

A Mixed- methods Study on the Vocabulary Awareness of Local College Freshmen

Rasselle Mae M. Dela Gente¹, Linagyn Gementiza- Cubio, MEAL²

¹Student, Institute of Teacher Education, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Davao del Norte, Philippines.

²Research Adviser, Kapalong College of Agriculture, Sciences and Technology, Kapalong, Davao del Norte, Philippines

Corresponding Author's Email: delagenterassellemae4@gmail.com



ABSTRACT

The design study aimed to describe the experiences of freshmen students in a local college on vocabulary awareness. A mixed-methods design was employed, specifically using a parallel convergent approach. In the quantitative phase, 328 freshmen were selected through random sampling. For the qualitative phase, 14 participants were purposively chosen, with seven participating in in-depth interviews and another seven in focus group discussions. Quantitative data were analyzed using descriptive statistics, particularly the mean, while qualitative data were examined through thematic analysis by coding and refining emerging themes. The quantitative results indicated a high level of vocabulary awareness among students, with a mean score of 4.08. The qualitative findings revealed six major themes: (1) continuous exposure as a tool for vocabulary enhancement, (2) personal experiences as a foundation for vocabulary development, (3) interactive strategies to strengthen vocabulary skills, (4) contextual exposure and adaptation in vocabulary learning, (5) building confidence and motivation in vocabulary use, and (6) emotional barriers in vocabulary learning. The integration of quantitative and qualitative results showed merging-converging, confirming consistency between the students' perceived awareness and their actual experiences. The study concludes that vocabulary awareness plays a significant role in improving language proficiency, academic performance, and communication skills. These findings provide meaningful insights for educational institutions in designing vocabulary-building programs, creating supportive learning environments, and developing instructional materials that address students' vocabulary development needs.

Keywords: vocabulary awareness, freshmen students, mixed-methods study, Philippines

Recommended Citation

Dela Gente, R. M., & Gementiza- Cubio, L. (2026). A Mixed- methods Study on the Vocabulary Awareness of Local College Freshmen. *International Journal of Multidisciplinary Educational Research and Innovation*. 4(4), 104-124.

INTRODUCTION

Vocabulary awareness plays a crucial role in language learning, as it helps learners understand and use words accurately in different contexts. It involves knowledge of word forms, meanings, and appropriate usage in communication. However, a persistent problem in education is that vocabulary instruction is often limited, especially in content areas such as science. Many learners struggle with understanding academic texts and expressing ideas clearly because they lack exposure to effective vocabulary teaching strategies. This gap highlights the need for instructional methods that intentionally integrate vocabulary into lessons through meaningful discussions and guided practice. Research indicates that when teachers use focused vocabulary talk during instruction, it enhances students' comprehension and encourages the use of academic language in classroom settings (Anderson et al., 2023).

Moreover, in many parts of the world, vocabulary awareness remains a significant challenge, particularly in regions where English is a second language. In Vietnam the researcher conducted a survey at Thai Nguyen University of Technology and found that while students' grammar knowledge was adequate, their vocabulary knowledge was severely lacking. This issue stemmed from outdated learning habits, where students simply wrote down new words and passively learned through teacher explanations, leading to poor vocabulary retention. As a result, students struggled with expressing their ideas both in speaking and writing. This reflects a widespread concern in education, as limited vocabulary instruction continues to hinder students' language development and academic achievement in many countries where English is not the first language (Phung, 2021).

In the Philippines, Vocabulary awareness among senior high school students in the Philippines continues to be a growing concern, especially in regions such as Tarlac Province. Many learners struggle to apply English vocabulary meaningfully due to limited exposure to engaging learning strategies. As a result, their ability to express ideas clearly in both written and oral communication is affected. The lack of effective instructional practices, along with low motivation, contributes to difficulties in retaining and using words accurately. These challenges often result in weak performance across academic tasks, particularly those requiring strong language skills. Such findings are supported by a study involving Grade 11 students, which shows that vocabulary learning remains hindered by poor strategy use and insufficient learner engagement (Ferrer & Carmen, 2022).

This study warrants immediate scholarly attention, as vocabulary awareness significantly contributes to the academic achievement of college freshmen. With the increasing demands of higher education, students must possess a strong vocabulary foundation to succeed in reading comprehension, critical thinking, and effective communication. Gaining a deeper understanding of their vocabulary awareness can help educators implement more responsive and effective instructional strategies. The relevance of this research lies in its potential to improve educational outcomes by addressing the specific vocabulary-related difficulties encountered by freshmen students. Furthermore, this study offers a unique contribution by focusing on college freshmen in Barangay Maniki, Kapalong, using a mixed-methods approach that may inform curriculum enhancement in local educational institutions.

Vocabulary awareness among Filipino students has been examined in several studies. For instance, Guray et al. (2022), in their study "Awareness of College Students Towards Philippine English Vocabulary Items and Equivalent Meanings in American English," examined how students recognize Philippine English terms and their American counterparts. Similarly, Ali (2025), in "Awareness of Philippine English: The Case of Undergraduate Students," investigated students' awareness of the



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

features and legitimacy of Philippine English as a variety. Meanwhile, Yap and Saludez (2022), through their research entitled “Students’ Morpho-Pragmatic Awareness of the Codified Philippine English and Millennial Slang,” explored vocabulary awareness among junior high school students, particularly on slang and formal usage. While these studies contributed to the understanding of vocabulary in specific contexts, they primarily focused on Philippine English varieties, general undergraduate populations, or younger learners. This study aims to address this gap by focusing on the vocabulary awareness of local college freshmen, particularly those in remote settings. It uses a mixed methods design to explore both quantitative knowledge and qualitative experiences, offering a more holistic perspective on how vocabulary awareness affects the learning process of first-year students in local colleges.

Research Questions

1. What is the status of vocabulary awareness among local college freshmen?
2. What are the experiences of freshmen with regards to their vocabulary awareness in relation to their learning processes?
3. To what degree do the quantitative data corroborate with the qualitative data?

