



TECHNICAL UNIVERSITY OF COTOPAXI
PUJILÍ CAMPUS
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
UNDERGRADUATED PROGRAM
RESEARCH REPORT

**“A1 VOCABULARY STRATEGIES DEVELOPMENT IN ENGLISH AS A
FOREIGN LANGUAGE”**

Research report before obtaining the bachelor's degree in National and
Foreign Language Pedagogy, English Major

Authors:

Chuquiana Huera Jennifer Enith
Sanunga Granda Nahomi Jamilet

Tutor:

González Ortiz Olga Lorena. PhD.

PUJILÍ - ECUADOR

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DECLARATION OF AUTHORSHIP

Chuquiana Huera Jennifer Enith, with citizenship card No. 175404291-7, Sanunga Granda Nahomi Jamilet, with citizenship card No. 180413969-7, we declare that we are authors of this **RESEARCH PROJECT: "A1 VOCABULARY STRATEGIES DEVELOPMENT IN ENGLISH AS A FOREIGN LANGUAGE"**, being the MSc. Olga Lorena González Ortiz PhD. Tutor of this work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures and results expressed in this investigative work are my exclusive responsibility.

Pujilí, August 21, 2024


Chuquiana Huera Jennifer Enith
C.C: 1754042917


Sanunga Granda Nahomi Jamilet
C.C: 180413969-7

ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

In the capacity of Tutor of the Research Project degree:

“A1 VOCABULARY STRATEGIES DEVELOPMENT IN ENGLISH AS A FOREIGN LANGUAGE” by Chuquiana Huera Jennifer Enith; Sanunga Granda Nahomi Jamilet, from the Pedagogy of National and Foreign Languages Career, I consider that this Research Report is worthy of approval because it complies with the technical standards, translation and formats provided, in addition to incorporating the observations and recommendations proposed in the pre-defense.

Pujilí, August 21, 2024


González Ortiz Olga Lorena
C.C.: 1002377271
TUTOR

APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE

As Reader's committee, we approve this Research Report in accordance with the regulations issued by the Technical University of Cotopaxi and the Pujilí Campus; the applicants: Chuquiana Huera Jennifer Enith; Sanunga Granda Nahomi Jamilet, with the title of the Research Project: "**A1 VOCABULARY STRATEGIES DEVELOPMENT IN EFL**", have considered the recommendations issued on time and meet the sufficient merits to submitted to the act of supporting the degree work.

Due the above, it is authorized to record the corresponding files on a CD, according to institutional regulations.

Pujilí, August 21, 2024

For the record sign:



MSc. Mena Vargas Nelly Patricia
ID: 0501574297
COMMITTEE, MEMBER 1



MSc. Andrade Morán José Ignacio
ID: 0503101040
COMMITTEE, MEMBER 2



MSc. Rošero Menéndez Jorge Luis
ID: 0500862727
COMMITTEE, MEMBER 3

GRATEFULNESS

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Jennifer and Nahomi.

DEDICATION

To my parents, Fernanda and Mario, for their unconditional love, guidance, constant support and sacrifices that have allowed me to get this far to my sisters and aunts for their encouragement and for being a constant source of motivation.

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TECHNICAL UNIVERSITY OF COTOPAXI

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

UNDERGRADUATE PROGRAM

THEME: “A1 VOCABULARY STRATEGIES DEVELOPMENT IN ENGLISH AS A FOREIGN LANGUAGE”

Authors:

Chuquiana Huera Jennifer Enith

Sanunga Granda Nahomi Jamilet

ABSTRACT

Learning and applying vocabulary strategies is essential in a second language, as it helps learners acquire a solid base of fundamental words, facilitating basic communication, as well as being crucial for progressing to more advanced levels. In such a way, there is still a need to know more about using vocabulary strategies to learn English and increase vocabulary. The main objective of the present research project was to determine which vocabulary learning strategies are used by A1 level students at the Technical University of Cotopaxi - Pujilí Campus. This study used a descriptive quantitative research approach. In addition, the technique was the survey and the instrument was the questionnaire taken from Atifnigar, et.al that consists of 28 items with a Likert scale of 5 types ranging from, 5 always, 4 often, 3 sometimes, 2 rarely and 1 never. The participants were the students of the Pedagogy of National and Foreign Languages, a total of 51 people. The data collected were analyzed descriptively using the social science software package (SPSS). The results indicate that A1 learners preferentially use vocabulary strategies at a medium-high level, in the following order, social strategies, metacognitive, cognitive, memory, and lastly, determination. Considering that learners' use of vocabulary strategies is key in English language learning, educators are suggested to incorporate more effective activities and strategies, fostering an effective learning environment and improving it.

Keywords: English language, Learners, Strategies, Vocabulary.

UNIVERSIDAD TÉCNICA DE COTOPAXI

EXTENSIÓN PUJILÍ

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

EXTENSIÓN PUJILÍ

TÍTULO: “DESARROLLO DE ESTRATEGIAS DE VOCABULARIO A1 EN INGLÉS COMO LENGUA EXTRANJERA”

Autoras:

Chuquiana Huera Jennifer Enith

Sanunga Granda Nahomi Jamilet

RESUMEN

Aprender y aplicar estrategias de vocabulario es esencial en una segunda lengua, ya que ayuda a los estudiantes a adquirir una base sólida de palabras fundamentales, facilitando la comunicación básica, además de ser crucial para progresar a niveles más avanzados. De este modo, sigue siendo necesario saber más sobre el uso de estrategias de vocabulario para aprender inglés y aumentar el vocabulario. El objetivo principal del presente proyecto de investigación fue determinar qué estrategias de aprendizaje de vocabulario utilizan los estudiantes del nivel A1 de la Universidad Técnica de Cotopaxi- Extensión Pujilí. En este estudio se utilizó un enfoque de investigación cuantitativo descriptivo. Además, la técnica fue la encuesta mientras que el instrumento fue el cuestionario tomado de Atifnigar, et.al que consta de 28 ítems con una escala Likert de 5 tipos que van desde, 5 siempre, 4 a menudo, 3 algunas veces, 2 rara vez y 1 nunca. Los participantes fueron los alumnos de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, un total de 51 personas. Los datos recogidos se analizaron descriptivamente utilizando el paquete informático de ciencias sociales (SPSS). Los resultados indican que los alumnos A1 utilizan preferentemente las estrategias de vocabulario en un nivel medio-alto, en el siguiente orden, estrategias sociales, metacognitivas, cognitivas, de memoria y, por último, de determinación. Teniendo en cuenta que el uso de estrategias de vocabulario por parte de los alumnos es clave en el aprendizaje del inglés, se sugiere a los educadores que incorporen actividades y estrategias más eficaces, fomentando un entorno de aprendizaje efectivo y mejorándolo.

Palabras clave: Alumnos, Estrategias, Idioma inglés, Vocabulario.

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1. GENERAL INFORMATION

Theme:

A1 Vocabulary Strategies development in English as a Foreign Language.

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Working Team:

PhD. González Ortiz Olga Lorena

Chuquiana Huera Jennifer Enith

Sanunga Granda Nahomi Jamilet

Knowledge area: Education

Research line: Education, communication, and design for human and social development.

Research sub-line: Pedagogical, didactic, curricular, and inclusive practices in the areas of knowledge.

