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**ЕФЕКТИВНІ ОФЛАЙН ТА ОНЛАЙН МЕТОДИ ВИВЧЕННЯ**  
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LEARNING METHODS OF EFL LEARNERS IN TRANSCARPATHIA**

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## INTRODUCTION

Vocabulary acquisition plays a crucial role in the successful learning of any language, particularly in the context of English as a foreign language (EFL). A strong vocabulary base is not only necessary for reading and writing, but it also significantly impacts speaking and listening abilities (Schmitt, 2000). In recent decades, the methods of vocabulary instruction and acquisition have evolved significantly, especially with the rapid integration of digital tools and platforms into education. As traditional classroom practices continue to be complemented (or even replaced) by online learning environments, it has become increasingly important to investigate and compare the effectiveness of offline and online vocabulary learning methods.

The emergence of a wide range of digital tools, including mobile applications (Váradi & Hladonik, 2023), social networking platforms (Yunus et al., 2012), video-sharing websites (Duffy, 2008), and artificial intelligence (Su & Yang, 2023), has transformed the way learners engage with new vocabulary items. These tools offer learners unprecedented access to language resources, enabling them to acquire new words in virtually any context and at any time. Pupils can now study English vocabulary independently, personalise their learning through self-created glossaries, proceed at their own pace using mobile applications, or use audiovisual materials (Doktor, 2024). Moreover, these online tools can be effectively integrated with traditional offline methods such as reading printed texts in English, playing vocabulary-based games like Hangman, and participating in group learning activities in classroom settings.

The **purpose** of this thesis is to explore the vocabulary learning strategies used by secondary school pupils in Transcarpathia, with a specific focus on comparing the effectiveness of various online and offline vocabulary acquisition tools and techniques. The **object** of this research is the vocabulary acquisition process of young EFL learners, both within formal English lessons and in informal contexts outside the classroom. The **subject** of the thesis is the comparative analysis of the potential advantages of digital and traditional vocabulary learning approaches, as perceived and experienced by secondary school pupils.

The research **aims** to fulfil the following key tasks:

- to investigate both traditional (offline) and modern (online) methods of English vocabulary acquisition,
- to examine learners' perceptions regarding the effectiveness of different vocabulary learning methods,
- to identify the patterns and strategies that most effectively motivate pupils to learn and retain new English vocabulary,



- to assess the role of motivational factors and the impact of repetition in the vocabulary acquisition process.

The study employs a combination of theoretical and empirical **research methodologies**. The theoretical component involves the review, analysis, and synthesis of existing scientific literature related to vocabulary acquisition. The empirical research is conducted with the help of a questionnaire, which incorporates both quantitative and qualitative elements. The collected data are analysed thematically, and the results are interpreted with reference to their pedagogical implications.

The thesis seeks to address the following research questions:

- How do secondary school pupils typically learn new English vocabulary in the contemporary educational context?
- Which traditional vocabulary learning methods are perceived as most effective by young learners?
- Which online vocabulary learning tools and methods are considered most beneficial?
- What motivational factors influence learners' engagement in vocabulary acquisition?

The **practical significance** of this study lies in its potential to identify the most effective vocabulary learning strategies for 21<sup>st</sup>-century learners and to offer insights into how online and offline tools can be integrated to support optimal language development.

The structure of the thesis includes an introduction, three main chapters, a conclusion, a list of references, a Ukrainian-language summary, and an appendix in which the English version of the questionnaire can be seen. Part 1 provides a theoretical and conceptual foundation for the research by reviewing the relevant scholarly literature on the role of vocabulary in EFL education, categorising types of vocabulary, examining the influence of motivation, and analysing the vocabulary size typically possessed by EFL learners. Part 2 presents an in-depth analysis of traditional vocabulary learning methods, such as the use of printed dictionaries, flashcards, glossaries, classroom games, and peer collaboration, while also exploring various online vocabulary acquisition tools and techniques, including mobile applications, Web 2.0 tools, audiovisual aids, artificial intelligence technologies, online dictionaries, and accidental vocabulary learning from video games. Part 3 outlines the empirical research method used in the study, describes the participants, and presents the results of the data collection and analysis, along with a discussion of the pedagogical implications of the findings.

## **PART 1. THEORETICAL FRAMEWORK OF THE STUDY**

The history of teaching English goes back to the Middle Ages. Over this long period of time, the way people taught languages has changed many times. Within the Grammar Translation Method, vocabulary was usually taught in wordlists, and the main focus was on being accurate and making correct sentences. In the past, English was mostly taught using this method.

In the late 1950s, a big change happened when schools started using syllabi that were organised on the basis of grammar structures. The idea was to make language teaching more planned and structured, like teaching mathematics. This idea was called the structural approach, and it was sometimes used with the direct method, which meant that only English was spoken in the classroom (Jamal, 2016).

Later on, new teaching methods were developed that focused on giving students a great amount of language input. These included the task-based, comprehensible input, and balanced approaches. Their main goal was to let learners hear and use the language in real and meaningful situations. This way, the brain could naturally start to understand and build the foundation of the newly acquired language system. Some planned ways of learning, like breaking words into parts, using word cards, and using dictionaries, can also help people learn new words faster. Nation (2001) also found that it is important for learners to know a few useful methods for learning vocabulary.

A strong command of vocabulary is widely recognised as a fundamental component of effective communication in any language, particularly in the context of learning English as a Foreign Language (EFL). Vocabulary serves as the building block for listening, speaking, reading, and writing skills, making it essential for learners aiming to achieve fluency and comprehension.

The first part of the thesis aims to explore the core concepts related to vocabulary acquisition in EFL education, providing a foundation for understanding the challenges and strategies involved in vocabulary development. It begins by defining what vocabulary entails and emphasises its central role in successful language learning. Various classifications of vocabulary are discussed, including the distinction between receptive and productive vocabulary, as well as active and passive vocabulary, highlighting how learners engage with words differently depending on context and usage. The chapter also explores the process of learning new words, shedding light on the cognitive and contextual factors involved. Additionally, it underscores the significance of motivation in vocabulary learning, identifying it as a key factor in a language learner's progress. Finally, it examines the vocabulary size of EFL learners, emphasising its importance in language proficiency and communicative competence.

### **1.1. The definition of vocabulary**

Vocabulary is “the total number of words in a language” (Hornby, 1995, p. 1331). The Cambridge Learner’s Dictionary defines the word “vocabulary” from three different viewpoints. Firstly, as the sum total of words that a person knows in a given language. Secondly, as all the words that exist in a given language, or that are used in relation to a particular subject. Thirdly, as a list of words, together with their meanings (Walter, 2004, p. 720).

Learning vocabulary is one of the building blocks of language acquisition. According to Piaget’s theory, children between the ages of seven and ten are naturally curious about new words. They often repeat these new vocabulary items many times, which helps them remember and learn them. According to Nation (1990), teachers can use a large set of techniques to explain new words: showing a real object, using cut-out pictures, using gestures (like hand movements), acting out the word, showing photos, drawing on the board, showing videos, etc. When teaching new words, it is also very important to give a clear definition, to put the word into a sentence or story, and to translate the word into the child’s first language.

Vocabulary is clearly a very important part of any language, as most meaning is expressed through words. Because of this, vocabulary should be given serious attention in both second and foreign language teaching. However, it is not the only element that helps to convey meaning. Other aspects such as grammar, stress, rhythm, intonation, tone of voice, pauses, and even body language like gestures or physical distance also play an important role in communication. Still, as McCarthy (1990) pointed out, even if a pupil learns grammar well and can pronounce sounds correctly, meaningful communication in a second language (L2) is not possible without knowing enough words to express a wide range of ideas.

### **1.2. The importance of vocabulary in EFL education**

Vocabulary skills are widely seen as a key part of learning a foreign language, as having a limited vocabulary can make effective communication difficult. Recognising the importance of learning vocabulary, Schmitt (2000) highlights that knowing words is essential both for communicating well and for learning a second language. Similarly, Nation (2001) explains that vocabulary knowledge and language use support each other: having a good vocabulary helps people use the language, and using the language helps them learn more words.

The importance of vocabulary can be seen every day, both inside and outside of schools. In the classroom, pupils who perform well usually have a strong vocabulary. Some researchers, including Nation (2001), Read (2004), and others, have emphasised that learning vocabulary is

essential for effective use of a foreign language. It also plays a key role in creating clear and complete spoken and written communication. According to Nation (2001), learning vocabulary is important for all language skills, such as listening, speaking, reading, and writing. Alqahtani (2015) also stated that having a good vocabulary is necessary for successful communication in a foreign language. Without knowing enough words, learners cannot effectively use the grammatical structures and language functions they may have studied. Research has shown that vocabulary knowledge is especially important for reading in a second language, and not knowing enough words is one of the biggest challenges for language learners.

When language learners want to express an idea or meaning, they need to have a good supply of words to choose from. Many researchers believe that vocabulary is one of the most important parts – if not the most important – of learning a foreign language, and language programmes should reflect this priority. According to Alqahtani (2015), being able to form grammatically correct sentences is not very useful if learners do not have the right words to express their thoughts. In fact, while grammar is important, communication is nearly impossible without vocabulary. Rodríguez and Sadoski (2000) provided several reasons for focusing on vocabulary. He stated that having a large vocabulary is essential for language mastery. Language learners themselves understand this: when travelling to a foreign country, they often carry dictionaries instead of grammar books and report that not knowing enough words is a major challenge. However, vocabulary learning has also been identified as one of the biggest difficulties for language learners.

Another possible reason why vocabulary is challenging for language learners is that, unlike grammar or pronunciation, vocabulary does not follow clear rules that learners can easily apply. Oxford (1990) stated that vocabulary is the largest and most difficult part of learning any language – whether it is a foreign language or a person's first language – because there are so many different word meanings to remember. Despite these challenges, learners still need to deal with vocabulary in their exams, as it has always been an important part of language testing. In addition, many learners consider learning a second language mainly as a process of learning new words. As a result, they spend a lot of time memorising word lists and often rely heavily on bilingual dictionaries to help them communicate.

### **1.3. Types of vocabulary**

Leading researchers in the field generally agree that vocabulary knowledge should be classified based on how it is used in the four language skills: writing, reading, listening, and speaking. As a result, many scholars divide vocabulary into productive and receptive types (Laufer & Paribakht,

1998; Henriksen, 1999; Schmitt, 2014). Harmer (2001) further explains this by identifying active vocabulary as the set of words that learners can effectively use and say in speech. In contrast, passive vocabulary includes words that learners can recognise and understand, especially when reading or listening, but are not yet able to use confidently in writing or speaking.

It is important to understand the different types of vocabulary in order to teach them more effectively, based on the pupils' individual learning styles, preferences, and specific needs. Vocabulary is often categorised using two commonly recognised distinctions: receptive vs. productive, and active vs. passive vocabulary. Table 1.3 presents these vocabulary types. Listening and reading vocabulary refers to words that learners usually understand when they are receiving language input. These are part of receptive vocabulary. On the other hand, speaking and writing vocabulary involves words that learners actively use when expressing themselves, and these are considered productive vocabulary. Both active and passive vocabulary types play a huge role in language development and should be addressed in teaching.

*Table 1.3*

**Types of vocabulary**

	<b>Receptive</b>	<b>Productive</b>	<b>Active</b>	<b>Passive</b>
Listening vocabulary	+			+
Speaking vocabulary		+	+	
Reading vocabulary	+			+
Writing vocabulary		+	+	

Source: Dakhi & Fitria, 2019, p. 18.

### **1.3.1. Receptive and productive vocabulary**

Receptive vocabulary refers to the words that learners come across while reading or listening. These words help learners understand the messages they receive through these two language skills. According to Webb (2008), receptive vocabulary includes the words that learners recognise and understand during the reading process.

Productive vocabulary, on the other hand, refers to the words that learners actively use to express themselves. This type of vocabulary is mainly applied in the two productive language skills – speaking and writing. These words allow learners to create and communicate messages in both spoken and written forms. Another important point about vocabulary types is their role in

the development of both receptive and productive language skills. Several studies have shown that vocabulary knowledge supports key areas such as oral communication, reading comprehension, and cloze test performance. For example, research by Jamalipour and Farahani (2012) found that vocabulary knowledge was a strong predictor of reading comprehension, highlighting its importance for receptive skills. More specifically, the aspects of vocabulary knowledge that contributed to these findings include understanding a word's form, meaning, and use.

A similar study found that receptive vocabulary is strongly connected to cloze test performance among Spanish primary school pupils learning English. According to Jiménez Catalán and Gallego (2008), pupils who scored higher on the cloze test also tended to achieve higher scores on the Vocabulary Levels Test (VLT). Regarding the relationship between vocabulary and speaking skills, Uchihara and Saito (2016) found that productive vocabulary scores had a strong link to fluency in a second language. This suggests that learners with a more advanced productive vocabulary tend to speak more fluently, meaning they can speak more smoothly, with fewer pauses or repetitions, and at a quicker pace.

### **1.3.2. Active and passive vocabulary**

When looking at how often words are used, vocabulary can also be classified into active and passive categories. Active vocabulary includes the words that speakers and writers regularly use because they fully understand them. These are the words that can be easily remembered and utilised when needed in speaking or writing situations. In practice, active vocabulary consists of the words we can automatically recall and use without having to stop and think. Laufer (1998) further divided active vocabulary into two subtypes: controlled and free active vocabulary, to better describe how learners use these words in different contexts.

In contrast, passive vocabulary refers to words that are not fully understood and are therefore rarely used in speaking or writing. These words may be recognised when heard or read but are not actively used by the learner. Based on this, it can be concluded that passive vocabulary often serves as a foundation for developing active vocabulary. However, this process is not the same for everyone, as individuals have different learning abilities, and words vary in how easily they can be understood. As a result, building passive vocabulary is generally seen as an important step before achieving full mastery of active vocabulary.

Regarding the development of passive and active vocabulary, Laufer (1998) explained that both passive and controlled active vocabulary tend to grow and are closely related. However, passive vocabulary generally increases at a faster rate than controlled active vocabulary. In contrast, free active vocabulary was found to have no clear connection with either

of the other two types. Later, Laufer and Paribakht (1998) emphasised that learners typically acquire more passive vocabulary than active vocabulary. They also noted that free active vocabulary develops more slowly and in a less predictable way compared to passive vocabulary.