METHODS

Study Design

The study used a mixed-methods approach, specifically a convergent parallel design, which combined both qualitative and quantitative methods to gain a deeper understanding of the research problem. This integration was essential for increasing the accuracy and credibility of the findings and was applied throughout the research process. The idea of “mixing” referred to connecting qualitative and quantitative data to present a more complete picture of the issue being studied. Rather than simply confirming one method with the other, this approach allowed for the combination of different research techniques, leading to more detailed and meaningful results. By merging findings from both methods, the study revealed insights that might not have been discovered through a single-method approach (Bryman, 2007; Halcomb & Hickman, 2015).

In this study, a mixed-methods design was used to combine both quantitative and qualitative approaches in assessing the vocabulary awareness of freshmen students. This method allowed the researcher to gain a more detailed and well-rounded understanding of the factors that influence vocabulary awareness among local college freshmen. The quantitative data provided statistical patterns and measurable outcomes, while the qualitative data offered deeper insight into the students’ personal experiences and underlying causes. Together, these approaches contributed to a more comprehensive exploration of the research problem.

Population and Sample

In the quantitative phase, the participants in this research comprised all freshmen students at local college in Davao del Norte during the academic year 2024-2025. This selection will include both board and non-board courses, deliberately aligning with the study’s focus on vocabulary awareness among freshmen in the institution.

The research was conducted among freshmen students. The program comprises a total of 1,831 freshmen, consisting of 315 students in BPA, 334 students in BSOA, 308 students in BSBA-Financial



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

Management, 167 students in BSBA-Human Resource Management, 375 students in BSBA-Marketing in BSA-Animal Science, 29 students in BSA-Horticulture, 34 students in BEEEd-Generalist, 78 students in BSEd- English, 14 students in BSEd-Filipino, and 44 students in BSEd-Mathematics. However, the study's sample size was determined by the statistician, selecting 56 out of 315 from BPA, 60 out of 334 from BSOA, 55 out of 308 from BSBA-Financial Management, 30 out of 167 from BSBA-Human Resource Management, and 67 out of 375 from BSBA-Marketing Management. Similarly, the sample included 19 out of 104 from Bachelor of Science in Criminology, 5 out of 29 from BSA-Animal Science, 5 out of 29 from BSA-Horticulture, 6 out of 34 from BEEEd-Generalist, 14 out of 78 from BSEd-English, 3 out of 14 from BSEd-Filipino, and 8 out of 44 from BSEd-Mathematics. In total, the study sampled 328 students from the overall population of 1,831 freshmen enrolled in both board and non-board programs.

In the qualitative phase, purposive sampling was used to select participants who could provide meaningful insights into the research topic, as supported by Kuper et al. (2008). A total of 14 participants were chosen, with seven assigned to the In-Depth Interview (IDI) and another seven to the Focus Group Discussion (FGD). This sample size aligns with the recommendation of Creswell and Creswell (2018), who state that having 10 to 50 participants is generally sufficient for qualitative research, depending on the study's purpose and research questions. In addition, in selecting the qualified participants of the study, the following inclusion criteria were followed: (1) they must be enrolled at local college in Davao del Norte; (2) must be currently enrolled in the present and previous academic year 2024-2025; (3) all freshmen students; (4) can be male or female or any gender; and (5) must have the willingness to join and participate in the study. These criteria ensured that the selected individuals had relevant experiences to contribute to the exploration of vocabulary awareness in the context of higher education.

Instrumentation

The researcher utilized a survey questionnaire adapted from Nation (2001) to assess the vocabulary awareness of college freshmen. The instrument was modified to suit the specific focus and context of the present study. These modifications involved rewording certain items to ensure clarity, cultural relevance, and alignment with the study's objectives. After the adaptation, the questionnaire was evaluated by external validators who are experts in educational research. Their feedback was carefully considered, and the necessary revisions were made to improve the accuracy and reliability of the instrument. The final version contained 15 items, all written in simple and clear English to ensure that the respondents could understand and answer each question with ease.

Further, the questionnaire had a Five-point Likert Scale, where participants were required to rate and tick one ranging from five (always) to one (rarely) for each question. Moreover, Likert Scale was considered appropriate for measuring constructs, attitudes and stimuli that are not directly observable. Despite the questionnaire being adapted, it was subjected to expert validation. To interpret the responses related to vocabulary awareness of local college freshmen, the following means were used: 4.21 – 5.00 (Very High), 3.40 – 4.19 (High), 2.60 – 3.39 (Moderate), 1.80 – 2.59 (Low), and 1.00 – 1.79 (Very Low).

In the qualitative phase, the researcher developed a set of one open-ended questions tailored to gather in-depth insights. These questions, created based on the survey results, were reviewed and validated by a panel of experts. They served as a guide for conducting comprehensive interviews with participants who complete the survey. From the initial survey respondents, ten individuals were purposively selected for in-depth interviews. This approach allows for the collection of detailed narratives, experiences, and opinions that go beyond what can be captured through quantitative measures alone.



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

Data Analysis

In the quantitative data analysis, the quantitative data were analyzed using descriptive statistics. Specifically, the mean and standard deviation were computed to understand the general trends and variation in the students' responses. After the survey responses were collected, the data were carefully tallied, organized, and entered into the Statistical Package for the Social Sciences (SPSS). Through SPSS, the researcher applied both descriptive and inferential statistical techniques to assess the level of vocabulary awareness among the freshmen. These methods provided insights into how the participants performed across the different indicators of vocabulary awareness, offering a more detailed interpretation of the findings.

In the qualitative phase, the data collected during the conduct of the interview was analyzed that came up with conclusions that affirmed and supported the findings in the quantitative phase. As explained, analysis of data in research involved summarizing the mass of data collected and presenting the results in a way that communicates the most important features of the study (Asadi,2016).

In this study, the data were analyzed after transcribing the results from the in-depth interviews and focus group discussions conducted with the participants. The researcher employed both coding and thematic analysis as the primary methods of examining the qualitative data. The responses were categorized based on recurring patterns and similarities, allowing for a more organized and coherent interpretation of the findings.

For the analysis of the qualitative responses, the researcher followed a thematic approach. Braun and Clarke (2013) describe thematic analysis as a flexible method commonly used by qualitative researchers to identify patterns or themes within interview data. This approach allowed the researcher to interpret participants' responses from one-on-one and group interviews by focusing on repeated ideas that reflected their lived experiences, particularly in relation to their language exposure and competence.