2. PROBLEM STATEMENT

Research into vocabulary learning strategies for English as a foreign language (EFL) learners is a complex and multifaceted area of study. Educators have a variety of teaching strategies at their disposal to improve students' vocabulary knowledge, and a range of language learning methods available for EFL learners. (Ulaywi, 2023). Vocabulary Learning Strategies (VLSs) play a crucial role in vocabulary acquisition, as memorizing words is challenging in any language. Therefore, employing strategies and techniques during learning can facilitate vocabulary acquisition and enhance word learning (Ta'amneh, 2021). To ease this process, it's essential to apply suitable strategies based on the learner's proficiency level. Language learning strategies (LLS) are divided into two main categories: direct strategies, which encompass memory, cognitive, and compensation strategies, and indirect strategies, which include metacognitive, affective, and social strategies (Oxford, 1990). Schmitt (1997) derived vocabulary learning strategies (VLSs) from Oxford's taxonomy of language learning strategies (LLS) and further classified them into social, cognitive, metacognitive, memory, and determination strategies.

Consequently, there is limited knowledge of the vocabulary learning strategies used by EFL learners in the Pedagogy of National and Foreign Languages Program at the Technical University of Cotopaxi. This limited understanding could be due to factors such as students' and teachers' unfamiliarity with the various vocabulary learning strategies, or the belief that some strategies are overly complex or time-consuming, which might deter students from using them. Clearly, there are obstacles that restrict the vocabulary learning strategies employed by students in the educational context. Focusing on teachers, "the difficulties in teaching vocabulary can occur from the difficult of language, the level of the students' intellectuality, and the teachers' role in teaching vocabulary itself" (Suardi & Juwita, 2019). Research studies also indicate that vocabulary is a crucial element and poses one of the main challenges in learning or acquiring a second language (Al-Omairi, 2020). In the same way,

both students and teachers often show a lack of interest in utilizing vocabulary learning strategies (Ta'amneh, 2021). On certain occasions, they do not prioritize vocabulary strategies within the classroom. Further, vocabulary knowledge is fundamental to communicative competence. Students with a limited vocabulary often exhibit poor comprehension, while those with a larger vocabulary generally achieve better comprehension scores (Quines, 2023). The importance of vocabulary knowledge in language learning and communication is clear. It highlights the strong link between vocabulary size and comprehension abilities, indicating that a rich vocabulary improves a student's capacity to understand and interact with language more effectively.

In this way is fundamental, to facilitate students in utilizing this. It is important to determine what are the vocabulary learning strategies that A1 EFL learners use to develop the language and examine the most and least used strategies among A1 EFL learners at the Technical University of Cotopaxi. Knowing about the use of vocabulary learning strategies is relevant in education because it empowers individuals to optimize their language acquisition process. "Vocabulary is central to English language teaching because without enough vocabulary mastered, students will have difficulties understanding others or expressing their ideas" (Agazzi, 2022, p.56). Successful vocabulary learning is crucial for learners to advance to higher proficiency levels. Different learning strategies are important for aiding vocabulary acquisition, and grasping their effects is essential for enhancing the learning process for A1 EFL learners.

That is why, this research problem focuses on the frequent use of vocabulary learning strategies to learn English. In practical terms, the research on vocabulary learning strategies in EFL learners contributes not only to the acquisition of words but also serves as a catalyst for broader language proficiency. The use of vocabulary learning strategies goes beyond the isolated task of acquiring words. It influences effective communication, language fluency,

reading and writing skills, and academic success. Evidently, the purpose is to answer the following research questions:

- What are the vocabulary strategies used by A1 learners of the Pedagogy of National and Foreign Languages at the Technical University of Cotopaxi to learn English?
- What are the most common vocabulary learning strategies used by A1 students of the Pedagogy in National and Foreign Languages?

3. OBJECTIVES

General objective

To determine the vocabulary learning strategies used by A1 EFL learners of Pedagogy of National and Foreign Languages Program at Technical University of Cotopaxi– Pujilí Campus.

Specific objectives

- To establish literature review related to vocabulary learning strategies in order to conceptualize important terminology.
- To identify the vocabulary learning strategies used by A1 EFL learners applying the instruments.
- To describe the learning strategies that are used among A1 EFL learners to increase vocabulary.

4. ACTIVITIES AND TASKS SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means
<p>To establish literature review related to vocabulary learning strategies in order to conceptualize important terminology.</p>	<p>Search for information Search for projects of a similar nature Outline topics and subtopics. Write a draft. Write the theoretical framework Search information of the vocabulary strategies</p>	<p>Theoretical Framework Literature Review</p>
<p>To identify the vocabulary learning strategies used by A1 EFL learners applying the instruments.</p>	<p>Analyze the questionnaire. Apply the instrument. Data collection Interpret the information Create data tables</p>	<p>Questionnaire</p>
<p>To describe the learning strategies that are used among A1 EFL learners to increase vocabulary.</p>	<p>Analyze the data collection procedure</p>	<p>Conclusions Recommendations</p>

5. JUSTIFICATION

This research helps to advance our understanding of foreign language learning within the broader field of education. By investigating vocabulary learning strategies, it is possible to obtain information about the effectiveness of pedagogical approaches and different learning strategies. Almoslamani (2022) maintains that “Research on learning strategies has shown that students can adopt more than one learning strategy since different academic tasks and their nature require different processing strategies, ranging from simple strategies to more complex strategies” (p.2). It also provides useful information for both learners and educators to understand which strategies may work best depending on the learning context. According to the Common European Framework (2021), the lexical scope for students at level A1 “is generally acquired by reading a lot and has a basic lexical repertoire of words/signs and phrases related to specific situations” (p.146). Therefore, understanding and differentiating the specific needs and challenges of A1 EFL students contributes significantly to making the educational process effective.

This study focuses on the educational environment and the learning of English as a foreign language. Examining vocabulary learning strategies within this context allows for an understanding of the factors that influence vocabulary acquisition and oral communication. It is important to know that according to the EF Standard English Test (EF SET), which is the first free, standardized English exam in the world, “Ecuador was ranked 81st out of a total of 100 countries evaluated, considered a level of English “Very Low” (Verbrachte, 2023) obtains a rating of 46.57, which is equivalent to a level A1 according to the Common European Framework”. This confirms that the knowledge acquired from this research can lead to more specific and effective teaching methods of the English language so that the level of the language improves in the country.

This research delves into the individual strategies used by English students at the A1 level at the Technical University of Cotopaxi. By investigating students' cognitive processes and learning behaviors regarding vocabulary, valuable information is provided to optimize these strategies and support student learning. Understanding the specific vocabulary learning strategies used by A1 EFL learners can help identify areas of strength and weakness. It also opens the door for educators to adapt their teaching approaches to better meet the needs of each student.

In this line, the motive of this research is to know the vocabulary learning strategies used by A1 students of Pedagogy in National and Foreign Languages Program at the Technical University of Cotopaxi. Starting from this level, these crucial aspects of language learning can be examined so that students have a solid base of knowledge that will help them progress to the next levels. Therefore, this research seeks to contribute to the ongoing efforts to improve the teaching-learning process of English as a foreign language.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 BACKGROUND

According to Atifnigar et al. (2020), the goal was to study how students at Baghlan University in Afghanistan learn new words in English, which is not their first language. The focus was on understanding the strategies they use to build their vocabulary, and the research aimed to identify which strategies are used most and least frequently. Furthermore, this study adopted a quantitative descriptive design as its research methodology. This research was based on a quantitative descriptive design.

