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**THE IMPACT OF EFFECTIVE VOCABULARY LEARNING STRATEGIES IN ENGLISH  
LEARNERS TO IMPROVE THEIR VOCABULARY ACQUISITION**

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## RESUMEN

El vocabulario es una parte crucial de la adquisición de una segunda lengua. Este estudio tiene como objetivo identificar las estrategias de aprendizaje de vocabulario que utilizan los estudiantes de 14 a 17 años para mejorar su vocabulario. Esta investigación tiene un método mixto. Una encuesta con respuestas cerradas y abiertas es fundamental para recopilar información relevante sobre las estrategias de vocabulario más frecuentes utilizadas por las estudiantes y los estudiantes y mostrar sus preferencias a la hora de aprender vocabulario en inglés. Los datos se recopilan a través del software IBM SPSS para datos cuantitativos y el análisis temático para datos cualitativos. Este estudio muestra que las estrategias más populares que utilizan los estudiantes para adquirir vocabulario están relacionadas con recursos visuales como videos y películas. El segundo más popular es el aprendizaje dinámico. Los estudiantes se sienten involucrados en estrategias activas como juegos. Sin embargo, muestra un porcentaje menor de preferencia por estrategias sociales. El estudio destaca la importancia del aprendizaje de vocabulario en la adquisición del inglés. Los estudiantes consideran que el vocabulario mejora sus estrategias generales de dominio.

**PALABRAS CLAVES** Estrategias de Aprendizaje de Vocabulario, Vídeos Didácticos, Aprendizaje Dinámico, aprendizaje de inglés

## ABSTRACT

Vocabulary is a crucial part of second language acquisition. This study aims to identify the vocabulary learning strategies learners from 14 to 17 years old use to enhance their vocabulary. This research has a mixed method. A survey with closed and open-ended responses is essential to gather relevant information about the most frequent vocabulary strategies used by female and male students and show their preferences when learning English vocabulary. The data is collected through the IBM SPSS software for quantitative data and thematic analysis for qualitative data. This study shows that the most popular strategies students use to acquire vocabulary are related to visual resources such as videos and movies. The second most popular is dynamic learning. Students feel engaged in active strategies like games. However, it shows a lower percentage of social strategy preference. The study highlights the importance of learning vocabulary in English acquisition. Students consider that vocabulary enhances their overall proficiency strategies.

**KEYWORDS** Vocabulary Learning Strategies, Didactical Videos, Dynamic Learning, English Learning, Young Learners.

## 1. INTRODUCCIÓN (OBJETIVO DEL ARTÍCULO)

Vocabulary is vital in English learning to improve communicative skills, comprehension, and proficiency. Students can obtain vocabulary through speaking, reading, listening or daily life activities. Increased vocabulary could represent a big challenge for English teachers in our context because English classes sometimes have over forty students, teachers have limited resources, or have multiple English levels in the same grade.

Moreover, for the pupils, acquiring vocabulary could represent a threat to overcome. Nation (2006) affirms that a second language learner must know around a 2000-word family base and around 8000 to 9000 to be able to read books or newspapers. Schmitt (1997) defines vocabulary learning strategies as the process through which learners can acquire and use vocabulary knowledge. Teachers are influenced by some factors to choose an effective strategy to teach vocabulary. One of these strategies is the learner's intrinsic motivation. That is why teachers usually look for attractive tools or strategies that are eye-catching and engaging for the pupils.

Considering the different levels, pupils' abilities, and ways to acquire knowledge, teachers must search and apply distinct strategies to teach vocabulary that results effectively in students. The main aim of this research is to identify the various vocabulary learning strategies pupils use to enhance their vocabulary. The purpose of the research is also to analyze preferences and perceptions of the effectiveness of various vocabulary learning strategies. In this way, they determine what are the most effective strategies in a certain age range and if there are some different strategies used by female and male students.

Enhancing vocabulary acquisition is a crucial part of English learning that requires trying different strategies, tools and activities and must be unchanging to show results. By exploring a variety of strategies, fostering the pupils' abilities, and employing engaging activities, they can improve their vocabulary skills. Improving vocabulary contributes significantly to the student's language proficiency and maximizes their confidence to use English in different contexts.

## 1.1 OBJETIVOS

### 1.1.1 General objective

- To identify the various vocabulary learning strategies learners use to enhance their vocabulary.