#### **1.4. Learning new words**

Learning vocabulary means understanding words in general. But what it really means to “know a word” is not always clear. Some people think it simply means knowing the meaning. Others believe it means knowing how to spell the word. But these are just a few parts of what it means to truly know a word (Nation, 1990). Teachers and parents usually believe it is good to have a large vocabulary. While this is true, learning every word in the dictionary takes a lot of time and hard work. But is it really needed? Especially in test preparation classes with a limited amount of classroom time, it is important to choose carefully which words to learn or teach.

At the most basic social and cultural level, words are tools that represent meaning and help people communicate with each other through dialogue. Henriksen (1999) provided a model that is especially useful for understanding how language learners develop vocabulary knowledge. The researcher identified three connected dimensions that help explain how vocabulary is learnt and measured. The first is the partial-precise dimension, which refers to how well a learner knows different aspects of a word, such as its meaning, topic area, related words, other forms, and how clearly or vaguely these are understood. The second is the depth of knowledge dimension, which looks at the quality of the learner’s understanding. This includes knowing what a word refers to, how it is used, its different meanings, and its grammatical and structural features. The third is the receptive-productive dimension, which shows how well the learner can use vocabulary items. This ranges from recognising words when reading or listening (receptive skills) to being able to use them in speaking or writing (productive skills) (Labontee, 2019).

Nation (2013), recognising the importance of distinguishing between receptive and productive vocabulary knowledge for both theory and assessment, emphasised three main categories of word knowledge: form, meaning, and use. These categories cover all key aspects of what it means to know a word and provide a clear structure for understanding vocabulary learning. This distinction is summarised in Table 1.4.

Table 1.4

**Word knowledge taxonomy**

		<b>Receptive</b>	<b>Productive</b>
<b>FORM</b>	<b>Spoken</b>	What does the word sound like?	How is the word pronounced?
	<b>Written</b>	What does the word look like?	How is the word written and spelt?
	<b>Word parts</b>	What parts are recognizable in this word?	What word parts are needed to express the meaning?
<b>MEANING</b>	<b>Form and meaning</b>	What meaning does this word form signal?	What word form can be used to express this meaning?
	<b>Concepts and referents</b>	What is included in the concept?	What items can the concept refer to?
	<b>Associations</b>	What other words does this make us think of?	What other words could we use instead of this one?
<b>USE</b>	<b>Grammatical functions</b>	In what patterns does the word occur?	In what patterns must we use this word?
	<b>Collocations</b>	What words or types of words occur with this one?	What words or types of words must we use with this one?
	<b>Constraints on use</b>	Where and how often would we expect to meet this word?	Where, when and how often can we use this word?

Source: Nation, 2013, p. 49.

**Form:** Word knowledge related to form includes understanding how a word sounds, how it is written, and how its parts are structured. Knowing the spoken form of words involves being able to recognise a word when it is heard and correctly pronounce it, with the proper stress and tone. Knowledge of the written form refers to the quick recognition and correct spelling of a word. Knowledge of word parts includes understanding prefixes, suffixes, and root words, as well as how they are combined to form new words in the language.

**Meaning:** In lexical knowledge, meaning is understood through the relationship between form and meaning, concepts and their referents, and word associations. The connection between form and meaning refers to how a word's shape (its form) is linked to the meaning it represents, both in recognising and using the word (Nation, 2013, p. 73). The concept and referent categories involve the different meanings of words and how these meanings relate to real-world concepts. This includes variations in meaning such as homonyms, homographs, and homophones (Nation, 2013, p. 76), as well as the basic meaning of a word and any additional meanings inferred from the surrounding context. Association knowledge includes the relationships between words, such as synonyms, antonyms, hyponyms, hypernyms, meronyms, and holonyms (Miller



& Fellbaum, 1991). Since these concepts often overlap, Nation (2013, p. 82) points out that knowing a word's core meaning and how it is used in different contexts should be categorised under concept and referent knowledge. Meanwhile, connecting a new word to a definition or context is considered part of the form–meaning connection.

**Use:** Lexical knowledge of use involves understanding how words function grammatically, how they form common word combinations (collocations), and the limitations on when and where they can be used. Grammatical function knowledge refers to knowing a word's part of speech (such as noun, verb, or adjective) and how it fits into the grammatical rules of the target language. Collocational knowledge refers to understanding which words commonly appear together in the language. These common word combinations, or collocations, help improve fluency and reduce the mental effort needed for producing and understanding language. Knowledge of constraints on use involves understanding the factors that limit when and where certain words can be used. This includes awareness of how frequently a word is used, the level of formality (register), the context in which it appears, and its social or cultural appropriateness (Nation, 2013, p. 84).

Corpus linguistics (which means studying language using large collections of real-life texts) shows that some words often appear together. These word groups are called formulaic language (Siyanova-Chanturia, 2015). Examples include phrases like 'to provide information', 'major issue', or 'public interest'. Instead of only learning one word at a time, learners can also look for these common word combinations in the texts they read and learn the ones that are useful for them.

### **1.5. Motivation in vocabulary learning**

Motivation is a key factor in the success or failure of learning a second language. According to Spolsky (1989), pupils who are motivated tend to learn more effectively and at a faster pace than those who lack motivation. In classroom settings, pupils who are not motivated may become easily distracted, show inappropriate behaviour, and create discipline issues. In contrast, motivated learners are more likely to stay focused, engage actively in learning activities, and participate with interest in classroom tasks.

Motivation and vocabulary are both very important for learning a new language. A learner who is motivated will try hard and keep going even when learning is difficult. On the other hand, a learner who is not motivated probably will not make much progress, no matter how talented they are. Also, as researchers like Folse (2004) have pointed out, grammar is often the focus in language classes, but without vocabulary, people cannot express themselves through

speaking. Therefore, second language learners should be encouraged to actively and consistently build their vocabulary.

In recent years, the use of tests, language corpora, and computer- or mobile-based tools has grown significantly. As a result, it is now the responsibility of language educators to establish a supportive learning environment, spark learners' initial interest, keep them motivated over time, and help them reflect positively on their learning experiences. These four key principles, introduced by Dörnyei (2001, p. 29), should now be clearly applied to the area of second language vocabulary acquisition. Research on motivation in second language acquisition is largely attributed to Gardner (2001), who connected motivation with integrativeness – the extent to which a learner wished to become part of the second language (L2) community. Much of this research focused on learners studying French in Canada. Over time, this idea has been reinterpreted, especially as English is now seen as a global language that allows people to connect internationally. Other important factors in this early model included learners' goals (instrumentality), their anxiety levels, and their attitudes toward the learning environment. More recently, motivation research has shifted toward more practical approaches that can be directly applied in the classroom.

### **1.6. Vocabulary size of EFL learners**

An important reason to begin language learning with vocabulary is based on research suggesting that beginner learners should first learn a large number of commonly used words (at least 2,000 high-frequency words) as a basic foundation. Learners who know fewer words may struggle with listening and speaking. However, if they do reach this threshold, they will be able to express themselves more easily, as these 2,000 words are commonly used by native speakers in everyday conversations. This vocabulary size also allows learners to understand about 90% of written texts in English. Some researchers argue that 2,000 words are still not enough for certain groups, such as university students, who need an additional 1,000 high-frequency words. This means they need a total of 3,000 common words to be successful in academic settings (Celce-Murcia, 2001). Based on these explanations, it is clear that having a sufficient vocabulary is essential, and to measure how many words a learner knows, vocabulary testing is necessary.

An educated native English speaker typically knows around 20,000 word families. This is because they learn about 1,000 new word families each year after already knowing around 5,000 by the age of five. In contrast, many adult non-native speakers are considered fortunate if they acquire 5,000 word families after several years of study. According to some estimates, it would take a non-native speaker 18 years to reach the same vocabulary growth that a native speaker

achieves in just one year. This difference is mainly due to the amount of language exposure and necessity, rather than natural ability. For instance, someone who travels to England for two weeks will have very different language needs compared to a student planning to study there. Research from New Zealand shows that native English-speaking children learn around 1,000 word families per year after age three. By age 13, they typically know about 10,500 word families, and by age 17, they may know 14,000 to 15,000. For non-native speakers, it is recommended to learn approximately 1,000 word families per year in order to reach a vocabulary size of 8,000 to 9,000, which is needed to read novels and newspapers comfortably (Kurniawan, 2016).

According to Richards and Renandya (2002), knowing at least 3,000 word families is important for academic reading success at the university level. In addition, passing standardised language exams typically requires a vocabulary of around 5,000 word families (Thornbury, 2002). Non-native undergraduate students from non-European countries can succeed in English-speaking universities with a vocabulary of about 5,000 to 6,000 word families.

To sum up, vocabulary plays a fundamental role in foreign language acquisition and is widely considered one of the most crucial components of language learning. Knowing vocabulary means more than just being familiar with a word's definition; it involves understanding its form, meaning, and use. Learners must know how a word sounds, how it is written, how it is structured, what it means in different contexts, how it is used grammatically, and with which other words it commonly appears. This comprehensive understanding allows learners not only to recognise words (receptive knowledge) but also to use them actively in speaking and writing (productive knowledge).

Effective vocabulary acquisition requires learners to pay attention to both receptive and productive vocabulary. A strong receptive vocabulary supports reading comprehension and listening, while a well-developed productive vocabulary enhances fluency and the ability to express oneself clearly. Research indicates that receptive vocabulary generally develops faster than productive vocabulary, but both are essential for meaningful communication.

Learners should also be aware of the distinction between active and passive vocabulary. Active vocabulary refers to words that can be used easily and naturally in communication, whereas passive vocabulary includes words that are recognised but not yet used confidently. Building passive vocabulary is often a necessary step toward developing active vocabulary, and this transition can vary from learner to learner depending on individual learning styles and word difficulty.

When learning new words, it is important to go beyond memorization. Learners should focus on understanding how words are used in context, how they connect with other words (through associations or collocations), and how their meaning can change depending on usage. Teachers can support this process through various techniques such as using real objects, gestures,

visuals, definitions, example sentences, and translations into the learner's first language. Incorporating formulaic language (frequently occurring word combinations) can also enhance fluency and comprehension.

The first part of the thesis also showed that motivation plays a significant role in vocabulary learning. Learners who are motivated are more likely to engage in language learning tasks, persist through challenges, and retain new words more effectively. Teachers should aim to create a positive and supportive classroom environment, foster learner autonomy, and use tools such as vocabulary tests, corpora, and digital applications to maintain interest and track progress. Motivation strategies should be tailored to learners' goals, interests, and learning contexts.

Another key factor in vocabulary acquisition is the size of a learner's vocabulary. Research suggests that learners need to know at least 2,000 high-frequency words to communicate effectively in everyday situations and about 3,000 for success in academic settings. For more advanced proficiency, especially in reading literature or newspapers, 8,000 to 9,000 word families are recommended. Native speakers naturally acquire vocabulary through constant exposure, while non-native learners must often rely on structured study and intentional practice. Therefore, vocabulary instruction should focus on high-frequency and useful words, helping learners gradually expand their word knowledge.

In conclusion, vocabulary acquisition is essential for all aspects of language use and should be given priority in language teaching. Learners should aim to build both receptive and productive vocabulary through varied, meaningful exposure and practice. Understanding how words function, appear in context, and relate to one another is crucial. Teachers can support this process by using engaging techniques and maintaining learner motivation. Ultimately, vocabulary knowledge underpins the ability to communicate clearly, confidently, and effectively in a second or foreign language.

## **PART 2. VOCABULARY LEARNING METHODS**

Given the challenges involved in learning vocabulary in a second or foreign language, and the clear need to help learners overcome these challenges, one might assume that vocabulary teaching would be a top priority for language educators. However, this is often not the case. In many language classes, vocabulary is not taught directly. Instead, students are expected to learn new words on their own, without much support. While most L2 programmes include courses in reading, writing, speaking, listening, grammar, and culture, dedicated vocabulary courses are rare. What is often called ‘vocabulary instruction’ usually means giving learners word lists to memorise or offering minimal practice, without proper guidance, leaving many learners feeling overwhelmed. Researchers such as Carter (1987) criticise this lack of focus on vocabulary and suggest several ways to improve the situation.

This chapter presents several vocabulary learning methods and techniques that can be used both during lessons and outside the classroom. These methods are divided into two categories: traditional and online vocabulary learning. The first category includes traditional approaches to learning English as a foreign language, such as using printed dictionaries, learning vocabulary in context through reading English texts and books, using paper-based flashcards, learning words from peers, creating glossaries and mind maps, and engaging in classroom games (such as Hangman). The second category encompasses more modern tools for vocabulary acquisition, including mobile applications designed for language learning, Web 2.0 tools (such as blogs, social networking sites, wikis, and YouTube), audiovisual aids, newly emerging artificial intelligence tools, online dictionaries, and incidental vocabulary learning through video games.

### **2.1. Traditional vocabulary learning methods**

Offline learning, also known as face-to-face or physical learning, is considered the traditional method of education. It involves pupils learning in person, usually in a classroom setting. According to Zhong (2015), offline learning systems can also be used on personal computers, allowing learners to study independently while teachers track their progress. EFL education aims to meet the diverse needs of students with different physical abilities. Moreover, many learners prefer offline learning because it helps them stay focused, be more active, and enjoy the learning experience. It also makes communication with classmates easier and supports a better understanding of the subject matter.

### **2.1.1. Using printed dictionaries**

One of the traditional methods is the use of printed dictionaries. This technique is based on the idea that using a reference book, such as a dictionary, helps learners understand the meanings of new words, especially when they have no other way to find out what the words mean. In addition, the act of physically searching for a word in the dictionary can support the learning process by helping students remember the meaning more effectively.

Using a dictionary while reading is a method that some teachers believe can help learners improve their vocabulary and reading comprehension. However, many learners tend to look up every unfamiliar word instead of using context clues to guess the meaning. According to Swaffar (1988), having access to dictionaries or glossaries does not lead to better reading performance. Based on this, it is likely that these methods also do not significantly improve vocabulary. Swaffar (1988) explains that taking words out of their context does not support an active interaction between the learner and the text, and that glossaries might actually lead learners to focus on individual words instead of understanding the overall meaning.

