

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Реєстраційний № _____

Кваліфікаційна робота
Ефективні офлайн та онлайн методи навчання англійської лексики
вчителів англійської мови в школах Закарпаття

БОРТО КЛАВДІЇ АВГУСТИНІВНИ

Студентки 4-го курсу

Освітня програма: «Середня освіта (Мова і література (англійська))»

Спеціальність: 014 Середня освіта (Мова і література (англійська))

Рівень вищої освіти: бакалавр

Тема затверджена на засіданні кафедри
Протокол № 107 / 14.08.2024р.

Науковий керівник:

Густі Ілона Іштванівна
др. філософії, доцент кафедри філології

Завідувач кафедри:

Берегсасі Аніко Ференцівна
д-р габілітований, доцент
професор кафедри філології

Робота захищена на оцінку _____, ____ – _____ 2025_ року

Протокол №____/ _____2025

Міністерство освіти і науки України
Закарпатський угорський інститут ім. Ференца Ракоці II
Кафедра філології

Кваліфікаційна робота

**Ефективні офлайн та онлайн методи навчання англійської лексики
вчителів англійської мови в школах Закарпаття**

Рівень вищої освіти: бакалавр

Виконавець: студентка 4-го курсу
Борто Клавдія Августинівна

Освітня програма: «Середня освіта (Мова і література (англійська))»
Спеціальність: 014 Середня освіта (Мова і література (англійська))

Науковий керівник: **Густі Ілона Іштванівна**
др. філософії, доцент кафедри філології

Рецензент: **Леврінц Маріанна Іванівна**
доктор пед. наук, професор,
професор кафедри філології

Берегове

2025

Ministry of Education and Science of Ukraine
Transcarpathian Hungarian College of Higher Education Ferenc Rákóczi II

Department of Philology

Qualifying paper

**EFFECTIVE OFFLINE AND ONLINE ENGLISH VOCABULARY
TEACHING METHODS OF TEACHERS OF ENGLISH IN
TRANSCARPATHIAN SCHOOLS**

Level of higher education: Bachelor's degree

Presented by:

Klaudia Barta
4th year student

Education programme: Secondary education (Language and literature (English))
Specialty: 014 Secondary education (Language and literature (English))

Thesis supervisor: Ilona Huszti, PhD

Second reader: Marianna Lőrincz, DSc, Professor

Berehove

2025

ЗМІСТ

Вступ	6
ЧАСТИНА I. Теорії вивчення словникового запасу	8
ЧАСТИНА II. Офлайн та онлайн методи навчання словникового запасу	16
II. 1. Особливості офлайн викладання	16
II. 2. Методика викладання лексики офлайн	17
II. 3. Особливості викладання онлайн.....	21
II. 4. Методика викладання лексики онлайн	23
ЧАСТИНА III ЕКСПЕРИМЕНТАЛЬНЕ ДОСЛІДЖЕННЯ ЕФЕКТИВНОСТІ МЕТОДІВ ВИКЛАДАННЯ ЛЕКСИКИ АНГЛІЙСЬКОЇ МОВИ ВЧИТЕЛЯМИ АНГЛІЙСЬКОЇ МОВИ В ЗАКАРПАТСЬКИХ ШКОЛАХ.....	27
III.1. Методика	27
III.1.1. Вступ	27
III.1.2. Мета.....	27
III.1.3. Учасники	28
III.1.4. Збір даних	31
III.1.5. Процедура	32
III.1.6. Аналіз даних	32
III.2. Результати та їх обговорення	33
III.2.1. Огляд та інтерпретація результатів щодо навчання словникового запасу	33
III.2.2. Порівняння онлайн та офлайн методів навчання словникового запасу	40
Висновки та педагогічні наслідки.....	54
Список використаних джерел	56
Резюме.....	62
Додаток	64

TABLE OF CONTENTS

Introduction	6
PART I. Theories of Vocabulary Acquisition.....	8
PART II. Offline and Online Vocabulary Teaching Methods	16
II. 1. The Nature of Offline Teaching	16
II. 2. Methods of Teaching Vocabulary Offline	17
II. 3. The Nature of Online Teaching.....	21
II. 4. Methods of Teaching Vocabulary Online.....	23
PART III EXPERIMENTAL RESEARCH ON EFFECTIVE OFFLINE AND ONLINE ENGLISH VOCABULARY TEACHING METHODS OF TEACHERS OF ENGLISH IN TRANSCARPATHIAN SCHOOLS	27
III.1. Methodology	27
III.1.1. Introduction	27
III.1.2. Aims	27
III.1.3. Participants	28
III.1.4. Data Collection.....	31
III.1.5. Procedure	32
III.1.6. Data Analysis	32
III.2. Results and their Discussion	33
III.2.1. Overview and interpretation of findings regarding vocabulary instruction	33
III.2.2. Comparison of Online and Offline Vocabulary Teaching Methods.....	40
Conclusions and Pedagogical Implications	54
References	56
Ukrainian summary	62
Appendix	64

Introduction

In the year 2020, the COVID-19 pandemic radically changed the educational process, as educational institutions around the world were forced to switch from face-to-face to online education almost overnight (in Ukraine, that day was 12 March 2020). At first, the transition posed considerable difficulties, because in Transcarpathia (as in the whole country) neither teachers nor students were prepared for this form of education. The outbreak of the Russian-Ukrainian war on 24 February 2022 further aggravated the situation in Ukraine. While there are fortunately no military operations in Transcarpathia, the rest of the country is still in the midst of intense military activity, which means that the educational process in those areas continues to take place in the online space.

Taking this fact into consideration, I have chosen my research topic in order to take a closer look at both offline and online English vocabulary learning methods and procedures, as the need to know them is more pressing than ever before. It is essential to coordinate the process of vocabulary learning using the potential of the online space, in addition to a thorough knowledge of traditional classroom methods.

This study undertakes a comprehensive revision of the theoretical frameworks related to effective online and offline vocabulary teaching. Our work includes analysis of current methodologies, educational technologies, and pedagogical strategies aiding vocabulary acquisition. Additionally, it presents research conducted among Transcarpathian English as a foreign language teachers to analyse their attitudes and tendencies in using various offline and online methods for vocabulary teaching and to gain insights into their teaching habits.

The object of this thesis is online and offline vocabulary teaching.

The subject of this thesis is the implementation offline and online methods into vocabulary teaching.

The aim of this thesis is to identify the usefulness and methods of face-to-face and technology-based vocabulary teaching.

The tasks of the thesis are as follows:

- Critical analysis of the relevant academic literature
- Developing the theoretical framework for the given study

- Research conducted among Transcarpathian English as a foreign language (EFL) teachers using a survey method.

The methods applied in this study are theoretical, such as analysis, synthesis, classification and generalization.

Vocabulary knowledge is essential for language proficiency (Nation, 2001; Schmitt, 2000), and recent studies have examined the role of technology in supporting vocabulary learning (Polok & Starowicz, 2022; Zabolotna et al., 2021). However, despite growing interest, there is still a clear need for further research to better understand the effectiveness of different instructional modes. As digital tools continue to shape language education, investigating how vocabulary is best acquired across contexts remains a critical and timely area of study.

The practical value of this study lies in the development of instructional materials focused on the effectiveness of online vocabulary teaching. Furthermore, it aims to enhance both offline and online methods and procedures for learning English vocabulary. Ultimately, this research may serve as a foundation for future studies.

PART I.

Theories of Vocabulary Acquisition

Vocabulary acquisition is the foundation of language learning. It enables students to understand and express themselves effectively. A broad vocabulary improves communication skills and enhances reading comprehension, writing, and listening abilities.

Vocabulary encompasses various definitions, each highlighting a different aspect. For instance, Neuman and Dwyer (2009) describe it as the collection of words necessary for adequate communication, incorporating both expressive and receptive vocabulary — referring to the words used when speaking and listening. On the other hand, Hornby (1995) defines it as the complete set of words in a given language, including their meanings, whereas Diamon and Gutlohn (2006) propose that vocabulary refers to the understanding of words and their meanings.

Based on the previously mentioned interpretations, it can be inferred that vocabulary refers to the complete list of words needed to convey a speaker's intended message. Without a sufficient vocabulary, communication as the transmission of information is hindered. This underscores the importance of teaching vocabulary (Elmahdi and Hezam, 2020)

The literature on vocabulary acquisition is extensive and multifaceted. In the exploration of the topic, we encounter several pertinent questions:

- What is the extent of vocabulary that students need to master for fluency and proficiency?
- When can we consider a word to be learned?
- What are the main principles of vocabulary acquisition?

To answer the first question, the target language itself must be taken into account. Nation (2001) recommends analysing the target language based on the total number of words it includes. Compiling a definitive list of vocabulary items in a given language is not only an ambitious aim but also unachievable. The nature of language itself makes this impossible, for it is akin to a living organism, continually undergoing change and adaptation, thus making it impossible to completely capture or define language in a static form.

It is established that a definitive list of a language's vocabulary is unattainable to comply. Yet, an estimated number would aid language learners in calculating the extent of vocabulary they ought to acquire. To examine this question further, it is crucial to define what a word is.

The following aspects are examined: whether derived words should be counted separately, if words with multiple meanings are considered as one, and whether proper nouns count as words (Nation, 2001).

Defining what words are raises the question of what constitutes a word. Words can be analysed based on two key aspects: word types and tokens. Word types refer to the distinct forms of words, while word tokens refer to the total count of words used. Additionally, word types can be examined alphabetically, meaning only the letters within a word are considered. In this context, uppercase and lowercase letters are not counted separately. Lemmas might also be counted, the root words representing the uninflected forms from which all inflected words derive. Lemmas do not include proper nouns. Finally, the word family is a group of morphologically related lemmas (Brysbaert et al., 2016).

In the following, the aforementioned terms will be analysed with the example provided by Brysbaert et al. (2016):

“The cat on the roof meowed helplessly: meow meeoow mee-ee-ooow.”

In this sentence, there are nine word types, counting 'the' only once; however, in some counts variations in upper and lowercase are distinguished. When considering alphabetical word types, the distinction between 'The' and 'the' is eliminated. Additionally, since alphabetical word types consist of letters only, 'mee-ee-ooow' is eliminated, resulting in eight word types. When considering tokens, every word occurring in the sentence is counted, therefore 10 in the given small corpus. Taking lemmas into consideration, there are six distinct root words (the, cat, on, the, roof, meow, help). Regarding word families in the provided sentence, all words are base lemmas of different families, except for 'helplessly', which is part of the word family of the base word 'help'. This example illustrates the problems of defining a word.

Kornai (2002) addresses whether the number of words in a language is finite or infinite. The conclusion reached is that there is an infinite number of words, a result derived not from productive morphological processes, but from an analysis of large corpora, which reveals properties that support the open vocabulary hypothesis. Despite this, the author acknowledges that the primary mechanism driving infinite vocabulary expansion is productive generative morphology, mainly through compounding, where new words are formed by combining existing ones.

Webster's Third New International Dictionary is the most extensive non-historical dictionary of the English language (Nation, 2001). They are currently compiling the fourth edition of W3, which will be digitalized instead of printed. The reason is that a dictionary is not primarily a book anymore, but a database. Not including proper names, W3 compiles 114,000 word families (Goulden, Nation and Read, 1990). However, even native speakers have a limited vocabulary in their mother tongue. A second or foreign language learner does not need to acquire such an extensive vocabulary (Nation, 2001).

After discussing the limitless nature of words in a language and the best attempts at a comprehensive dictionary in English, the focus shifts to the natural language usage tendencies of native speakers. Based on an analysis of the literature and a large-scale crowdsourcing experiment, the following estimated data is derived (Brysbaert et al., 2016):

1. An average 20-year-old learns:
 - 42,000 lemmas and 4,200 non-transparent multiword expressions, derived from 11,100 word families.
 - numbers range from 27,000 to 52,000 lemmas from the lowest 5% to the highest 5% of the participants.
2. Between ages 20-60:
 - learns 6,000 extra lemmas (one every two days)
 - learn tens of thousands of inflected forms and proper nouns
 - knowledge can be deep or as shallow as knowing about its existence

While it is possible to achieve this as an ESL/EFL speaker, the aim is to approach the task more practically and feasibly. Firstly, to engage in everyday conversations, a learner is expected to know 2,000 to 3,000 of the most common English words (Adolphs and Schmitt 2003). Regarding receptive skills, to begin reading authentic texts, a proficiency of approximately 5,000 words is required (Schmitt, 2007). However, to read effectively without being distracted by unfamiliar words, they need a broader vocabulary. Nation (2001) suggests a range of 15,000 to 20,000 words to achieve that level of proficiency.

The Lexical Frequency Profile, created by Laufer and Nation in 1995, is a prevalent tool for assessing vocabulary frequency in second language learning. It categorizes word families according to their frequency into four groups:

- the most commonly used 1000 word families,
- the following 1000 most frequently used word families,
- the University Word List,
- and the remaining words (also known as off-list words).

The first 2000 words in the list are borrowed from the General Service List of English Words by West developed in 1953. The remaining 570 of the words are compiled using the The University Words List developed by Praninskas in 1972 and The New Academic Word List developed by Coxhead in 2000. Around 156 word families are function words, the rest being content words. The older generation of graded readers use this list as a reference. One significant limitation of this vocabulary profile is that it relies on a word list from 1953. As a result, some words, particularly nouns that are frequently used today, may not be included in the first 2000 words (Dóró, 2007).

The American Council on the Teaching of Foreign Languages (ACTFL) Guidelines (2024) contain no explicit references to vocabulary size, although they refer to its broadness: limited, adequate, high-frequency, appropriate, precise, specific, basic, generic/general, specialized/professional, broad, distinct/varied. The guidelines outline language proficiency across five levels: novice, intermediate, advanced, superior, and distinguished. At each level, there are brief instructions outlining the expectations for vocabulary usage. At the novice level, learners can produce limited vocabulary, albeit with certain restraints, and only in association with familiar topics. At the intermediate level, vocabulary is still limited, but is complemented by items pertinent to daily activities, areas of interest and rehearsed topics. At the advanced level, vocabulary broadens decisively, entailing topics of education, employment, personal interests, current events and community issues, and possibly area-specific vocabulary related to study or expertise. At the superior level, vocabulary takes on the qualities of precision and complexity, enabling users to engage in discussions about abstract and intricate topics with the use of rhetorical devices, structure, and supporting ideas. This level allows for errors in the case of complex structures in case it does not cause a hindrance in communication. Finally, at the distinguished level, learners are expected to possess a highly sophisticated and precise vocabulary, allowing them to discuss global and abstract issues with accuracy and efficiency, all the while being culturally authentic. Their communication should also be audience and context dependent, incorporating cultural and historical references.

