German, Spanish, French and Italian as foreign language at beginning and intermediate levels. Their survey aimed at determining differences in the use of learning strategies in relation to the language learning level, and previous grade earned in the foreign language (Božinović and Perić 2012). They have found that there are statistically significant differences in the use of social-affective and cognitive strategies; namely that beginning level language learners use them more often. There

was also a statistically significant difference in the use of learning strategies compared to the previous grade earned in a foreign language; it was found that students with an excellent grade use social-affective and memory strategies more frequently.

These two articles present contrary findings; while Djigunović in 1999 came to the conclusion that EFL achievement correlated positively with communicative, metacognitive and cognitive strategies, in the research done by Božinović and Perić, they reported that students with an excellent grade use social-affective and memory strategies more frequently. Djigunović reported that achievement correlated negatively with socio-affective strategies and that memory strategies did not correlate with achievements. These are interesting results which open much room for further research, but currently, no research has been done to ascertain why it is so. To get a better insight into this situation, it will be necessary to take a look at research done abroad.

In 1985, O'Malley et al. conducted a study designed to identify the range, type and frequency of learning strategy use by beginning and intermediate level ESL learners and also to determine the types of language tasks with which the strategies tend to be associated. The sample included learners at beginning and intermediate level in English proficiency and also ESL teachers who were interviewed to detect their familiarity with student use of strategies and to determine whether or not LLS are included in their instruction (O'Malley et al., 1985). Their findings indicated that strategies can be classified into three categories; metacognitive, cognitive and social mediating strategies; that learners tended to use strategies most often with less complex language tasks and also that strategies which learners used most often tended to require little cognitive processing of the learning materials. Finally, they have found that teachers were generally unaware of learners' strategies and rarely introduced strategies while teaching.

Wong and Nunan (2011) researched learning styles and strategies of effective and ineffective language learners. The sample consisted of 110 undergraduate university students in Hong Kong. The aim of the study was to explore whether there were identifiable differences in learning styles, strategy preferences, and patterns of practice and use between more effective and less effective learners and whether any differences were consistent with findings in other contexts (Wong and Nunan 2011). More effective learners were defined as those students who got an 'A' grade on the Hong Kong Examinations and Assessment Authority "Use of English Examination", which students have to take in order to graduate from high school (Wong and Nunan 2011). Learners who got an 'E' or 'F' grade were classified as less efficient. Research yielded interesting results because "the dominant" style of more effective language learners was

communicative, while “the dominant style for the less effective language learners, (...) was authority-oriented, which refers to students' dependence on the teacher and the textbook for learning (Wong and Nunan 2011). The authors, however, pointed out that the main difference between the more effective and less effective learners was their attitude towards learning English and not which strategies they used and how often. All strategies used by more effective learners carried with them “an active learning aspect” (Wong and Nunan 2011:154), regardless of the style to which they correspond. To conclude, in order for less effective learners to become more effective, attitudinal change is critical.

Next research explored perceptions and use of language learning strategies among ESL teachers and English language learners (Ardasheva and Tretter 2012). The sample was 1057 students and 54 teachers from 38 schools. The objectives of this study were to examine English-language learners' (ELLs') self-reported use of LLS and their ESL teachers' perceptions of LLS effectiveness (Ardasheva and Tretter 2012). As a second objective of the study, the authors wanted to evaluate the degree of assonance between teachers' and learners' LLS strategy ratings (Ardasheva and Tretter 2012). Researchers reported the following results: across educational levels, ELLs reported a high rate of use of metacognitive strategies. The results also suggested a strong awareness of the effectiveness of LLS among teachers working at all educational levels (Ardasheva and Tretter 2012). When comparing teacher and learner LLS perceptions, research revealed areas of both agreement and disagreement. There was a consistent teacher-learner agreement regarding metacognitive strategy use; teachers perceived it as highly effective and learners reported using it with high frequency (Ardasheva and Tretter 2012). Social and cognitive strategy use showed a moderate agreement between teachers and learners (Ardasheva and Tretter 2012). Furthermore, memory and compensation strategies were consistently rated higher by the teachers than by the learners. One of the areas of concern is that none of the correlations between teacher and learner strategy ratings were statistically significant which suggests that teacher beliefs regarding strategy effectiveness may not necessarily translate into spontaneous classroom practice (Ardasheva and Tretter 2012).

As it can be clearly seen, the research in the area of LLS is not lacking. Some of the results seem consistent while some seem to be contradictory. That can be due to the differences in cultural contexts in which FL is learned, as Djigunović (1999) stated in her article. While some research seems to point in different directions, the majority of the research seems to indicate that teachers are aware of the LLS importance and that EFL learners at least moderately employ them in their EFL learning. Research observed in this chapter referred mainly to LLS in general while VLS

have not been mentioned. Even though VLS are a sub-category of LLS and share many similarities, they do, however, have some peculiarities worth noting. Some of these will be addressed in the following subsection.

2.3. Vocabulary learning strategies – research and findings

According to Schmitt (1997), research on LLS was plentiful at the time, which could not be said for research on VLS, which was scarce. Since then many authors recognised the value of researching VLS and some of that research is presented in this chapter.

Vocabulary learning strategies (VLS) are “the techniques which assist learners to direct their vocabulary learning” (Vasu & Dhanavel 2016:105). Catalan defined VLS as: “knowledge about the mechanisms (process, strategies) used in order to learn vocabulary as well as steps or actions taken by learners (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode” (Catalan, as cited in Vasu & Dhanavel 2016). The first problem with VLS research is non-existent comprehensive VLS taxonomy or their classification (Schmitt 1997). Many experts tried to offer their classifications but none seemed to be generally accepted by their peers. Vasu and Dhanavel (2016) have listed some of the attempts made by previous researchers to classify VLS. Stoffer (as cited in Schmitt 1997) listed 53 VLS of foreign language students and classified them into nine categories. Gu and Johnson (1996) grouped the VLS similarly into seven categories. Schmitt’s (1997) VLS taxonomy, which will be examined into greater detail later, has two broad divisions: I). discovery strategies and II). consolidation strategies (Vasu & Dhanavel 2016:106).

Vasu and Dhanavel (2016) explored the VLS strategy use of teachers in their vocabulary instruction. They examined the influence of gender and experience-related differences on their use of VLS in the classroom vocabulary instruction. Their sample was 125 English teachers from various arts, science and engineering colleges in India (Vasu & Dhanavel 2016). The results indicated that English teachers employed VLS in their classroom vocabulary instruction (Vasu & Dhanavel 2016). Teachers encouraged the use of reading as a VLS to learn new words (Vasu & Dhanavel 2016). The authors argue that reading, along with other VLS may motivate learners to independently develop their vocabulary. The study has found that teachers also extensively encourage the use the strategy of guessing from the context to find the meanings of new words. Other observed VLS included group learning, discussions on the meanings of L2 words, and usage of wordlists. With regards to their second research question, namely that of gender difference on VLS usage, research has shown that gender difference had no impact on the

teachers' VLS use in their vocabulary instruction (Vasu & Dhanavel 2016). Experience-related differences had an “instructional variation in the use of VLS by the teachers” (Vasu & Dhanavel, 2016:117). That is a significant finding of this study because, according to the data, teachers take over ten years to master a variety of VLS to use them in their vocabulary instruction (Vasu & Dhanavel 2016). In conclusion, teachers largely understand how they use VLS in their instruction and that it is “essential for them to understand the specific vocabulary learning needs of their students for shifting the focus from what to teach to how to teach vocabulary in the classroom” (Vasu & Dhanavel 2016:117).

As already mentioned, Schmitt (1997) identified the lack of comprehensive taxonomy of VLS which he tried to remedy by proposing a taxonomy of his own. Furthermore, he reported on the results of a study undertaken to assess which VLS learners usually use and how helpful they believe them to be. Schmitt used Rubin's definition of learning strategy in his work: “learning is the process by which information is obtained, stored, retrieved and used” (Rubin, as cited in Schmitt 1997). Schmitt (1997) provided a compilation of strategy classification and taxonomy from most relevant contemporary authors¹ for the study discussed in his article; he referred to various sources; from relevant books to student reports. After the analysis of all the sources, Schmitt compiled a total of 58 strategies which he says “(...) should not be viewed as exhaustive, but rather as a dynamic working inventory which suggests the major strategies” (Schmitt 1997:7). He observed previous attempts to categorise all of the learning strategies, from that of Oxford in 1990 to, according to his opinion, a very promising attempt of Stoffer in 1995. Schmitt (1997) stated that Oxford's taxonomy was generally suitable but it was unsatisfactory in categorizing vocabulary-specific strategies in several respects; namely there are no strategies in Oxford's taxonomy which adequately describe the kind of strategies used by a learner when faced with discovering a new word's meaning with no one around him to ask for help. He deemed it necessary to create new category for these strategies which he named determination strategies. He also presented the research done by Cook and Mayer (1983) and Nation (1990). Drawing on the conclusions from the afore-mentioned authors, Schmitt made a rather simple categorisation: the first type of VLS are discovery strategies, which are defined as “strategies for gaining initial information about a new word” (Schmitt, 1997:9-10), under which he put determination strategies, which the learners use when encountering the word for the first time to figure out the new meaning, and social strategies, that is, asking someone else who knows (Schmitt 1997). The second type of VLS are called consolidation strategies, which can “come

¹ at the time of his writing

from the Social, Memory, Cognitive, or Metacognitive Strategy groups” (Schmitt 1997:10). Consolidation strategies are used, as the name suggests, when a learner wants to make effort to remember the new word. In his study, Schmitt used a combination of Oxford (1990) system and the Discovery/Consolidation distinction (Schmitt 1997). He conducted his research in Japan with a total sample of 600 participants. In the survey, participants were asked to indicate whether they used a particular strategy or not and whether they thought it was helpful or not. Lastly, the participants were asked to rate the top five most helpful strategies for both the Discovery and Consolidation sections.