The first step involved repeatedly listening to the recorded interviews and reading the transcripts to become familiar with the data. The researcher identified commonalities in the responses, which served as the basis for the initial coding process. Through systematic coding, relevant ideas and categories were generated, with similar statements grouped under specific code labels for easy retrieval and further comparison.

Once the initial codes were created, they were organized into clusters based on shared meanings or relationships. Each cluster was then assigned a descriptive name that captured the central theme it represented. The naming process helped summarize the essence of each theme and made the data more accessible for interpretation.

To ensure the reliability of the analysis, the researcher consulted a data analysis expert and sought guidance from the research adviser. These consultations helped validate the accuracy of the interpretations. Finally, the results were presented in tables to enhance clarity and support comprehensive explanation.

Ethical Consideration

To protect the integrity of the study and earn the trust of the freshmen participants, the researcher gave careful attention to their safety, privacy, and confidentiality. Ethical guidelines were followed to make



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

sure participants felt safe and respected, especially during the investigation of their vocabulary awareness.

The researcher strictly observed key ethical principles, such as respect for individuals, doing no harm, fairness, informed consent, and maintaining confidentiality. These principles guided the study to protect the rights and well-being of all participants. However, some challenges arose. One of the main difficulties was ensuring that participants fully understood the informed consent form, especially when it included complex or technical terms. Since the form could not be revised, the researcher addressed this by offering a clear verbal explanation before data collection and allowing participants to ask questions for further clarification. Additionally, some freshmen initially expressed hesitation in signing the form due to concerns about how their information would be used. The researcher addressed this by emphasizing the strict enforcement of confidentiality and anonymity, and by clearly stating that participation was entirely voluntary, with the option to withdraw at any point without any negative consequences (Mack et al., 2005).

RESULTS

Level of Vocabulary Awareness

Table 2 presents the responses of freshmen students in local college regarding vocabulary awareness. It obtained an overall mean score of 4.08 with a descriptive equivalent of High. This means that the freshmen students oftentimes manifested their vocabulary awareness. The variable of the study which is the vocabulary awareness which has three indicators namely: Form, Meaning, and Use.

Table 2. Level of Vocabulary Awareness

Indicators	Mean	Descriptive Rating
Form		
1. can spell the words correctly.	4.21	Very High
2. can easily identify a word by its sound.	4.06	High
3. know how to pronounce words correctly.	4.01	High
4. am familiar with what a word looks like.	4.07	High
5. can construct and write words.	4.23	Very High
Category Mean	4.12	High
Meaning		
1. know the meaning of the word I use.	4.16	High
2. understand the words I include in a sentence.	4.02	High
3. know what the word is trying to mean.	4.13	High
4. can choose the correct word to express a particular meaning.	4.13	High
5. can think of other word/synonyms by hearing word's meaning.	4.00	High
Category Mean	4.09	High
Use		



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

1. can make sentences using words I am familiar with.	4.08	High
2. can make clear sentences.	3.93	High
3. know what type of word to use in a sentence.	4.04	High
4. know how to use a word in a sentence.	4.07	High
5. know how to insert a word in a sentence.	4.02	High
Category Mean	4.03	High
Overall Mean	4.08	High

Note. Rating scale interpretation: Very High = 4.21–5.00; High = 3.41–4.20; Moderate = 2.61–3.40; Low = 1.81–2.60; Very Low = 1.00–1.80.

Form. In terms of form, the item No. 5 – Can construct and write words obtained the highest mean score of 4.23, with a descriptive equivalent of very high, which means it was always manifested by the freshmen students. Meanwhile, Item No. 3 – Know how to pronounce words correctly received the lowest mean score of 4.01, with a descriptive equivalent of high, meaning it was oftentimes manifested. Overall, the category mean for form was 4.12, described as high, indicating that vocabulary form awareness was oftentimes manifested by the students.

Meaning. In terms of meaning, the item No. 1 – Know the meaning of the word I use recorded the highest mean score of 4.16, with a descriptive equivalent of high, which means it was oftentimes manifested by the freshmen students. Meanwhile, Item No. 5 – Can think of other words/synonyms by hearing a word's meaning obtained the the lowest mean score of 4.00, also with a descriptive equivalent of high, indicating it was oftentimes manifested. Overall, the category mean for meaning was 4.09, described as high, suggesting that students frequently demonstrated awareness of word meanings.

Use. In terms of use, the item No. 2 – Can make clear sentences received the highest mean score of 4.93, with a descriptive equivalent of high, meaning it was oftentimes manifested by the English major students. In contrast, Item No. 5 – Know where to insert a word in a sentence obtained the lowest mean score of 4.02, also with a descriptive equivalent of high, indicating it was oftentimes manifested. Overall, category mean for use was 4.03, described as high, showing that students consistently demonstrated vocabulary use in context.

The Experiences of Freshmen on their Vocabulary Awareness

There are four essential themes which are created based from the in-depth interviews of the participants on the research question. Before the presentation of the results from the interviews and discussions, profiles of the participants for the qualitative data collection are presented in Table 3.

Further, Table 3 deals on the experiences of freshmen regarding on their vocabulary awareness to their learning processes. The essential themes which emerged from the transcriptions of the participants responses for the research question number one are consisted of overarching themes which are summarized in the said table.



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

Table 3. The Experiences of Freshmen with Regards to their Vocabulary Awareness in Relation to their Learning Processes

ISSUES PROBED	CORE IDEAS	CODE/ CATEGORIES	ESSENTIAL THEMES	THEORITICAL SUPPORT
Students Vocabulary Awareness in English learning	<ul style="list-style-type: none"> recognizing basic words and struggling with fluency needing improvement despite high awareness understanding conversations and struggling with word recall 	Developing Vocabulary Proficiency	Improving Vocabulary through Continuous Exposure	Krashen's Input Hypothesis (1982)
	<ul style="list-style-type: none"> using vocabulary in academic writing and discussions using vocabulary for daily conversations improving vocabulary through media exposure 	Continuous Development of Vocabulary		
Personal Experiences of Students in Vocabulary Awareness	<ul style="list-style-type: none"> speaking during oral recitations presenting in class joining class debates engaging in public speaking, essay writing, and reporting 	Public Speaking Practice	Developing Vocabulary Awareness through Personal Experiences	Kolb's Experiential Learning Theory (1984)
	<ul style="list-style-type: none"> writing essays and stories taking note of new words and using them in sentences 	Vocabulary Building through Writing		



