

Vocabulary Learning Strategies in Online Classes

Rišner, Iva

Master's thesis / Diplomski rad

2021

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences / Sveučilište Josipa Jurja Strossmayera u Osijeku, Filozofski fakultet**

Permanent link / Trajna poveznica: <https://um.nsk.hr/um:nbn:hr:142:111628>

Rights / Prava: [In copyright](#) / [Zaštićeno autorskim pravom.](#)

Download date / Datum preuzimanja: **2024-11-26**



FILOZOFSKI FAKULTET
SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU

Repository / Repozitorij:

[FFOS-repository - Repository of the Faculty of Humanities and Social Sciences Osijek](#)



J.J. Strossmayer University of Osijek

Faculty of Humanities and Social Sciences

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

Iva Rišner

Vocabulary Learning Strategies in Online Classes

Master's Thesis

Supervisor: Dr. Draženka Molnar, Assistant Professor

Osijek, 2021.

J. J. Strossmayer University of Osijek
Faculty of Humanities and Social Sciences
Department of English

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

Iva Rišner

Vocabulary Learning Strategies in Online Classes

Master's Thesis

Scientific area: humanities

Scientific field: philology

Scientific branch: English studies

Supervisor: Dr. Draženka Molnar, Assistant Professor

Osijek, 2021.

Sveučilište J.J. Strossmayera u Osijeku

Filozofski fakultet Osijek

Studij: Dvopredmetni sveučilišni diplomski studij engleskog jezika i književnosti i njemačkog jezika i književnosti – nastavnički smjer

Iva Rišner

Strategije usvajanja vokabulara u nastavi na daljinu

Diplomski rad

Mentorica: doc. dr. sc. Draženka Molnar

Osijek, 2021.

Sveučilište J.J. Strossmayera u Osijeku

Filozofski fakultet Osijek

Odsjek za engleski jezik i književnost

Studij: Dvopredmetni sveučilišni diplomski studij engleskog jezika i književnosti i njemačkog jezika i književnosti – nastavnički smjer

Iva Rišner

Strategije usvajanja vokabulara u nastavi na daljinu

Diplomski rad

Znanstveno područje: humanističke znanosti

Znanstveno polje: filologija

Znanstvena grana: anglistika

Mentorica: doc. dr. sc. Draženka Molnar

Prilog: Izjava o akademskoj čestitosti i o suglasnosti za javno objavljivanje

IZJAVA

Izjavljujem s punom materijalnom i moralnom odgovornošću da sam ovaj rad samostalno napravio/napravila te da u njemu nema kopiranih ili prepisanih dijelova teksta tuđih radova, a da nisu označeni kao citati s napisanim izvorom odakle su preneseni.

Svojim vlastoručnim potpisom potvrđujem da sam suglasan da Filozofski fakultet Osijek trajno pohrani i javno objavi ovaj moj rad u internetskoj bazi završnih i diplomskih radova knjižnice Filozofskog fakulteta Osijek, knjižnice Sveučilišta Josipa Jurja Strossmayera u Osijeku i Nacionalne i sveučilišne knjižnice u Zagrebu.

U Osijeku 15. rujna 2021.

Iva Rišuel

_____, 0122216475

ime i prezime studenta, JMBAG

Osijek, 2021.

Abstract

This paper presents the vocabulary learning strategies in online classes. In the first, theoretical part, the author gives a description of language learning strategies with special reference to the classification given by Oxford (1990) and to the study of *good language learning* by Rubin (1975). This is followed by a short insight into the VLS research, in particular into the research conducted by Schmitt (1997). Finally, based on the literature, conclusions are made about the useful and “successful” VLS. In the second part of the paper the author presents the results of the research conducted on the sample of 85 freshmen at the Faculty of Law in Osijek. The goal of the research was to find out which strategies students use more frequently, i.e. to determine the frequency of VLS usage; to see whether the students’ attitudes towards online lessons are positive or negative; to examine if there are any differences between attitudes towards online classes in general and online classes of ESP, and to check whether the students think that there is a difference between vocabulary acquisition in live classes and classes online. Research data were acquired through a questionnaire with three main parts: demographic part, questionnaire about VLS, and questionnaire about online lessons. In addition to the questionnaire, an interview was also conducted with 25 participants. The data obtained through the questionnaire were analysed both quantitatively (SPSS) and qualitatively. In the analysis, strategies were classified into three groups: discovering meaning, memory, and media VLS. All three groups of strategies are statistically positively correlated, but most of all, this applies to media VLS and discovering meaning VLS. Students think that the form of lessons (live/online) is not decisive for their vocabulary acquisition, and that they did not acquire less vocabulary in online lessons. Instead, they consider appropriate metacognitive and affective strategies as crucial for success in acquisition of vocabulary.

Keywords: language learning strategies, vocabulary learning strategies, online classes, media strategies

Sažetak

U radu se prikazuje uporaba strategija usvajanja vokabulara u nastavi na daljinu. U prvom se, teorijskom, dijelu rada opisuju strategije učenja jezika s posebnim osvrtom na klasifikaciju R. Oxford (1990) i proučavanje „dobrog učenika jezika“ prema Rubin (1975). Nakon toga daje se kratak uvid u istraživanja o strategijama usvajanja vokabulara (SUV), osobito prema Schmittu (1997) te se prema istraživanjima prikazanim u literaturi zaključuje što podrazumijevaju uspješne strategije usvajanja vokabulara. U drugom se dijelu rada iznose rezultati istraživanja provedenog među 85 studenata prve godine Pravnog fakulteta u Osijeku. Cilj je istraživanja utvrditi koje strategije studenti češće koriste, tj. kakva je frekvencija uporabe SUV; jesu li stavovi studenata prema online nastavi pozitivni ili negativni; postoje li razlike između stavova studenata prema nastavi na daljinu općenito i nastavi na daljinu engleskoga jezika na Pravnom fakultetu te misle li studenti da postoji razlika između usvajanja vokabulara u nastavi „uživo“ i na daljinu. Podatci se prikupljaju upitnikom koji se sastoji od tri osnovna dijela: demografskog, upitnika o strategijama usvajanja vokabulara i upitnika o nastavi na daljinu. Upitnik se analizira kvantitativno (SPSS), a intervju kvalitativno. Strategije usvajanja vokabulara pri analizi svrstavaju se u tri skupine: otkrivanja značenja, pamćenja i strategije vezane uz medije. Istraživanjem se dolazi do zaključka da su sve skupine strategija međusobno u statistički pozitivnoj korelaciji, a najveća je korelacija između SUV vezanih uz medije i SUV otkrivanja značenja. Studenti smatraju da način nastave (na daljinu/“uživo“) nije presudan za njihovo usvajanje vokabulara te da u nastavi na daljinu nisu usvojili manje vokabulara nego što bi ga usvojili u nastavi engleskoga u učionici. Za uspješnost u usvajanju vokabulara presudnim smatraju odgovarajuće metakognitivne i afektivne strategije.

Ključne riječi: strategije učenja jezika, strategije učenja vokabulara, nastava na daljinu, strategije vezane uz medije

Table of contents

1. Introduction.....	1
2. Second Language Acquisition.....	2
3. Theoretical background.....	4
3.1. Language learning strategies	5
3.1.1. Language learning strategies – a short review of the relevant literature.....	5
3.1.2. Language learning strategies according to Rebeca Oxford.....	8
4. Vocabulary learning strategies as part of LLS – short review of the research.....	13
4.1. Vocabulary learning strategies according to Norbert Schmitt	14
5. Learners’ perspectives on the use and usefulness of VLS/ LLS	14
5.1. Useful and productive VLS	14
6. Methodology	18
6.1. Aims and research questions	18
6.2. Participants	19
6.3. Instruments	21
6.4. Procedure.....	22
6.5. Results	23
6.5.1. Quantitative analysis	23
6.5.2. Qualitative analysis	31
6.6. Discussion	34
7. Conclusion.....	37
8. Bibliography.....	39
9. Appendices.....	43

1. Introduction

This paper discusses vocabulary-learning strategies. The research was conducted on the sample of first year-students of the Faculty of law in Osijek, under lockdown due to the COVID-19 pandemic, at which time the lessons were held online¹. The paper consists of two main parts: the theoretical and the analytical part. The results are largely based on the quantitative analysis of the questionnaire (SPSS) but also include the qualitative analysis of the interviews with the students.

The choice of adequate strategies generally helps the learner in his/her motivation for learning by making him/her more autonomous, and this also applies to successful acquisition and usage of L2. Since words are the foundation for construction of sentences and thus also for successful spoken and written communication, it can be assumed that the use of adequate vocabulary learning strategies (VLS) will provide the basis for successful acquisition of L2. Strategies will help the learners to acquire vocabulary more easily and they will activate the process of explicit learning. In this way, learners will also have less difficulties in acquiring practical knowledge, which is very important in the development of communication and strategic competences. Strategic competence "acts as a link between the learner's competence and what the learner can do with it" (Pavičić Takač and Bagarić Medve, 2013: 263). The learners do not only learn the language but they speak it with confidence, and they also learn how to use that language, e.g. how to use a synonym or a word with a similar meaning if they do not know the exact word.

Through various vocabulary learning strategies learners also develop syntagmatic and paradigmatic relationships by combining words into units (including collocations) and by learning synonyms and antonyms, as well as hypernyms and hyponyms. All this improves the learners' successfulness in acquiring L2.

To find out which vocabulary learning strategies are used by successful students, the above-mentioned questionnaire was used and the results obtained by it are described in the analytical part of this paper. In addition to the statements relating to the use of VLS, the questionnaire also included statements about the students' attitudes towards online classes. In this part of the

¹ The research was conducted within the framework of the course Research in Teaching English as a Foreign Language, managed by V. Pavičić Takač, full professor with tenure.

questionnaire, online classes of the English language are compared to online classes in general. The results obtained through this comparison are the basis for the conclusions about social and affective language learning strategies resulting from online classes that are presented in this paper. Following the analysis of the results of the questionnaire, the results of the interview with some of the respondents are presented. The aim of the interview was to study the relation between online lessons of English and online lessons of other courses, find out whether there are any differences between acquiring English vocabulary in the classroom (“live”) and online, and identify possible advantage(s) of one type of learning over the other (in English language learning). The interviewees were also asked to assess the influence of media on their vocabulary acquisition.

2. Second Language Acquisition

Many research works in the fields of general linguistics, glotodyactics, psychology, sociology and other sciences deal to varying degrees with the issues of second language acquisition. This scientific discipline is referred to with the acronym SLA, and its basic concepts are *acquisition* and *learning*, as well as *second* and *foreign language*. Krashen (1981) distinguishes between the concepts *acquisition* and *learning*: language *acquisition* supposes that “speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.” (Krashen, 1981: 1); in such a process, explicit teaching of rules and error correction are not important. Language *learning* means presentation and learning of explicit rules, including an emphasis on error correction (Krashen and Seliger, 1975, as cited in Krashen, 1981). In later works, the concepts *acquisition* and *learning* are frequently used as synonyms. In this paper, the term *acquisition* will be used due to its general acceptance; for the same reason preference will be given to *second language* over the concept of *foreign language* (cf. Pavičić Takač, 2008: 3).

Krashen was the originator of the Communicative approach – one of the directions in SLA studies that are still important today; this communicative approach evolved into *Communicative Language Teaching* (cf. Richards and Rodgers, 1986). Since by the end of the 1960s the situational approach, which prevailed in Europe, and the Audio-Lingual Method, which prevailed in America, had been exhausted, a new approach had to be created. In this new, communicative approach, the focus was on the communicative potential of the language and

on the intention of the speaker, and it emphasized the idea that (as Noam Chomsky also said) sentences are carriers of meaning. Instead of mastering structures, the goal of language learning was now to develop communicative skills.