In the section concerning discovery strategies, the results made it clear that Japanese learners had a strong preference for the bilingual dictionary, where 95% of the participants felt it was helpful, which was followed by guessing the meaning from context and asking classmates (Schmitt 1997). When it came to consolidation strategy, there was a strong preference for strategies which focus on a word’s form (Schmitt 1997). Most frequently reported strategies included repetition of a written or verbal form, study of spelling and repeating words aloud. Schmitt (1997) concluded by saying that many commentators advocated the use of monolingual dictionaries in the classroom. In his view, there are many sound reasons for this but that one of the most important factors for success is learner acceptance. He also stated that it was somewhat disappointing that only 51% of the learners who participated in the study felt that group work is helpful for studying and practicing vocabulary and that the teachers might want to make their learners aware of the possibilities of group work for vocabulary learning.

The following two examples show an area in which strategy training can be particularly useful and that is vocabulary acquisition (Ellis 1994). Bialystok (1983, as cited in Ellis, 1994) carried out two experiments to investigate a number of ways in which the ability of Grade 10 L2 learners of French to infer the meanings of words in a continuous text could be improved. In one of the experiments, a fifteen minute lesson on how to infer resulted in more effective overall comprehension of a written text than providing the learners with picture cues or letting the learners use a dictionary (Ellis 1994). Dictionary use, however, resulted in better scores on a vocabulary test than the strategy training. In the second experiment the strategy training proved less effective in promoting either comprehension or vocabulary acquisition than the other two conditions. Cohen and Apehek (1980, as cited in Ellis, 1994) gave adult learners of L2 Hebrew a short training session on how to learn vocabulary through associations. The results indicated that forming associations helped in vocabulary recall tasks and that failure to employ an association often led to incorrect recall. Cohen and Apehek also reported that those learners who had been

more proficient at the outset were also the most successful in using associations in recall tasks, which suggests that training in forming associations might be most helpful for advanced rather than beginner learners.

To summarize, vocabulary learning strategies in the context of this paper are understood as “knowledge about the mechanisms, processes, strategies used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode” (Catalan, as cited in Vasu & Dhanavel 2016). VLS are therefore used to facilitate the learning of vocabulary; in order for anyone to know whether or not VLS facilitate that process, one must be aware of what does it entail to know a word.

2.4. Knowing a word - what does it mean?

Learning vocabulary, that is, having the necessary word bank to say what you want to say is an essential step in mastering a second language. The most basic components of language use and development are words and phrases (Zhang 2016). Because of that, vocabulary has been, according to some authors, widely accepted as the most important factor in the acquisition of another language (Zhang 2016). If all of that is true, what does it mean to know a word? According to Zhang (2016), many psychologists claim that people store representations of words in a mental dictionary which they refer to as the lexicon. It is hypothesized to contain all the information that we know about a word, including its phonology, semantics, orthography and the syntactic roles it can adopt. According to Thornbury and Harmer (2002, as cited in Zhang, 2016:46): “(...) knowing a word is to know the sum total of all these pieces of information - semantic, syntactic, phonological, orthographic, morphological, cognitive, cultural and autobiographical. Therefore, when you know a word’s form, meaning, semantic and syntactic information, you know the word”. When talking about the knowledge of vocabulary, one can talk about the depth of vocabulary knowledge, namely, what learner knows about words and breadth of vocabulary knowledge or the number of words a learner knows. (Kersten 2010).

2.5. Vocabulary teaching strategies – what are they?

It is important to mention and define vocabulary teaching strategies. VTS involve the ways a teacher introduces and presents new lexical items, checks for understanding and encourages learners to revise and practice (Pavičić 2003). VTS also involve the ways of monitoring and evaluating the level of acquisition of various components of knowledge (Pavičić 2003). VTS are teacher’s tools, teacher uses VTS to teach vocabulary, while VLS are there to be used by the

learner; teachers teach vocabulary by employing VTS and learners learn vocabulary by using VLS. This is important to emphasise because it is also possible for teachers to teach VLS to students, in order to make them more proficient language learners. One should not confuse VTS with teaching VLS to learners.

3. Attitudes – what they are and why are they important

This research aims to explore ELF teachers' attitudes towards vocabulary learning strategies. In order to do that is necessary to unambiguously define and explain the terminology used so as to avoid any possible confusion. In the context of this research, the meaning of attitudes is defined as outward and visible postures and human beliefs (de Souza Barros, Elia 1998). The etymology of the word 'attitude' comes from Latin *aptus* and is defined within the framework of social psychology as a subjective or mental preparation for action (de Souza Barros and Elia 1998). Attitude involves the individual's prevailing tendency to respond favourably or unfavourably to an object, be it a person, group of people, institutions or events. Attitudes can be positive, which we then refer to as values, or negative, which we call prejudice. This research is about teachers' feelings and opinions about vocabulary learning strategies. De Souza Barros and Elia (1998) claim that teachers' attitudes are outcomes of their surrounding context and their experience, namely, they are developed via very slow interactions and become well established constructs for each individual only after some time. In that sense, they state that attitudes can be modified only by each individual, when he/she becomes aware, via evidence, that new postures would be better to deal with the world around. The authors have given many examples of teaching attitudes which negatively affect the learning process. Some of them are presented in the table (Table 3).

Table 3: Teaching attitudes affecting negatively the learning process (de Souza Barros, Elia 1998:87)

| | |
|---|---|
| Most teachers most of the time behave as information providers | The basic model of teaching in this case is spontaneous and based on a belief that all students are identical and ready to follow same type of instruction. |
| Teachers do not carry out innovations of new curricula and methodologies | Partly due to entrenched beliefs about teaching as telling and retelling, instead of teaching as a process. Studies carried out in Brazil indicate that teachers show little interest and lack of compromise towards innovation in school |
| The lack of coherence between the teacher's classroom attitudes and their expressed belief on active methods of interaction | Black (1989) reported a study made in a physics classroom where the teacher strongly believed in his ability to conduct an interactive |

Teachers tend to see school failure as a result of the socio-physical deprivation due to social conditions of child and family

The conditions under which teachers work

science class. When observed, he was talking to the class 90% of the time. This could also be translated into EFL classroom, where teachers may say that they encourage certain type of work when in fact that is not the case.

Low expectations for these students generate poor teaching practices which then translate into putting the responsibility for ineffectual performance on the students.

Professional and social status, school infrastructure, poor libraries and many other factors create new variables that (re)define the attitudes of even the most devoted and well prepared teacher.

De Souza Barros and Elia (1998) concluded their work by proposing actions for attitude change in teachers. According to Nemser-Feinman and Floden (as cited in de Souza Barros and Elia, 1998), teachers go through three stages when they start teaching: adequacy, mastery and impact awareness of the effect of their teaching on the students. They claim that pre-service courses should prepare the future teachers for adequacy and mastery. In-service programs should help the teacher to actualize their knowledge with the acquisition of adequate methodologies and instruments to solve problems. These authors do not believe in drastic changes and universal recipes. Effective actions to solve the problem of teachers' inadequacies are relative to given contexts and begin by professional recognition of the teacher. Even though the authors of this article focused primarily on science, namely physics teachers, some of their insights and conclusions can also be applicable for any teacher, including EFL teachers.

Agcam and Pinar Babanoglu (2016) claimed that teachers' attitudes towards their profession have an effect on their performance as well as on their commitment to their responsibilities and roles. There seems to be a consensus among various researchers on the correlation of attitude and teaching profession, namely, that teachers' attitudes towards their profession affect their teaching practice. Their study was conducted on three groups of EFL teachers working at three levels of education, primary, secondary and higher education. Teachers were administered a questionnaire consisting of a likert-type items developed by the researchers. The results are shown in Table 4.

Table 4: Statements on which teachers reach consensus (Agcam and Pinar Babanoglu 2016:26).

| Teachers mostly disagree or strongly disagree with | Teachers mostly agree or strongly agree with |
|--|--|
| Teachers' responsibility towards their students ends in school | Teachers should be equipped with latest educational technologies |
| Teachers are responsible only for teaching and explaining the subject matter | Teachers should be proud of their profession irrespective of other people's opinions about it |
| Teachers should not bother about the achievement level of the students. | Teachers' most significant role is to motivate their students to learn |
| Teachers have the opportunity to lead their society in Turkey | Teachers should often read journals/books related to their profession |
| Teaching is an all-corners job which requires no special training | Teaching profession requires self-devotion and patience |
| I don't like teaching because I don't find it creative | Teaching profession requires teachers to act ideally |
| Teaching profession has a good status in Turkey | Teaching is a challenging profession |
| | I find it interesting to work with young learners/teenagers/adult learners |
| | Working conditions in schools are not satisfactory for teachers in Turkey |
| | Teaching is a profession that requires not only theoretical knowledge but also talent and motivation |
| | In-service training is essential for effective teaching |
| | Teaching profession makes me feel self-confident |

The results indicate that teachers are generally satisfied with their profession, although results vary depending on the educational level. Furthermore, only a small percentage of teachers agreed with the statement "I would not hesitate to choose a profession other than teaching providing that it pays a higher salary". Teachers' attitudes and job satisfaction could be improved by providing

better working conditions and improving their social status. Data which would give insight into teacher performance in relation to their attitudes about their profession were not provided.

According to Richardson (1996), attitudes and beliefs are a subset of a group of constructs that name, define and describe the structure and content of mental states that are thought to drive a person's actions. Allport (1967, as cited in Richardson 1996), gave the following definition of attitude: "a mental and neural state of readiness, organised through experience, exerting directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Richardson (1996) therefore states that attitudes and beliefs drive classroom actions and influence the teacher change process and, as such, are important considerations in understanding classroom practices and conducting teacher education designed to help future teachers develop their thinking and practices. She further states that beliefs and attitudes of incoming pre-service students and in-service teachers strongly affect what and how they learn and are also targets of change within the process.

Research seems to indicate that attitudes indeed play an important role in teaching. De Souza Barros and Elia (1998) present this graphically (Figure 1.)