Vocabulary profiles associated with the Common European Framework of Reference for Languages (CEFR) are available for numerous European languages, typically encompassing

a vast array of vocabulary. The English Profile has determined the vocabulary benchmarks for the Common European Framework of Reference (CEFR) levels ranging from A1 to C2, as noted in Table 1. Additionally, CEFR provides the following guidelines:

Level	Vocabulary Range	Vocabulary Control	Range
C2	Demonstrates broad lexical repertoire including idiomatic expressions and colloquialisms, with an understanding of connotative meaning.	Reliable, correct and suitable application of vocabulary.	15,715
C1	Broad lexical repertoire, with gaps bridged by circumlocutions, occasional obvious searching for expressions, avoidance strategies, good knowledge of idiomatic expressions and colloquialisms.	Infrequent minor mistakes, but no notable vocabulary errors.	11,908
B2	Good vocabulary range related to field of interest and general topics. Varied expression without repetition, but lexical gaps resulting in hesitation and circumlocution.	High lexical accuracy with occasional confusion and incorrect word choice without hindering communication.	9,502
B1	Lexical range allowing for pertinent everyday events and topics, but frequent use of circumlocution. Can conduct routine, everyday transactions involving regular topics.	Good control of elementary vocabulary, error with complex expression and unknown topics.	5,327
A2	Basic communicative needs are expressed, can deal with basic survival needs.	Narrow repertoire about everyday topics.	2,382
A1	Basic vocabulary repertoire with isolated words relating to particular concrete situations.	No descriptor available.	785

Table 1. *Correlation of Language Proficiency Levels and Vocabulary.*

(adapted from CEFR, 2001, p. 112 and Tschirner et al., 2018)

Upon explaining the challenges associated with defining vocabulary in terms of its necessary breadth and diversity, and examining the extent of vocabulary a language learner should learn, another critical dimension worthy of exploration should be considered: the aspect of usage and degree of familiarity. At the outset of the chapter, a pertinent question emerged: At what point can a word be deemed fully learned? In the case of second and foreign language learners, words are not instantaneously learned, but rather, it is a process that requires constant repetition and solidification.

Two key components affect vocabulary learning: the frequency of exposure to words (repetition) and the quality of cognitive engagement during encounters with vocabulary. Other elements, such as individual motivation and the learning burden of certain words, influence vocabulary acquisition. Without sufficient repetition and meaningful mental processing, there is no possible way that real learning can occur. More repetitions increase the odds of learning, while deeper and more reflective processing further stimulates the probability of successful vocabulary acquisition (Nation, 2017).

Repetition occurs when a word is encountered multiple times, mainly after the first exposure. For optimal retention of concepts learned, intervals between repetitions in a given practice and across various tasks are arranged suitably, thus allowing for the longest retention. Spaced learning is more effective than massed learning at long-term retention, according to several studies, including Nakata (2015). It is generally more effective to study a word at intervals and revisit multiple times over a period, rather than attempting to learn it all in one intensive session. This spaced repetition approach enhances retention and reinforces learning. While early studies suggested that there should be continuously growing spacing between repetitions, subsequent studies proved even-timed retrieval is equally as useful. The crucial task is the distribution of repetition (Nation, 2017).

Repetition is crucial in the learning process, with initial encounters of a word viewed as the beginning of vocabulary acquisition. The understanding achieved after the first encounter should be sufficient to bridge the gap until the next meeting. It implies repeated exposure to words instead of just one opportunity to present and teach a word. A well-structured first meeting, however, may benefit subsequent meetings in that it sets up the background for learning. Different practices may provide suitable initial meetings, such as concluding from the context during reading/viewing or other tasks (e.g., flashcard activities), bilingual or monolingual dictionary consultation, or offering short explanations in L1 or L2. Teachers may connect L2 words promptly with either analogues from L1 or loanwords, or apply part-analysis

to connect unfamiliar L2 words with recognized types. Encounters of words may be verbatim or varied. Verbatim encounter is when a word occurs in precisely the same form, context, and circumstances as it was previously met, which is a common occurrence during flashcard drills and re-reading or listening to the same texts. Though most repetitions are varied, the extent of variation may differ (Nation, 2017).

What is the suggested amount of repetition required for learning? Generally, the higher number of meetings with the word, the more beneficial. Receptive knowledge can be achieved by 3-5 repetitions. Although Pellicer-Sanchez (2016) concluded, conducting an innovative study, that the number ranges from 3-5 to 8 as the highest meeting time needed in their study. The eye-tracking method therefore suggests that there was an increase of speed as shown by the reduction of fixation time. To conclude the meeting time necessary, generally 3-5 repetitions are the basis of word acquisition, and the useful goal for some words should be around 10-12 repetitions. Deliberate learning (frequently with verbatim repetition) requires less meeting, although varied repetition is more beneficial (Nation, 2017).

Additionally, what determines learning is not only repetition, but the quality of repetition or meetings with the words. Accordingly, the level of mental processing determines learning. If the processing is deep, learning is lasting, while if it is superficial, it is less likely to last.

There are four levels of processing quality. Noticing occurs when meeting the word in context or in a list. Generally, it is the first encounter of a word. Retrieval is noticing but with the additional step of recalling an aspect of the item itself. Receptive retrieval is when the word form is present, and the meaning itself needs effort, whereas productive retrieval occurs when the need is to retrieve the word form. The final quality condition is elaborating. It involves language use, such as communication (Nation, 2017).

Nation (1990, p. 30) suggests there are different types of knowledge learners must be acquainted with in order to know a word (as quoted from Schmitt, 2000):

- the meaning(s) of the word
- the written form of the word
- the spoken form of the word
- the grammatical behaviour of the word
- the collocations of the word

- the register of the word
- the associations of the word
- the frequency of the word

The ability to recognize a word when heard in conversation or encountered in written form is known as receptive knowledge, whereas being able to produce the word in written or spoken form is productive knowledge. The corresponding terms for these phenomena are passive and active vocabulary. Constant repetition is necessary in order to store words in our long-term memory rather than the short-term memory. Engagement is crucial in this aspect, and so is the active usage of the language. Passive/receptive vocabulary is activated by language use, thus these words enter the productive state, becoming part of the active vocabulary (Királyi, 2022).

The depth of receptive vocabulary significantly differs from that of the productive vocabulary, according to Webb (2005), who researched receptive and productive vocabulary using translation tests. Productive vocabulary has a smaller range than receptive vocabulary. Passive vocabulary is often applied in listening or reading, therefore, with receptive tasks, whereas active vocabulary is needed for speaking and writing where productive knowledge is necessary for language usage. Additionally, items from the receptive vocabulary become part of our productive vocabulary through repetition (Királyi, 2022).

After exploring the key elements of vocabulary teaching, it can be concluded that vocabulary instruction plays a crucial role in language learning. Understanding a word involves different levels and aspects, and teachers should be mindful of these when teaching vocabulary.

PART II.

Offline and Online Vocabulary Teaching Methods

This chapter examines offline and online teaching, highlighting how they cater to diverse learning needs and environments. Subsequently, it describes the details of each teaching mode considering their relevance to vocabulary teaching.

II. 1. The Nature of Offline Teaching

Offline learning generally refers to classical school instruction with the familiar environment of clean, pastel-coloured walls and sets of desks and chairs neatly arranged, mostly facing the common focal point where the teacher is situated. In these conventional settings, the focus tends to be heavily centred on the curriculum rather than individual learning needs. This mode operates "same time, same place", meaning that both the instructor and students are physically present in the same location at the same time. However, modern technology has introduced alternatives to this approach. Tools like *Wimba*, *Elluminate*, and *Skype* (or to list more commonly used examples in local settings, *Zoom*, *Teams*, *Google Meet*) facilitate communication and interaction amongst participants, thereby simulating many aspects of present-day classrooms. Via these synchronous online platforms, learners can access study materials and engage in real-time discussions, thus creating a collaborative educational environment that exceeds geographical constraints. This shift in methodology is indicative of the ongoing transformation of practices in education that cater to learners' needs, benefiting from the use of technology to enhance experience in teaching and learning (Redmond, 2011).

According to Singh et al. (2021), it is generally understood that traditional offline learning methods are usually more effective in facilitating high educational outcomes. The primary reason for this is the direct, face-to-face interaction occurring between students, their peers, and educators, thus facilitating a deeper understanding of the subject matter. Due to this, students can engage in dynamic discussions and receive immediate feedback. This social aspect of learning is crucially valuable. Rovai and Jordan (2004) noted the importance of personal connections and communal learning experiences that characterize traditional classroom environments.

Singh et al. (2021) also suggests that students maintain greater concentration and focus during offline classes. This can be attributed to the reduced presence of external distractions associated with online learning. In face-to-face teaching, the structured and contained

atmosphere lowers the number of interruptions and fosters a learning space that promotes attentiveness and engagement. Consequently, these findings position offline learning not only as a traditional approach but as a more effective medium.

Several studies have been conducted to compare academic performance in traditional classrooms with those in online courses, yielding mixed results. Some studies, such as those carried out by van Schaik, Barker, and Beckstrand in 2003 and Waschull in 2001, have found no significant difference between the two methods of instruction. Tucker (2001) found improved academic performance in the online mode, while Urtel (2008) found the opposite (Bergstrand and Savage, 2013).

II. 2. Methods of Teaching Vocabulary Offline

In traditional face-to-face teaching, the chalk-and-talk method is the most prominent and widely used. Chalk-and-talk is a traditional method of teaching characterized by teacher giving lectures and the students taking notes. It is highly teacher-centric, with the teacher being the primary source of information, while the students are solely recipients with lesser engagement in the process.

The Classical method was used for teaching Latin and Greek and focused on grammatical rules, vocabulary drills, and translation and writing exercises, not prioritizing spoken language. It laid the groundwork for the Grammar Translation Method, with focus on grammar rules and their application in interpreting texts. It aimed to adapt traditional teaching methods to school settings. Opinions on the effectiveness of it are divided: on one hand, translation can help learners understand the influences and mechanics of languages, including potential negative transfers and interferences, and it also raises awareness of language structures. On the other hand, however, it is too rigidly set on grammar rules, while not preparing for real-life language rules.

The Communicative Approach differs from the Grammar Translation Method by prioritizing communicative competence over mere language competence. Its goal is to enhance communication skills, emphasizing the development of the four essential language skills: reading, writing, listening, and speaking. It acknowledges that language is primarily used in social contexts, and thus integrates this aspect into the teaching process.

In the Communicative Approach, the focus shifts from the teacher to the students, providing them with more opportunities for creativity and self-expression. Consequently, teachers must be highly adaptable and confident, which necessitates greater professional training. Furthermore, the reliance on textbooks is diminished in this approach, as teaching materials often need to be modified or created from scratch (Chang, 2011).

There are two main strategies used in offline setting, in the face-to-face teaching mode: teacher-centred and student-centred strategies.

Teacher-Centred Strategies are offline learning strategies closely related to the teacher and direct instruction. The following methods are listed here: *lectures, presentations, class discussions, and question-and-answer sessions* (Siswondo and Agustina, 2021).

Lectures involve sharing information with students verbally, usually in a longer time span.

Presentations include the teacher introducing new material by paying it heightened focus, often with the use of infographics, while speaking to the entirety of the class. Conversely, it could imply the presentation of a learner concerning a topic, explaining it to their peers.

Discussion is a debate about a specific topic, the exchange of information or the process of reaching a decision.

Question-and-answer sessions involve the audience actively inquiring about a topic, resulting in an exchange of questions and answers. Questions can assess knowledge and facilitate thinking and learning, or they can imply classroom management. Erlinda and Dewi (2016) categorize these as convergent, divergent and procedural, accordingly. In the EFL classroom, questions are a crucial tool to measure the understanding of the material. By prompting answers in the target language, teachers facilitate language acquisition. Questions also engage students efficiently, all the while providing an opportunity for practice. Research conducted by Alghamdy (2024) studied the formulation of question skills, the question skills in classroom discussion, and the question skills that follow students' answers. The two main points of each are as follows, in order:

Formulation of Question Skills (Alghamdy, 2024, p. 80):

- The teacher formulates questions related to the objectives of the lesson.

- The teacher formulates easy questions to encourage students to interact in the classroom.

Question Skills in Classroom Discussion (Alghamdy, 2024, p. 81):

- The teacher listens carefully to the students' answers.
- The questions are heard by all students.

Question Skills That Follow Students' Answers (Alghamdy, 2024, p. 81):

- The teacher listens carefully to the students' answers.
- The teacher asks another student to find the correct answer.

Interestingly, at the last elements based on the rankings are thought-provoking introductory questions, equal distribution of questions among students, and questions to the "lazy" students as stimulation (Alghamdy, 2024).

Student-Centred Strategies is another offline learning strategy, laying the main emphasis on the students, employing an inquiry-based discovery method involving problem-based learning facilitated by the teacher. This approach necessitates the high involvement of student. Methods used in this strategy include *observation*, *group discussion*, *experiments*, *exploration*, *simulation*, and so forth (Anggareni et al., 2013).

Observation involves the thorough monitoring of something in order to gather information. Group discussion involves several participants sharing ideas and perspectives on a topic. Experiments involve practical activities in order to test a hypothesis. Exploration facilitates investigating something in order to gain new knowledge. It can be physical or mental exploration, Simulation involves creating a model of something in order to replicate real-life conditions, and actively engage with it.

All of the aforementioned techniques and strategies can be applied with vocabulary acquisition. When applied correctly, they facilitate vocabulary acquisition to a great extent.

