

Vocabulary Learning Strategies (VLS) in Second Language Acquisition (SLA): A Review of Literature

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ABSTRACT

Vocabulary is a crucial aspect of language acquisition and plays a vital role in dictating learners' proficiency level at different ages. A key aspect of second language acquisition (SLA) is the development of a broad vocabulary. This review looks at how learners approach vocabulary learning, different categories of vocabulary, and the main objectives of vocabulary acquisition. The paper additionally explores Vocabulary Learning Strategies and how they affect vocabulary development in SLA. Cognitive tactics, including memorising techniques or metacognitive strategies, which entail learners reflecting on their learning process and tracking their progress, may be used to approach vocabulary acquisition. Working with peers or teachers to acquire vocabulary is another efficient approach to using social learning tactics. Learners must have word knowledge, which encompasses academic, domain-specific, colloquial, technical, and idiomatic vocabulary, in addition to expressive and productive vocabulary, to improve their vocabulary acquisition. Additionally, grammatical complexity greatly influences word acquisition, and modern learning tools like social media apps, subtitles, and short tales provide new approaches to enhancing vocabulary learning. In summary, effective Vocabulary Learning Strategies (VLS) are crucial in SLA, and learners should use various strategies to pick up a wide variety of vocabulary. When creating language teaching programmes, language teachers should also consider each learner's requirements and motivations. Utilising fresh learning resources and media may provide learners with more options for enhancing their vocabulary learning and enhancing their overall language skills.

Keywords: Vocabulary learning Strategies, Second Language Acquisition, Literature, Vocabulary Acquisition

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INTRODUCTION

The process of acquiring a second language is multifaceted and encompasses acquiring a range of skills, including vocabulary acquisition. Developing a wide range of vocabulary is a crucial component of Second Language Acquisition (SLA) and is instrumental in assessing a learner's competence. The efficacy of Vocabulary Learning Strategies (VLS) employed by language learners may differ depending on individual variances, motivational factors, and the learning environment. This article examines the literature on implementing diverse vocabulary acquisition techniques among individuals learning a second language. This paper aims to explore learners' cognitive, metacognitive, social learning strategies and the impact of adoption.

According to McCarthy's (1990) assertion, a language's vocabulary is deemed the most crucial element. In addition to possessing proficient grammatical skills, a learner must have a robust lexicon. Viera (2016) proposes that acquiring vocabulary skills is crucial for language learners as it facilitates their comprehension of both oral and written texts. Various factors can influence the efficacy of these strategies, but not limited to motivation, individual differences, and the learning context. Implementing efficacious techniques for acquiring vocabulary can facilitate learners in retaining novel lexicon in their enduring memory, overseeing their advancement, and rehearsing new terminology in situational settings. When designing language instruction programs, language instructors should consider these factors.

LEARNER'S BEHAVIOUR TOWARD LEARNING VOCABULARY

According to Pearson et al. (2007), learning new vocabulary is a complicated process that involves many cognitive functions, is aided by instructional techniques, and is solidified as people gain more knowledge. By expanding their speech, language learners must expand their word bank and build their linguistic repertory. However, learning new vocabulary can be difficult, especially for non-native English speakers due to spelling, pronunciation, proper usage, inferring meaning from context, and other issues.

Additionally, phonological representations, essential for learners to read in a second language, can suffer from word gaps (Chiappe et al., 2002; Cunningham et al., 2020; Krenca et al., 2019). A study by Lervåg and Aukrust (2010) discovered that a combined assessment of vocabulary depth and breadth was the only factor that accurately predicted reading comprehension 12 and 18 months later. According to Cain and Oakhill (2014), solid vocabulary knowledge is more important for reading comprehension than decoding (Melby-Lervag & Lervåg, 2014).

Russell (2001) defined "language retention capacity" as the capacity of an individual to sustain language information over an extended period. This necessitates an interdisciplinary approach to language acquisition. It enables learners to communicate according to their individual learning preferences and styles and to draw analogies between different cultures and linguistic systems. Language instructors must connect with other academic fields like art, literature, and culture to enhance language proficiency and educate learners to become global citizens.