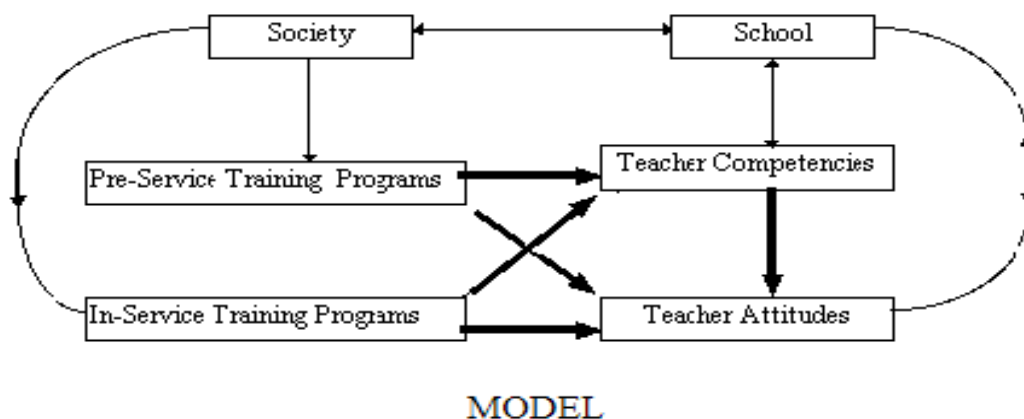


Figure 1: Interaction between attitudes, competencies, school and society (de Souza Barros and Elia 1998:86)

As can be seen in Figure 1, in most situations three components appear to shape teachers' attitudes, through a direct and indirect interaction between society, school and teachers. Those components are pre-service training programmes, in-service training and teacher competences. Agcam and Pinar Babanoglu and Richardson all agree that teacher's attitudes about their profession and certain concepts influence both their teaching practice and their students'

achievements and attitudes. The same is assumed in this research; namely, that teacher's attitudes toward vocabulary learning strategies will influence their frequency of usage as well as their variety.

4. Research on ELF teacher's attitudes toward vocabulary learning strategies

This research aims to explore ELF teachers' attitudes towards vocabulary learning strategies. ELF teachers are important in today's modern world because they impart knowledge of today's *lingua franca*, and because of that, it is important to gain insight into their attitudes towards learning strategies which have proven to be a helpful tool in acquiring language. This topic is relevant because of the changing roles of teachers; traditionally, teachers were seen as authority figures, taking on a role similar to that of a parent, instructor or controller (Oxford 1990). Today, teaching profession is faced with changing roles, where, instead of undisputed authority figures, teachers are seen as facilitators, helpers, guides and coordinators (Oxford 1990). In light of that, one might wish to see how teachers perceive and deal with their new roles. Furthermore, this research is based on the methodology and results of the research done by Pavičić in 2003. It will be interesting to find out whether the things have changed over the course of fifteen years, and if they have, to what extent.

A lot of research regarding learning strategies has been done in Croatia but to what extent it has affected the teaching practice remains unknown. Teacher training programmes have just recently started to conduct more in-depth education about the use of learning strategies and their importance. Due to that, it will be interesting to see if that education yielded any changes in attitudes and more importantly in teachers' methods of teaching. Teaching methods are not the only observed factor in this research; both in 2003 and in the current research, teachers were asked about their possibility to use modern multimedia in their classrooms. It is important to take into account that fifteen years had passed between the 2003 and this research and therefore it is expected that modern multimedia has made its way into majority of the classrooms. Furthermore, the research done in 2003 indicated that some teachers find vocabulary a part of English that is the easiest to learn and something that learners generally have no trouble doing themselves. Even though some might agree with that claim even today, especially due to the wide-spread access to the Internet and omnipresent English in the modern culture, one might wish to see whether teachers' attitudes towards vocabulary learning have changed. Finally, it could be inferred from the previous research that many teachers were not quite sure what VLS teaching entails, or what VLS are in the first place. Since the research in 2003, VLS have gained in importance as a topic of research, both in Croatia and abroad and they have been integrated into university teacher training programmes.

4.1. Research aims

The aims of this research were to examine the familiarity of teachers with VLS and ways of teaching VLS to their learners as well as to compare the results of this research with the research done by Pavičić in 2003. In doing so, it was necessary to answer the following questions: a) How do EFL teachers teach English vocabulary? b) How do teachers understand the concept of VLS? c) Do teachers find VLS useful and if so, how do they teach VLS to their learners? d) Have teachers' views on vocabulary teaching and vocabulary learning strategies changed over the course of 15 years?

4.2. Sample

The sample for this research were 9 English teachers who were voluntary participants in the study. Seven participants were female and two were male. Four teachers teach English in high schools in Županja, two participants in high schools in Osijek, two participants teach English in primary schools in Osijek while one teaches English in Rovinj. With regard to school that means that six teachers teach at high school level while three teach at primary school level. When it comes to participants' work experience, the most junior participant is N5 with only four months in service while the most senior participants are N2 and N9 with 20 years of teaching experience.

4.3. Method

The instrument in this research was a pre-constructed interview in Croatian used by Pavičić in her 2003 research (Appendix 1). The interview was converted into a written questionnaire which was sent to the subjects interested in taking part in this study. The questions in the questionnaire were open-ended and yielded qualitative data. The questions are organised into two groups; the first group encompassed questions from 1 to 6 which were related to vocabulary teaching strategies, while the questions from the second group, 7 to 11 were related to VLS, that is, the teachers' familiarity with the term 'learning strategy', whether teachers teach VLS to their learners and how, as well as teachers' attitude towards usefulness of VLS.

4.4. Procedure

Fifteen teachers were e-mailed and invited to take part in the research. Only nine responded positively and were subsequently sent the questionnaire and detailed instructions on how to answer the questions. After two days, all of the teachers sent back the filled out questionnaires, the answers to which were then organised into a table analysed using the qualitative approach.

4.5. Results

The results of this research are divided into four categories, according to the corresponding research questions. The first six questions of the questionnaire provide data which helps to answer how EFL teachers teach English vocabulary. The questions seven and eight provide data necessary to answer how teachers understand the concept of VLS and finally, the questions from nine to eleven provide insight into whether or not teachers find VLS useful and if they do, how they teach them to their learners.

4.5.1. How do EFL teachers teach English vocabulary?

In the first question of the questionnaire, teachers were asked in what ways they present the meaning of new words in class and what is their choice based on. EFL teachers' choice of presenting English vocabulary seems to depend primarily on their learners' preknowledge, age and the class they teach in. With regards to how teachers teach vocabulary, the majority of them favour explaining words in L2 followed by providing direct translations into L1. Other strategies which teachers report using more frequently include using pictures and synonyms as well as using modern multimedia such as overhead projectors, power point presentations or video clips from the Internet.

When asked about the ways of practicing vocabulary and the basis for their choice, most teachers favour tasks which deal with translating words to L1, providing synonyms or putting words into context. Connecting words with their definitions is moderately used while few teachers report using other ways of practicing vocabulary. Teachers' answers about how often their learners practice vary but the most frequent answer is that learners practice very rarely, usually before written exams, followed by an answer that learners practice once a week. The majority of the teachers did not clearly state the basis for their choice, and those who have, agree that it depends on learners' preknowledge and the class itself.

Teachers were also asked whether they test vocabulary knowledge and if they do, in what way, what tasks they prefer and how they grade the tests. All teachers test vocabulary knowledge. Eight out of nine of them test it both in oral and written manner while teacher N4 says that "vocabulary is only tested in a written manner; speech affects the grade in speaking category² but vocabulary is not separately graded."

² refers to speaking grading element (other being understanding, writing and grammar)

Almost all teachers reported using tasks where learners have to fill in the blanks, explain the words in English or translate the words into L1. Other types of tasks are mentioned by only one or two teachers.

When it comes to grading, most of the teachers failed to give their own criteria, while those who have, either use their own system of points or percentages from written exams.

When asked about how their learners record vocabulary, teachers reported that they mostly find it necessary to provide some instructions to their learners. Six out of nine teachers reported giving instructions regarding vocabulary notes, with one teacher who said that instructions are given but better learners are free to choose their way of taking notes. Four teachers reported letting their learners make up their own ways of taking notes. As to what learners do exactly when taking notes, teachers reported predominant use of translations and copying words and meanings from the blackboard or power point presentation. Four teachers said that they check notes regularly while the rest either check them very rarely or not at all.

Almost all of the teachers, namely, eight out of nine reported that they frequently use modern multimedia for their vocabulary teaching, be it in school, for homework, or both. They primarily reported using projectors and learners' ability to collect materials for project assignments on the Internet. Three of the teachers reported having access to the Internet in their school while the rest of the teachers have computers and projectors but no Internet access.

Teachers were asked whether they offer any help to their learners in vocabulary learning and if they do, to give some examples. Teachers offered many different ways of helping their learners in vocabulary learning. Answers are diverse and are unable to be categorised. Examples mentioned by more than one teacher are encouraging learners to learn words with context and linking them with previously learnt vocabulary.

4.5.2. How do teachers understand the concept of VLS?

In the seventh question, teachers were asked whether they are familiar with the term "vocabulary learning strategies" and if they are how and when they became familiar with it. Majority of the teachers, namely, six out of nine of them said that they are familiar with the term VLS. They became familiar with the term either during their university studies or on one of the professional seminars. One teacher reported learning about VLS from the literature while one teacher failed to produce relevant answer to this question. Out of the two teachers that are not familiar with VLS, one correctly guessed that VLS are ways of learning vocabulary.

Although six of the teachers claimed that they are familiar with VLS, only one of them managed to give an acceptable definition of VLS. Five of the teachers failed to provide any definition while three of them produced unsatisfactory definitions. Nevertheless, most of them managed to give correct examples of VLS. Teachers' answers are very diverse when it comes to listing strategies, therefore, only those which are mentioned by most teachers will be mentioned. Using mnemonics is mentioned by four teachers while guessing the meaning based on context is mentioned by three teachers. Other VLS mentioned by at least two teachers are mind maps and usage of synonyms and antonyms. One teacher mixed up VLS with learning styles and talked about visual, tactile and kinaesthetic stimuli, which cannot be considered as a valid example. Only two teachers failed to give any examples of VLS.

4.5.3. Do teachers find VLS useful and if so, how do they teach VLS to their learners?

Teachers seem to agree that learners need help with vocabulary learning. Six of the teachers said that learners need help; one said that some learners need it while one teacher said that learners need help only to start using certain words in active communication. When it comes to the type of help they are offering, four teachers give various forms of instructions, one provides encouragement and positive learning atmosphere while two teachers do not say what type of help they are offering.