The participants were 67 EFL students from different departments of Baghlan University, Afghanistan. As well as data collection was distributed to 67 respondents using a Google spreadsheet based on the Oxford (1990) Taxonomy of (VLS), with a Cronbach's alpha of 0.82. The questionnaire has a total of 28 items, with a total of 5 scales, including 5 items always, until 1 item never. The Software Package for Social Sciences (SPSS) was used as a means of interpreting the results, by means of scores and measures. Lastly, the commonly used VLS represents a social approach wherein students seek clarification on the meanings of unfamiliar English words.

Notably, metacognitive strategies were the least utilized, this was because their attention was solely directed towards examination-related materials, neglecting exploration of diverse aspects of learning new words, and seldom considering enhancements in their vocabulary acquisition. Also, learners adhere to determination, cognitive, and memory strategies, respectively. Educators need to provide comprehensive teaching and understanding to curriculum developers. This enables them to proactively implement changes in teaching methodologies and improve students' approaches to acquiring vocabulary.

According to Al-Omairi's study (2020), the goal of the research was to determine which tactics are most and least frequently employed by Iraqi students studying English as a foreign language (EFL) and English for academic purposes (EAP). Investigate the perspectives and challenges of EFL and EAP students, as well as any variations in the vocabulary learning strategies (VLS) that they employ. The study used a mixed research methodology (qualitative and quantitative). The study context was Iraq's Al-Iraq University. The participants were undergraduate students, 50 of whom were majoring in EFL and 50 in EAP. Two methods were used for data collection: a mixed-methods research approach and a questionnaire combined with semi-structured interviews.

The results revealed that among EFL and EAP learners, the determination strategy was the most used, whereas the metacognitive strategy was used the least. The independent sample t-test results for the five categories: metacognitive, determination, cognitive, memory, and social strategies indicated no significant difference in the frequency of vocabulary learning strategy (VLS) use between EFL and EAP learners. Most EFL and EAP learners recognized the importance of VLS.

The aim of Wahyudin, Pustika, and Simamora's 2021 study was to explore how tertiary-level EFL students acquire vocabulary. The research employed a survey methodology and used purposive sampling to select participants based on the study's objectives. The sample consisted of 120 students from non-English departments. Data was collected using a questionnaire that included 27 statements related to four vocabulary strategies identified by the researchers. The questionnaire offered three response options for each open-ended question: agree, neutral, and disagree.

The data from tertiary-level EFL students were analyzed descriptively to identify which vocabulary learning strategies were most and least frequently used by male and female students. The analysis revealed that both genders predominantly used the strategy of putting new words into sentences to help with memorization, with female students using this method slightly more often.

The study emphasizes the advantages of engaging in enjoyable activities, such as watching English TV shows, videos, and listening to songs, for improving vocabulary. It recommends that EFL instructors and students should incorporate these activities to enhance their exposure to effective vocabulary learning strategies.

Ta'amneh's 2021 study aimed to identify the vocabulary acquisition methods used by college-level EFL learners. The research employed a quantitative approach and used a questionnaire for data collection. It was conducted at Taibah University during the 2020–2021 academic year, with a sample size of 290 students. To gather students' views on vocabulary learning strategies, the researcher developed 46 items organized into five main categories: memory strategies, determination strategies, social strategies, cognitive strategies, and metacognitive strategies, following Schmitt's 1997 taxonomy.

The Statistical Package for Social Sciences was used to compute the mean scores and standard deviations. The results indicated that memory strategies were the most frequently used, followed by social, cognitive, and determination strategies. In contrast, metacognitive strategies had the lowest mean scores. The study concluded that participants utilized a variety of social and cognitive strategies but did not use metacognitive strategies as frequently. For example, participants improved their vocabulary by translating new terms into their native language or inferring meanings from unfamiliar vocabulary lists based on teacher explanations and visual aids. This suggests that they enhanced their vocabulary learning through diverse methods. Future research with a larger and more diverse group of students could provide further insights into this topic.

In a study by Utomo et al. (2022) involving 105 nursing students who participated in a virtual exchange program during the odd semester of the 2021/2022 academic year, the goal was to identify the most and least frequently used vocabulary learning strategies. Using a quantitative research approach, the study employed a questionnaire with 25 items based on Schmitt's (2000) taxonomy of vocabulary learning strategies. The data were analyzed descriptively and processed using version 25 of the Statistical Package for the Social Sciences (SPSS). The analysis revealed that determination strategies were the most frequently used, while social strategies were the least utilized. Metacognitive strategies were the second most used and were classified as having a medium level of usage.

In this study, participants in a virtual exchange program acknowledged the need to become self-directed learners rather than depending solely on instructors for vocabulary development. They used mobile technology, including smartphones and laptops, along with various applications, to improve their language skills and keep their learning engaging. The study found that social strategies were less preferred, which might be attributed to participants feeling shy, nervous, or lacking confidence during virtual meetings. It is important for students in virtual exchanges to recognize their preferred vocabulary learning strategies to better balance their language learning with course materials. Future research should explore different environments and use diverse tools.

Research about the use of vocabulary learning strategies (VLS) is focused on university students because understanding how students acquire new vocabulary is essential for improving language teaching, especially in contexts where English is not the first language, promoting their awareness of the most effective strategies, increasing their motivation, and becoming more self-sufficient learners, and enabling educators and researchers to develop appropriate materials and activities to facilitate students' improvement of language skills. By examining the VLS used by students in the different investigations, we can gain insight into their unique challenges and preferences, which may differ from those observed in other regions due to cultural, educational, and linguistic factors.

Despite extensive research conducted in various contexts, such as Afghanistan, Turkey and Iraq, there is a notable gap in studies specifically addressing this issue at the Technical University of Cotopaxi. This research will fill the existing gap and contribute to the development of adapted teaching methodologies that enhance students' vocabulary acquisition, thus improving their overall language proficiency and academic success.

6.2 THEORETICAL FRAMEWORK

6.2.1 English Language

English is the most spoken language globally. It is spoken by some 70 countries around the world. It serves as a global medium for communication, commerce and diplomatic affairs, with more than 1.5 billion speakers worldwide (Walia, 2023). The expansion of the English language has been propelled by historical, social and linguistic factors. English has become a widely accepted communication tool, permeating almost every aspect of life and society on a global scale (Chukwugozie, et. al, 2023). Learning English is essential not only for global communication, but also to access a broad base of knowledge and career opportunities.

In Ecuador, the English language has taken great relevance in recent years, due to its global importance in the academic and professional environment. Ecuador is among the Latin American nations that emphasize and advance the teaching of English within the school curriculum (Oyaque, 2024). In this way, the English language promotes different cognitive and communicative skills, better preparing each person, allowing them to face challenges and take advantage of opportunities in an ever-changing global environment.

6.2.2 Common European Framework

The Common European Framework of Reference for Languages (CEFR) is a project of the Council of Europe. It aims to assist language professionals in continuously improving the quality and effectiveness of language teaching and learning (Council of Europe, 2020). Moreover, it adopts a novel approach by considering learners as language users and social agents, perceiving the language as a communication tool rather than a subject of study. By referring to social agents it means that learners are part of the learning process. The Council

of Europe (2020) points out that “they act as 'social agents' who use language to interact in the real world, collaboratively creating and conveying meaning” (p. 1). In this way, learners can become autonomous users by developing a range of communicative language skills.