Bilingual (L1–L2) dictionaries are commonly used by beginner and intermediate language learners. However, using them for too long can slow down progress in the new language (Baxter, 1980). This may happen because these dictionaries keep the connection between the first language (L1) and the second language (L2) too strong, which makes it harder for learners to start thinking directly in the new language. In addition, bilingual dictionaries often do not clearly show the small differences in meaning between words, which can limit the learner's understanding.

An alternative to bilingual dictionaries is the monolingual (L2–L2) dictionary, where both the words and their definitions are in the same language. These dictionaries are usually made for native speakers, so they are often too difficult for beginners and intermediate learners. However, recent improvements in dictionary design have led to the creation of monolingual dictionaries specifically for lower-level L2 learners. For example, some newer English monolingual dictionaries for non-native learners offer clear explanations of grammar, pronunciation, and cultural or stylistic usage rules. They also use simplified language for definitions and include helpful example sentences that show how words are used in context (Carter, 1987). While traditional dictionaries often lack context and may not support long-term vocabulary learning, these newer dictionaries provide more meaningful context and can be more useful for learners at different levels, especially beginners.

### **2.1.2. Contextual vocabulary learning**

According to Weatherford (1990), the context-based approach is considered the most effective method for learning vocabulary, as it helps learners save time that would otherwise be spent repeatedly checking the dictionary. By using clues from the context, learners can figure out the meanings of unfamiliar words. This approach involves teaching new vocabulary by presenting the words in various surrounding situations. There are two main types of contexts: instructional (or pedagogical) context and natural context. Instructional context includes sentences that are purposely created to explain the meanings of new words, while natural context involves sentences that are part of normal texts aimed at conveying ideas. To understand new vocabulary, learners need background knowledge about the topic where the words appear. Additionally, challenging words can be clarified by providing a summary.

The context-based approach not only helps learners understand the meanings of words but also supports their proper usage. It encourages independent learning, fosters problem-solving skills, and promotes active participation in the learning process. Words that have the same spelling and pronunciation but different meanings are especially challenging to learn without using context. For instance, the word *pen* can be used as both a noun and a verb, and it can also refer to an enclosure for keeping poultry.

Contextual information helps learners understand the meanings of words, especially those with multiple meanings. Each word is used in its own specific context. If teachers explain words in a dull and abstract way, without referring to real situations, it becomes less effective for learners to fully grasp them. Without context, learning vocabulary is difficult, and words taught in isolation are often quickly forgotten. Therefore, having background knowledge about words is essential in vocabulary teaching. According to Coady (1993), background knowledge can help compensate for some gaps in understanding sentence structure. When learners focus on the content and engage with background information, they tend to show more interest and remember related words more effectively and securely.

### **2.1.3. Paper-based flashcards**

Flashcards are highly popular among learners, especially for testing their vocabulary knowledge independently. They are one of the most frequently used methods for learning vocabulary. The flashcard method generally includes three main steps: 1) writing the foreign language (L2) word on one side of the card, 2) writing its meaning in the first language (L1) on the other side, and 3) using the card to practise and learn the new word and its meaning. Essentially, a flashcard is like

an improved version of an L2–L1 word list, divided into individual cards, each containing one new word or phrase. When learners create their own flashcards, rather than using pre-made sets, the act of writing the words may offer a slight physical learning benefit for some learners (Oxford & Crookall, 1990).

Flashcards have both advantages and disadvantages. One of the main benefits of flashcards is that they serve as a useful teaching tool to keep both learners and teachers interested and motivated. Flashcards are highly effective in encouraging and engaging pupils. They are also a simple and helpful resource for both teachers and learners during the learning process, especially when teaching elementary school pupils. Teachers can use flashcards at any time and in various situations as needed.

*Table 2.1.3*

**Advantages and disadvantages of flashcards**

<b>Advantages</b>	<b>Disadvantages</b>
They help learners memorise vocabulary more easily.	Flashcards are less useful for learners with a large vocabulary.
They help refresh learners' knowledge before new lessons.	Preparing and presenting flashcards requires a lot of time.
They add variety to the teaching process	
Their small size makes them easy to carry.	

Source: Wright, 1968, p. 73.

However, there are some drawbacks to using flashcards: they can be expensive, making them costly to purchase. If teachers choose to make the flashcards themselves, it requires a lot of time. Additionally, if the images on the flashcards are unclear or too small, learners might misunderstand the lesson, and the intended learning objectives may not be achieved.

#### **2.1.4. Peer learning**

According to Corral (2018), peer learning plays a vital role in education for several reasons. It provides valuable support to English language teachers, particularly in classrooms with large numbers of pupils and varying levels of ability, helping them to achieve their instructional goals more effectively. Additionally, it reduces the burden on teachers by allowing them to focus more on engaging with and supporting individual learners. Peer learning also shifts the focus from teacher-centred instruction to learner-centred activities, encouraging learners to take a more active and positive role in their learning process. By allowing pupils to work at their own pace and according to their individual abilities, this approach offers more



personalised learning opportunities. Furthermore, it is especially helpful for students with lower levels of motivation or self-confidence, as observing their peers succeed fosters the belief that they too can achieve success. Peer learning also contributes to learners' emotional development, helping them build confidence and strengthen their social skills. Moreover, it promotes teamwork and cooperative learning, which are essential for the exchange of knowledge and skills. Finally, peer learning encourages open and relaxed dialogue, which supports collaborative problem-solving among learners.

Peer learning takes different forms based on several factors. Table 2.1.4 presents a classification of these forms according to each specific criterion.

*Table 2.1.4*

**Different forms of peer learning**

<b>Standards</b>	<b>Forms</b>
<b>Age</b>	Same age
	Different age
<b>Number of Peers</b>	Two
	Small group
<b>Roles</b>	Fixed role
	Mutual role
<b>Type of participation</b>	Full
	Integrative
<b>Type of learning</b>	Individual
	Remote

Source: Fakhir, 2015.

The most commonly used offline methods within peer learning include role-play and group discussion. Role-playing is a widely used teaching strategy for experiential learning. It creates a fictional setting where participants can explore different issues and behaviours by adopting specific roles or characters (Bell, 2001, p. 256). It has been applied to enhance group decision-making, strengthen communication skills, improve problem-solving abilities and learners' motivation (Hou, 2012). Role-playing can serve as an effective and creative method for encouraging constructive feedback from peers. In a case-based learning setting, learners can take on various roles to offer valuable feedback to their classmates. By adopting specific roles, those giving feedback can give their analysis, interpretation, and evaluation of their peers' work through a particular perspective, leading to more focused and useful feedback.

For learners to collaborate effectively, they need to be organised into groups. When forming these groups, the teacher must decide on the appropriate group size, the method for assigning students to each group, how long the groups will remain the same, and the group

structure to be used during the lesson. There is no perfect group size for peer learning, but groups usually consist of two to four learners. Johnson et al. (1994) recommend following a general guideline: the smaller the group, the better. Groups of three or four learners offer many advantages. This size is large enough to encourage the sharing of ideas and different approaches, while still being small enough to ensure that every member can participate actively in solving problems, reducing the chances of any student becoming passive or unnoticed. There is no perfect method for assigning students to groups, as a group's effectiveness depends largely on its teamwork skills. Johnson et al. (1994) suggest that teachers should take responsibility for assigning pupils to groups. This can be done in various ways, such as randomly, based on pupils' abilities, by creating mixed-ability groups, or forming groups with similar ability levels – whichever method best fits the given task.

### **2.1.5. Creating glossaries and mind maps**

One common method used to learn vocabulary is through glossaries. Several studies have been carried out to explore how using word lists affects vocabulary retention. For example, Qian (1996) found that memorising word lists without context helped ESL learners remember vocabulary better than learning words in context. Mehrpour (2008) discovered that memorising new EFL vocabulary in lists (that is, with the English word and its L1 meaning) improved vocabulary retention much more effectively than creating written or spoken sentences using the new words.

Typically, these lists are presented without any connection to real-life communication, meaning the words are not shown in the situations where they are likely to be used. This method is based on the belief that learners do not need much context to understand new words, and that simple memorization is enough. Sometimes, these word lists include only the second language words, without translations in the learners' first language; these are known as unpaired lists. However, more commonly, glossaries provide both L2 words and their L1 meanings. These are referred to as paired or paired-associate word lists (Oxford & Crookall, 1990).

In addition, semantic mapping is a useful method for learning vocabulary in a second language. Although it can be seen as one technique, it actually combines three methods: grouping words, making word associations, and using visual learning. In this method, words are organised in a visual diagram based on their meanings and related features. This visual arrangement helps provide context, making it easier to understand and remember new vocabulary. The main idea is placed at the centre and is connected to related ideas and characteristics through lines or arrows that show their relationships (Oxford & Crookall, 1990).

One explanation for the effectiveness of mind mapping is that it visually shows how new words connect to the learners' existing knowledge. It also clearly displays how ideas are linked within a text (Carrell, 1984). Unlike simple word grouping, mind mapping not only organises words into categories but also shows the relationships and connections between them. Semantic mapping can help improve both understanding and memory of second language vocabulary.

Mind mapping is an effective method for brainstorming because it allows ideas to be recorded as they come, without the need to immediately place them in order. After gathering all the ideas, they can then be organised and ranked by importance. Compared to traditional outlines and formats, mind maps offer several practical benefits. Murley (2007) explains that the branching layout of a mind map keeps the main idea at the centre, with all key subtopics arranged nearby. In the same way, smaller related ideas are placed close to their main topics. This structure helps maintain a clear view of the overall concept and makes it easier to understand the relationships between ideas or words.

Furthermore, since mind mapping allows for greater flexibility than traditional outlining, it helps to stimulate learners' creativity. It also improves memory retention by presenting all related topics together on one map, using images, symbols, and colours to highlight important points and show connections. This approach not only encourages creative thinking but also captures students' attention. One of the main advantages of mind mapping is that it offers a more visually appealing and enjoyable format, making it easier for learners to observe, reflect on, and remember the information (Fiktorius, 2013).

In addition, Murley (2007) points out that the diagrams created in mind maps are easy to understand. This helps learners save time and improve their efficiency. Mind maps also support different learning styles in EFL classrooms. They are particularly useful for visual learners, who understand information more effectively when it is presented through diagrams and visual tools rather than only through written text.

It is also important to consider the disadvantages of using mind mapping in the EFL classroom. Although mind mapping is not entirely new in education, it is still not widely practised in schools. According to Budd (2004), pupils may initially find it strange to create even a simple mind map when first introduced to the technique. However, this challenge usually only occurs at the start. A good solution is for learners to practise the technique regularly, as the more they use mind mapping, the easier and more natural it becomes.

Another drawback of the mind-mapping technique is its reliance on various images, symbols, and colours, which may discourage some learners from using it effectively (Hofland, 2007). Since pupils are required to use coloured pencils or crayons, they might feel uncomfortable, especially when they notice that other pupils are simply writing in their

notebooks. Furthermore, not every learner is confident in their drawing or colouring abilities. It may feel inappropriate to require all learners to create images, symbols, and use colours when making a mind map.

#### **2.1.6. Classroom games**

Vocabulary is a key element for language learners and serves as the foundation for all language learning. It plays a crucial role in supporting all language skills. Learners will be able to speak, listen, read, and write effectively if they have a sufficient vocabulary. Harmer (2001, p.15) noted that with a large vocabulary, learners can understand reading materials, follow conversations, respond appropriately, speak fluently, and write on a variety of topics. Without enough vocabulary, learners will struggle to form sentences in both speaking and writing. Additionally, they will face challenges in understanding what they read and hear if their vocabulary is limited. Therefore, it is essential for learners to master a sufficient number of words, including both their forms and meanings, and classroom games are effective means of achieving this goal.

Hangman is a word-guessing game where a series of dashes represent the letters of an unknown word, and clues are provided. The game involves progressively drawing a figure, with each incorrect guess resulting in the addition of another line to the drawing. The game is typically played by two or more people, including a host and several players. The players guess one letter at a time, while the host adds parts to the drawing of the hangman for each wrong guess. This game focuses on spelling, pronunciation, and vocabulary. The Hangman game can help expand vocabulary, practise spelling, and improve learners' concentration. It also assists teachers in managing the classroom, as they can observe students' vocabulary acquisition while they play the game (Munikasari et al., 2021).

Another classroom game is Taboo, where the players' goal is to get their team to guess the word on their card without using the word itself or five additional related words listed on the card. This game is highly enjoyable and an excellent way to practise English-speaking skills. It is typically played in groups or teams. The Taboo game offers several benefits. It helps increase learners' motivation, making them more engaged and enthusiastic about learning, which in turn prevents them from becoming bored. Additionally, the game creates an active and challenging learning environment that encourages learners to think creatively. It also fosters cooperation among students, promoting teamwork and collaboration as they work together to guess words (Sarmila, 2022). However, the Taboo game also has some disadvantages. It is not suitable for all types of learning materials, and it requires a significant number of cards. Additionally, it can take a long time for all learners to have a chance to participate as the game progresses.

The third useful classroom game in the field of vocabulary teaching is Pictionary. Created in 1985 by Angle, this game supports learners in recalling words they have already learnt by interpreting pictures related to the vocabulary presented by the teacher. In essence, Pictionary involves pupils guessing images drawn by their classmates, which creates an enjoyable and engaging learning environment. This game helps boost their motivation and makes learning English more enjoyable and accessible. Moreover, Pictionary is effective in enhancing learners' vocabulary knowledge through the use of visual aids. Hinebaugh (2009) highlights that Pictionary offers several benefits for learning a new language. One major advantage is that it helps reinforce students' understanding of the material, especially for those who learn better through visual methods. Additionally, the game promotes learners' creativity, as they try to guess and interpret the images. Pictionary is particularly suitable for vocabulary development.

