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Thesis
VOCABULARY LEARNING STRATEGIES FROM ENGLISH LANGUAGE LEARNERS' PERSPECTIVE

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Prohlašuji, že jsem práci vypracoval/a samostatně s použitím uvedené literatury a zdrojů informací.

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ABSTRACT

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Knowledge of English vocabulary is a key requirement for successful communication in the language. To make vocabulary learning effective, teachers need to select appropriate vocabulary, provide conditions for learning and practice vocabulary learning strategies with students. In this thesis, vocabulary learning strategies are represented by electronic flashcards and semantic mapping. These strategies were included in the research study, which was carried out with eighth graders. The research was conducted in two parts. First, students filled in a questionnaire, which explored their current ways of learning vocabulary. The questionnaire showed that a significant number of students acquire vocabulary incidentally while using technology and deliberately through wordlist reading strategy. The second part of the research involved one-on-one interviews with less successful language learners. In the interviews, students tested and reflected on electronic flashcards and semantic maps. The results showed reoccurring trends. All participants preferred flashcards, mainly for being on an electronic device. Participants also agreed that implementing a variety of strategies into language lessons would be beneficial for them. In response to that, teachers can add strategy instruction in their usual language lessons and include electronic devices to increase students' motivation in vocabulary learning.

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I. INTRODUCTION

Learning vocabulary is one of the most overwhelming challenges lying ahead of any language learner. Without knowing words, it is not possible to communicate in the language and use other language skills in and outside of the classroom. While being aware of the challenge ahead of them, learners often do not know how to learn vocabulary. It is the teachers' job to not only select which words to be learned and provide conditions which support the learning process but also to bring language learning strategies to learners' attention. In this case, vocabulary learning strategies. Vocabulary learning strategies are tools and activities, which learners use to make the learning process more effective. All the points mentioned above are discussed in detail in the Theoretical Background chapter, along with two selected strategies - flashcards and semantic mapping.

While learning strategies are widely recognised in the teaching literature, it seems that students in Czech schools rarely get in contact with vocabulary learning strategies during language lessons. As a result of that, many of them do not know, how to learn vocabulary effectively. For that reason, the broad aim of the research was to determine, whether it is worth implementing vocabulary learning strategies into language lessons, or not. This could be achieved by identifying students' current ways of learning vocabulary without their explicit knowledge of strategies. Furthermore, by discovering how less strategic learners react to selected vocabulary learning strategies, and by recognizing learners' attitudes towards them and finding out their preferences. The tools used to gather the data are presented in the Methods chapter as well as the research questions, participants, and process.

In the following chapter, named Results and Commentaries, the research results are presented, per the research questions and tools from the previous chapter. Since the research was qualitative, the results are presented in the form of a detailed analysis. After that, the strengths, weaknesses, and implications of the research are discussed in the Implications chapter. The final chapter of the thesis is Conclusion.

II. THEORETICAL BACKGROUND

This chapter presents the theoretical background relevant to vocabulary learning strategies. First, a general overview of vocabulary and language learning strategies is provided. This part of the theory defines which words to learn, what it means to learn a word, vocabulary size and growth, and specific conditions contributing to vocabulary learning. In the next section, vocabulary learning strategies are discussed in more detail. Specifically, two strategies, flashcards, and semantic mapping. These two strategies are both considered highly effective and at the same time, they are contrasting to each other, because they bring out various aspects of vocabulary learning to the table.

Vocabulary

When thinking of "vocabulary" or "lexis" the first idea that comes to mind is "words". English, like every other language, is made up of words. Schmitt and Schmitt (2020) demonstrate the variety of words, by stating that some words are short, some are very long; some words are old, while others have just entered the language; some words have one clear meaning, while some carry several different meanings; some words are common, and some are hardly ever used. For example, the word *quarantine* is relatively long and very straightforward in its meaning, on the other hand, the word *bank* is short and has more meanings, depending on the context of its use.

McCarthy (1990) claims that "it is most convenient to think of words as freestanding items of language that have meaning" (p. 3). Schmitt and Schmitt (2020) elaborate that vocabulary "connects meaning which comes from life experiences" with linguistic forms, "which represent those meanings" (p. 2). For example, the way one feels when someone insults them connects with the word *angry* (Schmitt & Schmitt, 2020). No matter how well learners of English know grammar, without knowing words, it is impossible to express a wide range of meanings and communicate in the language (McCarthy, 1990).

In English, meanings can be represented by single words as well as multi-word units, aka formulaic sequences (Schmitt & Schmitt, 2020). A common example of a multi-word unit is phrasal verbs. If we think of vocabulary which includes both single and multi-word units, we can replace the term "word" with the term "lexeme" or "lexical unit" which is defined as "an item that functions as a single meaning unit, regardless of the number of words it contains" (Schmitt & Schmitt, 2020, p. 2).

The definition of words "being items of language which have a meaning" is satisfying when we talk about content words. However, there are also words which perform

grammatical functions (Schmitt & Schmitt, 2020). For example, articles like *a* or *the* and prepositions such as *by* or *under* do not convey a meaning, but they are irreplaceable in English. These words are called function words and they glue content words together in a sentence (Schmitt & Schmitt, 2020). Because these words are necessary for every context, they are some of the most frequent words in a language.

To sum up, when we speak of vocabulary, we have to include single words and multi-word units, content words as well as function words, compounds, idioms and other phenomena, which form the language (McCarthy, 1990). In this thesis, "vocabulary" includes all of the above-mentioned forms.

Importance of Learning Vocabulary

Words are thought to be "the building blocks of language" (Webb & Nation, 2017, p. 5). Without knowing words, it is impossible to convey our intended meaning and make ourselves understood (Webb & Nation, 2017). All in all, "vocabulary forms the biggest part of the meaning of any language" (McCarthy, 2001 in Fan, 2003, p. 222) and it is vital to focus on learning vocabulary when starting with a new language. Only after we learn the most useful vocabulary, we can practice all the other language skills: listening, speaking, reading, and writing (Webb & Nation, 2017). Yet learning vocabulary is the biggest problem for most learners (McCarthy, 2001 in Fan, 2003). In many language classes, vocabulary is taught only in the form of reading a wordlist at the back of a textbook. Students are expected to "pick up" the rest of the vocabulary individually, without being guided by the teacher (Oxford & Crookall, 1990).

Ultimately, learning vocabulary is seen as extremely important. Terman (in Blachowicz, et al., 2006) supports this by claiming that vocabulary knowledge underlies all learning. Learning vocabulary in itself may be seen as overwhelming for a lower-level language learner because there are thousands of words to be learned. It is therefore the teacher's job to choose wisely, which words should be learned at what stage of learning.

Which Words to Learn

Gu (2020) reports that "the latest Oxford English Dictionary contains more than 600 000 words" (p. 271). Most researchers measure vocabulary size in word families. A word family is a group of cognate words especially within a single language (Merriam-Webster, 2023). An example of a "word family" is "write", "rewrite", "writer" etc. Nation and Waring (1997) explain that native speakers learn approximately 1000 word families a year, which means

"that a five-year-old beginning school will have a vocabulary of around 4000-to-5000 word families" (p. 8). Goulden, Nation, and Read (1990, as cited in Gu, 2020) estimated that an average educated native speaker of English has a vocabulary size of around 17 000 base words. In the case of native-speaker children, they are exposed to new words daily and implicitly "pick up" the most useful words as they grow up (Gu, 2020, p. 271). However, in the case of learners of English as a foreign language, there are not that many opportunities to simply hear and take in English words naturally. The learner has to decide "which words are most needed, where to access these words, and how to treat the learning of each of these words" (Gu, 2020, p. 271).

In a school environment, it is the teachers' job to decide which words are needed to be taught in class. There are several approaches such as picking the words that are not fixed in learners' vocabulary base or words which will be encountered frequently in the future (Blachowicz et al., 2006). Words in a language are not equally used. Some words are used so regularly that they appear in practically all texts and spoken language, while other words are hardly ever used (Gu, 2020). Webb and Nation (2017) claim that "more frequent words tend to have greater value than less frequent words because they are more likely to be needed for communication" (p. 6). Not knowing high-frequency words can be a major obstacle for language learners. Therefore, language teachers should choose high-frequency vocabulary to begin with.

High-frequency words

High-frequency vocabulary is one of the categories used in vocabulary classification. Other categories are low-frequency vocabulary, and technical and academic vocabulary (Webb & Nation, 2017). For beginners, high-frequency vocabulary is the most important. The problem for beginning learners is "getting to the threshold where they can start to learn from context" (Nation & Waring, 1997, p. 11) because when one has a small vocabulary size, it is impossible to comprehend a text and learn unknown words from the context (Nation & Waring). Webb and Nation (2017) claim that knowing the first 1000 most frequent word families allow learners to understand over 85 % of vocabulary in regular television programs. Once learners reach the vocabulary size of 3000 most frequent word families, they should be able to communicate well in the language (Nation & Waring, 1997). Schmitt and Schmitt (2014, in Webb & Nation, 2017) support this by claiming that the 3000 most frequent word families "allow learners to understand 98% of the words in most graded reading materials, as well as 95 % of the vocabulary used in spoken discourse" (p. 11). To

find out which exact words are the most frequent, there are many word frequency lists available, such as the New General Service List (Browne et al.)

When learning English as a foreign language, there is a complication in learning high-frequency words. The problem is learners' limited input (Webb & Nation, 2017). Some learners only see and hear English through textbooks and these books work with topic vocabulary rather than frequent vocabulary. That is because many words that account for the most frequent ones are articles, conjunctions, auxiliary words, etc. These words are the so-called "function" words, which are taught differently than "content/topic" words (Webb & Nation, 2017). However, Webb and Chang (2012) suggest that teachers should introduce function words early on because they are necessary for comprehension and use. Furthermore, knowledge of these words is likely to develop because learners keep meeting them in context and it is easier for learners to become fluent in words of the highest frequency (Webb & Chang, 2012).

Low-frequency words

Once high-frequency words are learned, the next milestone for the teacher is to help the learners develop strategies, which are used while learning the low-frequency words (Nation 1990 in Nation & Waring, 1997). Low-frequency words are all words below the 3000 most frequent words in English. There are tens of thousands of words to be learned and very little classroom time. Therefore, only a small percentage of low-frequency words are spent time on during lessons.

Technical and academic words

Gu (2020) explains technical vocabulary as "the words closely related to a specific technical topic area such as chemistry, mathematics, engineering, or education" (p. 275). These words are needed for students who study the content area along with its vocabulary. Academic vocabulary is used in academic disciplines and at the same time is considered infrequent in non-academic texts (Webb & Nation, 2017). While technical words convey meaning, academic words support the use of technical vocabulary (Webb & Nation, 2017), which is why we can find the term "sub-technical vocabulary" instead of "academic vocabulary" in some sources. Nevertheless, academic and technical vocabulary is a matter of more advanced English learners, especially university students, who are not the focus group of this thesis.

Learning a Word

Rubin (as cited in Komol & Sripetpun, 2011, p. 3) defines vocabulary learning as "the process in which information is obtained, stored, retrieved and used". Brown and Payne (as cited in Komol & Sripetpun, 2011) identified five steps in learning a new word: (a) encountering new words, (b) getting a visual or auditory image of the form of the words, (c) learning the meaning of the words, (d) making a memory connection between the form and the meaning, and (e) using the words (p. 3). Form, meaning, and use are the three dimensions of knowing a word (Nation, 2013 in Schmitt & Schmitt, 2020). However, a person may "know most of the meaning senses for a word (*circle* = a round shape) but not know less frequent senses (= group of people with similar interests, e.g., a literacy circle)" (Schmitt & Schmitt, 2020, p. 33). Therefore, when we learn a new word, it does not mean learning it with all its meanings and possible uses. On the contrary, "when we meet new words, we gain only some limited impression" of the word knowledge (Schmitt & Schmitt, 2020, p. 33). The more we come across the same word in context, the more knowledge we gain about it. The limitation comes from the type of input.

Vocabulary Size and Vocabulary Growth

There is a major difference between vocabulary growth in L1 (first language) and in L2 (second language). The difference is the amount of input that the learner is exposed to. L2 language learners get very little input, some rarely get any input outside of school. In the case of learning English as a second or foreign language, the amount of input "depends on the motivation of learners to communicate in the target language" (Webb & Nation, 2017, p. 43).

There is little research on L2 vocabulary growth. As a result, the question of how many words can learners absorb in a lesson, week or longer period is hard to answer. Webb and Nation (2017) have examined several studies on this subject. One of these is a study by James Milton (in Webb & Nation, 2017), professor of Applied Linguistics in Swansea University. He measured the vocabulary growth of Greek students, who received 100 lessons of English per year, and found out, that the vocabulary growth was approximately 500 words per year. A long-term study done by Webb and Chang (2012) in Taiwan had similar results. The best group of students reached a growth of about 430 words per year. This study also indicated a different vocabulary growth among different age groups, with older students having a larger growth than younger students (Webb & Chang, 2012). Lise Danelund (in Webb & Nation, 2017) completed a study using "word families". She tested the vocabulary

size of Grade 13 students in Denmark, who had at least nine years of English at school. The result was that only 48 % "demonstrated mastery of the 2000 highest-frequency word families" (Webb & Nation, 2017, p. 47).

These findings are discouraging. Webb and Nation (2017) argue that this seems to be a result of inefficient and ineffective vocabulary learning in the EFL context. The authors believe that "learning 500 word families per year should be an attainable target" (Webb and Nation, 2017, p. 48) when learners receive the needed support from the teacher.

Incidental and deliberate learning

Vocabulary can be developed and therefore can grow either through deliberate or incidental learning. The majority of words in L1 "are learned incidentally through repeated encounters in context" (Webb & Chang, 2012, p. 113). However, even L2 learners might learn some words this way, assuming they receive enough input. An example of incidental learning is learning new words "in context through extensive listening and reading" (Nation & Waring, 1997, p. 11). In fact, Blachowicz et al. (2006) claim that "there is a strong connection between readers' vocabulary knowledge and their ability to understand what they read" (p. 525). Yet it was mentioned that learners need to have a certain vocabulary size to comprehend a text. For this reason, deliberate vocabulary learning activities, such as flashcards or semantic mapping, are much more common at schools (Webb & Nation, 2017).

Conditions Contributing to Vocabulary Learning

Vocabulary learning is enhanced when certain conditions are established. These conditions are "repetition, noticing, retrieval, varied encounters and varied use, and elaboration" (Webb & Nation, 2017, p. 61). Nation (2019) puts the conditions into two categories: "number of meetings" and "quality of attention". Nakata (2011, in Nation 2019) supports this by claiming that "vocabulary learning depends on how often words are met and the quality or depth of the mental processing at each meeting" (p. 23).