Considering the topic from another perspective, the following offline methods for teaching vocabulary can be listed¹:

- Roots-based vocabulary: Approximately 60% of English words contain Latin or Greek roots or prefixes and suffixes. It benefits students to focus on these, especially the commonly used ones, like *uni-*, *tele-*, *logy*. One effective activity that could aid this is to have students create their own words using these prefixes and suffixes, thus practicing how to correctly use these components in word building.
- Vocabulary in context: Isolated learning helps memorize in the short term, but context helps concentrate on the word itself, allowing for analysis and making it easier to remember. Focus may shift to root words, logic, definition, illustration and comparing-contrasting contexts. It is essential to always provide sufficient context to determine the meaning.
- Vocabulary from literature: Teachers can integrate literature and language classes, making vocabulary an integral part of both using words that are from the books they read.
- Domain-specific vocabulary: Domain-specific words, also called Tier 3 words, are technical words. Some have multiple meanings, like the word constitution. These words are particularly helpful in non-fiction contexts.

Another important aspect to consider in vocabulary acquisition in the offline sphere is the possibility of involving physical movement and gamification techniques. During the past couple of years, gamification has been a subject of discourse as a means of enhancing engagement and productivity. The reason for this lies in its intrinsic motivational element, bringing forth gameful experiences and social interaction. Gamification is the enhancement of a process with affordances to achieve more positive results. Huotari and Hamari (2012) highlight gamification's ability to invoke game-like psychological experiences. Gamification has three main elements: the implemented affordances, the psychological outcomes resulting from them, and the final behavioural result (Hamari et al., 2014).

¹ URL1: <https://www.prestwickhouse.com/blog/post/2019/03/4-methods-of-teaching-vocabulary?srsltid=AfmBOooS4R63HkBhKJ-SOEPZaHYimrilrK8yHDB6LZalFRDIylihxDhB>

Gamification is a method that can be effectively applied in vocabulary teaching in traditional classroom settings with the right practices. In the offline sphere, points and reward systems, a classroom leaderboard, different badges, team competitions like Jeopardy or Spelling Bees can be implemented, or even visual progress bars, where mastered skills or finished units are illustrated.

II. 3. The Nature of Online Teaching

Technological advancements resulted in new approaches in all aspects of life and science, including linguistics. In language teaching, it resulted in a shift from traditional to online strategies. Though a welcome change, it poses a challenge to teachers who are not experts in technology use concerning education, such as assessment, instruction and methodology.

Online learning offers the following modes: synchronous, asynchronous, blended or hybrid, and collaborative.

Synchronous learning relies on instructors and students interacting with each other in real time, with educational activities occurring simultaneously, allowing for immediate feedback and active discussion. In addition, there is a wider control of the teaching-learning process by the instructors while keeping to schedule.

Asynchronous learning does not involve live classes, thus creating an indirect connection between instructors and learners. There is recorded material along with other online resources that support the educational experience. Oftentimes, educators employ weekly or monthly check-ins via online platforms to gauge students' progress. While students must complete assignments within the designated course timeframe, the overall schedule remains flexible, facilitating a more adaptable learning experience.

Blended or hybrid learning combines the synchronous and asynchronous modes with students grouped to some attending classes while others participating remotely.

Collaborative learning is defined as a process in which multiple students work together as a group to accomplish a common goal. This approach involves the implementation of communication tools in order to effectively communicate with team members.

A number of studies have compared academic outcomes in traditional classroom settings to those in online learning environments, producing mixed findings. Research by van

Schaik, Barker, and Beckstrand in 2003 and Washull in 2001 showed no considerable difference in effectiveness between the two instructional methods. Conversely, Tucker (2001) reported higher academic performance in online courses, whereas Urtel (2008) observed a decline in performance (Bergstrand and Savage, 2013). The ongoing debate on online education has stimulated increased research into the impact of virtual classes. Little, Titarenko and Bergelson (2005) indicated online courses promote cross-cultural learning: they link students from different parts of the globe. Furthermore, Clark-Ibanez and Scott (2008) noted that the appeal of online classes among students stems from their flexibility, anonymity, and cost advantages (Bergstrand and Savage, 2013).

The COVID-19 pandemic has resulted in a global shift to online education. Teachers in Transcarpathia, like many others around the world, were not adequately prepared for this sudden transition. The gap in readiness was more easily bridged by students who were already familiar with digital devices and technology.

Husztai, Fábíán, Lechner and Bárány (2023)) conducted a longitudinal study addressing this issue. Their findings in secondary education emphasize the motivational impact of technology on lessons, particularly with the use of digital and video tools. They also noted the positive attitudes of teachers towards their students and the helpfulness demonstrated by educators.

Students who are diligent and possess good time management skills can greatly benefit from online teaching, acquiring experiences that will be useful for their future studies. Additionally, online education allows students to learn at their own pace, which can be advantageous. When time management is more structured, such as through strict deadlines set in Google Classroom or access to teaching materials that are available for a limited time, these elements serve as positive examples. Consequently, online teaching can, in some instances, provide a more structured learning environment that adheres to specific time frames.

From another perspective, teachers and tutors should focus on promoting student autonomy and motivation while establishing accurate and efficient assessment methods. Professional development programs need to integrate online teaching into their curricula due to its increasing importance. If possible, synchronous online classes are most beneficial. However, in cases of internet connectivity issues or technological failures, asynchronous classes also provide valuable alternatives. Additionally, interactivity is a crucial element to consider.

Students must feel engaged in the class, as a lack of involvement can diminish the effectiveness of teaching (Husztai et al., 2023).

II. 4. Methods of Teaching Vocabulary Online

Online learning became the dominant mode of education due to the challenges of the COVID-19 pandemic. However, one of the pillars of traditional EFL teaching and learning has always been face-to-face communication, as it gave an opportunity to develop grammar and vocabulary in a communicative context. The EFL methodology, thus, has relied on mainly communicative, task-oriented, and constructivist approaches. Both novice and experienced teachers need to search for technology-enhanced tools to effectively teach grammar and vocabulary online.

When considering online tools for foreign language learning, it is essential to highlight the visual stimulation aspect. Sensual stimuli aids learning not only for ordinary students, but also for students with learning difficulties. Heidemann (1995) emphasizes the following elements:

- learner-oriented principles: able to enhance the learning process by improving student motivation and engagement;
- picture features: form semantically related groups for vocabulary acquisition;
- picture functions: provide visual representation of words helps recall the vocabulary items easier

Regarding websites, Yuen and So (1999) and Kim et al. (2001) provide two sets of criteria, the CARE and the WSE evaluation models. These models analyse different perspectives of websites available for the teaching process.

From the educational perspective, CARE examines the four information quality categories (Contents, Accessibility, Representation, Education). It evaluates these categories based on several dimensions, such as the completeness of the information, or its uniqueness and creativity. The Web Sites for Education (WSE) aim to present an additional explanation about these websites' utilization of it in the teaching process. WSE highlights authenticity as a key element regarding the source of the information.

The technical perspective of CARE emphasizes user-friendly navigation and clarity regarding links to the main content. Additionally, consistence is expected regarding the visual

appearance and design of the website. Furthermore, visual media must serve as an aid instead of an attention-grabber or distraction. Additionally, there should be an option for users to communicate with the web master, creating a feedback bridge for future enhancements (Yip and Kwan, 2006).

Wood (2001) focuses on the vocabulary teaching aspect of learning softwares. The five guidelines given are the following:

- It should connect new information to what students already know.
- It must encourage deep and active engagement with the material.
- It needs to offer multiple encounters with new vocabulary.
- It should help students develop strategies for effective reading.
- It has to foster further reading initiatives.

Wood (2001) suggested technological features in order to achieve the aforementioned goals. These include animations, auditory components, the availability of hints or clues, the multimodal presentation of the information, and additional online glossaries and definitions.

Regarding educational games, the previous criteria are applicable. Cowan (1974) offers additional elements, such as relevance to tasks required during the course, peer interaction, motivation, and minimal equipment.

Zabolotna et al. (2021) posed the following research questions:

1. What tools for language teaching through technology have been noted in the existing research publications?
2. What tools are frequently used in Ukrainian universities in EFL methodology courses to teach online vocabulary?
3. Which tools and methods require more information for teaching vocabulary online?

To answer the first research question, the authors analysed articles related to the topic published between 2011 and 2020 in eight of the most relevant journals in the Scopus database (such as CALICO Journal US, CALL-EJ AUS, ReCALL UK). Subsequently, based on the results, the authors categorized the tools into the following categories:

- Content development tools (Canva, WordWall)
- Learning platforms (Prometheus, Kahoot!, Moodle, Google Classroom)
- Community tools (Viber, Telegram), personal tools (Quizlet, Grammarly)

- Search and reference tools,
- Other technologies

To answer the second research question, they revealed that the most commonly used tools in the EFL methodology courses at universities in Ukraine are e-dictionaries, online search engines, podcasts, online translation tools, videos, data visualization tools, video conferencing tools, and social networks.

The third question addresses the problem of which tools and methods require more information for teaching vocabulary online. The research indicated that, due to the constant and rapid advancement of technology, ongoing researching is essential to stay updated with the available tools for EFL teaching (Zabolotna et al., 2021).

Today, Computer Assisted Language Learning (CALL) and technology plays a vital role in language teaching. CALL aided EFL methodology, bringing forth a change in perspective: while traditional methodology viewed the four skills as separate, and targeted them accordingly, CALL highlighted the importance of simultaneous development, following a holistic approach. Additionally, traditional methodology considered written emails and utterances inauthentic, while CALL recognized their importance in communication as authentic.

Solano et al. (2017) conducted research on the most effective educational technologies in EFL teaching. Based on their results, out of the 150 participants, 134 of them considers technology effective in the classroom, with students favouring YouTube. Furthermore, podcasts are recognized for their beneficial impacts on pronunciation, fluency, and education about cross-cultural customs.

Polok and Starowicz (2022) conducted research on technological tools in enhancing vocabulary. According to the results, around half of the participating teachers reported a high level of competence (46.5%), indicating a positive attitude towards technological tools. In order of frequency, the following technological tools were highlighted in regards to vocabulary teaching in the EFL classroom. The list of these tools, compiled and supplemented by Huszti and Barta (2024) is as follows:

- *Youtube*
- *Wordwall*
- *Quizlet, Quizziz*

- *Live worksheets*
- *Interactive whiteboard*
- *Online dictionary*
- *Communicating platforms*
- *Kahoot*
- *Online computer games*
- *E-mail*
- *Podcasts*
- *QR-codes*

Research in this area concludes that online tools are essential for EFL teaching and English vocabulary instruction. They facilitate learning, enhance engagement, motivation and create an opportunity for interactive learning. Content development tools, learning platforms, community, search and reference tools and other technologies aid the learning process by making materials more accessible, visually appealing, and motivating. Additionally, they facilitate connections among participants while providing exposure to authentic language.

PART III
EXPERIMENTAL RESEARCH
ON EFFECTIVE OFFLINE AND ONLINE ENGLISH VOCABULARY
TEACHING METHODS OF TEACHERS OF ENGLISH IN
TRANSCARPATHIAN SCHOOLS

III.1. Methodology

III.1.1. Introduction

After laying the theoretical groundwork by analysing prominent research conducted by scholars in this area, the need for local research has become essential. Conclusion and assessment of these methods and approaches can only be drawn through empirical investigation. There is a need for analysing their implementation in classroom environment, which can be done by collecting data from teachers working in this domain.

This study aims to explore and compare the methods used for English vocabulary teaching in both online and offline settings, with a particular focus on their effectiveness among teachers in Transcarpathia. By collecting data directly from practicing educators, the research aims to identify their common practices, and these practices' evidence-based outcomes. Thus, it aims to provide an outline for future instruction, a guideline in vocabulary teaching.

III.1.2. Aims

This research among Transcarpathian EFL teachers aims to analyse the effectiveness of various offline and online methods for vocabulary teaching. Additionally, it seeks to analyse attitudes and tendencies in using these methods. By focusing on the practices of teachers in Transcarpathia, it seeks to understand the frequency of these methods' implementation, and their perceived effectiveness by the educators themselves.

The following questions were formulated:

1. What methods are most commonly used for teaching English vocabulary in online and offline modes?
2. How do the teachers perceive the effectiveness of these methods?
3. Are there any notable differences in the selection of methods in the offline and online spheres?

4. What challenges and advantages do teachers face when teaching vocabulary in both these settings?

III.1.3. Participants

The participants of this study were the English language teachers in various educational institutions in Transcarpathia. A total number of 30 teachers participated. The research was conducted based on voluntary and anonymous participation, and all the respondents were informed about the process of data collection and its implementation in this study.

Ultimately, teachers have been assigned a number from 1 to 30 based on the order in which they submitted their responses, to facilitate identification and analysis of the provided responses.

The demographic breakdown of the participants is as follows:

- Gender: 29 female, 1 male;
- Age range: 18-25 (12 participants – blue), 26-35 (3 participants – red), 36-45 (11 participants – yellow), 46-55 (1 participant – green), 56-65 (2 participants – purple), over 65 (1 participant – light blue)

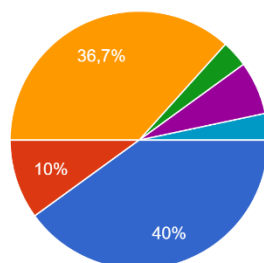


Figure 1. Age range of participants

- Native language: Ukrainian (4 participants), Hungarian (26 participants)
- Level of qualification: No professional qualification (3 participants – blue), Vocational education (2 participants – red), Bachelor's degree (9 participants – yellow), Master's degree (11 participants – green), Doctoral degree (5 participants – purple).

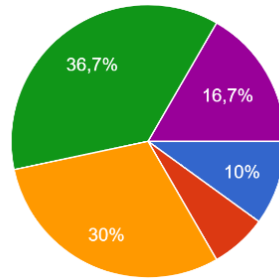


Figure 2. Level of qualification of participants

- Teaching experience: less than a year (9 participants – blue), 1-3 years (5 participants – red), 4-7 years (2 participants – yellow), 8 years or over (14 participants – green).