Six out of nine teachers said that they find spending time teaching VLS useful. Two of the teachers are undecided; it can be seen from their answers that they are unsure what teaching VLS entails or what are VLS in the first place. One teacher said that VLS should be presented to learners but that learners do not use them because they require a lot of time and the other teacher talks about how every learner has a different level of preknowledge and way of learning and it is impossible to cater to everyone's needs. Only one teacher gave a definitive negative answer.

Teachers were asked whether teaching VLS is included in their work, and if it is, in what way. Answers to this question are interesting because in the previous question, six teachers said that they find teaching VLS to learners useful. In this question three teachers reported that teaching VLS is not included in their work while another three reported that it is very rarely included. Only two teachers said that teaching VLS is included in their work. Those teachers who do include teaching VLS in their classes failed to give any specific ways of doing so. They were asked in what way is teaching VLS included in their teaching, and the answers provided were that they remind them about a few basic strategies or talk about the ones they use and offer some

new ones. What can be inferred from the data is that teachers are unsure of what VLS are and what are they for.

When asked in what way VLS instruction could be included in EFL class, teachers preferred to give generalised answers. Their answers included workshops, demonstration of VLS in introductory classes or tackling VLS during book report classes. Only one teacher has given a specific answer, namely, setting a task in such a way that it requires using specific VLS to solve it. Examples are also very different and almost impossible to categorize. Teachers suggest various strategies, ranging from teaching learners how to take notes or put words into context to examples like listening to a song and filling in the blanks in the lyrics or using a feely bag and guessing what is inside.

4.5.4. Have teachers' views on vocabulary teaching and vocabulary learning strategies changed over the course of 15 years?

Finally, it is important to compare the results of this research with the research by Pavičić (2003) on which this research is based. That will be done in the same order as the results of this research are presented; according to the research questions. Firstly, it is interesting to see the differences in teaching English vocabulary. In 2003, teachers reported presenting new words by combining different VTS. Teachers mainly used L2 in forms of giving explanations, definitions and paraphrases as well as contextualisation. Three teachers reported asking learners to check the meanings of the words in the dictionary. Some teachers insisted on choral repetition to acquire the correct pronunciation. All in all, one can say that presentation of words is connected with direct usage. When those data are compared with current research, one can see that not much has changed. Teachers from both research prefer using L2 when presenting vocabulary. Giving definitions and paraphrases and contextualisation are some of the more often mentioned VTS in both instances. The difference is that in the 2003 research almost all of the teachers mentioned translating to L1 but not as a VTS but as a procedure with which they check for understanding at the end. In the current research, translating into L1 is mentioned by five teachers as being frequently used as a VTS. Some of the strategies used by teachers from the 2003 research are not even mentioned in the current research. Those teaching strategies are asking learners to use the dictionary and choral repetition. This comparison is more clearly shown in the table below:

Table 5: Ways of presenting new vocabulary – comparison of the 2003 and current research

Most frequently used VTS in the 2003 research Most frequently used VTS in the current

| | |
|--|--|
| Giving explanations, definitions and paraphrases in L2 | Giving explanations, definitions and paraphrases in L2 |
| contextualisation | contextualisation |
| checking words in a dictionary | translation into L1 |
| choral repetition | |

When asked about practicing and consolidating vocabulary, eight out of nine of the teachers from the 2003 research highlighted the usefulness of various games and activities which contain game elements because the learners are motivated by competitive features of such activities and because, according to the teachers, learners retain information more easily. The most frequently mentioned task for practice was completing the sentences or texts with the words offered as well as various tasks involving word connecting, for example forming collocations or connecting the words with pictures or definitions. That is followed by tasks of grouping words and contextualisation. When choosing types of tasks, teachers relied on tasks in teachers' book, which is confirmed by the statements of two interviewed teachers. Finally, individual teachers list several other types of tasks in which learners practice vocabulary, like using antonyms and synonyms, completing the sentence with one of the words offered, describing a picture using a target word, translating into L1 or guessing the words from the context.

When comparing the current research with the previous one, one of the first observable differences is the fact that games were more often used by teachers from the previous research. Almost all of the teachers in 2003 emphasise the usefulness of various games while none of the teachers from current research did that. Competitive component seems to be completely excluded from vocabulary teaching of the current teacher sample. Another notable difference lies in types of tasks employed during vocabulary practice. None of the teachers mentioned translating into L1 as a type of task for vocabulary practice while teachers from the current research use that strategy most frequently, as explicitly mentioned by four out of nine teachers. Other types of tasks are nearly identical and include connecting the words with either pictures or definitions, forming collocations and putting the words into context. Usage of synonyms and antonyms in vocabulary practice is not mentioned in the 2003 research while it is used rather frequently by participants in the current research, namely by four out of nine teachers. Comparison of the two studies is also shown in Table 6.

Table 6: Differences and similarities in vocabulary consolidation and practice

| Vocabulary consolidation and practice in the 2003 research | Vocabulary consolidation and practice in the current research |
|--|---|
| games and other competitive activities | Translation into L1 |
| complete the sentence or text with the words offered | connecting the words and pictures |
| forming collocations | connecting the words and definitions |
| connecting words and pictures | using synonyms and antonyms |
| connecting words and definitions | |
| grouping words | |
| contextualisation | |

There are a number of both differences and similarities in the 2003 and current research when it comes to testing of vocabulary. To begin with similarities; in both cases all of the teachers test vocabulary knowledge and also all of them test vocabulary in a written manner. In both instances teachers test vocabulary knowledge by using the tasks that correspond to the ones they have used during practice and revision. Types of tasks are yet another similarity between the 2003 and the present study: teachers most frequently use the fill in the sentence tasks, connecting the words with definitions or translations or defining the word in English. When it comes to the differences between this and the 2003 research, the first difference stems from the ways of practicing vocabulary and that is that teachers from the current research test vocabulary by asking for translations into L1 a lot more often than the teachers from 2003. The teachers from the previous research only reported using translation into L1 during oral examinations. Another difference is that only one teacher from the current research does not grade vocabulary orally in a direct manner. That teacher reports that she incorporates “breadth and accuracy of learner’s speech into a grade from speaking but vocabulary is not separately graded”. In the 2003 research, four out of nine teachers checked vocabulary indirectly during oral examinations, namely through retelling the text or asking questions the answer to which requires the use of target word. More teachers from the current research seem to find it necessary to test vocabulary directly, both in oral and written manner.

When it comes to taking notes, the situation remained largely the same. Learners in both research copy words from the board and now also from the Power Point presentations. In the 2003

research, teachers reported that learners check the meanings of words by themselves in the dictionary and decide which ones they will write down. Learners most frequently note down the English word, its translation into L1 and sometimes word class and/or grammar forms, transcription and rarely synonyms, antonyms or context. Teachers from the current research reported predominant use of translations and copying words and meanings from the board or presentation. In the 2003 research only one teacher requested the use of a special vocabulary notebook and instructed the learners how to use that notebook to help them revise and learn new words. Teachers from the current research reported that they mainly find it necessary to provide some instructions to their learners when it comes to taking notes. Six out of nine teachers give instructions regarding vocabulary notes, but better learners are free to choose their own ways of taking notes.

Teachers were also asked about their opportunities to use modern multimedia in their teaching. In 2003, none of the teachers had the opportunity to include modern technology in their vocabulary teaching, namely computers and the Internet because the schools lacked the adequate equipment. That kind of activity was therefore left to individual interests and possibilities of learners. One teacher was giving internet addresses to her learners where they could find games and quizzes related to vocabulary and they sometimes talked about it in class. The results from the current research show a great leap forward when it comes to modern multimedia technology in the classrooms. Almost all of the teachers, namely eight out of nine, reported frequently using modern media for their vocabulary teaching, be it in school, for homework or both. Teachers from the current research reported having access to various technological tools, from projectors to access to the Internet from the school as well as each of them having a computer or a laptop at their disposal for class. All of this enables the teachers to make learning much more interactive and interesting through games, videos and other educational materials. Furthermore, there is no longer a need for neither the teacher nor learner to carry around heavy paper dictionaries when they can access various Internet dictionaries in a few clicks.

Teachers were then asked whether learners need help with vocabulary learning. When comparing the results of the current research with the ones from 2003, the most notable difference lies in teachers' attitudes toward learners' ability to learn vocabulary. Six teachers from the current research are sure that learners need help with vocabulary learning while two more think that only some learners need help. Only one teacher does not think that learners need any help with vocabulary learning. In 2003, four teachers thought that only some learners need help while two teachers claimed that vocabulary is easiest to learn while one teacher explicitly stated that she

does not find it necessary to provide any help in vocabulary learning. This is an interesting difference, especially when put into current social context. Learners of primary and high school age spend more time on the Internet today than learners from fifteen years ago; nearly all of the learners have a smartphone or some other device for accessing the Internet. Because of that they are far more exposed to English language than their 2003 counterparts and yet, more of today's teachers find it necessary to help learners with vocabulary learning.

When teachers were specifically asked whether they are familiar with the term VLS, eight out of nine teachers from the 2003 research reported that they are familiar with the term, yet only four of the teachers were able to independently and appropriately explain what the term encompasses. To sum up, VLS are, according to the teachers, ways of learning vocabulary. Teachers mostly came across the term during their professional seminars, rarely by reading the relevant literature, while one teacher researched VLS for her M.A. thesis. In four cases, what teachers actually offered was a definition of VTS (i.e. ways of presenting, revising and practicing of vocabulary). When this was pointed out by the researcher, two of the teachers claimed that they are not familiar with VLS, while the other two recognised the term. Only one teacher claimed right away that she is not familiar with VLS.

As in the 2003 research, most of the teachers from this research reported being familiar with the term VLS but only one of them managed to give an appropriate definition of the term. When asked where and when they had come across the term, three of the teachers said that they had come across it during professional seminars and another three said that they had encountered the term during their university studies. One of the teachers said that she had come across the term in the literature while two of the teachers did not give an answer. Another interesting thing is that even though only one of the teachers managed to give an acceptable definition of VLS, most of them were able to provide satisfactory examples of VLS. Two of the teachers failed to give any examples of VLS, whereas one of them admitted to not being familiar with the term in a prior question. One notable positive difference in the current research with regard to this question is that three teachers came across the term VLS during their university studies while only one teacher from the 2003 research reported coming across it during her university studies and that was during the writing of her M.A. thesis. Even though the sample is too small to make any conclusions, it could indicate that VLS are given more importance in teacher training.