## **2.2. Online vocabulary learning methods**

Today, the online environment has become an essential part of young people's lives, to the point where they can hardly imagine life without the internet. However, this dependence also has a positive side, as the internet can be a valuable tool for learning. During the COVID-19 pandemic, there was an unprecedented shift in vocabulary learning from traditional face-to-face methods to online formats across nearly all educational levels. Learners experienced a learning environment that was very different from what they were used to. The pandemic forced a widespread change in teaching methods, moving from in-person classes to online learning to reduce social interaction and prevent the spread of the virus (Váradi, 2024a). This shift greatly impacted students' school activities, learning outcomes, and academic achievements (Naji et al., 2020). In response, many educators made efforts to adapt vocabulary instruction for online settings to ensure that pupils could continue learning despite the pandemic. During this transition, educators developed strategies and learning designs to provide temporary support and maintain access to education. However, this rapid change posed challenges not only for students but also for teachers, who had limited time to adjust and learn to use technologies they had never expected to rely on for teaching vocabulary.

Online learning activities actively involve students by giving them the freedom to choose what they want to learn. For instance, they can contribute by adding new vocabulary to the glossary, which then becomes available for further practice. Research has shown that when learners have the ability to control their learning materials, they tend to develop a more positive attitude. Additionally, this control increases their motivation and interest, and leads to improved learning outcomes. The online teaching method can also help teachers save valuable time, as

pupils are able to create their own practice materials while working together and reviewing each other's contributions. This approach provides students with numerous opportunities to practise new vocabulary, while requiring only minimal involvement from the teacher, mainly for proofreading and checking the pupils' work. Through this activity, learning becomes more dynamic and student-centred, resembling a game-like environment rather than a one-time task like filling out a worksheet.

Learners are also able to select their preferred level of difficulty and decide when they are ready to move to the next stage. The online tools and programmes are designed to randomly choose new words from the glossary and combine them with previously learnt words. However, learners have the option to focus on practicing new vocabulary or reviewing familiar words before moving forward. Additionally, they can select from various types of exercises, such as matching the second-language word to its meaning in their first language, linking the word to an image, or connecting it to its pronunciation through audio.

In this part, we will examine each of the online vocabulary learning methods that are especially popular among young people today. These include mobile applications, various internet-based tools like social media, audiovisual resources, artificial intelligence, online dictionaries, and video games.

### **2.2.1. Vocabulary development with mobile applications**

The development of technology has transformed the way people learn new languages in remarkable ways. For example, auditory learners can improve their skills by listening to audio resources in the target language (Cohen & Wolvin, 2011), kinaesthetic learners can engage with vocabulary games on digital platforms, and visual learners can benefit from watching educational videos. Different technological tools help learners understand vocabulary in context, making the learning process more effective than simple memorization. Mobile-assisted language learning (MALL) has proven to be an effective and engaging way for students to learn a second language incidentally. Mobile phones and other portable digital devices are well-suited for self-guided or incidental learning, as well as for language learning activities such as games that help improve spelling and vocabulary (Váradi & Hladonik, 2023). These student-centred learning methods, which allow learners to study in an interactive environment, help to foster positive attitudes towards learning a new language (Soleimani et al., 2014). Some examples of mobile applications that are particularly useful for vocabulary acquisition in a digital environment include Duolingo, Memrise, and Anki.

Duolingo is an interactive learning platform developed in 2011. Duolingo has gained popularity in many countries as an easy-to-use tool for learning foreign languages, especially for improving English vocabulary, listening comprehension, and reading skills (Jiang et al., 2022). By using Duolingo, learners can enhance their English vocabulary more easily, as the application can be accessed on their smartphones, allowing them to learn anytime and anywhere. Duolingo offers a wide range of vocabulary items and supports the development of listening, speaking, reading, and writing skills at all learning levels. The lessons in Duolingo are presented in the form of exercises and questions. Learning through Duolingo, which is designed as a series of questions, can help both younger and older learners improve their English vocabulary.

Memrise is a mobile application designed to enhance vocabulary skills in various languages. It can be downloaded for free from the App Store or Google Play Store. Memrise specialises in vocabulary learning, offering targeted tools to help users track and develop their vocabulary. Memrise is user-friendly and free, though there are limited paid options for upgrading to higher levels. It offers engaging and comprehensive lessons, allowing users to not only learn vocabulary but also improve their pronunciation. Users can access full courses, but some activities require payment to unlock. Hamer (2021) explains that Memrise uses flashcards, similar to drills, but instead of just words and translations, these flashcards feature mnemonic phrases and rhymes, making it easier to remember vocabulary.

Anki is essentially a simple flashcard application that uses spaced repetition technology to make learning and memorization more effective (Levy et al., 2023). Originally designed as a learning tool for language learners, Anki has since gained popularity among students in many different fields. According to Nguyen (2021), Anki is specifically useful for memorising vocabulary in various languages, especially English. In this application, users can create their own custom flashcards for the words they want to memorise. The application supports vocabulary learning with colour-coded indicators: red (Fail) means the word is not yet memorised and needs to be reviewed several times; orange (Hard) shows partial memorization; blue (Good) indicates a fairly good understanding; and green (Easy) means the word has been successfully memorised. Users of the application can create their own flashcards or download ready-made sets shared by other users. Each flashcard has a question or hint on one side and the answer on the other.

Table 2.2.1

**Advantages and disadvantages of mobile applications**

<b>Applications</b>	<b>Advantages</b>	<b>Disadvantages</b>
<b>Duolingo</b>	<ul style="list-style-type: none"> <li>- easy to use</li> <li>- effective for building grammar and vocabulary</li> <li>- uses memorable and fun examples</li> <li>- wide range of courses</li> </ul>	<ul style="list-style-type: none"> <li>- repetitive and potentially boring</li> <li>- too much small corrections can demotivate learners</li> <li>- lack of conversational language</li> <li>- limited to short exercises</li> </ul>
<b>Memrise</b>	<ul style="list-style-type: none"> <li>- a free version is available</li> <li>- videos of native speakers make the lessons more natural and engaging</li> <li>- effective for building vocabulary</li> <li>- offers hundreds of user-created courses on specialised topics</li> </ul>	<ul style="list-style-type: none"> <li>- the free version has limited access to features</li> <li>- lessons are generally at a basic level</li> <li>- conversations with the AI tutor are quite simple</li> <li>- speech recognition does not always work accurately</li> </ul>
<b>Anki</b>	<ul style="list-style-type: none"> <li>- free, open-source, and comparable to paid alternatives</li> <li>- allows users to create, customise, and study digital flashcards</li> <li>- uses effective learning methods like spaced repetition and active recall</li> <li>- highly effective flashcard system with great customization options</li> </ul>	<ul style="list-style-type: none"> <li>- can be difficult and confusing for new users</li> <li>- many people prefer alternatives like Quizlet due to Anki's complexity</li> <li>- initial setup is complicated, and the interface is unattractive</li> <li>- requires tutorials to understand and use effectively</li> </ul>

Above we can see the advantages and disadvantages of the applications. Overall, it can be said that all three applications have their strengths and weaknesses. Duolingo is best for beginners looking for a simple way to build foundational grammar and vocabulary. Memrise offers engaging video content and specialised vocabulary courses, making it suitable for learners who enjoy visual and cultural immersion. Anki is ideal for more advanced learners who want a customizable and highly effective flashcard system, although it requires more effort to learn how to use it. Ultimately, the choice depends on the learner's goals, preferences, and willingness to invest time in mastering the platform.

**2.2.2. Vocabulary development with Web 2.0 tools**

Web 2.0 technologies, together with mobile devices, can be effectively used in teaching and learning a second language. They help learners improve their skills in areas such as writing, reading, listening, and speaking. These tools create a more learner-focused environment, offer new learning opportunities, and increase both motivation and interaction (Váradi, 2024b). With



the help of these technologies, learners can communicate with each other and with native speakers. This makes language learning more flexible, comfortable, and independent. Web 2.0 tools include various blogs, wikis, and social networking sites. Their advantages are especially clear in blended learning settings, where learners meet both online and in person, as well as in distance learning environments, where lessons are held entirely online (Jee, 2011).

Web 2.0 technology allows users to share content with one another. Many Web-based applications, designed to be user-friendly, are connected to Web 2.0 tools. This technology has many benefits, such as low-cost access and the ability to use it anytime and anywhere. As long as they have an internet connection, users of Web 2.0 can communicate and interact with others through social networking sites, as well as through wikis, blogs, and other platforms (Jee, 2011).

YouTube is one of the most well-known platforms associated with Web 2.0. It is the most widely used video-sharing website, where users can watch, share, and upload videos. People can find many kinds of videos on YouTube, including music videos, TV show clips, and video blogs (vlogs). Any registered user has the ability to upload their own videos to the platform (Duffy, 2008). Online video-sharing platforms like YouTube have significant educational value, as videos are highly effective teaching tools and can help motivate learners. Teachers use various types of videos to support their English lessons. Instructional videos are one example, but students can also create their own videos as part of the learning process. There are several methods for using YouTube videos in the classroom. For instance, learners can take notes while watching, then watch the video again to review and correct their notes. Teachers can pause the video and ask students to predict what will happen next. A similar activity involves playing only the audio and having students guess what is happening in the video. After viewing, teachers should encourage learners to share their opinions or provide comments about the video (Duffy, 2008).

YouTube can also be used as an educational tool outside the classroom. Students can engage with one another in the comment section, where people from around the world share their ideas and opinions. YouTube also serves as a source of motivation, as learners are encouraged to improve their English-speaking skills to better understand the videos they watch. In this way, learners take responsibility for their own progress through self-directed learning. Using YouTube in the classroom can help create a positive atmosphere and allows teachers to design more creative activities for students. While teacher guidance is important, students should also be given the freedom to explore YouTube as a learning resource (Kelsen, 2009).

In today's technological age, it is important for both teachers and learners to stay informed about the latest developments in technology. Social networking platforms allow users to connect with others and share their thoughts, interests, and ideas online. By using these platforms, students can easily access information, improve their writing skills, and reach a wider

audience for their work. Additionally, the social benefits are valuable as well. Communication between learners and teachers, or between learners and their peers with stronger language skills, helps to expand their knowledge. Facebook is one of the most popular social networking sites worldwide, where students can create brainstorming groups to exchange information and ideas (Yunus et al., 2012).

Platforms such as Facebook, Instagram, and TikTok are free social networking sites. They provide an informal way for learners to interact with one another. Using these platforms on mobile devices offers many opportunities for language learning, thanks to their easy-to-use design. Activities like online discussions, chatting, and casual conversations with friends or native speakers can help ESL learners improve their speaking skills. In recent years, digital platforms have become an important part of education, changing traditional learning methods and making lessons more interactive. Among these platforms, TikTok has become extremely popular, especially with younger audiences, because of its short, engaging videos and easy access. TikTok allows users to create and share short videos that often include narration, music, and creative elements. This makes it a potential tool for edutainment, which combines education and entertainment. Learning English through TikTok involves following accounts that share educational content, clear pronunciation guidance, and even movies with subtitles and translations, helping students learn new words while watching films.

Instagram is a widely used application that offers opportunities for language learning and vocabulary development. Learners can follow accounts that share English learning videos and new words every day. The platform's features are regularly updated to stay competitive with other social media sites. Instagram provides unique filters and content that keep users engaged in their learning. Accessing interesting materials, such as videos with entertaining visuals, pronunciation guides, and explanations of current slang, is essential for learning new vocabulary on Instagram (Fauziah et al., 2023).

### **2.2.3. Vocabulary development with audiovisual aids**

The idea that combining images with spoken information in audiovisual materials can support second language learning is backed by information processing theories, which explain that showing words alongside pictures helps learners create connections between them (Mayer, 2014). The advantages of this multimodal input can be further strengthened by adding captions, as this spreads the information across three channels, reducing the burden on working memory (Vanderplank, 2016).

In addition, audiovisual resources should meet Nation's (2007) five criteria for effective input: 1) they are presented in large amounts, 2) they are easy to understand, 3) they capture learners' interest, 4) they are familiar to learners, and 5) they offer helpful context through visuals and conversations. Audiovisual materials can effectively help learners become familiar with fast, natural speech both in and out of the classroom, develop their listening skills, and apply useful listening strategies (Vandergrift, 2007).

One clear advantage of using audiovisual materials is their flexibility, as they can be accessed anytime and anywhere. Learning can start in the classroom and continue beyond it (Collins & Muñoz, 2016). In fact, a key idea of extensive viewing (Webb & Rodgers, 2009), which is a suitable and complementary approach to extensive reading (Nation, 2015) in the digital age, is that classroom viewing should lead and encourage learners to continue watching outside of school. Additionally, extensive viewing offers unlimited chances for incidental learning, allowing learners to manage their own progress. Research has particularly highlighted the value of audiovisual materials for incidental vocabulary development, thanks to the wide range of words they include and the repeated exposure to less common vocabulary (Sydorenko, 2010).

#### **2.2.4. Vocabulary development with artificial intelligence**

Artificial intelligence (AI) has become a powerful tool in education, bringing new ways to improve vocabulary learning. Through the use of adaptive learning systems, chatbots, and natural language processing (NLP), AI offers learning experiences that are personalised, interactive, and efficient, meeting the unique needs of each learner (Miller, 2023). AI's ability to give instant feedback, monitor learners' progress, and adjust learning materials helps students learn and remember vocabulary more effectively.

AI systems are highly effective in creating personalised learning paths. They adapt the learning materials to each student's abilities and goals by analysing their progress, making vocabulary learning more engaging and efficient. AI chatbots, like ChatGPT and Google Gemini, imitate real-life conversations, giving learners the chance to practise new vocabulary in meaningful situations (Su & Yang, 2023). These tools improve fluency by involving learners in interactive discussions that match their interests and language abilities. Through regular conversation practice, learners become more confident in using vocabulary naturally, which strengthens both their speaking and listening skills. Additionally, chatbots present learners with a variety of situations and sentence patterns, helping them learn how to adjust their word choices depending on the context.

AI can combine visual, audio, and interactive conversation features to build engaging and immersive learning experiences. Tools like chatbots and virtual assistants encourage learners to take part in natural conversations, helping them practise vocabulary in real situations. AI-powered vocabulary learning can also use game-based strategies such as leaderboards, rewards, and challenges to boost motivation and keep learners engaged. Advanced AI models, like GPT, provide learners with examples of how vocabulary is used in real contexts, showing how words are connected in everyday language. By offering both context and applied knowledge, this approach motivates learners to actively use new vocabulary in their conversations.