Number of meetings

Every new word needs to be met several times and in a variety of ways. With every repetition, the knowledge increases, until it is fully learned (Nation, 2019). The number of meetings needed to learn a word differs in deliberate and incidental learning (Webb & Nation, 2017). Sánchez (2016, in Webb & Nation, 2017) used eye-tracking technology to find out how long learners focus on new words. The result was that "[a]fter eight encounters

with the word in the text, the retrieval time started to approach that of known words" (Webb & Nation, 2017, p. 65). In the case of listening, researchers agree that it takes about twenty encounters to learn a word from listening (Webb & Nation, 2017).

In deliberate learning, the number of meetings is slightly smaller than in incidental learning - around seven encounters (Webb & Nation, 2017, p. 66). Although it is not effective to repeat a word seven times in a row. In contrast, if there are several words learned in a lesson, it is better to give attention to each word and then come back to the first word later, so that there is an interval between each encounter with one word (Webb & Nation, 2017). Spaced repetition can be managed by highlighting words before reading a text and then doing a follow-up activity with the same words (Blachowicz et al., 2006), re-reading the same text or using flashcards, where repetition is the key element (Webb & Nation, 2017). In other words, having "a planned system of coming back to the same material again makes sure that there is plenty of repetition" (Nation, 2020, p. 7)

Quality of attention

Under "quality of attention" we have the conditions of noticing, retrieval, varied encounters and varied use, and elaboration. Noticing, which involves paying attention to a word (Webb & Nation, 2017), is the most superficial level of attention (Nation, 2019). In incidental learning, it means "simply noticing an unknown word during reading or listening" (Nation, 2019, p. 23), while in deliberate learning, it can be looking up words in a dictionary or encountering highlighted words in a text (Webb & Nation, 2017).

The second level of attention involves retrieval, which is dependent on previous noticing. There are two types of retrieval: receptive and productive. "Receptive retrieval occurs when a learner sees or hears a word and has to recall its meaning. This can occur incidentally while reading or deliberately when working with flashcards. Productive retrieval occurs when a learner wants to express meaning and has to recall the appropriate spoken or written word form" (Nation, 2019). The key to effective retrieval is spacing. Spaced retrieval between words is the essence of long-term recall of vocabulary. Therefore, teachers need to provide opportunities for learners to make retrieval (Webb & Nation, 2017). It can be a simple pause before saying a word to give learners time to make the retrieval, or it can be done by repetition of the same material (Webb & Nation, 2017). In fact, revisiting the same topic or material, but using a word in a different form or context (Webb & Nation, 2017) gives a fantastic opportunity for varied encounters and varied use, which is the third condition.

The final, fourth, condition is elaboration, which "concerns the enrichment of knowledge of a word by encountering more aspects of its form, meaning, and use" (Webb & Nation, 2017, p. 73). In incidental learning, the enrichment may be meeting or production of a word in a communicative situation (Nation, 2019). In deliberate learning, the enrichment may be from using a mnemonic technique or analysis of a dictionary entry (Nation, 2019).

Language Learning Strategies

The word "strategy" is derived from the ancient Greek word "strategia", which means actions taken for the purpose of winning a war (Oxford, 2003). The primary war aspect is gone, but the use of strategy for the purpose of completing something has remained in the meaning of the word (Oxford, 2003). Oxford (1990) defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8). Chamot (1998) adds that strategies are not only actions but also "thoughts that students have" that help them with language learning (p. 2).

Gu (2012 in Gu, 2020) takes the definition of strategies as "actions" further by claiming that "[w]hen we talk about learning strategies, what we are actually referring to are strategic actions" (p. 282). These strategic actions involve certain procedures, such as (a) attending selectivity to learning problems and tasks; (b) analysing the task at hand, analysing the learning context; (c) making decisions and choices; (d) executing plans; (e) monitoring progress and modifying plans; (f) evaluating results; and (g) coordinating and orchestrating strategic behaviour (Gu, 2012 in Gu, 2020, p. 282). All of these procedures aim at making learning more effective and at learners taking more responsibility for their own learning (Chamot, 1998).

Value of Language Learning Strategies

The simplest way of putting it is that "the intent of learning strategies instruction is to help all students become better language learners" (Chamot, 1998, p. 3). Strategies are generally conscious and goal-driven; therefore, a good strategy should help learners to achieve learning goals (Chamot, 2005). A good strategy is a strategy, which relates to the L2 task at hand, and that learners manage to apply effectively (Chamot, 2005). However, the usefulness and effectiveness of a strategy also depends on the motivation, personality, attitude, and active engagement of the learner in the learning process (Gu, 2003 in Gu, 2020). Oxford (2016) claims that when learners have little motivation or negative self-efficacy

beliefs, it can hinder the use and transfer of strategies. Generally, being able to use learning strategies effectively sets "good" language learners apart from the less successful ones.

Learners using Language Learning Strategies

The notion that the use of learning strategies generally divides language learners into the categories of "more successful" and "less successful" learners is broadly accepted. Cohen (1989, in Gu, 2003) mentions that "good learners are good because they know where their strengths are and when to use certain strategies to tackle certain learning problems flexibly" (p. 73). McCarthy (2001 in Fan, 2003) adds that successful learners have a repertoire of techniques and disciplines for learning the language. In addition, learners who expect to be successful at a learning task generally succeed (Chamot, 1998). The learner's motivation increases with each successful learning experience (Chamot, 1998). In effect, motivation enhances learning and successful learning enhances motivation.

Learners, who are used to approaching tasks with learning strategies are purposeful. They set learning goals, establish a productive learning environment, adjust strategies when needed and seek assistance if necessary (Zimmerman & Schrunk, 2011 in Oxford, 2016). Oxford (2016) further labels strategic learners as "autonomous" and "self-regulating". Autonomy may be defined "as ability and willingness to take responsibility" (Littlewood, 1996 in Oxford, 2016, p. 80). Autonomy is tightly connected with learning strategies, because "strategies are an important element of learner autonomy since it is by using strategies that learners are able to become autonomous" (Griffiths, 2013 in Oxford, 2016, p. 81). A self-regulating learner is believed to be cognitively and metacognitively active, therefore, this label requires effort on the learners' side (Oxford, 2016).

Less successful or less effective learners are generally weaker users of strategies (Chamot, 1998). They tend to use strategies "in an impulsive, almost desperate fashion, without regard to how well these strategies fit the demands of a given task" (Ofxord et al. 2004 in Oxford, 2016, p. 72). However, the good news is that even the less successful learners can improve their performance using appropriate learning strategies (Chamot, 1998). Greenfell and Harris (1999, in Chamot, 2005) support this by saying that the major reason for teaching learning strategies is that "less successful language learners can be taught new strategies" (p. 112), thus they can become better language learners. The key is in learning which strategies are effective for which task.

Principles of Teaching Language Learning Strategies

If teachers expect their learners to use learning strategies correctly, they should incorporate language learning strategy instruction into their lessons. Chamot (1998) introduces several principles, that teachers should follow when teaching learning strategies. The first is to "build on strategies students already use by finding out their current strategies and making students aware of the range of strategies used by their classmates" (Chamot, 1998, p. 6). For this reason, the teacher should find out what strategies learners already know and use, if any. The second principle is integrating strategy instruction regularly in lessons, "rather than teaching the strategies separately from language learning activities" (Chamot, 1998, p. 6). This principle relates to number three, which stresses that the teacher is explicit in naming the strategy, telling learners why and when to use it and how it will help them with the task at hand (Chamot, 1998). The next principle, number four, emphasizes that learners are allowed to choose one out of more strategies and decide which one works best for them in the particular task (Chamot, 1998). And lastly, Chamot (1998) stresses that the teacher should "use the target language as much as possible" for strategy instruction (p. 6). Blachowicz et al. (2006) add that the teacher should also model the use of the strategy in action, prepare opportunities for learners to use it and guide them in the strategy use (p. 530).

Vocabulary Learning Strategies

Vocabulary learning strategies are a subclass of language learning strategies. (Huh, 2009). Therefore, we can define them as specific actions taken by the learner to make vocabulary learning easier, faster, and more effective. Vocabulary strategies are particularly important for beginning-level learners, who often believe that learning new words is all that is involved in second language acquisition (Chamot, 2005). These learners are not far from the truth since vocabulary knowledge underlies all learning. Therefore, beginners should concentrate their efforts on learning strategies with a focus on vocabulary (Chamot, 2005). Blachowicz et. al. (2006) point out that "students need to develop independent strategies for dealing with new words they will meet in school, in work, and in other areas of life" (p. 529).

There are several typologies of vocabulary learning strategies. For instance, Gu (2003) distinguishes between knowledge-oriented strategies and skill-oriented strategies. The former includes learning form-meaning pairs using mostly mnemonic devices and strategies. Flashcards are an example of a knowledge-oriented strategy. The latter includes the use of words in meaningful contexts, plus the development of "automaticity in retrieving and producing these words" (Gu, 2003, p. 75) An example of a skill-oriented strategy is extensive

reading and listening or using newly learned words in a writing task (Gu, 2003). Both types are important, and neither should be neglected during classroom time (Gu, 2003).

Oxford and Crookall (1990) present three categories of vocabulary strategies: decontextualizing (word lists, flashcards), semi-contextualizing (visual imagery, keyword technique, semantic mapping) and fully contextualizing (reading and listening). Contextualizing strategies are considered better by researchers because they show learners what words are used in different situations (McCarten, 2007).

General Conclusions about Vocabulary Learning Strategies

Schmitt (1997, in Fan, 2003) comes up with three general conclusions about vocabulary learning strategies supported by research and vocabulary learning studies. (a) Many language learners are aware of the importance of vocabulary, and they use more strategies for learning vocabulary than other linguistic aspects. (b) Learners use mechanical strategies like "memorization, note-taking, and repetition" more often than "strategies that involve deep processing, such as guessing, imagery, and the keyword technique" (Schmitt, 1997, in Fan, 2003, p. 224). (c) Good learners use a variety of strategies while taking "the initiative to manage their vocabulary learning" (Schmitt, 1997, in Fan, 2003, p. 224).

Besides the three conclusions that Schmitt (1997) proposes, it is possible to add another conclusion, which suggests that "there is a positive relationship between vocabulary learning strategies and vocabulary proficiency, which means that the use of effective strategies is related to higher levels of language proficiency" (Huh, 2009, p. 42) Therefore, it is worth training effective vocabulary strategies in language lessons. In fact, training learners is one of the most important jobs of a teacher. Nation (2020) explains that "the jobs of the teacher are to plan, organize, train, test, and teach" (p. 2). The actions are ranked in order of importance for learning (Nation, 2020). Training, the teacher's third job, "involves helping learners become proficient in the most useful vocabulary learning strategies" (Nation, 2020, p. 3). The problem is that strategy development is a long-term process, and it should occur on regular basis "until learners find it easier to use a strategy than to not use it" (Nation, 2020, p. 3). Therefore, a sudden application of learning strategies in lessons may not bring immediate results.

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Examples of Vocabulary Learning Strategies

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There is a large amount of vocabulary learning strategies. Some are very straightforward and easily applicable, and some are rather complicated and require a lot of training to become

effective. In this section, there are two examples of vocabulary learning strategies presented. Flashcards and semantic mapping. Both are considered highly effective in the vocabulary learning process.

Flashcards

Flashcards may be put into the knowledge-oriented strategies category. They are "a set of cards where the second language (L2) word is written on one side and its meaning, usually in the form of a first language (L1) translation, L2 synonym, or definition, is written on the other" (Nakata, 2019, p. 304). Flashcards are a popular tool for autonomous vocabulary learning because they are relatively easy to make and can be used anywhere: at home, in the classroom, on public transport etc. (Webb & Nation, 2017).

Flashcard learning is a type of "paired-associate learning", and it is a typical decontextualized method (Nakata, 2019). Even though contextual learning is considered superior to decontextualized learning, research shows that paired-associate learning may be just as effective, or even more effective than contextual (Lauren & Shmueli, 1997 in Nakata, 2019). Nation (2020) claims that the belief that all vocabulary needs to occur in context is mistaken and there is no research evidence to support it. However, it is good to learn vocabulary in context through language use (Nation, 2020). In any case, it is possible to add context to the otherwise decontextualized flashcards (Oxford & Crookall, 1990; Nakata, 2019). For instance, learners can write short contextual sentences using the new word on one side of the card and the word itself on the other (Nakata, 2019) or they may "tape flashcards on particular objects like a lamp, table, and chair signified by the words on the cards, thus providing a visual context" (Oxford & Crookall, 1990, p. 12) when learning the topic of furniture. Furthermore, learners can arrange cards into semantic maps (Oxford & Crookall, 1990).

Despite the decontextualizing nature, flashcards are among the most widely used vocabulary learning strategies. They are popular among learners because learning using flashcards results in close to 100 % learning. (Nation, 2020). The words are well-retained and most of them do not require many repetitions (Nation, 2020). Plus, flashcards are very convenient for teachers because they do "not require any teaching beyond training in the strategy" (Nation, 2020, p. 4).

Flashcards are relatively easy for learners to train. The technique involves three components: "writing down (copying) the L2 word on the front of a card, writing the word's L1 meaning on the back, and then using the card to become familiar with the new word and

its meaning" (Oxford & Crookall, 1990, p. 12). The process is very straightforward; however, Nakata (2020, in Nation, 2020) provides additional information on how to make learning from flashcards the most effective. First advice, "start with small packs of cards – about 15 to 20 words" (Nakata, 2020 in Nation, 2020 p. 5) because it allows more space for repetition. Once the process gets easier, increase the size of the pack (Nakata, 2020, in Nation, 2020). The second piece of advice is to space the repetitions, because "spacing results in much longer lasting learning than massing the repetitions together into one session of study" (Nakata, 2020 in Nation, 2020, p. 5). One of the most important principles of flashcards is retrieval, which is defined as "remembering information about previously encountered L2 words" (Nakata, 2019, p. 305). Spaced retrieval is seen as particularly successful because research shows that spaced retrieval increases vocabulary knowledge more than mass learning (Nakata, 2015 in Nakata, 2019). Therefore, coming back to the same set of cards once a week allows more retention than repeating it once every day (Nakata, 2019). The third piece of advice is not to put too much information on a word card, as it "can distract from the form-meaning learning" process (Nakata, 2020, in Nation, 2020, p. 5). Fourth, putting words of similar spelling or similar meaning in one pack of cards makes initial learning more difficult (Nakata, 2020, in Nation, 2020) because it causes interference among related words (Webb & Nation, 2017). Fifth, it is suggested to change the order of words in the pack all the time to make the process more challenging. And lastly, saying the words out loud helps with the pronunciation as well as the recollection of the word (Nakata, 2020, in Nation, 2020).

Electronic flashcards

Nowadays, it is possible to shift the flashcard learning process from paper to digital form. Computer-based flashcards have several advantages over traditional paper-based ones (Nakata, 2019). First, it is possible to add multimedia information "such as images, videos, or audio" to the cards (Nakata, 2019, p. 308). Visual and audio information can help illustrate the meaning of words. The electronic version can also "keep a record of learner's performance and determine the scheduling so that unfamiliar items are reviewed regularly after sufficient spacing" (Nakata, 2011 in Nakata, 2019, p. 314). There are several programs and apps, which learners can use to create their flashcards and practice. Nakata (2019) suggests using Quizlet.com, a popular web-based flashcard program.