Teachers were then asked whether they found it useful to teach VLS to learners. In both studies the majority of the teachers find teaching VLS useful. Teachers from the 2003 research all agree

that they are both useful and necessary while six of the teachers from the current research are sure that it is useful to teach VLS to learners. There is an underlying issue in all of this, however. One could argue that teachers gave these answers because it is expected of them, yet they do not seem certain how teaching VLS would affect them or their learners. One of the teachers from the 2003 research said that VLS are important for “learners who would like to know more”; another teacher from the same research argued that teaching VLS is impossible due to poor working conditions and a very demanding curriculum. One of the teachers from the current research said that VLS should be presented to learners but learners do not use them because they require a lot of time while another said that learners should know how to learn vocabulary but due to different levels of preknowledge and learning, it is impossible to cater to everyone’s needs. These answers give the impression that vocabulary learning strategies are some overly complex procedures, the teaching of which needs to consume time required for “more important” work. From both research it could be inferred that vocabulary is still thought of as something learners should be able to learn themselves and that teachers should dedicate their time to teaching more complex things, like grammar rules. None of the teachers recognised that equipping the learners with appropriate tools for learning vocabulary might give them more time to focus on other areas of knowledge because learners would be able to learn vocabulary independently.

Following that, teachers were asked whether VLS teaching was included in their work. In both research, only two teachers explicitly confirmed that VLS teaching was included in their work. The rest of the teachers either teach VLS rarely or not at all. Sadly, the situation with regard to teaching VLS has not changed a lot over the course of fifteen years. Teachers still rarely if ever explicitly teach VLS to their learners. One could argue that teachers are unsure of what VLS are. When arguing in favour of that claim, one could refer to the teachers’ answers to question eight in the questionnaire, where very few of them were able to adequately define and list some of the VLS. Even though teachers had trouble with that, almost all of them were able to infer that VLS are used to make vocabulary learning easier but nevertheless, they rarely include them in their work.

Regardless of teachers’ usage of VLS, they were asked to suggest some ways of introducing VLS teaching into English classroom. In the 2003 research, teachers named several different ways in which one could teach VLS to learners. One of the teachers emphasized that the first step has to be the education of teachers through seminars and workshops. Several teachers suggested listing various examples of learning strategies, and checking their usefulness in practice. Furthermore, it would be most useful to link the teaching of VLS with concrete tasks

done in class; that is, with concrete vocabulary. One of the teachers stressed the need to make learners aware of usefulness of developing their own learning strategies while another teacher, based on her own experience recommended conducting research and presenting the results to one's own learners. Similarly as in the 2003 research, participants of the current research also mentioned workshops and various education seminars. Other teachers suggested demonstrations of VLS in introductory classes or tackling them during book report classes. One of the teachers said that VLS could be introduced by setting a task in such a way that it requires using specific VLS to solve it. When asked about specific examples, teachers mention teaching learners how to take notes or put words into context, listening to a song and filling in the blanks in the lyrics, or using a feely bag and guessing what is inside. A common note that can be observed in both studies is that teachers would like to get more information about VLS. In both cases they mention education seminars and pedagogical workshops with them as learners, which is an indication that they do not feel confident enough in their abilities and knowledge to implement VLS teaching in their work.

4.6. Discussion

This research presents EFL teachers' attitudes towards VLS, which are integral part of effective vocabulary learning. The most important issue in this research is teachers' familiarity with VLS as well as the ways in which they train their learners to use VLS. The results of this research cannot be observed without comparing them with Pavičić's 2003 research, on which this research is based. The aims of this research are to see how teachers teach vocabulary, how they understand the concept of VLS and whether they train their learners in their usage. In order to see all of that, it is important to first gain insight into how teachers taught vocabulary in 2003 and how they teach it today.

4.6.1. Teaching vocabulary – findings, issues and possible implications

When looking at how teachers present new words, how they organise practice and consolidation of vocabulary, how they test vocabulary and whether their learners take notes of vocabulary, it can be seen that teaching vocabulary has not changed much over the course of fifteen years. With some minor variations, the ways of presenting, practicing and revising vocabulary have remained more or less the same. Some notable differences include almost complete absence of game related activities in today's teachers' teaching, even though during teacher training at the university, games and game-like activities are heavily encouraged as an excellent way to motivate learners. There is also a non-negligible increase in using translations to L1 when learning new vocabulary, which on the other hand, is discouraged in today's EFL methodology.

It is highly unlikely that teachers are less competent today than they were fifteen years ago. One of the possible reasons for this situation could lie in teachers' attitudes toward games as leisure-time activities, which distract learners from real learning. Another possible reason could be in the changing nature of teacher roles, where teachers are becoming more of learning partners, facilitators and guides, instead of an authoritative figure who passes on knowledge to learners. Because of that shift in roles, teachers might be reluctant to put learners in situations such as losing a game, where learners might feel subpar when compared to learners who win in those activities. One of the ways to reintroduce games in vocabulary learning is by educating teachers, namely influencing their opinions toward games as something that is helpful in vocabulary learning and is not just time filler. Another way is to make use of the modern multimedia and the Internet which became omnipresent in every household and almost every school. Course books should come with accompanying interactive software which will give teacher access into learners' work without revealing the results of one's work to the rest of the learners.

All of this fits in perfectly with the data from the current research about teachers' opportunities to use modern multimedia. Fifteen years ago, none of the teachers had the opportunity to use computers or the Internet in their work. Today, eight out of nine teachers have access to modern multimedia content. During teacher training, methodology courses should also include ways of employing computer, the Internet and projector for something other than playing videos and presentations. Professional seminars could be held and in-service teachers would be able to learn about new ways of teaching vocabulary. Most of the teachers from this research concede that their knowledge about VLS is lacking and that there should be either professional seminars or workshops which would enable them to teach vocabulary more effectively.

There are two main issues with all of this, however. The first one is that teachers in the present study come from diverse backgrounds, some teach in elementary schools and some in high schools. Secondly, the sample is very limited and cannot represent the entire teacher population. Differences in teaching strategies, as well as teacher's willingness and ability to teach certain VLS largely depend on his or her learners' level of knowledge. With that in mind, future researchers might want to make a more focused study with a larger sample including solely teachers from elementary or high schools.

4.6.2. Attitudes on VLS – findings, issues and possible implications

As it can be seen in the results section, a great majority of teachers have positive attitudes towards VLS. Teachers find them useful and necessary in vocabulary learning, however, when it

comes to VLS teaching, only two teachers explicitly confirm that VLS teaching is included in their work. When analysing all of the answers, it could be inferred that most teachers from this research are not completely sure what VLS are. They have some vague notions about them, either from literature or professional seminars or from their university studies. However, whenever they are asked anything which requires more in-depth knowledge about VLS, they prove that they do not know as much as they would like. When asked about ways of introducing VLS teaching into English classroom, some of the teachers expressed the desire for more professional seminars and workshops about the topic as they concede that they are not that familiar with VLS. On the other hand, when teachers were asked to provide specific examples of vocabulary learning strategies, most of them managed to provide several examples.

Possible issues regarding attitudes about VLS lie in the nature of the research itself. Since this research aimed to examine the familiarity and attitudes of teachers with VLS, which are a very useful tool in vocabulary learning, one could say that it is expected that teachers will mostly have positive attitudes toward them. While that assumption was largely proven to be true, it is not universally true. Even in a modest sample of nine teachers, one of them was certain that they are not needed in vocabulary learning. Furthermore, since VLS are given larger emphasis, both in scientific research and during pre-service teacher training, one could argue that teachers would have certain attitudes toward them, be it positive or negative. Another possible issue lies in the nature of the sample. Teacher sample from this research includes teachers from both high schools and elementary schools which invariably deal with learners at significantly different levels of knowledge. Be that as it may, vocabulary learning strategies have no age limit and while some, particularly metacognitive and affective might be more challenging to teach to younger learners, some degree of VLS strategy instruction can be achieved at any age or knowledge level.

Modest findings from this research suggest that teachers have positive attitudes toward VLS. They are however very reluctant to employ VLS instruction at a more frequent and consistent manner. These findings point to the need of further teacher education about the use of VLS. These seminars and workshops should primarily focus on in-service teachers while pre-service teachers should learn about VLS during their methodology classes. It is encouraging to see that some teachers are both aware of what VLS are as well as that they teach them to their learners, however, those teachers seem to be very rare and the situation now has remained very similar as the one from fifteen years ago.

5. Conclusion

The aim of this research is to determine the familiarity of teachers with VLS and to see how often they implement those strategies in their vocabulary teaching in relation to results of the 2003 research conducted by Pavičić. In order to fulfil the aim of the research, it was necessary to answer several questions. Firstly, how teachers teach vocabulary and to what extent they employ VLS in their teaching. Results seem to indicate that ways of teaching now and in 2003 do not differ very much. Teachers tend to avoid using a wide variety of strategies and favour using a few of them with which they feel most comfortable. Those strategies primarily fall into cognitive category with compensatory and memory alternating on the second place. Social strategies are used almost exclusively in form of group and pair work while metacognitive strategies are barely mentioned. Sharp point of difference can be observed in didactic materials used by the teachers; namely, teachers from this research have greater access to multimedia and the Internet and are thus able to do activities which learners might find more interesting. None of the teachers from the 2003 research reported being able to use modern media in class. Second aim of this research was to find out if teachers find VLS useful and if so to what extent. In the 2003 research, all nine teachers found VLS useful but not to a decisive extent. Teachers seem to think that it cannot hurt to know some of the VLS but that it is not a prerequisite for successful L2 learning. Results are somewhat different in the current research; only six out of nine teachers are determined that VLS are useful while two teachers are indecisive. Only one is sure that VLS are not useful. When it comes to the extent of their usefulness, those who find them useful seem to agree that they are only moderately useful for various reasons, be it that learners rarely use them or that they lack the necessary skills to successfully employ some of the more advanced strategies. LLS and VLS cannot be classified as good or bad. As Djigunović (1999) reported, usage of LLS is largely dependent on cultural context. Due to that, only limited conclusions can be drawn with regards to the previous research which suggests that the use of metacognitive strategies is a strong predictor of L2 proficiency (Djigunović 1999, Oxford 2003, Ardasheva Tretter, 2012). Teachers from both the current study and the one done by Pavičić indicates teachers' strong preference towards cognitive and memory strategies which, in the majority of research, could not be correlated with the increase in L2 proficiency. In the first part of the interview and the questionnaire, teachers were asked about VTS which they have a hard time differentiating from VLS. Furthermore, when presenting, consolidating, revising and testing vocabulary, teachers seem to use very similar tasks, namely if they present new words by translating or explaining in English, learners are expected to produce that knowledge in a more or less the same way when tested.

