International Journal of Advanced Multidisciplinary Research and Innovation

E-ISSN: 3107-6157 editor@ijamri.com

Volume 2, Issue 5, September-October 2026

The Impact of the Vocabulary Instruction Methods on Language Proficiency in Guangdong Province, China

Li Yue[1], Dr. Amiya Bhaumik[2]

[1]Research Scholar, Lincoln University College Malaysia
Email: yue.phdscholar@lincoln.edu.my
ORCID: 0009-0003-8020-0394
[2]President (Chancellor), Lincoln University College
Email– amiya@lincoln.edu.my
ORCID ID- 0000-0002-9188-2269

ABSTRACT

The present study explored the effects of vocabulary instruction methods on language proficiency of secondary school students in Guangdong Province, China. Specifically, the research aimed at investigating the effects of explicit instruction, contextual learning, active vocabulary practice, technology-based instruction and memorisation on language learning experiences of the students. A qualitative research methodology was applied in order to examine perceptions of students about vocabulary instruction and its effect on their language proficiency. Participants included around 50 grade 7-9 students studying in public junior secondary schools in Guangdong Province. Data were gathered through semi-structured interviews of individual students, and were analysed using reflexive thematic analysis. Five major themes were found in the analysis. Instructors' explanations helped to gain initial understanding of vocabulary, whereas contextual learning enhanced understanding and retention. Active vocabulary practice helped to develop students' abilities to speak and write through the use of sentences, discussions and writings. Technology-based instruction made students more interested in language learning and provided more practice and opportunities for pronunciation. However, memorisation by itself was not enough for overall language proficiency since the vocabulary that the students have learned was often hard to remember and use in practice. Thus, students found combination of the vocabulary instruction methods more effective than application of any technique independently.

Keywords: Contextual Learning, Explicit Instruction, Active Vocabulary Practice, Technology-Supported Learning, Vocabulary Retention.

International Journal of Advanced Multidisciplinary Research and Innovation
E-ISSN: 3107-6157 editor@ijamri.com
Volume 2, Issue 5, September-October 2026

1. INTRODUCTION

The vocabulary instruction methods represent a relevant aspect of English language learning, since the level of quality of vocabulary instruction may affect the development of language proficiency. The vocabulary knowledge helps one to comprehend the written and oral texts, to express their thoughts and to communicate. Hence, language proficiency depends to a certain degree on the level at which vocabulary is introduced, practiced, remembered and applied in various language environments. The vocabulary instruction methods may include explicit vocabulary instruction, contextualised instruction, word-oriented instruction, exposure, sentence production and meaning-oriented classroom instruction. Every approach gives different possibilities for vocabulary development and use. The area of Chinese English foreign language (EFL) education shows the direct link between vocabulary learning and proficiency (Mutia et al., 2022). According to Sun et al. (2023), Chinese EFL learners' L2 proficiency is an effective predictor of their vocabulary knowledge, while vocabulary learning strategies and classroom exposure are other factors influencing vocabulary development. Thus, one can see that the vocabulary learning takes place in the process of general language development. The vocabulary instruction methods can provide such classroom environment that will ensure the structured exposure to English words and vocabulary knowledge development. Language proficiency can therefore be improved if the vocabulary instruction goes beyond mere memorisation and allows for the meaningful use. This relation is especially relevant in the context of Guangdong Province, where English is usually studied as a foreign language and classroom instruction is still a major source of English input. The analysis of vocabulary instruction methods and language proficiency can give insights into the role of classroom vocabulary instruction in achieving better English learning results (Sun et al., 2023).

Another connection between vocabulary instruction methods and language proficiency can be traced in the depth of the knowledge of the vocabulary. Vocabulary instruction that exposes students only to definitions of words will allow learners to acquire recognition of individual words' meaning, while vocabulary instruction that also uses context examples, word relationships, sentence building, and repetition can facilitate more profound vocabulary learning. It is essential for language proficiency that learners not only learn individual words but also know how to use them properly (Eskandari et al., 2024). In a research by Bao and Peng (2024), the connection between Gaokao Word List, EFL proficiency, and vocabulary knowledge was studied among Chinese university EFL learners. The results of the research indicated that word-list exposure had a significant effect on receptive vocabulary knowledge and that EFL proficiency had a significant effect on word recognition. It is evident from the study the significance of the kind of vocabulary exposure and frequency of exposure in vocabulary knowledge acquisition among Chinese EFL learners. Thus, vocabulary instruction methods that use structured selection of words can contribute to systematic vocabulary development, especially in case when English exposure outside the classroom is limited. Systematic vocabulary instruction will be beneficial for language proficiency in case when vocabulary selected for instruction is taught in context and later used in reading, writing, listening, and speaking exercises. The connection between vocabulary instruction methods and language proficiency, therefore, should take into account not only the number of vocabulary to be acquired but also the opportunities for using them. Vocabulary instruction methods can create a basis for vocabulary knowledge development, while context-based practice will help in applying this knowledge further. This connection is relevant for the case of Guangdong Province since English learners might have different access to English outside educational institutions (Bao & Peng, 2024).