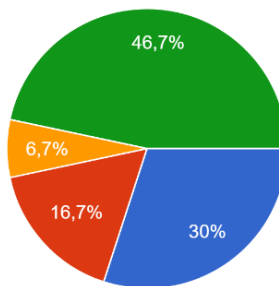


Figure 3. Teaching experience of participants

To examine the general circumstances of the participants' teaching environment and practices, the research included questions about:

- *academic level of workplace* – in order to analyse the age and institutional circumstances and requirements of learners they most commonly teach. The options included: elementary/middle school, high school, vocational school, college/university, language school, tutoring. The answers collected suggest that a significant portion (12 out of 30, thus 40%) of the participants of this study teach in high schools, while 36.7% (11) as tutors. This means the age range of most students taught by the participants is between 15-17 years. With tutors at 11 (36.7%) and elementary/middle school teachers at 4 (13.3%), it is safe to assume that young learners (ages 7-12) and teens/adolescents (13-17) are also a target language learner group of the participants.

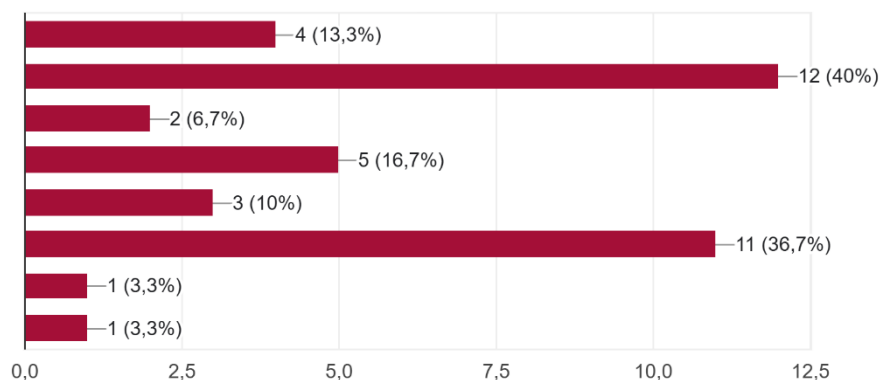


Figure 4. Academic level of workplace of participants

- the levels of student groups most regularly taught (beginner – blue, intermediate – red, advanced – yellow, mixed groups – green) – this helped determine the next factor of language learners, the language proficiency they possess.

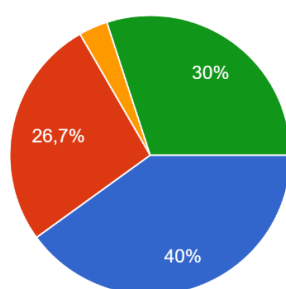


Figure 5. Levels of student groups most regularly taught

- presence of group division during English lessons (present or absent) – this is an important factor to consider when choosing language teaching methods and approaches, since the lack of division during English lessons might lead to groups with mixed ability students. In the context of these findings, group division is a tendency (40%), but the lack of it is more prevalent (60%).

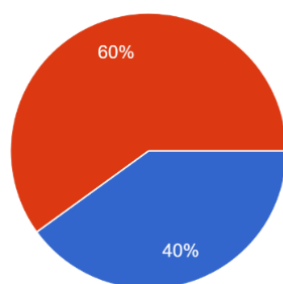


Figure 6. Presence of group division during English lessons

- *whether the participants currently conduct online teaching or not* (yes, exclusively online – blue; yes, partly online – red; no, exclusively offline teaching – yellow) – since the focus of this research is offline and online English vocabulary teaching methods, it is important to consider whether the participants currently conduct online teaching. During the COVID-19 pandemic, and due to the Russian-Ukrainian war, online teaching was obligatory in many institutions in the country, but offline, face-to-face teaching is currently feasible in the territory in focus of this research. Based on the data, out of the 30 respondents, 17 only teach exclusively offline, 10 teach partly online, and 3 teach exclusively online.

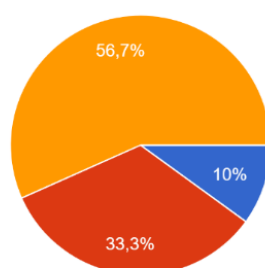


Figure 7. Teaching modes of participants

III.1.4. Data Collection

Data for this study was collected using a self-designed online questionnaire (see Appendix), created and distributed through Google Forms. It was made specifically for the purpose of this research and was based on relevant literature on vocabulary teaching methodology. It aimed to gather quantitative and qualitative data, in order to gain comprehensive insights into teachers' practices and perceptions of the methods.

The questionnaire included a variety of question types, such as single and multiple-choice answers, Likert-scale statements, and open-ended questions. In total, it consisted of 34 questions divided into:

- Demographic and general information (9 questions): covering aspects such as age, educational background, and teaching experience.
- General vocabulary teaching practices (10 questions): principles, experiences in vocabulary instruction, etc.

- Specific methods and tools, their effectiveness in online and offline context (15 questions).

III.1.5. Procedure

Data collection took place over a period of three weeks in April 2025. The questionnaire was shared with participants via email and other online platforms. The link to the Google Form was accompanied by a cover letter, i.e. a text detailing the research in order to familiarize interested participants with the aim of the research and ensuring their anonymity.

Participants were encouraged to complete the questionnaire, taking an estimated 15 minutes. No personal identifiers were collected, and the data sent back was regarded in a secure manner.

To guarantee clarity and functionality, the questionnaire was piloted twice with a small group of fellow researchers before its official distribution. Feedback gathered from these test runs was used to refine the items. Extra response options were included, some questions were revised from single-choice to multiple-choice format, open-ended questions were refined to elicit more specific data, and the order of questions was adjusted to prevent previous responses from influencing subsequent ones.

III.1.6. Data Analysis

Responses from closed-ended questions (like multiple choice, single choice and Likert-scale questions) were analysed statistically using charts and tables. Frequency, percentage and average were taken into account to identify the general trends that emerged with the answers.

Open-ended questions were analysed identifying recurring themes and ideas, contrasting them with each other and existing theoretical views. This supported the interpretation of the numerical data collected by the closed-ended questions. The analysis ultimately was conducted systematically, allowing for comparison between the answers and viewpoints regarding vocabulary teaching in the offline and online sphere.

III.2. Results and their Discussion

While the limited sample size does not allow for broad generalization, this research offers valuable insights into prevailing tendencies in English vocabulary teaching methods within the examined context.

Results are organized according to the main research questions, and start by considering general teaching practices, focusing on vocabulary instruction, then moving to offline and online methods, as well as the participating teachers' perceptions of their effectiveness.

III.2.1. Overview and interpretation of findings regarding vocabulary instruction

The first question focused on how important the participants find the teaching of vocabulary as compared to other language skills like speaking, listening, reading and writing. All of the answers received highlighted the importance of it.

Some found them equally important:

- *At least as important as teaching grammar or developing language skills (Teacher 1)²*
- *Should be in proportion, in my opinion. If the vocabulary is not expanded, the texts will not be understandable (Teacher 17)*
- *At least as important as language skills (Teacher 26)*

Others considered vocabulary instruction to be the root of all language skills:

- *It is important, since the vocabulary is the starting point for learning the language (Teacher 13)*
- *I consider it extremely important, because the lack of a basic vocabulary makes it impossible to communicate in the target language (Teacher 22)*
- *The development of vocabulary is the basis for the development of other skills. Without words there is no speaking, no writing, etc (Teacher 3)*
- *It is very important, because words make up sentences and speech. I have found that students who have a rich vocabulary are more confident in speaking, better at reading, etc (Teacher 15)*

² The examples have been translated by the researcher for clarity and consistency.

- *I think that vocabulary learning is very important because it is the basis for communication and self-expression. The richer a learner's vocabulary, the easier it is for him to learn (Teacher 4)*
- *Vocabulary is fundamental, it is one of the pillars of all skills (Teacher 24)*

Others highlighted the interwoven nature of the language skills and vocabulary: *'Since words are the basic units of language, teaching them is one of the most important ways of teaching language, and the most important thing is to find ways to enable students to actually use them in their speech. I don't think that we can distinguish between important and less important elements of a language, such as vocabulary or reading, etc., because language is a complex entity made up of all the above-mentioned elements, so to know and use a language effectively one must be proficient in reading, listening comprehension and have a rich vocabulary' (Teacher 8).*

Vocabulary is also a crucial aspect considering the mandatory state examinations, the previous External Independent Evaluation (ZNO), or for the past three years, National Multisubject Test (NMT): *'a lot of good answers in the examination test depend on the student's wide range of vocabulary' (Teacher 14).*

The received answers mean every participant recognized the importance of vocabulary instruction, and the necessity of building and developing a solid vocabulary basis.

The next question focused on the difficulties that might arise during vocabulary instruction. Participants were to mark the most frequent hardships emerging during the learning process in a multiple-choice question. The options in order of the figure below were: remembering words in long-term, correct usage of words, problems with pronunciation and spelling, and finally, lack of motivation. The main difficulty proved to be the long-term remembering of the vocabulary items. Methodology suggests spaced interval repetition for this problem, additionally, cognitive engagement benefits retaining.

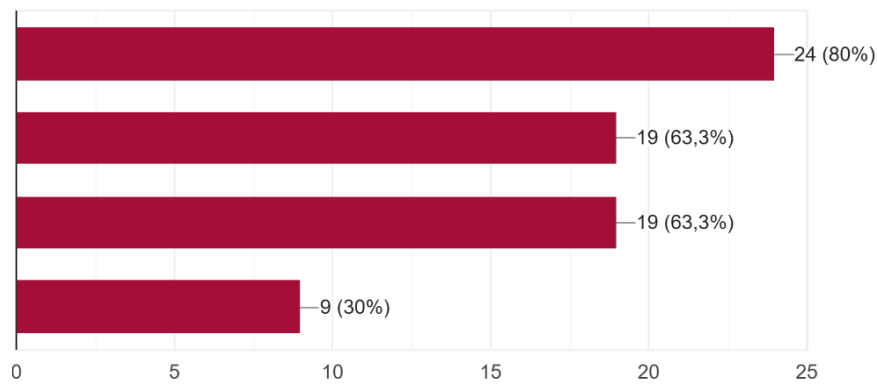


Figure 8. Difficulties in vocabulary instruction

Since spaced repetition already emerged as a solution to the aforementioned problem of long-term retention in the existing studies this research focused on, this study aimed to gauge the effectiveness of it based on the participants' experiences and perception. To the question *How often do you revisit previously learned words?*, 23 of the participants (76.7%) answered with regularly, with a conscious repetition strategy, and 7 (23.3%) sometimes, if justified by the subject of the lesson. There were no participants who chose rarely or never, meaning repetition is recognized as a tool for reinforcing vocabulary retention.

The next question aimed to determine the driving factors behind choosing vocabulary items for teaching. The multiple-choice question suggested the answers: based on the curriculum, based on the vocabulary of the study material (like language book), based on the needs of students, and based on the actual lesson. The question was left open-ended in order to allow for new ideas. One of the answers highlighted the importance of integrating the material's vocabulary with the elements that arise due to the interest of students, combining the second and third option, while another answer highlighted the students' interest and the curriculum, the first and second suggested items. As visible in the chart, the study material (20 answers, 66.7%) and the students' needs (15 – 50%) emerge as driving in vocabulary instruction.

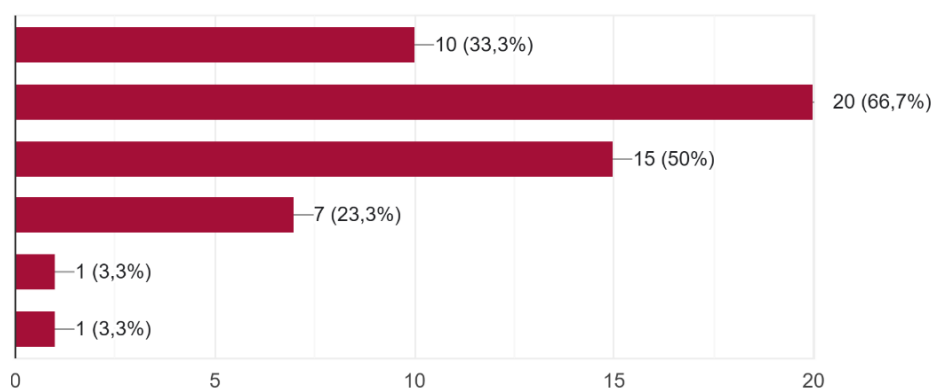


Figure 9. Driving factors behind choosing vocabulary items for teaching

Focusing on the approach to teaching, the next question offered the following options: through separate word lists and examples, using texts and dialogues, through communicative tasks, with games and visual techniques. One of the answers sees the combination of these approaches the only viable option. Ten participants (33.3%) prefer the text-based approach, 8 (26.7%) games and visual techniques, 7 (23.3%) word lists and example sentences, while 4 of the answers (13.3%) emphasize communicative tasks.

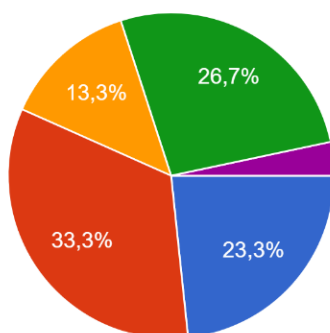


Figure 10. How do you most often teach vocabulary?

To the question *When do you consider a word to be learned?*, 19 of the participants (63.3%) agreed that confident usage of the word in all situations is required. Recalling the meaning is the next emerging determiner marked by five participants (16.7%). Correct usage in a sentence was marked by 13.3% of the respondents, while recognition by reading or hearing by 6.7%.

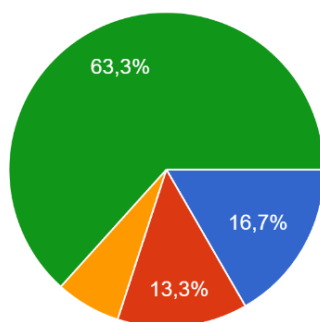


Figure 11. When do you consider a word to be learned?

To further gauge the perspectives on when a word is learned, the next question asked about specific aspects the participants found crucial to deem a word known. The multiple-choice question yielded the following results: meaning (26), pronunciation (20), spelling (19), collocations (18), associations (11), grammar (8), register (4), and frequency (3). The results suggest that based on the participants' interpretation, the four most important components to a word are meaning, pronunciation, spelling and collocations.