### 1.1.2 Specific objectives

- To explore the different strategies most frequently used by female and male students.
- To analyze learners' preferences and perceptions of the effectiveness of various vocabulary learning strategies.

## 2. MARCO TEÓRICO

Communicative Language Teaching fosters the pupil's vocabulary acquisition through spoken activities, gamification, songs, or pictures. We can define CLT as a method that emphasizes communication. Studies highlight the benefits of CLT for acquiring vocabulary. Yuliawati & Aprillia (2019) mention that the students in this study had a positive response when they used resources like pictures to foster student vocabulary acquisition, retention and pronunciation. The investigated population showed more engagement when researchers proposed interesting activities like pictures. Nevertheless, they pointed out that long activities like dissertations weren't engaging. Besides, Brown *et al.* (2008) said that the vocabulary acquired through reading could be limited even if the reader pays attention meticulously because some words can be missed during the reading.

Zakaria *et al.* (2019) claim that the learning process requires a specific way to achieve the purpose of learning, and also indicate that one of the most important things is what pupils use for learning and how they use it. Oxford (1990) describes language learning strategies as actions that learners do effectively to make the process more enjoyable, engaging, and easier to acquire knowledge. In addition, O'Malley and Chamot (1990) give the widest definition of learning strategies. They pointed out strategies such as techniques and devices used to organize and remember samples of the second language and could include concentrating on the newly acquired information, analyzing, monitoring, and evaluating.

English is the most spoken language in the world. Thus, vocabulary is an important element to master when learning a language. Vocabulary can broadly be defined as all words existing in a language. According to Wilkins (1972), vocabulary is each word that is well-known and

understood. However, vocabulary learning is not only gaining knowledge about words, but also acquiring patterns or sequences of words (Pavičić Takač, 2008). When those patterns are internalized, they become templates to create new sentences or expressions and help to communicate effectively. Similarly, learners can also acquire new words if they are engaged, relaxed, and motivated in the process of learning vocabulary (Hasram et al., 2020). Even advanced learners, who have a wide range of vocabulary, also need help understanding phrasal verbs, idioms, or connotations of words. Nation (2001) mentioned that learning vocabulary is acquiring words knowing their forms, their meaning and how to use them in a lot of contexts. This means acquiring words is more complex than just memorizing them.

Receptive knowledge identifies words' form or meaning in different contexts, while productive knowledge uses these words effectively to communicate (San Mateo-Valdehíta & Criado de Diego, 2021). Nunan (2015) aimed at words that learners can identify but cannot use, so they belong to receptive vocabulary. On the contrary, productive vocabulary is those words that a learner can notice and use. When learners learn a language, either their first or their second language, they start to recognize the meaning of words, and then they can produce language with them (Spratt, M., Pulverness, & Williams, 2011). Moreover, in the early lexicon development period, infants acquire the language through understanding words and their meanings (Vogt, 2015).

The classification of vocabulary learning strategies is similar over time. They seem to be simple or more complex. However, these strategies can help students to have knowledge of new words in a language. Schmitt (1997) divided their vocabulary learning strategies into discovery strategies and consolidation strategies. Discovery strategies are focused on the meaning of the words, while consolidation strategies are the internalization of these words. He classified vocabulary learning strategies into subcategories such as determination (DET), social (SOC), memory (MEM), cognitive (COG) and metacognitive (MET).

Vocabulary learning strategies are diverse. Simanjuntak (2021) mentions reading as a learning strategy: loudly reading, repeating, and using social media. Also, it is mentioned making lists after reading, watching movies, and listening to music. Learning vocabulary has some advantages in second language acquisition. Studies confirm acquiring vocabulary is a vital part of language learning. For instance, Lutfiyah *et al.* (2022) claim that the most common challenge

is acquiring vocabulary like pronunciation, spelling, using vocabulary correctly and understanding. Wilkins (1972) makes a comparison between grammar and vocabulary, claiming that when second language learners receive a message, they can understand the context if the vocabulary is clear, and even if the grammar is not clear.

Various methods have been used in vocabulary acquisition to improve this process. For instance, Lei and Reynolds (2022) mention the benefits of using cards, especially digital resources such as ready-made word lists through devices like tablets that offer a better learning experience. Another study points out another kind of activity that could be more engaging for learners through songs, videos, or games. Purnami (2022) found out that an enjoyable atmosphere is crucial for learning and to build one, it is necessary to use some resources. For example, when children learn through games, remembering vocabulary could be easier and foster their imagination; in this part, the author mentions the use of crosswords, puzzles, and flashcards. Also, it is mentioned that teaching vocabulary, especially through stories is a visual resource.