The CEFR (2020) classifies language proficiency into six levels, ranging from basic to proficient. These levels are widely used to assess and describe language proficiency in different languages (p. 130).

A1 (Breakthrough): Can use frequently used everyday expressions, as well as simple sentences intended to meet specific needs.

A2 (Elementary): Can engage in basic and everyday tasks that involve exchanging information on familiar subjects.

B1 (Intermediate): Can get by in the most common situations.

B2 (Upper Intermediate): Can communicate with an easy level of fluency that makes conversations with native speakers fluent and natural.

C1 (Advanced): Can use the language effectively and flexibly in social, academic and professional contexts.

C2 (Proficient): Can express him/herself spontaneously, with great fluency and accuracy, even in more complex situations.

6.2.3 A1 English Level

The European Common Framework has been recognized over time for promoting quality multilingual education. It outlines the knowledge and skills required at each proficiency level, enabling learners' progress to be tracked throughout their learning journey (Aulestia & Cuenca, 2021). It offers a solid foundation for creating language programs, curriculum standards, exams, and textbooks.

The language proficiency is divided into six levels: A1, A2, B1, B2, C1, and C2. Level A1 is the first and most basic level, often referred to as the "beginner" or "breakthrough" level. In addition, the student can comprehend and utilize common everyday phrases and straightforward sentences to meet basic, practical needs, introduce themselves and others, and engage in simple conversations about personal information (CEFR, 2020).

The CEFR's detailed descriptors for each level provide clarity and consistency in the assessment of language skills, making it a valuable framework for educators and students. It serves not only to measure proficiency, but also to guide students on their language learning journey, helping them set realistic goals and track their progress as they advance through levels toward greater fluency and understanding.

6.2.4 Vocabulary

Vocabulary is a crucial component in learning a second language as it serves as the cornerstone of effective communication and language proficiency, playing a pivotal role in articulating thoughts, expressing ideas, and comprehending information. Vocabulary is undoubtedly the most important and complex aspect of learning any language, whether foreign or native, due to its large number of meanings (Oxford, 1990). Furthermore, effective English language teaching hinges on the centrality of vocabulary, as insufficient mastery in this area can impede students from comprehending others or adequately expressing their ideas (Agazzi, 2022). In addition to significantly hindering effective communication and engagement, in academic settings, it can create challenges for teachers and students.

In other words, "Vocabulary is termed as the glossary or lexicon of the cumulative sum of words a person knows of a lingo. Slang or colloquialism is an informal expression of vocabulary which is not used in formal communication" (Medd and Basyoni, 2023, p. 2037).

However, challenges do not only arise when it comes to the acquisition of a second language. In a classroom where students may struggle with a second language, enhancing language learning can be achieved by incorporating engaging and interactive vocabulary exercises.

The multifaceted importance of vocabulary in second language acquisition cannot be overstated, serving as the linchpin for effective communication, language proficiency, and academic success. Vocabulary is a fundamental component of language proficiency. Benrabah (2019) states that “It is evident that vocabulary is indispensable for successful communication in any language” (p. 80). As students learn more vocabulary, they become better at distinguishing nuances in meaning, understanding word combinations, and tuning into context and communicative purpose. (Graves, 2013).

In contrast, Widdowson (1978) argued that non-native speakers who use precise vocabulary alongside ungrammatical structures might achieve better understanding than those with accurate grammar but limited vocabulary. The significance of vocabulary in language proficiency is underscored by its indispensable role in a successful learning process. And another researcher has stated the following: Vocabulary learning is a crucial aspect of foreign language acquisition, as the meanings of new words are frequently emphasized, both in educational materials and in the classroom (Sariakin. et, al., 2022)

6.2.5 Learning English Vocabulary

English language learning, whether it is the first or second language, relies heavily on vocabulary acquisition. No matter how much grammatical or linguistic knowledge one has, communication or discourse cannot occur without the use of vocabulary (Narong, 2021). Similarly, vocabulary is a fundamental component of the linguistic system, it forms the basis

for language development (Nie & Zhou, 2017). It is a crucial component of language needed for both learning and communication.

Also, it is recognized that language proficiency is mainly composed of vocabulary, grammar, and phonetics, with vocabulary being the most challenging and complex component to master in learning any language (Nie & Zhou, 2017). Nowadays, vocabulary rightly plays a preemptive role in the success of the classroom, focusing on how to improve and promote it from learning strategies. A broad and rich vocabulary provides language learners with the appropriate words for any situation, allowing them to express their true thoughts, ideas, and feelings (Narong, 2021).

6.2.6 Strategy

Defining the word strategy can be challenging, since it can be linked to various areas. However, according to the Cambridge dictionary (2024), a strategy can be defined as “a long-range plan for achieving something or reaching a goal, or the skill of making such plans”. In other words, it involves setting objectives, determining the best course of action, and making decisions based on available resources and potential outcomes. In various contexts, such as business, education, or personal development, strategies are used to navigate complex situations, improve performance, and reach desired results effectively. Essentially, a strategy provides a framework for making informed choices and coordinating efforts to optimize success.

6.2.7 Learning Strategies

A learning strategy is a method a learner uses to arrange and apply a set of skills to grasp curriculum material or accomplish tasks more effectively, both in the classroom and in other environments. (Main, 2020). Mastering and applying various learning strategies not only improves a learner's capability to handle different tasks efficiently but also cultivates adaptability and resilience as they strive to achieve their learning objectives.

In essence, learning strategies are more than just aids for academic achievement, they are needed in every educational context. Whitton (2015) wrote a book in which she identified some learning strategies for ensuring effective lessons:

- examination- storytelling- dialogue checklists- grouping- clarification

6.2.8 Learning Strategies from the Oxford (1990) Taxonomy

The Oxford taxonomy of vocabulary strategies, developed by Rebecca Oxford in 1990, is a theoretical framework that classifies the strategies that learners use to learn vocabulary in a second language. Learning strategies are classified into two primary categories: direct and indirect, with each category further divided into a total of six distinct groups (Oxford, 1990).

Oxford's taxonomy not only serves as a guide for language learners but also provides valuable insights for educators seeking effective methods to teach vocabulary. Researchers, including Takač (2008) have shown a growing interest in exploring and categorizing these strategies to better understand how learners' approach and tackle the complexities of vocabulary acquisition.

Research on foreign language learning has focused on taxonomies of strategies, which Oxford classifies as direct and indirect. Direct strategies directly affect learning as they tend to be subconscious and are more difficult for learners to articulate, while indirect strategies support and manage learning without involving the language are conscious and more controlled (Duran, et. al., 2022). The classification system employed in this study is based on Oxford's (1990) framework, which organizes language learning strategies (LLSs) into two main types: direct strategies, including memory, cognitive, and compensation strategies, and indirect strategies, which encompass metacognitive, affective, and social strategies.

On the other hand, Schmitt built on Oxford's taxonomy to identify vocabulary learning strategies that are categorized into social strategies involving interaction with others, cognitive strategies related to language usage or modification, metacognitive strategies that manage the learning process, and memory strategies that connect new words with previously learned ones.