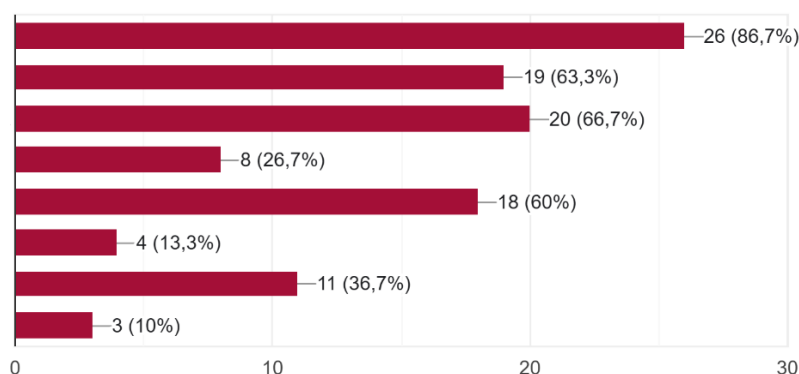


Figure 12. What do you think a learner needs to know to actually "know" a word?

To the question that arose about the extent of vocabulary needed for effective language use, 24 of the participants (80%) considers the B1-B2 level (5327-9502 words) necessary, while 6 (20%) think the A1-A2 level (785-2382 words) is a more achievable goal.

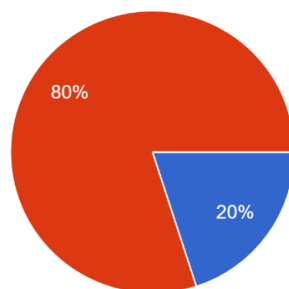


Figure 13. Approximately how many words do you think a language learner needs to know to be able to use a foreign language effectively?

Regarding the monitoring of the students' vocabulary learning progress, the following answers were provided: communicative tasks (17 – 56.7%), written tasks (14 – 46.7%), vocabulary tests and questioning (13 – 43.3%). Three respondents answered by stating that they monitor vocabulary acquisition through other linguistic skills and competences, while one stated that they combine the first three approaches.

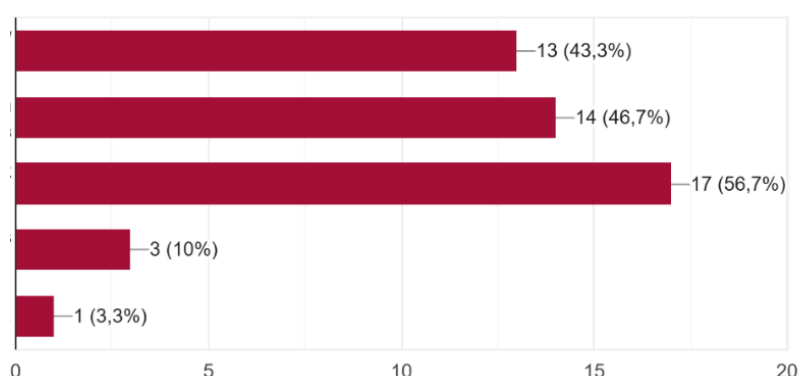


Figure 14. How do you monitor your students' vocabulary learning?

To the open-ended question *Do you think that vocabulary is learned directly (explicitly) or spontaneously (incidentally)? Why?*, the answers were provided were divided. 11 preferring incidental, 6 highlighting explicit methods. Some do not choose, aiming to implement both.

- *Spontaneous is easier, these words are memorised spontaneously in games, stories, and without being noticed. Because they are interested in the activity. It is not difficult if it is supported by tasks, communication, translation (Teacher 10)*
- *The important thing is to be able to relate the new words to something (certain situations), and then the words are sure to stick (Teacher 1)*
- *It depends on the situation. Targeted, if a specific topic is being studied. Spontaneously when practicing dialogues and other communication exercises (Teacher 13)*

One of the answers read: *Explicitly, if they are not in a language environment. If they are engaged by something or come across it several times, e.g. in games, they can do it spontaneously (Teacher 3)*. This highlights a crucially important aspect that foreign language teachers must consider when the target language is not accessible in everyday situations.

Lu (2004) and Chang (2011) discuss the challenges of the Communicative Approach in non-English speaking regions. According to Lu (2004), this approach is ineffective in China because learners are immersed in Chinese throughout their daily lives, leaving them with limited opportunities to interact with native English speakers. As a result, they struggle to think in English. Similarly, Chang (2011) points out that many students in Taiwan primarily use English in classroom settings, with university students lacking opportunities to visit English-speaking countries. Consequently, they do not acquire sufficient knowledge of the language or the associated culture. If teachers require students to speak without first explaining the relevant cultural and linguistic aspects, it is unlikely that they will achieve positive outcomes.

The situation of EFL teaching in Transcarpathia is in a similar situation. Thus, while spontaneous learning is the ideal and it is encouraged, its effectiveness becomes limited in contexts where English exposure is confined to the classroom. Without real-life opportunities to engage with the language and its cultural context, learners may struggle to internalize authentic usage. A potential solution to this might emerge in social media, when consumed in English. However, this exposure is often passive and unstructured, and may not effectively support spontaneous learning.

The following section shifts the focus from general vocabulary teaching to the more specific methods implemented in offline and online teaching.

III.2.2. Comparison of Online and Offline Vocabulary Teaching Methods

The first question in this section focused on offline teaching and the interactive communicative methods implemented in the classroom face-to-face. Sixteen of the participants implement them often, when justified by the subject of the lesson. Nine of them (30%) use these methods on every lesson. Four (13.3%) rarely utilize them, while one answer suggests they do not see the benefit of it, since they never implement them.

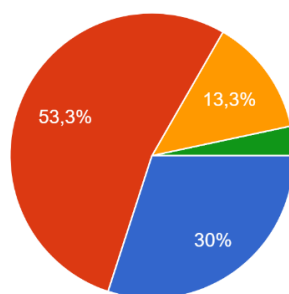


Figure 15. How often do you use interactive, communicative methods (e.g. chats, small group discussions, etc.) in your offline lessons?

Next, a Likert-scale analysis was implemented to examine the advantages and disadvantages of offline teaching. The following statements were listed:

1. *Students' attention is easier to maintain offline.*

The responses show a strong leaning toward agreement. The majority of the participants selected either agree (6 participants) or strongly agree (16 participants), with a calculated mean of approximately 4.47. This suggests a general consensus among teachers that the offline environment is more able to maintain students' attention.

2. *Students are more active during face-to-face lessons.*

The answers indicate a tendency toward agreement, since 22 out of 30 participants selected agree or strongly agree, in equal measure. With an average score of approximately 3.93, the data suggests that most teachers perceive their students as more active in the traditional environment.

3. *Interaction between students is more natural and lively.*

An extremely high ratio, 93% of the participants expressed agreement (7 agreed, 21 strongly agreed). The high mean score of approximately 4.63 suggests that peer interaction is

more natural and engaging during face-to-face lessons. No respondents disagreed, and only two selected a neutral option.

4. *Feedback is more immediate and effective.*

Out of the 30 participants, 26 selected either agree (9) or strongly agree (17). The average 4.33 suggests that teachers perceive feedback to be more immediate and effective in offline teaching context.

5. *Vocabulary acquisition is deeper and more lasting in offline lessons.*

The responses show a general agreement that vocabulary acquisition is more effective in offline settings. While 20 respondents agreed or strongly agreed, a notable portion (7 neutral, 3 disagree) did not clearly support the statement.

6. *There are more opportunities for personalised teaching.*

The mean score of 3.70 suggests moderate agreement. While 18 respondents leaned toward agreement, 12 were neutral or disagreed, which indicates a divided opinion.

7. *Students seem more motivated when they are present in person.*

The responses reflect a general tendency toward agreement, though the presence of four disagreeing responses and seven neutrals point to variability. Overall, most teachers believe students are more motivated in in-person settings.

The next question was *How important do you think it is to repeat and practise vocabulary frequently in offline lessons?* The responses were as follows: important, but not implemented on every lesson (18 – 60%), and very important, implemented on every lesson (11 – 36.7%). The lack of answers for *not considered important* and the only one answer (3.3%) for rarely implemented suggests that the offline teaching mode allows for repetition to be implemented, and it proves to be effective to utilize repetition face-to-face.

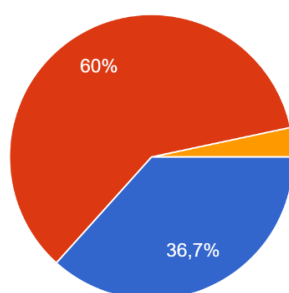


Figure 16. *How important do you think it is to repeat and practise vocabulary frequently in offline lessons?*

The next multiple-choice question focused on the methods used in offline English lessons. The following answers emerged: *Guided questions and answers, frontal discussion*: 25 (83.3%), *Situational exercises, role play*: 20 (66.7%), *Group work, pair work*: 17 (56.7%), *Lecture, explanation (teacher speaks, students listen)*: 14 (46.7%), *Presentation (teacher provides visual support)*: 13 (43.3%), *Observation-based tasks*: 5 (16.7%), *Exploratory learning, independent research*: 4 (13.3%).

This suggests that guided Question and Answer (Q&A) sessions and frontal discussion prove to be the most frequently used, therefore most effective based on the answers of the respondents. Following that, situational exercises and role-play proved to be valuable, as did group and pair work, chosen by over 50% of the participants.

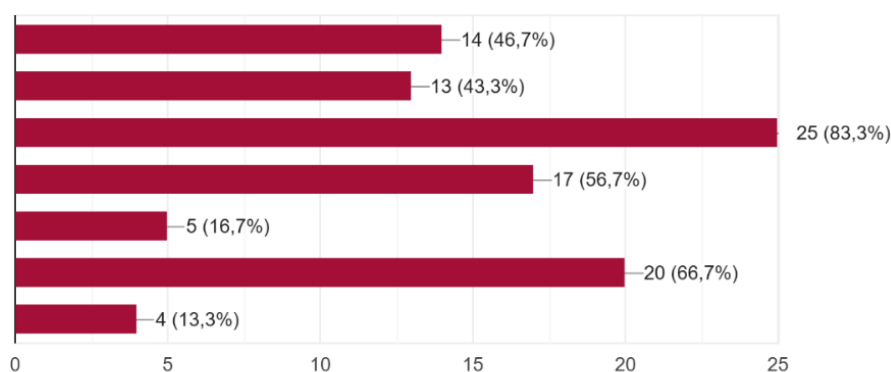


Figure 17. Which teaching methods do you implement the most frequently in offline teaching?

The next Likert-scale question aimed to assess the effectiveness of four comprehensive vocabulary teaching methods.

1. Teaching word roots, prefixes and suffixes (morphemic approach)

The mean of approximately 2,90 indicates a neutral to slightly negative stance toward using the morphemic approach. The 12 neutral answers, paired with the 2 disagree and 6 strongly disagree answers indicates uncertainty and a negative attitude towards the structural view of vocabulary instruction. This suggests that this method is either underused or not widely favoured among participants.

2. Teaching vocabulary by integrating literary texts

With an average of 3.20, the responses are leaning towards a positive attitude, but are quite mixed. 11 respondents disagreed or strongly disagreed, while 13 expressed agreements,

and 6 stayed neutral. This suggests that while some teachers see the value of implementing literary texts into teaching vocabulary, others find it less applicable or effective.

3. Thematic/specialised vocabulary teaching (e.g. Tier 3 words)

The data shows moderate agreement with approximately 3.60 mean. A fair number remained neutral, but the majority (18 out of 30) expressed agreement. It shows that specialised vocabulary is relatively well-regarded.

4. Learning vocabulary in context (indirectly)

With a high mean of 4.50, the statement shows overwhelming support. A total of 26 respondents agreed, no one disagreed with it. This clearly shows contextual learning to be one of the most favoured approaches among participants.

Gamification online can be implemented by learning apps and various online tools and websites. However, face-to-face lessons benefit from gamification as well, as proved by research. To analyse gamification implemented on offline lessons, the next question aimed to measure the popularity of different methods. The multiple-choice question offered the following items:

- Point collecting system (e.g. points for good answers, assignments) – 18 respondents (60%)
- Organising team competitions (e.g. Jeopardy, Spelling Bee) – 9 respondents (30%)
- Rewards, badges, certificates – 6 respondents (20%)
- “I don't use gamification elements, I don't find it important or effective” – 5 respondents (16.7%)
- Visualising progress (e.g. progress bar, ticking off units) – 2 respondents (6.7%)
- Keeping a leaderboard – 0 respondents

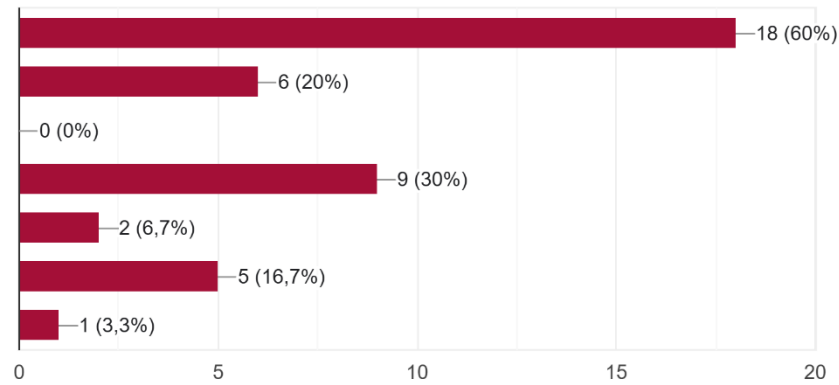


Figure 18. Methods of gamification offline

The question was left open-ended in order to allow for new ideas about gamification methods implemented. The one answer received reads *I rarely use it, as I don't teach young children*. This shows that there is still lingering misconception regarding the suitability of gamification for other than young learners. In reality, research has shown that gamified elements can be highly effective across all age groups, including adult and university-level students. Gamification boosts engagement, intrinsic motivation and academic performance in higher education. The key to its effectiveness is the adaptation to the maturity, interest and learning goals of the target group. Rather than being childish, gamification is a flexible pedagogical strategy that supports engagement and better outcomes.