International Journal of Advanced Multidisciplinary Research and Innovation
E-ISSN: 3107-6157 editor@ijamri.com
Volume 2, Issue 5, September-October 2026

The use of vocabulary instruction methods in language instruction can impact language proficiency through meaningful activities that include using vocabulary learned by students. In order to use vocabulary in a productive way, one must not only recognise vocabulary items but also select them in a way that they make sense when included in a grammatical sentence structure. Language proficiency is achieved when vocabulary knowledge is integrated into other components of language use. Research on Chinese EFL learner's shows that the nature of activities focused on vocabulary can have an effect on learning outcomes (Zeng et al., 2025). A recent study by Teng and Zhang (2024) was conducted with Chinese EFL learners included three activities such as reading with sentence writing, reading with gap-fill exercises, and reading with marginal glosses. The results of the study indicate that reading with sentence writing activity led to the best immediate vocabulary learning outcome of the three examined types of activities. At the same time, the study also showed that L2 English proficiency level, the capacity for self-regulation in vocabulary learning process, and working memory affected the efficiency of vocabulary activities. These results are important for the current research because vocabulary instruction methods have to be studied in terms of the possibilities they create for vocabulary use rather than just in terms of presenting vocabulary meanings. Writing activities that ask for vocabulary transformation into productive use will bring vocabulary learning close to language proficiency (Teng & Zhang, 2024). Reading activities can provide context input, whereas writing activities can motivate learners to retrieve and use new vocabulary items. This integration can lead to the formation of vocabulary knowledge that is applicable outside of vocabulary tests. Vocabulary instruction methods that integrate receptive learning with productive practice can give better opportunities to develop connections between vocabulary knowledge and language communication. The Guangdong environment provides a suitable environment for studying this relationship because English vocabulary knowledge is required in academic reading and writing, class interaction, and testing (Rumaisyah et al., 2023).

BACKGROUND OF THE STUDY

The vocabulary instruction methods have been an essential part of English language education in China since the quality of vocabulary instruction had contributed to the development of language proficiency. Traditionally, vocabulary learning could include a variety of such methods as word lists, memorising, practicing pronunciation, and repeating, whereas new ways of learning could involve context-based learning, guided activities, digital sources, and meaningful language use (Yue & Mohammed, 2024). The research of 136 Chinese senior high-school EFL learners had observed word lists, pronunciation practice, and repetition as the most popular vocabulary learning strategies which were used by the participants depending on their English development. Thus, these results had shown that vocabulary instruction methods had determined the type of exposure and practice of language skills necessary for language proficiency development (Chen, 2025). Further evidence of 150 Chinese university EFL learners had proved the differences in vocabulary learning outcomes under listening, reading, reading-while-listening, and captioned-video conditions, and hence the influence of the type of instructional input on vocabulary development. Bao and Peng (2024), vocabulary input study using the data of 66 Chinese university EFL learners had demonstrated the significant impact of structured vocabulary exposure in the form of Gaokao Word List on receptive vocabulary knowledge and the significant impact of EFL proficiency on word recognition. Additional data about 134 Chinese learners had proved the more effective form recall learning outcomes with the help of guided note-taking compared to conventional note-taking (Bao & Peng 2024). Therefore, the link between vocabulary instruction methods and language proficiency had been established in the sphere of Chinese EFL education.

International Journal of Advanced Multidisciplinary Research and Innovation
E-ISSN: 3107-6157 editor@ijamri.com
Volume 2, Issue 5, September-October 2026

However, the data specifically concerning Guangdong Province had been lacking. Thus, regional differences in classroom practices and English learning conditions had created the need to analyse the effect of vocabulary instruction methods on language proficiency among Guangdong Province learners (Jin & Webb, 2025).