The key words and expressions of the communicative approach are the interaction of students and teachers, active learning, connection to the communicative situation, authentic texts, the importance of the learning process and learning outside the classroom. This approach is student-oriented, and the role of the teacher is by no means to give the learners ready-made information or impose his/her views upon the learners. Learning rules are determined in mutual communication and the teachers' basic role is to enable communication between all participants in the learning process. The teacher is not a judge but an active participant in the communication, just like the learners. Breen and Candlin (1980, as cited in Richards and Rodgers, 1986) state that the teacher guides the learners, organizes the sequence of activities in the learning process, collects information, directs learners to sources of information, and acts as an information source himself/herself. Such a teacher-researcher learns and develops his/her own knowledge, abilities and skills, just as learners do. The communicative approach focuses on a cooperative rather than an individual approach - learners learn to be responsible; the overall score of the group depends on the score of each of the learners in the group. This approach is learner-oriented because it is determined by the learners' needs and interests.

Since communicative skills include four components: grammatical, sociolinguistic, discourse and strategic, the communicative approach extends over and can be used at various language levels. Although at first glance it may seem that grammatical competence does not develop through communicative activities, this is not the case because learners unconsciously raise their grammatical awareness when they are speaking; it is possible to create activities in which a group of learners will produce their own utterances following the grammatical rules they are working on (Fotos, 1994). Learners overcome obstacles and are able to communicate successfully, which is the goal of the communicative approach.

Advantages of the communicative approach are also pointed out because present-day learners acquire L2 to a great extent through watching movies, listening to the music, reading or listening to the news and, generally, by non-formally following the media. Although it can be said that the emphasis in the communicative approach is on the language of oral communication (Kumaravadivelu, 2006), so that it should focus on speech as the central element, this approach actually points out the interaction of all four skills: reading, writing, listening and speaking. Through the interaction of these skills, the learner acquires the vocabulary, i.e. words as its

basic elements. Moreover, learners also practice relations between words at the syntagmatic and paradigmatic levels.

Along with the communicative approach, there is a second direction in SLA studies that is developing as well (according to Pavičić Takač, 2008): Rubin (1975) emphasizes the meaning of strategies and studies which strategies are used by *good language learners*. According to Gass and Selinker (2008), strategies of so-called good language learners as opposed to poor or poorer language learners are in the 1980s also discussed by Naiman et al. (1978). After that, numerous studies of language learning strategies followed in the field of second language acquisition, and many contemporary theories used to explain the process of SLA are based on cognitive principles. The following chapter brings a short review of the language learning strategies.

3. Theoretical background

There are three key terms on which this paper is based: language learning strategies, vocabulary learning strategies and online lessons. The research has been conducted at the Faculty of Law and it refers to English for specific purposes, i.e. to Legal English (the language of law). Its characteristics have been described in numerous works (cf. Dudley-Evans, 2002), and this research sets out from the assumption that the fact that the subject in question is ESP, i.e. Legal English, does not have a significant impact on the first-year students' choice of strategies. The research was conducted in mid-December, which means that the students at the Faculty of Law had only had two and a half months of classes in Legal English; within that period, they had two months of online classes. Lately, a lot has been written about online lessons due to the COVID-19 pandemic. However, the conducted studies have usually been of psychological nature, or were focused on different technological devices used in online lessons, digital tools for online classrooms, self-directed learning, and teacher education (Cf. collection of papers: *Teaching, Tehnology, and Teacher Education During the Covid-19 Pandemic: Stories from the Field*, Ferdig et all, eds, 2020). Moreover, expert papers analyse foreign language classes for learners at lower levels of education, where various applications (Kahoot and the like) are used in language acquisition and language acquisition testing (Wang and Tahir, 2020). Online lessons are contrary to “live” classroom lessons that include both verbal and non-verbal communication. One of the challenges of online lessons is how to make classes interactive. The literature dealing with this issue emphasizes that the teacher of L2 needs to control the media,

so that they do not become the goal but remain a means (cf. Psoinos 2020). Kilickaya and Krajka (2010) point out studies (Mayer and Sims, 1994; Toczcu and Coady, 2004; Chun and Plass, 1996, 1997, etc.) whose focus is mostly on the use of computer-assisted vocabulary learning software. The research conducted in this paper, however, deals with English online classes held without the assistance of any specific language learning software. Therefore, vocabulary learning strategies and attitudes towards online classes were examined in two separate questionnaires: the questionnaire about the students' satisfaction with online lessons in general, and the questionnaire about the student's satisfaction with English online lessons. After the questionnaire, some of the respondents were also interviewed. The purpose of the interview was to additionally examine whether social, affective and metacognitive strategies help the students in vocabulary acquisition during the COVID-19 pandemic. The initial assumption is that the students' attitude towards lessons is one of the most important factors for the acquisition of L2, which is also confirmed by the studies conducted by Wong and Nunan (2011) and by Schmitt (1997). In this research, it is therefore assumed that the attitude towards particular strategies is the result of the attitude towards the English lessons, and it is considered necessary to examine the students' attitude towards online lessons because successful learners practice successful vocabulary acquisition strategies, and vocabulary is the foundation for the acquisition of language. According to Wong and Nunan (2011: 144): „It is also believed that learners who have developed skills in learning-how-to-learn will be better able to exploit classroom learning opportunities effectively, and will be more adequately equipped to continue with language learning outside of the classroom. “

To be able to discuss language learning strategies (LLS) in further text, they will be defined and a short review of studies dealing with them will be given as well.

3.1. Language learning strategies

3.1.1. Language learning strategies – a short review of the relevant literature

Debates about LLS have been going on for more than four decades, and there is still no consensus (O'Malley et al, 1985: 22) about the concept of strategies itself, about their definition and classification (cf. Griffiths, 2004). One of the more significant researchers dealing with language learning strategies is certainly Rebecca L. Oxford, who classified and defined LLS. According to Oxford (1990: 8), language learning strategies are “specific actions taken by the

learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.” In Oxford’s definition of strategies emphasis is put on the attachment of strategies to the person who consciously plans his or her activities and manipulates with them in order to reach a goal: success in learning. An important feature of strategies is the activation of transfer – the person uses existing information in new situations. Oxford also explains the relation between the basic meaning of the term *strategy* and its meaning in the syntagma *language learning strategies*. The word *strategy* originates from ancient Greek where it referred to the art of war; a word with similar meaning is the word *tactics* referring to the tools allowing for the success of a strategy.

The studies of strategies started with the attempt to find an answer to the question: *what is good language learning*. Seeking an answer to that question, Joan Rubin (1975) examined the strategies used by good learners. She defines strategies (Rubin, 1975: 43) as “the techniques or devices that a learner may use to acquire knowledge” and identifies seven strategies:

1. The good language learner is a *guesser*, ready to make and check assumptions. Learners differ in their success in making good assumptions; the good learner, while acquiring L2, uses assumptions about communication situation, speakers, communication channel, and discourse is helpful as well. The good learner brings his existing knowledge about L1 into the acquisition of L2. Carton (1966, as cited in Rubin, 1975) defines three steps in making assumptions: 1. scanning, confirmation, and testing, 2. Assessment of the probability that the assumption is correct, 3. Final adjustment of initial assumptions to later information.

2. The good language learner feels the need to communicate and exchange the means of language to reach a goal; for example, if he/she does not know the word for a certain concept, he/she paraphrases, uses synonyms, describes and uses non-verbal communication, i.e. paralinguistic.

3. The good language learner is ready to make mistakes in order to learn and is not afraid of unknown communication situations; he/she is not inhibited in his/her speech.

4. The good language learner looks for relations between language units and makes conclusions about language rules, observes the patterns on which the language functions.

5. The good language learner seeks and uses the opportunities to use the language in all situations outside of the formal learning (conversation with native speakers, watching films...).

6. The good language learner learns from his/her mistakes, self-corrects, controls his/her speech and monitors the speech of others.

7. The good language learner takes care about differences in meaning and about the context of the speech act (Rubin, 1975: 45-48).

Rubin (1981:124-126) classifies strategies into two groups: 1. strategies that directly affect learning and 2. strategies that indirectly support learning. The first group includes clarification / monitoring, memorization, guessing/inductive inferencing, deductive reasoning and practice, and the second includes the creation of opportunities for practice and production tricks. Strategies in the second group that indirectly contribute to learning are based on communication situations and especially develop the communication competence.

In addition to Rubin, Stern also dealt with the question of what defines the good language learner. He, too, considers the readiness to practice, make language assumptions, experiment with language, self-assess and self-correct as the strategies of the good learner. As a characteristic of the good learner, Stern also points out his/her personal learning style or positive learning strategies (Stern, 1975, as cited in Griffiths, 2004: 12).

The good language learner's strategies are to the greatest extent described by theories based on the cognitive approach because "the cognitive theory recognises learning strategies as one of the significant cognitive processes in L2 acquisition." (Pavičić Takač, 2008: 26) The cognitive approach describes the acquisition of L2 as a kind of learning based on the same principles as learning in general, whereby in the acquisition of L2 these principles are more complex (Ellis, 1995). One of the advantages of the cognitive approach to L2 acquisition is the fact that attention is paid to the language learning aptitude of each individual learner, which implies the possibility to improve the language learning aptitude. Efficient learning strategies activate mental processes and after a longer period of use they become automatized (O'Malley and Chamot, 1990). They help the learners maintain the learning focus and self-regulate it, and they can be learned. Therefore, precisely the learning strategies are the ones helping to the greatest extent with the use of the individuals' aptitude in the acquisition of L2.

Most present-day classifications of LLS specifically describe metacognitive and cognitive strategies, whereas social and affective strategies are by some scholars described together: e.g. according to Chamot and O'Malley (1994: 28) social/affective strategies make up the questioning for clarification or verification, self-talk and cooperation. O' Malley et all (1985: 23) emphasize the significance of strategies in the processing and use of information when they define strategies as "any set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information". Also, according to a research conducted

by O' Malley et al (1985), learners at a higher level of education control their learning more successfully, i.e. they are more successful in using metacognitive strategies. The research conducted by Ehrman and Oxford (1995) yielded different results suggesting that the use of cognitive strategy was the only SILL (Strategy Inventory for Language Learning) category that significantly correlated with a proficiency rating. Their study confirmed that only cognitive strategies, especially their deep processing component (looking for patterns and their permanent analysis, synthesis and adjustment; reading for pleasure in the target language, etc.) are important for success in learning.

Oxford (1992/3, as cited in Pavičić Takač, 2008: 52-53) describes the existing classifications of LLS according to the five criteria used by the scholars in their description:

- a) those based on the conduct of a good learner – this criterion was described by Rubin and Stern, and their descriptions of the good language learner's conduct are compared by Turula (2010: 132, as cited in Turula, 2016: 54)
- b) “those based on psychological functions (cognitive, metacognitive and affective);
- c) those based on linguistic aspects (e.g. monitoring)”; Bialystok (1979) distinguishes between functional practice strategies that facilitate language learning, and monitoring and inferencing strategies that facilitate the use of language
- d) “those based on language skills or knowledge (e.g. oral production, vocabulary learning); and
- e) those based on different types (or styles) of learners.”