Quizlet is "the easiest way to make and study flashcards" (Quizlet, 2023). Learners can make their own flashcards in just a few steps, or they can use already created flashcard sets

for their practice. Quizlet is web-based; however, the company also provides a mobile app, which is compatible with both, Android and iOS. Once the app is downloaded, the first step is to sign up for free. After signing up, the home page of the app includes "search" and "create" buttons and icons, followed by the icon of "my profile". Each user profile has a name, picture and then a list of created sets, folders, and achievements. It monitors the process of learning, so every learner using the app knows, how often they practice and how successful their learning is.

Creating a set is very straightforward and user-friendly, as demonstrated in Figure 1. To create a set of flashcards, learners simply click on the "create" button. Then learners name the set and fill it with as much vocabulary, as necessary. Each flashcard has two parts, one called "term" where learners type the L2 word. The other side is called "definition". Learners can put the definition of the L2 word, but it does not have to be solely a "definition". It can be the L1 translation or possibly the L2 word put in a sentence. It depends on what the learner wants to learn. Once the first few words are typed, the app starts suggesting options for the "definition" part of the flashcard, as seen in Figure 1.
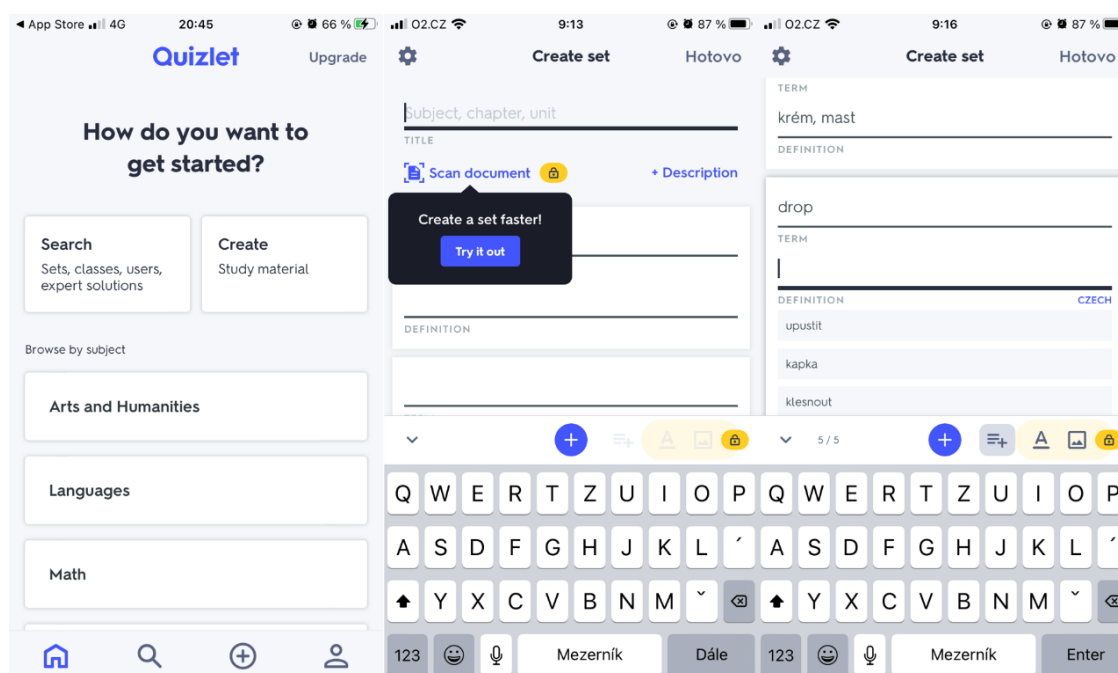
Figure 1. The flashcard set creation process

(Quizlet, 2023)

Once all words are typed, learners click on "hotovo" and the set is ready. Learners can review the set, learn it, take a practice test, or play a matching game with the vocabulary.

When reviewing the set, learners look at both sides of the flashcard and then swipe right if they know it well or swipe left if they still need to practice, just like Figure 2 shows.
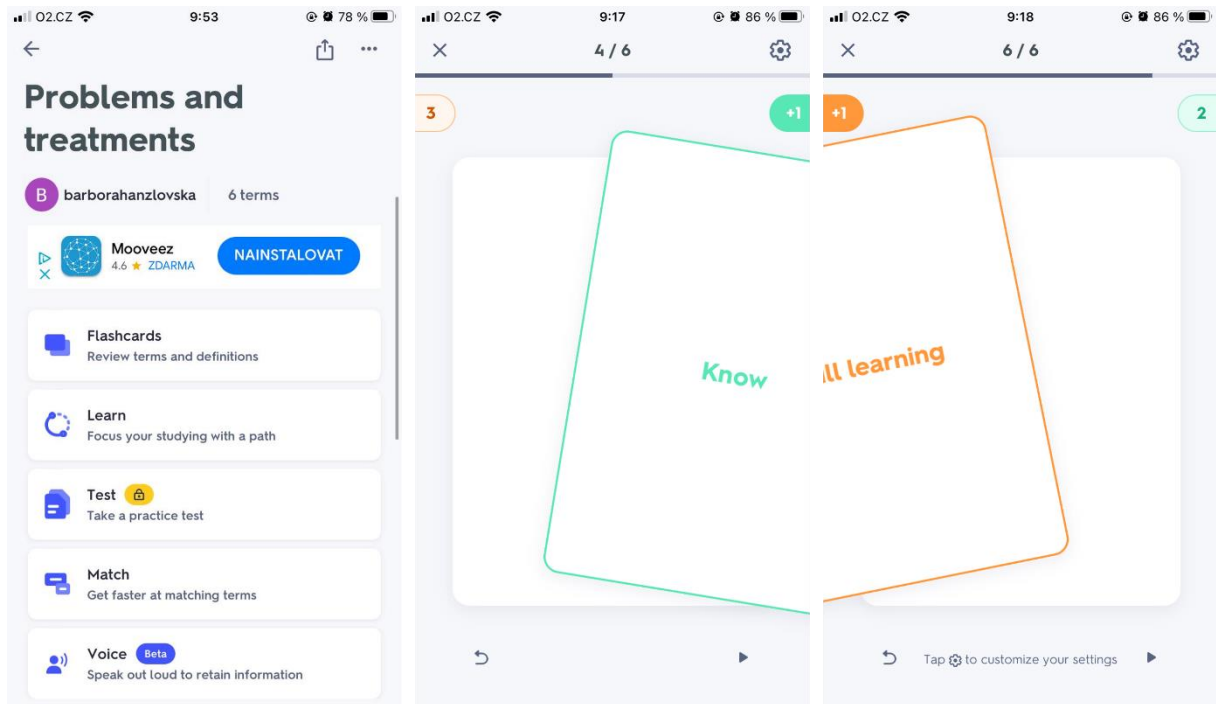
Figure 2. Review of a flashcard set

(Quizlet, 2023)

When finished with flashcards, learners can repeat them or use another option of the set, for example, the "learn" option. This section always displays a "term" and the user has to either choose the correct "definition" from four options or type the "definition" using the keyboard. The "test" section is based on the same exercises, but it does not show the answers immediately, it shows them at the end of the test. Lastly, the app provides a matching game, where a board of twelve squares appears. Each square has a term or a definition on it. The task is to connect the correct term with its definition. In the end, learners create six pairs. The app allows users to challenge their friends in the matching game, thus having an element of competition included.

The downfall of Quizlet is the limited free options. Some features, such as adding images to the flashcards, are locked, and can only be used after upgrading to the unlimited QuizletPlus. However, it is possible for teachers or whole schools to buy a licence, and afterwards, the app and web provide a lot of benefits, such as monitoring students' work, assigning homework, checking who completed an assignment and more.

In general, flashcards, electronic or not, have their limitations. Flashcards help strengthen knowledge of form-meaning connections, but they do not teach other aspects of word knowledge (Webb & Nation, 2017), such as collocations and associations (Nakata, 2019). In connection with their limitations, Nation (2020) suggests that flashcards should be the first step in learning new words. Webb and Nation (2017) add that learning using flashcards contributes to growth in word knowledge, but "this knowledge needs to be further expanded through meaning-focused learning approaches" (p. 174), which provide more context to the vocabulary. A strategy, which provides more context to the vocabulary is semantic mapping.

Semantic Mapping

Just like flashcards, semantic mapping may be put into the knowledge-oriented strategies category. However, unlike flashcards, this strategy is considered to be semi-contextual. It is a visual strategy, where relations among words are shown graphically, for example "in a clustered map of synonyms for a central concept" (Blachowicz et al., 2006, p. 528). The strategy draws upon three other techniques: word grouping, word association and visual imagery (Oxford & Crookall, 1990). Therefore, this strategy requires learners to identify and understand relations between individual words (Blachowicz et al., 2006) and relate new words to their background knowledge (Johnson and Pearson, 1984 in Johnson et al., 1986). Udaya (2021) elaborates that when learners think about word relationships, their understanding of word meanings increases, therefore they "memorize new words quickly and effectively" (p. 194).

The strategy can be introduced to learners at any level (Zahedi & Abdi, 2012). Hague (in Oxford & Crookall, 1990) divides the process of creating a semantic map into 6 steps. First, a teacher chooses a target word and writes the word on the board. Then, the teacher encourages the class to brainstorm words related to the topic/keyword. The brainstorming phase shows learners' interest, level of readiness, gaps, and misconceptions (Johnson & Pearson, 1978 in Udaya, 2021). After the brainstorming, learners are asked to list the words by categories. Learners can first list the words in categories individually, on a piece of paper (Johnson et al, 1986) and then the whole class can work on it together using the board. The fourth step, where learners suggest labels for the categories is optional. Then, the class discusses words on the semantic map. In this step, learners should be encouraged to study how the concepts relate to each other. Following the discussion, the class revises the map and adds new concepts as the lesson progresses (Oxford & Crookall, 1990). A finished map

"provides the teacher with information about what the students know and reveal anchor points upon which new concepts can be introduced" (Johnson et al., 1986, p. 779).

Hague's process of creating a semantic map is designed for the whole class participation, however, learners can create semantic maps individually as well. In the case of individual creation, the only step which is left out is the discussion, the other steps may remain the same.

The strategy can be used simply as a tool to develop new vocabulary or as a pre-reading or pre-writing activity (Johnson et al., 1986; Oxford & Crookall, 1990; Zahedi & Abdi, 2012). In this case, semantic mapping can introduce key vocabulary for the reading, activate prior knowledge of the topic or simply help learners organize ideas prior to the reading or writing activity (Johnson et al., 1986). Zahedi and Abdi (2012) describe how semantic mapping can be used in a writing activity:

> Learners work with the teacher to develop a semantic map around a topic, the teacher deliberately introduces several target vocabulary items and puts them on the map as well as elaborating on them with the learners who then use the semantic map to do a piece of writing. If the writing is done in a group, a learner in the group can be assigned to ensure that the target words are used. (p. 2274)

At the same time, semantic maps can be used as a post-reading activity (Johnson et al., 1986) where the relationships of words from the text are put in a graphic form of a map.

The strategy is broadly considered to be effective, however, not every research study has proven its efficiency. Khoii and Sharififar (2013) have compared the memorization of wordlists and semantic mapping in their research. The research included two study groups of EFL intermediate learners, one group studied vocabulary with wordlists and the other with semantic maps. The group using semantic maps showed great interest in doing the activities (Khoji & Sharififar, 2013). In the end, "despite all the time and effort devoted to constructing the semantic maps, the use of this strategy did not produce a significantly different impact on improving the vocabulary knowledge of the participants compared to rote memorization" (Khoji & Sharififar, 2013, p. 207). On the other hand, research done by Udaya (2021) on ESL middle schools learners showed more promising results. The results of this study proved that "introducing and giving more practice using semantic mapping effectively enables the students to achieve more significant progress in vocabulary learning" (p. 201). The findings proved that semantic maps could improve learners' vocabulary comprehension and on top of that, the learners showed positive attitudes towards the strategy (Udaya, 2021).

In general, the authors and research studies prove that using vocabulary learning strategies has a positive effect on learners. Since vocabulary is a vital part of learning English, especially in the beginning stages, teachers should consider teaching the most frequent words along with the topic words. Teachers should provide the conditions needed for successful vocabulary learning, namely the number of meetings and quality of attention. And lastly, teachers should contemplate training learning strategies, in this case, vocabulary learning strategies, to ensure that learners have all the tools necessary to become successful learners. Flashcards and semantic maps are just two of many vocabulary learning strategies, which have proven to be effective in the language classroom. The research study, which follows the theory includes among other things the two vocabulary learning strategies – flashcards and semantic maps, tested by eight grade students, who can be characterized as "less successful" vocabulary learners.

III. METHODS

In this chapter, I present an overview of the research methodology, which includes the research questions, and the description of participants, tools, and processes.

In my research, I investigated learners' current ways of learning vocabulary. Along with that, I examined the less successful language learners' attitudes and observed their behaviour while using vocabulary learning strategies. Lastly, I examined learners' opinions about the strategies. My research questions were:

1. What are the participants' current ways of learning vocabulary?

2. How do participants respond (verbally and non-verbally) to the presented vocabulary learning strategies?

3. Which one of the tested vocabulary learning strategies do participants prefer? How does it reflect in the interview?

Research Participants

The research was conducted with eighth graders in the 7th primary school and kindergarten in Pilsen, which is situated in Vinice. The participants were all students of the 8.A class. I chose this class for the research because I was already familiar with the students due to my prior teaching practice and both the principal, and the class teacher gave me permission to administer the research there.

In the first part of the research, an initial questionnaire, the whole class of twenty-seven students participated. After the questionnaire evaluation, five students were selected to participate in the second part of the research, which was an interview session. The five chosen participants were students, who showed poor knowledge of learning strategies in the questionnaire and who had been struggling with English language acquisition.

Student A was a 14-year-old female. She considered English and the Czech language to be her biggest weakness at school.

Student B was a 14-year-old female. She was in her last year of elementary school and struggled with Mathematics and language subjects.

Student C was a 14-year-old male. He and his family moved from Ukraine to the Czech Republic in 2019. He had no trouble understanding the Czech language. He considered English a difficult subject.

Student D was a 14-year-old male. He did not fancy Mathematics and the Czech language. He explained that his biggest problem at school was speaking during language subjects, because of his calm and quiet personality.

Student E was a 14-year-old male. He was a student with special educational needs, with a slower speed of speaking, writing, and completing tasks. On top of that, he had weaker hearing and worsen short-term memory. However, his intellect was in the norm.