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

Effective Classroom Activities for Vocabulary Improvement	<ul style="list-style-type: none"> • answering questions, guessing words, arranging letters, and defining terms • playing flashcard games and guessing word meanings • highlighting unfamiliar words and using context clues • rewriting sentences with synonyms and transcribing spoken words 	Vocabulary Development and Word-Focused Activities	Strengthening Vocabulary Skills through Interactive Strategies	Vygotsky's Sociocultural Theory (1978)
Strategies for Expanding Vocabulary outside the Classroom	<ul style="list-style-type: none"> • listening to English music as a way to learn new words • immersing in English media through educational YouTube videos • choosing challenging English books to encounter complex vocabulary • writing short stories, poems, and essays, to apply new words effectively • practicing storytelling in English while incorporating new vocabulary 	Media Immersion for Vocabulary Learning	Strengthening Vocabulary Skills through Interactive Strategies	Vygotsky's Sociocultural Theory (1978)
Differences in Vocabulary Use Across Contexts	<ul style="list-style-type: none"> • switching between vernacular and English depending on the conversation partner 	Reading and Writing for Vocabulary Expansion	Strengthening Vocabulary Skills through Interactive Strategies	Vygotsky's Sociocultural Theory (1978)



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

	<ul style="list-style-type: none"> balancing vocabulary use across different settings to aid learning understanding when to use formal or informal English as a key communication skill 	Contextual Vocabulary Adaptation	Building Vocabulary through Real-life Contexts	Tomasello's Usage-Based Theory (2003)
	<ul style="list-style-type: none"> being exposed to different types of vocabulary in various settings using professional vocabulary at school, practicing English comfortably at home, and getting exposed to new words from international content on social media 	Exposure to Varied Vocabulary Sources		
Students Positive and Negative Experiences in Vocabulary Development	<ul style="list-style-type: none"> realizing the ability to express oneself better in English expressing ideas clearly and participating in class discussions without fear delivering presentations naturally and confidently 	Confidence and Self-Expression		
	<ul style="list-style-type: none"> understanding difficult reading materials better receiving positive feedback on essays and 		Fostering Confidence and Motivation in Using Vocabulary	Deci and Ryan's Self-Determination Theory (1985)



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

<ul style="list-style-type: none"> experimenting with different words winning a spelling contest and gaining confidence in vocabulary skills winning an English quiz bee after weeks of preparation 	Academic Success and Motivation		
<ul style="list-style-type: none"> facing classmates' judgment and being laughed at or criticized for grammatical mistakes during oral recitation hesitating to engage in conversations with fluent speakers due to fear of misunderstanding humor or expressions hesitating to participate in discussions due to uncertainty about using correct words becoming confused by unfamiliar words in class and remaining silent due to inability to express thoughts 	Fear, Judgment, and Self-Doubt	Emotional Barriers in Vocabulary Learning	Krashen's Affective Filter Hypothesis (1982)
<ul style="list-style-type: none"> experiencing frustration when struggling to comprehend difficult texts with complex words and losing motivation 			



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

<ul style="list-style-type: none"> • failing a vocabulary quiz despite reviewing and feeling frustrated • forgetting new words after memorizing them and feeling discouraged 	Frustration and Loss of Motivation
--	--

Note. This table summarizes both positive and negative experiences, organized by themes and supported by various theoretical frameworks: Krashen’s Input Hypothesis (1982), Kolb’s Experiential Learning Theory (1984), Vygotsky’s Sociocultural Theory (1978), Tomasello’s Usage-Based Theory (2003), Deci and Ryan’s Self-Determination Theory (1985), and Krashen’s Affective Filter Hypothesis (1982).

Improving Vocabulary through Continuous Exposure. Freshman students reported that their limited vocabulary knowledge negatively affected their ability to comprehend lessons and express ideas during class discussions and written activities. Participants shared that regular reading, watching English-language media, and engaging in conversations significantly supported the improvement of their vocabulary skills. This finding aligns with the Input Hypothesis proposed by Krashen (1982). The Input Hypothesis, which asserts that language acquisition takes place when learners encounter input that is slightly above their current level of understanding, referred to as "i+1." The theory underscores the value of sustained and meaningful exposure to language as a key factor in developing vocabulary and improving overall language proficiency. Krashen’s framework has notably influenced educational strategies across the globe, especially in promoting effective approaches to language instruction. In this sense, Thach (2022) emphasized that regular exposure to comprehensible input is essential for effective vocabulary acquisition. The study found that students who frequently engaged in listening and reading activities demonstrated notable growth in their vocabulary. Thach further explained that such exposure enables learners to acquire new words naturally, without the need for explicit memorization. Additionally, the study highlighted that consistent engagement with language input boosts learners’ confidence in using newly acquired vocabulary in appropriate contexts. As a result, students exposed to ongoing input tend to retain and apply vocabulary more effectively.

Developing Vocabulary Awareness through Personal Experiences. Participants mentioned that their awareness of vocabulary contributed to a clearer understanding of lessons, improved articulation of thoughts, and increased confidence in using the English language. The findings indicated that students were able to relate newly learned words to real-life experiences, use them in everyday conversations, and retain them more effectively through active personal engagement. This finding aligns with the Experiential Learning Theory (ELT) proposed by Kolb (1984), which asserts that learning occurs through the transformation of experience into knowledge. According to ELT, effective learning follows a cyclical process that includes concrete experience, reflective observation, abstract conceptualization, and active experimentation. Through this process, students develop a deeper understanding of vocabulary, as they do not merely memorize words but engage with them in authentic contexts, reflect on their usage, and actively apply them in communication. Consequently, the present finding further strengthens



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

the argument made by Hung et al. (2023) who emphasized that experiential learning significantly contributes to the development of vocabulary awareness. The study found that students who actively engaged in personal and concrete experiences demonstrated a stronger understanding and recall of new vocabulary. Through reflective activities such as writing and discussion, learners enhanced their ability to recognize and use words appropriately. Moreover, the researchers highlighted that associating new vocabulary with real-life experiences leads to deeper learning and improved retention. Thus, when students connect language to meaningful contexts, their vocabulary awareness becomes more effective and enduring.