### 3. METODOLOGÍA

This research collected, analyzed, and interpreted data referring to the impact of vocabulary learning strategies learners use to enhance their vocabulary. It pursued to find valuable answers to the research questions. It utilized a quantitative and a qualitative method. The survey conducted gathered the information needed. It was applied in the institution using technological devices. With the help of this instrument, it was possible to obtain information from 57 participants of a private high school where male students were 31 and female students were 26 (see Table 1). It is essential to follow ethical considerations to respect participants and find reliable answers.

Table 1. Population

| Item          | f  | %     |
|---------------|----|-------|
| male          | 31 | 45,6% |
| female        | 26 | 54,4% |
| <b>Gender</b> | 57 | 100%  |

Source: Prepared by the authors

### 3.1 Data Collection

In this process of analyzing data, the survey contained 13 items and it was divided into three sections. The first part contained the age and gender items. After that, there were 9 closed-ended questions related to vocabulary learning strategies on a Likert scale from 1 to 5. In the last section, there were 2 open-ended questions about some perceptions and preferences when learning vocabulary. The quantitative data was analyzed through IBM SPSS statistics 26.0 and the qualitative data was obtained using thematic analysis in Microsoft Excel.

Table 2. Vocabulary Section 3 Survey

| N°       | Categories | Items | Total    |
|----------|------------|-------|----------|
| <b>1</b> | DET        | 1-2   | 2        |
| <b>2</b> | SOC        | 3     | 1        |
| <b>3</b> | MEM        | 4-5   | 2        |
| <b>4</b> | COG        | 6-7   | 2        |
| <b>5</b> | META       | 8-9   | 2        |
|          |            |       | <b>9</b> |

Source: Prepared by the authors.

### 3.2 Data Analysis

It applied a mixed method to obtain data. Both methods gave a complete insight into this study. The instrument used was a survey which provided quantitative data answering closed-ended questions, and qualitative data with open-ended questions. Furthermore, qualitative research found answers to preferences and perceptions of vocabulary learning strategies. Quantitative research looked not only at identifying the vocabulary strategies used but also at exploring the different strategies most frequently used by female and male students. The survey was based on the taxonomy of Schmitt's vocabulary learning strategies. The Cronbach coefficient measured the reliability, and it was 0.714, which is acceptable (see Table 3).

Table 3. Reliability Statistics

| Cronbach's |            |
|------------|------------|
| Alpha      | N of Items |
| ,714       | 9          |

Source: Prepared by the authors.

### 3.2 Thematic Analysis

This method helped to interpret qualitative information to identify vocabulary learning strategies to enhance vocabulary. It was important to familiarize with data, formulate codes,

and establish the themes to report findings. The two open-ended questions from the survey of vocabulary learning strategies helped to obtain patterns to form a foundation to explore the learners' preferences and perceptions of the effectiveness of various vocabulary learning strategies.

### 3.4 Ethical Considerations

In this research, written parental permission was necessary to carry out the data collection and ensure its validity. The participants were minors, so parents gave their consent to obtain information related exactly to the research questions in a survey. All participants were informed and explained about the research's purpose to understand the process of it. They were also informed that their responses were only used in this study.

## 4. ANÁLISIS DE RESULTADOS

### 4.1 Results

This study used a mixed-method design to obtain results and discuss the quantitative and qualitative findings. Students answered a survey based on the taxonomy of Schmitt's vocabulary learning strategies. The instrument collected data to identify what vocabulary learning strategies participants used to enhance their vocabulary, their preferences and perceptions and explore their most frequent strategies. Based on quantitative findings, the first objective was to identify the strategies they use. The five different categories of strategies to learn vocabulary were present among these students. The students used some discovery strategies and consolidation strategies.

Table 4. Discovery vocabulary learning strategies

| <b>Discovery Strategies</b> |                        |            |            |          |           |
|-----------------------------|------------------------|------------|------------|----------|-----------|
| <b>Category</b>             | <b>Items</b>           | <b>Min</b> | <b>Max</b> | <b>M</b> | <b>SD</b> |
| <b>DET</b>                  | Bilingual Dictionaries | 1          | 4          | 2,40     | ,997      |
| <b>DET</b>                  | Illustrated pictures   | 1          | 5          | 3,00     | 1,180     |
| <b>SOC</b>                  | Group Activity         | 1          | 5          | 3,00     | 1,118     |

Source: Prepared by the authors.