Modest findings of this study point out the need of further teacher training and education about the purpose, usefulness and usage of vocabulary learning strategies because the results from the 2003 research and the one conducted in 2018 are very similar. Teachers use almost identical VTS and promote similar VLS. Their attitudes about them are, if anything, even worse than they have been fifteen years ago. Steps should be taken to include examples of how to employ VLS into teachers' materials because one of the prevailing opinions from the participants of both studies seems to be that time needs to be put aside from 'more valuable' lessons to teach VLS. Teachers should be shown how VLS can facilitate language learning and make it more interesting for the learners and therefore much faster to master.

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Appendices

Appendix 1: Interview used for data collection

Odnos strategija učenja i strategija poučavanja vokabulara u engleskom kao stranom jeziku

Pred Vama je anketni upitnik o strategijama učenja i poučavanja vokabulara u engleskom kao stranom jeziku. Svrha ovog upitnika je prikupiti informacije o strategijama učenja i poučavanja te razmišljanja nastavnika vezana za spomenute strategije. Upitnik provodi student druge godine diplomskog studija za potrebe diplomskog rada. Upitnik je u potpunosti anonimn. **Molim Vas da na pitanja odgovorite jasno i iskreno bez konzultiranja vanjskih izvora.**

Potvrda pristanka o sudjelovanju

Ovo istraživanje se provodi na dobrovoljnoj bazi. Odgovori u ovom anketnom upitniku su u potpunosti anonimni. Podatci će biti korišteni u svrhu provedbe istraživanja. Ispitanici u svakom trenutku mogu odustati od istraživanja. Ispunjavanjem i slanjem Vaših odgovora pristajete na sudjelovanje u istraživanju.

Opći podaci o ispitaniku

Spol: M Ž

Godine radnog staža: _____ (molim upisati)

Grad/mjesto u kojem radim: _____ (molim upisati)

Pitanja za nastavnike

1. Na koje načine prezentirate značenje novih riječi na nastavi? O čemu ovisi Vaš izbor?

2. Na koje načine uvježbavate vokabular? Navedite tipove vježbi, koliko često vježbate, u kojim razmacima. O čemu ovisi Vaš izbor?

10. Je li pouka o strategijama učenja vokabulara uključena u Vaš rad? Ako da, na koji način?

11. Na koji način bi se pouka strategija učenja vokabulara mogla, prema Vašem mišljenju, uključiti u nastavu engleskog? Navedite nekoliko primjera postupaka koji ilustriraju takav način rada.

Appendix 2: Teachers' answers to the questionnaire

| Demografski podatci | N1 | N2 | N3 | N4 | N5 | N6 | N7 | N8 | N9 |
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| Godine radnog staža | 8 | 20 | 3 | 14 | 4 mjeseca | 19 | 19 | 4 | 20 |
| Mjesto u kojem radim | Županja | Županja | Županja | Županja | Rovinj | Osijek | Osijek | Osijek | Osijek |
| Pitanja za nastavnike | | | | | | | | | |
| 1. Na koje načine prezentirate značenje novih riječi na nastavi? O čemu ovisi Vaš izbor? | Prijevodom, kartica s riječima, sinonimima. Izbor ovisi o uzrastu učenika. | Najčešće objašnjavam na stranom jeziku ali nekada i direktno prijevod na hrv. Izbor ovisi o sastavu razreda i o tome je li im eng 1. ili 2. strani jezik. | Izbor načina prezentiranja novih riječi u nastavi ovisi o više faktora, koji uključuju: broj novih riječi, raspoloživo vrijeme, globalni cilj nastavne jedinice itd. Ukoliko je sat posvećen isključivo radu na tekstu (razumijevanje pročitanog teksta), | Usmeno i pismeno ili objašnjenja na engleskom jeziku, rjeđe prijevodom na hrvatski. Za svaki sat izdvojim ključne riječi (5-15) koje zajednički zapisujemo (ploča/bilježnica), a učenici se ostalim "novim" riječima bave sami za zadaću. Ponekad u radu usputno prevedemo neki izraz na hrvatski jezik bez zapisivanja. Nove riječi | Korištenje riječi u rečenicama koje ilustriraju značenje tih riječi, korištenje definicija, pokazivanje slika. Izbor ovisi o predznanju u koje učenici imaju, o pojedinom razredu (neki bolje reagiraju na definicije, neki na primjere rečenica). Ako se uvode apstraktniji pojmovi, koriste se definicije ili primjeri rečenica, a ako su u | Prvo pitam postoji li netko u razredu tko bi znao objasniti značenje riječi na engleskom, ti učenici (ako ih ima) to i naprave, u suprotno objašnjen je na engleskom, ili ponudim sinonime, antonime ili primjerom u rečenici. Na kraju dam i prijevod na hrvatsko | Ovisno o dobi učenika: početno učenje- flash kartice, mimika, geste. Vrlo brzo prelazim na definicije, da specifičije ram-parafraze. Izbor ovisi o predznanju učenika. | Učenici obično pokušavaju objasniti riječi na engleskom jeziku ili ih objasni nastavnik na engleskom jeziku, a učenici njihova značenja. Izbor ovisi o težini riječi i njihovom značaju za razumijevanje cjelokupnog teksta. | Razne načine, objašnjavanjem, pokazivanjem predmeta, prezentacija, slika, videa.... Moj izbor ovisi o prethodnom predznanju učenika i njihovoj motiviranosti. |