Research Tools

The research consisted of two parts, and I used a variety of tools to gather the data. The first part involved a questionnaire with unstructured open-ended questions (Appendix A). The purpose of the questionnaire was first, to find out how students learned vocabulary, and second to select participants for the main part of the research based on the answers to the questions. To collect comprehensive answers from the students, the questionnaire was written in Czech (L1 of the participants). The questionnaire was printed and handed to the whole class during an English lesson.

The second part, which was the core of the research, consisted of a semi-structured interview and an observation of participants' behaviour. An interview is a qualitative method, which is appropriate to gather not only verbal responses but also non-verbal responses, which are also very important for this research. Just like the questionnaire, the whole interview was conducted in Czech, because the participants' English was not at a level, which would allow for a meaningful and authentic interview process.

Since the interview was relatively long and divided into more sections, an interview guide (Appendix B) was developed to ensure a smooth run of the conversation. The interview guide was divided into four sections: introduction, strategy one, strategy two and reflection on the process. The introduction involved a time frame of the interview and a thorough description of the process. The following two sections, involving the strategies, were both constructed the same. First, each strategy was presented, and the usage of the strategy was explained. Then the participants tested the strategy on their own. The last section, the reflection on the process, was conducted in a questions and answers format. The participants were asked questions about the strategies and their attitudes towards them.

During the middle parts of the interview, strategy one and strategy two testing, the observation of participants took place. For the observation, I have created an observation guide (Appendix C), which I filled with responses from each of the five participants. The observation guide allowed me to make the same observation for each of the participating students.

Research Process

The research was realized in April 2023. Before realizing the official research, I piloted both, the questionnaire, and the interview, with an eighth grader, who was not from the participating class or school. The pilot was organized to ensure that the research provided data in accordance with the research questions. The piloted interview went well, however, one question in the questionnaire was changed afterwards, due to insufficient informative answers.

As I mentioned above, the research took place in the 7. ZŠ Pilsen, in class 8. A. The first part of the research, the questionnaire, was handed to all students from the class during an English lesson. The class is divided into two groups for language subjects; therefore, the questionnaire was filled out in two parallel English lessons. Before completing the questionnaire, I explained the purpose of the research and went through all questions with the students. I stressed that the answers should be honest and thoughtful. Both groups of students answered the questions within ten minutes.

After collecting answers from both groups of students, I analysed the answers. I was particularly interested in the amount of time students put into vocabulary learning, how they learned and what strategies they used in English vocabulary learning. Out of the twenty-seven students, who participated in the questionnaire, I selected five students, whose answers suggested, that they either did not know how to learn vocabulary or used only basic wordlist memorization strategy. These students may be referred to as "less successful" or "non-strategic" vocabulary learners and they were the focus group of the research.

The following week after administering the questionnaire, I proceeded with the core of the research. One by one, the five selected participants took part in the interview. Each interview was conducted in time of an English lesson. The interview took place in the teacher's office. Each interview followed the interview guide. First, I introduced the research, and stages of the interview, and gave participants space for questions. Then I proceeded with the strategies. The first strategy that was tested was electronic flashcards. The app I chose to work with was Quizlet because it is one of the highest-rated educational

apps. Participants used the Quizlet app on a Lenovo Yoga Tab, which was provided to them. In the Quizlet app, the participants worked with a set of vocabulary, which I created prior to the interview. The chosen vocabulary (Appendix G) corresponded with the participant's workbook and student's book, Project 4, Unit 5. It was a new vocabulary for the participants. The same vocabulary was used in the second strategy, semantic mapping. Participants were asked to create their own semantic map, based on the unit vocabulary. An example semantic map (Appendix H) was created prior to the research and used to explain the strategy to the participants.

After presenting and testing the two strategies, the process was reflected. During the reflection, participants were asked questions about the strategies, and I stressed that they answered them honestly. During the reflection, participants had the chance to explain, which strategy was better suited for them and compare it with their current way of learning vocabulary. Each participant was then given space to comment, ask or highlight anything from the interview, however, most of the participants did not use this opportunity. The reflection completed the research. In the following chapter, the findings from the research are presented.

IV. RESULTS AND COMMENTARIES

In this chapter, the findings of the research are presented. The first part of the chapter is in accordance with the first research question. The first research question corresponds with the first research method: the questionnaire. This part of the chapter analyses data from all twenty-seven students who completed the questionnaire. The second part of the chapter analyses the data from the interviews, including the observations. This data is presented in the form of individual case studies, one for each student. A summary of the main findings is provided at the end of the chapter.

Research Question 1: What are the Participants' Current Ways of Learning Vocabulary?

In the questionnaire, participants answered five open-ended questions related to their vocabulary learning. The whole data collected by the students are presented in Appendix I. The first question: *"Where do you come across English words?"* was aimed at the input of the participants. The answers may be put into ten categories, which are demonstrated in Table 1. All participants' responses included school. Besides school, the most answered categories were films and TV series, songs, and social media. Of all social media platforms, two respondents specifically mentioned TikTok, and two others mentioned YouTube.

CATEGORY	NUMBER OF MENTIONS
School	27
Films/TV series (+ Netflix)	18
Songs	13
Social media and the Internet	13
Games	9
Books	5
Foreign friends	4
Foreign countries/travelling	4
Public places	3
Tutoring	1

Table 1: Exposure to English vocabulary.

The second question: "*How do you acquire/learn vocabulary?"* was where the participants' answers started to differ more significantly. Table 2 shows that the most common answer was that students acquired vocabulary via watching films or TV series. Another very common answer was reading words from the workbook's wordlist. Many students mentioned that they did not learn vocabulary at all, as the training during their English lessons was enough for them. There were some surprising answers. Two participants mentioned flashcards as their learning strategy. One participant answered that she learned by reading the words and then creating sentences with them, therefore she learned vocabulary in context. Many participants responded with more than one way of learning vocabulary; however, one participant answered this question with "I don't know". This participant was later selected as one of the five interviewed students. Lastly, out of nine students who mentioned games as their source of English in the previous question, two students mentioned that speaking with their online friends in English while gaming was their way of learning English vocabulary.

CATEGORY	NUMBER OF MENTIONS
Watching films/TV series with subtitles	10
Reading of wordlists	8
Practice during English lessons	8
Silent repetition (without looking at words)	3
Saying words out loud	3
Speaking with friends while gaming	2
Flashcards	2
Being tested by someone else	2
Reading books in English	2
Browsing social media	2
Translating song lyrics	1
Putting words in sentences	1
Writing down a list of words	1

Duolingo	1
"I don't know"	1

Table 2. Ways of acquiring/learning English vocabulary.

The third question was "*How do you proceed when you register an unknown word in a text, series, song or video?*". Participants showed knowledge of some basic, but also some complex strategies, which are displayed in Table 3. The most common strategy was searching for the word in an online translator, and the most common mention was Google Translate. The second most common strategy was asking someone else, and simply ignoring the word. A very common strategy was also guessing from context. Guessing from context is an effective strategy, which is used by successful language learners. When looking back at these learners' previous answers, three of them were exposed to English via films and TV series and they mentioned it as their way of acquiring vocabulary, three of them mentioned gaming and one reading English books. One participant described his guessing-from-context process as follows, he would guess the unknown word in listening or reading from the following context. If he still did not understand the meaning afterwards, he ignored the word and moved on.

Many students used the searching-for-the-word-meaning-online strategy. One participant added, that after searching for the meaning, she would write the word down on a piece of paper, in case she needed to use it in the future. Three students wrote that they pause, think for a while about what the meaning could be and then move on. Finally, two students mentioned dictionary use, however, they did not specify, whether they used paper or online dictionaries.

CATEGORY	NUMBER OF MENTIONS
Online translator	14
Ignoring the unknown word	9
Asking someone	8
Searching word's meaning online	7
Guessing from context	7
Thinking, what could it mean	3

Dictionary use	2

Table 3. Strategies used when registering an unknown vocabulary.

The fourth question: "*How much time do you spend learning vocabulary?*" was very straightforward. The answers basically separated students into two groups. One group of students answered that they did not learn vocabulary at all. Some of them added, that they remembered all words from the lessons at school. The second group of students answered that they spent about 10 to 60 minutes learning vocabulary per learning session. There were some students who specified that they learned multiple times per week. On the other hand, some students explained that they only learned before a vocabulary test. Three students answered that they did not learn the vocabulary from their English textbooks, however, they used English so much in the online space, that they implicitly learned a lot. One of those three students said: "I basically read something in English all the time. So, I spend a lot of time learning words". Another student said that she did not learn vocabulary per se but focused on using words in sentences and in conversation regularly.

The fifth and final question was: "*How do you prepare for a vocabulary test?*" This question did not aim at vocabulary in general, instead, it aimed at the unit vocabulary taught during English lessons. The answers were divided into seven categories. As seen in Table 4, two answers kept reoccurring. Students most often read words in the wordlist, which is part of their Project workbooks. Three of them pointed out, that they only read the wordlist ten minutes before taking a test, with one of these students adding that she would forget the words straight away. Aside from reading of wordlist, the second most mentioned answer was no preparation for vocabulary tests at all. Two of these students wrote down, that they had enough confidence to pass without learning, and three students explained that they remembered everything thanks to their English teacher. In any case, all the students, who mentioned no preparation for their vocabulary tests had input from gaming, TV series or English books and two of them mentioned the guessing-from-context strategy when dealing with unknown words. Therefore, these students had sufficient input of English and demonstrated knowledge of strategies.

Four students mentioned that they learned by constantly repeating words, but they did not specify, whether they read them aloud or just looked at them in the workbook. Besides the most basic strategies, there were few strategies, which were more complex, but much less common. Flashcards were mentioned by three participants, two of whom already mentioned flashcards in the second question, and one student, who mentioned in question 2 that she

acquired English vocabulary from TV series, films and social media mentioned flashcards
for the first time specifically as her way of learning vocabulary for a test. Two students
mentioned writing words on a piece of paper and repeating them, and two other students
mentioned writing down only the Czech word and then hiding everything and completing
the English translation from memory. Two students used a similar strategy, but instead of
writing the words down, they would hide the English side in the wordlist and say or think of
the English word while only being able to see the Czech translation.

CATEGORY	NUMBER OF MENTIONS
Reading of wordlist	10
No preparation	8
Constant repetition (unspecified)	5
Flashcards	3
Writing words on a piece of paper	2
Asking classmates to test the knowledge	2
Writing English translations to words in Czech	2
Hiding one side of the wordlist	2

Table 4. Ways of preparing for an English vocabulary test.

Commentary

The questionnaire on its own provided me with fascinating findings. First of all, it
highlighted the amount of input that students get from pop culture. Every student mentioned
either films, songs, books, or games as their vocabulary input. The strong influence of films
and TV series was supported by the second question, where watching films/TV series with
subtitles (students did not specify whether Czech or English subtitles) was the most answered
way of vocabulary acquisition. Students also mentioned reading wordlists as their way of
learning vocabulary, in both, the second and the fifth question. This is the most basic
strategy, that students often pick up at school and in many cases, it seems to be the only

strategy, that they know. I was surprised, however, that few students were aware of flashcards since they did not practice this strategy at school.

I was pleased with how students dealt with unknown vocabulary. Almost one-third of the class uses the guessing-from-context strategy, which is one of the most effective strategies that the likes of Paul Nation and Stuart Webb (2017) support. Most of the students who mentioned the guessing-from-context strategy answered that they did not learn for vocabulary tests or that they used plenty of English in the online space, such as speaking with friends while gaming, watching shows or reading English books. Only one of the students, who mentioned guessing-from-context, used the basic wordlist reading strategy when learning new vocabulary.

The questionnaire emphasized that students mostly worked with wordlists. They either read the words, hid half of the wordlist, or asked classmates to test them using the wordlist. The questionnaire also emphasized that learners were not used to learning words in context. Except for extensive listening (watching films/TV shows; songs) and extensive reading (reading books in English), only one student mentioned that she learned words in context when forming sentences with the word of interest. Finally, many students mentioned that they had enough input at school, with a third of the class claiming, that they did not have to learn for vocabulary tests, because they had enough input at school.

Research Question 2: How do Participants Respond (verbally and non-verbally) to the Presented Vocabulary Learning Strategies?
&
Research Question 3: Which one of the Tested Vocabulary Learning Strategies do Participants Prefer? How does it Reflect in the Interview?

Five students participated in the interview session. Each of the participants worked very differently and had contrasting attitudes and responses. Therefore, I decided to use the data collected from the interview and the observation and write descriptive case studies for each of the participants. In the analysis, I was looking into students' attitudes and responses to my questions, along with students' level of engagement, uncertainty, and intuitive proceeding. In the end, I was particularly interested in students' strategy preferences and the reasonings behind it.

Student A

Student A was a 14-year-old female, whose goal was to study at university one day. She had good grades in every subject, except for English. In the questionnaire, she mentioned that she learned vocabulary from the workbook wordlist and that English was hard for her to understand. Moreover, when asked how she prepared for vocabulary tests, she answered that she read the vocabulary during school break before taking the test but would forget it straight away. Her answers signalled, that she did not know how to learn, hence her participation in the interview.

Student A was initially nervous during the interview, but her nerves improved with time. She was quiet and calm but had a positive attitude and kept a smile on her face throughout the interview. During the strategies practice, she was engaged the whole time and focused on the tasks at hand. The practice part was very silent, however, when asked something, the student reacted promptly. Apart from that, she did not ask many questions and had few comments.

The first strategy that she tested was Quizlet. After explaining how the app worked, she took the device on her lap and worked with the flashcards, while keeping a slight distance. Her vocabulary practice was not necessarily intuitive, she always looked at me, expecting to tell her what to do next. When given the choice of "test", "learn" and "match" functions in Quizlet, she chose to do the matching game. She needed no instruction there. After that, I asked her to try another option, and she clicked on the "learn" button. While learning, she made a spelling mistake, and I asked her what went through her mind at that moment. She answered that she was not mad, in fact, she was pleased with herself, that she only got one letter wrong in the expression *ice cap*. Every time she was asked to explain her thinking process, she mentioned that she thought about the vocabulary, but did not specify her answers in any way. When given a choice of either continuing the practice or ending it, she chose to continue. The Quizlet training took about fifteen minutes, during which she remained engaged the whole time and made only a few mistakes in the vocabulary. Unfortunately, she did not practice pronunciation of the vocabulary, nor did she use the option of hearing the words, which the app provides.