According to Table 4, the use of illustrated pictures and work in groups were the most common with a mean of 3,00. While the use of bilingual dictionaries to discover the meaning of the new words had a mean of 2,40. When they discovered a new word they did not know, they paid extra attention to any visual aids like pictures, photographs, or images they found in their texts to encounter the meaning of the words. Also, they could discover new words meaning when collaborating with their classmates.

Table 5. Consolidation vocabulary learning strategies

| <b>Consolidation Strategies</b> |  |            |            |          |           |
|---------------------------------|--|------------|------------|----------|-----------|
| <b>Category</b>                 | <b>Items</b>                                   | <b>Min</b> | <b>Max</b> | <b>M</b> | <b>SD</b> |
| <b>MEM</b>                      | Study words aloud                              | 1          | 5          | 2,74     | 1,158     |
| <b>MEM</b>                      | Write words in a sentence to remember them     | 1          | 5          | 2,96     | 1,117     |
| <b>COG</b>                      | Learn vocabulary from YouTube videos           | 1          | 5          | 3,00     | 1,180     |
| <b>COG</b>                      | Record vocabulary from English movies or songs | 1          | 5          | 3,30     | 1,500     |
| <b>MET</b>                      | Search for words when reading and listening    | 1          | 5          | 3,25     | 1,074     |
| <b>MET</b>                      | Review my flashcards of vocabulary             | 1          | 5          | 2,75     | 1,184     |

Source: Prepared by the authors.

From Table 5, study words aloud with a mean of 2,74 and write words in sentences to remember them with a mean of 2,96 belonging to memory strategies. The next category was cognitive strategies, in which learning vocabulary from videos like YouTube had 3,00 as a mean. Then, taking notes of new words from movies or songs in English had a mean of 3,30. The last category was about metacognitive strategies in which searching for words when reading or listening had 3,25 in its mean and review of their vocabulary from flashcards had a mean of 2,75. Memory, cognitive and metacognitive strategies are used by students. However, they learned more vocabulary through reading and listening activities because they searched for the definition of the word. They also took notes of vocabulary from movies they watched, and songs they listened to.

Referring to Table 6 and Table 7, they explored the most frequent vocabulary learning strategies used by female and male students according to the questions in the second section of the survey. They showed the means of some vocabulary learning strategies that belong to determination strategies and consolidation strategies.

Table 6. Five frequently vocabulary strategies used by male

| N | Vocabulary Learning Strategies                 | Mean | S.D.  |
|---|--|------|-------|
| 1 | Learn vocabulary from YouTube videos           | 3,06 | ,854  |
|   | Search for words when reading and listening    | 3,06 | 1,209 |
| 2 | Group Activity                                 | 3,03 | 1,110 |
| 3 | Illustrated pictures                           | 2,97 | 1,278 |
| 4 | Review my English vocabulary cards             | 2,90 | 1,248 |
| 5 | Record vocabulary from English movies or songs | 2,87 | 1,477 |

Source: Prepared by the authors.

The results presented in Table 6 suggest that the male students used a variety of vocabulary learning strategies. In the first part, they used videos to learn vocabulary and searched for the meaning of words when they read or listen to English content. Both strategies obtained a mean of 3,06. In the second place, group activity with a mean of 3,03. In the third place, it is frequently used any illustrated picture to find the meaning of the word with a mean of 2,97. Later, students tended to check their vocabulary on cards in order to be ready for the next lesson, and it had a mean of 2,90. Finally, these students recorded new words from English movies or songs with a mean of 2,97.

Table 7. Five frequently vocabulary strategies used by female

| N | Vocabulary Learning Strategies                 | Mean | S.D.  |
|---|--|------|-------|
| 1 | Record vocabulary from English movies or songs | 3,81 | 1,386 |
| 2 | Write words in a sentence to remember them     | 3,46 | ,948  |
|   | Search for words when reading and listening    | 3,46 | ,859  |
| 3 | Illustrated pictures                           | 3,04 | 1,076 |
| 4 | Group Activity                                 | 2,96 | 1,148 |
| 5 | Learn vocabulary from YouTube videos           | 2,92 | 1,495 |

Source: Prepared by the authors.