TYPES OF VOCABULARY

Vocabulary is a crucial component of language acquisition and communication. Different vocabulary categories are distinguished based on usage and acquisition. This includes receptive,

productive, active, passive, academic, domain-specific, colloquial, technical, idiomatic, and vernacular vocabulary. Understanding the distinct categories of vocabulary can assist language learners and teachers in developing strategies to enhance vocabulary acquisition and application in various contexts.

EXPRESSIVE VOCABULARY

Expressive vocabulary is "the words individuals can use in speech or writing to convey their intended meanings" (Biemiller, 2006, p. 202). According to Safa (2022), expressive vocabulary includes words used in speaking and writing to convey ideas and concepts. This form of vocabulary is necessary for effective communication and frequently indicates a person's language proficiency level. Developing an expressive vocabulary requires active participation in using and producing words. Various strategies, including explicit instruction, practice using words in diverse contexts, and engaging in meaningful dialogues, can be used to acquire vocabulary expressively. Expressive vocabulary can also vary based on the social and cultural context and the communication purposes. It is considered an essential aspect of language proficiency, and research has shown that individuals with larger expressive vocabularies tend to perform better in academic settings (Biemiller & Boote, 2006; Durrant, 2016; Ribot et al., 2017). According to Beck et al., (2002), acquiring an expressive vocabulary necessitates active participation in the use and production of words. Practical strategies for developing an expressive vocabulary include explicit instruction, practicing using words in various contexts, and meaningful conversation. Education effectively improves expressive vocabulary (Graham et al. 2002; Webb & Chang, 2015). Moreover, Schmitt and Carter (2004) found that learners tended to use different types of vocabulary when engaging in casual conversations compared to academic discussions.

RECEPTIVE VOCABULARY

Receptive vocabulary refers to "words that a reader or listener can recognize and understand but which they may not be able to produce themselves" (National, 2000). According to the National Institute of Child Health and Human Development (NICHD) (2000), receptive vocabulary is closely related to reading comprehension. Discerning the meaning of words encountered is crucial for understanding written text (Hu & Nation, 2000). For instance, a study by Waring and Takaki (2003) found that learners with larger receptive vocabularies could better comprehend a text in English. In addition, it demonstrated that exposure to words in context could substantially contribute to receptive vocabulary growth. Through a graded reader program, Laufer and Hulstijn (2001) found that systematic reading can effectively expand receptive vocabulary. Learners can increase their comprehension of words they encounter by using strategies such as context-based inference or dictionary research (Nation, 2001). Exposing learners to words in context and engaging in active VLS can increase their receptive vocabulary.

PRODUCTIVE VOCABULARY

Productive vocabulary refers to the words a person can actively use and produce in their speech or writing to express their ideas and thoughts (Bloom, 1956; Laufer et al. 2004; Webb, 2008; Mohamad Maskor & Baharudin, 2016). It is an essential aspect and is often used to indicate a person's overall language proficiency. Research indicates that people with larger productive vocabularies tend to perform better in academic environments (Biemiller & Boote, 2006).

Developing a productive vocabulary necessitates active participation in using and creating words. Effective strategies for developing a productive vocabulary include explicit instruction, meaningful dialogues with others, and using words in various contexts to reinforce their meaning and usage.

ACTIVE VOCABULARY

"Active vocabulary refers to the words that a speaker or writer frequently uses in his or her daily life." (Nagy & Anderson, 1984, pp. 304-330; Nation, 2001). The mastery and effective usage of a set of words and phrases in spoken or written language is called active vocabulary, an essential element of language proficiency. Nation (2001) posits that an individual's active vocabulary encompasses lexicon and idiomatic expressions that have been acquired through intentional learning, as well as those that have been assimilated through natural language exposure. The acquisition of an active vocabulary necessitates consistent exercise, recurrence, and immersion in diverse settings that enable the appropriate application of words and phrases. This goal can be attained by employing various tactics, but not limited to extensive reading, maintenance of a lexicon journal, utilisation of flashcards, participation in discourse, and composition exercises that necessitate the incorporation of novel lexemes and idiomatic expressions.