Strengthening Vocabulary Skills through Interactive Strategies. The findings of this study indicate that vocabulary skills were enhanced through interactive approaches such as group discussions, peer interactions, and collaborative learning activities. Students reported that these experiences provided opportunities to practice and apply new vocabulary in meaningful and authentic contexts, thereby reinforcing their understanding and usage of words. This result finds support in the Sociocultural Theory (SCT), proposed by Vygotsky (1978). According to the Sociocultural Theory, learning occurs through social interaction and is influenced by cultural tools, such as language. The theory emphasizes that when learners engage in collaborative activities, they benefit from the guidance and support of others, which enhances their understanding and use of vocabulary. This highlights the crucial role of social interaction and shared learning experiences in the development of language skills. Similarly, the findings align with the study by Daulay et al. (2024), which emphasizes the effectiveness of interactive reading activities involving graphic novels in enhancing vocabulary skills. The research suggests that it is beneficial for freshmen students to participate in collaborative learning tasks, such as group discussions and peer feedback during reading activities. These results highlight the importance of social interaction and instructional support (scaffolding) in promoting vocabulary development. Through the use of interactive strategies, learners not only expand their vocabulary knowledge but also strengthen their critical thinking and communication abilities.

Building vocabulary through Real-life Contexts. The findings in this study indicate that students improve their vocabulary through consistent exposure to varied reading materials, real-life spoken English, and the use of new words in everyday conversations. These experiences enable learners to acquire word meanings in a natural and meaningful way. Exposure to authentic language use enhances their ability to understand and apply vocabulary effectively, supporting both deep learning and long-term retention. This result is supported by the Usage-Based Theory proposed by Tomasello (2003), which posits that language development is influenced by the frequency and context of language exposure. When learners encounter and use words regularly in meaningful situations, they are more likely to internalize vocabulary effectively. The theory also highlights that language patterns are acquired through repeated exposure and social interaction, emphasizing the importance of real-life language use in promoting vocabulary development. Moreover, the present finding further strengthens the argument made by Elmagasabi et al. (2020), which emphasize the value of acquiring vocabulary through contextual and meaningful language use. Their research found that learners who were exposed to vocabulary in a variety of real-life contexts demonstrated improved accuracy and flexibility in using new words. The study further revealed that repeated encounters with vocabulary in different settings contribute to a deeper understanding and more durable retention of word meanings.

Fostering Confidence and Motivation in Using Vocabulary. Freshmen students shared experiences such as participating in class discussions, delivering presentations, and articulating their ideas more clearly through the use of newly learned vocabulary. Participants reported that regular practice and increased



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

familiarity with words enhanced their confidence and motivation to communicate effectively in English, both in spoken and written forms. This finding supports the Self-Determination Theory (SDT) proposed by Deci and Ryan (1980), which explains that individuals are more motivated to learn when their basic psychological needs are fulfilled. These needs include autonomy, competence, and relatedness. When learners have control over their learning, can observe their progress, and feel supported by their environment, they are more likely to remain engaged. This engagement encourages consistent effort in enhancing vocabulary skills through speaking, writing, and other language-related tasks. Additionally, the present finding further strengthens the argument made by Jiang and Zhao (2025), who emphasized the importance of fulfilling students' psychological needs in enhancing motivation and confidence in vocabulary acquisition. When learners experience a sense of autonomy and competence in their language development, their willingness to use and learn new vocabulary improves. The study revealed that intrinsically motivated students actively engaged in vocabulary practice and consistently sought opportunities for improvement. In learning environments that support students' needs for relatedness and independence, learners show a greater readiness to communicate. Consequently, motivated and confident students are more likely to effectively acquire and retain vocabulary.

Emotional Barriers in Vocabulary Learning. The study revealed that freshmen students often experience anxiety and a fear of making mistakes, which leads to hesitation and reluctance to participate in vocabulary-related activities. These emotional barriers hinder their confidence and limit their opportunities to engage in meaningful language practice. This observation supports the Affective Filter Hypothesis proposed by Krashen (1982), which states that emotional factors such as motivation, confidence, and anxiety influence language learning. When students experience high levels of anxiety or low self-esteem, their ability to absorb and retain new vocabulary becomes limited. This emotional barrier, referred to as a high affective filter, can hinder language acquisition. Therefore, it is important to create a supportive and positive learning environment that encourages student participation and reduces emotional stress. Furthermore, the present finding supports the conclusions drawn by Liu (2023), who emphasized the influence of emotional factors on vocabulary acquisition. The study revealed that anxiety and low self-confidence limit learners' capacity to understand and apply new vocabulary. In contrast, students with positive attitudes and reduced emotional barriers demonstrated stronger vocabulary retention. Liu also stressed that implementing supportive and encouraging teaching strategies can significantly improve students' vocabulary development by minimizing negative emotional influences.

Table 4. Joint Display of Salient Quantitative and Qualitative Findings

ASPECT OR FOCAL POINT	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	NATURE OF DATA INTEGRATION	AXIOLOGICAL IMPLICATION
Level of Vocabulary Awareness in terms of Form	Table 2 on <i>Form</i> item 5 about <i>can construct and write words</i> (M=4.23) which is rated as very high. <i>Form</i> item 1 about <i>can spell the words correctly</i> (M=4.21)	On the table 3 under the theme <i>developing vocabulary awareness through personal experiences</i> and the category of <i>vocabulary building through</i>	Merging-Converging	The very high level in writing and spelling shows that consistent practice in composition enhances vocabulary accuracy by



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

	which is rated as very high.	<i>writing specifically in the core idea 1- writing essays and stories.</i>		reinforcing spelling patterns and productive word construction.
Level of Vocabulary Awareness in terms of Meaning	Table 2 on <i>Meaning</i> item 1 about <i>know the meaning of the word I use</i> (M=4.16) which is rated as high. <i>Meaning</i> item 3 about <i>know the word is trying to mean</i> (M=4.13) which is rated as high.	On the table 3 under the theme <i>fostering confidence and motivation in using vocabulary</i> and the category of <i>confidence and self-expression</i> specifically in the core idea 2- <i>expressing ideas clearly and participating in class discussions without fear.</i>	Merging-Converging	The high level in contextual vocabulary use shows that exposure to varied communication settings improves language use by developing adaptability and practical language skills.
Level of Vocabulary Awareness in terms of Use	Table 2 on <i>Use</i> item 1 about <i>can make sentences using words I am familiar with</i> (M=4.08) which is rated as high. <i>Use</i> item 4 about <i>know how to use a word in a sentence</i> (M=4.07) which is rated as high.	On the table 3 under the theme <i>enhancing vocabulary through contextual exposure and adaptation</i> and the category of <i>contextual vocabulary adaptation</i> specifically in the core idea 3- <i>understanding when to use formal or informal English as a key communication skill.</i>	Merging-Converging	Underscores the ethical and practical importance of using appropriate language in different contexts, which fosters social adaptability and communicative competence.