Table 7 presents vocabulary learning strategies used by female students. The statement in which female students recorded new vocabulary from English movies or songs had a mean of 3,81. After that, they wrote words to sentences to remember and searched for words when reading and listening to English content. Both statements obtained a mean of 3,46. Later, they used an illustrated picture to find the meaning of the word with a mean of 3,04. When they also worked in groups, they learn new words with a mean of 2,96. In addition, students learned words through videos with a mean of 2,92.

The last objective was to analyze learners' preferences and perceptions of the effectiveness of various vocabulary learning strategies. Thus, How do you prefer to learn vocabulary effectively? and Do you think that your English vocabulary benefited from the use of vocabulary strategies? If the answer is Yes, why? were questions to code and analyze deeply the patterns using thematic analysis.

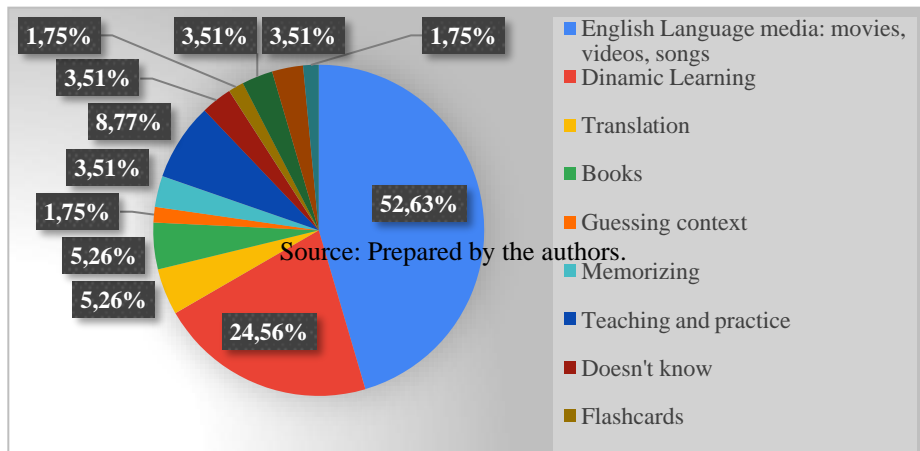
Question 12.- How do you prefer to learn vocabulary effectively?

Table 8. Vocabulary Strategies Preferences

| Frequency Distribution                        | Number    | %      |
|---|-----------|--------|
| English Language media: movies, videos, songs | 30        | 52,63% |
| Dynamic Learning                              | 14        | 24,56% |
| Translation                                   | 3         | 5,26%  |
| books   | 3         | 5,26%  |
| Guessing context                              | 1         | 1,75%  |
| Memorizing                                    | 2         | 3,51%  |
| Teaching and practice                         | 5         | 8,77%  |
| Doesn't know                                  | 2         | 3,51%  |
| Flashcards                                    | 1         | 1,75%  |
| Analyzing pictures                            | 2         | 3,51%  |
| Platforms                                     | 2         | 3,51%  |
| Groupal Activity                              | 1         | 1,75%  |
| <b>Total</b>                                  | <b>57</b> |        |

Source: Prepared by the authors.

Figure 1. Vocabulary Strategies Preferences



Source: Prepared by the authors.

Table 8 shows student’s learning preferences. The strategies for learning English were categorized by their respective counts and percentages, which reflected the popularity and effectiveness of each strategy among the participants. The survey showed that English media such as songs, movies and videos are the most used strategy by students to learn vocabulary effectively. Nowadays, media is found in the student’s natural context and helps to improve language skills. The second most popular strategy was dynamic learning.

This response suggests that an interactive and dynamic learning experience was more beneficial for students’ learning process. Translation and traditional methods such as books were the third most popular. These responses showed that traditional methods still hold value. However, they were less favoured compared to more engaging and dynamic methods. The less used strategies were group activities, flashcards and guessing context, showing students preferred more dynamic and direct activities.

Table 9. Vocabulary Preferences Analysis

| Codes                                  | Themes  | Examples  |
|--|---|---|
| Movies<br>Listening to music<br>Videos | English Language media: movies, videos, songs | “Listening or watching videos”<br><br>“Maybe watching movies or listening to music” |
|  |   | “Watching vocabulary videos”<br><br>“Listening to and watching movies.”             |

|                     |                       |  |   |
|---------------------|-----------------------|--|---|
| Dynamic Interactive | Dynamic Learning      | “I prefer to learn visually since I feel that I learn much better, also with dynamics” | “Playing because we can have a better retention of the new vocabulary.” |
|                     |                       | “With <del>teaching</del> and dynamics”  | “With interactive games”  |
| Teacher Practice    | Teaching and Practice | “Through the teacher teaching and putting it into practice until you learn it well.”   | “Practicing ”   |

Source: Prepared by the authors.