PASSIVE VOCABULARY

"Passive vocabulary refers to the words that a person understands but does not use actively in his or her speech or writing" (Laufer & Hulstijn, 2001, p. 1-26). The term "passive vocabulary" pertains to the lexicon and expressions that an individual comprehends but does not employ actively in their communication (Nation, 2013). Passive vocabulary refers to the set of words and phrases that an individual recognizes and understands but does not necessarily use actively in their communication. This contrasts with active vocabulary, which comprises the words and phrases an individual can confidently use in communication. The passive vocabulary of an individual is frequently more extensive than its active vocabulary. This is because an individual may encounter a word multiple times in their reading or listening and gradually acquire an understanding of its meaning without actively incorporating it into their language use. Research has shown that the acquisition of passive vocabulary is closely linked to reading and listening comprehension (Qian & Schedl, 2004). Additionally, deliberate learning strategies such as using flashcards or word lists can help expand passive vocabulary (Schmitt & Zimmerman, 2002).

ACADEMIC VOCABULARY

"Academic vocabulary refers to the words commonly used in academic texts and lectures" (Coxhead, 2000, pp. 213-238). This includes technical terms, jargon, and specialised language specific to a particular field or discipline. Utilizing academic vocabulary is crucial for learners and scholars to succeed in educational settings, as it constitutes a fundamental element of academic writing and communication. Li and Schmitz (2019) posit that a robust command of academic vocabulary is positively correlated with academic success, as it enables learners to comprehend and generate intricate language about their area of specialization. In addition, applying the academic lexicon holds significance not solely for learners but also for investigators and erudite individuals who necessitate the proficient transmission of their concepts and discoveries. According to Adolphs and Schmitt's (2004), academic vocabulary is crucial to academic literacy. The acquisition of this vocabulary is imperative for achieving success in

academic and professional settings. To acquire academic vocabulary proficiently, learners and academicians must participate in purposeful techniques for learning vocabulary. Practical strategies for enhancing vocabulary acquisition may involve explicit instruction, contextual analysis, and integration of new terms into reading and writing exercises (Nation, 2013).

DOMAIN-SPECIFIC VOCABULARY

"Domain-specific vocabulary refers to the technical vocabulary used in a particular field or subject area." (Brinton et al., 1989). It is often a technical and specialised language only commonly used in that domain. Learners must have a solid grasp of the domain-specific vocabulary to communicate and comprehend within a specific domain effectively. Context-based learning is a viable approach for acquiring domain-specific vocabulary. This method entails exposing learners to vocabulary words in contextually rich settings, such as reading scientific texts or conducting experiments. Nagy and Scott (2000) stated that this approach is more effective than rote memorization techniques or word lists in isolation. Utilising graphic organisers, such as concept maps, is a proficient approach to acquiring domain-specific lexicon. This method facilitates learners in comprehending the interconnections between domain-specific terminologies and ideas (Brinton & Holten, 2013). Huang et al. (2014) found that domain-specific vocabulary learning strategies significantly improved learners' vocabulary acquisition. O'Keefe and McCarthy (2015) found that using specialised terminology in scholarly writing led to better academic performance and improved communication within a discipline. They revealed that implementing domain-specific VLS resulted in a noteworthy enhancement of domain-specific vocabulary among learners compared to those not exposed to such strategies.