6.2.9 Direct Strategies

Oxford (1990) explains that all direct strategies engage in mental language processing, but memory, cognitive, and compensation strategies utilize this processing in unique ways and for various purposes. The direct strategies are as follows:

Memory strategies

Memory strategies, also called mnemonic strategies, are techniques that help learners store data effectively. Memory strategies rely on basic principles like ordering, associating, and

reviewing. Key strategies include grouping, which involves classifying information into meaningful units; and associating, which links new information with existing knowledge by placing it in context (Oxford, 1990). In addition, applying pictures and sounds, four strategies are included such as the use of pictures, the use of keywords, semantic mapping and the representation of words in memory. Reviewing well, this category includes structured review, the use of physical response or sensation, and the use of mechanical techniques.

Besides, it improves learning by integrating new information with familiar concepts, which improves recall and retention. Memory strategies are categorized into rehearsal and encoding. Rehearsal strategies, which include techniques such as word lists and repetition, focus on the repetition of words (Labre, 2024). On the other hand, encoding strategies encompass techniques such as making associations, forming mental images, considering the appearance or sound of a word, understanding its meaning, and examining its structure. In contrast, rehearsal strategies focus on activities such as repeating words and making lists.

Cognitive strategies

The term "cognitive strategy" often refers to the mental techniques that individuals utilize to think, learn, and address problems effectively (Izmalkova, 2024). These strategies tend to be the most popular strategies among language learners. There are four categories of cognitive strategies, with practicing being the most crucial. This strategy includes repetition, formal practice with sounds and writing systems, recognizing and applying formulas and patterns, recombining familiar elements creatively, and engaging in naturalistic practice such as conversations, reading, listening, or writing in the new language (Oxford, 1990).

Finally, the creation of an input and output structure, necessary for comprehension and production, which consists of note-taking, summarizing and underlining, using various ways

of capturing the main idea or a particular point. Teneda (2024) highlights three key aspects of cognitive strategies. First, learners who employ guessing strategies rely on their prior knowledge and use linguistic cues to infer word meanings. Second, dictionaries serve as a valuable resource for learners to discover and understand new words. Third, note-taking involves recording vocabulary, often in lists, to facilitate future reference and use. These activities involve active engagement with incoming information and contribute to a better understanding of the learning process. Learners utilize various cognitive strategies during foreign language acquisition, including methods like rehearsal, organization, elaboration, and critical thinking (Rahmat, 2021).

Compensation strategies

Compensation strategies are direct methods employed by learners to address gaps in their proficiency across the four language skills when acquiring and using a new language (Oxford, 1990). Also, it enables beginning and intermediate learners to produce oral or written utterances in the new language without having complete knowledge. Oxford describes that many production compensation strategies are used to compensate for a lack of adequate vocabulary. Moreover, there are some key compensatory strategies such as guessing intelligently including listening and reading comprehension, in which two strategies are involved such as using linguistic cues and looking for other language-based cues to guess the meaning of what is heard or read.

Eight strategies used to address limitations in oral and written expression include switching to the mother tongue without translating, seeking assistance, employing mime or gestures, partially or completely avoiding communication, choosing specific topics, modifying or approximating the message, creating new words, and using synonyms to convey meaning through description and comprehension. It is emphasized that these strategies foster learners'

confidence and autonomy, allowing them to take risks and actively participate in the use of the language despite limitations.

6.2.10 Indirect Strategies

As noted by Oxford (1990), indirect strategies such as metacognitive, affective and social approaches support the management of language learning in the four skills of listening, reading, speaking and writing.

Metacognitive strategies

Metacognitive strategies are actions that extend beyond mere cognitive tools and offer learners a means to manage and regulate their own learning process (Oxford, 1990). Besides, it is a mental technique used to process information, improve learning and solve problems. Oxford details some strategies such as centering your learning and provides an approach to learning such as overview and linking to familiar material, this strategy is useful and can follow three steps: learning why the activity is being done, building the necessary vocabulary and making associations, paying attention (Oxford, 1990). In this way, it must be considered that for the learning process is crucial to concentrate more on listening rather than on speech production.

Furthermore, organizing and planning one's learning are among the six strategies that assist learners in managing and structuring their activities inside and outside the classroom. As well as informing themselves about language learning, also organizing for example organizing one's schedule, sound, lighting and physical environment, another strategy is setting goals and objectives, identifying the purpose of a language task, for example reading a newspaper, listening to the radio, writing a letter, etc. planning a language task and looking for practice

opportunities is the best way to practice the target language in naturalistic situations and finally assessing your learning in this set there are two strategies, self-monitoring e.g. identifying errors in understanding or producing the new language and self-assessment. It's crucial to focus on, organize, and plan the learning process, as well as assess one's progress.

Lastly, selective attention focuses on the words that an individual deems crucial and beneficial for understanding vocabulary (Labre, 2024). Indeed, the student is motivated by the use of oral and written texts, besides it helps to write sentences or communicate and at the same time be able to stay in unfamiliar words.

Affective strategies

The affective strategies are the learners' attitudes and emotions in navigating the learning process (Hidayad & Bambang, 2022). The term affective also refers to emotions, feelings, motivations and values and good language learners often know how to control it and are important during language learning.

Teachers significantly impact the emotional climate of the classroom through various methods, including altering the social dynamics, enhancing natural communication, and instructing students in affective strategies (Oxford, 1990). These strategies are not meant to substitute for psychotherapy or psychological problems. Oxford identifies that:

Several affective strategies for reducing anxiety, including progressive relaxation, deep breathing, and meditation, can help calm the body and focus on mental imagery or sounds. Additionally, she suggests using music and laughter such as watching movies, reading, or listening to jokes as effective techniques (p. 92).

Moreover, there are three self-encouragement strategies that refer to making positive statements about oneself to feel more confident at the moment in learning the new language, taking risks wisely and rewarding oneself for good performance in the target language. However, four strategies help learners encourage themselves. First, listen to your body, for example if you are experiencing stress, your changing emotions, remember that your skin also manifests itself with acne, hair loss and more.

Then, use a checklist to uncover emotions, then write a language learning journal, and finally, discuss your feelings with another person, be it a friend, teacher or family member, to express your concerns or doubts in the learning process. Affective strategies are crucial for learning because they help control learners' emotions, anxiety, motivation and self-confidence, which facilitates a positive emotional environment and improves their ability to concentrate and retain information.

Social strategies

Faqih. et, al (2022) explains that “social strategies are activities that create opportunities for learners to participate, explore and practice knowledge” (p. 85). A social strategy involves interpersonal actions, including communication, which occurs among individuals. According to Oxford (1990), the following strategies refer to asking questions, which includes asking for clarification or verification, for example: the learner can ask the speaker to explain, repeat and give examples to get the right information to understand the context, and also ask for corrections in a conversation.

Work with others, such as peers, to improve language skills and interact with native speakers of the target language. In addition, it is important to practice empathy by gaining cultural

insight and being aware of others' perspectives and emotions (Oxford, 1990). These strategies aid learners in improving their vocabulary acquisition, such as asking the teacher for clarification of unfamiliar words, some students prefer consulting their instructors over their peers, viewing this communication as motivating, encouraging, and promoting active learning.