In Table 9, the thematic analysis was obtained from the open-ended responses and was categorized according to the Schmitt taxonomy of VLS. First, the discovery strategies helped learners discover the meaning of a new word. Furthermore, inside the responses, we can identify the determination strategies: in this strategy, learners infer the meaning of a word based on the context. In the answers, this category is not explicitly mentioned. However, it may be applied when they are watching videos, movies or listening to music. Inside the discovering strategies, we found the social category in the teacher’s knowledge responses.

The Consolidation strategies are those that help pupils retain and remember the meaning of a new word. Inside the responses, it is possible to identify studying the sound of a word that is inside the theme of English Language media: movies, videos, and songs where learners may pay attention to the pronunciation of the words. The category of using flashcards is mentioned in the responses too, but it is not the most popular strategy. English Language media: movies, videos, and songs could be considered a metacognitive strategy and memory strategy through technology use.

Question 13.- Do you think that your English vocabulary benefited from the use of vocabulary strategies? If the answer is Yes, why?

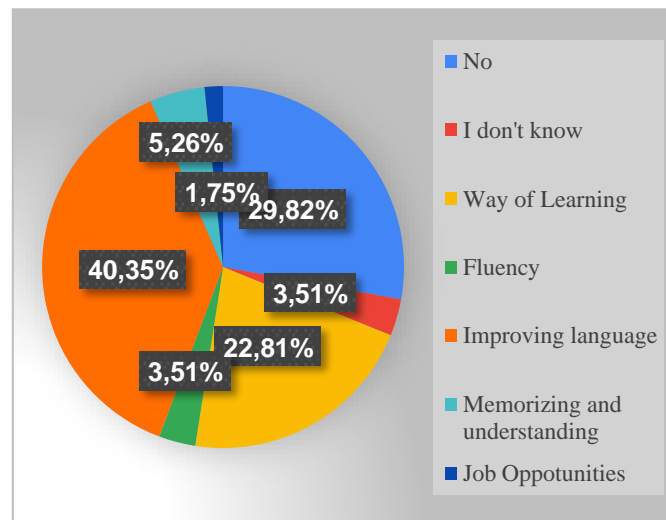
Table 10. Vocabulary strategies benefits

| <b>Frequency of Distribution</b> | <b>Number</b> | <b>%</b> |
|----------------------------------|---------------|----------|
| No                               | 17            | 29,82%   |
| I don't know                     | 2             | 3,51%    |
| Way of Learning                  | 13            | 22,81%   |
| Fluency                          | 2             | 3,51%    |

|                              |           |        |
|------------------------------|-----------|--------|
| Improving language           | 23        | 40,35% |
| Memorizing and understanding | 3         | 5,26%  |
| Job Opportunities            | 1         | 1,75%  |
| <b>Total</b>                 | <b>57</b> |        |

Source: Prepared by the authors.

Figure 2. Vocabulary strategies benefits



Source: Prepared by the authors.

According to Table 10, the responses showed the benefits of using vocabulary learning strategies when learning English vocabulary. It reflected the importance of motivation behind learning English. Students believed vocabulary learning strategies could enhance their overall proficiency. The second category is “No”. It showed students did not have a particular reason to think vocabulary was important for learning English. The learning process was the third most common reason because learners were interested in the process of acquiring language knowledge itself. Finally, there are reasons like memorizing and understanding, fluency and job opportunities. A smaller percentage thought the importance of vocabulary in learning English was centered on these reasons.