3.1.2. Language learning strategies according to Rebeca Oxford

Oxford (1990: 9) extends the classification of LLS, and presents their characteristics in a table:

Table 1: Features of language learning strategies (Oxford, 1990: 9)

Language learning strategies:

-
1. Contribute to the main goal, communicative competence.
 2. Allow learners to become more self-directed.
 3. Expand the role of teachers.
 4. Are problem-oriented.
 5. Are specific actions taken by the learner.
 6. Involve many aspects of the learner, not just the cognitive.
 7. Support learning both directly and indirectly.
 8. Are not always observable.
 9. Are often conscious.
 10. Can be taught.
 11. Are flexible.
 12. Are influenced by a variety of factors.
-

Source: Original.

Although LLS are, as their name implies, strategies of learners, in formal acquisition of L2 they are realised in interaction with the teacher. Oxford therefore specifies the expansion of the role of the teacher as one of the characteristics of LLS. Except in the interaction with the teacher, strategies are usually also realised in interaction with other learners, so that they do not depend only on cognitive abilities but also on the learners' social and affective characteristics: learners frequently learn better in pairs or groups, especially in problem-oriented classes in which communicative competence is practiced more easily. According to Oxford (1990: 9), all these characteristics are also connected with LLS. Furthermore, learners are more successful in learning if they are motivated by adequate "emotional temperature", which confirms the existence and importance of affective strategies. Successful learners identify their learning style, plan and self-control their learning; Oxford (ibid.) describes such strategies as metacognitive strategies. In Oxford's classification, social, affective and metacognitive strategies belong to Indirect Strategies, and having in mind their characteristics, it is easy to interpret characteristics 6 and 7 in Oxford's table: they involve many, not just the cognitive aspects of the learner, and both directly and indirectly support learning. All other characteristics are also connected with Oxford's classification and definition of the term LLS itself. The last characteristic listed in the table confirms that the strategy choice is affected by many factors. In addition to age, sex, motivation and personality traits, Oxford (1989, as cited in Oxford, 1990) also mentions the purpose for learning the language, stage of learning, degree of awareness, teacher expectations, task requirements and learning style (on the issue of impact of

various factors on the choice of learning strategies, cf. Ehrman and Oxford, 1988, Pavičić Takač, 2019).

Oxford (1990: 14-21) divides LLS into two groups: direct and indirect strategies. Each of these groups contains three sets of strategies: memory, cognitive and compensation strategies belong to direct strategies, whereas metacognitive, affective and social strategies belong to indirect strategies (Oxford, 1990: 17). These sets of strategies are further divided into a total of 19 subsets of a number of concrete activities. This paper gives a short review of the division of strategies according to Oxford with examples for each of the groups.

1. Direct strategies

1.1. Memory strategies

The learner receives a large quantity of information he/she needs to process in order to move that block of information from short-term memory into long-term memory. Memory strategies help the learners in processing these pieces of information. According to Oxford (1990: 38-39, memory strategies fall into four sets: “the set creating mental linkages, which includes the following activities: grouping, associating/elaborating and placing new words into a context “ – activities forming the basis for memorizing information. Since vocabulary is the basis for composition of sentences and thus also for the development of communication competence, it is important to memorise it and this is where the memory strategies are of help. According to Oxford memory strategies also comprise applying images and sounds, a set including the connections of images and sounds and learning aided by concrete material such as cards. These strategies make the memorising of abstract vocabulary easier by connecting it to concrete sounds or images.

1.2. Cognitive strategies

Oxford (1990: 43) suggests that the common function of cognitive strategies is the “manipulation or transformation of the target language by the learner“, and these strategies are considered to be the most popular language learning strategies. Cognitive strategies are based on practice – on recognizing and recombining patterns. Alongside practicing, Oxford also specifies receiving and sending messages as cognitive strategies. Getting the idea quickly is another cognitive strategy that uses skimming to find the main idea(s) or scanning to find specific information or details of interest. It is a useful strategy for learners when they have to quickly understand something they have read or heard in the new language.

Present-day learners are exposed to numerous new words, especially in informal language acquisition through media, and therefore their intake of new words has to be systematised. According to Oxford (1990), this systematisation will be supported by strategies such as taking notes, summarizing and highlighting. These strategies refer to creating input structures, which in itself is a direct strategy.

1.3. Compensation strategies

Learners use compensation strategies when they do not fully know the structures of the target language (L2), but want to participate in communication or tasks solving. The learner then uses existing lingual and non-lingual means to pass a message and avoid misunderstandings in communication. Oxford (1990: 47-48) says that there are two groups of these strategies: guessing intelligently and overcoming limitations in speaking and writing. These two groups are, according to Oxford, further divided into eight subgroups. The first group of compensation strategies includes looking for and using language-based clues in the attempt to guess the meaning of something heard or read in the target language when the knowledge of vocabulary, grammar, or other target language elements is incomplete. Looking for clues can be very helpful for the learner provided it is used correctly. These language-based clues may be found in the learner's existing knowledge of the target language, in L1 or even in the knowledge of another language.

Compensation strategies that are very important for vocabulary acquisition also include coining words and using circumlocutions or synonyms.

2. Indirect strategies

2.1. Metacognitive strategies

Metacognitive strategies help learners control their learning through activities such as “arranging, centering, planning and evaluating” (Oxford 1990: 135). Metacognitive strategies make up three strategy sets: “centering the learning, arranging and planning the learning and evaluating the learning” (ibid). Into the third set, Oxford puts self-monitoring and self-evaluating strategies that can be said to have growing importance in recent times and they are also pointed out in the curriculum.

2.2. Affective strategies

As Oxford (1990: 48) explains, affective strategies help “the language learners control their emotions, motivations, attitudes, and values”. A good language learner successfully controls all

of the above by means of three groups of affective strategies: lowering anxiety, encouraging oneself and taking one's emotional temperature. In the implementation of strategies, such as making positive statements and using music, the teacher can be of great help. Learners using the affective strategy of writing a language learning diary also use and develop metacognitive strategies of self-evaluating and self-monitoring, thus additionally motivating themselves for language learning.

2.3. Social strategies

Language is a means of communication and as such it is socially conditioned. Language learning includes other people and it is more successful if learners use social strategies. According to Oxford (1990: 145), there are three basic groups of social strategies: "asking questions, cooperating with others and empathizing with others". Asking questions is frequently used by learners because the acquired answers help them understand meanings. At the same time, Oxford (1990: 145) suggests that learners don't use cooperative strategies sufficiently enough out of fear of failure, due to anxiety and because of the negative emotions that cooperation evokes in them. It is therefore necessary to develop a positive attitude towards competition. In addition to that, the development of a more successful attitude towards learning requires that the development of empathy be connected with the spreading of intercultural tolerance.

It can be concluded that the group of indirect strategies has become more important in present day society, i.e. in the time of the COVID-19 pandemic, when classes are not held live and the students are not in real but in virtual classrooms. Researchers studying successful LLS ask themselves who is a good digital learner and what language learning strategies digital learners use.

In Oxford's classification of LLS there are also strategies whose positioning into a particular group is rather dubious. Oxford herself expresses her doubt whether the strategy of planning, that she listed under metacognitive strategies should rather belong to the group of cognitive strategies, and Ellis (1994: 539) regards as questionable the justification of the classification of the compensation strategies group under LLS.

Since a word is the basic semantic linguistic unit, vocabulary learning strategies, which will be described in more detail in further text, are especially important for language learners in their acquisition of L2.

4. Vocabulary learning strategies as part of LLS – short review of the research

Vocabulary learning strategies (VLS), generally speaking, help to successfully acquire vocabulary. Vocabulary learning, according to Pavičić Takač (2008: 16) comprises several activities. It is primarily the “acquisition of memorised sequences of lexical items that serve as a pattern on the basis of which the learner creates new sequences”. In other words, it is the activity by which learners memorise sequences of phonemes and morphemes that they discover and recognise as words or parts of words and that they use as a model, based on which they then create new lexical units. The more lexical units a learner acquires, the easier he/she will predict patterns in a particular situation and create new words and thus he/she will be more successful in the acquisition of L2. As suggested by Schmitt and McCarthy (1997, as cited in Segler et al, 2002), as well as by Pavičić Takač (2008), there are no inherently good strategies, but the best results in vocabulary acquisition are achieved through the use of combinations of strategies. As factors that make a certain strategy successful, Schmitt and McCarthy (1997, as cited in Segler et al, 2002) indicate learners’ proficiency level and frequency of use. In this way, VLS do not differ from the general use of LLS; studies show that successful learners do not only combine strategies successfully, but also consciously choose the ones that are most suited to them (Oxford, 2002b; Božinović and Perić, 2012). Božinović and Perić (2012: 121-123) present the results of different studies about the relation between the successfulness of the students and the use of strategies. They conclude that the language competence level is influenced not only by the strategies but by other factors as well, such as sex, age, motivation and language learning experience.

Vocabulary learning strategies are a subcategory of LLS. VLS are used for faster and more efficient discovering of meaning(s) and for acquisition of lexical units in L2. VLS are important because, as Nation (1990) warns, many problems in the L2 acquisition arise from insufficient vocabulary knowledge. In general, strategies aid students in faster and more efficient learning, i.e. with the help of certain strategies, a student can spend less time learning and acquire a more functional long-term knowledge; this results in him/her being more motivated to learn the L2. Oxford (2003: 2) also explains that language-learning “strategies are defined as operations employed by the learner to aid the acquisition, storage, retrieval and use of information”; they also include learner’s actions intended to allow for easier, faster and more effective learning.

4.1. Vocabulary learning strategies according to Norbert Schmitt

Schmitt (1997) holds that taxonomy suggested by Oxford (1990) is not clear enough: the meanings of some strategies overlap (e.g. memory and cognitive strategies) so that classification into a particular group depends on various additional circumstances. For example, interacting with native speakers is a social strategy but it becomes a metacognitive strategy if it is a part of a long-term language learning plan. As Schmitt had focussed on vocabulary learning, he particularly observed the absence of strategies required to describe vocabulary acquisition and he corrects this by adding determination strategies and discovering strategies of vocabulary learning. According to Schmitt (1997), Oxford does not describe strategies practiced by learners when they need to discover the meaning of a new word without the help of a professional. Schmitt bases his taxonomy on Oxford's, but, according to Cook and Mayer (1983) and Nation (1990), he adds determination strategies to it. Determination strategies include two groups of VLS: a) Discovery strategies, used for initial discovery of meaning, and b) Consolidation strategies, used in memorising words (Schmitt, 1997: 207-208).

As it is the case with Oxford's taxonomy, in Schmitt's taxonomy some strategies can, too, belong to two groups (discovery and consolidation strategies), and almost all discovery strategies may be used as consolidation strategies. Schmitt realises that himself (1997), adding that only the most obvious of such strategies were mentioned in both lists (e.g. utilizing word lists, and affixes and roots). According to Schmitt's classification, VLS comprise 58 strategies. Schmitt studied the use of these strategies, as well as attitudes about them (whether learners think they are useful for learning or not), on a large sample of 600 research participants in Japan. In this way he came up with two lists of VLS: a) those that are actually most frequently used by the examinees, and b) those that the examinees believe to be most useful.

