

Teaching Vocabulary in an EFL Class through the Internet

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Key words: *educational paradigm, motivation, educational process, diversification of processes, information literacy, competence*

Introduction

The integration of Information Technology (IT) in all the spheres of social life is challenging the foundations of education. The key outcome of today's education is becoming the development of an appropriate skill set in order to search, analyze and evaluate the acquired information. Nowadays, in compliance with globalization and informatization, IT has penetrated all the spheres of public life, including the educational sector. In accordance with these recent trends, the educational paradigm has been subjected to changes in terms of organization and management methodology. In particular, the effective implementation of IT in the educational sector, enabled to ensure a wide range of important factors such as the promotion of learning motivation, the use of various teaching methods, the availability of lifelong learning and the modernization of continual professional development mechanisms, significantly increasing the effectiveness of the educational process. However, with this set of tools, increasing the efficiency of the educational process, Information Technologies have also arisen a number of challenges [5, 4]. In particular, these challenges refer to the competent and effective use of IT by both learners and teachers. It implies the mastery of a set of competencies, which enable, on the one hand, to provide, and on the other hand, to receive education based on professional skills, the outcome of which would be the continuous maintenance of professional competitiveness in the constantly fluctuating job market. Perhaps, this is possible only due to the effective implementation of IT in the educational sector.

The informatization of the education sector has been studied in the context of lifelong learning and the modernization of educational content. A significant amount of research has contributed to understanding this topic (Astvatsatryan M.G., Terzyan G.H. and others, 2004, Astvatsatryan M.G., Avagyan M.H., Terzyan G.H., 2015, Bayadyan H., 2005, the "Draft State Program for the Development of Education of the Republic of Armenia until 2030"). Besides, the works of a number of foreign authors have also been taken into account (Баранов О. А., 2002, Лай Х., 2006, Сметанина С. И., 2002, Сысоев П. В., 2010, Федоров А. В., 2015, Чельшева И. В., 2009, Чичерина Н. В., 2008, Alderson J. Ch., 2000, Andersen B. B., 2013, Bravender P., 2015, Buckingham D., 2003, Coiro J., 2008, Joosten T., 2012, Serafini F., 2010, Trebor R. Scholz, 2010), UNESCO's fundamental documents, guidelines and manuals related to the field of media education.

The **object** of the research is the specificity of teaching vocabulary in an EFL class through the Internet. The **aim** of the research is revealing both the advantages and the challenges of teaching vocabulary through the Internet resources. The following **problems** derive from the aim of the research:

- determining the new literacies of the 21st century,
- highlighting the challenges the use of the Internet brings about,
- comparing the traditional and contemporary pedagogical contexts of teaching vocabulary,
- revealing the didactic functions of the Internet, as a teaching aid,
- demonstrating the advantages of using the Internet in an EFL class

The **novelty** of the research is the revelation of benefits and challenges of Internet-based vocabulary teaching in an EFL adult class based on experimental teaching results carried out at the Faculty of Law of the Police Educational Complex of RA. The research is premised on the following

methods: description, categorization, generalization, comparative and deductive analysis, experimental teaching results analysis. The practical value of the research is the new principles that could be used in the elaboration of teaching materials, guidelines and teacher training courses.

Content

The first attempt to incorporate IT into the educational process was made in France in 1915, and by the 1960s in most universities in Western Europe and in the USA [4, 271]. Interestingly, Information Technologies are able to be effectively incorporated into the context of any field of education and to ensure the achievement of the expected measurable outcomes. Specifically, as an example, the article illustrates the use of the Internet in teaching vocabulary in an EFL class. In particular, the features of linguistic and non-linguistic, translational and non-translational methods of vocabulary teaching in the context of innovative education have been considered and the advantages of the digitalization towards the effectiveness of the educational process have been emphasized. These advantages include the increase in learner's motivation, the diversification of the educational process, the consideration of different learning styles, the development of information literacy, and the feedback provision.