2. PURPOSE OF THE RESEARCH

The research was conducted with the intention of establishing the effects that vocabulary instruction methods had on the language proficiency of learners in Guangdong Province, China. The research was concerned about establishing the degree of the association between differences in vocabulary instruction methods and language proficiency. The focus of the research was on the connection between the ways of developing vocabulary in classrooms and learners' ability to show competence in using English language. The research was supposed to establish the contribution of vocabulary instruction methods to language proficiency of the learners within Guangdong Province educational system. The research was supposed to establish how much vocabulary instruction methods had influenced language proficiency of the learners in the region. The research was supposed to establish clearly the influence of the independent variable, vocabulary instruction methods, on the dependent variable, language proficiency. The research was conducted in an attempt to examine the association between the independent and dependent variables in the local educational environment rather than use information from different educational environments. The purpose of the research included the examination of the degree to which variations in vocabulary instruction methods led to different levels of language proficiency of learners. This was done to prove empirically how classroom vocabulary instruction affects the proficiency in English language.

3. RESEARCH QUESTION

- What is the impact of vocabulary instruction methods on language proficiency in China?

4. LITERATURE REVIEW

Vocabulary learning and instruction have attracted increased interest in recent years since vocabulary knowledge underpins language comprehension, communication, reading, writing, and proficiency. Vocabulary instruction is no longer limited to the learning of isolated words but might encompass such activities as explanation, contextualisation, repeated exposure, retrieval, interaction, and utilisation. Nation (2022) argue that the modern vocabulary instruction can benefit from both cognitive, social, and contextual approaches and that the effectiveness of instruction might depend on how learning activities are designed and adjusted to individual needs. Contextualised instruction is essential because meaningful encounters provide an opportunity for linking lexical forms with meanings and discourse (Nation, 2022). Wu et al. (2024), for instance, found that context, type of story, and language proficiency influenced the acquisition and retention of EFL words from reading, showing that vocabulary learning is tightly bound up with the learners' proficiency level and conditions of the vocabulary learning experience (Wu et al., 2024). Arai and Takizawa (2024) stress the role of text characteristics, reading tasks, and conditions of learning in incidental vocabulary development. Thus, vocabulary learning via reading can contribute to the lexical development of learners and offer them an opportunity for general language development (Arai & Takizawa, 2024).

The development of technological vocabulary instruction has created further opportunities for repeated exposure, retrieval, multimodal input, and learning outside the classroom setting. Zhang et al. (2023)

International Journal of Advanced Multidisciplinary Research and Innovation
E-ISSN: 3107-6157 editor@ijamri.com
Volume 2, Issue 5, September-October 2026

discovered that learner engagement in the digital game-based vocabulary learning was linked to vocabulary development (Zhang et al., 2023). Similarly, positive vocabulary learning outcomes related to WhatsApp-supported learning were noted by (Alahmadi et al., 2023). According to Ebadi et al. (2023) the contribution of mobile-supported extramural English activities to vocabulary development. Still, technology does not always guarantee superior learning outcomes. Comparative evidence shows that non-digital game-based instruction might result in better vocabulary learning and retention compared to digital instruction, indicating the importance of instructional design and learner engagement rather than technological capabilities per se. Evidence regarding the effect of input mode, such as reading, listening, viewing, and bimodal presentation, on vocabulary learning and retention indicates that vocabulary learning can depend on the type and quality of input as well as on the learners' prior lexical knowledge. Thus, all these findings support the idea that there are multiple ways in which vocabulary instruction can be performed and that such instruction should be integrated with other aspects of vocabulary learning and acquisition (Ebadi et al., 2023).

Despite all achievements, there still remain gaps in the current literature. Namely, many studies are concerned with vocabulary acquisition or retention as the main outcome and do not analyse its connection with the learners' language proficiency level. Other studies examine either university students or focus on experiments, digital platforms, or particular instructional techniques. Thus, comparatively little is known about the relationship between various types of vocabulary instruction and the general language proficiency of secondary school EFL students in China. Moreover, the available evidence is especially scarce with respect to Guangdong Province. This means that while the current literature creates a good basis for further research, it does not explain whether there is a connection between systematic vocabulary instruction and general proficiency among secondary school learners in this case. The current study aims at filling this gap and investigates the relationship between vocabulary instruction methods and language proficiency of secondary school students in Guangdong Province, China.

5. RESEARCH METHODOLOGY

5.1 Research Design and Procedure

The research was designed using a qualitative research method to examine the effect of vocabulary instruction methods on language proficiency among students at secondary schools in Guangdong Province of China. It was deemed most appropriate to employ the qualitative research method in this case since the purpose of the research was to acquire an explanation of how students were affected by vocabulary teaching methods in terms of their proficiency in the language. Impact in the current context refers to the effect perceived by the students and not the causality effect.