Note. Quantitative findings are derived from Table 2, while qualitative findings are drawn from thematic analysis in Table 3.

Mixed methods research combines both statistical and descriptive data to provide a comprehensive view of educational concerns. One integration strategy, known as the merging approach, can lead to three outcomes: confirmation (when results support each other), expansion (when they add depth), and discordance (when results differ) (Fetters et al., 2013). In this study, a merging-converging outcome emerged, as both quantitative and qualitative findings aligned in emphasizing the vocabulary awareness of freshmen students. The results confirmed their consistent understanding of word forms, meanings,



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

and usage, showing their ability to apply vocabulary knowledge in academic contexts.

Merging-Converging. The integration of quantitative data and qualitative findings demonstrated a merging-converging pattern concerning vocabulary awareness among freshmen students. Both sets of results consistently supported each other, revealing that students are developing a clear understanding of word forms, meanings, and contextual usage. This alignment between the data sources suggests that vocabulary awareness is steadily improving and contributing positively to students' academic engagement. The convergence of these findings highlights the importance of strengthening vocabulary knowledge as a foundation for language learning and academic success.

Level of Vocabulary Awareness in terms of Form. Findings from both the quantitative and qualitative data show that being aware of word form is important in developing vocabulary. The survey results revealed that many students could spell words correctly and build them properly, which suggests a good understanding of how words are structured. This was supported by interview responses, where students shared that writing tasks such as essays and stories helped them learn how words are formed. They explained that through regular writing, they became more familiar with spelling patterns and how to break words into parts. The fact that both sets of data, numerical and descriptive, lead to similar conclusions reflects a merging-converging outcome. This means the findings from the surveys and interviews support one another, providing a fuller picture that understanding word form can lead to better spelling and clearer written expression. This outcome is also reflected in the study by Rabadi (2019), who used both tests and interviews to explore how students' knowledge of word parts affected their vocabulary skills. The results showed that learners who could identify roots, prefixes, and suffixes did better in vocabulary tests. The interviews confirmed that these students were more confident in using words correctly. Rabadi's study supports the present findings, showing that word structure plays a key role in vocabulary development. Similarly, Mtallo and Kimambo (2022) found that Tanzanian students who understood how words are built achieved higher scores in vocabulary tests. Their interview findings showed that these students often used strategies like breaking words into smaller parts to help them learn. The agreement between the test results and personal experiences in their study confirms the merging-converging results of the present research. Both data sources show that knowing how words are formed helps students become more confident and effective in using new vocabulary.

Level of Vocabulary Awareness in Terms of Meaning. The combined results emphasize that understanding the meaning of words is essential for effective language use. Quantitative findings showed that students could identify and interpret word meanings in various contexts. This was supported by qualitative responses, where students expressed that they felt more confident when sharing their ideas or participating in class discussions. Their ability to choose words that matched the situation allowed them to communicate their thoughts more clearly. The agreement between these two sources of data indicates a merging-converging outcome. This suggests that awareness of word meaning not only aids comprehension but also enhances students' engagement and expression in academic settings. Supporting this pattern, Reynolds, Zhang, and Ding (2021), used a mixed-methods approach to examine vocabulary knowledge among medical students. Although the students performed well in recognizing academic terms during tests, many of them encountered difficulty using the terms correctly in real-life applications. Their study pointed out that knowing a word's definition does not always lead to proper usage. These findings highlight the importance of teaching vocabulary through contextualized activities, which aligns with the results of the present study. Similarly, the research conducted by Roma and Erellana (2024) found that Filipino students often believed they understood certain vocabulary, but their comprehension performance did not match their self-assessment. Interview responses revealed that students frequently misused words when responding to questions or



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

explaining their ideas. These results show that students may overestimate their understanding without consistent application. Taken together, these studies support the merging-converging outcome found in the current research, where both quantitative and qualitative results point to the importance of learning word meanings through both formal instruction and real-world practice.

Level of Vocabulary Awareness in Terms of Use. The combined results reveal that appropriate vocabulary use is crucial for effective communication. Students reported that they were able to form sentences using familiar words and apply them correctly in a variety of contexts. This was supported by the qualitative data, in which students described how they adapted their word choices depending on whether the situation required formal or informal language. Their responses reflect a growing ability to apply vocabulary in context, demonstrating a practical understanding of language use. The alignment between the quantitative and qualitative findings suggests a merging-converging outcome. This indicates that vocabulary use involves more than knowing definitions; it requires the ability to apply words appropriately in real-life situations. This is in congruent with the study of Tu, Ma, and Jiang (2024), who conducted a mixed-methods approach involving performance tasks and interviews. They observed that although students could recognize vocabulary during tests, many struggled to use the same words effectively when writing stories. This gap between recognition and productive use highlights the importance of incorporating practice-based learning strategies into vocabulary instruction. Likewise, Chung, Fung, and Wan (2025) found that undergraduate students in Hong Kong performed well on vocabulary recognition tasks but were reluctant to use the same vocabulary in extended writing and oral discussions. Their findings indicated that students needed more structured opportunities to convert passive vocabulary knowledge into active language use. These results support the present study's findings, which also show that vocabulary awareness develops through both knowledge and practical application. The consistency between data sources confirms that effective vocabulary use should be reinforced through meaningful and contextualized practice.