#### **2.2.5. Online dictionaries**

Dictionaries come in different types, categorised by how they present information. Nesi (2008) divided dictionaries into monolingual, bilingual, and bilingualized categories. Online dictionaries are available in three forms: handheld dictionaries, CD-ROM dictionaries, and internet-based dictionaries. Mobile dictionaries can be considered a type of handheld dictionary. The main difference between online and paper dictionaries lies in how users access vocabulary information. Paper dictionaries present information in an alphabetical, linear format, which can sometimes be difficult for learners to navigate. In contrast, online dictionaries organise information in a non-linear way, allowing users to quickly find relevant entries without having to flip through pages (Nesi, 2008).

Laufer and Hill (2000) highlighted that the speed and ease of access of online dictionaries encourage learners to use them frequently in vocabulary acquisition. They also pointed out that using online dictionaries increases the likelihood of learners retaining the words they look up. However, despite these advantages, many teachers still prefer students to use paper dictionaries. Some teachers are concerned that the convenience of online dictionaries may lead to learners becoming overly dependent on them.

Using online dictionaries involves several decision-making steps: deciding which words to look up, choosing which sources to consult, selecting the appropriate information from the entry, and determining whether further searches are needed. While moving between tasks and information sources, learners must keep relevant information in their working memory. This process becomes more complicated when the user is working with two or more languages at the same time. Researchers agree that reading dictionary entries is a cognitively complex task that requires a range of skills, including language knowledge, information processing, and problem-solving, which are crucial for reading comprehension (Tono, 2011).

### **2.2.6. Accidental vocabulary learning from video games**

Video games have been widely used in second language learning because they mimic real-life situations and offer controlled environments where learners can be exposed to and practise language input (Hladonik & Váradi, 2023). This helps increase learner engagement, reduce anxiety, and improve their willingness to communicate. Most studies have focused on how digital games can support formal vocabulary teaching (Acquah & Katz, 2020), though language acquisition research has largely overlooked the potential role of digital games in helping learners incidentally acquire vocabulary. Educationally, digital game-based vocabulary learning has been shown to increase learner motivation and engagement, and encourage more interaction and independence (Acquah & Katz, 2020; Bahari, 2020). Linguistically, digital game-based vocabulary learning has proven to be effective for learning in context, promoting collaboration, and helping learners negotiate meaning (Calvo-Ferrer, 2021). Additionally, digital gaming can enhance both in-game and out-of-game community involvement and support language socialization.

Most studies on digital game-based vocabulary learning focus more on receptive than productive word knowledge, and on short-term rather than long-term retention (Tang, 2020). Sundqvist (2019) investigated the relationship between playing commercial off-the-shelf games and second language English vocabulary. The study found a positive connection between learners' test scores, the amount of time spent playing, and the types of games played, with gamers showing significantly higher scores compared to non-gamers. The interest in digital game-based vocabulary learning has grown along with the rise of commercial games and the increasing number of players.

In conclusion, traditional vocabulary learning includes various face-to-face methods that support language acquisition through interaction and structured activities. Learners often prefer this approach for its focus, active engagement, and peer communication benefits. Printed dictionaries, both bilingual and monolingual, help learners discover word meanings, though overreliance on bilingual versions can hinder L2 thinking. Contextual learning, considered highly effective, encourages understanding through surrounding text and real-life scenarios. Flashcards, especially self-made ones, are popular for memorization but can be time-consuming to create. Peer learning – through discussions, role-play, and group work – promotes social skills, motivation, and collaboration, particularly in mixed-ability classes. Glossaries and mind maps assist vocabulary retention by visually linking words and concepts, though mind mapping can be challenging for some students. Lastly, classroom games like Hangman, Taboo, and Pictionary enhance vocabulary through play, creativity, and visual cues, making learning more enjoyable and effective.

In the second part of the chapter, online vocabulary learning methods and tools have been summarised and presented. With the growing presence of the Internet in everyday life, especially among younger generations, online platforms have become increasingly important for vocabulary learning. The COVID-19 pandemic accelerated the transition from traditional classroom teaching to digital education, encouraging both teachers and learners to adopt new technologies quickly. This shift has highlighted the advantages of online learning, such as flexibility, increased learner motivation, and the ability to personalise learning experiences.

Mobile applications like Duolingo, Memrise, and Anki are popular for vocabulary development. Duolingo offers beginner-friendly, gamified activities; Memrise incorporates multimedia and cultural context; and Anki uses spaced repetition to reinforce long-term retention. Web 2.0 tools – including platforms like YouTube, Facebook, Instagram, and TikTok – enable interactive, collaborative learning. These platforms allow learners to engage with authentic content, participate in language communities, and develop vocabulary in real-life contexts. Audiovisual aids, such as videos with subtitles or captions, enhance comprehension and support incidental vocabulary learning. Seeing and hearing words in context helps learners improve their listening skills and internalise new terms more effectively.

Artificial intelligence (AI) tools, like ChatGPT and other chatbots, provide personalised, responsive learning environments. They offer real-time feedback, simulate natural conversation, and adapt to learners' progress, increasing engagement through interactive and gamified experiences. Online dictionaries offer quick, non-linear access to word definitions, pronunciations, and usage examples. While some educators worry about overreliance, research shows that these tools can boost vocabulary retention and support learner autonomy. Finally, digital games provide immersive, low-stress environments for acquiring vocabulary incidentally. Many studies suggest a positive link between gameplay and vocabulary growth, especially in terms of understanding and using words in context.

## PART 3. EMPIRICAL RESEARCH

The third part of the thesis presents the empirical research conducted to investigate the vocabulary learning practices of secondary school pupils, with a particular focus on the learning methods they employ in both online and offline contexts. Understanding how learners approach vocabulary acquisition in diverse settings provides valuable insight into their preferences, habits, and the perceived effectiveness of different strategies. Given the increasing integration of digital tools into language education, this research aims to capture a snapshot of current learner behaviour in a rapidly evolving educational landscape.

The study was carried out using a questionnaire designed to gather quantitative and qualitative data from secondary school pupils. The questionnaire explored the types of vocabulary learning methods pupils use, how frequently they employ them, and their perceptions of the usefulness of each method. By examining both traditional approaches, such as flashcards, glossaries, or note-taking, and digital tools, such as mobile applications, Web 2.0 tools, and artificial intelligence, this research aims to identify patterns and preferences that could inform more effective vocabulary instruction.

The following sections describe the methodological framework of the study, beginning with a detailed account of the research method and participant demographics. This is followed by an explanation of the data analysis procedures used to interpret the results. The final sections discuss the findings in depth and explore their pedagogical implications, highlighting how the results can inform future classroom practices and the design of vocabulary learning resources.

### 3.1. Method

The aim of the research was to investigate how secondary school pupils, aged between 14 and 17 years, acquire new vocabulary in English. In order to achieve this goal, an online questionnaire was designed and distributed through Google Forms (see Appendix 1). A total of 63 respondents participated in the study by filling out the questionnaire.

The questionnaire consists of 28 items, incorporating both closed-ended and open-ended questions to allow for a combination of quantitative and qualitative data. The content of the questionnaire is organised around five key thematic areas:

1. **Background information of the participants** – including age and general educational context,
2. **Vocabulary learning habits** – such as frequency, strategies, and contexts in which vocabulary learning occurs,

3. **Online vocabulary learning methods** – including digital tools, mobile applications, video games, TikTok videos, social media, artificial intelligence, reading English websites, and using online dictionaries,
4. **Traditional vocabulary learning methods** – such as the use of glossaries, flashcards, printed dictionaries, mind maps, peer learning, and traditional classroom exercises or learning games,
5. **Motivation and preferences in vocabulary acquisition** – focusing on learners' interests, goals, and attitudes toward learning new English words.

To ensure the reliability and relevance of the data collected, the questionnaire link was shared directly with secondary school students as well as with English language teachers working at two lyceums and one grammar school in Transcarpathia. The survey was conducted anonymously; no personally identifiable information was collected apart from the participants' age, thus maintaining the confidentiality and ethical standards of the research.

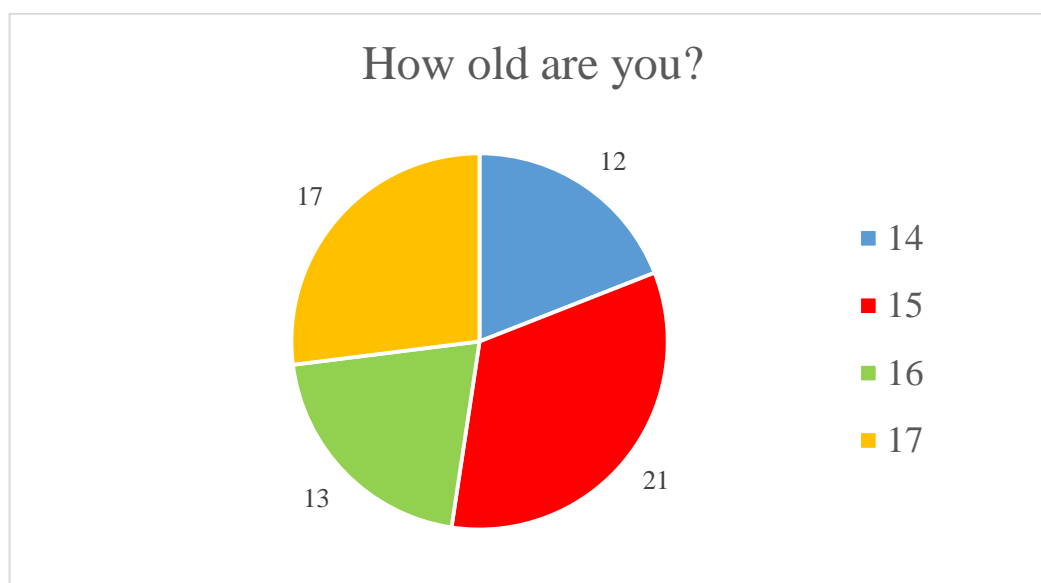
### 3.2. Participants

As previously mentioned, the final research sample consisted of a total of 63 respondents. All participants were secondary school pupils enrolled in three different educational institutions located in the Transcarpathia region. Specifically, two of the institutions were lyceums situated in the Berehove micro-region, while the third was a grammar school located in the Velyki Luchky micro-region.

Although the majority of the pupils identified Hungarian as their mother tongue, a portion of them spoke Ukrainian as their first language. To accommodate this linguistic diversity, the questionnaire was designed to be bilingual. Each question and its corresponding answer options were translated into both Hungarian and Ukrainian to ensure clarity and comprehension for all participants. An English version of the questionnaire is available in Appendix 1.

To maintain the anonymity and privacy of the respondents, the only piece of personal information collected was their age. The participants' ages ranged from 14 to 17 years. The distribution of respondents across different age groups is illustrated in Diagram 3.2 below.



**Age groups of participants**

The main focus was on pupils studying in the 8<sup>th</sup> to 11<sup>th</sup> classes because learners at this stage have generally developed a foundational knowledge of English and are actively expanding their vocabulary through formal instruction and exposure to various texts or audiovisual stimuli. Their cognitive and linguistic abilities allow them to engage more effectively with vocabulary learning strategies and reflect on their own language acquisition processes, that makes them suitable participants for research on English vocabulary development.

### 3.3. Research findings

The first section of the questionnaire focused on the general English learning habits of the participants. The first question asked them where and how they learn English, allowing for multiple answers. All respondents learnt English at school, while only 8 pupils learnt the language in private lessons. Additionally, 19 pupils learnt English online, and 16 studied it individually.

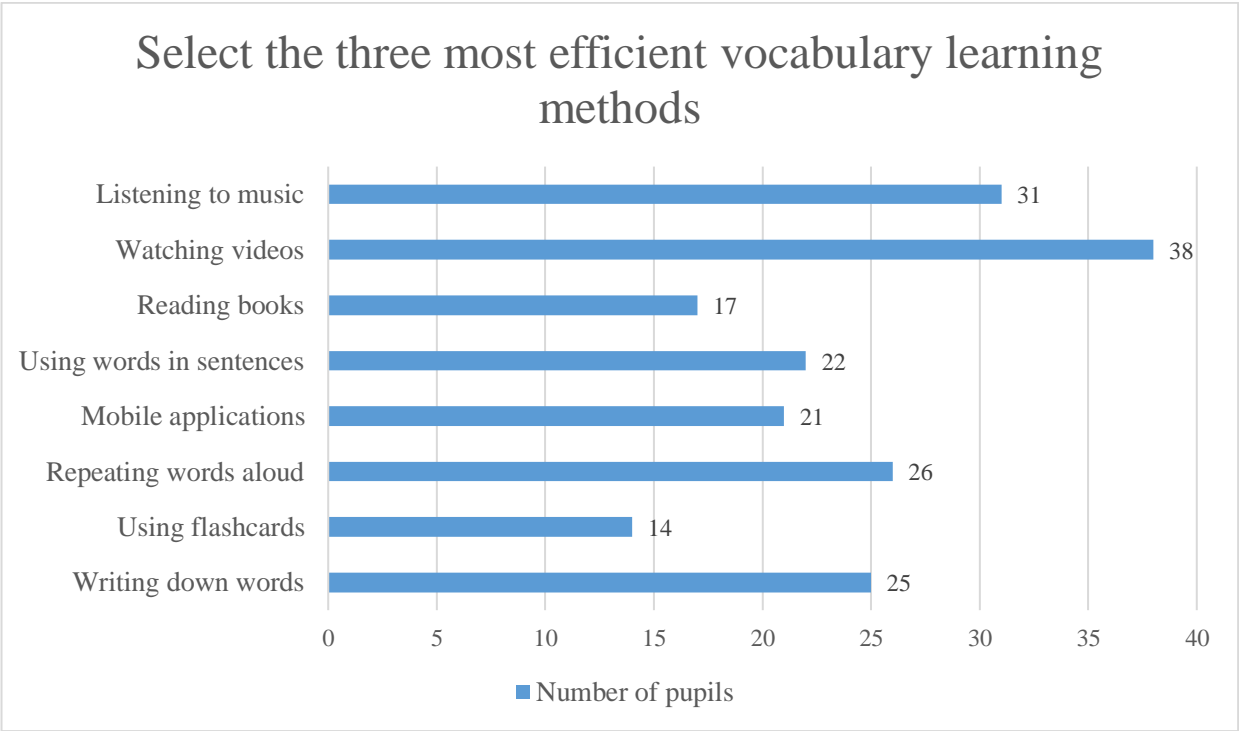
The following questions addressed English vocabulary acquisition more specifically. Most pupils learn new English words several times a week (32 pupils), while 13 pupils learn new words only once a week. Respondents were first asked how they usually learn new English words. The two most popular methods were watching English videos (40 pupils) and listening to English music (42 pupils). Learning through mobile applications was also common (28 pupils). Among offline methods, the most frequently chosen were repeating new words aloud (28 pupils), writing words in glossaries (22 pupils), reading English books (20 pupils), and using newly learnt words in

sentences (18 pupils). Only 6 pupils used flashcards. Additionally, two respondents mentioned learning new words through video games or translating them into Hungarian.