TECHNICAL VOCABULARY

"Technical vocabulary refers to the specialised language used in specific technical fields." (Hyland, 2000). The terminology employed is frequently technical and may be unfamiliar to those needing more expertise in the corresponding domain. Utilising specialised terminology is fundamental in vocations such as engineering, medicine, and law, where exact language is paramount. McLaughlin and Parkinson (2018) posit that acquiring technical vocabulary is crucial to second language acquisition. The argument posits that the technical lexicon frequently needs to be noticed in linguistic instruction, notwithstanding its significance within occupational settings. According to the authors, it is recommended that educators prioritize the instruction of technical terminology to facilitate the development of linguistic proficiency essential for achieving professional success. Specialized terminology is crucial for efficient communication in scientific writing, according to Preston et al. (2022). Its use guarantees lucidity, exactitude, and correctness of research outcomes. Recent studies emphasise its significance in SLA and scientific communication, highlighting the need to integrate it into language instruction.

IDIOMATIC VOCABULARY

"Idiomatic vocabulary refers to expressions whose meanings cannot be inferred from the meanings of the individual words." (Cowie et al., 1983). Idioms may pose difficulties for individuals who are not native speakers in comprehending them. An instance of an idiomatic expression in the English language is "break a leg," frequently employed to express good luck to someone. Nonetheless, the expression above lacks a direct connotation to the physical act of fracturing a limb and solely relies on cultural background and linguistic proficiency for

comprehension. Studies have indicated that acquiring idiomatic vocabulary is a crucial component of language acquisition, which can substantially influence communication and comprehension. The research conducted by Cieślicka, (2015) revealed that second-language learners encountered difficulties in comprehending and utilising idiomatic expressions, mainly when such expressions were not prevalent in their native language or culture. Rana (2016) investigated the utilisation of idiomatic expressions in academic writing by non-native speakers in their research. The study conducted by the researchers revealed a positive correlation between the utilisation of idiomatic expressions and elevated levels of language proficiency and academic accomplishment.

VOCABULARY LEARNING STRATEGIES (VLS)

Vocabulary learning (VL) is a critical component of English as a second language course. Learning vocabulary is an essential part of mastery for learners, teachers, syllabus designers, and researchers (Webb & Chang, 2015). Learning vocabulary according to Schmitt (2008), always been one of the most fundamental language components, a component of all language skills, and a major factor in meaning-based activity. The classification of VLS is usually based on general learning strategies. Another research based on 'Vocabulary Learning Strategies' was 'Exploring the connection between second language VLS and vocabulary knowledge' by Charkova and Charkova (2018).

According to Gu and Johnson's (1996) research, there are two dimensions to VLS. The 91 VL behaviours that comprise these two dimensions are metacognitive regulation and cognitive strategies. The former strategies involve selective attention and self-initiation. In contrast, the latter strategies include six sub-strategies: guessing strategies, dictionary strategies, note-taking strategies, memory strategies by rehearsal, memory strategies by encoding, and activation strategies. Effective teaching and learning strategies will positively impact learners' vocabulary growth.

MEMORISING TERMS AND VOCABULARY

Nowadays, learners tend to have short-term memory in remembering the terms and vocabulary learned as they may rely too much on gadgets. It is advised that learners must learn as many words as possible to have a diverse vocabulary. However, they must also remember those words because learning is remembering. Learning vocabulary mostly depends on memory rather than grammar based on specific rules (Safa, 2022). It is common to use memory techniques since the start of learning vocabulary as a young learner. Memory techniques referred to as mnemonics require complex mental processes (Schmitt, 1997). They discuss how learners employ specific grouping or images (Schmitt, 2000). As a result, they assist learners in connecting new words to concepts they are already familiar with.

However, short-term storage is the brain's ability to maintain a finite amount of information for up to a few seconds. As a result, this type of memory does not affect aid learners' efforts to learn language because terminology must be retained constantly rather than briefly. (Safa, 2022). It includes encoding techniques like linking a word's meaning with imagery, visual or audio encoding or employing word structure, such as words and affixes, and rehearsal techniques like word lists and repetition. (Hakem, 2022) Learners unknowingly employ some of these techniques without knowing they are the proper approach to acquiring language. Learning becomes simpler for them when they are brought to the attention of this ability since they learn how to learn the language and feel prepared with the necessary tools to complete the task. (Hakem, 2022).