The semantic mapping strategy worked as a follow-up activity with the same vocabulary. After explaining the strategy and its steps, student A was asked to brainstorm as many words as she could remember from Quizlet and any other words that she associated with the keyword *climate change*. Out of all students, student A remembered the most words from

Quizlet and in the short time frame came up with a total of eleven out of twenty-six words. She was also the only student, who wrote most of the words directly in English. The eleven words or multi-word units were: *drought, extreme, ice cap, sea levels, heat, fuel, biofuel, run out, harmful, in some cases,* and *cut down*. When asked to create the map out of the vocabulary, she added the words *forest* and *tree*. The process of map creation was very systematic, student A went through all the words from brainstorming and tried to find associations on her own. She needed very little instruction and most of the process was intuitive. When creating the map, she only asked one question: "*Here, where I want to connect the words 'cut down' and 'tree', should I first write the word 'cut down' and then 'tree' or the other way around*?" I answered that both options were correct and let her choose. This was the only sign of uncertainty that student A showed throughout the session. After that, she finished the map on her own. Student A looked a little tired by the end of the process, she started looking around the office and it looked like she wanted to stretch her body after sitting for nearly half an hour. Figure 3 reveals the finished semantic map.
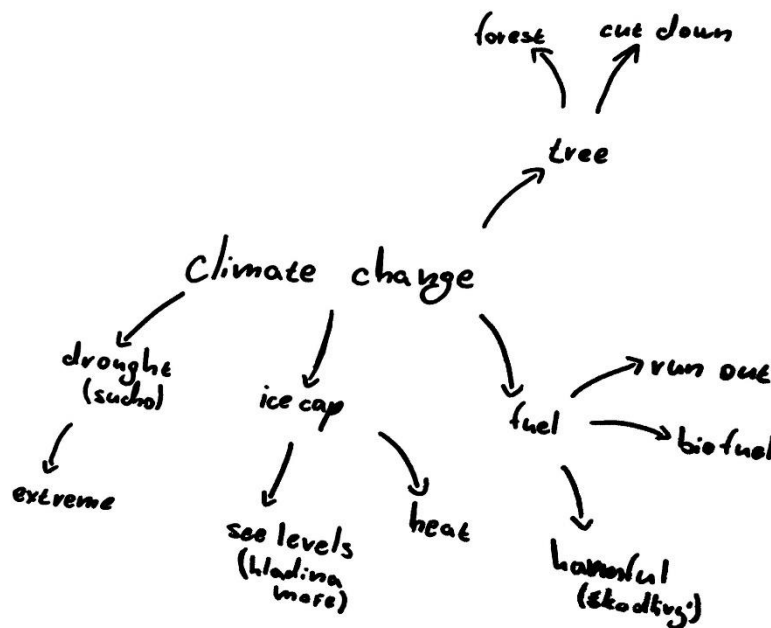
Figure 3. Student A's finished semantic map.

The last part of our session was the reflective interview, where I wanted to see student A's attitude towards the strategies. First, I asked which strategy she preferred and why. Student A preferred Quizlet. She explained that connecting the words together ("match" and "learn") helped her to remember the vocabulary better. She liked the game-like element of the app. Knowing that student A sometimes needed help navigating Quizlet, I asked if the

app was confusing or easily understandable. To my surprise, student A said that it was good and that she quickly picked it up, adding that it was not usually her case with similar activities. After that, student A was asked to compare the app with her current wordlist reading strategy. She explained that she could remember more words with the app, and she saw no negatives in it. Most importantly, she showed enthusiasm and interest in downloading the app and potentially using it in the future. She added that the session was fun for her, and she learned more words than she would learn during an average language lesson.

Commentary

Student A showed great discipline and focus during the session. Her engagement was very strong during Quizlet training, and it decreased slightly during semantic mapping. Student A picked up the strategies very fast, as well as the actual vocabulary. She did not need any additional explanations from me. Nonetheless, after finishing a specific task, whether it was a Quizlet function or a step in creating her semantic map, she always looked at me, expecting instructions. I ended up giving her options at several chances, to see some decision-making from her. In Quizlet, she chose to carry on practising, when I asked whether she wanted or did not want to continue. When I offered a similar choice in semantic mapping, she did not wish to continue. It was clear to me at that point that the app was more engaging for her. She liked that it was on an electronic device, it had game-like elements and she clearly remembered a lot of vocabulary from it. Altogether, student A was a pleasure to work with.

Student B

Student B was a 14-year-old female, who was in her last compulsory year of elementary education and was planning to go to a vocational school, to become a cook. In connection with that, she did not view English as an important part of her future. In the questionnaire, student B explained that she learned vocabulary from the workbook wordlist. Her strategy was to open the workbook, read every word several times, close the workbook and try to think of the English-Czech word pairs. In addition, she sometimes asked friends to test her out before a vocabulary test. Her vocabulary learning was purely based on wordlist memorization, and I wanted to show her other options in the interview session.

In the interview, student B was very energetic, talkative, and loud. She had a positive attitude towards me throughout the interview and she was not nervous in the slightest. When practising strategies, she had a couple of moments when she appeared to be annoyed or

unwilling to try. Overall, she managed to go through the entire practice without giving up and from what I perceived, she was engaged for the most part. When she did not understand something, she always asked, and when I asked her something, she quickly answered.

Once I explained how Quizlet's "flashcard" function worked, student B asked with an annoyed tone, whether it was going to be cards the whole time. I explained that it was going to be cards for the first part. She took the device, put it on the table and tried to do the task. However, she was uncertain about how the "flashcard" function worked, and we had to go through the instruction quickly again. As soon as she understood how it worked, she practised on her own. Just like student A, student B was not intuitive, she always expected me to tell her what came next and did not try any Quizlet functions from her own initiative. When given the choice of "test", "learn" and "match" functions, she chose the matching game. She giggled and made small comments, immediately upon incorrectly matching some words. At the time of the matching game, she enjoyed herself and out of the entire interview was possibly the most engaged at that moment. Then, she chose the "learn" function. In this part, student B made a lot of mistakes, and always reacted to the mistakes with Czech colloquial expressions "sakryš", "jujda" or "sakra". She was pleased with herself when she guessed something correctly. At the end of the learning segment, when given a choice, to either continue, or leave the function, she did not wish to continue, and we moved on to the second strategy.

Student B was not very excited about creating the map. When I explained that she was going to create something on her own, her reaction in Czech was "nee". Despite that, she managed to do the process step by step. During the brainstorming session, she was asked to come up with as many words from Quizlet as she could remember or words she associated with the keyword. In contrast with student A, student B wrote the words in Czech. After the limited time, her list included these words (in Czech): *drought, wet, rain, warm, storm, weather, thunder, and lighting.* Then, her task was to translate the expressions. She had to do it on her own, and she chose to work with Google Translate. After the translation, student B was asked to create the semantic map out of the brainstormed words and a list of words from Quizlet was provided to her as well. The student appeared very lost and uncertain, she expressed several times, that she did not understand how to connect the words together, she did not fully understand the idea behind the connecting and by the end, she explained that she was not used to creating semantic maps and did not find the idea of map clear enough. All in all, she did not know what to do for the most part. Even by the end, the map was close to empty, therefore I suggested a connection of three words: *leaf fall, trees* and *cut down*. At

that point, student B was visibly bored and slightly annoyed. She did not follow my suggestion but added the words *rain, wet,* and *extreme* to the map. These words were the last to be added and student B's finished map, Figure 4, is provided below. The process of creation was a cooperation, rather than an individual work of the participant.
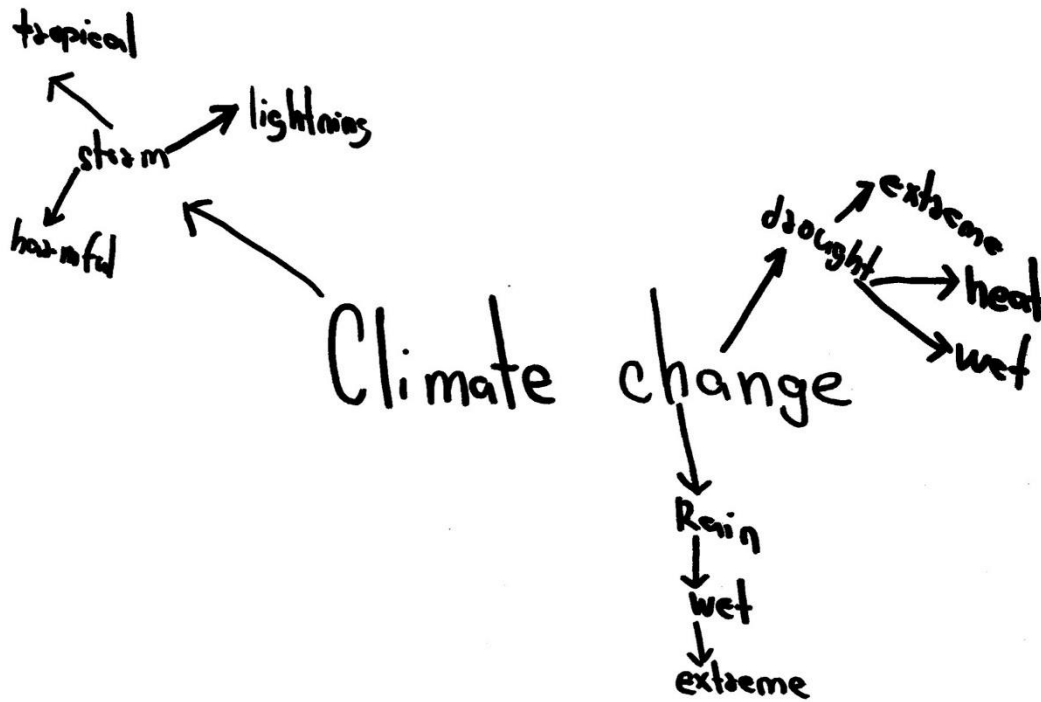

Figure 4. Student B's finished semantic map.

The reflective interview went as expected, student B preferred Quizlet over semantic maps. When asked why, student B explained that she could remember more words when she learned them from an app. Student B was then asked to compare Quizlet with her current strategy, wordlist reading. She explained that despite remembering words faster from the app, she found the process similar to reading a wordlist, and she did not really care about it. Moreover, she confirmed her vague attitude towards the strategies by saying that the next time she was going to learn for a test, she would stick to her old wordlist reading technique. On the other hand, she explained that the session was not a waste of time for her, because she had fun and learned some new words. Lastly, she stated her opinion, that foreign students, for example from Ukraine, might find vocabulary learning strategies useful and because of that, it would be good to implement them into language lessons.

Commentary

Student B's attitude towards English as a language reflected in her attitude towards vocabulary learning strategies. Student B did not think English was part of her future and therefore, she did not feel the need to learn how to learn it. Quizlet was clearly a much better fit for her. She picked up the strategy faster and did not need too many additional explanations. Despite that, when asked to brainstorm vocabulary, student B did not remember many words from the app. This reality might indicate that despite being engaged and doing the task, she was not entirely focused and simply guessed a large portion of the vocabulary by accident.

The second strategy was very confusing for student B. I got the feeling that since she found out that it was not a strategy involving an electronic device, her motivation decreased immediately. On top of that, she needed a lot of help in the process, because she had trouble understanding the strategy. This large amount of uncertainty affected her engagement. By the end, she was visibly absent-minded and appeared slightly frustrated.

Student C

Student C was a 14-year-old male. He was originally from Ukraine but had lived in the Czech Republic since 2019. His sister attended the same class as he did. Both siblings had no trouble understanding the Czech language but struggled with it on the level of production. Student C mentioned that Czech was not so much trouble for him, in fact, he considered English a harder subject instead. Student C mentioned in the questionnaire, that when meeting an unknown word in an English text, he would ask his sister for advice. He claimed that he learned most English through games, films and at school. However, when asked how he learned for a test, he explained that he simply tried to remember words from the wordlist. He showed very little knowledge of effective learning strategies, which is the reason why he was asked to participate in the interview session.

The atmosphere during the interview was very tense, Student C was nervous the whole time and did not keep eye contact with me. He mostly stared at the walls in front of him. He appeared to be very intimidated, shy, and quiet. He hardly spoke at all, most of his responses were nonverbal. He had a vague attitude towards learning strategies but completed all the tasks. There was a lack of engagement on his side, he proceeded with the strategies simply because he was part of a research, not because he was particularly interested in learning new vocabulary.

During the Quizlet training, student C slowly moved on his chair from side to side but focused on the device, which was placed on the table. He quickly picked up the strategy and did not need me to repeat the instruction. When done with the first function "flashcards", he expected me to tell him what the next proceedings were. I gave him the choice of "learn", "match", and "test" options, and just like the others before him, he picked the matching game. After that, he picked the "learn" option. He worked on his own, the only time he showed some need for support was when he did not know how to write the word *environmental*. At that point, he did not even ask me, instead, he looked at me and pointed his finger at the problem he faced. I quickly explained, what to do, and then he kept working on his own. When the app gave him the option to either continue with his learning or end it, he clicked to continue. At two random times during Quizlet training, I asked him what his momentary thoughts were. Both times, he only nodded, that it was the vocabulary, but did not say anything else. The Quizlet training lasted for about ten minutes.

While creating the semantic map, student C was not fully focused on the task. He looked bored, started fidgeting on his chair and looked around the office way more, than during Quizlet. He wrote the keyword down and was asked to come up with as many words as he could in brainstorming. The brainstorming part took about one minute, when I saw that the student was not writing, I stopped him. Student C only came up with one word: *fuel*. Therefore, he did not create the map from brainstormed vocabulary, but based on the list of vocabulary that was later provided to him. He connected several words in the map on his own, but after a while, he was just staring at the list of vocabulary. Therefore, I offered to help him. He refused my help and tried to produce something on his own. After a few minutes, I suggested a connection between the words *tropical* and *rainforest*, which he then added to the map. During the map creation, I asked student C twice to explain his process of map creation. The first time, he did not answer at all. The second time, he said, "*I don't know*". Since the student lacked enthusiasm and engagement in the activity, the map creation only lasted about eight minutes, which was less than with the previous students. His finished map is in Figure 5.
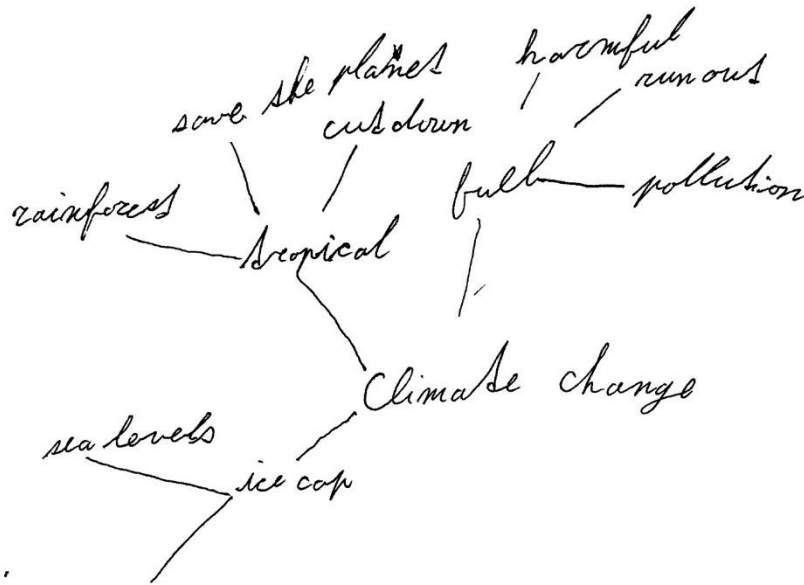
Figure 5. Student C's finished semantic map.