In the context of traditional education, practicing vocabulary is significantly different from the context of innovative education. The conditions of innovative education suggest the implementation of digital technologies into the educational process for didactic purposes. And if, in the first case we deal with a bilateral relationship: teacher-learner, then in the second case we deal with a three-dimensional relationship: teacher-interface-learner. This mediated educational process greatly contributes to the mastery of any aspect of a foreign language, in particular, due to the increase in the level of visualization of the learning material. Visualization makes a significant increase in the level of perception of the information, conveyed in the text by the learner due to the combination of mental and visual analysis of information [3, 3]. On the other hand, in the context of media education (technology-mediated teaching process) the Internet offers the following benefits:

- offers a wealth of new ideas and resources for teachers (lesson plans, handouts, teaching aids) and for students (online exercises, puzzles, games),
- facilitates exchange of experience and communication between teachers and students across international borders,
- provides students with the opportunity to take part in projects to practice language and share cultures. This can be quicker and more efficient than traditional pen pal exchanges and is available worldwide,
- makes research tools accessible to general public [7, 98].

In order to demonstrate the benefits and the challenges of Internet-based vocabulary teaching in an EFL class, experimental teaching was carried out at the Faculty of Law of the Educational Complex of Police of RA. The conditions of experimental teaching were as follows:

Number of Students – 34

Age group – 17-18 years old

Level – A2

Time – Spring semester, 2024

Period – 36 academic hours

Within the framework of experimental teaching, the vocabulary section was taught exceptionally through the use of Internet-based tasks and activities, which made it possible to reveal both the advantages and disadvantages of Internet-mediated teaching. In fact, ongoing monitoring of the teaching process, along with the analysis of students' progress in task completion,

their motivation, and their attitude towards the new learning style, made it clear that the Internet fulfills the following didactic functions:

1. Increase in learner's motivation.

A key factor to the effectiveness of the educational process is learners' motivation, especially in case of studying foreign languages. In general, the formation of communicative competence requires a lot of effort and time. It includes persistent dictionary work, memorization of unknown words, repetition, continuous and intensive sessions. Sometimes, even after making a lot of efforts and allotting time, learners face difficulties and lack of result, that gradually leads to the decline in motivation. Making the educational process diversified and interesting, engaging learners in the educational process becomes more effective through the use of Internet, which gives an opportunity to supplement the educational material with audiovisual tools and to make the teaching-learning process more interactive and alive. In other words, if in the context of traditional education, working out vocabulary implied long and boring dictionary work on the learner's part, in the context of innovative education, using Internet resources, this task could be completed faster and more efficiently, contributing to the maintenance of learners' stable motivation.

2. Diversification of the educational process.

Diversifying the educational process means enriching it with different teaching aids and making use of a number of methods and techniques. In case of teaching vocabulary, the overall process refers not only to the translation or explanation of unknown words, but also to listening, watching videos with the use of a given word, preparing flashcards or animations via the Internet. For example, working out unknown words with online dictionaries, enables not only to identify the meaning of a word, but also to hear the pronunciation and to see the semantic map of the unknown word. In this case, those senses of perception are activated, which contribute to the effective acquisition of any language point [1, 29]. Moreover, it is possible to use both linguistic and non-linguistic methods of teaching vocabulary. In case of non-linguistic methods (revealing the meaning of a word through objects, images, gestures, or actions), the Internet offers a wide range of websites with ready-made images, videos, and animations to explain the meaning of unknown words.

As far as linguistic methods are concerned, the Internet is filled with a number of online dictionaries for the application of the translation method. Working with an online dictionary accelerates the speed of search and is more available for learners if they have a gadget. As for revealing the meaning of a word through non-translational methods (explanation in the target language, enumeration, synonym, antonym, keyword, guessing the meaning, word formation analysis) it can be carried out through websites designed for an immediate obtention of the entire semantic and morphological paradigm of a given word on a single platform.