5.2 Population and Sampling

The target population was the Grade 7, Grade 8, and Grade 9 students studying in public junior secondary schools in Guangdong Province, China. This population was chosen based on the grounds that the students have been taking up the subject of English as part of their formal education and have gone through vocabulary teaching in their English class. Maximum variation purposeful sampling strategy was used in this study. Participants for this study were chosen based on varying grade levels and varied levels of English proficiency

International Journal of Advanced Multidisciplinary Research and Innovation
E-ISSN: 3107-6157 editor@ijamri.com
Volume 2, Issue 5, September-October 2026

when applicable. The qualitative sample size was about 50 students who came from several public junior secondary schools in Guangdong Province. Individual student was the unit of analysis. Eligible participants must be Grade 7-9, studying English as part of the formal education, having experience in vocabulary teaching in their English class, and willing to talk about their experiences.

5.3 Operational Focus of the Variables

The first variable, Vocabulary Instruction Methods, represented the way teachers employed vocabulary teaching and learning practices to present, explain, practice, consolidate, and motivate the usage of the new vocabulary in English. The following practices included: definition of meanings of words, pronunciation instruction, and contextual approach to learning vocabulary, repetition, memorisation, sentence building, communicative exercises, visual and multimedia instruction, and vocabulary learning through technology.

The second variable, Language Proficiency, represented students' proficiency in understanding and using English in listening, reading, speaking, writing, vocabulary usage, and grammar usage. As far as the qualitative research is concerned, the question of language proficiency was investigated through students' views on the impact of vocabulary instruction on the above mentioned areas.

5.4 Data Collection

Data were obtained from individual, semi-structured interviews. The selection of this type of data collection was based on the fact that all subjects would answer the same set of questions and that the researcher would have enough room for further questioning whenever necessary.

Every interview was meant to take about 20 to 30 minutes. The interviews would be carried out in Mandarin Chinese if necessary in order to allow the students to provide their accounts in an adequate way. The interviews in Chinese would then be translated into English without distorting the meaning of the subjects' answers.

5.5 Data Analysis

Reflexive thematic analysis was employed in analysing the interview data. At first, the researcher reread the transcribed interviews several times to have an understanding of participants' narratives. Afterwards, codes were assigned to meaningful utterances concerning vocabulary instruction and language development.

In the second step, codes sharing the same themes were put in the preliminary categories and themes. These themes were cross-checked with the full data set for their accuracy in reflecting participants' experience. These themes were refined, well defined and reported in relation to the research question.

Thematic analysis made use of a mixture of deductive and inductive coding methods. The two main themes that guided the deductive coding were Vocabulary Instruction Methods and Language Proficiency while the inductive coding enabled other themes to come out from the interviews.

Possible areas of coding included explicit vocabulary teaching, vocabulary teaching in context, memorisation, communication activities, technology-based vocabulary teaching, vocabulary retention, reading comprehension, listening comprehension, confidence in speaking and writing skills.

International Journal of Advanced Multidisciplinary Research and Innovation
E-ISSN: 3107-6157 editor@ijamri.com
Volume 2, Issue 5, September-October 2026

5.6 Trustworthiness

Qualitative data credibility, dependability, confirmability, and transferability ensured the reliability of the qualitative data. Credibility was increased through the use of probing interview questions as well as including respondents who come from different grades and levels of proficiency. Dependability was facilitated through keeping a record of the entire process of conducting an interview and coding the collected data. Confirmability was increased by noting down the way interpretations and themes were created based on respondents' words rather than assumptions made by the researcher. Transferability was ensured through giving a detailed description of the context.

When appropriate, the chosen interviews, codes, and initial themes could have been evaluated by another researcher.

5.7 Ethical Considerations

As the participants were secondary school students, ethical approval as well as permission from the participating schools would be sought prior to conducting the data collection process. In addition to this, parental consent or consent from the guardian as well as assent from the participants themselves would be sought. Participants' identity would be kept secret, and coding would be used in the transcription and reporting of the interviews conducted. The recordings of audio as well as transcription of the interviews would be kept safe.

5.8 Qualitative Analysis Software

NVivo could be used for helping in organising qualitative data. NVivo would help in managing the transcripts, coding of data, finding related statements, comparing responses from the participants, and managing the themes that emerge from the research. Nonetheless, the construction of the themes would still depend on the researcher.