Clearly, there are various learning and vocabulary strategies. However, Schmitt's (1997) vocabulary learning strategies stand out for their evidence-based approach, their comprehensive nature, and their adaptability to different learning styles. These strategies combine memorization techniques, contextual use and repetitive practice, promote student autonomy, and facilitate the transfer of knowledge to new situations. All of this makes them effective for a wide variety of educational contexts and this can offer broader and deeper coverage than other strategies that may focus on only one aspect of learning.

Determination Strategies

Determination strategies refer to the comprehension of some meaning without the help of others. It involves learners discovering the meaning of new words by using learning resources such as bilingual dictionaries or deducing the meaning from the context in which the words appear (Omaar, 2016). Determination strategies enable learners to communicate orally or in writing in the new language, even when their knowledge is not comprehensive. Zuhairi and Mistar (2023) suggest that learners use contextual clues to deduce the meaning of unfamiliar words. For example, the student is able to use bilingual dictionaries, grammar, structure of the word, guess the meaning of words or phrases through the context and analyze different words, using his or her previous knowledge.

7. METHODOLOGY

7.1 Research Approach

The present research has a quantitative approach, and it aims to determine the vocabulary learning strategies that A1 EFL learners use at the Technical University of Cotopaxi - Pujilí Campus. Quantitative research involves systematically investigating phenomena and their relationships using numerical data. It aims to explain, predict, and control phenomena by analyzing quantifiable variables and answering questions about their relationships (Leedy & Ormrod, 1993). The quantitative approach typically involves using structured tools like surveys, questionnaires, and tests to gather data for statistical analysis. This method is appreciated for its rigor and its capacity to generate reliable and consistent results.

7.2 Research level

This research is descriptive, it is a process of description about the use of vocabulary learning strategies of the first semester students of the Pedagogy of National and Foreign Languages Program at the Technical University of Cotopaxi, the total number of participants were 51 students.

Descriptive research involves documenting and assessing the nature and frequency of occurrences as they exist at the time of the study. It is a research method used to describe the characteristics of the population or phenomenon being examined (Manjunatha, 2019). Thus, the data about the use of vocabulary learning strategies were descriptively analyzed through tables, mean, and percentage.

7.3 Research context

To select participants for this research, the non-probability convenience sampling method was employed, based on contextual proximity, accessibility at the time, and availability to participate, in order to choose a suitable and easily accessible population for the study (Nikolopoulou, 2022). The participants were selected this way because it is a common, quick, and easy technique in which members are usually available to be part of the sample.

7.4 Data collection process

The data collection that was used within this research is an online survey with Likert scale on the Google Forms platform. A survey has various characteristics and intended attractions, which are often used to explore a broad spectrum of topics, populations, programs, etc., with the objective of evaluating or reporting general characteristics of what is being investigated. (Cohen, et al., 2007). Furthermore, the instrument was adapted from the study by Atifnigar et al. (2020), which focused on the use of vocabulary learning strategies among EFL learners at Baghlan University in Afghanistan. The instrument was based in Oxford (1990) taxonomy of learning strategies and includes 28 items with a 5-point Likert scale, ranging from 5 always, 4 rarely, 3 sometimes, 2 often and 1 never. Likert scale is used to understand a statement or inquiry, accompanied by five or seven response statements and prompts participants to select the option that most aligns with their sentiments or views, regarding the given statement or question (Bhandari, 2020).

7.5 Data analysis process

The data collected was analyzed descriptively using Social Sciences Package Software (SPSS), International Business Machines (n.d) describes that SPSS offers tools for analyzing data through descriptive and bivariate statistics, the software also includes capabilities for

transforming data, creating graphs, and implementing direct marketing strategies and making numerical outcome predictions.

Descriptive statistics and analysis of variance will be used to determine item frequencies and vocabulary learning strategy scores. It is a method of assessing dispersion in data, determining how individual data points deviate from the mean (Perry, 2014). Furthermore, it is essential to obtain the mean and Hayes (2023) describes it as a numerical value that separates the middle of a lower set and is generally used to represent the balance point of the data distribution. The frequency level is considered high if the mean score is above 3.5, low if the mean score is below 2.4, and medium if the score falls between these two values (Oxford, as cited in Schmitt, 1997).

8. ANALYSIS AND DISCUSSIONS OF THE RESULTS

This study aims at determining the vocabulary learning strategies used by A1 EFL learners of Pedagogy of National and Foreign Languages Program at Technical University of Cotopaxi - Pujilí Campus. The instrument used to collect the data in this research was a questionnaire consisting of 28 items with a scale of 5 types, ranging from 5 always, 4 often, 3 sometimes, 2 rarely and 1 never. Subsequently, the analysis of each vocabulary learning strategy is shown. Each table details the number of responses (N), it also represents the count of each option chosen, according to the Likert scale, thus calculating the mean value within this set of values to obtain the mean and finally the category. The main objective is to establish and measure learners' knowledge of frequent vocabulary use, with the expectation of implementing appropriate learning materials for it (McLean & Kramer, 2015).

8.1. Social Strategies

Social strategies involve utilizing social connections to facilitate learning. Table 1 outlines the use of social strategies by learners.

Table 1. Social Strategies

Statement	N	Always	Often	Sometimes	Rarely	Never	Mean	Category
I ask a native speaker for the meaning of a new word	51	9	9	22	7	4	3.24	Medium use
I ask my classmate for the meaning of a new word	51	13	16	15	3	4	3.61	High use
I ask my teacher for the meaning of a new word	51	16	15	16	3	1	3.82	High use

The above table shows that the statement "I ask a native speaker for the meaning of a new word" of 51 participants 22 of them answered "sometimes", then 9 answered "often" and the same way "always", this question is the highest rated one among the students, with a mean of 3.24. While the respondents ask their classmates for the meaning of a new word 15 participants answered "sometimes", 16 of them "often", 13 chose "always" and 4 participants "never" with a mean of 3.61, is one of the strategies they use most often.

Likewise asking their teacher for the meaning of a new word, 16 students answered “sometimes” and the same number “always” and the secondary option most voted by 15 participants was “4 often” with a mean of 3.82 is the most used social strategy among EFL students at the Technical University of Cotopaxi. In fact, in Pujilí is a traditional canton where people tend to communicate with their relatives, friends and classmates and it is one of the preferred strategies to acquire vocabulary in an easier way. Omaar’s (2016) study found that participants predominantly utilized studying with family members or friends outside of class as their primary social strategy for retaining new English vocabulary. However, both determination and social strategies were identified as the most favored approaches.

8.2. Determination Strategies

The determination strategies provide information, learners independently uncover the meanings of new vocabulary by either guessing the meanings from context or by consulting bilingual or monolingual dictionaries (Omaar, 2016). Table 2 describes the usage of determination strategies by the learners.