Just like the strategies testing, the reflective interview was very silent and student C gave mostly nonverbal responses. Student C said that he preferred Quizlet because he liked the game-like element of the app. I asked the student to compare Quizlet with his current strategy, which was reading words from wordlists. He said that Quizlet was better because the app had the option of playing the pronunciation. He did not think of any negatives of the app. I continued by asking whether he would return to this strategy. Student C looked at me for a while and then nodded that he would try it again, however, he was not very convincing. Because I felt like the answers were very lacklustre, I asked whether the session was a waste of time for him, to which the student answered that it was not, but that he did not enjoy learning vocabulary in general. He further stated that English was not hard for him, but he was too lazy to learn. After that, I followed with the last question, which concluded the interview. I asked whether teachers should include strategies in language lessons, to which he responded that it would be good.

Commentary

Student C did not show enthusiasm for the strategies, especially during semantic mapping. Despite that, he was relatively intuitive while creating the map. The manipulation with Quizlet was comparable to the previous students. This means he worked on the vocabulary learning on his own, but always waited for me to give him further instructions. When it came to understanding how the strategies work, he was very sure of it. However, there was a lack of understanding of the actual vocabulary. Remembering only one word after the Quizlet training indicated that the student was not very present when practicing and it caused a lot of uncertainty in the brainstorming phase of semantic mapping. Despite that, student C clearly preferred Quizlet. However, his comment, that it was good because he could listen to the pronunciation was out of place, not once did he play the pronunciation of the words. Overall, student C had a neutral attitude, on the verge with negative, throughout the session. The atmosphere was tense the whole time, and student C did not seem to be keen on the idea of learning strategies.

Student D

Student D was a 14-year-old male, who mostly struggled with Mathematics and Czech language at school. In language classes, he considered speaking his weakest skill, because of his calm and quiet personality. In the questionnaire, he explained that he acquired most English through games, songs and at school. However, he could not explain the process of learning/acquiring vocabulary. When asked specifically about learning vocabulary for a test, he explained that he read the words from the wordlist aloud until he remembered them by heart. The fact that his only strategy was wordlist reading and he could not explain how his learning happened, was the reason he became the fourth student to participate in the interview.

Student D was very calm during the interview, although he claimed to be nervous. He was one of the most engaged students, his concentration on the vocabulary was high and he asked the most factual questions out of all the participants. When asked something, he always thought carefully about his answer and then formulated it. He showed a positive attitude towards strategies.

In his Quizlet strategy training, he sat on the chair and the electronic device was on the table. He concentrated on the device. When getting to know the vocabulary via flashcards, he was the first student to play the pronunciation of a few words, in particular, *environmental* and *harmful*. When finished with flashcards, he waited for me to give him further

instructions. I told him to choose from the "test", "learn" and "match" options and explained what each option was. He chose the matching game, but he did not fully understand how it worked and asked me how to match the words together. After the matching game, he tried the "learn" option. He started intuitively, but again, he did not understand what to do when he did not know how to spell a word. In this instance, he was supposed to write the English equivalent for the Czech word "*kácet*." I had to explain what to do, but besides that, he worked on his own. He tried two rounds of learning, but after the second round, he decided to move on to the second strategy.

Semantic mapping was a systematic process. Student D wrote the keyword and brainstormed vocabulary connected to it. After two minutes, his list of words included (in Czech): *trees, tornado, earthquake, cause, sea level, storm, animals, influence, hot,* and *cold.* Therefore, he wrote down two words from the Quizlet training and the rest were his own associations. After that, he was asked to translate the list into English. I let him do it on his own, and he chose to use Google Translate. When translating the word *influence,* he listened to the pronunciation. Once he had the list of English words ready, he started creating the map. I provided him with a list of other words, which could be useful for him, but besides that, he worked very systematically on his own. Student D's only question towards me was, whether he could write the word *cut down* twice in the map. I nodded that everything was possible. After a while, I asked him to explain his process and he said: *"I am trying to think of the connections. For example, here with the 'tree', I connected it with 'cut down', because I thought of trees being cut down in the forests, right… and then 'influence', I connect everything that has an influence on global change or that is influenced by it."* After a while, he had everything connected except for the word '*sea level*'. I directed him towards thinking about what increases the sea level, and he answered that it was the melting of ice caps. *Ice cap* was the last item added to the map. The finished map is in Figure 6.
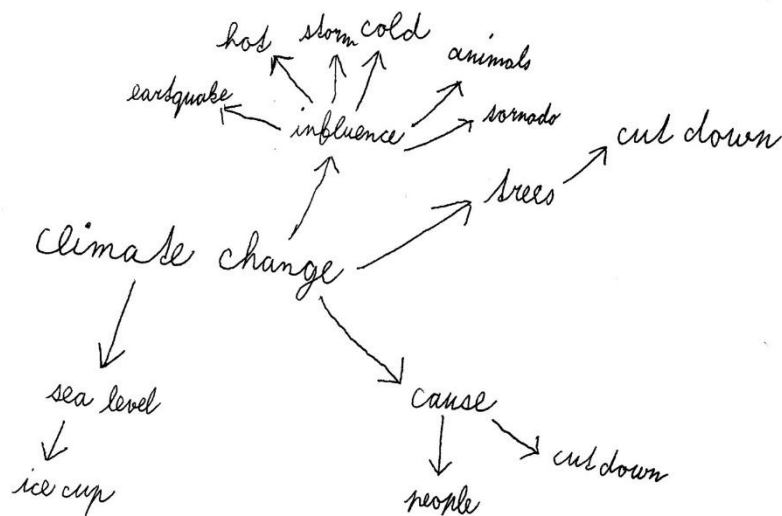
Figure 6. Student D's finished semantic map.

In the reflective interview, student D was the only one, who thought both strategies were equally good. However, then he added that were he to choose one, he would work with Quizlet. His reason was that he did not enjoy writing something on a piece of paper and he could remember vocabulary better with the app. When working with Quizlet, student D needed a bit of navigating, but in the reflection, he thought it was quite a straightforward app. Afterwards, he was asked to compare his wordlist reading strategy with Quizlet. He explained that being able to listen to the pronunciation was a huge advantage of the app, and he also liked the matching game. He added that the font in the workbook was very small and sometimes when reading the column with Czech translation, he would skip a line and learn the wrong translation of an English word. I was quite puzzled why he learned that way if it caused confusion, so I asked how he figured out to learn vocabulary like that. He said that he was too lazy and that it was the easiest way to learn. Then we discussed Quizlet a bit more. I asked for some negatives of the app, but he did not think of any. Since his attitude towards both strategies, but especially Quizlet was very positive, I asked him whether he would ever use it again. He said that he would be happy to learn with the app in the future.

Commentary

Student D was very engaged the whole time. His attitude throughout the process was very positive because he seemed genuinely interested in what we did. He proceeded mostly on his own, but just like the others, always waited for further instructions and was not fully autonomous. He needed some navigation in Quizlet, where he was uncertain about several functions of the app. On the other hand, he was the first student to listen to vocabulary pronunciation and made the most of the app. He listened to the pronunciation on Google Translate later as well, so it might be something that he did regularly.

In the brainstorming phase of semantic mapping, he only wrote down two words from Quizlet but came up with many words connected to the keyword. Therefore, he either allowed himself to think outside of the given vocabulary or forgot all the words he practised. Whatever the case, student D then connected most of the words on the map on his own and really thought about the connections. From the way he reacted and from his attitude, it was clear that he liked both strategies, but the fact that Quizlet was on an electronic device and had a game-like element won Student D over.

Student E

Student E was a 14-year-old male. He was a student with special educational needs. He generally received more time to complete tasks or tests at school, because of his slower speed of speaking and writing. He did not like Mathematics. His favourite subject at school was Geography. In the questionnaire, he wrote that he learned most English through TV series and games. He mentioned that he did not need to learn vocabulary explicitly because the practice he received at school was sufficient for him. However, his grades from tests did not reflect this statement. He was the only student who did not mention any strategies for dealing with unknown vocabulary. That is why he was chosen as the last student to participate in the interview.

In the interview, student E was very relaxed and open to try new things. Of all the students that participated, student E was the most talkative and used a lot of gestures while communicating. He was not afraid to practice the vocabulary aloud, ask questions when necessary and he gave the most comments without being asked to. His eye contact was weaker, he spent a lot of time looking at walls or the ceiling. That being said, he seemed to like trying out new things, which he later confirmed in the reflection. The strategies were not adjusted in any way, student E was only given more time to complete them, and I offered more support in the process.

The first strategy that he tested was Quizlet. He understood how the app worked straight away. While learning the words with flashcards, he commented on some words. He said that he heard the word *extreme* somewhere before or asked whether the verb *trap* was used also as a noun, meaning the Czech word "*past*". I asked him if he learned the meaning of the word while playing games, which he confirmed by nodding. When he was finished with the "flashcard" function, he waited for me to explain what came next. I told him to choose from the "test", "learn" and "match" functions, and he chose the matching game. He did not need any explanations there. After the game, he chose to try the "learn" option. He knew what to do for the most part, except for when he had to type in the English word *environmental*. He asked: "*What should I do when I don't know the word at all*?" I showed him to click on "*I don't know*". While learning, he kept choosing the wrong English word for the Czech "*příčina*", even though the correct word appeared every time he made that mistake. He reflected on his performance straight away, saying that he was not doing very well. When he was finished learning, I asked whether he wanted to try the "test" function, since nobody tried it out before. He answered that he could risk it. Before taking the test, the app asked him to choose how many questions he wanted in the test and whether he wanted to receive feedback after every question or at the end of the test. He selected ten questions and feedback after completing the test. Out of the ten questions, he answered nine correctly. He seemed to be very pleased with that.

Semantic mapping went slightly differently than with the previous students. Student E wrote down the keyword, and then I gave him the option to either brainstorm the vocabulary or work with a prepared list of words. He chose to work with the list, claiming that he would not recall too many words on his own. Student E had no questions towards the process and started connecting the words together on his own. At one point, I asked him to explain what he was doing. He said that he was thinking of words that could relate to *tropical*. I made a few suggestions, but student E then came up with his own associations. At the last moment, he crossed out the beginning of the word *climate*. I asked him why, and he said that since *climate change* was the keyword, he did not want to mention it again. He decided that he did not wish to add anything else, and his final map is in Figure 7.
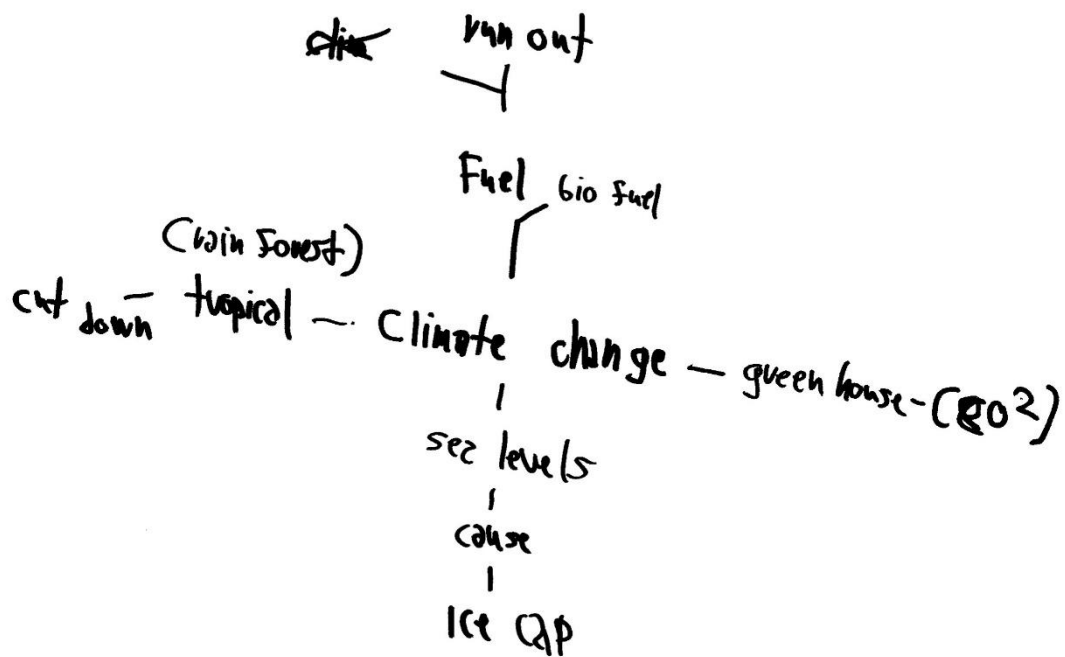
Figure 7. Student E's finished semantic map.

In the reflective interview, student E mentioned that he preferred Quizlet. His explanation was, that he could see the words in Czech as well, which was not the case on the map. I asked him to tell me the positives and negatives of the app. He liked that it was a different way of learning, and he did not see any negatives in it. Student E learned vocabulary only implicitly, therefore I wanted him to explain how exactly he acquired words through games and TV series. He started with games and explained that in GTA (Grand Theft Auto) there were subtitles or texts in English that he read. However, that was his only input, because he did not chat with foreigners while gaming. Then I asked him how much English he absorbed through television. He could not think of an English series, that he had seen recently. After a pause, he pointed out that he spent a lot of time watching snippets of TV series on TikTok. He explained that he typically scrolled on TikTok for two to four hours a day and specified that about half of the TikTok content was in English and the other half in Czech. Then we left the topic of TikTok, and I asked whether he would appreciate teachers showing a variety of learning strategies during lessons. He thought about it and said that it would be interesting. Then he said exactly: *"Je pravda, že někteří učitelé by to měli změnit, postup toho učení.*

Pořád něco jen zapisovat do sešitu, koho to jako baví?" The interview was concluded with student E claiming, that the whole session was fun for him.

Commentary

Student E did not differ from other students in strategy comprehension. He completed both strategies in the same time frame as the others and seemed engaged the whole time. He was more engaged while training in Quizlet, than during semantic mapping. That was later supported in the reflection, where student E chose Quizlet as the better strategy without any hesitation.

Student E differed from the others in the number of mistakes he made in the actual vocabulary. During the Quizlet training, he rushed through each mistake that he made, and he did not learn from it. Therefore, he ended up making the same mistake repeatedly. It might have been partially caused by his weaker short-term memory, but he was most probably just impatient and ignored his mistakes. Altogether, in the Quizlet "learn" stage, student E showed the most uncertainty. He tested his knowledge afterwards and had 90 % correct answers, yet few minutes later, he stated that he would not think of a single word in the brainstorming phase of semantic mapping. The process of creating the semantic map, although it was very slow-paced, was done mostly autonomously. I did not contribute to anything that can be seen on the final map. Student E surpassed my expectation with how well he handled the entire session.