Nurdini (2018) identified this image as a form of non-moving visual media that can be used as a teaching tool. Using picture media can give detailed pictures to maximise children's exploratory abilities. For instance, according to (Kurniati et al.,2020), when learners observe leaves, they can only identify them based on their shape, colour, and structure. The importance of Vine Vocabulary Video App for vocabulary memory. was shown in the study by Kurt and Bensen (2017).It has been demonstrated that learners are better able to remember words, particularly before exams, when they see and associate them.

COMPLEXITY OF SYNTAX

The relationships of the word with the text vary, so it divides them into two groups: a) in the distribution of the vocabulary, that is, the type and number of different meanings in a text, and b) in the organisational function of the word in the text. The authors present the world's role in the text, identified its general relationship to it, and document its contribution to the text's structure and organisation as a connection in a semantic chain (Hofweber et al., 2017).

A multi-dimensional operationalization of syntactic complexity has been used in several investigations by Biber and Gray (2015). There are several complexity-related issues, though, that are understudied in the field right now. For instance, passive voice is considered a sign of writing complexity because it is cognitively more difficult to process than active speech. It also needs more mental effort (Kameen, 1979; Housen et al., 2005). On the other hand, syntactic complexity investigations now include various indices at various levels, such as clausal and phrasal (e.g., non-finite relative clauses, noun-complement clauses, premodifying nouns, prepositional phrases as postmodifiers, etc.), based on multi-dimensional operationalization (Mancilla et al., 2017; Martnez, 2018; Nasser, 2021).

According to a framework by Lu (2011), there are many metrics for each of the five dimensions: "length of the production unit, amount of subordination, amount of coordination, degree of phrasal sophistication, and total sentence complexity" (pp. 43–44). Several syntactic structures are included in this model as one measure, such as complex nominals, which are defined as "nouns plus adjective, possessives, prepositional phrases, relative clauses, participles, or appositives, nominal clauses, and gerunds and infinitives in subject position" (Lu, 2010). The variety and sophistication of spoken or written language vocabulary is called lexical complexity (Wolfe-Quintero et al., 1998).

Lexical complexity is a multi-dimensional construct, similar to syntactic complexity, with three main dimensions: lexical variety (also known as lexical variation or lexical range), lexical density, and lexical sophistication (Lu, 2012; Kim et al., 2017). Lemmas and forms can be separated into two categories in the lexicon, according to Levelt (1989, p. 188, cited in Nation 2001, p. 38). Learners must understand both facets of word knowledge. A vocabulary learner's primary focus is understanding a word's meaning. Still, the requirement to use a word in speaking or writing requires attention to other features. The word form itself, the situation in which it appears, a source of reference, or comparisons links with other languages must all be known by learners. Lawson and Hogben (1996) investigate vocabulary acquisition tactics through a think-aloud technique to see how learners employ.

WORD KNOWLEDGE

Knowing a word implies knowledge of the underlying form of the word, probability of encountering that word in speech or print, limitations imposed on the use of the word in accordance with the variations of functions and situations, syntactic behaviour associated with that word, and knowledge of the degree to which a native speaker continues to expand his vocabulary in adulthood. Conversely, there is relatively little development of syntax in adult life. The simplest definition of vocabulary knowledge (lexical competency) is "knowing a word".

In the study conducted by Zangger (2022), the "Wortschatz- und Wortfindungstest" (WWT 6–10; Glück, 2011)'s expressive subtest in condensed form (items 16–55) was used to measure relational word knowledge. The test manual's instructions were followed while presenting the items for the target age range of 7 to 9 years. The WWT uses images to determine a user's understanding of semantic relations. Along with actively describing objects and actions (e.g., asking "What is he doing?" in response to an image of a yawning lion), learners are also expected to name antonyms and hypernyms explicitly and independently.

Vocabulary depth is a complicated construct that cannot be fully assessed by tests that look at only one element (Cain & Oakhill, 2014; Webb & Yanagisawa, 2020). Furthermore, many components overlap rather than being distinct (Schmitt, 2014). As of now, there is yet to be an agreement on how to operationalize them correctly. Word definition tasks are frequently used to gauge relational and semantic word knowledge.