3. Consideration of learning styles.

The effective implementation of Internet resources in the educational process, makes it possible to organize the teaching-learning process in accordance with students' individual learning styles. For some learners, listening is more effective for memorizing newly assimilated words, while for others, solving online crosswords or communicating with artificial intelligence (AI) is more useful.

4. Formation of information literacy.

The use of the Internet in the educational process significantly contributes to the development of learners' cognitive skills. Looking up an unfamiliar word in an online dictionary, learners use hypertexts. Each hyperlink immediately provides new information and meanwhile raises new questions, continuing in an endless chain. Moreover, hyperlinks might contain information not only in a textual format, but also in audio, audiovisual and graphical (hypermedia) format. Thus, the search for word meaning evolves into an interconnected chain of educational and cognitive activity, which gives the learner the skills to figure out and satisfy his own information

needs [6, 112]. The latter is the cornerstone of lifelong language learning, which is the imperative of modern educational policy. In fact, nowadays learning foreign languages is considered to be a lifelong task, thus it is extremely important to develop appropriate skills and motivational features and abilities in order to continue language learning beyond the classroom. And today, Internet resources have become an invaluable and inexhaustible source for self-study and continual professional development (CPD) [2, 10].

5. Feedback provision.

Feedback is of crucial importance in the organization and management of education. Providing feedback through the Internet is characterized by accessibility, speed and objectivity. In this case, the Internet is filled with websites and applications through which one can independently assimilate foreign language vocabulary, test their knowledge and get an instrumental feedback.

Given these facts, the experimental teaching also revealed that the Internet-based vocabulary teaching entails a wide range of challenges, such as the reformulation of teacher's and learner's role and the lack of media, computer and Internet literacy on the part of the learners. In fact, the Internet-based teaching implies some reformulation of teacher's and learner's roles. A direct consequence of this consists in the changed role of a teacher, which passes from the unique source of information and pedagogical effects to the function of a guide in the sea of information given by the Network, and of a creator (designer) of situations oriented toward the educational process [8, 22]. Thus, the analysis of the results of the experimental teaching revealed that the students lacked a kind of autonomy in order to identify their learning needs and find solutions.

The other challenge the students faced was the lack of media, computer and Internet literacy. These are the new forms of literacy indispensable in the educational context of the 21st century. In this case these new forms of literacy refer to the effective use of Internet search tools, evaluation of websites, obtention of necessary information for the definition of unknown words. Unfortunately, the students made use of websites randomly without giving much thought to their specificity. This is also considered to be a big challenge in teaching vocabulary in an EFL class.

Thus, the experimental teaching demonstrated the didactic functions of the Internet in teaching vocabulary meanwhile revealing the areas that need improvement. Accordingly, it is highly recommended to develop students' media, computer and Internet literacy skills before delivering Internet-based lessons. It is also advisable to increase learners' autonomy beforehand as Internet-based learning encompasses a wide scope of individual learning activities.

Conclusions

The didactic potential of the Internet contributes to the efficiency of language learning to a great extent. Some important components of teaching-learning process, such as motivation, diversification and feedback take effect with the appropriate use of the Internet. On the other hand, the use of the Internet implies new challenges developing language skills in a new pedagogical condition. Specifically, a kind of rearrangement of the roles of a teacher and a learner takes place: the teacher acts as a guide, and the learner as an individual who is skilled with appropriate competencies in order to identify his own information needs and to outline his learning path. Furthermore, the new learning context implies a cluster of skills such as media, information and computer literacy.