Pupils also evaluated the effectiveness of these methods. The most effective strategies were watching videos (38 pupils) and listening to music (31 pupils), while flashcards were rated as the least effective (14 pupils). Detailed results are shown in Diagram 3.3.

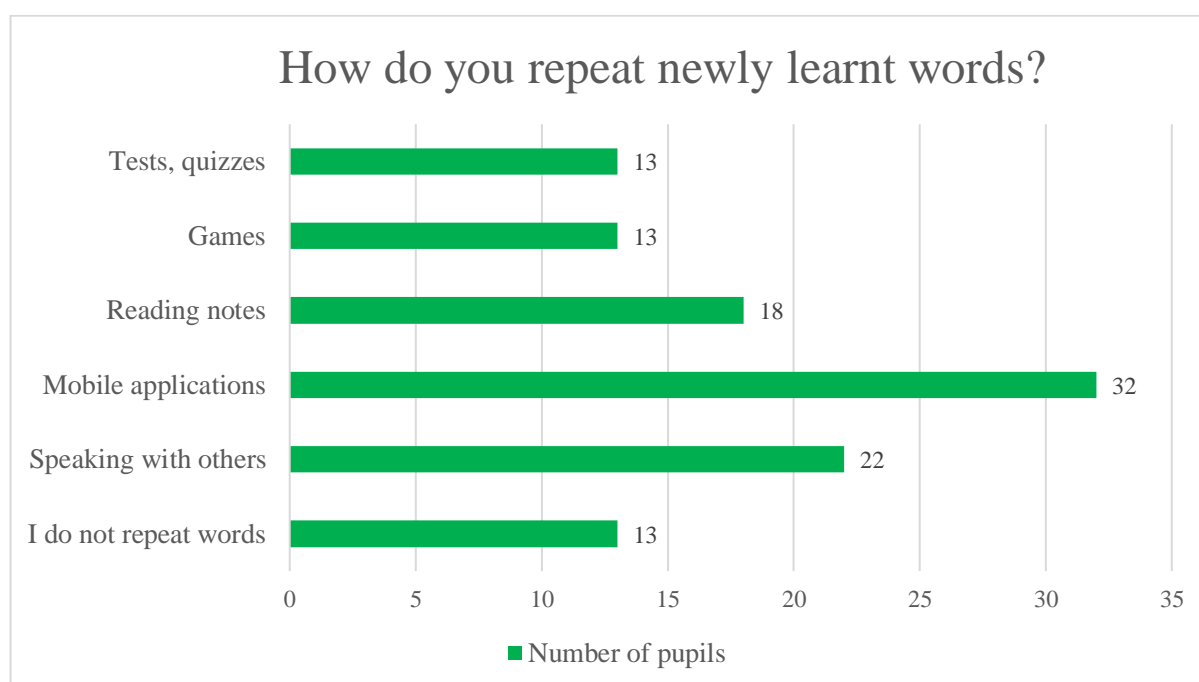
Diagram 3.3

The efficiency of vocabulary learning methods



The questionnaire also investigated how enjoyable pupils found the vocabulary learning methods, as enjoyment is closely tied to motivation – an essential factor in language acquisition. According to respondents, the most enjoyable (and therefore most useful) methods were listening to music (37 pupils) and watching videos (33 pupils). Other methods received significantly fewer responses: reading books (17 pupils), using mobile apps (17 pupils), repeating words aloud (12 pupils), writing down words (11 pupils), using words in sentences (10 pupils), and using flashcards (5 pupils).

Repetition is another key aspect of effective vocabulary learning. Pupils were asked how they typically review newly learnt English words. The three most popular repetition methods were using mobile applications (32 pupils), speaking with others using the newly learnt words (22 pupils), and reading notes (18 pupils). Interestingly, 13 pupils reported not repeating new words. Detailed results are shown in the diagram below.

**Methods of vocabulary repetition**

In the next section, respondents rated the usefulness of different online vocabulary learning methods on a Likert scale from 1 (not useful at all) to 5 (extremely useful). Pupils found watching English YouTube or TikTok videos and chatting with English speakers on social media to be the most useful methods. Conversely, the least useful tools were online dictionaries, artificial intelligence, and reading English news websites. Detailed results are summarised in Table 3.3.

Table 3.3

**The usefulness of online vocabulary learning methods and tools**

<b>How useful are these online vocabulary learning methods and tools?</b>					
<b>Methods and tools</b>	<b>1 (not at all)</b>	<b>2 (slightly)</b>	<b>3 (moderately)</b>	<b>4 (very)</b>	<b>5 (extremely)</b>
Mobile applications	0	2	19	24	18
Online dictionaries	2	12	23	12	14
YouTube videos	1	2	7	26	27
TikTok videos	1	4	11	20	27
Social media	1	4	10	21	27
Artificial intelligence	5	7	16	25	10
Video games	5	4	18	19	16
English websites	4	7	15	26	11

Of the 63 respondents, 57 use online applications to learn English vocabulary. Based on the responses, Duolingo is by far the most popular (53 pupils), followed by Xeropan (11), Anki (4), LingQ (4), and HelloTalk (3). Other apps mentioned included FunEasyLearn (1), Quizlet (1), and Airlearn (1).

Pupils also had the opportunity to express their opinions in an open-ended question regarding the effectiveness of online and offline vocabulary learning methods. Although some respondents emphasised that both methods have their advantages and are necessary for successful vocabulary acquisition, the majority preferred learning new words online. They enjoyed online vocabulary learning because it was easier for them to check the spelling and pronunciation of words, and they could learn anytime and anywhere. Another frequently mentioned advantage of online learning was its more interactive nature, which can sustain learners' attention for a longer period of time.

The usefulness of online tools in vocabulary acquisition was further underscored by responses to the next question, in which pupils indicated their level of agreement with the following statement: "Online tools make vocabulary learning more interesting," using a scale from 1 (strongly disagree) to 5 (strongly agree). The results showed that nearly all pupils agreed with the statement, as 61 of them selected 3, 4, or 5.

After this, pupils evaluated the effectiveness of offline vocabulary learning methods and tools on a Likert scale from 1 (not useful at all) to 5 (extremely useful). The most effective offline methods identified were classroom games during English lessons, reading paper-based English books, and drawing mind maps. The detailed results are presented below.

*Table 3.3*

**The usefulness of offline vocabulary learning methods and tools**

<b>How useful are these offline vocabulary learning methods and tools?</b>					
<b>Methods and tools</b>	<b>1 (not at all)</b>	<b>2 (slightly)</b>	<b>3 (moderately)</b>	<b>4 (very)</b>	<b>5 (extremely)</b>
Printed dictionaries	7	15	24	12	5
Printed English books	3	9	13	26	12
Other English texts	2	7	19	23	12
Printed flashcards	4	11	18	21	9
Glossaries	4	9	20	18	12
Mind maps	7	9	15	14	18
Classroom games	2	9	10	25	17
Peer learning	5	10	15	23	10

The importance of playing classroom games and reading paper-based English books was also highlighted by the next question, in which respondents were asked to select the most effective offline vocabulary learning methods. These two methods were by far the most frequently chosen, with 32 and 26 pupils selecting them, respectively. The least effective offline methods, according to the pupils, were using printed dictionaries, reading other printed English texts, and using printed flashcards. Furthermore, the following question revealed that 35 pupils usually do not use paper-based flashcards to learn new English words.

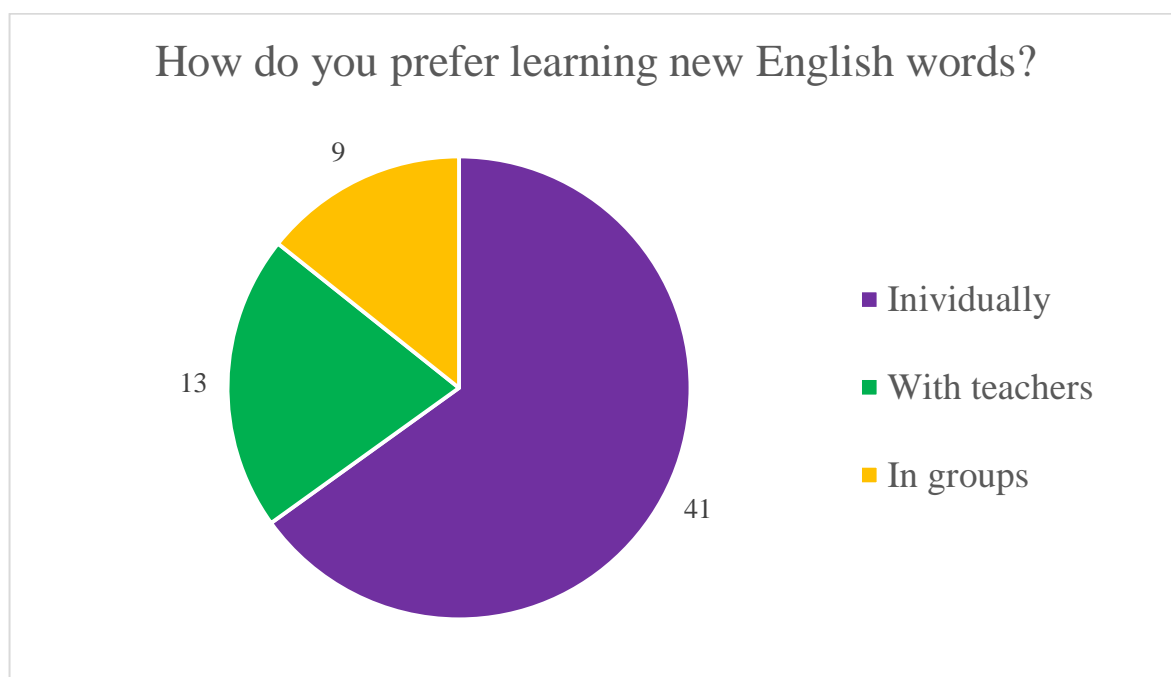
In the next section of the questionnaire, pupils were asked to indicate their motivations and preferences in learning new English vocabulary. First, they were asked how often their teacher used vocabulary teaching games during English lessons. As shown in Diagram 3.3, most teachers used such games only once a month (23 pupils) or once a week (21 pupils).

*Diagram 3.3*

**The frequency of using vocabulary games in the English lessons**



In addition, respondents were asked to rate their motivation to develop their English vocabulary on a scale from 1 (not motivated at all) to 5 (very motivated). Sixty pupils selected either 3, 4, or 5, indicating that they are generally motivated to expand their English word knowledge. Moreover, listening to the pronunciation of new words (40 pupils) and using the words in speech or writing (37 pupils) were considered the most effective methods for learning new vocabulary. Furthermore, the majority of respondents preferred to learn new words individually (41 pupils), as shown below.

**Preferred ways of learning new words**

Pupils also explained their preferred ways of learning English words. The following reasons were given for learning individually:

- pupils can focus on topics that interest them most,
- they feel more confident learning at their own pace,
- they are not distracted by others,
- they can concentrate better alone,
- they feel less frustrated when they do not know something,
- they are not afraid to say newly learnt words out loud,
- they enjoy the silence, which helps them focus.

Learning new words with the help of teachers was beneficial for the following reasons:

- the teacher serves as a good role model,
- the teacher can correct pupils' mistakes,
- pupils can practise speaking English with the teacher,
- the teacher provides extra motivation.

Lastly, the advantages of learning English words in groups included:

- it is more interesting and fun to learn with peers,
- pupils hear words more frequently and in different contexts.

Another open-ended question focused on how pupils' vocabulary learning methods and habits have changed over the years. Several respondents indicated that they used offline

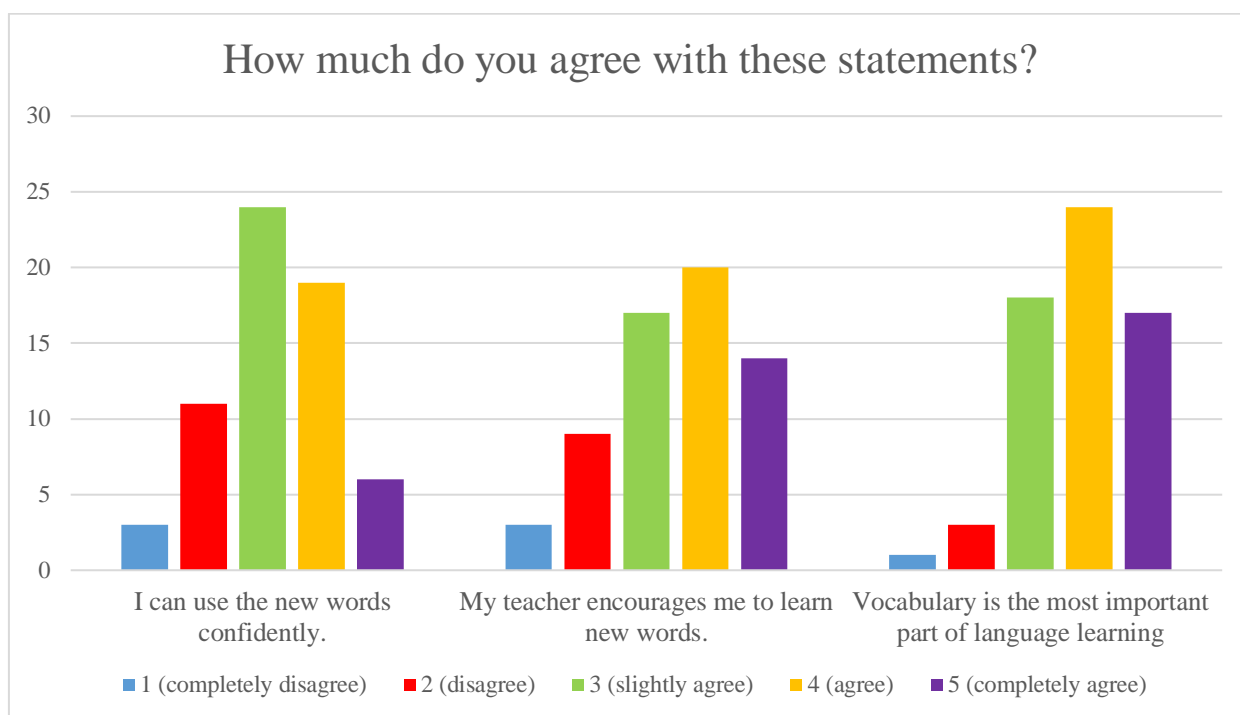
vocabulary learning methods more frequently in the past, but now they prefer to learn new words online. Previously, they acquired new vocabulary mostly from books and dictionaries, but as their English lexicon has grown, they now more often listen to English songs or watch English videos. The emergence of various audio and audiovisual materials was the most notable change, as pupils can now translate words from songs or videos. Some also mentioned using artificial intelligence to create glossaries of words related to specific topics.