CONCLUSION

Based on the results of the study, several conclusions were drawn:

First, freshmen students showed a high level of vocabulary awareness in terms of form, meaning, and use. This means they often demonstrate an understanding of word structure, definitions, and appropriate usage in various contexts.

Second, the qualitative data gathered through in-depth interviews (IDI) and focus group discussions (FGD) provided richer insights into how students experience vocabulary development. From this data, six key themes emerged: enhancing vocabulary through continuous exposure, developing vocabulary awareness through personal experiences, strengthening vocabulary skills through interactive strategies, improving vocabulary through contextual exposure and adaptation, building confidence and motivation in vocabulary use, and addressing emotional barriers in vocabulary learning.

Third, the integration of quantitative and qualitative findings confirmed the importance of vocabulary awareness in students' academic development and language proficiency. Both data sets showed that students who receive consistent emotional and academic support tend to have stronger self-awareness, better communication skills, and greater motivation to learn. Those with higher vocabulary awareness also communicate more effectively and participate with more confidence in academic and social settings.



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

Despite these findings, the study has limitations. The participants were limited to freshmen from one specific area, which may not reflect the experiences of students in other locations or educational levels. Future research should consider a larger and more diverse sample. It is also suggested to conduct longitudinal studies to track vocabulary growth over time and explore the long-term effects of vocabulary awareness on academic achievement. Investigating the role of digital learning tools and teaching strategies may also provide useful insights for improving vocabulary instruction.

Recommendation

Based on the findings of the present study, the following recommendations are offered:

Since the indicator "use" recorded the lowest mean among the three dimensions of vocabulary awareness, it is recommended that language instructors create more context-rich, task-based activities that encourage students to apply vocabulary in real-life and academic contexts. Examples include role-playing academic scenarios, conducting group presentations, or engaging in project-based tasks that require the use of subject-specific vocabulary. To enhance exposure to authentic language, teachers should utilize materials such as academic essays, research abstracts, educational podcasts, and current news articles to support contextual learning.

In addition, educators should consider adopting specific digital tools known to be effective in vocabulary learning. For instance, Quizlet may be used to support individual vocabulary practice, Kahoot! can be used to conduct interactive reviews, and Anki can be introduced to promote long-term retention through spaced repetition. Teachers may also encourage the use of collaborative platforms such as Padlet or Google Docs for shared vocabulary-building tasks. Incorporating strategies like concept maps, personal vocabulary logs, and peer word-teaching sessions can strengthen students' ability to use words in meaningful contexts.

Considering the qualitative results which highlighted students' aspirations to improve their vocabulary for academic communication, it is recommended that schools organize workshops or short courses specifically focused on vocabulary development for writing and public speaking. These sessions should include modules on paraphrasing techniques, inference through context clues, and integration of academic vocabulary in essays, reports, and discussions. Moreover, peer mentoring and study circles can be established to provide consistent and collaborative vocabulary practice.

Students are also encouraged to adopt independent learning strategies to enhance their vocabulary. This may include keeping a digital or handwritten vocabulary notebook through apps like Notion or Evernote, setting weekly reading goals involving academic or non-fiction texts, and using contextual flashcards. Students should also be encouraged to actively ask questions when encountering unfamiliar terms and participate in group discussions to improve fluency and deepen their understanding.

Lastly, institutional support is crucial. School administrators are encouraged to implement campus-wide programs that promote vocabulary enrichment, such as English-speaking clubs, reading groups, interdepartmental debates, and writing clinics. These programs should create interactive, vocabulary-rich environments where learners can engage in meaningful communication. With coordinated efforts from educators, students, and administrators, vocabulary awareness and usage can be significantly strengthened, contributing to students' academic growth and language proficiency.



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

REFERENCES

- Ali, A. A. A. (2025). Awareness of Philippine English: The case of undergraduate students. *Asian Journal of English Language Studies*, 13(2), 34–49. <https://doi.org/10.37892/978-5-6049527-1-9-14>
- Anderson, A., Wright, T., & Gotwals, A. (2023). Teachers' vocabulary talks in early-elementary science instruction. *Reading Research Quarterly*. Advance online publication. <https://doi.org/10.1177/1086296X231163117>
- Asadi, S. (2016). Book review: Harding, Jamie. (2013). *Qualitative data analysis from start to finish*. London: Sage. *Qualitative Sociology Review*, 12(2), 128–132. <https://doi.org/10.18778/1733-8077.12.2.08>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. SAGE Publications. https://www.researchgate.net/publication/256089360_Successful_Qualitative_Research_A_Practical_Guide_for_Beginners
- Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Methods Research*, 1(1), 8–22. <https://doi.org/10.1177/1558689806290531>
- Chung, E., Fung, D., & Wan, A. (2025). A mixed-methods study of strategy use in academic vocabulary learning among first-year undergraduates in Hong Kong. *Journal of English for Academic Purposes*, 74, Article 101482. <https://doi.org/10.1016/j.jeap.2025.101482>
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Pearson/Merrill Education. <https://share.google/Oy8gTwMc86X4MJQ82>
- Creswell, J. W., & Creswell, J. D. (2018). Mixed methods procedures. In *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed., pp. 213–246). SAGE Publications, Inc. https://www.ucg.ac.me/skladiste/blog_609332/objava_105202/fajlovi/Creswell.pdf
- Daulay, S. H., Wandira, B., Daulay, N. K., & Yafizham, F. (2024). Graphic novels as a tool for boosting reading comprehension in EFL education. *Indonesian EFL Journal*, 10(2), 123–135. <https://doi.org/10.25134/ieflj.v10i2.10031>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press. <http://dx.doi.org/10.1007/978-1-4899-2271-7>
- Elmagasabi, E., Tatoun, A. E., & Makhluif, K. (2020). The impact of language exposure on vocabulary acquisition. *ResearchGate*. https://www.researchgate.net/publication/372448311_The_Impact_of_Language_Exposure_on_Vocabulary_Acquisition
- Ferrer, C., & Carmen, L. G. (2022). Strategies and attitude in English vocabulary learning of Grade 11 Filipino students. *Indonesian Journal of Language Teaching and Linguistics*, 7(2), 184–193. <https://doi.org/10.30957/ijolt.v7i2.705>
- Fetters, M., Curry, L., & Creswell, J. (2013). Achieving integration in mixed methods designs: Principles and practices. <https://doi.org/10.1111/1475-6773.12117>