5. Learners' perspectives on the use and usefulness of VLS/ LLS

5.1. Useful and productive VLS

The research conducted and presented by Schmitt (1997) is important because it was conducted on a representative sample that included four groups of equal numbers of respondents of

different age (junior high school students, high school students, university students and adult learners). The respondents had to answer two groups of questions: which strategies do they use, but also which 5 strategies they hold for more useful than the others from the groups of discovery and consolidation strategies. In the discovery strategies, the results show the greatest concordance between the use and the usefulness of the bilingual dictionary strategy (as many as 95% of the respondents hold this strategy for useful and 85% actually use it). The respondents also indicated the ‘ask teacher for paraphrase or synonym of new word strategy’ as very useful (86%), but its actual use is significantly lower (42%). Highly ranked was also the strategy ‘guess from textual context’, with a great match of usefulness and actual use. From the group of consolidation strategies, the respondents most frequently use the cognitive strategies of verbal and written repetition, which they also consider useful – written repetition is considered useful by as many as 91% of respondents. Students frequently use other speech related consolidation strategies as well, such as ‘study the spelling of a word’ and ‘say new word aloud when studying’. Different word grouping and logical combination methods (e.g. ‘peg method’, ‘loci method’) are not used and the students do not regard them as useful. Schmitt himself (1997: 21) finds the reasons for that in the Japanese school system in which “students are required to memorize English grammar and vocabulary, usually through repetition”. Such a system leaves very little room for metacognitive strategies, so that only some of them are used. Students self-regulate their learning by skipping or passing the new word, i.e. they continue working even if they do not know a particular new word, and they think it is important to continually acquire a particular word over a longer period of time. As metacognitive ‘consolidate meaning’ strategies Schmitt also classifies ‘use English-language media (songs, movies, newscast...)’ strategy that the Japanese respondents do not use at all and do not think of as important, which can be connected with the distinction between formal and informal learning. It can be assumed that Japanese students are used to formal learning, which also includes the learning of English, and they therefore do not use media in the learning process nor do they think of it as useful.

Ellis (1994: 553) connects the use of groups of strategies with the learners’ level of previous knowledge – older learners learn from context more frequently because, thanks to their greater pre-knowledge, they can draw conclusions about the meaning of a particular new word.

Various forms of vocabulary learning are described by Pavičić Takač (2008: 100), who refers to these strategies as: “1) strategies of formal vocabulary learning and practising; 2) self-initiated independent vocabulary learning; 3) spontaneous (incidental) vocabulary learning

(acquisition)”. The importance of these three categories of strategies has also been pointed out by Tabak and Ordulj (2015), who study the acquisition of Croatian as L2. Their study was also expected to give answers to the question whether there are any differences in the use of strategies with respect to the previous level of knowledge. The results of the study show that examinees at the lower analysed level (B1) use self-stimulating vocabulary learning strategies more frequently than the examinees at levels B2 and B2+; the examinees at B1 level are more prone to experimenting in order to acquire as much vocabulary as possible. Spontaneous vocabulary acquisition comprises various ways in which individuals may acquire some language competences without formal learning like in the case of the mother tongue. According to Brodarić Šegvić (2019), secondary school students who claim to have learned a significant portion of English informally and unconsciously – by listening to the music and watching films – are more successful in formal learning of English at school.

In the studies of spontaneous acquisition of vocabulary, cognitive research works play a very important role. Schmidt (1990), in questioning the role of consciousness in second language learning, raises three questions relating to the role of input processing. These questions refer to the importance and role of: 1. the subliminal learning issue, 2. the incidental learning issue and 3. the implicit learning issue. In relation to the first question, Schmidt’s conclusions are opposite to those suggested by the behaviourists, who believed that learning is conditioned. According to Schmidt and other cognitive psychologists, there is no learning without consciousness about learning (1990: 145), because learning requires noticing as “the necessary and sufficient condition for converting input into intake” (Schmidt, 1990: 129). Incidental learning is based on understanding and paying attention to contents a student is learning, which, according to Schmidt, makes such learning undoubtedly efficient. However, the most difficult to solve is the problem of implicit learning – it is certainly possible when the characteristics and requirements of the task focus attention on relevant features of the input. Schmidt (1990: 149) concludes that the role of the unconscious in L2 learning was overrated by some theoreticians who suggest that implicit learning is possible but is best characterized as the “gradual accumulation of associations between frequently co-occurring features, rather than unconscious induction of abstract rule systems.”

5.2. Effective vs ineffective L2 English learners

In Croatia, Mihaljević Djigunović (1999) was the first to examine which strategies are used by successful students; as a result, she concluded that communicative, metacognitive and cognitive strategies had positive effects on L2 acquisition. The results of the research conducted by Božinović and Perić (2012) are different: the students with the highest grade (A)/excellent use social-affective and memory strategies more in comparison to other, less successful students. Božinović and Perić (2015) also studied the relation between strategies in the acquisition of two languages. They wanted to find out if there are any differences in the usage of particular groups of grammar learning strategies in two different foreign languages. Their conclusion was that learning strategies of one language affect the learning strategies of another language, and that English is included as lingua franca; the examinees who have previously learned another foreign language have already developed certain strategies that they also apply in the learning of a new foreign language.

English and German vocabulary acquisition strategies of primary school learners were studied by Pavičić Takač (2008). The results of her research confirm that the target language plays an important role in the use of strategies because the learners did not use equal strategies in the acquisition of the vocabulary of both languages. In acquiring English, learners more frequently use the VLS of memorising words from films and TV programmes, they repeat new words aloud while learning them and they listen to the music in English. According to Pavičić Takač's research, this puts into question the universality of strategies. Their usage is connected with the role of the social learning context: in acquiring the English language, learners memorise words by watching films and listening to music more frequently than in learning German, because they are much more exposed to English authentic materials.

Among the factors affecting the acquisition of L2, in addition to strategies, are also the learners' learning styles and the teaching styles of their teachers. Wong and Nunan (2011: 146) suggest that "learning styles are general approaches to language learning, while learning strategies are specific ways to deal with language tasks in particular contexts (Cohen, 2003; Oxford, 2003)".

Zhenhui (2001) emphasizes that styles are moderately strong habits and not intangible biological characteristics. As such, they are susceptible to change. According to Oxford (2002a), learners can adapt strategies to different tasks if they are aware of their learning styles. They then use strategies that will minimize the shortcomings and increase the advantages of their styles.

Wong and Nunan (2011) studied the learning styles and strategies of effective and ineffective language learners on a sample of students in Hong Kong. They asked the respondents to also

provide data including the self-rating of their language proficiency, as well as the self-assessment of successfulness of affective strategies usage by expressing the extent to which they enjoy English. The results of the research showed that more affective students are more active, more autonomous and readier to self-regulate their learning. Less successful learners are oriented towards the authority of their teacher and in order to be more successful, they need to change their attitude, i.e., they must realize the importance of communication in English. The research conducted by Wong and Nunan leads to the conclusion that a successful learner of L2 is an autonomous and active learner with a positive attitude towards learning English.

6. Methodology

6.1. Aims and research questions

The basic aim of this research is to identify the VLS used by the first-year students at the Faculty of Law in Osijek and their attitude towards the classes of English as L2. The students' attitude towards the classes of English is examined and determined in relation to their attitude towards online classes in general. The initial assumption is that the attitude towards classes is one of the more important factors for acquisition of vocabulary in distance learning. Therefore, adequate attitude towards the classes of English is of help for successful use of affective and metacognitive strategies that are important for vocabulary acquisition.

The research is expected to provide answers to the following questions:

1. What VLS do students use most frequently?
2. Is there a connection between the use of VLS and the grade in English?
3. What is the students' attitude towards online classes – is it positive or negative?
4. Are there differences in the students' attitude towards online classes in general and online classes of ESP?
5. Is there is a difference in students' opinion between vocabulary acquisition in live classes and classes online?

Prior to the research, the following hypotheses were set up:

1. Students use the informal VLS more frequently than the formal VLS, and they most frequently use strategies connected to the media.

2. Students have a negative attitude towards online classes in general and thus also towards the classes of English.
3. Students think that live classes are more favourable for vocabulary acquisition than online classes.
4. The attitude towards classes is connected with the successfulness in learning: if the students have a positive attitude towards English classes, they learn more easily and as a result, they also acquire vocabulary more easily.

6.2. Participants

This research is conducted on the sample of 85 1st year students of the Faculty of Law in Osijek, who are learning ESP (English for Lawyers). Table 2 presents the composition of the sample according to sex: male students (N=21) make up 24.7%, and female students (N=64) 75.3% of the participants.

Table 2: Participants according to sex

gender		
	Frequency	Percent
M	21	24.7
F	64	75.3
Total	85	100

All participants are first year students; 76.5% attend the five-year Integrated Undergraduate and Graduate Study Programme (N=65), and 23.5% attend the Professional Administrative Study Programme (N=20).

From the total number of participants (N=85), 36.5% have finished grammar school (N=31), and 63.5% finished vocational schools (N=54)

It can be assumed that, according to the number of years of learning, the participants have different levels of previous knowledge of English (Table 3); the number of years of learning English reach from 4 years (N=1) to 17 years (N=1). It can also be assumed that for the participant who learned English for four years before the study, this was not the first foreign language in previous education, but was chosen as the foreign language at the Faculty of Law. Most of the participants have been learning English for 12 years (N=52): 61.2%.

Table 3: Participants according to years of learning English

years of learning English			
		Frequency	Percent
Valid	4	1	1.2
	8	3	3.5
	9	5	5.9
	10	2	2.4
	11	1	1.2
	12	52	61.2
	13	17	20
	14	3	3.5
	17	1	1.2
	Total	85	100

Average grade of the participants in their previous education, i.e. in grammar and vocational schools was 3.95. Very good as the average grade is also confirmed by the fact that most of the participants (N=33) had that grade in their secondary education. A high percentage of students had the grade ‘excellent’: 31.8% (N=27), they are followed by the students with the grade ‘good’: 24.7% students (N=21).

Most of the participants (N=36), 42.4%, reported 3-6 hours of daily exposure to English outside the faculty (Table 4). They are followed by students who are exposed to English for less than 3

hours (N=27); the next are participants with 6 to 10 hours of exposure to English outside the faculty (N=18), and significantly smaller (N=4) is the number of participants who reported more than 10 hours of daily exposure to English outside the faculty.

Table 4: Participants according to daily exposure to English language outside faculty

daily exposure to English language outside faculty		Frequency	Percent
Valid	<3 hours	27	31,8
	3-6 hours	36	42,4
	6-10 hours	18	21,2
	>10 hours	4	4,7
	Total	85	100

6.3. Instruments

The research data were acquired by means of a questionnaire (see Appendix 1) and through an interview (see Appendix 2). The questionnaire was filled out by 85 participants, whereas the structured interview was conducted with 25 interviewees. The participants completed the questionnaire online in Croatian. The questionnaire comprised three sections: demographic part; statements about the VLS; and statements about online classes. The third section included two groups of statements: statements about online classes in general (OCG); and statements about online classes of English (OCE). The demographic section of the questionnaire included six questions relating to the data about the participants' sex, type of study, finished high school or secondary school, grades in English, number of years of learning English and daily exposure to the English language outside the faculty. The second part of the questionnaire consisted of 24 statements about VLS. The statements were composed following the questionnaire example in *Vocabulary Learning Strategies and Foreign Language Acquisition* by Pavičić Takač (2008). The participants responded to the statements according to the 4-point Likert scale: 1 – never, 2 – sometimes, 3 – often, 4 – always. The third part of the questionnaire referred to online classes and it was not taken over from literature; it consisted of nine statements about online classes in

general and section four included 11 statements about the online classes of English. The first nine statements in section four are equal to the first nine statements in section three, whereas statements 10 and 11 were added to the questionnaire in section four about the online classes of English. These two statements were statement 10: The virtual group I belong to in online classes of English motivates me to learn, and statement 11: Online classes of English were more favourable for my vocabulary acquisition than “live” English classes in the classroom. The participants again responded to these statements according to the 4-point Likert scale: 1 – I agree completely, 2 – I mostly agree, 3 – I mostly disagree, 4 – I disagree completely.