A very important finding is that 58 pupils believed that both online and offline vocabulary learning methods are necessary. Only three pupils thought online methods alone were sufficient, while two pupils felt that offline methods alone were enough.

The next two questions were open-ended. The first question asked pupils about the difficulties they face when learning new words. They mentioned that they tend to forget words if they do not use them frequently, so they sometimes repeat newly learnt words several times a day, which they find very tiring. Another difficulty was the incorrect pronunciation of English words. Pupils also tend to forget the meanings of words or mix them up, especially if the words have similar orthographic forms. Furthermore, some pupils know how to pronounce English words but cannot write them correctly. The most serious problem is the lack of communication in the target language, as learners cannot practise newly learnt words in meaningful contexts. As a result, the words most often enter their passive vocabulary.

In the second open-ended question, pupils were asked to give advice to English vocabulary learners. They advised others to use words frequently, repeat them at least five times a day, and create meaningful sentences with the given words. In addition, they emphasised the importance of finding the learning style that suits them best, as everyone learns differently. Another helpful suggestion was to watch videos or listen to music in the foreign language and write down unknown words in a notebook. They also highlighted that it is important not to rush the learning process, as new words need to be repeated multiple times and used in everyday situations. Some pupils preferred watching movies or series in English with Hungarian subtitles, and listening to English podcasts or audiobooks. Another piece of advice was to organise vocabulary into thematic groups and practise using the words in real sentences.

Of the 63 respondents, 50 indicated that they found online vocabulary learning easier than offline learning. In the last three questions, pupils had to indicate how much they agreed with given statements on a scale from 1 (not agree at all) to 5 (totally agree). The results are summarised in Diagram 3.3.

**Pupils' beliefs about vocabulary learning**

From the diagram, it is clear that pupils are not confident enough to use newly learnt words in communication, even though the majority of them think that vocabulary is the most important part of learning a foreign language. In addition, their teachers usually encourage them to learn new words.

### 3.4. Discussion and interpretation of the results

In the following sections, both the quantitative and qualitative data collected during the research process are analysed and interpreted. The analysis is structured around four key thematic areas, each of which corresponds to one of the four research questions presented in the introduction. These themes were identified as central to the framework of this thesis and serve to provide a comprehensive understanding of the subject matter. Each subsection explores findings related to a specific aspect of English vocabulary acquisition, offering insights into learners' habits, methods, motivations, and preferences.

#### 3.4.1. Vocabulary learning habits

This section examines secondary school pupils' general habits related to vocabulary learning, based on the analysis of research results. Most pupils learnt new English words several times a



week or at least once a week, as all of them studied English at school, and their teachers encouraged them to acquire new vocabulary. In addition, some pupils also learnt English individually, either through private lessons or with the help of online language learning platforms.

Pupils preferred to learn new words by watching videos or listening to music in the target language. They considered these two audiovisual methods to be the most effective and enjoyable for vocabulary acquisition. Respondents also stated that using mobile applications designed for language learning and repeating newly learnt words aloud several times a day helps them remember and retain new vocabulary. Using words in meaningful sentences further facilitates the consolidation of new vocabulary. Flashcards were considered the least effective or enjoyable learning tools.

Repetition was regarded as a key aspect of successful vocabulary acquisition. Pupils preferred to repeat words using mobile applications designed specifically for vocabulary learning, with Duolingo being the most popular (Jiang et al., 2022), followed by Xeropan. Other useful repetition techniques included speaking with others and reviewing notes.

When learning new words, pupils considered listening to pronunciation and using words in speech or writing to be very important. Additionally, using visual stimuli such as pictures, playing vocabulary games in the classroom (Munikasari et al., 2021), and learning the definitions of new words in English were also seen as effective strategies.

The vocabulary learning habits of pupils have changed in recent years. They reported that nowadays they use online methods more frequently, watch more English videos, and watch movies and series with Hungarian subtitles. In the past, they tended to use printed books and dictionaries, but now they prefer online dictionaries and listening to English podcasts or native speakers in online videos.

### **3.4.2. Online vocabulary learning methods**

This section focuses on the tools, platforms, and strategies used by learners to study vocabulary through digital means. The analysis covers the effectiveness, accessibility, and learners' perceptions of online resources. Nearly all pupils used some form of digital tools or applications to study English vocabulary, with Duolingo being the most frequently chosen option.

Pupils indicated that the most efficient online vocabulary learning methods included watching English YouTube and TikTok videos (Kelsen, 2009; Fauziah et al., 2023), communicating with others in English on social networking sites (Yunus et al., 2012), and using mobile language learning apps (Váradi & Hladonik, 2023). Online dictionaries, artificial intelligence tools, reading English websites, and playing video games were considered less effective by respondents.

They also expressed that they enjoy learning new words online much more than learning vocabulary offline. The main reasons were that pupils could easily listen to the correct pronunciation of words online, quickly check spellings, and learn English anytime and anywhere, even while travelling. They also found online English videos engaging and interesting, which increased their motivation to pay attention and learn new words in digital environments.

Furthermore, nearly all pupils agreed that online tools make vocabulary learning more enjoyable and that it is easier to learn new words online. However, they also emphasised that a combination of online and offline methods provides the best results for young learners, as both approaches offer distinct advantages.

### **3.4.3. Offline vocabulary learning methods**

This subsection analyses the effectiveness of traditional, non-digital approaches to vocabulary learning. It examines techniques such as using flashcards, reading printed texts, and taking handwritten notes, assessing their role and impact in the learners' study routines. Compared to the popularity of online tools, printed glossaries and flashcards were significantly less popular among pupils. Most of them found printed dictionaries to be ineffective for vocabulary learning nowadays.

Among offline vocabulary learning methods and tools, the most effective were reading English books, preparing glossaries of new words, and playing classroom games like Activity or Hangman. Other methods, such as reading different types of printed English texts, using paper-based flashcards (Hidayat et al., 2025), engaging in peer learning, and preparing mind maps, were perceived as less effective. Although pupils greatly enjoy classroom games for learning new words, most English teachers use these techniques only once a week or once a month during foreign language lessons. Therefore, it would be advisable for teachers to take greater advantage of classroom games and encourage pupils to read English books more frequently.

### **3.4.4. Motivation and preferences in vocabulary acquisition**

This final thematic area explores the motivational factors that influence vocabulary learning. It also considers learners' individual preferences – such as favoured learning styles or environments – and how these affect their engagement and success in acquiring new vocabulary. Most pupils expressed that they felt motivated to improve their English vocabulary knowledge.

The majority of pupils preferred to study new words independently. The main reason for this was that pupils felt less pressure when pronouncing newly learnt words and enjoyed progressing at their own pace. They also found the calm and quiet atmosphere of studying alone to be beneficial for vocabulary acquisition, as it allowed them to concentrate more effectively.

The teacher's presence was viewed positively, due to their role-model function and ability to provide additional motivation. Group learning was not preferred by most pupils, although some considered it to be a fun and interesting way to acquire new vocabulary.

The greatest challenge pupils reported in learning new words was the frequent repetition required – sometimes even four or five times a day. Pupils also tended to confuse certain words in sentences, especially when they were written or pronounced similarly. Correct pronunciation and spelling of English words were considered the most difficult aspects of successful vocabulary acquisition. Therefore, pupils advised language learners to focus on the systematic repetition of newly learnt words and to use them in meaningful sentences. Watching English videos was also cited as a source of additional motivation in the learning process (Duffy, 2008).

Due to the lack of opportunities for meaningful communication in English, pupils sometimes feel less confident when using newly learnt vocabulary. Fortunately, their teachers motivate them to expand their vocabulary, and pupils also consider vocabulary learning to be the most important aspect of foreign language acquisition.

### **3.5. Pedagogical implications**

The findings of this research provide valuable insights into the vocabulary learning habits, methods, and motivations of secondary school pupils studying English as a foreign language. These insights have several pedagogical implications that can inform and enhance classroom practices, teaching strategies, and curriculum design.

#### **1) Emphasising the importance of audiovisual and digital learning tools**

Given the strong preference among pupils for learning vocabulary through English videos, music, and mobile applications, educators could integrate more digital and audiovisual resources into classroom activities. Tools like Duolingo, YouTube, and even educational TikTok content can be effectively leveraged to complement traditional teaching methods. Teachers can curate or recommend high-quality, age-appropriate content to ensure that learning remains focused and pedagogically sound.

#### **2) Encouraging blended learning approaches**

While pupils demonstrated a clear preference for digital tools, they also acknowledged the benefits of combining online and offline learning methods. A blended learning model – where digital platforms are used alongside teacher-led activities – can help students engage with vocabulary in varied ways, enhancing both retention and motivation. For example, vocabulary introduced via a mobile application could later be reinforced through classroom games or writing tasks.

### **3) Increasing the use of meaningful repetition**

Repetition emerged as a key strategy for vocabulary acquisition. However, repetition should be meaningful and contextualised rather than mechanical. Teachers may create opportunities for repeated exposure through storytelling, dialogue practice, role-plays, and classroom games. Emphasising pronunciation and spelling in these tasks can also address learners' challenges in these areas.

### **4) Promoting autonomy and personalised learning**

Many pupils reported that they prefer learning vocabulary independently, highlighting the need for autonomy and self-paced learning in vocabulary instruction. Teachers can support this by providing optional vocabulary tasks, learner logs, and differentiated resources that pupils can explore independently. At the same time, regular teacher feedback can help guide learners' progress and ensure that self-learning is effective.

### **5) Leveraging motivation through real-life relevance and engagement**

Pupils reported higher motivation when learning vocabulary in enjoyable and engaging contexts, such as watching English videos or participating in classroom games. Teachers might consider incorporating authentic materials, project-based tasks, and interactive classroom activities that relate to pupils' interests and real-life language use. This not only makes learning more enjoyable but also fosters deeper engagement and long-term retention.

### **6) Rethinking traditional vocabulary learning tools and methods**

Traditional vocabulary learning tools like flashcards and printed dictionaries were generally perceived as less effective by pupils. While these tools still have pedagogical value, particularly for focused review or exam preparation, their use may need to be updated or supplemented with interactive alternatives. Teachers might consider using digital flashcard platforms or encouraging learners to create multimedia glossaries.

### **7) Addressing learners' confidence and communication gaps**

Despite positive attitudes toward vocabulary learning, pupils reported a lack of confidence in using new words in communication. Teachers may provide regular opportunities for meaningful communication in the target language, such as pair work, class discussions, or collaborative projects. These activities can build learners' confidence and fluency, ensuring that vocabulary knowledge is not only retained but also actively used.

In conclusion, the results of this study suggest that vocabulary instruction should be dynamic, learner-centred, and contextually rich. By aligning teaching practices with learners' habits, preferences, and motivational factors, educators can create more effective and engaging vocabulary learning environments.

## CONCLUSIONS

This thesis explored the vocabulary acquisition habits, preferences, and motivations of 63 secondary school pupils in Transcarpathia who are learning English as a foreign language, with particular emphasis on comparing the effectiveness of online and offline methods. The findings revealed that vocabulary learning is a central and highly valued component of English language education and that young learners actively engage in a variety of strategies to expand their lexical knowledge.

From the theoretical framework of the thesis, it became clear that vocabulary is a key element in foreign language learning, encompassing not just knowledge of word meanings but also their form, use, and context. Effective vocabulary acquisition requires development of both receptive (recognising words in reading and listening) and productive (using words in speaking and writing) knowledge. Learners progress from passive to active vocabulary use, and this transition depends on factors like learning style and word difficulty. Successful vocabulary learning involves contextual understanding, collocations, and frequent exposure, not just memorization. Motivation plays a crucial role, influencing persistence and retention, and teachers can foster this by creating supportive environments and using varied tools and techniques. Research also highlights the importance of vocabulary size, with specific word counts needed for functional and academic communication.

The second part of the thesis found that both traditional and online vocabulary learning methods offer valuable tools for language acquisition. Traditional approaches, such as using printed dictionaries, flashcards, peer interaction, contextual learning, and classroom games, promote active engagement, collaboration, and structured practice. These methods support memory, social skills, and understanding through real-life context, though some, like mind mapping or flashcard creation, may be time-consuming or challenging for certain learners. In contrast, online vocabulary learning has grown rapidly, especially due to increased internet access and the shift to digital education during the COVID-19 pandemic. Online tools offer flexibility, personalization, and motivation through mobile apps like Duolingo and Anki, Web 2.0 platforms like YouTube and TikTok, and AI-driven chatbots like ChatGPT. These tools support vocabulary development by providing authentic content, real-time interaction, and multimedia input. While concerns about overreliance exist, research shows that digital tools, including online dictionaries and games, can enhance retention, foster autonomy, and make learning more engaging and effective.