Table 2. Determination Strategies

Statement	N	Always	Often	Sometimes	Rarely	Never	Mean	Category
I look in the dictionary for collocation patterns	51	1	6	10	12	23	2.06	Low use
I look in the dictionary for	51	1	3	14	12	21	2.04	Low use

grammatical patterns of the word.								
I use the dictionary to find the appropriate usage (example sentence) of the word	51	2	7	19	12	11	2.55	Medium use
I use the dictionary to find out the pronunciation of the word	51	5	8	15	9	14	2.63	Medium use
I analyze the word structure (prefix, root and suffix) when guessing the meaning of the word.	51	3	6	16	16	10	2.53	Medium use
I look at the part of speech of the new word (to guess	51	7	11	23	8	2	3.25	Medium use

the meaning of the new word).								
I use a bilingual dictionary.	51	3	5	18	12	13	2.47	Medium use
I guess the meaning and then look at the dictionary (when I meet new words in reading).	51	1	13	21	9	7	2.84	Medium use
I use the dictionary to find only the meaning of the word.	51	4	7	21	10	9	2.75	Medium use
I use an English dictionary.	51	8	5	17	14	9	2.71	Medium use

Table 2 represents the results of ten determination strategies for vocabulary learning, the most frequently used strategy by students were “I look at the part of speech of the new word (to guess the meaning of the new word)”, 23 out of 51 answers chose “sometimes”, while 11 answered “often”, followed by 8 answers “rarely”, 7 chose “always” and only 2 answers “never”, with a mean of 3. 25. “I guess the meaning and then look at the dictionary (when I meet new words in reading)”, 21 students chose “sometimes”, 13 “often”, 9 chose “rarely”,

7 “never” and 1 chose “always”, with a mean of 2.84. Next, “I use the dictionary to find only the meaning of the word”, 21 responses out of 51 were “sometimes”, 10 “rarely”, 9 chose “never”, while 7 responded “often” and 4 chose “always”, with a mean of 2.75. In comparison, “I use an English dictionary” 17 answered “sometimes”, 14 “rarely”, 9 of them “never”, 6 “always” and 5 chose “often”, with a mean of 2.71.

Followed by the statement “I use the dictionary to find out the pronunciation of the word”, 15 answered “sometimes”, 14 chose “never”, 9 “rarely”, 8 ‘often’ and finally 5 students chose ‘always’, with a mean of 2.63. “I use the dictionary to find the appropriate usage of the word” 19 learners of 51 answers were ‘sometimes’, 12 ‘rarely’, 11 ‘never’, 7 of them chose ‘often’ and 2 answered ‘always’, with a mean of 2.55. The next question, which refers to analyzing the structure when guessing the meaning of the word, the scores were that 16 of them “sometimes”, also the same amount chose “rarely” followed by 10 answers “never”, while 6 chose “often” and only 3 “always”, with a mean of 2.53. Followed by the strategy “I use a bilingual dictionary” 18 students responded “3 sometimes”, 13 “never”, 12 “rarely”, while 5 responded “often” and only 3 chose “always”, with a mean of 2.47.

On the other hand, the least used strategies were “I look in the dictionary for collocation patterns” out of 51 participants 22 of them chose “never”, 12 “rarely”, 10 “sometimes”, 6 “often” and only 1 answered “always”, with a mean of 2.06 resulting in the low category. Followed by, “I look in the dictionary for grammatical patterns of the word” 21 responses were “never”, 14 “sometimes”, 12 “rarely”, 14 “often”, 12 “rarely”, 6 “often” and only 1 response “always”. 12 “rarely”, 3 chose “often” and only one response “always”, with a mean of 2.04 being the lowest strategy of all.

Also, a study by Nematollahi, Behjat, and Kargar (2017), mention that learners frequently employed determination strategies. Often, learners can recognize the part of speech of new words, which aids in the guessing process. Alqarni (2018) revealed that determination

strategies were in third place as the most or least used strategy among learners. Different studies have shown that learners have varying preferences for strategies, and by applying these strategies in their learning process, they have been able to enhance their knowledge.

8.3. Cognitive Strategies

Students employ cognitive strategies such as repeating information, organizing new language, summarizing meanings, and deducing meaning from context (Gregson, 2024, p.25). The table below details the utilization of these cognitive strategies:

Table 3. Cognitive Strategies

Statement	N	Always	Often	Sometimes	Rarely	Never	Mean	Category
I skip words that I don't understand	51	3	6	24	11	7	2,75	Medium use
I have a vocabulary notebook to list down new words.	51	9	5	14	14	9	2,82	Medium use
I take note of the synonym or antonym of the word.	51	7	9	12	14	9	2,82	Medium use

To remember a word, I analyze the word by breaking It into different parts (prefix, root, suffix)	51	4	5	15	10	17	2,39	Low use
I use alternative clues and try again if I fail to guess the meaning of a word.	51	8	9	20	9	5	3,12	Medium use
I write down the English word and translation of the word.	51	12	15	16	7	1	3,59	High use
I only take note of the meaning of the word.	51	8	10	20	12	1	3,24	Medium use
I make use of my	51	6	16	19	7	3	3,29	Medium use

knowledge of the topic to guess the meaning of word								
I use my experience and common sense to guess the meaning of the word.	51	8	11	20	10	2	3,25	Medium use

The table indicates that among the cognitive strategies the statement “I skip words that I don't understand”, of 51 students, 24 answered “sometimes”, 11 “rarely”, 7 “never”, 6 “often”, and 3 “always”. This shows a mean of 2.75, which places it in the medium category. Then, the sentence “I have a vocabulary notebook to list down new words.” is also found in the medium category, with a mean of 2.82. Of 51 students, 14 answered “sometimes” and “rarely”, 9 “always” and “never” respectively, and 5 students selected “often”. The third statement “I take note of the synonym or antonym of the word.”, reflects that it is in the same category and with the same meaning as the previous sentence. 14 students answered “rarely”, 12 students answered “sometimes”, 9 selected “often” and “never” respectively, and 7 people “always”.

Regarding the sentence “To remember a word, I analyze the word by breaking It into different parts (prefix, root, suffix)”, 17 of 51 students chose “never” as an answer, 15 “sometimes”,

10 “rarely”, 5 “often”, and 4 “always”. With these answers, the result of the mean generates a variation reflecting 2.39, which places it in the low category. The fifth proposition “I use alternative clues and try again if I fail to guess the meaning of a word” shows that, of 51 students, 20 selected “sometimes”, 9 “often” and “rarely” respectively, 8 “always”, and 5 “never”. The mean is 3.12 and is in the medium category.

Otherwise, with the statement “I write down the English word and translation of the word.”, it is shown that 16 of 51 students responded “sometimes”, 15 “often”, 12 “always”, 7 “rarely”, and one person responded with “never”. These responses have a mean of 3.59, categorizing them as high use. The proposition “I only take note of the meaning of the word.” reflects that, of a total of 51 students, 20 answered “sometimes”, 12 “rarely”, 10 “often”, 8 “always” and one person “never”.

This generates a variation with respect to the mean, since it shows 3.24, which places it in the medium category. The sentence “I make use of my knowledge of the topic to guess the meaning of word”, shows that 19 of 51 respondents responded with “sometimes”, 16 “often”, 7 chose “rarely”, 6 answered “always”, and 3 with “never”. The mean is 3.29 and the category is medium. The last expression “I use my experience and common sense to guess the meaning of the word.” determines that of 51 students, 20 selected “sometimes”, 11 “often”, 10 responded “rarely”, 8 “always”, and 2 “never”.

With these answers, the mean result is 3.25 and is in the medium category. According to Fatima and Pathan, (2016), The most impactful sources for learning vocabulary are cognitive regulations and activation strategies. Similarly, Arjomand and Sharififar (2011) examined the relationship between vocabulary learning strategies and gender among Iranian EFL learners. Their study revealed that cognitive strategies were used most often, while social strategies were used the least.