The statements in the questionnaire about online classes were formulated in such a way that a higher score expressed negative attitude and a lower score expressed positive attitude. Therefore, in the processing of the acquired responses the following statements were re-coded: statements 1-8 of the questionnaire about online classes in general and statements 10 and 11 in the questionnaire about online classes of English. Statement 9 (For me, the absence of visual contact and of non-verbal communication in online classes of English are a shortcoming.) in both sections of the questionnaire was an exception because it was formulated negatively, so it was not re-coded.

All statements about the VLS and about online classes were closed type statements. There was also an open type question (comment), the answering of which was not obligatory. The interview questions referred to the relation between online classes of English and online classes in general, to the comparison of vocabulary acquisition in live classes and classes online, and to the students’ attitude towards the role of media in learning English vocabulary.

6.4. Procedure

The examiner gave the participants detailed information about the structure of the questionnaire and the way it should be filled out; she also emphasised that the questionnaire is anonymous and all data it will provide are confidential. The questionnaire was sent to the participants via their group e-mail address at the Faculty of Law. They had 30 minutes to complete the questionnaire and they used the same group address to send the filled-out questionnaires.

The data were analysed by means of SPSS for Windows. In most part of the statistical processing, the independent samples t-test was used, but the paired samples t-test (difference between groups) and correlation were used as well.

The examiner also explained to the participants that the subsequent interview will be voluntary and that, again, all information will be provided anonymously and it will be confidential. A total of 25 students volunteered for the interview and with each of them a structured interview was conducted. Data analysis was qualitative and it was performed manually.

6.5. Results

6.5.1. Quantitative analysis

To obtain the answer to the first research question, the strategies analysis was conducted, based on how frequently the polled students use the strategies. The results of the frequency analysis, in which the mean is the indicator of central tendency, are shown in the Table 5.

Table 5: Frequency of VLS use (criterion: Mean) (N= 85)

Variable		Mean	Std. Deviation
VLS12	If I cannot remember an English word during the conversation, I use a word of similar meaning.	3.2235	.87799
VLS15	I try to conclude the meaning of a particular word from the context.	3.2118	.84648
VLS21	I pick up words from TV shows and movies I watch.	3.2118	.86043
VLS13	I try to understand song lyrics while listening to them.	3.0941	.98348
VLS8	I remember the word if I remember the context in which I heard it.	3.0471	.88514
VLS11	I pick up new words when searching the Internet.	2.9882	.99396
VLS20	I remember the word if I see it written down.	2.9412	.82163
VLS16	I look up words in online dictionaries.	2.8706	1.07779

VLS10	When I watch movies in English, I concentrate on speech.	2.8471	1.11810
VLS9	I watch movies in English without subtitles.	2.8353	1.11106
VLS1	I remember words by repeating them out loud.	2.7647	1.05387
VLS7	I remember the word if I can connect to it emotionally.	2.7059	1.03307
VLS2	I remember words by repeating them mentally.	2.5765	1.06208
VLS5	I make word lists with translations.	2.4941	1.17132
VLS22	I remember the word by using it in a sentence.	2.4235	.98048
VLS6	I connect the meaning of a word with an image.	2.2941	1.02148
VLS3	I remember words by writing them down.	2.2824	1.09774
VLS24	If I do not know the meaning of a particular word, I consult my professor(s).	2.2706	.87815
VLS4	I visualise words.	2.1412	1.08181
VLS14	I look up words in a dictionary.	2.1176	1.06247
VLS17	I look up words in bilingual dictionaries.	1.8235	.99015
VLS19	I remember the word by remembering its initial letter	1.7529	.75445
VLS18	I look up words in monolingual dictionaries	1.4941	.93380
VLS23	I make mind maps	1.2353	.59054

The analysis proves that the following five VLS are most frequent: VLS12 If I cannot remember an English word during the conversation, I use a word of similar meaning; VLS15 If I don't know the meaning of a word in a song or a film in English, I try to conclude the meaning

of that word from the context²; VLS21 I pick up words from TV shows and movies I watch, VLS13 I try to understand song lyrics while listening to them; and VLS8 I remember the word if I remember the context in which I heard it. Three out of the five most frequent strategies (strategies 12, 21 and 13) are connected with media³, one (VLS15) belongs to the group ‘discovering meaning strategies’ and one (VLS8) to the group ‘memory strategies’. It can be said that all five most frequently used strategies are connected with media, with context or synonyms. Analysis results of half of the more frequently used strategies (i.e. half of the first 12 strategies) show that all six of them (strategies 12, 21, 13, 11, 10, 9) are related to media. Students relatively often remember the word if they see it written down (VLS20, ranked 8th), but they themselves do not frequently make lists of words with translations into L1 (VLS5, ranked 14th), and they even less frequently write down words to memorise them (VLS3, ranked 17th). Instead of writing them down, students more frequently pronounce new words while learning them (VLS1, ranked 11th), and in the middle of the list of successful strategies, there is VLS7: I remember the word if I can connect to it emotionally. This memory strategy is connected with the affective indirect strategy. VLS24, If I do not know the meaning of a particular word, I consult my professor(s) is not frequently used (it is ranked 18th), and the same goes for VLS4 (memorisation by visualisation) which is ranked 19th. Students also rarely use VLS19 – memorisation based on the initial letter of the word. This strategy is in the group of rarely used strategies with the mean value under 2. The most rarely used is the VLS23, I make mind maps (M = 1.23, SD = .59), and it is followed by VLS18, I look up words in monolingual dictionaries; VLS19, I remember the word by remembering its initial letter and VLS17, I look up words in bilingual dictionaries. Students don’t use mind maps and initial letters as mnemonics. Strategies involving the use of dictionaries are also rarely used. Students most rarely use monolingual dictionaries (VLS18), but bilingual dictionaries (VLS17) are also poorly used. Students don’t reach for a dictionary even when they need to learn the meaning of unknown words in songs or films (VLS14). However, more students use *online* dictionaries – VLS16 is ranked 8th out of 24 examined strategies.

² The translation of this VLS (the Croatian version of which in the questionnaire is: “Ako ne razumijem značenje riječi u pjesmi ili u filmu na engleskom, pokušavam zaključiti što znači iz konteksta.”) partially differs from the strategy listed in the SPSS because there it was shortened.

³ Strategies are divided into three groups as follows: discovering meaning VLS – strategies under numbers 14, 15, 16, 17, 18, 24; media VLS – strategies under numbers 9, 10, 11, 12, 13, 21; and memory VLS – strategies marked with numbers 1, 2, 3, 4, 5, 6, 7, 8, 19, 20, 22, 23.

It can be concluded that the table showing the frequency of the used VLS confirms the importance of strategies connected with media. Students learn informally by watching films and listening to songs in English, which confirms the first hypothesis. Descriptive statistics was used to get insights into the use of strategies according to media, memory and discovering meaning VLS groups. The analysis presented in Table 6 confirms the first hypothesis and indicates students' moderate use of *media VLS* having the highest mean value, followed by *memory VLS* and *discovering meaning* as the least used VLS.

Table 6: Comparison of the use of strategies according to groups

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
MEMORY VLS	85	1.00	3.67	2.3882	.52932
MEDIA VLS	85	1.17	4.00	3.0333	.72457
DISCOVERING MEANING VLS	85	1.00	3.67	2.2980	.54862
Valid N (list wise)	85				

All three groups of strategies are statistically significantly correlated, as can be seen in Table 7. The medium positive correlation was observed between media VLS and discovering meaning VLS with the correlation coefficient of $r = .474$, slightly weaker is the positive correlation between memory VLS and discovering meaning VLS with the correlation coefficient of $r = .435$, and the correlation between memory VLS and media VLS was the weakest with the correlation coefficient of $r = .215$.

Table 7: Correlation between memory, media and discovering meaning VLS

Correlations				
		MEMORY VLS	MEDIA VLS	DISCOVERING MEANING VLS
MEMORY VLS	Pearson Correlation	1	.215*	.435**
	Sig. (2-tailed)		.048	<.001

	N	85	85	85
MEDIA VLS	Pearson Correlation	.215*	1	.474**
	Sig. (2-tailed)	.048		<.001
	N	85	85	85
DISCOVERING MEANING VLS	Pearson Correlation	.435**	.474**	1
	Sig. (2-tailed)	<.001	<.001	
	N	85	85	85

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Students who use media VLS are exposed to the English language outside faculty for a longer period of time, which is confirmed by the correlation between daily exposure to English and the use of the media VLS (Table 8). The coefficient of correlation is $r = .33$, and level of significance is $p < 0.01$.

Table 8: T-test results for correlations between daily exposures to the English language outside faculty and media VLS

Correlations			
		exposure to English outside faculty	MEDIA VLS
exposure to English language outside faculty	Pearson Correlation	1	.332**
	Sig. (2-tailed)		.002
	N	85	85
MEDIA VLS	Pearson Correlation	.332**	1
	Sig. (2-tailed)	.002	
	N	85	85

**. Correlation is significant at the 0.01 level (2-tailed).

There is no correlation between daily amount of exposure to English and other groups of strategies, as shown by the results of the t-test descriptive analysis presented in Tables 9 and 10:

Table 9: T-test results for correlations between daily exposures to the English language outside faculty and memory VLS

Correlations			
		exposure to English language outside faculty	MEMORY VLS
exposure to English language outside faculty	Pearson Correlation	1	-.120
	Sig. (2-tailed)		.276
	N	85	85
MEMORY VLS	Pearson Correlation	-.120	1
	Sig. (2-tailed)	.276	
	N	85	85

Table 10: T-test results for correlations between daily exposures to the English language outside faculty and discovering meaning VLS

Correlations			
		exposure to English language outside faculty	DISCOVERING MEANING VLS
exposure to English language outside faculty	Pearson Correlation	1	.143
	Sig. (2-tailed)		.190
	N	85	85
DISCOVERING MEANING VLS	Pearson Correlation	.143	1
	Sig. (2-tailed)	.190	
	N	85	85

The use of media is statistically connected with the students' average grades in English, with the correlation coefficient of 0.285 and with the level of significance of $p < 0,01$ (Table 11). The higher the grade in English, the more frequent the use of the media strategy. There is no correlation between grades in English and the use of other strategies. This is also the answer to the second research question about the connection between the use of VLS and the grade in English.

Table 11: Correlations between average grades in English and media VLS

Correlations			
		MEDIA VLS	average grade in English
MEDIA VLS	Pearson Correlation	1	.285**
	Sig. (2-tailed)		.008
	N	85	85
average grade in English	Pearson Correlation	.285**	1
	Sig. (2-tailed)	.008	
	N	85	85

** . Correlation is significant at the 0.01 level (2-tailed).

The answer to the third research question challenges the second hypothesis: the group of students who mostly or completely agree with the advantages of online classes in general and of online classes in English in particular is not larger than the group of students who completely or mostly disagree with the advantages of online classes. Online classes in general (OCG) are viewed positively by 50.5% of the participants, and positive attitude towards online classes of English (OCE) was reported by 53% of the participants. If additional questions about online classes (OCE10 and OCE11) are also considered, then a positive attitude about online classes of English (complete or partial agreement with the statements in the questionnaire) is expressed by 51.6% of the participants. The t-test also suggested a statistically significant difference between attitudes towards online classes in general and online classes of English with a significance level of $p < 0.01$, as can be observed in Table 12. Attitudes towards online classes

of English are more positive (M=23,01) than the attitudes towards online classes in general (M=22,49), which provides the answer to the fourth research question.