Synthesis of the Interviews

All five students completed the interview within thirty-five to forty-five minutes. They all managed to go through all stages of the interview. Three of the students had a positive attitude towards vocabulary learning strategies, while two students had a negative attitude. Their attitudes showed in their level of engagement and their enthusiasm or the lack of it. There were a few patterns, which repeated throughout all five interviews. First, and most importantly, all students preferred Quizlet over semantic mapping. They all thought it was the better strategy, and they provided me with a variety of reasons. The most common reasoning was, that they could remember it better from an electronic device, and they liked the game-like element of it. This is connected to number two, all students chose the matching game first, out of all the extra functions that Quizlet provided. Third, they all thought Quizlet was better than their current learning strategy, with two students claiming that it was better because they could listen to the pronunciation of words. Fourth, all students waited for me

to give them further instructions after completing each subtask, instead of intuitively using the app on their own. This might be seen as evidence, that students are not used to autonomous learning in the school environment. Finally, when asked, all students claimed that it would be good to implement strategies into their language lessons.

On the other hand, there were many differences among the participants. Two students showed a willingness to download Quizlet and use it at home, two students did not rule out the possibility, and one student said they would keep learning with their current strategy. This student did not think English was an important part of their future. Another big gap between the students showed during the brainstorming phase of semantic mapping. While three students wrote a relatively long list of words (one list in English, two in Czech), one student only wrote down one word. This had to do with the level of engagement, which was exceptionally low for this student. Finally, the level of uncertainty with strategies differed among the participants. While most students showed a great understanding of the strategies, one student was lost in the process. This student did not understand the purpose of a semantic map; without the help, the map would never be done.

Summary of Key Findings

Eight-grade students, who took part in the research questionnaire, answered a set of questions related to their current ways of learning vocabulary. The results showed that students received the most English input through films and TV series, social media platforms, games, songs, and English lessons at school. A considerable number of participants acquired English vocabulary through the platforms mentioned above, therefore they learned a lot of words incidentally. Many participants stated that they did not learn vocabulary deliberately at all. The ones that spent time learning vocabulary used mainly the wordlist reading strategy, with different variations, such as covering parts of the wordlist, reading the words aloud or rewriting them on paper. Three participants were already familiar with flashcards. When dealing with unknown vocabulary, most participants stated using an online translator. In the interview, two students ended up using a translator, and both chose to work with Google Translator.

Moving on to the interview sessions, participants reacted diversely towards the vocabulary learning strategies. Some participants showed a lot of enthusiasm, despite being generally put into the category of less strategic learners. What connected all the participants was that Quizlet was their number one choice. This was the expected outcome. In fact, I would be incredibly surprised if it was not the case. Flashcards are a knowledge-oriented

and decontextualizing strategy, just like the wordlist technique, therefore, it is closer to what the students were already familiar with. Participants reacted positively to Quizlet being on an electronic device, which suggests that using electronic devices might increase students' motivation. Out of the options that Quizlet had, all students chose to do the matching game first, instead of learning or being tested. They all responded well to the game-like effect of the app. Some participants also appreciated the possibility of hearing the pronunciation, and one of them used it with unknown words.

Participants, despite working on their own for the most part, expected me to give them instructions after finishing every task. They did not simulate autonomous learning, even though they understood the strategies and showed very few signs of uncertainty in the process. The plausible reason is that learners are not typically taught to take learning into their own hands, and they rely on their teacher a lot. Participants' attitudes towards strategies were on a scale from incredibly positive to negative. Quizlet, as the strategy of choice, received much better feedback. By the end of the session, two participants showed interest in downloading the app. Semantic mapping received less excitement. While creating the map, some participants lost their focus, and all of them showed signs of boredom in their body language.

All in all, in the reflective interview, the participants agreed with implementing learning strategies into language lessons. They all thought it would be helpful for them or for other students. Implementing strategies could also result in more significant vocabulary growth. It would be interesting to make a long-term study and see exactly how much time it would take to start seeing results and how significantly would the vocabulary knowledge increase. This and more ideas are a part of the next chapter.

V. IMPLICATIONS

This chapter provides a description of how the findings of the research can be useful for teachers in practice. Following the pedagogical implications, the chapter further discusses the limitations of the research, together with suggestions for further research in vocabulary learning strategies.

Pedagogical Implications

The research was carried out with only one class of eight grade students. However, the results have shown repeating patterns among the participants, which can be useful for preservice teachers, beginning teachers and teachers with years of experience. First, participants agreed that they would like strategies to be a part of their English lessons. Implementing vocabulary learning strategies into language lessons may increase the chances, that students become autonomous English learners. This group of students was used to reading workbook wordlists from time to time in English lessons, and the questionnaire findings showed that it was the most known strategy in the class. This indicates that students copy what they do at school when they learn at home, therefore implementing a variety of strategies could be beneficial.

Teachers may try to apply paper flashcards, electronic flashcards, semantic maps, or any other vocabulary learning strategies to vocabulary-focused lessons. There are examples of vocabulary learning strategies available online. Some of the most effective strategies are introduced by Webb and Nation in their book *How vocabulary is learned* (2017). One of the many useful strategies is for example extensive viewing (Webb & Nation, 2017, p. 156-158). Since most students claimed that they learned vocabulary from TV series, films TikTok videos, teachers may want to consider practising extensive viewing strategy during class time. Training students on how to learn vocabulary while watching videos can increase their motivation at school, along with motivation to watch L2 television regularly outside of English lessons (Webb & Nation, 2017). However, the video must be on an appropriate level of comprehension for the students.

Besides training vocabulary strategies, teachers should consider using electronic devices in lessons if they currently avoid doing so. The participants who completed the interview paid a lot more attention to the electronic flashcards and the app motivated them to learn. All participants liked the strategy better, mainly because it was an app on an electronic device. Apart from flashcard apps, there are apps and websites, which allow people to create

semantic maps as well. An example of such app is Mapulary.com, which was created by the makers of Kreativní slovník (Mapulary.com, 2023).

Limitations of the Research

As I already mentioned, the research was realized with only one class of students whom all had the same English teacher. Therefore, the results of the questionnaire cannot be generalized too much because they were affected by the teacher's teaching style. The results of the interview were affected by the unit vocabulary, which was relatively difficult, and by the current state of the interviewed students. Three of the five participants were very nervous, because of the voice recording, which was on for the whole interview. It might have affected their proceedings. On top of that, my presence was a disturbing element in participants' learning.

The research was carried out within two days since the vocabulary had to be new for all participants. The short-term research brought immediate results and students' immediate reactions towards the tested strategies, but it could not confirm the effectiveness of implementing strategies. When analysing the data, I realized that I got a lot of information on Quizlet, but I hardly received any feedback on semantic mapping. Therefore, the only thing we know about semantic mapping is that it is less appreciated than Quizlet.

Lastly, I only tested two strategies, because the way the research was designed did not provide space for more. The chosen strategies were among the most widely accepted effective vocabulary learning strategies, however, it would be interesting to carry out a larger scale research with more strategies, which would result in greater comparison.

Suggestions for Further Research

The research could be extended in various directions. It would be interesting to interview a different group of participants but show them paper flashcards and electronic semantic mapping instead. The results of that would indicate exactly how much electronic devices affect students' attitudes and motivation towards the strategies. The research could also be expanded into long-term research, where one could work with a small group of students for a longer period of time and track their vocabulary growth while showing them a variety of strategies.

All in all, the field of learning strategies and vocabulary learning is very broad and there are so many possibilities for further research. The theoretical background dealt with words, which should be learned. It would be interesting to see what the ratio of high-frequency and

low-frequency vocabulary in English books and workbooks from various publishers is. Another research that comes from the theoretical background could be based on the idea of how successfully teachers manage to meet the conditions contributing to vocabulary learning, especially spaced retrieval. The possible research studies that could come out of this particular research were already suggested above.

This chapter reflected on the strengths of the research and showed how the most important findings could be useful for English language teachers. In addition to strengths, the weaknesses of the research were discussed and suggestions for future studies were made. The upcoming chapter concludes the entire thesis.

VI. CONCLUSION

Without vocabulary knowledge, communicating in the language or practising other language skills, such as reading and writing, is impossible. To successfully comprehend about 85 % of English texts and audio, it takes about 1000 word families to learn (Webb & Nation, 2017). When lead effectively, this goal can be achieved in two years. Certain conditions need to be met to make vocabulary learning as effective as possible. Words need to be repeated at least eight times to become known and they need to be recurrently retrieved, encountered in various forms, and elaborated on. On top of meeting the conditions, teachers should incorporate vocabulary learning strategy instruction in English lessons. Learning strategies are proven to help students become better language learners if they have the right attitude and motivation to learn. Strategies should be included in vocabulary-focused activities and explicitly named and explained.

Regardless of the value of vocabulary growth, vocabulary is given various levels of emphasis in language classes. I have personally observed that it is often deliberately taught only in the form of wordlist readings. Students are assumed to learn vocabulary autonomously at home, without being trained on how to do so. As a result, students commonly adopt the wordlist strategy to learn vocabulary, because it is the only strategy, they are familiar with. Wordlist reading is a knowledge-oriented strategy and a decontextualizing one. The same applies to flashcards, which are categorized the same way. This could be the explanation for why all participants preferred Quizlet over semantic mapping in this research study. They were used to learning vocabulary out of context and Quizlet was closer to their usual style of learning. Although participants reacted better towards flashcards, learning vocabulary out of context is recommended to be only the first step in learning new vocabulary. Semi-contextualizing and contextualizing strategies should be the following step. Semantic mapping represented this category in the research. It is a semi-contextualized strategy, which is based on linking words together to create a map. The map creation process involves other methods and techniques, such as brainstorming, word grouping, or labelling.

The research study further implied that besides school, the majority of participants acquired English through television and other electronic means. Moreover, the interviewed participants preferred electronic flashcards over paper semantic maps. Their reasoning behind choosing electronic flashcards was that Quizlet was an app, with a game-like element, and it allowed them to hear the pronunciation. These findings emphasize how important

electronic devices are for eighth graders. If teachers avoid using them completely, they should think about spicing up their language lessons with educational apps from time to time. Besides stating their strategy preferences, participants also showed interest in the idea of implementing strategies in English lessons. They thought learning how to learn was a helpful concept. Learning strategies are a broad field and there are strategies related to all language skills. If teachers do not know where to start with strategies instruction, vocabulary learning strategies are a good choice to help learners with the challenge ahead of mastering English vocabulary.

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Appendix A

Questionnaire in Czech

Anglický jazyk – slovní zásoba
Cílem dotazníku je zjistit, jak se momentálně (ne)učíš slovíčka z angličtiny.

Jméno a příjmení:

1. Kde všude se setkáváš s anglickými slovíčky?

2. Jakým způsobem si slovíčka osvojuješ/učíš?

3. Jak postupuješ, když v nějakém textu, seriálu, písničce či videu zaregistruješ neznámé slovíčko?

4. Kolik času věnuješ učení slovíček?

5. Jak se připravuješ na testy ze slovíček?

Interview guide in Czech

1. ÚVOD

Děkuji ti za účast v tomto rozhovoru. Rozhovor nám zabere přibližně 35 minut a má 2
části. V první části ti ukážu dva způsoby, jak se dají efektivně učit slovíčka. Každou
strategii nejprve krátce představím, ukážu ti, jak se s ní pracuje a pak si ji sám/sama
vyzkoušíš. V této části budu pozorovat, jak pracuješ a náhodně pokládat otázky, na které
budeš odpovídat.

V druhé části budeme mít klasický rozhovor, ve kterém ti položím několik otázek
týkajících se toho, co jsme dělali a ty na ně odpovíš.

Rozhovor bude nahrávaný, abych se k němu mohla později, během analyzování dat vrátit.

Všechny odpovědi jsou jen pro účely diplomové práce.

Máš k tomu nějaké otázky? Můžu zapnout nahrávání?

2. STRATEGIE: QUIZLET

   i.   flashcards: co to je, jak se to používá

  ii.   aplikace Quizlet: co to je, jak se to používá, jaké má Quizlet funkce

 iii.   trénink slovíček na Quizletu

       zde pozoruji, co žák dělá a doptávám se:

        a.   Co právě teď děláš?

        b.   Nad čím přemýšlíš? Co se ti honí hlavou?

        c.   Co uděláš jako další?

3. STRATEGIE: SÉMANTICKÁ MAPA

   i.   sémantická mapa: co to je, jak se to používá, ukázka hotové sémantické mapy

  ii.   ukázka postupu:

        a.   klíčové slovo

        b.   brainstorming slovíček

        c.   vytvoření kategorií

        d.   spojování slovíček šipkami do formy mapy

        e.   doplnění o další slovíčka (pokud je to nutné)

 iii.   tvorba sémantické mapy na základě slovíček z lekce

       zde pozoruji, co žák dělá a doptávám se:

        a.   Co právě teď děláš?

b. Nad čím přemýšlíš? Co se ti honí hlavou?

c. Co uděláš jako další?

3. REFLEXE PROCESU

Ukázali jsme si dva způsoby, jak se můžeš učit slovíčka.

i. Co z těch dvou způsobů preferuješ? Sémantické mapy nebo Quizlet? **Proč?**
Podle odpovědi se dál ptát na strategii, kterou preferuje.

ii. Jak se ti pracovalo s Quizletem/sémantickou mapou?

Vrátit se k dotazníku, kde žák popisuje, jak se běžně učí slovíčka.

iii. Jaká jsou pozitiva/negativa učení slovíček pomocí Quizletu/sémantické mapy oproti tvému běžnému způsobu učení?

iv. Budeš se k nějakému z těchto způsobů vracet, až se budeš učit nová slovíčka?

v. Dalo ti to něco, nebo to vnímáš jako ztracený čas?

otázky navíc:

Jak sis přišel na to, co děláš teď? Jak se teď učíš slovíčka?

Myslíš si, že když by učitelé žákům ukazovali způsoby, jak se mohou učit, tak by to žákům prospělo?

Appendix C

Observation guide in Czech

Oblast pozorování	Quizlet	Sémantická mapa
neverbální komunikace (fonické projevy): *povzdechy, pauzy, hlasitost řeči, barva hlasu*		
neverbální komunikace (mimořečové prostředky): *gesta, mimika, oční kontakt, držení těla, poloha*		
verbální komunikace: *odpovědi na pokládané otázky*		
verbální komunikace: *výroky, připomínky a poznámky účastníka, bez vyzvání pozorovatele*		

Questionnaire in English

English language – vocabulary
The aim of this questionnaire is to find out, how do you learn (or not learn) English vocabulary in the present time.