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| 2. Na koje načine uvježbavate vokabular? Navedite tipove vježbi, koliko često vježbate, u kojim razmacima. O čemu ovisi Vaš izbor? | Vježbe prijevo da, vježbe sinonima, flashcards. Izbor ovisi o predznaku učenika. | Potraži riječ u tekstu i spoji je sa definicijom. Pokušaj zaključiti značenje na osnovu konteksta. Ubaci zadane riječi u rečenice. Intenzivno uvježbavajte vokabular na satovima kada se radi novi tekst, a zatim najvažnije riječi ponavljamo tako da ih spominjemo i u popratnim vježbama na idućim satima ili ih pitam: „Što znači...“ Recimo da na to | Nakon što učenici samostalno definiraju nove pojmove, zapisuju si definicije u bilježnicama. Opet, ovisno o vremenu na raspolaganju i globalnom cilju nastavne jedinice, variraju. Kao ponavljanje novog vokabulara često učenicima pripremiti sinonima ili kraćim definicijama novih pojmova pri čemu oni trebaju upisati odgovarajuće novi pojam | Osim obrade zadataka vokabulara pripremljenih u udžbeniku, često radimo dodatne zadatke potrage za određenim značenjima u tekstu (scanning), a u 3. i 4. razredu srednje škole transformacije rečenica (podvlačim o dijelove teksta, fraze ili rečenice, koje učenici onda preoblikuju na novi način). Nakon svakog pročitano/poslušano obrađenog teksta, radimo 1-3 zadatka vokabulara. Dakle, gotovo na svakom satu, izuzev sati kada izrađujemo složenije gramatičke strukture | Vježbe koje su u udžbeniku i radnoj bilježnici (ubacivanju riječi u rečenicu, povezivanju riječi i značenja ili riječi i sinonima/antonima), transformacija rečenica uz korištenje nove riječi, smišljanje rečenica u kojima će učenici upotrijebiti nove riječi. Uvježbavaju se rijetko kada dogodi više od jednog puta zbog pretrpanosti nastavnog plana i programa. Ako i dođe do ponavljanja, to je pred ispitu znanja. | Koristim vježbe povezivanja, parafraziranja rečenica, direktnim prijevodom, kraćim provjerama nakon obrađene cjeline, vježbe izbacivanja uljeza, učenici rade umne mape... Vokabular vježbam tijekom utvrđivanja gradiva, prije pisanja ispita znanja. | Vokabular uvježbavamo na svakom nastavnom satu, opet parafrazama, prijevodnim vježbama, povezivanjem riječi sličnog značenja, suprotnog značenja, kroz igre. Izbor ovisi o tipu sata. | Učenici prikazuju u riječi pantomimom, a ostali pogađaju u riječi. Učenici pokazuju razumijevanje riječi tako što kažu rečenice u izjavi vidljivo njihovo značenje. Također su zastupljene i križaljke. Izbor ovisi o značenju u riječi, tj. ovisi o tome koja je od ovih metoda prikladnija za koju riječ. Učestalost vježbanja je prilikom obrade teksta i prije ispita. | Razne načine, online vježbe, vježbe u radnoj bilježnici i dopunjavanja, višestrukog izbora, razne igre pogađanja. Izbor ovisi o razrednom odjelu, koliko ima slabih odnosno dobrih učenika. Ponavljamo svaki tjedan novi vokabular. |
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| <p>otpada 1 od tri sata. Izbor kao i u prehod nom pitanju.</p> | <p>koji smo obradili na prethod nim satima. Također, ponekad radimo vježbe prevođe nja teksta sa već obrađeni m vokabula rom. Nadalje, priprema m im PPT prezenta cije sa spajanje m novih pojmovu u složenice ili fraze (npr. win a trophy).</p> <p>Vokabul ar vježbam o na više sati unutar iste nastavne cjeline, s tim da je obradi teksta i radu na novom vokabula ru posveće no više</p> | <p>(3. i. 4. srednje) imamo kraće ili duže zadatke iz vokabulara.</p> |
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| 3. Testirate li znanje vokabulara? Na koji način (usmeno, pismeno, direktno, kroz druge vještine)? Koji tip zadataka je zastupljen u testovima? Kako ocjenjujete? | Usmeno i pismeno. Zadaci popunjavaju, multiple choice questions. Ocjenjuje se po kriterijima koji je propisalo Ministarstvo. | Usmeno: objasni što znači (na eng.); Pismeno - najčešći zadaci: dopuni rečenice, uvrsti zadane riječi u rečenice. | Znanje vokabulara testiram usmenim i pisanim putem. Jednom u polugodištu učenici usmeno odgovaraju. Ispitivanje se temelji na obrađenim tekstovima unutar zadatah nastavnih cjelina. Učenici odgovaraju na pitanja o tekstu općenito nakon toga od njih tražim definicije pojmova iz tekstova. Svi pojmovi su objašnjeni na satima obrade, a definiraju ih na englesko | Znanje vokabulara testiram pismeno, direktno (testovi iz novog vokabulara iz udžbenika, testovi iz razumijevanja nepoznatih tekstova sa zadacima iz vokabulara, test iz lektire sadržava zadatke iz vokabulara iz zadatah i indirektno (ocjene iz eseja sadržavaju i bodove iz vokabulara); a usmeno - širina i točnost vokabulara u učenikovom govoru utječe na ocjenu iz govora, ali ne ocjenjujem vokabular usmeno. | Da. I usmeno i pismeno. Tijekom usmenog odgovaranja, učenici dobiju 5 riječi, trebaju znati objasniti te riječi i prevesti. Kod pismene provjere znanja, dobiju 3 ili 4 riječi, moraju objasniti tu riječ i napisati primjer rečenice u kojoj će upotrijebiti tu riječ. Za svaku riječ mogu dobiti po 2 boda: 1 bod za točno objašnjenje i 1 bod za točnu rečenicu. U slučaju da riječ upotrijebim u drugačijem kontekstu nego što smo ju spominjali na nastavi, dobiva 0,5 bodova za | Znanje vokabulara testiram usmeno ispitivanje i pismeno; test koncipiram u dva dijela; jedan dio mi je vezan uz vokabulari poznavanje riječi i korištenje istih; tipovi zadataka u testu su isti koje sam navela u prethodnom odgovoru. U sedmom i osmom razredu posebno provodim u svakom polugodištu provjeru vještine razumijevanja čitanjem i razumijevanja slušanje gdje je zastupljeno i poznavanje | Vokabular provjeravam usmeno kroz prepričavanje, postavljajući pitanja s razumijevanjem, prijevod, kratke igrokaze. Testovi uključuju vođene sastave, prijevod, parafrazu, zadatke višestrukog izbora, slikovne poveznice, suprotnosti, open-cloze tekstove, izrade plakata, PPT prezentacija itd. Ocjenjujem bodovno, a ocjena sastava nosi više kategorija | Testiranje je usmeno (objašnje riječi na engleskom jeziku) te pismeno (ubacivanje zadatah riječi u određene rečenice, tvorba riječi – pretvorba imenice u glagol, glagola u pridjev itd.) | Testiranje na sve navedene načine, usmeno, pismeno, direktno, prevođenje, objašnjenje vanjem, kratke riječi u određenoj rečenici, riječi – kvizovi, križaljka ma isl. U testovima su najzastupljeniji, zaokružiti točan odgovor, izbaci uljeza, dopunjavanje točne riječi. |
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| 4. Kako Vaši učenici bilježe vokabular? Dajete li im upute o tome ili je to prepušteno njima? Pregledavate li bilješke? | Učenici ma dajem usmene upute, no bolji učenici nekad sami smisle svoje načine. | Dobiju gotove liste vokabulara ili si bilježe prijevod . Pregledavam imaju li te bilješke. | Na početku svake nastavne godine (pošto radim u srednjoj školi, moji učenici su rijetko početnici) zajednički navodim različite načine na koji oni već uče ili mogu učiti novi vokabular. Uglavnom već imaju donekle razvijene uspješne strategije za učenje vokabulara pa se radi samo o proširivanju i ponudi novih. Učenici sami odabiru način na koji će bilježiti novi | Upute im dajem u prvom razredu, kada češće pregledavam zapise u bilježnicama, a u starijim razredima više prepuštam učenicima. Potrebno je bilježiti objašnjenja na engleskom jeziku, a ostalo oni sami određuju prema potrebi i sposobnostima (transkripciju, vrste riječi i sl.). U određenim trenucima ih potičem na zapisivanje konteksta (npr. frazalni glagoli). | Učenici u bilježnice pišu riječi i objašnjenje (definiciju), a ponekad i prijevod. Učenici uvijek imaju mogućnost da pitaju ako im još neka riječ nije poznata. Način na koji će bilježiti vokabular je prepušten njima. S obzirom da znaju što će se tražiti od njih pri provjeri, tako da oni sami znaju što si moraju zabilježiti, a što ne. | Na početku petog razreda dogovorim s učenicima da nove riječi pišu na drugoj strani bilježnice kako bi im riječi bile preglednije i lakše usvojive. Bilježnice pregledavam povremeno. | Budući da predajem višim razredima OŠ, kada parafraziram riječ ili izraz, zapišem je na ploču i učenici prepisuju i zapišu prijevod . Ne pregledavam bilješke. | Učenici pišu riječi, njihovo značenje na hrvatskom jeziku i objašnjenje na engleskom jeziku u bilježnicama. Upute su im dane. Bilješke pregledavaju na satu na kojem učenici obrađuju vokabular. | Obavezno moraju prepisati riječi s ploče i nakon mog objašnjenja značenje a oni si zapišu prijevod. Često kupim nekome bilježnicu da pregledam i bude svakakvih krivo prepisanih riječi i prijevoda pa im ispravim . Obavezno pogledam bilježnicu kod usmenog ispitivanja. Ponekad i uzmem bilježnicu pa ocjenim vokabular. Npr. Napiši što više |
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vokabular, s tim da svi s ploče/pp t-a prepisuj u nove pojmove . Bilješke pregleda vam pri provjeri domaćih zadataka te zapisujem zapažanja u e-dnevnik.