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Բառապաշարի ուսուցումը համացանցի միջոցով անգլերենի՝ նրպես օտար լեզվի դասընթացում

Առաքելյան Մարիամ

Անվտոմում

Հանգուցայի բառեր. կրթական հարացույց, դրդապատճառ, ուսումնական գործընթաց, տեղեկատվական գրագիտություն, կոմպլեքսնեցիա, բազմազանեցում

Համաշխարհայնացման և տեղեկատվայնացման արդի պայմաններում տեղեկատվական հաղորդակցական տեխնոլոգիաները մուտք են գործել հասարակական կյանքի բոլոր ոլորտներ, այդ թվում նաև կրթական ոլորտ: Տեղեկատվայնացման արդյունքում կրթական հարացույցը ենթարկվել է փոփոխությունների թե՛ կրթության կազմակերպման, թե՛ կառավարման մեթոդաբանության առումով: Մասնավորապես լեզվակրթության բնագավառում տեղեկատվական հաղորդակցական տեխնոլոգիաների արդյունավետ ներդրման շնորհիվ հնարավոր է դարձել ապահովել այնպիսի կարևոր գործոններ, ինչպիսիք են լեզվական բնական միջավայրի ապահովումը, ուսումնական մոտիվացիայի խթանումը, դասավանդման տարատեսակ մեթոդների կիրառումը, շարունակական կրթության ապահովումը, մասնագիտական շարունակական կատարելագործման մեխանիզմների արդիականացումը՝ էականորեն բարձրացնելով ուսումնական գործընթացի արդյունավետությունը: Սակայն, ի թիվս ուսումնական գործընթացի արդյունավետության բարձրացման այս գործիքակազմի, տեղեկատվական տեխնոլոգիաները նաև ի հայտ են բերել մի շարք մարտահրավերներ: Այստեղ խոսքը տեղեկատվական տեխնոլոգիաների գրագետ և արդյունավետ կիրառման մասին է թե՛ սովորողների և թե՛ դասավանդողի կողմից: Այն ենթադրում է համալիր կոմպլեքսնեցիաների իրապատկարհ, որը թույլ կտա մի կողմից տրամադրել, մյուս կողմից ստանալ մասնագիտական հմտությունների վրա հիմնված կրթություն, որի վերջնարդյունքը կլինի արդի հարափոփոխ աշխատաշուկայում մասնագիտական մրցունակության շարունակական պահպանումը: Թերևս սա հնարավոր է միայն կրթության ոլորտում ժամանակակից տեղեկատվական տեխնոլոգիաների արդյունավետ ներդրման շնորհիվ: Այն իր հերթին վերասահմանում է դասավանդողի և սովորողի դերակատարումները: Դասավանդողը ձեռք է բերում ուղղորդողի և կողմնորոշողի գործառույթ, իսկ սովորողը՝ ինքնուրույն ուսումնաձանաչողական գործունեություն իրականացնողի գործառույթ:

Изучение лексики с помощью Интернета на уроке английского языка как иностранного

Аракелян Мариам

Резюме

Ключевые слова: образовательная парадигма, мотивация, образовательный процесс, диверсификация процессов, информационная грамотность, компетенция

В современных условиях глобализации и информатизации информационно-коммуникационные технологии проникли во все сферы общественной жизни, в том числе и в сферу образования. Образовательная парадигма претерпела изменения как с точки зрения организации образования, так и методологии управления. За последние два десятилетия внедрение информационно-коммуникационных технологий в сферу образования значительно повысило эффективность учебного процесса. В частности, благодаря эффективному внедрению информационно-коммуникационных технологий в учебный процесс в области языкового образования стало возможным обеспечить такие важные факторы, как создание естественной языковой среды, стимулирование учебной мотивации, применение различных методов обучения, обеспечение непрерывного языкового образования и т. д. Однако, среди этого набора инструментов для повышения эффективности учебного процесса информационные технологии также выявили ряд вызовов. В частности, речь идет о грамотном и эффективном применении информационных технологий и учащимися, и преподавателем. Оно подразумевает владение комплексом компетенций, которые позволят, с одной стороны, давать, а с другой стороны, получать образование на основе профессиональных навыков, конечным результатом которого станет постоянное поддержание профессиональной конкурентоспособности на современном, постоянно меняющемся рынке труда. Это возможно только за счет эффективного внедрения современных информационных технологий в сферу образования.

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