Table 12: T-test results for differences in attitudes towards online classes in general and online classes of English

	t	df	Significance		Mean Difference
			One-Sided	Two-Sided	
			p	p	
Attitudes toward online class in general	39.519	85	<.001	<.001	22.49412
Attitudes toward online class in English	38.215	85	<.001	<.001	23.01176

The responses to the first statement about online classes in general (OCG1: “Virtual learning for me is an advantage”) and online classes of English (OCE1: “Virtual learning of English for me is an advantage”) show that the group of participants who like online classes of English is by 4.7% greater than the group of those who like online classes in general.

The analysis of the responses to statements OCE10 and OCE11, which refer only to online classes of English, show the following:

Complete agreement with the statement OCE10 (Virtual group I belong to in online classes of English motivates me to learn) was expressed by 18.8% (N=16) of the participants, 28.3% (N=24) of the participants mostly agree with that statement, 38.8% (N=33) mostly disagree, and 14.1% (N=12) completely disagree with it. This leads to the conclusion that the group of students who think that virtual groups in online classes of English motivate them to learn is slightly bigger (52.9%).

The answers to statement 11 about OCE (Online classes of English were more favourable for my vocabulary acquisition than “live” English classes in the classroom), differ from the answers to the previous question: 62.4% (N=55) of the participants think that they acquire vocabulary

more successfully online than in “live” classes. The participants had only two weeks of live classes (at the beginning of the academic year), so that their answers are rather based on presumed assessment than on real-life situation. The analysis of the interview results complements the results of the quantitative analysis.

6.5.2. *Qualitative analysis*

In the interview, students were asked to answer four questions (Appendix 2). The first question had to additionally define the relation between online lessons of English and online lessons of other courses. Students were asked what they consider to be the advantages and what the disadvantages of online lessons of English in comparison to online lessons of other courses. At the end of the interview, the examiner explained to the students that, for the purpose of the research, they can say what grade they had in English before studying, but that this piece of information is not compulsory. In the interview, all students stated their previous grade in English.

The most frequent characteristic of the students’ answers to questions about online classes in general is the *lack of socialisation* (“We are freshmen and we do not know each other...”). When talking about the online classes in general, interviewees mostly connected them with the lack of colleagues (groups). They also pointed out that in online classes of English they felt less stressed than in other online classes. As one of the students said: “I have always attended live classes with a certain amount of stress because I was constantly thinking about what I am going to say and how I am going to say it; I was afraid that I would say something wrong and someone would laugh at me for it.” As negative sides of online classes, students pointed out sitting at the computer, unequal working conditions at home (“Not all of us have the required conditions to work at home.”), and lack of concentration. Reduced concentration is also mentioned in one response about online classes of English with specific emphasis on *distractors* (mobile phones, noise...).

Interactive English classes and *greater amount of communication*, as well as *lesser fear of speaking* and *pleasant atmosphere* can be sorted out as characteristics of online classes of English. This can be observed from the following answers obtained from the students: “Classes are more interactive than in other courses, we participate more.”; “The advantage of online classes of English is in the greater participation of students in these classes in comparison to some other courses.”; “The professor’s teaching style and methods allow students to participate

in the classes and express their opinions more freely and easily.”, “I don’t see other students, so I am less afraid of what I am going to say.”; “I think that not everybody listens carefully, so I am not afraid to answer questions in English even if I am not certain whether my answer is correct.”; “I think that in online classes no one will remember if I say something stupid.”; “In “live” classes in high school we were frequently laughed at when we made a mistake.”; “The professor does not make fun of our mistakes, we don’t see our colleagues which makes the atmosphere more relaxed, I am not afraid to speak English.”

Answers to the first question confirm that students connect online classes with the lack of social strategies. However, a greater part of the interviewees (16/25 = 64%) think that, despite the lack of contact with other participants, the form of classes (online/live) does not significantly affect their vocabulary acquisition. They said that they felt far less stressed when speaking English based on their experience from high school classes.

Answering the second and third question, the students assessed the successfulness of their vocabulary acquisition in online classes; they self-assessed whether, on the average, they have learned more/less words than in their previous education in “live” classes, and whether one of these two forms of work (online / “live”) allows for more successful learning of English vocabulary. The answers of most students contained the code *it is up to us*: “The form of work is not important for me when it comes to the acquisition of new words because we are equally informed about the terms in online and in “live” classes, and I study new words in more detail by myself at home.”; “I think that the classes are equally effective, regardless whether they are online or “live”- I believe, however, that it is up to us how much of the new vocabulary we will learn and how much we will force ourselves to study in this situation.”; “I think that those who really pay attention and listen to what is being said in classes can learn the same amount of teaching material and new vocabulary as they would in “live” classes.”; “...whether classes are online or “live” should not mean a great change in studying.” Several students pointed out the advantages (N=5) and disadvantages (N=4) of online classes because of which they think that they have learned more / less than in “live” classes: “I think that in online classes we can follow the lessons more successfully because we are not tied to the Faculty and forced to sit in a classroom. Instead, we are at home where the atmosphere is more relaxed and it is easier to follow the lessons.”; “I am very satisfied with online classes of English and I think that many words could be learned. It was very important that we had the presentations in front of us allowing us to see immediately how a word is spelled.”; “At the Faculty, in “live” classes, we maybe wouldn’t concentrate on the presentations and on the spelling of new words but would

rather listen to the professor.“; “I think that I have learned fewer words although I cannot be certain because we are only the first year and I did not have “live” classes, but during online classes I am surrounded with too many distractions (mobile phone, TV...)“.

It can be concluded that students emphasise the importance of independent work in vocabulary acquisition. They stress self-regulation in studying and the more successful learners (with very good and excellent grades) are aware of the importance of metacognitive strategies. Presentations they have in front of themselves are closer to them than they would be in a large faculty classroom, which helps the students to better acquire the graphic forms of new words. Combined reception of pronunciation and of the graphic form of a word results in better storage of terms in the learner’s memory.

Asked about the possible influence of media to which they are exposed in informal acquisition of the English language, students almost regularly pointed out the *positive influence of media*: “Exposure to media is very helpful in my acquisition of English words, because through media I am exposed to the English language daily and it becomes a constituent part of my day.” In their answers to this question, also, some students express their awareness of indirect metacognitive and affective strategies in learning English, especially in the acquisition of its vocabulary. The students point out *enjoyment* and *feeling good* (“*I like...*”). Some successful students mention that they are aware that they learn English by listening to the music and watching films in English without subtitles: “I especially like to listen to foreign music and learn the lyrics because it allows me to combine learning with fun – I can learn new words and relax at the same time. Watching British films, series or shows with English subtitles also helps me memorize how the words are written.”

Several students (N=3) answered that media positively affect their vocabulary learning but at the same time have a “somewhat negative” effect on grammar, yet all of them are aware of the importance of media as an additional, informal method of vocabulary acquisition.

Qualitative analysis provided the answer to the fifth research question on whether there is a difference between vocabulary acquisition in live classes and classes online and challenged the third hypothesis about live classes as more favourable for vocabulary acquisition than online classes. The majority of the interviewed students (64%) think that there is no significant difference between live and online classes when it comes to vocabulary acquisition.

If the results of the qualitative analysis are added to those obtained by quantitative analysis, it can be concluded that there is a correlation of successful vocabulary acquisition strategies, not

only with direct strategies, but also with indirect ones. These combined results show that successful learners acquire the vocabulary to a great extent outside of the formal setting, and that that process is strongly supported by their self-regulation (metacognitive strategies). The analysis of the interviews shows that, for successful English classes, it is important to reduce the students' fear of speaking English, especially bearing in mind that they are first-year students who had to take the B level Matura in English to enrol in the study programme. This is also confirmed by the quantitative analysis of responses to OCE statement 11, which shows that 62.3% of the students think that online classes of English are completely or mostly more favourable. The responses obtained to OCE statement 10 regarding students' motivation in virtual groups lead to the conclusion that affective strategies are more important for the Faculty of Law's first year students' vocabulary acquisition than social strategies. The numbers show the following: 38.8% of the students mostly disagree and 14.1% completely disagree with the statement that the virtual group, of which they are members, motivates them to learn English (which makes a total of 52.9% who disagree with that statement). Although they speak about the lack of socialisation in online classes, students don't think it is crucial for learning English, because through self-regulation and both formal and informal learning, they successfully acquire new vocabulary in online classes as well. To acquire new vocabulary successfully, it is important for the students to have a positive attitude towards the course – they need to be relaxed and feel no stress. This confirms the fourth hypothesis about the correlation between the positive attitude towards English and success in learning, i.e. in the acquisition of vocabulary.

6.6. Discussion

The quantitative and qualitative analysis of the data obtained through the questionnaire and the interview lead to the conclusion that central strategies used by the students are connected with self-initiated vocabulary learning. This conclusion coincides with the conclusion of the research into the strategies used by learners of English and German conducted by Pavičić Takač (2008: 143). Pavičić Takač (2008) connects the more frequent use of strategies related to informal learning with great exposure to the target language. Wong and Nunan (2011) carried out their research and they, too, concluded that more successful learners spend more time practicing English outside of the formal classes. The growing importance of informal strategies in the

acquisition of vocabulary was also confirmed in the research conducted by Brodarić Šegvić (2019).

The results of the research described in this paper show that learners also acquire words in context, especially in informal context, and that they frequently use synonyms instead of the words they are not familiar with. It is interesting that the VLS of writing new words to memorise them is not common, as opposed to the results of the research conducted by Pavičić Takač (2008). Strategies of writing and speaking are also mentioned by Schmitt (1997), who describes these strategies as simple but frequently used. Quite opposite to that, first-year students at the Faculty of Law as the research subjects did not indicate the strategy of writing down new words and their translation into L1 as particularly popular (it was ranked in the lower half as 14th out of 24 listed strategies) with the mean of 2.49. However, this VLS has the highest value of standard deviation ($SD=1.17$), which suggests the dispersion of answers. It can be therefore assumed that students with higher grades use this strategy more frequently, but this assumption is yet to be verified.

Learners use auditory rather than pictorial/visual stimuli – when learning new words, they more frequently pronounce them than write them down. One of the most rarely used strategies is the use of printed dictionaries, because it is much easier and faster for the students to look up the word in a digital dictionary on the screen of their computer or smartphone. Making mind maps is another rarely used VLS, so it can be concluded that the examined students don't find it particularly suitable for vocabulary acquisition. Presumably, it requires a lot of mental activity such as planning and coding, so that the learners think that it requires too much mental effort to memorise words and that other strategies can help them easier and faster.

The research has revealed the importance of a relaxed atmosphere, i.e. of the need to reduce authoritarian teaching methods to the lowest possible degree: it is very important for the students not to feel any stress while speaking publicly (this is equally emphasized by students with average and by those with excellent grades in English). This is contrary to the research conducted by Mihaljević Djigunović (1997) and increases the importance of affective strategies mentioned also by Wong and Nunan (2011). It is thus important to discuss the following two questions: 1. How a teacher can adapt his/her teaching style and teaching strategies to his/her students in order to help them in the process of learning the vocabulary of English as L2, especially bearing in mind the important role of media in learning English and 2. How online classes can be made more interactive, the interest of the students boosted and the students made more focused on the classes they attend.