The final question in relation to face-to-face teaching inquired about the advantages and disadvantages of vocabulary teaching offline: *What do you think about the advantages and disadvantages of offline classes for vocabulary development? How do you use different teaching methods (e.g. teacher-centred vs. student-centred) in offline lessons? Please share your experiences!*

The following answers were shared:

1. Found offline student-centred teaching clearly more effective than online teaching (3):
 - *In my experience, student-centred lessons are more effective, and student progress can be observed (Teacher 18)*
 - *Definitely student-centred. There is the possibility of possible visual demonstration of the meaning of words (with pictures, photos, drawings, etc.), more opportunities to practice pronunciation of words than online, we can immediately use them in speech, possibly correct mispronunciation and usage (Teacher 24)*

- *In offline lessons it is much easier to get the students' attention and because all students are in front of the teacher, there is a much better chance that the teacher will achieve the goal of the lesson. Offline lessons are also more beneficial for vocabulary learning, as they allow the teacher to make the learning experience more memorable for the students. Offline teaching allows learning to be student-centred, e.g. by using pair and group tasks, whereas in the context of online lessons, teaching is more teacher-centred, as students are not sufficiently motivated there (Teacher 22)*
2. Did not recognize the disadvantages of offline vocabulary teaching, found it more beneficial than online lessons (4):
- *I don't think offline lessons have a disadvantage in terms of vocabulary development. The advantages are that we can practise more, I can remember more things when students ask extra questions, we can practise pronunciation better, I can make sure that my students have learnt the new words correctly. I prefer a combination of teacher-centred and student-centred methods (Teacher 4)*
 - *I don't see many disadvantages and the advantages are definitely for better retention (Teacher 29)*
 - *I don't think there are any disadvantages of offline lessons over online, vocabulary development or otherwise (Teacher 15)*
 - *The classes were generally teacher-centred and I didn't experience any disadvantages compared to online classes (Teacher 21).*
3. Recognized the disadvantages and advantages of offline teaching (3):
- *The advantage of offline lessons is that there is more face-to-face interaction, easier oral practice. Disadvantage is that we can engage fewer digital tools quickly. During teaching, I alternate between teacher-centred and student-centred methods to vary the lesson (Teacher 20)*
 - *I explain until they understand, I can give individual tasks to those who cannot solve the current task. They can work in pairs to help each other. Disadvantage: they get tired quickly, lack of motivation (Teacher 10)*
 - *In offline lessons, students receive immediate feedback from the teacher and even from each other, which helps them to pronounce, spell and use words correctly in*

context. The importance of body language and mimicry in offline lessons is very important, sometimes non-verbal communication helps to guide the student to the meaning of a word if the teacher gestures or shows it. Also, the use of physical tools to help visually annotate a word is important. Of course, an online class can also help students' progress with different online programmes and apps that make the lesson and the material more colourful and interesting, but online classes can sometimes be passive, whereas in offline classes students can learn new words by playing games. Because it is easier to engage students in the learning process when they are present, vocabulary development is an easier process. Personally, I emphasise unfamiliar words that come up in reading, and word tests often give students the text they have already read for a catch-up task (Teacher 8)

The next set of question focused on online teaching and online vocabulary instruction. The first question asked whether the participants ever conducted online lessons. Out of the 30 respondents, five (16.7%) have never conducted online lessons. This means they most likely either stopped teaching before the COVID-19 pandemic, or started teaching after.

The next question addressed the mode of online teaching. Acknowledging the possibility that not all respondents had conducted lessons in an online environment, the question was made optional. Out of the 30 participants, three chose not to respond, and two indicated that they had not engaged in online teaching. These five align with the responses to the previous question, confirming their lack of experience in this area. Consequently, the analysis of online teaching modes will proceed with the remaining 25 participants who reported having taught in an online setting.

Synchronous teaching was chosen 25 out of the 25 respondents. This shows that online lessons conducted via Zoom, Google Meet is still the most frequently utilized method in online teaching.

Out of the 25 respondents who reported having taught online, five (20%) indicated that they used asynchronous teaching, three (12%) reported employing a hybrid approach, and one respondent (4%) stated that they implemented collaborative teaching.

To gauge the effectiveness of these modes for vocabulary instruction, the following Likert-scale question was implemented: *How effective do you find the following online teaching methods for vocabulary development?*

Synchronous teaching received predominantly positive results, with 18 respondents agreeing or strongly agreeing with its effectiveness. In contrast, eight respondents remained neutral, and only two expressed disagreement.

Asynchronous teaching, on the other hand, was generally perceived as less effective: 17 participants rated it neutrally, while 8 disagreed and only three found it effective. Therefore, the results suggest that asynchronous learning is deemed less effective in terms of vocabulary teaching.

Opinions on hybrid or blended teaching proved to be leaning towards positive with 15 neutral, 11 positive and only one negative answer.

Collaborative learning received 11 neutral, 12 positive responses (agree or strongly agree), and four negative (disagree or strongly disagree) evaluations.

The notably high number of neutral responses in the case of asynchronous, hybrid/blended and collaborative teaching forms indicates that there is a need for further research and teacher training to clarify their potential and optimize their implementation in vocabulary instruction.

A Likert-scale question about the effectiveness of offline lessons was included, mirroring a similar question posed earlier in the survey about offline instruction. Out of the 30 participants, 28 provided answers. This includes the 25 teachers who previously reported direct experience with online teaching, as well as three additional respondents who, although they have not taught online themselves, were still able to assess its effectiveness based on their own experience as learners or through observations and feedback from colleagues or students. Their insights, while indirect, still contribute valuable perspectives.

1. Students' attention is easier to maintain online.

The responses show a leaning toward disagreement. While nine of the participants chose to remain neutral, four selected agree, and fifteen either disagreed (9), or strongly disagreed (6) with the statement. This suggests a general consensus among teachers that online environments are less able to maintain students' attention than the traditional mode.

2. Students are more active during online lessons.

The answers indicate a tendency toward disagreement, since fifteen selected disagree (11) or strongly disagree (4). The number of positive responses is three, while ten stayed neutral.

The data suggests that most teachers perceive their students as less active in online environments.

3. *Interaction between students is more natural and livelier.*

Nineteen of the participants expressed disagreement (10 disagreed, 9 strongly disagreed), while six stayed neutral and only three agreed with the statement. This suggests that peer interaction is less natural and engaging during online lessons.

4. *Feedback is more immediate and effective.*

Nine participants selected either disagree (5) or strongly disagree (4). Twelve remained neutral, while seven perceived the statement to be true. While there is a more slight of a difference, the results nevertheless suggest that teachers deem feedback to be less immediate and effective in online teaching context.

5. *Vocabulary acquisition is deeper and more lasting in online lessons.*

The responses show a general agreement that vocabulary acquisition is less effective in offline settings. Fifteen respondents disagreed (8) or strongly disagreed (7), a notable portion, nine stayed neutral, and only four agreed with the statement. The disagreement and the high number of neutral responses suggest uncertainty but an overall preference for traditional settings in fostering long-term vocabulary learning.

6. *There are more opportunities for personalised teaching.*

While eleven respondents leaned toward disagreement, eight stayed neutral and nine agreed or strongly agreed (first case of *strongly agree* in this Likert-scale question) which indicates a divided opinion. The presence of both strong agreement and disagreement points to the subjective nature of this aspect, possibly influenced by individual teaching practices and experience with online tools.

7. *Students seem more motivated during online lessons.*

Eight participants strongly disagreed with the statement, seven disagreed, which shows a strong leaning towards the perceived negative effects of online lessons on motivation. Ten stayed neutral, while two agreed and one participant strongly agreed. The high number of neutral responses implies that the participants might have observed mixed outcomes.

The only statements with strong agreement were opportunities for personalised teaching and motivation. This suggests that the participants of this study consider online teaching most beneficial in these two aspects. Motivating and personalizing, however, in the online teaching environment, can be aided only by implementing the correct tools. Selecting the most beneficial websites and applications for online vocabulary instruction is crucial.

The consequent question aimed to explore the guidelines the participants chose these tools by. The suggested principles were based on the two sets of criteria provided by Yuen and So (1999) and Kim et al. (2001), the CARE and the WSE evaluation models. The following aspects were listed, arranged into order based on the number of respondents that chose them out of 29:

- Encourages active participation – 21 (72.4%)
- Helps link new information to previous knowledge – 19 (65.5%)
- Provides multiple encounters with new vocabulary – 19 (65.5%)
- Includes multimodal elements (e.g. animations, audio, interactive help) – 18 (62.1%)
- Includes online glossary, definitions – 10 (34.5%)
- Encourages further reading and independent language learning – 8 (27.6%)
- Teaches strategies for effective reading – 6 (20.7%)

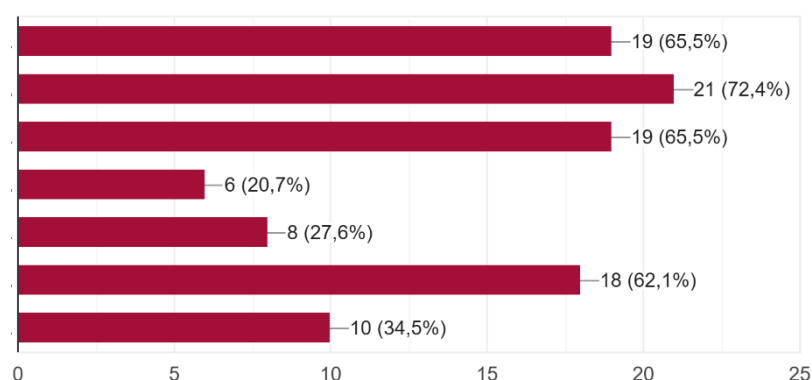


Figure 19. What criteria do you use to choose online websites or digital tools for vocabulary learning?

Based on research conducted by Zabolotna et al. (2021), the next question aimed to analyse the frequency of the recognized categories' utilization in the process of English teaching and vocabulary instruction. The question received 29 responses, the results are as follows, arranged into descending order:

- Learning platforms (Prometheus, Kahoot!, Moodle, Google Classroom) – 24 (82.8%)

- Content development tools (Canva, WordWall) – 18 (62.1%)
- Search and reference tools – 12 (41.4%)
- Community tools (Viber, Telegram), personal tools (Quizlet, Grammarly) – 9 (31%)
- Other technologies – Flingaboard (similar to Jamboard), which could be categorized as *Instructional or presentation tools*.

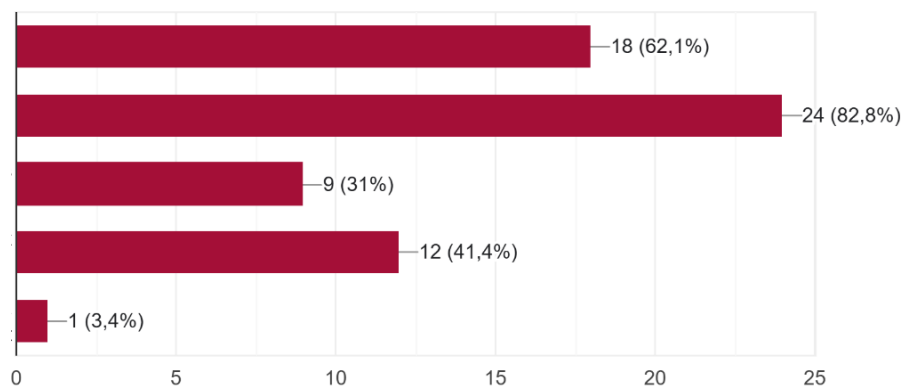


Figure 20. Which of the following digital tools do you use most often in your English lessons (including for vocabulary learning)?

The next question built on research conducted by Polok and Starowicz (2022) on technological tools in enhancing vocabulary. Their list of language teaching tools provided a basis for the question aiming to measure their perceived effectiveness and usage frequency by the 29 participants.

YouTube emerged as the one predominantly utilized with 23 responses (79.3%). It is a search and reference tool, which previously was favoured by a little over one-third of the participants only. This discrepancy may stem from participants viewing YouTube as a distinct category or standalone platform rather than grouping it under the broader category.

Following that, WordWall, Kahoot and Live Worksheets received 14 responses (48.3%). This means that, based on the previous categorization, content development tools and learning platforms continue to rank high.

Interactive whiteboard – 11 (37.9%) and online computer games – 11 (37.9%), ranking third in frequency of use, received an equal number of mentions. This suggests that both tools hold a similar level of relevance in respondents' teaching practices. While they serve different functions, they promote interactivity and engagement in the learning process. The remaining answers are as follows:

- Quizlet – 9 (31%)

- Quizziz – 8 (27.6%)
- Learningapps – 7 (24.1%)
- Online dictionary – 6 (20.7%)
- Communicating platforms – 6 (20.7%)
- E-mail – 5 (17.2%)
- Podcasts – 5 (17.2%)
- QR-codes – 1 (3.4%)

The final open-ended question of the survey asked about the experiences using online tools and platforms in vocabulary instruction. It inquired about their perceived effectiveness and effect on interactivity.

The answers prove recurring ideas about the usage of these tools in online vocabulary instruction. Many of the participants highlighted that tools like Quizlet, Kahoot!, and Jamboard increase interactivity in online lessons. Additionally, elements like quizzes, word games, competitions and real-time feedback are effective in maintaining attention: *'In online classes I use Quizlet and Kahoot a lot for vocabulary practice because they are playful and motivate the students. I increase interactivity with quizzes, word matching games and group competitions. I find these tools effective because they provide quick feedback and keep students actively engaged in their learning'* (Teacher 20).

Moreover, these tools are recognized as motivating, playful and interesting for learners, especially young learners. The user-friendly aspect of it was highlighted too: *'I really like Quizlet and Quizzex because they are both very user-friendly for me and my students'* and *'These tools are adaptable to the needs of the children because they feel comfortable in these spaces, even if the environment is foreign to the teacher at first'* (Teacher 4).

The aforementioned tools were often used specifically for vocabulary practice, and many respondents found them effective for this purpose. However, the frequency of quizzes and the utilization of tools is a factor to be conscious about: *'The first and foremost thing is that usually online tools are colourful and that will often grab the attention of students (especially children.) You can also use videos, pictures, emojis that the child will later associate with the word, which will help them to remember the word. Kahoot!, Quizlet, and similar tools are very effective at the start and end of English lessons when you want to check how much of the new topic or meaning of new words has been retained, and student feedback shows that such tools make learning words easier. An important thing to remember in an online (and offline)*

classroom is not to overuse interactive tools, as they can be very creatively incorporated into the lesson, but too many quizzes or interactive exercises can be tiring and do not always equate to learning the new material' (Teacher 8).

