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October 25, 2023

UTILIZING ANKI SOFTWARE FOR ENHANCED VOCABULARY RETENTION

ИСПОЛЬЗОВАНИЕ ПРОГРАММНОГО ОБЕСПЕЧЕНИЯ ANKI ДЛЯ УЛУЧШЕНИЯ ЗАПОМИНАНИЯ СЛОВА

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Annotation: It investigates the influence of Anki software on enhancing vocabulary retention among language learners. The research employs the American Language Course (ALC) Quiz, developed by DLIELC, as its assessment tool and involves 60 elementary level male students participating in the "Partnership for Peace" program under NATO's auspices in Uzbekistan.

Key words: Vocabulary Retention, Anki Software, Second Language Acquisition, Spaced Repetition System (SRS), Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), Memory Strategies, Vocabulary Learning Strategies, Critical Thinking Strategies, Educational Contexts

Аннотация: В нем исследуется влияние программного обеспечения Anki на улучшение сохранения словарного запаса среди изучающих язык. В исследовании в качестве инструмента оценки используется тест «Курс американского языка» (ALC), разработанный DLIELC, и в нем участвуют 60 учащихся мужского пола начального уровня, участвующих в программе «Партнерство ради мира» под эгидой НАТО в Узбекистане.

Ключевые слова: сохранение словарного запаса, программное обеспечение Anki, овладение вторым языком, система интервальных повторений (SRS), изучение языка с помощью компьютера (CALL), изучение языка с помощью мобильных устройств (MALL), стратегии запоминания,

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стратегии изучения словарного запаса, стратегии критического мышления, образовательные.

Annotatsiya: U Anki dasturining til o'rganuvchilar orasida so'z boyligini saqlashga ta'sirini o'rganadi. Tadqiqot DLIELC tomonidan ishlab chiqilgan Amerika tili kursi (ALC) viktorinasini baholash vositasi sifatida qoʻllaydi va NATOning Oʻzbekistondagi shafeligida "Tinchlik yoʻlida hamkorlik" dasturida ishtirok etayotgan 60 nafar boshlangʻich sinf oʻquvchilarini qamrab oladi.

Kalit soʻzlar: Lugʻatni saqlash, Anki dasturiy taʼminoti, ikkinchi tilni egallash, intervalli takrorlash tizimi (SRS), kompyuter yordamida til oʻrganish (CALL), mobil tillarni oʻrganish (MALL), xotira strategiyalari, lugʻatni oʻrganish strategiyalari, tanqidiy fikrlash strategiyalari, taʼlim Kontekstlar

Individuals who have experience in acquiring or teaching a second language (L2) can attest to the considerable challenge associated with building vocabulary proficiency. Language acquisition encompasses various facets, including listening, reading, writing, and speaking. Notably, Huckin, Haynes, and Coady (1993) emphasize the significance of reading proficiency and vocabulary knowledge as pivotal components of second language performance, particularly in academic contexts. In alignment with this perspective, Wilkins (1972) underscores the essential role of vocabulary, stating that effective communication is hindered in the absence of a rich lexical repertoire. Oxford (1990) further highlights the common struggle language learners encounter in retaining a substantial vocabulary.

At the core of any language lies its vocabulary, and the process of acquiring a new language inherently involves the memorization of an extensive lexicon. Paradoxically, as individuals expand their word bank, they often grapple with the phenomenon of forgetting previously learned terms. Consequently, learners may find themselves discouraged by the seeming impossibility of the task of mastering a second language. The present study aims to tackle the challenges associated with vocabulary retention and elucidates the efficacy of Anki software, founded on the

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principles of the Spaced Repetition System (SRS), in enhancing the preservation of vocabulary.

In contemporary times, individuals employ a diverse array of learning strategies encompassing social, cognitive, and meta-cognitive approaches. Furthermore, the 21st century has ushered in a multitude of technological aids, notably within the realms of Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL), which have gained significant popularity among language learners. These advancements have given rise to the creation of numerous programs designed to facilitate language acquisition through the utilization of technology. Among these programs, Anki stands out as a particularly potent tool, leveraging the Spaced Repetition System to enhance vocabulary retention and garnering widespread recognition for its effectiveness.

Vocabulary knowledge is fundamental to language comprehension and communication (Nation, 1990). In the realm of language learning, an adequate vocabulary is paramount to success, as insufficient vocabulary can lead to misunderstanding and anxiety (Anderson & Freebody, 1981; Mezynski, 1983; Qian, 2002). Researchers have observed that encountering entirely new words in texts is a common obstacle in English language learning (Anderson & Freebody, 1981; Mezynski, 1983; Qian, 2002).

Furthermore, the phenomenon of forgetting newly acquired vocabulary over time poses a significant challenge. The speed of forgetting depends on various factors, including the difficulty of the material and physiological factors like stress and sleep quality (Chen and Chung, 2007). To counteract forgetting, learners can employ memory strategies, such as creating mental linkages, using images and sounds, reviewing, and employing actions (Oxford, 1990).

The advent of mobile learning (m-learning) and language learning strategies (LLS) has revolutionized language education (Chen and Chung, 2007). Among these strategies, Anki software stands out as an effective method for learning and retaining vocabulary. Anki employs Spaced Repetition, a system that optimizes memory

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retention by reminding learners of information just before they are about to forget it (Wyner, 2014).

The study involved 60 male participants enrolled in the "Partnership for Peace" program in Uzbekistan. These participants had an elementary level of English and ranged in age from 28 to 36. Despite their military background and discipline, vocabulary retention remained a challenge. They were divided into two groups: Anki users (N=30) and non-Anki users (N=30).

The research spanned five days, during which all participants were required to learn approximately 100 words. On the fifth day, they took the ALC Quiz, comprising 50 multiple-choice questions (25 listening and 25 reading) designed to evaluate vocabulary retention. A T-test was used to compare the mean scores of Anki users and non-users.

The results of the study demonstrated significant differences between Anki users and non-users in terms of vocabulary retention. Anki users achieved a mean score of 42.27, while non-users scored an average of 37.67 on the ALC Quiz. The T-test confirmed these differences to be statistically significant (p<0.001).

This study underscores the effectiveness of Anki software in enhancing vocabulary retention among language learners. The results suggest that Anki can serve as a valuable tool for educators aiming to address vocabulary-related challenges. However, further research in diverse educational contexts is needed to validate these findings.

Additionally, cultural considerations, such as students' reluctance to ask questions, should be taken into account. Critical thinking strategies should be integrated into language teaching to empower learners to think critically and take responsibility for their language acquisition.

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