Some of the successful students are aware that by watching films and listening to music, they actually learn new vocabulary and control their learning through the use of media. In that way, through self-regulation (using metacognitive strategies), they connect pleasure (affective strategies) with discovering meaning and memory strategies. Quantitative analysis confirms the correlation between all three groups of strategies. The teacher's task is to "introduce" the informal into the formal, i.e. into online classes and later also into live classes. It is the teacher who needs to instruct the students how to more successfully use media related strategies applied in informal setting. Furthermore, the teacher should more frequently introduce media elements into lessons, because in their interview answers, students pointed out media accompanied classes. They rated English lessons in which they watched and then discussed court room related video clips or movies as more interactive and thus more successful than other online lessons. To use the maximum of the advantages that online lessons can have, students must be directed towards becoming "autonomous learners in digital realms" (Oxford and Lin, 2011). This means orientation towards digital age strategies that, according to Oxford and Lin (2011), imply:

- creating adequate paths for dealing with hypertext (successful learners decide what to read according to semantic relations and not according to the texts offered on the screen);
- managing distractions; organizing information into easy to remember sequences;
- using appropriate metacognitive strategies to successfully cope with great amounts of information and a multitude of obligations.

In the interview, students mentioned the problem of inadequate grammatical structures they acquired by listening to poor quality materials and they must therefore be referred to appropriate authentic texts. Oxford and Lin (2011) emphasize the problem of motivation in online setting. In the research described in this paper, successful students point out in the interview that they are able to motivate themselves in learning new vocabulary, and the only problem of online lessons indicated by most of the students is the lack of socialisation. However, the students also underline that this does not affect their vocabulary acquisition but their social life in general. Regarding the lack of social strategies, it is the teacher's task to more frequently group students by means of various tools available in virtual classrooms (breakout rooms...), and to design media related group assignments (e.g. following authentic news programmes, watching films with court related themes, etc.).

Reducing the fear of speaking in the target language and making the students enjoy English lessons should be a permanent goal. As the research conducted by Wong and Nunan (2011)

suggests, efficient learners enjoyed English lessons much more than their inefficient colleagues. According to Wong's and Nunan's research, successful learners are communicative and consciously oriented towards acquiring vocabulary through media. "When we look at the data as a whole, we conclude that attitudes towards language and learning are the key differentiating factor between more effective and less effective learners." (Wong and Nunan, 2011: 155)

7. Conclusion

This paper describes and analyses the research into the use of vocabulary learning strategies (VLS) by the first-year students of the Faculty of Law in Osijek. The research was conducted on the sample of 85 students during lock-down due to the COVID-19 pandemic. All lessons were held online in a virtual classroom but without specialised computer software and other learning apps. Data were collected by means of a questionnaire (designed on the example of the questionnaire by Pavičić Takač, 2008), and by means of an interview conducted with 25 participants. Quantitative (SPSS) and qualitative analyses were conducted and the obtained results confirm that most frequently used strategies are connected with media, that the students make conclusions about the meaning of new words based on context while watching and listening to media contents, and that they most frequently use the strategy of using words of similar meaning. All groups of strategies are statistically positively correlated, most of all, this applies to media VLS and discovering meaning VLS. Memory VLS correlate positively with daily exposure to English and with the grades in English – students who are informally exposed to English for a longer period of time, use media VLS more frequently and they also have higher grades in English.

The students' attitude towards online classes of English (OCE, $M=23.01$) is more positive than their attitude towards online classes in general (OCG, $M=22.49$). Students are generally divided into two groups: the group of those who like online classes is slightly bigger (OCG, 50.5%; OCE, 51.6%) than the group of those who dislike it. This refutes the second hypothesis assuming that students would have a negative attitude towards online classes. The research also refuted the third hypothesis that the students think that they have acquired less vocabulary in online lessons than they would have acquired if the lessons were live. Interestingly, most respondents think that they are equally successful in vocabulary acquisition in online classes as they would be in 'live' classes, and they believe that their motivation for learning is crucial for

learning results. Students pointed out a more relaxed working atmosphere and less stress as advantages of online classes.

The fourth hypothesis, according to which positive attitude towards English is connected with successful learning of English, including successful vocabulary acquisition, was confirmed. The students had no direct live contact with their colleagues nor with the teacher so that they didn't build concrete groups of colleagues with whom they socialise in classes (the students complained about this problem in the interview). Despite this lack of contact, the students don't think that the lack of social strategies has a negative impact on their acquisition of vocabulary as long as the work atmosphere during lessons is relaxed and as long as there is no stress caused by fear that the colleagues would make fun of them for their ignorance. In the interview, successful students connected their attitude towards English lessons with their self-regulation of learning and they believe that metacognitive strategies, together with media strategies, are the most important ones for vocabulary acquisition.

The teacher's goal is not only to provide information but also to help students to learn more easily. Since vocabulary is the basis of every language, it is important to acquire the vocabulary correctly, retain as many words as possible in the permanent memory and successfully use the words in communication. In making the acquisition of vocabulary as successful as possible, fundamental role belongs to vocabulary learning strategies as methods for solving the tasks put before the students in the vocabulary acquisition process.

8. Bibliography

- Božinović, N., B. Perić (2012). Uporaba strategija učenja u odnosu na znanje i razinu učenja stranog jezika. *Metodički ogledi: časopis za filozofiju odgoja*, 19(2), 115- 135. Available at: [11-bozinovic-peric.pdf \(hrfd.hr\)](http://hrfd.hr/11-bozinovic-peric.pdf) (visited on 15 Jun 2021)
- Brodarić Šegvić, S. (2019). The Informal Acquisition of English Vocabulary Through Media as a Key Factor of Success in Formal EFL Learning. *Školski vjesnik*, 68(1), 33-47. Available at: <https://hrcak.srce.hr/230621> (visited on 15 Jun 2021).
- Chamot, A. U, J. M. O'Malley (1994). *The CALLA Handbook*. Reading MA: Addison Wesley.
- Doddy Irmawati, N. (2012). Communicative Approach: An Alternative Method Used in Improving Students' Academic Reading Achievement. *English Language Teaching* 5(7), 90-101. Available at: <http://www.ccsenet.org/journal/index.php/elt/article/view/18359> (visited 25 Jan 2021).
- Dudley-Evans, T. (2002). English for academic purposes. In Carter, R, D. Nunan, eds. *The Cambridge guide to teaching English to speakers of other languages* (2nd ed.). Cambridge: Cambridge University Press, 131-137.
- Ehrman, M, R. L. Oxford (1995). Cognition plus: correlates of language learning success. *The modern language journal*, 79(1), 67-89. Available at: <https://www.jstor.org/stable/329394> (visited 21 Aug 2021).
- Ellis, R. (1994) *The study of second language acquisition*. Oxford: Oxford University Press. Available at: <https://doku.pub/download/rod-ellis-the-study-of-second-language-acquisition-oxford-applied-linguistics-pdf-oq1z4ee15802> (visited on 15 Jul 2021).
- Ferdig, E, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski, and C. Mouza (Eds) (2020) *Teaching, Tehnology, and Teacher Education During the Covid-19 Pandemic: Stories from the Field*. Association for the Advancement of Computing in Education (AACE). Available at: <https://www.learntechlib.org/p/216903/> (visited 20 Aug 2021).
- Fotos, S. (1994) Integrating Grammar Instruction and Communicative Language Use through Grammar Consciousness-Raising Tasks. *TESOL Quarterly* 28(2), 323–351. Available at: www.jstor.org/stable/3587436 (visited on 25 Jan 2021).

- Gass, S, L. Selinker (2008). *Second Language Acquisition: An Introductory Course*.
Routledge: Taylor & Francis e-Library.
- Griffiths, C. (2004). Language Learning Strategies: Theory and Research. *Occasional Paper No. 1*.
- Kilickaya, F, J. Krajka (2010). Comparative usefulness of online and traditional vocabulary learning. *Turkish Online Journal of Educational Technology*, 9(2), 55-63. Available at: <httpsfiles.eric.ed.gov/fulltext/EJ898003.pdf> (visited on 15 Jul 2021).
- Krashen, S. D. (1981). *Second Language Acquisition and Second Language Learning*.
Oxford: Pergamon. First Internet edition 2002. University of Southern California
- Kumaravivelu, B. (2006). TESOL Methods: Changing Tracks, Challenging Trends. *TESOL Quarterly*, 40(1), 59–81. Available at: www.jstor.org/stable/40264511 (visited on 25 Jan 2021).
- Mihaljević Djigunović, J. (1999). Language learning strategies and Croatian EFL learners. *Studia Romanica et Anglica Zagrabiana*, 44, 275-286.
- O'Malley, J. M, A. U. Chamot (1990). *Learning Strategies in Second Language Acquisition*.
New York: Cambridge University Press.
- O'Malley, J. M, A. U. Chamot, G. Stevner-Manzanares, L. Kupper, R. P. Russo (1985).
Learning strategies used by beginning and intermediate ESL students. *Language Learning*, 35(1), 21-46.
- Oxford, R. L. (1990). *Language learning strategies: what every teacher should know*. Boston,
Mass.: Heinle & Heinle Publishers.
- Oxford, R. L. (2002a). Language learning strategies in a nutshell: Update and ESL suggestions.
In: Richards J. C, W. A. Renandya (eds.). *Methodology in Language Teaching*.
Cambridge University Press, 124-132.
- Oxford, R. L. (2002b). Language learning strategies. In: Carter, R., D. Nunan (eds.) *The Cambridge guide to teaching English to speakers of other languages* (2nd ed.).
Cambridge: Cambridge University Press, 166-172.
- Oxford, R. L. (2003). Language learning styles and strategies: An overview. Proceedings of
GALA (Generative Approaches to Language Acquisition) Conference, 1-25. Available
at: <https://www.researchgate.net/publication/254446824> (visited on 5 Aug 2021).

- Oxford, R. L., C-Y. Lin (2011). Autonomous learners in digital realms: Exploring strategies for effective digital language learning. In B. Morrison (ed.). *Independent Language Learning: Building on Experience, Seeking New Perspectives*. Hong Kong University Press, 157-171.
- Pavičić Takač, V. (2008). *Vocabulary Learning Strategies and Foreign Language Acquisition*. Clevedon-Buffalo-Toronto: Multilingual Matters.
- Pavičić Takač, V., V. Bagarić Medve (2013). *Jezična i strategijska kompetencija u stranome jeziku*. Osijek: Filozofski fakultet.
- Pavičić Takač, V. (2019). Učeničke strategije u učenju stranoga jezika. In Y. Vrhovac, Y. i sur. (ed.), *Izazovi učenja stranoga jezika u osnovnoj školi*. Zagreb: Ljevak, 58-69.
- Psoinos, D. I. (2020). Teacher Education: Recalibrating our Ties with Pedagogy in the Online Teacher_Education_Recalibrating_our_Ties.docx Language Teaching Setting. *TESOL Greece Journal* 147.
- Richards, J. C. (1983). Listening Comprehension: Approach, Design, Procedure. *TESOL Quarterly*, 17(2), 219–240. Available at: www.jstor.org/stable/3586651 (visited on 25 Jan 2021).
- Richards, J. C, Th. S. Rodgers (1986). *Approaches and Methods in Language Teaching*. Cambridge, Cambridge University Press.
- Rubin, J. (1975). What the “Good Language Learner” Can Teach Us. *TESOL Quarterly*, 9 (1), 41–51. Available at: <https://www.jstor.org/stable/3586011> (visited on 15 Jul 2021).
- Rubin, J. (1981). Study of cognitive processes in second language learning. *Applied Linguistics*, 11, 117-131.
- Savignon, S. J. (1991). Communicative Language Teaching: State of the Art. *TESOL Quarterly* 25(2), 261–277. Available at: <https://www.jstor.org/stable/3587463> (visited on 25 Jan 2021).
- Segler, Th. M, H. Pain, A. Sorace (2010). Second Language Vocabulary Acquisition and Learning Strategies in ICALL Environments, *Computer Assisted Language Learning*, 15(4), 409-422. Available at: <http://dx.doi.org/10.1076/call.15.4.409.8272> (visited on 15 Jul 2021).