The answers show that the importance of online tools in vocabulary teaching is widely recognized. They are beneficial in language teaching for their engaging nature, but teachers must use them consciously.

Regarding vocabulary teaching, theory and methodology suggests morphemic teaching and literary text integration, whereas the answers suggest that these methods are not favoured in practice. This disconnect between theoretical vocabulary instruction methods and their actual usage could be possibly due to lack of time, or perceived effectiveness.

There is, however, a strong preference towards contextual learning. Teachers value authentic exposure to the language over isolated teaching of vocabulary.

Online teaching bore mixed results, with motivation, interaction and engagement regarded high in offline teaching modes, but also with online teaching tools.

The notably high number of neutral responses in the case of asynchronous, hybrid/blended and collaborative teaching forms might not only mean no strong opinion, but could indicate uncertainty, lack of experience or lack of confidence. Additionally, it might indicate that there is a need for further research and teacher training to clarify their potential and optimize their implementation in vocabulary instruction.

There is confusion among the participants regarding the tool categories, between tools used for content development, assessment, communication, or reference. This can point to a need for clearer digital literacy or teacher training in the technical age.

Several responses reflected, however, teachers' own enjoyment or comfort of using the tools (*'I really like Quizlet' T8*, *'they are user-friendly for me' T4*, and the comment about Jamboard *'I am really sorry Google discontinued it' T1*). Comparing that with the question about the frequency of implementation of these tools, the conclusion that might be drawn is that teacher engagement strongly influences the tools' utilization, which is an interesting aspect to consider in professional development and teacher training.

The misconception that gamification and playfulness are unsuitable for adult learners, has been challenged and disproven by numerous studies. However, traces of this misconception

can be observed in the responses gathered in this study. It means that in the local educational sphere, the belief persists to some extent, despite evidence to the contrary.

Another bias is the status bias of traditional teaching. Even when digital tools are praised, offline teaching is the one considered overwhelmingly effective. This could mean the participants envision the utilization of these tools in a traditional environment, or that online teaching is perceived as less effective or less natural for meaningful interaction and vocabulary development.

Conclusions and Pedagogical Implications

In today's evolving educational landscape, teachers are required to overcome new obstacles and adapt to the ever-changing needs of students. This means rethinking the implemented approaches, embracing new ways of teaching, and utilizing innovative strategies. To achieve this, educators must be well-versed in pedagogical techniques and technological advancements. Blending digital tools with teaching theory results in better teaching outcomes and learning experience.

Modern technology offers various effective tools for vocabulary instruction. Various studies highlight the consistent benefits of using online tools in language teaching, enriching the process, making it more engaging and interactive. However, it is crucial to be conscious of the selection of tools in order to fit the learning goals and the students' needs.

This research set out to explore the methods used in teaching English vocabulary both offline and online, with particular attention to the preferences, experiences and attitudes of educators in Transcarpathia. While the sample size of 30 respondents does not allow for broad generalisations about all teachers in Transcarpathia, the results nonetheless provide meaningful insights into current tendencies and practices within the local teaching context.

Educators generally recognize the importance of contextual and communicative approaches, particularly in vocabulary instruction, yet the preference is leaning towards the traditional face-to-face teaching method. Offline teaching is considered more effective. Nevertheless, there is an eagerness to incorporate online tools, particularly for vocabulary instruction.

The study shows that online tools such as Quizlet and Kahoot!, interactive whiteboards and gamified elements are widely appreciated for their help in engaging students and providing immediate feedback. The widespread utilization of websites and platforms such as YouTube further highlights the importance of multimedia resources. The data also suggest that teachers' own preference and emotional connection to the tools play a meaningful role in shaping classroom practices.

The findings underscore the need for intertwining professional development and technological development, involving the wide array of available and suitable digital tools in education.

The research proves that English vocabulary teaching can be effectively executed in both offline and online spheres with the help of interactive methods and approaches. Educators in Transcarpathia, on a smaller scale, the ones participating in this research, tend to prefer offline teaching to online teaching. However, there is a clear interest in implementing online tools to aid vocabulary instruction and facilitate a better learning experience with enhanced motivation, interactivity, creativity and visualisation.

There is an ongoing need for future research in this area. This necessity arises primarily from the constantly evolving range of technological tools and the need to update and expand teacher training programs to align with current technological advancements.

There is a tendency to incorporate technological tools into both offline and online lessons, reflecting the necessity of adapting to contemporary educational practices and the needs of students.

Educators must stay abreast of the changing educational landscape. They ought to continuously upgrade their knowledge and skills in this area, in order to provide students with the best possible education with up-to-date tools and methods.

There is a need for further research in how to better incorporate technological tools into teaching practices. Specifically, it is important to assess which tools are versatile enough to have a potential in aiding different learning styles. Understanding the circumstances and factors of implementation will help educators make informed decisions regarding their usage. Ultimately, the goal should be to enhance the learning experience and prepare students for a rapidly changing digital world.

References

- Adolphs, S., & Schmitt, N. (2003). Lexical coverage of spoken discourse. *Applied Linguistics*, 24(4), 425–438
- Alghamdy, R. Z. (2023). English instructors' use of classroom questions and question types in EFL classrooms. *English Language Teaching*, 16(9), 77–86. <https://doi.org/10.5539/elt.v16n9p77>
- Anggareni, W., Ristiati, P., & Widiyanti, M. (2013). Implementasi Strategi Pembelajaran Inkuiri Terhadap Kemampuan Berpikir Kritis dan Pemahaman Konsep IPA Siswa SMP. *E-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, 3(1), 1–11
- Bauer, L., & Nation, P. (1993). Word families. *International Journal of Lexicography*, 6(4), 253–279. <https://doi.org/10.1093/ijl/6.4.253>
- Bergstrand, K., & Savage, S. V. (2013). The chalkboard versus the avatar: Comparing the effectiveness of online and in-class courses. *Teaching Sociology*, 41(3), 294–306. <https://doi.org/10.1177/0092055X13479949>
- Brysbaert, M., Stevens, M., Mander, P., & Keuleers, E. (2016). How many words do we know? Practical estimates of vocabulary size dependent on word definition, the degree of language input and the participant's age. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.01116>
- Chang, S.-C. (2011). A contrastive study of grammar translation method and communicative approach in teaching English grammar. *English Language Teaching*, 4(2), 12–24. <https://doi.org/10.5539/elt.v4n2p13>
- Clark-Ibanez, M., & Scott, L. (2008). Learning to teach online. *Teaching Sociology*, 36(1), 34–41.
- Common European framework of reference for languages: Learning, teaching, assessment*. (2001). Cambridge: Cambridge University Press.
- Cowan, J. (1974). What are the essential features of a successful academic game? *SAGSET Journal*, 4(2), 17–22.
- Dewi, R. (2024). The effectiveness of online and offline methods in English speaking course. *Tadangate Journal of Educational Research*, 1(3), 113–129.

- Diamond, L., & Gutlohn, L. (2006). *Vocabulary handbook: Teaching vocabulary*. Baltimore: Brookes Publishing Co.
- Doró, K. (2007). The use of high- and low-frequency verbs in English native and non-native student writing. In Zs. Lengyel & J. Navracsics (Eds.), *Second language lexical processes: Applied linguistic and psycholinguistic perspectives* (pp. 117–129). Clevedon: Multilingual Matters.
- Elmahdi, O., & Hezam, A. M. (2020). Challenges for methods of teaching English vocabulary to non-native students. *Advances in Social Sciences Research Journal*, 7(5), 556–575. <https://ssrn.com/abstract=4356246>
- Erlinda, R. & Dewi, S. (2014). Teacher's questions in EFL classroom. *Ta'dib*, 17(2). <https://doi.org/10.31958/jt.v17i2.271>
- Fatsis, S. (2015). *The definition of a dictionary*. Retrieved on 20/04/25 from https://www.slate.com/articles/life/culturebox/2015/01/merriam_webster_dictionary_what_should_an_online_dictionary_look_like.html
- Garrett, N. (2009). Computer-assisted language learning trends and issues revisited: Integrating innovation. *The Modern Language Journal*, 93, 719–740. <http://www.jstor.org/stable/25612270>
- Goulden, R., Nation, P., & Read, J. (1990). How large can a receptive vocabulary be? *Applied Linguistics*, 11, 341–363. <https://doi.org/10.1093/applin/11.4.341>
- Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? A literature review of empirical studies on gamification. In 47th Hawaii International Conference on System Sciences, Waikoloa, HI, USA (pp. 3025–3034). <https://doi.org/10.1109/HICSS.2014.377>
- Harmer, J. (2012). *Essential teacher knowledge: Core concepts in English language teaching*. Harlow, England: Pearson Education Ltd.
- Heidemann, A. (1995). The visualization of foreign language vocabulary in CALL (Duisburg Papers on Research in Language and Culture, No. 28). Frankfurt-am-Mein: Peter Lang.
- Hornby, A. S. (1995). *International Journal of Teaching and Education* Vol. III, No. 3 / 2015. Accessable: <https://www.eurrec.org/ijote-article-213?download=2>

- Huotari, K., & Hamari, J. (2012). Defining gamification: A service marketing perspective. In *Proceedings of the 16th International Academic MindTrek Conference, October 3-5, 2012* (pp. 17–22). Tampere, Finland, ACM. <https://doi.org/10.1145/2393132.2393137>
- Husztai I., Fábíán M., Lechner I., & Bárány E. (2023). *Online language teaching in Transcarpathia (2020-2022). Aid for studying the discipline "Methodology of Foreign Language Teaching" for English major BA students*. Berehove: Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. https://kmf.uz.ua/wp-content/uploads/2023/07/husztai_fabian_lechner_barany_online-english-teaching-in-transcarpathia_final.pdf
- Husztai, I., & Barta, K. (2024). Methods of teaching foreign language vocabulary online. Наукові Записки. Серія: Педагогічні науки, 9, 66–72. https://doi.org/10.59694/ped_sciences.2024.09.066
- Kim, J.-R., Ma, D.-S., & Hong, S.-J. (2001). A study on evaluation of Internet web sites for education. In *Proceedings of the 9th International Conference on Computers in Education (ICCE/SchoolNet2001)*, Seoul, South Korea.
- Kiralyi, Cs. (2022). *Multimedia assisted vocabulary teaching in the EFL classroom*. Unpublished Bachelors' thesis, Berehove: Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. <http://dspace.kmf.uz.ua:8080/jspui/handle/123456789/1750>
- Kornai, A. (2002). How many words are there? *Glottometrics*, 4, 61–86.
- Little, C. B., Titarenko, L., & Bergelson, M. (2005). Creating a successful international distance-learning classroom. *Teaching Sociology*, 33(4), 355–370.
- Milton, J., & Treffers-Daller, J. (2013). Vocabulary size revisited: The link between vocabulary size and academic achievement. *Applied Linguistics Review*, 4(1), 151–172. <https://doi.org/10.1515/applirev-2013-0007>
- Nakata, T. (2015). Effects of expanding and equal spacing on second language vocabulary learning: Does gradually increasing spacing increase vocabulary learning? *Studies in Second Language Acquisition*, 37(4), 677–711.
- Nation I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

- Nation, I. S. P. (2017). How vocabulary is learned. *Indonesian Journal of English Language Teaching*, 12(1), 1–14. <https://doi.org/10.25170/ijelt.v12i1.1458>
- Neuman, S., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-K. *The Reading Teacher*, 62(5), 384–392. <https://doi.org/10.1598/RT.62.5.2>
- Pellicer-Sánchez, A. (2016). Incidental vocabulary acquisition from and while reading: An eye-tracking study. *Studies in Second Language Acquisition*, 38(1), 97–130.
- Polok, K., & Starowicz, K. (2022). The usefulness of various technological tools in enhancing vocabulary learning among FL Polish learners of English. *Open Access Library Journal*, 9, e9283. <https://doi.org/10.4236/oalib.1109283>
- Redmond, P. (2011). From face-to-face teaching to online teaching: Pedagogical transitions. In G. Williams, P. Statham, N. Brown, & B. Cleland (Eds.), *Proceedings of the 28th annual conference of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE 2011)* (pp. 1050–1060). Retrieved on 21/04/2025 from <https://research.usq.edu.au/item/q1121/from-face-to-face-teaching-to-online-teaching-pedagogical-transitions>
- Rovai, A. P., & Jordan, H. M. (2004). Blended learning and sense of community: A comparative analysis with traditional and fully online graduate courses. *The International Review of Research in Open and Distributed Learning*, 5(2), 1–13
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge, UK: The Press Syndicate of the University of Cambridge.
- Schmitt, N. (2007). Current perspectives on vocabulary teaching and learning. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching: Part II* (pp. 827–841). New York: Springer.
- Singh, P., Sinha, R., Koay, W. L., Teoh, K. B., Nayak, P., Lim, C. H., Dubey, A. K., Das, A., Faturrahman, I., & Aryani, D. N. (2021). A comparative study on effectiveness of online and offline learning in higher education. *International Journal of Tourism and Hospitality in Asia Pacific*, 4(3), 102–114. <https://doi.org/10.32535/ijthap.v4i3.1212>
- Siswondo, R. & Agustina, L. (2021). Penerapan strategi pembelajaran ekspositori untuk mencapai tujuan pembelajaran Matematika. *Himpunan: Jurnal Ilmiah Mahasiswa Pendidikan Matematika*, 1(1), 33–40.