8.4. Memory Strategies

Memory strategies are techniques that aid learners in retaining, storing, and recalling acquired information, necessitating guidance on their effective application throughout the learning journey.

Table 4. Memory Strategies

Statement	N	Always	Often	Sometimes	Rarely	Never	Mean	Category
To remember a word, I repeat it aloud to myself.	51	9	11	18	11	2	3,27	Medium use
To remember a word, I write it repeatedly.	51	8	5	16	14	8	2,82	Medium use
I create a mental image of the new word to help me to remember the word	51	6	6	24	11	4	2,98	Medium use

The table above indicates that the memory strategy most used by EFL A1 students is to repeat a word out loud to remember with a mean of 3.27. On the other hand, the statement “To remember a word, I write it repeatedly” with a mean of 2.82, indicating that it is the least used strategy. Regarding the sentence “To remember a word, I repeat it out loud” it shows that of 51 students, 18 chose “sometimes”, 11 “often” and “rarely” respectively, 9 people answered “always”, and only two “never”.

As a result, it belongs to the medium category. On the other hand, with the statement “To remember a word, I write it repeatedly” it was obtained that 16 of the 51 students surveyed selected “sometimes”, 14 responded “rarely”, 8 “always” and “never” respectively, and 5 people “often”. The average is 2.82 and is in the medium category. Finally, regarding the statement “I create a mental image of the new word to help me remember the word”, out of 51 respondents, 24 responded “sometimes”, 11 “rarely”, 6 people “always” and “often” respectively, and finally 4 students chose “never”.

8.5 Metacognitive Strategies

Metacognitive strategies involve thinking about your own thinking. They include techniques like self-monitoring, planning, and evaluating how you learn and solve problems.

Table 5. Metacognitive Strategies

Statement	N	Always	Often	Sometimes	Rarely	Never	Mean	Category
I only focus on things that are related to examination	51	4	5	29	11	2	2,96	Medium use

I try to find out all I can about the new words I learn	51	4	9	23	11	4	2,96	Medium use
I think about my progress in vocabulary learning.	51	10	14	20	7	0	3,53	High use

The table above indicates that the highest metacognitive strategy used by EFL learners is to think about the progress in learning vocabulary with a mean of 3.53. It means that, 20 of 51 students answered “sometimes”, 14 “often”, 10 “always”, 7 “rarely” and no one selected “never”. Otherwise, the statements “I only focus on things related to the exam” with 29 of 51 responses with “sometimes”, 11 “rarely”, 5 “often”, 4 “always” and two “never” and “I try to find out as much as I can about the new words I learn.” are in the same category, with the same meaning which is 2.96. Here, out of 51 students, 23 selected “sometimes”, 11 “rarely”, 9 “often”, and 4 “always” and “never” respectively. Metacognitive strategies might be underutilized because learners have limited opportunities to encounter the target language outside of class, which can hinder their conscious learning. (Vo & Jaturapitakkul, 2016).

Table 6. Vocabulary strategies

Strategies	N	Mean	Frequency (Use of the strategy)	Category
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Social Strategy	51	3.56	71.2%	High use
Determination Strategy	51	2.63	52.6%	Medium use
Cognitive Strategy	51	3.063	61.26%	Medium use
Memory Strategy	51	3.02	60.4%	Medium use
Metacognitive Strategy	51	3.15	63%	Medium use

As shown in the table above, the overall use of learning strategies among A1 level students at the Technical University of Cotopaxi is at a moderate level, with one strategy being notably more popular. The most favored vocabulary learning strategy among the students is the social strategy, with an average of 3.56 (71.2%), followed by metacognitive strategies, with a mean of 3.15 (63%). In alignment with this observation, Alqarni (2018) examined the vocabulary learning strategies used by EFL first-year Saudi students. It was revealed that metacognitive strategies were the most used by the participants followed by social strategy.

The students of the Technical University of Cotopaxi show an overall preference for cognitive strategy with a mean of 3.063 (61.26%), this is consistent with a study by Cengizhan (2021), which also discovered that cognitive strategies were the least utilized by students. Meanwhile, the participants moderately used memory strategies, with an average score of 3.02 (60.4%). Lastly, determination strategies with a mean of 2.63 (52.6%), being the least used strategy among the participants, in this strategy, learners independently determine the meaning of a new word using context clues, structural knowledge, or a dictionary, without relying on another person's input or experience (Wahyudin et al., 2021).

Finding a study in which determination strategies are the least used strategies in vocabulary learning can be challenging, as the use of different strategies may vary across contexts and learners. Nevertheless, this variability means that while determination strategies may be used less frequently in some studies, they may be prominent in others

9. RESEARCH IMPACTS

This research holds significant social and academic implications. Academically, it contributes by shedding light on effective strategies for vocabulary acquisition among A1 English as a Foreign Language learners, providing valuable insights that can inform curriculum development and teaching methodologies within language pedagogy programs. Socially, it addresses the foundational stage of language learning, crucial for fostering communication skills and confidence among learners, which in turn enhances their overall academic performance and potential career opportunities in an increasingly globalized world.

10. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In conclusion, the development of strategies for vocabulary learning in A1 level English as a Foreign Language (EFL) students has been explored in depth. Through the identification and analysis of the strategies used by A1 learners, it has been observed that these students mainly benefit from social strategies to acquire and develop new vocabulary. Furthermore, a less frequent use of determination strategies has been identified. The findings underscore the importance of a solid understanding of vocabulary learning strategies and their practical application.

On the other hand, the questionnaire administered to EFL A1 level learners helped to measure the level of frequent use of the five vocabulary learning strategies using SPSS software. The application of the research instrument has revealed that A1 level English learners use a variety of vocabulary learning strategies. The data collected indicate that social strategies, metacognitive and cognitive strategies are predominant among these students, while memory and determination strategies are less frequently used. This provides a clear view of students' strategic preferences and areas that might need further support or development.

The detailed description of the strategies used by English A1 learners to increase their vocabulary has revealed a variety of practices that students employ to improve their lexical competence. The data indicate that the strategies that facilitate increasing vocabulary among A1 students are social, at a high level. Followed by metacognitive, and cognitive strategies, at a medium level of use. They include learning planning and self-assessment, which allow students to take a more active role in their vocabulary acquisition process. However, the limited use of memory strategies suggests a need for greater support in the implementation of methods that strengthen long-term memory. Together, these findings offer a comprehensive perspective on how A1 students approach vocabulary learning, underscoring the importance of diversifying and personalizing teaching strategies to meet the specific needs of these learners.

Recommendations

Educators are encouraged to incorporate a number of effective vocabulary learning strategies into their teaching methods. It is recommended that teachers consider that students frequently use social strategies to enhance vocabulary learning. In this regard, it is advisable to design group activities and dynamics that facilitate student interaction, such as debates, role-plays, and collaborative projects.

Otherwise, in order to address the limited use of determination strategies among A1 EFL learners, it is advisable to apply activities that emphasize techniques such as using context clues, and consulting dictionaries. Providing ongoing support and feedback will also encourage students to become more proficient and confident in using this strategy independently.

Lastly, to effectively address the varying use of vocabulary learning strategies among A1 EFL learners, it is recommended to implement classes that incorporates all five types of strategies, social, metacognitive, cognitive, memory, and determination.

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