- Schmitt, N. (1997). Vocabulary learning strategies. In: McCarthy, M. and Schmitt, N. (Eds.) *Vocabulary: Description, Acquisition and Pedagogy* Cambridge. Cambridge: Cambridge University Press.
- Schmidt, R. W. (1990). The Role of Consciousness in Second Language Learning. *Applied Linguistics*, 11(2), 129-158. Available at: [SCHMIDT The role of consciousness in second language learning.pdf \(hawaii.edu\)](#) (visited on 25 Aug 2021)
- Smith, R. (2008). Learner autonomy. *ELT Journal*, 62(4), 395-397. Available at: <https://academic.oup.com/eltj/article/62/4/395/408953> (visited 19 Aug 2021).
- Tabak, M, A. Ordulj (2015). Vocabulary learning strategies in Croatian as a second and foreign language. *Jezikoslovlje*, 16(1), 103–121.
- Turula, A. (2016). What the Good (Digital) Language Learner Can Teach As. *Teaching English with Technology*, 16(3), 52-73. Available at: <http://www.tewtjournal.org> (visited on 20 Aug 2021).
- Wang, A. I., R. Tahir (2020). The effect of using Kahoot! for learning—A literature review. *Computers & Education*, 149.
- Wong, L. C, D. Nunan (2011). The learning styles and strategies of effective language learners. *System*, 39, 144-163.
- Zhenhui, R. (2001). Matching teaching styles with learning styles. *The Internet TESL Journal*, 7(7). Available at: <http://iteslj.or/> (visited on 5 Jun 2021).

9. Appendices

Appendix 1.

STRATEGIJE UČENJA VOKABULARA ENGLESKOGA JEZIKA - UPITNIK

I. Demografski upitnik

Molim Vas prvo ispunite ovaj dio upitnika:

(1) Spol (zaokružite):

m ž

(2) Studij (zaokružite):

- a) Integrirani preddiplomski i diplomski sveučilišni studij prava
- b) Stručni upravni studij prava

(3) Studijska godina: _____

(4) Završena srednja škola:

- a) gimnazija b) strukovna škola

(5) Koja je bila Vaša prosječna ocjena iz engleskoga jezika u srednjoj školi?

2 3 4 5

(6) Koliko dugo učite engleski jezik? _____ godina

(7) Koliko ste sati dnevno izloženi engleskome jeziku izvan fakulteta (televizija, internet, radio...)?

- a) <3 sata b) 3-6 sati c) 6-10 sati d) >10 sati

II. Cilj je ovoga upitnika doznati kako VI učite riječi engleskoga jezika. Molim Vas odgovorite iskreno kako uistinu učite, a ne kako smatrate da biste trebali učiti ili kako netko drugi uči. Pažljivo i redom odgovarajte na sva pitanja i nakon popunjavanja više se nemojte vraćati na prethodna pitanja jer nema dobrih i loših, točnih i netočnih odgovora.

Za svaku tvrdnju možete izabrati jedan od sljedećih odgovora:

1 – nikada

2 – ponekad

3 – često

4 – uvijek

A. Izgovaram riječ naglas više puta kako bih ju zapamti(o)/(la).	1	2	3	4
B. U sebi ponavljam riječ kako bih ju zapamti(o)/(la).	1	2	3	4
C. Ispisujem nove riječi kako bih ih zapamti(o)/(la).	1	2	3	4
D. Pamtim riječ tako da ju vizualiziram na sebi zanimljiv način.	1	2	3	4
E. Kada učim engleski, pišem popise riječi s prijevodom na hrvatski.	1	2	3	4
F. Kako bih zapamti(o) /(la) riječ, povezujem značenje riječi sa slikom.	1	2	3	4
G. Zapamtim riječ ako kod mene izaziva određeni osjećaj povezan uz ranije doživljaje /situacije.	1	2	3	4
H. Zapamtim riječ ako se sjećam konteksta u kojem sam ju ču(o)/(la).	1	2	3	4
I. Gledam filmove na engleskom jeziku bez hrvatskoga prijevoda.	1	2	3	4
J. Tijekom gledanja filmova na engleskom koncentriram se na engleski izvornik (dijaloge) čak i onda kada film ima hrvatski prijevod.	1	2	3	4
K. Usvajam nove engleske riječi pretražujući internet.	1	2	3	4
L. Ako se tijekom razgovora ne mogu sjetiti određene engleske riječi, koristim drugu englesku riječ sličnoga značenja.	1	2	3	4
M. Slušam pjesme na engleskom jeziku i nastojim razumjeti značenje riječi.	1	2	3	4
N. Ako ne razumijem značenje riječi u pjesmi ili u filmu na engleskom, tražim ga u rječniku.	1	2	3	4
O. Ako ne razumijem značenje riječi u pjesmi ili u filmu na engleskom, pokušavam zaključiti što znači iz konteksta.	1	2	3	4
P. Ako ne razumijem englesku riječ, tražim značenje riječi u <i>online</i> rječnicima.	1	2	3	4
Q. Ako ne razumijem englesku riječ, tražim njezino značenje u dvojezičnom (englesko-hrvatskom) rječniku.	1	2	3	4

R. Ako ne razumijem englesku riječ, tražim njezino značenje u jednojezičnom (englesko-engleskom) rječniku.	1	2	3	4
S. Zapamtim englesku riječ pamteći početno slovo te riječi.	1	2	3	4
T. Zapamtim englesku riječ ako ju vidim napisanu.	1	2	3	4
U. Pamtim engleske riječi i izraze iz filmova i televizijskih programa koje gledam.	1	2	3	4
V. Kada učim engleske riječi, pokušavam ih upotrijebiti u rečenici kako bih ih zapamti(o)/(la).	1	2	3	4
W. Kada učim engleske riječi, izrađujem umne mape.	1	2	3	4
X. Kada ne znam značenje određene riječi, tražim pomoć od profesora.	1	2	3	4

III. Ovim se dijelom upitnika želi ispitati Vaš stav prema nastavi na daljinu, tj. *online nastavi*. Upitnik ima dva dijela. U prvom se dijelu provjerava Vaš opći odnos prema nastavi na daljinu, a u drugom dijelu Vaš odnos prema nastavi engleskoga jezika na daljinu.

Molim Vas zaokružite onaj odgovor koji uistinu odražava Vaš stav, a ne stav Vaših prijatelja ili stav većine prema toj vrsti nastave.

Ovaj, prvi, dio upitnika ispituje vaš opći stav prema nastavi na daljinu.

Za svaku od navedenih tvrdnji možete izabrati jedan od sljedećih odgovora:

- 1 – u potpunosti se slažem
- 2 – uglavnom se slažem
- 3 – uglavnom se ne slažem
- 4 – nikako se ne slažem

1. Nastava na daljinu za mene je prednost.	1	2	3	4
2. Tijekom nastave na daljinu opuštenij(i)/(a) sam nego tijekom nastave “uživo” u fakultetskoj učionici.	1	2	3	4
3. Nastava na daljinu za mene je bolja od nastave “uživo” jer mogu raditi više stvari odjednom.	1	2	3	4

4. Nastava na daljinu za mene je bolja od nastave “uživo” jer sam u virtualnoj grupi pod manjim stresom.	1	2	3	4
5. Nastava na daljinu za mene je bolja od nastave “uživo” jer mi je lakše fokusirati se na virtualnu nastavu nego na nastavu u formalnom okruženju.	1	2	3	4
6. Nastava na daljinu za mene je bolja od nastave „uživo“ jer više volim nastavu u neformalnom okruženju.	1	2	3	4
7. Nastava na daljinu za mene je bolja od nastave „uživo” jer volim raditi sam(a).	1	2	3	4
8. Tijekom nastave na daljinu moja je koncentracija izvrsna.	1	2	3	4
9. Nepostojanje vizualnog kontakta i neverbalne komunikacije u nastavi na daljinu osjećam kao prednost.	1	2	3	4

Ovaj, drugi dio upitnika, ispituje Vaš stav prema nastavi na daljinu engleskoga jezika.

Za svaku od navedenih tvrdnji možete izabrati jedan od sljedećih odgovora:

- 1 – u potpunosti se slažem
- 2 – uglavnom se slažem
- 3 – uglavnom se ne slažem
- 4 – nikako se ne slažem

1. Nastava engleskog jezika na daljinu za mene je prednost.	1	2	3	4
2. Tijekom nastave engleskog jezika na daljinu opuštenija sam nego tijekom nastave “uživo” u fakultetskoj učionici.	1	2	3	4
3. Nastava engleskog jezika na daljinu za mene je bolja od nastave engleskog jezika “uživo” jer mogu raditi više stvari odjednom.	1	2	3	4
4. Nastava engleskog jezika na daljinu za mene je bolja od nastave engleskog jezika “uživo” jer sam u virtualnoj grupi pod manjim stresom.	1	2	3	4
5. Nastava engleskog jezika na daljinu za mene je bolja od nastave engleskog jezika “uživo” jer mi je lakše fokusirati se na virtualnu nego na nastavu u formalnom okruženju.	1	2	3	4
6. Nastava engleskog jezika na daljinu za mene je bolja jer više volim nastavu engleskog jezika u neformalnom okruženju.	1	2	3	4

7. Nastava engleskog jezika na daljinu za mene je bolja od nastave engleskog jezika "uživo" jer volim raditi sam(a).	1	2	3	4
8. Tijekom nastave engleskog jezika na daljinu moja je koncentracija izvrsna.	1	2	3	4
9. Nepostojanje vizualnog kontakta i neverbalne komunikacije u nastavi engleskog jezika na daljinu osjećam kao nedostatak.	1	2	3	4
10. Virtualna grupa čiji sam član na nastavi engleskoga jezika motivira me na učenje.	1	2	3	4
11. Nastava engleskog jezika na daljinu povoljnija je za moje usvajanje vokabulara nego nastava engleskog jezika „uživo“ u učionici.	1	2	3	4

Imate li dodatnih napomena ili komentara vezanih uz pitanja ili sadržaj upitnika, slobodno ih napišite:

Appendix 2

Dragi studente / draga studentice, razgovarat ćemo o Vašem učenju engleskoga jezika. Molim Vas da odgovarate iskreno. Podatci dobiveni ovim intervjuom bit će upotrijebljeni za istraživanje u svrhu diplomskoga rada i u potpunosti su anonimni.

1. Prvo se pitanje odnosi na odnos između *online* nastave engleskog jezika i *online* nastave ostalih predmeta. Što smatrate prednostima ili nedostacima nastave engleskog u odnosu na nastavu ostalih kolegija?
2. Molim Vas razmislite o odnosu svojega usvajanja riječi engleskog jezika u učionici (“uživo”) i u *online* nastavi. Smatrate li da ste u *online* nastavi prosječno naučili više / manje riječi nego u nastavi “uživo” ili način nastave (*online* / “uživo”) za Vas nije značajan?
3. Budući da ste dali prednost jednom obliku učenja riječi u nastavi engleskog, možete li odrediti osnovne razloge zbog kojih je Vaše usvajanje engleskih riječi uspješnije / manje uspješno u *online* nastavi nego u nastavi “uživo”?
4. Mislite li da je izloženost medijima (filmovi, televizija, *online* sadržaji na mobitelu...) na Vaše usvajanje engleskih riječi djelovala pozitivno ili negativno? Zašto?