- Solano, L., Cabrera, P., Ulehlova, E., & Espinoza, V. (2017). Exploring the use of educational technology in EFL teaching: A case study of primary education in the south region of Ecuador. *Teaching English with Tehnology*, 17(2), 77–86.
- Sultana, P. (2021). Shifting of language teaching methodology from traditional classroom to virtual classroom. *The Creative Launcher*, 6(4), 88–95.
<https://doi.org/10.53032/tcl.2021.6.4.14>
- Tschirner, E., Hacking, J. F., & Rubio, F. (2018). The relationship between reading proficiency and vocabulary size: An empirical investigation. In P. Ecke, S. Rott, J Watzinger-Tharp & K. Paesani (Eds.), *Understanding vocabulary learning and teaching: Implications for language program development* (pp. 58–77). Boston: Cengage.
- Tucker, S. (2001). Distance education: Better, worse, or as good as traditional education? *Journal of Distance Learning Administration*, 4(4). Available at: <https://www.westga.edu/~distance/ojdla/winter44/tucker44.html>
- URL1: <https://www.prestwickhouse.com/blog/post/2019/03/4-methods-of-teaching-vocabulary?srsltid=AfmBOooS4R63HkBhKJ-SOEPZaHYimrilrK8yHDB6LZalFRDIylihxDhB>
- Urtel, M. G. (2008). Assessing academic performance between traditional and distance education course formats. *Technology and Society*, 11(1), 322–330.
- van Schaik, P., Barker, P., & Beckstrand, S. (2003). A comparison of on-campus and online course delivery methods in Southern Nevada. *Innovations in Education and Teaching International*, 40(1), 5–15.
- Waschull, S. (2001). The online delivery of psychology courses: Attrition, performance, and evaluation. *Teaching of Psychology*, 28(2), 143–47.
- Webb, S. (2005). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. *Studies in Second Language Acquisition*, 27(1), 33–52.
- Wood, J. (2001). Can software support children's vocabulary development? *Language Learning & Technology*, 5(1), 166–201.
- Yip, F., & Kwan, A. (2006). Online vocabulary games as a tool for teaching and learning English vocabulary. *Educational Media International*, 43(3), 233–249.
<https://doi.org/10.1080/09523980600641445>

- Yuen, H. K., & So, H. (1999). CARE for the education web resources. In F. Castro, R. Lai & Sr. M. Wong (Eds), *E-Education: Challenges and opportunities: Proceedings of the fifth Hong Kong web symposium* (pp. 309–324). Hong Kong: Social Sciences Research Centre, The University of Hong Kong.
- Zabolotna, O., Zagoruiko, L., Panchenko, I., & Plotnikov, Y. (2021). Teaching English vocabulary online: Is the screen a barrier? *Advanced Education*, 8(17), 57–64.
<https://doi.org/10.20535/2410-8286.228670j6>

Резюме

У сучасному мінливому освітньому ландшафті від учителів вимагається долати нові перешкоди та адаптуватися до постійно мінливих потреб учнів. Це означає переосмислення застосованих підходів, застосування нових методів викладання та використання інноваційних стратегій. Щоб досягти цього, викладачі повинні бути добре обізнані з педагогічними методиками та технологічними досягненнями. Поєднання цифрових інструментів з теорією викладання дає змогу покращити результати викладання та досвід навчання.

Сучасні технології пропонують різні ефективні інструменти для навчання лексики. Різні дослідження підкреслюють постійні переваги використання онлайн-інструментів у викладанні мови, збагачуючи процес, роблячи його більш захоплюючим та інтерактивним. Однак дуже важливо усвідомлено підходити до вибору інструментів, щоб вони відповідали навчальним цілям і потребам студентів.

Це дослідження мало на меті вивчити методи, які використовуються у викладанні англійської лексики як офлайн, так і онлайн, приділяючи особливу увагу вподобанням, досвіду та ставленню викладачів Закарпаття. Хоча розмір вибірки з 30 респондентів не дозволяє зробити широкі узагальнення про всіх вчителів Закарпаття, результати, тим не менш, дають змогу зрозуміти сучасні тенденції та практики в місцевому контексті викладання.

Викладачі загалом визнають важливість контекстного та комунікативного підходів, особливо у вивченні лексики, проте перевага надається традиційному очному методу викладання. Викладання офлайн вважається більш ефективним. Тим не менш, існує бажання використовувати онлайн-інструменти, особливо для вивчення лексики.

Дослідження показує, що такі онлайн-інструменти, як Quizlet і Kahoot!, інтерактивні дошки та гейміфіковані елементи широко цінуються за їхню допомогу в залученні студентів і забезпеченні негайного зворотного зв'язку. Широке використання веб-сайтів і платформ, таких як YouTube, ще більше підкреслює важливість мультимедійних ресурсів. Дані також свідчать про те, що власні уподобання вчителів та їхній емоційний зв'язок з інструментами відіграють важливу роль у формуванні практик роботи в класі.

Отримані дані підкреслюють необхідність поєднання професійного розвитку з технологічним розвитком, що включає в себе широкий спектр доступних і придатних цифрових інструментів в освіті.

Appendix

Questionnaire

EFFECTIVE OFFLINE AND ONLINE ENGLISH VOCABULARY TEACHING METHODS OF TEACHERS OF ENGLISH IN TRANSCARPATHIAN SCHOOLS



I. DEMOGRAPHIC INFORMATION

1. Gender:

- ☐ Female,
- ☐ Male;

2. Age range:

- ☐ 18-25
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ Over 65

3. Native language:

- ☐ Ukrainian
- ☐ Hungarian
- ☐ Other _____

4. Level of qualification:

- ☐ No professional qualification
- ☐ Vocational education

- Bachelor's degree
- Master's degree
- Doctoral degree
- Other: _____

5. Teaching experience:

- Less than a year (9 participants – blue),
- 1-3 years
- 4-7 years
- 8 years or over

6. Academic level of workplace (You may select more than one answer):

- ☐ Elementary/middle school,
- ☐ High school,
- ☐ Vocational school,
- ☐ College/university,
- ☐ Language school,
- ☐ Tutoring.
- ☐ Other: _____

7. The levels of student groups most regularly taught (You may select more than one answer):

- ☐ Beginner
- ☐ Intermediate
- ☐ Advanced
- ☐ Mixed groups
- ☐ Other: _____

8. Presence of group division during English lessons

- Present
- Absent

9. Whether the participants currently conduct online teaching or not

- Yes, exclusively online

- Yes, partly online
- No, exclusively offline teaching

II. ABOUT VOCABULARY INSTRUCTION

10. How important do you find the teaching of vocabulary as compared to other language skills like speaking, listening, reading and writing?

11. What are the most frequent difficulties arising during vocabulary instruction, during the word learning process? (You may select more than one answer)

- ☐ Remembering words in long-term,
- ☐ Correct usage of words,
- ☐ Problems with pronunciation and spelling,
- ☐ Lack of motivation.
- ☐ Other: _____

12. How often do you revisit previously learned words?

- Regularly, with a conscious repetition strategy,
- Sometimes, if justified by the subject of the lesson.
- Rarely, I focus on the new material
- Never, I teach new vocabulary every lesson

13. How do you usually choose vocabulary items for teaching? (You may select more than one answer)

- ☐ Based on the curriculum,
- ☐ Based on the vocabulary of the study material (like language book),
- ☐ Based on the needs of students,
- ☐ Based on the actual lesson, randomly.
- ☐ Other: _____

14. How do you most frequently teach vocabulary?

- ☐ Through separate word lists and examples,
- ☐ Using texts and dialogues,
- ☐ Through communicative tasks,
- ☐ With games and visual techniques.
- ☐ Other: _____

15. When do you consider a word to be learned?

- ☐ Confident usage of the word in all situations
- ☐ Recalling the meaning
- ☐ Correct usage in a sentence
- ☐ Recognition by reading or hearing
- ☐ Other: _____

16. What do you think a student needs to know to really ‘know’ a word? (You may select more than one answer)

- ☐ Meaning
- ☐ Pronunciation
- ☐ Spelling
- ☐ Collocations
- ☐ Associations
- ☐ Grammar
- ☐ Register
- ☐ Frequency

17. What, in your opinion, is the extent of vocabulary needed for effective language use?

- ☐ 785-2382 words A1-A2 level
- ☐ 5327-9502 words (B1-B2 level)
- ☐ 11,908-15,715 words (C1-C2 level)
- ☐ I don't know / I am not sure

18. How do you monitor the vocabulary learning progress? (You may select more than one answer)

- ☐ Vocabulary tests and questioning

- ☐ Written tasks
- ☐ Communicative tasks
- ☐ I do not measure separately; I measure it through the assessment of other language skills
- ☐ Other: _____

19. Do you think that vocabulary is learned directly (explicitly) or spontaneously (incidentally)? Why?

III. OFFLINE AND ONLINE VOCABULARY TEACHING METHODS

20. How often do you implement interactive communicative methods in the classroom face-to-face?

- ☐ Always, on every lesson
- ☐ Often, when justified by the subject of the lesson
- ☐ Rarely, I tend to focus on individual tasks
- ☐ Never, I tend to focus on explanation and practice
- ☐ Other: _____

21. Please rate the following statements according to how typical OFFLINE (face-to-face) classes are in your experience. (1 = not at all typical, 5 = very typical)

STATEMENT	1	2	3	4	5
Students' attention is easier to maintain offline.					
Students are more active during face-to-face lessons.					
Interaction between students is more natural and livelier.					
Feedback is more immediate and effective.					
Vocabulary acquisition is deeper and more lasting in offline lessons.					
There are more opportunities for personalised teaching.					

Students seem more motivated when they are present in person.					
---	--	--	--	--	--

22. How important do you think it is to repeat and practise vocabulary frequently in offline lessons?

- ☐ Very important, implemented on every lesson (
- ☐ Important, but not implemented on every lesson
- ☐ We rarely revise previously learned vocabulary
- ☐ Not considered important

23. Which teaching methods do you use most often in OFFLINE (face-to-face) English lessons? (You may select more than one answer)

- ☐ Lecture, explanation (teacher speaks, students listen):
- ☐ Presentation (teacher provides visual support):
- ☐ Guided questions and answers, frontal discussion:
- ☐ Group work, pair work
- ☐ Observation-based tasks
- ☐ Situational exercises, role play:
- ☐ Exploratory learning, independent research:
- ☐ Other _____

24. How useful do you find the following approaches to vocabulary learning? (1 = not at all useful, 5 = very useful)

STATEMENT	1	2	3	4	5
Teaching word roots, prefixes and suffixes (morphemic approach)					
Teaching vocabulary by integrating literary texts					
Thematic/specialised vocabulary teaching (e.g. Tier 3 words)					
Learning vocabulary in context (indirectly)					

25. How do you use gamification in your offline English lessons? (You may select more than one answer)

- ☐ Point collecting system (e.g., Points for good answers, assignments)
- ☐ Rewards, badges, certificates

- ☐ Keeping a leaderboard
- ☐ Organising team competitions (e.g., Jeopardy, Spelling Bee)
- ☐ Visualising progress (e.g., Progress bar, ticking off units)
- ☐ “I don't use gamification elements, I don't find it important or effective”

26. What do you think about the advantages and disadvantages of offline classes for vocabulary development? How do you apply different teaching methods (e.g., teacher-centred vs. student-centred) in offline lessons? Please share your experiences!

27. Do you currently teach or have you ever taught English in the online space?

- ☐ Yes
- ☐ No

28. What form has online learning taken in your case? (You may select more than one answer)

- ☐ Synchronous teaching
- ☐ Asynchronous teaching,
- ☐ Hybrid approach
- ☐ Collaborative teaching.
- ☐ Other: _____

29. How effective do you find the following online teaching methods for vocabulary development?

(1 = not at all effective, 5 = very effective)

STATEMENT	1	2	3	4	5
Synchronous teaching					
Asynchronous teaching,					
Hybrid approach					
Collaborative teaching.					

30. Please rate the following statements according to how typical ONLINE classes are in your experience. (1 = not at all typical, 5 = very typical)

STATEMENT	1	2	3	4	5
Students' attention is easier to maintain online.					
Students are more active during online lessons.					
Interaction between students is more natural and livelier.					
Feedback is more immediate and effective.					
Vocabulary acquisition is deeper and more lasting in online lessons.					
There are more opportunities for personalised teaching.					
Students seem more motivated during online lessons					

31. What are the criteria you use when choosing websites or digital tools for learning words? (You may select more than one answer)

- ☐ Helps link new information to previous knowledge
- ☐ Encourages active participation
- ☐ Provides multiple encounters with new vocabulary
- ☐ Teaches strategies for effective reading
- ☐ Encourages further reading and independent language learning
- ☐ Includes multimodal elements (e.g., Animations, audio, interactive help)
- ☐ Includes online glossary, definitions
- ☐ Other: _____

32. Which of the following digital tools do you use most often in your English lessons (including for learning words)? (You may select more than one answer)

- ☐ Content development tools (Canva, WordWall)
- ☐ Learning platforms (Prometheus, Kahoot!, Moodle, Google Classroom)
- ☐ Community tools and personal tools (Viber, Telegram, Quizlet, Grammarly)
- ☐ Search and reference tools (online dictionaries)
- ☐ Other: _____

Similarity Report

Metadata

Name of the organization

Hungarian College of Higher Education Ferenc Rakoczi II Transcarpathian

Title

1_BA_N_Barta_Kludia

Coordinator

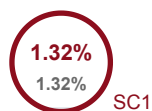
Author(s) **Еніке Надь-Коложварі**

Organizational unit

Закарпатський угорський інститут імені Ференца Ракоці II

Record of similarities

SCs indicate the percentage of the number of words found in other texts compared to the total number of words in the analysed document. Please note that high coefficient values do not automatically mean plagiarism. The report must be analyzed by an authorized person.

**25**

The phrase length for the SC 2

14501

Length in words

104467

Length in characters

Alerts

In this section, you can find information regarding text modifications that may aim at temper with the analysis results. Invisible to the person evaluating the content of the document on a printout or in a file, they influence the phrases compared during text analysis (by causing intended misspellings) to conceal borrowings as well as to falsify values in the Similarity Report. It should be assessed whether the modifications are intentional or not.

Characters from another alphabet	ß	1
Spreads	A→	0
Micro spaces		0
Hidden characters	␣	0
Paraphrases (SmartMarks)	Ⓐ	10

Active lists of similarities

This list of sources below contains sources from various databases. The color of the text indicates in which source it was found. These sources and Similarity Coefficient values do not reflect direct plagiarism. It is necessary to open each source, analyze the content and correctness of the source crediting.

The 10 longest fragments

Color of the text

NO	TITLE OR SOURCE URL (DATABASE)	NUMBER OF IDENTICAL WORDS (FRAGMENTS)
1	http://etd.uinsyahada.ac.id/4480/1/133400024.pdf	28 0.19 %
2	https://www.frontiersin.org/articles/10.3389/fpsyg.2016.01116/full	22 0.15 %
3	https://www.frontiersin.org/articles/10.3389/fpsyg.2016.01116/full	13 0.09 %
4	https://www.frontiersin.org/articles/10.3389/fpsyg.2016.01116/full	13 0.09 %