Name and surname:

1. Where do you come across English words?

2. How do you acquire/learn vocabulary?

3. How do you proceed when you register an unknown word in a text, series, song or video?

4. How much time do you spend learning vocabulary?

5. How do you prepare for vocabulary tests?

Appendix E

Interview guide in English

1. INTRODUCTION

Thank you for participating in this interview. The interview will take us approximately 35 minutes and has two parts. In the first part, I will show you two ways to effectively learn vocabulary. I will first briefly introduce each strategy, show you how to work with it, and then you will try it yourself. In this part, I will observe how you work and randomly ask questions for you to answer. In the second part, we will have a classic interview in which I will ask you a set of questions about what we had done together and you will answer them. The interview will be recorded so that I can return to it later during the data analysis. All answers are for thesis purposes only.

Do you have any questions regarding the interview? Can I start recording?

2. STRATEGY ONE: QUIZLET

i. flashcards: what it is, how to use it

ii. Quizlet app: what it is, how to use it, what functions Quizlet has

iii. vocabulary training on the Quizlet app

observation, of the participant's behaviour and asking the following questions:

a. What is it that you do now?

b. What are you thinking about? What is on your mind?

c. What are you going to do next?

3. STRATEGY TWO: SEMANTIC MAP

i. semantic map: what it is, how to use it, an example of a finished semantic map

ii. process of creating a map:

a. keyword

b. brainstorming of vocabulary

c. categorization

d. connecting words with arrows to form a map

e. adding extra vocabulary (if necessary)

iii. creation of a semantic map based on the unit's vocabulary

observation, of the participant's behaviour and asking the following questions:

a. What is it that you do now?

b. What are you thinking about? What is on your mind?

c. What are you going to do next?

3. REFLECTION OF THE PROCESS

I showed you two ways you can learn vocabulary.

    i. Which of the two strategies do you prefer? Quizlet or semantic maps? Why**?**
        Depending on the answer, ask about the strategy the participant prefers
    ii. How was working with Quizlet/semantic map for you?

Return to the questionnaire, where the students described how they normally learn vocabulary.

   iii. What are the positives/negatives of learning vocabulary using Quizlet/semantic mapping versus your normal learning method?
   iv. Will you go back to any of these strategies next time you learn new vocabulary?
   v. Was this interview rewarding for you in any way, or was it a waste of time?

additional questions:

How did you get into what you do now? The ways you are learning words now.

Do you think it would be beneficial for students if teachers showed them strategies they can use to learn?

Observation guide in English

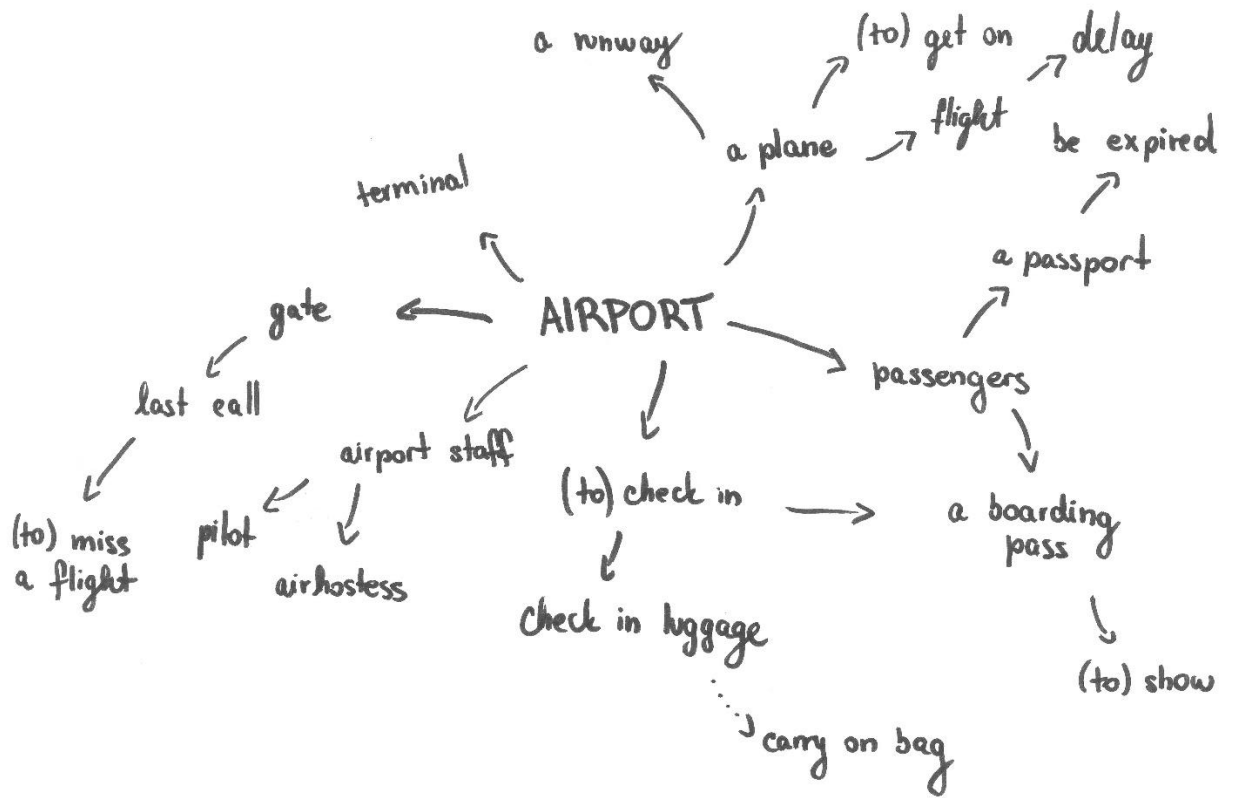| Area of observation	Quizlet	Semantic mapping
non-verbal communication (phonic expressions): *sighs, pauses, the volume of speech, voice colour*		
non-verbal communication (non-verbal means): *gestures, facial expressions, eye contact, posture, position*		
verbal communication: *answers to the questions asked*		
verbal communication: *statements, comments, and remarks of the participant, without being asked by the observer*		

Appendix G

List of vocabulary used in the interview.

biofuel - biopalivo

carbon dioxite (CO_2^2) – oxid uhličitý

cause (n) – příčina

climate change – změna klimatu

cut down – kácet

deforestation – odlesňování

drought - sucho

environmental – environmentální, ekologický

extreme – extrémní

fossil fuels – fosilní paliva

fuel – palivo

greenhouse gas – skleníkový plyn

harmful – škodlivý

heat (n) – teplo, horko

ice cap - ledovec

in some cases – v některých případech

pollution – znečištění

rainforest – deštný prales

release (v) – vypouštět

run out – dojít

save the planet – zachránit planet

sea levels – hladina more

square kilometre – kilometr čtvereční

trap – zadržet, uvěznit

tropical – tropický

Appendix H

Example of a semantic map

a runway

(to) get on

delay

terminal

a plane

flight

be expired

a passport

gate

AIRPORT

passengers

last call

airport staff

(to) check in

a boarding pass

(to) miss a flight

pilot

airhostess

check in luggage

(to) show

carry on bag

source: self-creation

Appendix I

Questionnaire results

STUDENT NUMBER:	„Where do you come across English words? "	„How do you acquire/learn vocabulary? "	„How do you proceed when you register an unknown word in a text, series, song or video? "	„How much time do you spend learning vocabulary? "	„How do you prepare for a vocabulary test? "
1	School; Songs; Games	I Don't Know	Thinking, what could it mean; Online translator	20 minutes	Reading of wordlist; Constant repetition
2	School; Films/TV series; Songs	Practice during English lessons; Reading of wordlists	Online translator; Asking someone	10 minutes	Reading of wordlist
3	School; Films/TV series; Songs	Reading of wordlists; Writing down a list of words	Ignoring the unknown word; Thinking, what could it mean	15 minutes - 1 hour	Writing words on a piece of paper; Constant repetition
4	School; Songs; Social media and the Internet	Reading of wordlists	Thinking, what could it mean; Guessing from context	1 hour	Asking classmates to test the knowledge
5	School; Social media and the Internet; Foreign Countries/Travelling	Silent repetition	Online translator	15 minutes twice a week	Constant repetition
6	School; Films/TV series; Games; Foreign Countries/Travelling	Silent repetition	Ignoring the unknown word; Online translator	10-60 minutes	Reading of wordlist
7	School; Films/TV series; Social media and the Internet (TikTok); Books; Songs; Public places	Watching films/TV series; Translating song lyrics; Reading books in English	Online translator; Guessing from context	Very often: Reading and social media	No preparation

8	*School; Films/TV series; Netflix*	*Flashcards; Reading of wordlists*	*Searching word's meaning online; Asking someone; Ignoring the unknown word*	*Day before writing a test*	*Flashcards; Reading of wordlist*
9	*School; Films/TV series; Social media and the Internet (TikTok); Foreign Countries/Travelling*	*Watching films/TV series; Practice during English lessons*	*Online translator (Google translate); Guessing from context*	*No time*	*No preparation; Writing English translation to words in Czech*
10	*School; Social media and the Internet (Discord); Games; Foreign Friends; Foreign Countries/Travelling*	*Practice during English lessons; Speaking with friends while gaming; Saying words out loud*	*Searching word's meaning online*	*1 hour*	*No preparation*
11	*School; Films/TV series; Songs; Foreign Friends*	*Reading of wordlists; Saying words out loud*	*Searching word's meaning online*	*10-30 minutes*	*Reading of wordlist; Constant repetition*
12	*School; Films/TV series; Songs; Books*	*Reading of wordlists*	*Ignoring the unknown word*	*No time*	*Reading of wordlist*
13	*School; Films/TV series; Games*	*Practice during English lessons*	*Ignoring the unknown word*	*No time*	*No preparation*
14	*School; Social media and the Internet*	*Watching films/TV series, Practice during English lessons*	*Asking someone; Searching word's meaning online*	*No time, but being exposed to it every day on the internet*	*Reading of wordlist*
15	*School; Films/TV series; Games; Books*	*Reading of wordlists; Putting words in sentences; Being tested by someone else; Silent repetition*	*Ignoring the unknown word; Online translator*	*I don't know*	*Constant repetition; Asking classmates to test the knowledge*

16	*School; Films/TV series; Foreign friends*	*Watching films/TV series; Being tested by someone else*	*Asking someone; searching word's meaning online*	*Very little, focusing on using words in context*	*Writing English translation to words in Czech*
17	*School; Films/TV series; Social media and the Internet; Songs; Books*	*Watching films/TV series*	*Online translator; Ignoring the unknown word*	*No time*	*No preparation*
18	*School; Films/TV series; Songs*	*Watching films/TV series; Practice during English lessons*	*Online translator; Dictionary use*	*30 minutes – 1 hour*	*No preparation*
19	*School; Social media and the Internet; Games; Foreign friends*	*Browsing social media*	*Searching the word's meaning online; Guessing from context*	*No time*	*No preparation*
20	*School; Social media and the Internet; Songs; Public places*	*Watching films/TV series; Browsing social media*	*Online translator*	*5-10 minutes*	*Flashcards*
21	*School; Songs; Social media and the Internet (Youtube); Games*	*Speaking with friends while gaming*	*Guessing from context; Ignoring the unknown word*	*1 hour max*	*Hiding one side of the wordlist*
22	*School; Films/TV series; Public Places*	*Practice during English lessons*	*Asking someone; Searching word's meaning online*	*No time*	*No preparation*
23	*School; Films/TV series, Netflix; Social media and the internet (YouTube); Songs; Books*	*Saying words out loud; Flashcards; Duolingo*	*Dictionary use; Online translator; asking someone*	*30 minutes*	*Reading of wordlist; Flashcards; sometimes no preparation*
24	*School; Films/TV series; Games*	*Watching films/TV series*	*Asking someone; Online translator*	*It changes all the time*	*Reading of wordlist*

25	*School; Films/TV series, Netflix; Songs*	*Reading of wordlists; Watching films/TV series; Reading books in English*	*Online translator; Ignoring the unknown word*	*Depending on the test difficulty*	*Reading of wordlist*
26	*School; Films/TV series, Netflix; Social media and the Internet; Tutoring*	*Watching films/TV series*	*Online translator; Asking someone; Guessing from context*	*10 minutes 3 times a week*	*Hiding one side of the wordlist; Writing words on a piece of paper*
27	*School; Social media and the Internet; Games*	*Practice during English lessons*	*Guessing from context*	*No time*	*No preparation*

SHRNUTÍ

Tato diplomová práce se věnuje strategiím učení se slovní zásoby. Dostatečná slovní zásoba je podmínkou k procvičování ostatních jazykových dovedností, jimiž jsou mluvení, čtení, poslouchání a psaní. Bez slovní zásoby žák nemůže komunikovat v jazyce, a proto je pro žáky na základní škole učení slovíček naprosto zásadní. Zároveň učení slovní zásoby bývá velkou výzvou, protože anglických slov je nepřeberné množství. V této práci je popsáno, jak učení slovíček probíhá, jaká slova by se měli žáci učit a jaké podmínky musí být splněny, aby bylo učení co nejefektivnější. Pro zvýšení efektivity je vhodné žáky učit, jak se slovíčka učit, a to je možné právě díky učebním strategiím. V praktické části jsem pracovala se žáky osmého ročníku základní školy. Pro sběr dat jsem použila dotazníkové šetření a metodu polostrukturovaného rozhovoru. V dotazníku jsem zjišťovala, jakým způsobem se žáci běžně učí slovíčka. Poté jsem s pěti žáky, kterým učení slovíček moc nejde, vedla rozhovor, během kterého si žáci vyzkoušeli pracovat s vybranými strategiemi učení. Jmenovitě se jednalo o aplikaci Quizlet, která je založena na učení pomocí kartiček a o strategii sémantické mapování, která byla provedena v papírové podobě. Cílem práce bylo zjistit, zda se vyplatí do hodin anglického jazyka učební strategie zařazovat; jak na strategie žáci reagují; jaké strategie preferují a v neposlední řadě, jak se slovní zásobu učí v současné době, bez znalosti učebních strategií. Výsledky výzkumu ukázaly, že si žáci osvojují nejvíce slovní zásoby srze elektronická zařízení, sledováním seriálů a filmů, poslechem hudby, či přes sociální sítě. Zároveň velmi silně mezi účastníky dotazníku rezonovalo učení pomocí čtení seznamů slovíček v pracovním sešitu. Tento způsob žáci znali i z hodin anglického jazyka, a byl to nejčastější zmiňovaný způsob záměrného učení. Slovní seznamy se řadí do stejné kategorie strategií jako kartičky se slovíčky. Aplikace Quizlet, která na bázi kartiček funguje, u žáků získala kladnou odezvu a všichni dotazovaní ji preferovali před tvorbou sémantických map. Silnou stránkou sémantických map je učení slov v kontextu, přesto tato strategie u žáků nezabodovala. Jedním z důvodů, proč žáci preferovali Quizlet bylo, že je to aplikace, která se dá stáhnout do mobilních telefonů a tabletů. Ukázal se zde tedy patrný vliv elektronických zařízení. Kromě toho všichni žáci potvrdili, že by strategie učení ve výuce uvítali a mohlo by to pro ně být přínosné.