ALTERNATIVES REPLACING OLD-FASHIONED LEARNING MATERIALS

LEARNING VOCABULARY USING SUBTITLES

Subtitles are an effective tool for learning vocabulary. Research has shown that when watching a video with subtitles, learners are more likely to retain new vocabulary words and improve their comprehension of the content (Koolstra & Beentjes, 1999). Sadiku (2018) revealed that interlingual subtitles facilitate better vocabulary acquisition for short and long-term memory, specifically when shown to learners in an intentional learning environment. Similarly, a study by Andriano (2019) on the effects of using subtitles in target language VL revealed that English-subtitled movies could improve learners' vocabulary achievement. When questioned about the usual teaching methods, which focus on memorising and drilling, the learners stated that viewing movies as their preferred method in vocabulary lessons is more advantageous.

Word-for-word subtitles: Kruger (2010) defines word-for-word subtitles as "captions that transcribe the spoken language verbatim, except omitting filler words and partial utterances" (p.75). It helps learners associate the written form of a word with its spoken form and enhance auditory comprehension (Kruger, 2010). In language learning, word-for-word subtitles are frequently employed in multimedia resources such as videos and films to provide learners with a written prompt to follow along with while listening to the spoken words. Word-for-word subtitles can be effective for vocabulary acquisition and listening comprehension in second-language learning. They found that subtitles improved comprehension and retention of new vocabulary words in a second language. They concluded that subtitles could be valuable when combined with other learning methods, such as classroom instruction and conversation practice (Baltova & Flor, 2002).

Simplified subtitles: Simplified subtitles refer to closed captions that utilise less complex language to elucidate the original text or audio, thereby facilitating comprehension for individuals acquiring literacy skills and learning a new language (Bisson & Van Heuven, 2013). According to Takac and Pasternak (2012) and Mizumoto and Takeuchi (2009), visual aids can

assist learners in concentrating on important vocabulary and grammar structures while avoiding confusion caused by unfamiliar sentence structures or vocabulary. These aids provide a visual representation of the spoken or written language, which can enhance comprehension and retention of new words and structures. According to Takac and Pasternak's (2012) study, implementing simplified subtitles can notably enhance language learners' listening comprehension and vocabulary acquisition, especially for individuals with lower proficiency levels. The study revealed that exposure to videos accompanied by simplified subtitles among language learners resulted in superior performance on vocabulary assessments compared to those who did not have access to subtitles. This suggests that simplified subtitles can be considered as an advantageous resource for individuals seeking to improve their language proficiency.

Bilingual subtitles: Bilingual subtitles is defined as textual representations that offer a translated version of the spoken or written language into an additional language. Flashcards are frequently used in language acquisition to facilitate comprehension and enhance the assimilation of novel vocabulary and grammatical patterns. Learners should develop their second language skills and improve their understanding of the vocabulary (Hu & Nation, 2000). Bilingual subtitles have been identified as a valuable tool for individuals still in the process of acquiring proficiency in a language. This is due to their ability to present a visual representation of the spoken or written language in both the original language and the learner's native language, as noted by Gottlieb (1997). Research has shown that bilingual subtitles can be an effective tool for language learning. A study by Wang and Liu (2019) investigated the effects of bilingual subtitling on VL in Chinese learners learning English as a Second Language (EFL). The study found that bilingual subtitling can facilitate VL and improve vocabulary retention among language learners. Bilingual subtitles have the potential to offer learners an opportunity to gain familiarity with the cultural and contextual aspects of the target language.