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

- Garcia, L. K. A. (2019). Are pupils on-trend? The vocabulary awareness of selected pupils regarding on-trend words in the Philippines. *International Journal of Scientific and Research Publications*. <https://doi.org/10.29322/ijsrp.9.11.2019.p9519>
- Guray, D. M. A., Caligan, J. R. I., Fonte, E. R., Veluz, F. J. D., & Adnan, A. H. M. (2022). Awareness of college students towards Philippine English vocabulary items and equivalent meanings in American English. *International Journal of Advanced Language and Educational*, 3(3), 1–14. <https://www.researchgate.net/publication/369559376>
- Halcomb, E. J., & Hickman, L. (2015). Mixed methods research. *Nursing Standard*, 29(32), 41–47. <https://doi.org/10.7748/ns.29.32.41.e8858>
- Harisa, N. (2021). The correlation among self-confidence, vocabulary size, and speaking performance of EFL students at IAIN Palangka Raya. *Journal of Foreign Language Learning and Teaching*, 1(1). <https://doi.org/10.23971/jfltl.v1i1.2704>
- Hung, L., Wang, S., & Yeh, T. (2023). Kolb's experiential learning theory and marine debris education: Effects of different stages on learning. *Marine Pollution Bulletin*. <https://doi.org/10.1016/j.marpolbul.2023.114933>
- Jiang, S., & Zhao, H. (2025). Learning English vocabulary via Instagram or YouTube: Surveying the impacts on motivation, growth mindset, willingness to communicate, and enjoyment from the lens of self-determination theory. *Language Motivation*, 15(1), Article 102089. <https://doi.org/10.1016/j.lmot.2024.102089>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall. <https://www.researchgate.net/publication/235701029>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press. <https://www.researchgate.net/publication/242431410>
- Kuper, A., Reeves, S., Pismek, N., & Levinson, W. (2008). An introduction to reading educational research. *BMJ*, 337, a204. <https://doi.org/10.1136/bmj.a204>
- Li, R. (2021). Does game-based vocabulary learn app influence Chinese EFL learners' vocabulary achievement, motivation, and self-confidence? *SAGE Open*, 11(1). <https://doi.org/10.1177/21582440211003092>
- Liu, X. (2023). The effect of affective filter hypothesis on college students' English writing teaching and its enlightenment. *Open Access Library Journal*, 10(3). <http://dx.doi.org/10.4236/oalib.1110671>
- Mack, N., Woodson, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative research methods: A data collector's field guide*. Family Health International. <https://www.fhi360.org/wp-content/uploads/2024/01/Qualitative-Research-Methods-A-Data-Collectors-Field-Guide.pdf>
- Mohammed, G. M. S., & Ali, J. K. M. (2021). Informal digital learning of English vocabulary: Saudi EFL learners' attitudes and practices. *Arab World English Journal (CALL Special Issue)*, 12, 345–358. <https://doi.org/10.24093/awej/call7.24>



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.

- Mtallo, G. R., & Kimambo, G. (2022). Acquisition of breadth and depth of vocabulary knowledge by secondary school learners of English in the multilingual context: A case of Dodoma, Tanzania. *East African Journal of Education and Social Sciences*, 3(1), 38–48. <https://doi.org/10.46606/eajess2022v03i01.0144>
- Nami, F., Wong, L.-H., & Samudra, R. (2023). Exploring the effect of EFL students' self-made digital stories on their vocabulary learning. *System*, 118, 102904. <https://doi.org/10.1016/j.system.2022.102904>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524759>
- Phung, H. (2021). A study on the techniques of presenting vocabulary to increase students' motivation. *Journal of English Language Teaching and Applied Linguistics*, 3(5). <https://doi.org/10.32996/jeltal.2021.3.5.5>
- Rabadi, R. I. (2019). Morphological awareness and vocabulary knowledge among English language learners. *Arab World English Journal*, 10(3), 43–63. <https://doi.org/10.24093/awej/vol10no3.4>
- Reynolds, B. L., Zhang, X., & Ding, C. (2021). A mixed methods study of English vocabulary for medical purposes: Medical students' needs, difficulties, and strategies. *Applied Linguistics Review*. Advance publication. <https://doi.org/10.1515/applirev-2020-0119>
- Roma, T. M. A., & Erellana, E. G. (2024). Understanding vocabulary knowledge of secondary students: A convergent study. *Psychology and Education: A Multidisciplinary Journal*. <https://doi.org/10.5281/zenodo.14064322>
- Seo, J.-Y. (2024). Exploring the educational potential of ChatGPT: AI-assisted narrative writing for EFL college students. *Language Teaching Research Quarterly*, 43, 1–21. <https://doi.org/10.32038/ltrq.2024.43.01>
- Thach, T. D. L. (2022). Teacher's perceptions of comprehensible input on English vocabulary acquisition. *International Journal Language Instruction*, 1(1), 120–131. <https://doi.org/10.54855/ijli.221110>
- Tomasello, M. (2003). *Constructing a language: A usage-based theory of language acquisition*. Harvard University Press. <https://psycnet.apa.org/record/2003-00574-000>
- Tu, M., Ma, Q., & Jiang, L. (2024). Exploring EFL vocabulary learning through the story continuation writing task: A mixed-methods study. *Australian Review of Applied Linguistics*. Advance online publication. <https://doi.org/10.1075/ara.24036.tu>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Yap, M. J. F., & Saludez, J. C. (2022). Students' morpho-pragmatic awareness of the codified Philippine English and millennial slang as input to teaching vocabulary in junior high school. Mariano Marcos State University. <https://www.scribd.com/document/657670541>
- Zare, M., & Mackey, A. (2022). Utilizing blogs for ESL learners' vocabulary learning through social constructivist theory: A descriptive study. *MethodsX*, 10, 101970. <https://doi.org/10.1016/j.mex.2022.101970>



Authors retain copyright. Articles published under a Creative Commons Attribution 4.0 (CC-BY) International License. This license allows this work to be copied, distributed, remixed, transformed, and built upon for any purpose provided that appropriate attribution is given, a link is provided to the license, and changes made were indicated.