Table 11. Vocabulary strategies benefits

| Codes   | Themes             | Examples  |  |
|---|--------------------|---|--|
| No  | No                 | "No"  |  |
| Interactive<br>Listening<br>Practicing<br>Watching videos<br>Vocabulary strategies                                    | Ways of learning   | "Yes, because you can adapt it to your way of learning."  | "Yes, because I listen to what they say and from there I get vocabulary."  |
| Improve vocabulary<br>Develop vocabulary<br>Develop grammar<br>Fluency<br>Develop English activities<br>Learn English | Improving Language | "Yes, because learning new vocabulary helped me to have a more fluent English."<br><br>"Yes, because before I didn't understand, and I had many worries." | "Yes, because I am practicing with a lot of texts from different domains and styles and that allows me to develop a wide range of vocabulary." |

Source: Prepared by the authors

Based on Table 11, the learner's perceptions of the importance of vocabulary learning strategies suggested that their English language had improved mainly in vocabulary, grammar, and fluency. Another theme suggested learners think the importance is centered in the way of learners acquire English that are interactive, through practice, watching video and listening songs.

## 5. DISCUSIÓN

As Schmitt (1997) classified vocabulary learning strategies, it is noticed that students used discovery and consolidation strategies. Talking about discovery strategies, students learn new vocabulary when they link to an illustration (M = 3,00). They utilize pictures to visualize the new word which means they use a determination category. Also, they discover new words when working with others (M = 3,00). This strategy belongs to social category. However, consolidation strategies are stronger because they retain new vocabulary when they record new vocabulary from English movies or songs (M = 3,30). They search for new vocabulary to remember it while listening or reading (M=3,25). The vocabulary learning strategies that male students use most of the time are consolidation strategies like learn from videos and look for the meaning of vocabulary to remember words later, both with a mean of 3,06. Furthermore,

in the case of female students they tend to take notes from English songs or movies (M=3,81) and also, they use the new vocabulary in sentences (M=3,46) to consolidate their knowledge. The survey results highlight the effectiveness of various Vocabulary Learning Strategies. Based on the student's responses, the strategies related to the media (movies, videos, and songs) are more popular compared to traditional ones. This strategy is effective as it aligns with the student's context because they are highly familiar with technology and learning digital platforms. This also falls in line with dynamic learning which is the second most popular strategy. Students show preferences for dynamic activities and games.

Laffey (2020) did a study about vocabulary learning preferred by Korean English students. The author based the research on Schmitt's taxonomy. The research demonstrated the most used strategies are based on using a dictionary (book, online or apps). The second place in the research was guessing the meaning using context for then comparing it to similar words, and the last was asking the teacher for the meaning or examples. In this part, the author claims the reason why the research shows a lack of reliance on teachers could be caused by the culture; and that agrees with the most popular, which are self-study methods. This research is related to ours because in both cases the less used strategy is asking the teacher. That is to say that the social strategies are not preferred by the students, they prefer direct methods such as online dictionaries or media instead. Whereas Altalhab (2023) did research that showed Saudi English students prefer social strategies like group work and asking the teacher instead.

Regarding the importance of vocabulary in learning English, student's perceptions are highly inclined to highlight the importance of learning vocabulary. Students consider that the biggest benefit is an enhancing of their overall language proficiency underscoring the importance of motivation in the learning process, too. Linked to proficiency is the learning process, students consider that the importance of learning vocabulary is located in the ease it brings to the process of learning acquisition. Studies agree with the importance of vocabulary in the process. Alqahtani (2015) said the core of the vocabulary importance is the learning process, effective communication, and comprehension.

## 6. CONCLUSIÓN



There is a prominent use of digital media. Students highlight the importance of engaging resources that are present in natural learning environments. They prefer dynamic learning over traditional methods like dictionaries. So, it underlines the shift towards interactive, practical, and engaging strategies. Furthermore, the student's perceptions indicate vocabulary learning strategies are important to understand new words and retain them over time.

Pupils' perceptions recognize the value of strategies for vocabulary learning to enhance their overall proficiency, driven by motivation and interest in the second language acquisition process. That's why it is important to align the teacher's methods to the student's learning preferences, in this way student's performance will benefit.

There is a need to incorporate effective and engaging vocabulary learning strategies that align with the student's preferences and ways of acquiring knowledge. By the implementation of these strategies, they can foster the student's learning process because it will be an enjoyable, effective, and engaging experience.

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## ACCEPTANCE LETTER

The journal South Florida Journal of Development, ISSN 2675-5459, published by South Florida Publishing LLC., states that the article “The impact of effective vocabulary learning strategies in English learners to improve their vocabulary acquisition.” written by Carla Doménica Tobar Paredes, Carla Isabel Lozano Alvarado, Estefanía Alexandra Cisneros Jarrín, has been accepted for publication.

Being the expression of the truth, we state the present declaration.

Florida, September 24th, 2024.

SFJD Editorial Team



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