One of the most significant conclusions of the empirical research is the strong preference among pupils for digital and audiovisual vocabulary learning tools. Mobile applications such as

Duolingo and Xeropan, as well as online video content on YouTube and TikTok, were identified as the most enjoyable and effective methods of vocabulary acquisition. These tools offer flexible, accessible, and engaging learning experiences, especially in terms of pronunciation, spelling, and word recognition. Learners emphasised the advantages of being able to study vocabulary independently, at their own pace, and in informal settings.

While traditional (offline) methods, such as reading printed English texts, playing classroom games, and preparing glossaries, were recognised as useful, particularly when guided by a teacher, they were generally less favoured by pupils. Printed dictionaries and paper flashcards, in particular, were perceived as outdated or less efficient. However, interactive and enjoyable offline methods, such as vocabulary-based games like Hangman or Activity, still hold pedagogical value and should be more regularly utilised in classrooms.

A key insight from the study is the importance of repetition and meaningful usage in vocabulary retention. Pupils acknowledged that repeated exposure to new words, especially in spoken or written contexts, helps consolidate learning. They preferred repetition supported by digital tools but also benefitted from teacher-led reinforcement in classroom settings. Moreover, using new words in meaningful sentences, dialogues, and creative tasks increased their confidence and long-term retention.

The research also highlighted several important pedagogical implications. First, teachers may actively integrate digital and audiovisual tools into the curriculum to align with pupils' learning preferences and increase engagement. Mobile applications, YouTube videos, and educational platforms offer vast potential to enhance vocabulary learning in a fun and accessible way.

Second, a blended learning approach – combining digital tools with traditional instruction – can provide the best of both methods. Teachers can introduce vocabulary using online tools and then reinforce learning through classroom games, writing tasks, or discussions. This model ensures variety, reinforces vocabulary in different contexts, and maintains learner motivation.

Third, repetition should be made meaningful and contextual, rather than mechanical. Activities such as role-plays, storytelling, and peer conversations can support frequent use of new vocabulary in communicative settings. These practices not only address pronunciation and spelling difficulties but also help pupils overcome confusion with similar-sounding words.

The study also underlines the importance of fostering learner autonomy. Since many pupils prefer self-paced, independent study, educators should support this by offering optional vocabulary tasks, personalised resources, and learner journals. At the same time, regular teacher feedback can guide independent efforts and ensure that learners stay on track.

Motivation, another key factor, is closely tied to relevance and engagement. Pupils reported higher motivation when they were learning vocabulary through enjoyable activities, such as

watching English videos or playing games. Therefore, incorporating authentic materials and real-world tasks into lessons can make vocabulary acquisition more dynamic and meaningful.

Lastly, while learners generally expressed positive attitudes toward vocabulary learning, they also reported confidence gaps in using new vocabulary communicatively. To address this, teachers may create more opportunities for meaningful communication in English through pair work, group projects, and class discussions. These activities not only build fluency and confidence but also ensure that vocabulary knowledge is activated and internalised.

In conclusion, the study confirmed that a balanced integration of digital and traditional vocabulary learning methods is most effective for today's learners. Educators should aim to diversify their instructional strategies by incorporating technology, encouraging autonomy, and designing engaging, communicative tasks that meet the needs and preferences of modern EFL learners. By aligning teaching practices with how pupils actually learn best, vocabulary acquisition can become a more enjoyable, efficient, and lasting part of the language learning experience.

Nevertheless, it is important to acknowledge the limitations of this study, and future research should aim to include a larger and more diverse sample from different settlements in Transcarpathia.

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## РЕЗЮМЕ

У цьому дослідженні було проаналізовано звички, уподобання та мотивацію 63 учнів закладів загальної середньої освіти Закарпаття у засвоєнні лексики англійської мови як іноземної, з особливим акцентом на порівняння ефективності онлайн- та офлайн-методів. Результати дослідження показали, що вивчення словникового запасу є центральною та надзвичайно важливою складовою навчання англійської мови, а самі учні активно застосовують різні стратегії для розширення свого лексичного запасу.

Одним із найважливіших висновків є виражена перевага, яку учні надають цифровим та аудіовізуальним засобам вивчення лексики. Мобільні застосунки, такі як Duolingo та Хероран, а також відеоконтент на YouTube і TikTok були визнані найбільш ефективними та приємними засобами засвоєння нових слів. Ці інструменти забезпечують гнучкий, доступний та захопливий навчальний досвід, особливо в аспектах правильної вимови, написання та впізнавання слів. Учні наголосили на перевагах можливості вивчення лексики самостійно, у власному темпі та в неформальній обстановці.

Попри це, традиційні (офлайн) методи – такі як читання друкованих англомовних текстів, участь у класних іграх та складання власних глосаріїв – залишаються корисними, особливо за наявності вчительської підтримки. Однак більшість учнів загалом віддають їм меншу перевагу. Зокрема, друковані словники та картки зі словами були сприйняті як застарілі та менш ефективні. Водночас інтерактивні й цікаві офлайн-методи, як-от ігри на вивчення лексики, мають значну педагогічну цінність і повинні частіше використовуватись у класі.

Ключовим висновком дослідження є також важливість повторення і усвідомленого використання слів у процесі запам'ятовування. Учні визнали, що багаторазове повторення нових слів, особливо в усному чи письмовому контексті, сприяє їхньому засвоєнню. Хоча вони віддають перевагу цифровим засобам для повторення, посилення з боку вчителя також виявилось корисним. Використання нової лексики в змістовних реченнях, діалогах та творчих завданнях підвищувало впевненість учнів і сприяло довготривалому запам'ятовуванню.

Дослідження також окреслило низку важливих педагогічних висновків. По-перше, вчителям слід активно інтегрувати цифрові та аудіовізуальні інструменти до навчальних програм, щоб відповісти уподобанням учнів і підвищити їхню зацікавленість. Мобільні застосунки, навчальні відео з YouTube та інші освітні платформи мають значний потенціал для покращення процесу вивчення лексики у цікавій та доступній формі.

По-друге, змішане навчання, що поєднує цифрові інструменти з традиційними методами, може дати найкращі результати. Наприклад, вчитель може представити нову

лексику через онлайн-застосунок, а потім закріпити її за допомогою письмових вправ, ігор або обговорень у класі. Такий підхід забезпечує різноманіття, поглиблює знання у різних контекстах і підтримує мотивацію учнів.

По-третє, повторення має бути змістовним та контекстуальним, а не механічним. Рольові ігри, розповіді та бесіди з однокласниками створюють можливості для частого й осмисленого використання нової лексики в комунікативних ситуаціях. Ці практики не лише допомагають учням подолати труднощі з вимовою та написанням, а й зменшують ризик плутанини між подібними словами.

Також підкреслюється важливість розвитку автономії учнів. Багато школярів віддають перевагу самотійному, індивідуальному навчанню, тому педагоги повинні підтримувати це, пропонуючи додаткові завдання з лексики, персоналізовані ресурси та словники для самотійного ведення. У той же час регулярний зворотний зв'язок від учителя допомагає учням не втрачати фокус і контролювати власний прогрес.

Ще один важливий чинник – мотивація, яка тісно пов'язана з актуальністю та захопливістю навчального процесу. Учні повідомили про вищу мотивацію до вивчення лексики під час перегляду відео англійською або участі в ігрових активностях. Тому доцільним є впровадження автентичних матеріалів та завдань, пов'язаних із реальним життям, що робить вивчення лексики динамічним та змістовним.

Нарешті, хоча учні загалом мали позитивне ставлення до вивчення нових слів, вони також повідомили про недостатню впевненість у використанні нової лексики під час реального спілкування. Для подолання цієї проблеми вчителям слід надавати більше можливостей для змістовної комунікації англійською, зокрема через роботу в парах, групові проєкти та класні дискусії. Такі заходи не лише розвивають мовну впевненість і спонтанність, але й активізують лексичні знання на практиці.

На завершення, дослідження підтверджує, що поєднання цифрових і традиційних методів вивчення лексики є найбільш ефективним для сучасних учнів. Педагогам слід прагнути до різноманіття у викладанні, впроваджувати технології, заохочувати автономне навчання та створювати захопливі, комунікативно орієнтовані завдання відповідно до потреб і вподобань учнів. Узгодження методик викладання з реальними навчальними стратегіями учнів зробить засвоєння лексики не лише ефективним, а й приємним та тривалим процесом.

Водночас важливо визнати обмеження даного дослідження: у майбутньому варто розширити вибірку, включивши більшу кількість учасників із різних населених пунктів Закарпаття.

## APPENDICES

### Appendix 1. The English version of the questionnaire

#### I. Background information

1. How old are you?

☐ 14            ☐ 15            ☐ 16            ☐ 17

2. Where and how do you usually learn English? (You can choose more than one option)

☐ At school   ☐ In private lessons   ☐ Online platforms   ☐ Individually

#### II. Vocabulary learning habits

3. How often do you learn new English words?

☐ Every day   ☐ Several times a week   ☐ Once a week   ☐ Less than once a week

4. How do you usually learn new English words? (You can choose more than one option)

☐ Writing the words down   ☐ Flashcards   ☐ Repeating aloud   ☐ Mobile apps

☐ Using words in sentences   ☐ Reading books   ☐ Watching videos   ☐ Listening to music

Other:.....

5. Select the three most efficient vocabulary learning method.

☐ Writing the words down   ☐ Flashcards   ☐ Repeating aloud   ☐ Mobile apps

☐ Using words in sentences   ☐ Reading books   ☐ Watching videos   ☐ Listening to music

Other:.....

6. Which method do you enjoy the most?

☐ Writing the words down   ☐ Flashcards   ☐ Repeating aloud   ☐ Mobile apps

☐ Using words in sentences   ☐ Reading books   ☐ Watching videos   ☐ Listening to music

Other:.....

7. How do you usually review new words?

☐ Tests/quizzes   ☐ Games   ☐ Re-reading notes   ☐ Using mobile applications

☐ Talking to others   ☐ I do not review much   ☐ Other method:.....

#### III. Online vocabulary learning methods

8. Have you used any online tools or apps to learn English vocabulary?

☐ Yes            ☐ No

9. If yes, which ones?

☐ Duolingo            ☐ Xeropan            ☐ Anki            ☐ HelloTalk            ☐ LingQ

Other:.....



10. How useful do you find the following online vocabulary learning methods and tools?  
(1 = Not useful at all; 5 = Extremely useful)

Online methods and tools	1	2	3	4	5
Mobile applications					
Online dictionaries					
Watching YouTube videos in English					
Watching TikTok videos in English					
Communicating in English on social media					
Artificial intelligence					
Playing video games					
Reading English websites					

11. Do you prefer learning vocabulary online or offline? Why?

☐ Online                      ☐ Offline

Explanation:.....

12. Rate your agreement with this statement: “Online tools make vocabulary learning more interesting.”

☐ Strongly disagree   ☐ Disagree   ☐ Neutral   ☐ Agree   ☐ Strongly agree

#### IV. Offline learning methods

13. Do you use glossaries (word lists) or paper flashcards to study vocabulary?

☐ Yes                      ☐ No

14. How useful do you find traditional (offline) methods and tools for learning vocabulary?  
(1 = Not useful at all; 5 = Extremely useful)

Offline methods and tools	1	2	3	4	5
Printed dictionaries					
Reading English books in printed form					
Reading other English texts in printed form					
Paper-based flashcards					
Creating glossaries (word lists)					
Creating mind maps					
Playing classroom games in the English lessons					
Learning new words from your classmates					

15. Which offline methods do you find most effective?

- |   |   |
|---|---|
| <input type="checkbox"/> Printed dictionaries           | <input type="checkbox"/> Reading English books in printed form          |
| <input type="checkbox"/> Paper-based flashcards         | <input type="checkbox"/> Reading other English texts in printed form    |
| <input type="checkbox"/> Creating mind maps             | <input type="checkbox"/> Creating glossaries (word lists)               |
| <input type="checkbox"/> Learning words from classmates | <input type="checkbox"/> Playing classroom games in the English lessons |
- Other:.....

16. How often does your English teacher use vocabulary games in the English lessons?

- ☐ Never      ☐ Once a month      ☐ Once a week      ☐ Several times a week

## V. Motivation and preferences

17. How motivated are you to expand your English vocabulary?

(1 = Not motivated at all; 5 = Very motivated)

- ☐ 1    ☐ 2    ☐ 3    ☐ 4    ☐ 5

18. Which of the following do you prefer when learning vocabulary?

- |  |  |
|--|--|
| <input type="checkbox"/> Learning the definitions of new words                         | <input type="checkbox"/> Using pictures and visual aids      |
| <input type="checkbox"/> Listening to the pronunciation of new words                   | <input type="checkbox"/> Using the words in writing/speaking |
| <input type="checkbox"/> Playing vocabulary games                                      |  |
| <input type="checkbox"/> Learning the Hungarian/Ukrainian translation of English words |  |

19. How do you prefer learning new English words?

- ☐ Learning alone      ☐ Learning with a teacher      ☐ Learning in a group

20. Please explain your answer for the previous question. Why do you prefer this learning style?

.....

.....

.....

21. Did your habits of learning new words change in the last few years? If yes, how?

.....

.....

.....

22. Do you think combining online and offline methods is more effective than using just one?

- ☐ Yes, both methods are needed
- ☐ No, the online methods are enough
- ☐ No, the offline methods are enough

23. What difficulties do you face when learning new English words?

.....

.....

.....

24. What advice would you give to other pupils for learning English vocabulary effectively?

.....

.....

.....

25. Do you find learning vocabulary easier online than offline?

☐ Yes            ☐ No

26. How much do you agree with this statement?

“I can use the new word confidently.”

☐ Completely disagree    ☐ Disagree    ☐ Slightly agree    ☐ Agree    ☐ Completely agree

27. How much do you agree with this statement?

“My teacher encourages me to learn new words.”

☐ Completely disagree    ☐ Disagree    ☐ Slightly agree    ☐ Agree    ☐ Completely agree

28. How much do you agree with this statement?

“Vocabulary is the most important part of language learning.”

☐ Completely disagree    ☐ Disagree    ☐ Slightly agree    ☐ Agree    ☐ Completely agree

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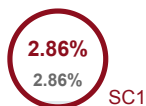
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