Interactive subtitles: Interactive subtitles are defined as subtitles that allow learners to click on specific words in the subtitles to see their definitions or translations. This can help learners better understand the meaning of the words they hear (Bisson & Van Heuven, 2013). According to Gonzalez-Brenes and Romero (2019), viewers can engage with subtitles through various interactive features. These features include the ability to click on individual words or phrases to access translations or definitions and the option to participate in interactive exercises, quizzes, or games that enhance comprehension and facilitate learning. Interactive subtitles have been developed to augment the process of language acquisition by offering learners an immersive and interactive approach to honing their linguistic abilities. These can be applied in diverse settings, such as language acquisition applications, instructional videos, and web-based language programmes. The utilisation of interactive subtitles may aid learners' comprehension and retention of new vocabulary and grammar.

LEARNING VOCABULARY USING SOCIAL MEDIA APPLICATIONS

In the 21st Century, learners are likely to learn vocabulary through online platforms such as TikTok as they rely on gadgets, and technological advancement has made everyone's life easier (Alghameeti, 2022, p.14). The latest app, TikTok is widely used and has gained popularity across the globe. TikTok was introduced in September 2016 and quickly became the most downloaded app (Yang, 2021). TikTok is a social media programme well-known worldwide as a platform that allows users to create their own 15- to 60-second movies, according to Hayes, Stott, Lamb,

and Hurst (2020). Learners can enhance their English vocabulary by watching brief videos on TikTok with English content (Anumanthan & Hashim, 2022).

Foreign language learners exhibit a favourable attitude regarding using social media when learning English, according to Al Arif (2019). Thus, the incorporation of technology has a significant impact on learners' learning preferences and the acquisition of new abilities. Applications are helpful for learning because they can boost learners' motivation, study habits, and confidence when learning new languages. They can also help learners learn new vocabulary (Wang, 2017).

Rahman (2021) claims that TikTok provides a variety of video content. Users can easily create their own videos in addition to watching and copying others. TikTok is a popular program that is simple to use and allows users to comment, edit, and share material on various social networking networks (Khlaif & Salha, 2021).

Due to the variety of vocabulary levels available, TikTok considerably aids in improving learners' English vocabulary. Additionally, TikTok's numerous appealing elements help to enhance learners' vocabularies. With the help of TikTok's capabilities, users can learn various new words while watching videos with subtitles and captions (Bernard, 2021). Additionally, TikTok lets users share movies with their peers, making it simple to disseminate information.

TikTok, according to Xiuwen and Razali (2021) increases English language learners' motivation and interest through music and engaging videos. It also grabs learners' attention and aids in their understanding and acquisition of new words.

LEARNING VOCABULARY USING THE SHORT STORY

Stories are also considered very effective educational aids, especially for vocabulary building. Pesola (1991) asserts that storytelling delivers better results than anyone else with young language learners. Isbell (2002) expands on this idea by claiming that only tales with catchy phrases and original language appeal to children. Meyer (2000) also holds that stories contain a "culture load" which refers to the relationship between language and culture and the quantity of cultural knowledge needed to comprehend meanings and engage in activities. Learners should be familiar with the vocabulary and cultural background and learn vocabulary in context.

Children can recall or repeat short stories to strengthen their conceptual understanding. Stories aid in conceptualising new words, print, and books for learners and assessing their present language proficiency (Morrow, 2001). According to Richgels (2000), tale recall gives learners a chance to order the sequence of events, use the vocabulary in the story, and even deepen their understanding of the world. Story recall is an instructional method that can enhance numerous literary abilities and is a research tool for researchers since it provides a wealth of data to gain insight into learners' comprehension processes (Goodman, 1982).

According to Ahmed (2017), research has shown that learners favour the short story methodology. In a study on teaching English through short tales to 200 adult female Persian-speaking university learners, Maibodi (2008) discovered that they had a favourable attitude toward the genre. Short stories enable the learners to engage in all four English language skills (Erakaya, 2003; Ahmed, 2017).

CONCLUSION

In conclusion, learners are likely to find the learning process enjoyable and uncomplicated when exposed to positive learning environments, visual aids, and media that align with their preferred learning style. To enhance the integration of the left and right hemispheres of the brain during English language acquisition, it is recommended to frequently incorporate imagery within the classroom setting. Educational institutions ought to assume a significant role in fostering the advancement of learners' learning processes.

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