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| 5. Imate li priliku uključiti u aktivnosti vokabulara suvremen u tehnologij u (računala, internet)? (u školi ili za domaću zadaću) | Vrlo malo. | Da, jer udžbenik kojim se služim ima razvijen u aplikacij u iTools koja ima dosta vježbi vokabulara. | U većini slučajeva koristim suvremenu tehnologiju. Sve učionice su opremljene računalom (s pristupom internetu) i projektom pa to maksimalno koristim. Također, učenicima ponekad dozvoljavam | Nasreću, već nekoliko godina imamo opremljene učionice grafoprojektorima i internetom pa povremeno značenje nove riječi prezentiram slikom/slikama s interneta umjesto objašnjenjem ili prijevodom (npr. "bookrest" neki dan). Općenito, zadatke iz udžbenika | Da. Pri obradi novih tekstova, svaka grupa dobije drugačiji popis riječi čije značenje će morati objasniti. U grupi imaju mogućnost korištenja jednojezičnih i dvojezičnih rječnika, online rječnika... | Koristim računalo u aktivnostima no budući da u učionici nemam internet, vježbe pripremam . Učenici za domaću zadaću ponekad moraju potražiti značenje i objašnjenje određeno g pojma ili taj isti | Da, koristim kratke filmove, PPT prezentacije, video klipove. Učenici često za domaću zadaću imaju kratki projekt istraživanja gdje se služe internetom, ali se u prezentiranju, odnosno zapisu mogu služiti samo | Uključeni su obično računalo, projektor i internet . Za domaću učenici ponekad sami traže značenja riječi na internetu. | Obavezno koristim navedeno i u školi i za domaću zadaću. Za različite projektne zadatke. |
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| 6. Misli li da treba pomoć oko učenja vokabulara? Kakvu im pomoć nastojite pružiti? Što im konkretno kažete (primjeri)? | Svu potrebnu pomoć pruža im udžbenik, učitelj je samo posrednik. | Treba im pomoć. Kažem im da je potrebno vrlo redovito učiti riječi i obrađene tekstove. Također ih upućujem na to da serije i filmove gledaju bez titlova, kao i na potrebu čitanja na engleskom jeziku. | Nekim učenicima je potrebna minimalna pomoć, sugestija ili slika, dok je drugima potrebnija veća pomoć. Njima posvećujem više pozornosti na satima obrade vokabulara, prevodimo na hrvatski jezik, pa onda na engleski ili povezuje s već usvojenim vokabularom i slično. S učenicima nastojim razvijati odnos koji podrazumijeva međusobno razumijevanje, prihvaćanje i emocij | Sugeriram učenje riječi iz konteksta, ne iz zapisa iz bilježnice, stoga je korisno prepričavati tekstove iz udžbenika. Mislim da se velik dio učenja vokabulara odvija na samoj nastavi kroz zadatke slušanja, govora, čitanja, pisanja, gramatike, a ne samo kroz zadatke vokabulara pa učenička uspješnost u usvajanju vokabulara ovisi o dinamici rada na samom nastavnom satu. Upozoravam ih na potrebu vježbanja frazalnih glagola ili prepozicija kod kuće (njih nije dovoljno provježbati na satu). | Učenici imaju vrlo bogat pasivni vokabular i razumiju većinu riječi s kojima se susreću. Većinu tih riječi učenici su i mogućnosti točno objasniti koristeći engleski jezik. Učenicima treba pomoći samo kako bi određene riječi počeli aktivno koristiti u komunikaciji na stranom jeziku. | Pokažem im moguće načine učenja vokabulara tijekom nastave i obrade vokabulara a neprestano im ponavljam da svaka osoba treba pronaći i svoj način usvajanja učenja vokabulara. Kod učenja vokabulara pokušavam ih osvijestiti na znanje već nekog postojećeg vokabulara; tj. „opposite of _____ is _____, this is the same as _____ itd.“ | Učenici ma treba pomoć oko svega, međutim vokabular se uči ponavljajući i korištenjem riječi u različitim kontekstima, a to ponavljanje se provodi i u školi i kod kuće. | Ukoliko je vokabular zahtjevan, pomaže povezivanje riječi sa slikama za vizualne tipove učenika. | Mislim da im treba pomoć, i mislim da bi ih trebalo naučiti već u osnovnoj školi navici učenja nepoznatih riječi. |
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| 7. Jeste li upoznati s pojmom STRATEGIJE UČENJA VOKABULARA? Ako da, kada ste se i kako upoznali s tim pojmom? | Nisam upoznat s gore navedenim pojmom. | Srela sam taj pojam u stručnoj literaturi. | Pojam mi je poznat s kolegija Usvajanje drugog i stranog jezika te Glotodidaktika. Pojam strategija smo detaljno obrađivali na navedenim kolegijima prije otprilike 4 godine. Također, tema mog diplomskog rada su bili stilovi učenja engleskog jezika pa sam se sa strategijama učenja i tada susretala. | Nisam upoznata s ovim pojmom kao dijelom nečije teorije pa ću ovu frazu u ostalim pitanjima tretirati kao "načini kako učiti vokabular". | Da. Tijekom studija. | Da, na županijskim stručnim skupovima. | Da, strategije učenja vokabulara jedna su od vrlo korisnih metoda poučavanja, te su tema Županijskih stručnih vijeća, ali i mnogih webinar a. | Da, na fakultetu i raznim stručnim skupovima nastavnika engleskog jezika. | metode, problemi, implikacije |
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| 8. Što za Vas predstavljaju strategije učenja vokabulara? Možete li navesti neke primjere strategija? | Predstavljaju pomoć pri učenju vokabulara. Nisam upoznat s pojmom stoga ne mogu navesti nijedan primjer. | Mind maps, kartice s definicijama, mnemotehnika. | Strategije su načini na koji učenici uče nove pojmove. Odnosno načini na koje im učenje novih pojmova postaje lakše, jednostavnije, brže i učinkovnije. Neke od strategija bi bile sljedeće: prevođenje pojmova na materinski jezik, definiran je unutar stranog jezika, kontekstualizacija (upotreba pojma u rečenici), pogađanje značenja na temelju konteksta, ponavljanje i povezivanje s | Vokabular se najbolje usvaja spontano, kroz susret, razumijevanje i ponavljanje te ponovno susretanje i ponovno ponavljanje određenih riječi. Ali ako je potrebno usvojiti veći broj određenih riječi u kratkom roku, najbolja strategija je učiti napamet kontekst tj rečenicu gdje je nova riječ upotrebljena. Vađenje riječi i njihovo zapisivanje je također određena strategija koja dovodi do memoriranja novih riječi. Pogađanje riječi iz konteksta je također korisna tehnika. Osobno smatram da | Usvajanje značenja pojedinih riječi, način korištenja tih riječi u rečenicama. | Umne mape, mnemotehnike, kreiranje vlastitog slikovnog rječnika, korištenje antonima, sinonima. | Strategije učenja vokabulara neizostavno su metodike engleskog jezika: uključuju učenju taktilne, kinestetičke i vizualne podražaje, a kasnije se razvijaju u tehnike slušanja, prepričavanja, uvježbavanja dijaloških cjelina, vizualnih i slušnih podražaja, debatnih situacija. | Zaključivanje značenja riječi iz konteksta, mnemotehnika, asocijacija, predstavljanje antonima i sinonima. | metode, problemi, implikacije |
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| 9. | Ne. | Mislim da ih treba predstaviti učenicima, ali oni ih najčešće ne koriste jer te tehnike većinom zahtijevaju dosta uloženo vrijeme | Smatram da je korisno i da bi se barem jednom godišnje tome trebalo posvetiti vremena, jer strategije nisu fiksne. Svakako, potrebno im je ponuditi, odnosno osvijestiti | Da, pogotovo onda kada se nađemo u situaciji da neko novo gradivo zahtijeva novi pristup od onog klasičnog, svakotjednog. | Da i ne. Učenici trebaju znati kako će naučiti vokabular, ali svaki učenik ima drugačiju razinu predznanja, drugačiji način učenja i gotovo je nemoguće svima ugoditi. | Da jer dobrim poznavanjem vokabulara i korištenjem novih učenik proširuje vlastiti fond riječi, proširuje znanje stranog jezika i povećava tečnost korištenj | Da. | Naravno, proširivanjem vokabulara učenici razvijaju sposobnost komunikacije na engleskom jeziku, što je vrlo bitno za svaki | Naravno da je. |
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| | | a koje oni jednostavno nemaju jer su preopterećeni satnicom i gradivom. | i da postoji više strategija učenja kako bi si oni mogli pronaći onu koja im najviše odgovara. | | | a stranog jezika. | | strani jezik. | |
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| 10. Je li pouka o strategijama učenja vokabulara uključena u Vaš rad? Ako da, na koji način? | Nije. | Povremeno ih podsjetim na par osnovnih strategija, doduše vrlo rijetko. | Na početku svake nastavne godine s učenicima navodim različite strategije odnosno metode koje mogu koristiti pri učenju novog vokabulara. Razgovaramo o strategijama koje već koriste i im ponudim poneku novu. | Kako sam već navela, osim puno sati u prvom razredu (kako vaditi riječi, transkripcija, određivanje vrsta riječi, pogađanje novih riječi iz konteksta, uočavanje fraza i frazalnih glagola u tekstu), strategijama učenja vokabulara se vratimo svako malo tijekom godine kada vježbamo frazalne glagole ili neki novi interesantni vokabularni niz. | Ne. | Odgovor na ovo pitanje već u odgovoru na 6. pitanje. | Učenike je važno učiti KAKO UČITI i to je stalan proces koji se odvija u mom radu. Naravno, teško je kod svakog učenika pojedinačno utvrditi koje mu strategije odgovoraju, jer ne postoji „univerzalni recept“. To uvelike ovisi o vrsti inteligencije koju učenik koristi | Naravno, korištenjem svih metoda koje u to spadaju. | Nadam se da je. |

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| 11. Na koji način bi se pouka strategija učenja vokabulara mogla, prema Vašem mišljenju, uključiti u nastavu engleskog? | Nemam mišljenje o navedenim strategijama. | Kroz prezentaciju koja bi ilustrirala neke osnovne strategije. | Na uvodnom satu (prvom satu u svakom polugodištu) bi se moglo poučavati o strategijama učenja vokabulara primjeru nekog pojma čije razumijevanje nije problematično npr. house. Dakle, prvo riječ prevesti na hrvatski, potom objasniti na englesko | Sve strategije kojih sam svjesna i pouka istih već su uključene u moj rad i o njima sam već govorila. U prvom razredu, posebno u prvih nekoliko mjeseci rada prvog polugodišta, 5-10 sati nastave bavim se poukom strategija učenja vokabulara (kako vaditi riječi, koje riječi vaditi iz tekstova, transkripcija, određivanje vrsta riječi, pogađanje novih riječi | Povremeno organizirati radionice tijekom kojih će učenici pokušati koristiti različite strategije učenja vokabulara. Učenicima dati tekst koji govori o nekoj strategiji učenja vokabulara, pa da teoriju pokušaju provesti u praksu. | Konkretnim primjerima u obradi i uvježbavanju novog vokabulara; mnemotehnikama, pictionary, igre asocijacija itd. | Učenike možete lako navesti da koriste ciljanu strategiju postavljajući im zadatak na način da ju ne mogu izbjeći. | Povezivanje riječi sa slikama, povezivanje antonima, sinonima, ubacivanje riječi u kontekst. | razvijati svijest o razlikama među učenicima s obzirom na stilove učenja koje preferiraju i strategije učenja kojima se koriste |
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Sažetak

Catalan (prema Vasu i Dhanavel, 2016) je definirao strategije učenja vokabulara kao znanje o mehanizmima koji se koriste u svrhu učenja vokabulara, ali i kao korake i postupke koje primjenjuju učenici kako bi pronašli značenje nepoznatih riječi, zadržali ih u dugoročnom pamćenju, dosjetili ih se po potrebi i koristili ih u usmenom i pismenom izražavanju. Primjena ovih strategija omogućuje učenicima jezika da postanu učinkovitiji u njegovu korištenju, kao i da se osjećaju sigurnije prilikom učenja vokabulara. Uporaba strategija učenja vokabulara nije 'urođena' učenicima jezika te zbog toga nastavnici igraju ključnu ulogu u prenošenju tih strategija svojim učenicima. Njihovi stavovi i znanje o njima uvelike utječu na njihovu volju i sposobnost da ih prenose na svoje učenike. Prvi se dio ovog rada bavi teorijskim spoznajama u području strategija učenja jezika općenito i posebno strategijama učenja vokabulara. Prikazana su razna istraživanja čiji su rezultati kratko uspoređeni. Drugi dio ovog rada prikazuje istraživanje stavova nastavnika engleskog kao stranog jezika prema strategijama učenja vokabulara, a rezultati toga istraživanja su uspoređeni sa sličnim istraživanjem autorice Pavičić (2003). Cilj je ovog istraživanja bio utvrditi koliko su nastavnici upoznati sa strategijama učenja vokabulara te podučavaju li i kako svoje učenike tim strategijama. Završni dio ovog rada nudi neke praktične implikacije koje se tiču strategija učenja vokabulara.

Ključne riječi: strategije učenja vokabulara, stavovi nastavnika, strategije učenja jezika, nastavnici engleskog kao stranog jezika

Summary

Vocabulary learning strategies (VLS) were defined by Catalan (as cited in Vasu & Dhanavel, 2016) as knowledge about the mechanisms used in order to learn vocabulary as well as steps or actions taken by students to find the meaning of unknown words, retain them in long-term memory, recall them at will and use them in oral or written mode. Employing those strategies enables language learners to become more proficient language users and to feel more secure when learning vocabulary. Using vocabulary learning strategies is not something that comes naturally to learners of language and because of that, teachers play a crucial role in conveying those strategies to their learners. Their attitudes and knowledge about those strategies largely influence their willingness and ability to teach them to their pupils. The first part of this paper deals with theoretical background to the area of language learning strategies in general and with vocabulary learning strategies specifically, as well as the importance of teachers' attitudes towards teaching VLS. Various research studies are presented and their results briefly compared. The second part of this paper presents the research of EFL teachers' attitudes towards VLS, the results of which were compared with a similar research conducted by Pavičić (2003). The aim of this research was to determine how familiar teachers are with VLS and if and how they train learners to use VLS. The final part of this paper offers some practical implications regarding VLS.

Keywords: vocabulary learning strategies, teachers' attitudes, language learning strategies, EFL teachers