6. RESULTS

6.1 Overview of Participants and Thematic Findings

The qualitative analysis was conducted through responses from 50 secondary school students enrolled in Grades 7-9 from public junior secondary schools in the Guangdong Province of China. There were five main themes that emerged from the thematic analysis, and they all described the experiences that the students had regarding Vocabulary Instruction Methods.

International Journal of Advanced Multidisciplinary Research and Innovation
E-ISSN: 3107-6157 editor@ijamri.com
Volume 2, Issue 5, September-October 2026

Theme	Main finding
Teacher explanation supported initial vocabulary understanding	Direct explanation of meaning, pronunciation and usage helped students understand unfamiliar words
Contextual learning improved comprehension and retention	Vocabulary learned through sentences, stories and reading passages was easier to remember and apply
Active vocabulary practice strengthened productive language use	Speaking and writing activities helped students use newly learned vocabulary more confidently
Technology-supported instruction increased engagement	Videos, images, digital exercises and vocabulary applications made learning more interactive
Memorisation alone was insufficient for broader proficiency	Repetition supported short-term recall but was less effective without contextual and communicative use

6.2 Theme 1: Teacher Explanation Supported Initial Vocabulary Understanding

In many instances, the participants revealed that clear teacher explanations assisted them in comprehending unknown vocabulary items. Word meaning, pronunciation, spelling, and usage in the sentence were some of the areas that received considerable appreciation.

For example, one participant stated:

"When the teacher explains the meaning of the word and how it is used in the sentence, then I get to understand it better."

The participants felt that clear explanations played a great role when dealing with difficult vocabulary or where the meaning of the word could not be guessed from the context.

6.3 Theme 2: Contextual Learning Improved Comprehension and Retention

The importance of learning vocabulary through context was another theme. Most students claimed that contextual learning enabled them to grasp not only the meaning of the word, but also the way it should be used.

One Grade 9 student said:

“If I see the word in the story or in the sentence, I can remember it easier since I understand the context of its usage.”

Contextual learning was associated by students with improved comprehension skills. It allowed them to grasp bigger chunks of English instead of concentrating on separate words.

6.4 Theme 3: Active Vocabulary Practice Strengthened Speaking and Writing

Sentence formation, conversations in class, group discussions and writing tasks were found to be very effective for students in building productive language skills.

International Journal of Advanced Multidisciplinary Research and Innovation
E-ISSN: 3107-6157 editor@ijamri.com
Volume 2, Issue 5, September-October 2026

One student mentioned:

"When we come across a new word and we are required to use the word in our speaking and writing, I feel that we actually learn the word rather than just knowing about its meaning."

Students tended to make a distinction between recognising words and using them. They felt that practice in using words was important for speaking and writing skills.

6.5 Theme 4: Technology-Supported Instruction Increased Engagement

The students reacted favourably to the use of images, videos, audio materials, quizzes, games, and vocabulary applications in their learning of vocabulary.

One student stated:

“Images and videos help me learn the meanings of new words faster and allow me to revisit them through online activities.”

Furthermore, the students saw technology as an effective tool for pronunciation since students were able to repeat listening to the correct form of words. Nonetheless, a number of students felt that digital materials were effective only if accompanied by explanations from the instructor.

6.6 Theme 5: Memorisation Alone Was Insufficient for Broader Language Proficiency

Though such techniques as memorisation, copying, and repetition continued to be widely utilised, many of the study participants felt that these methods were relatively ineffective if applied in the absence of practical usage.

In fact, one of the students said:

“I can memorise lots of words before examination, but in time I will forget them if I don’t use them.”

The respondents, therefore, recognised memorisation as an effective method of short-term memorising but not as a means of improving communication skills in English.

6.7 Perceived Influence on Language Proficiency

From all the interviews, it can be seen that students perceive the impact of Vocabulary Instruction Methods on Language Proficiency as the effect on some aspects of Language Proficiency. Specifically, contextual instruction is considered to help students improve their reading and listening skills, while communicative and productive instruction methods help students speak and write better. Explicit vocabulary instruction helps them understand meaning, pronunciation, and grammar of words, while technology-assisted instruction allows revising and engaging in activities.

Overall, from what the participants said, there is no single method which is enough for the development of the language skills. They prefer the combination of different instruction methods such as explicit instructions, contextual learning, using vocabulary actively, practicing and using technology.

International Journal of Advanced Multidisciplinary Research and Innovation
E-ISSN: 3107-6157 editor@ijamri.com
Volume 2, Issue 5, September-October 2026

Thus, it can be seen that these results helped answer the research question regarding how secondary school students perceive the impact of Vocabulary Instruction Methods on Language Proficiency.

6.8 Hypothesis Assessment

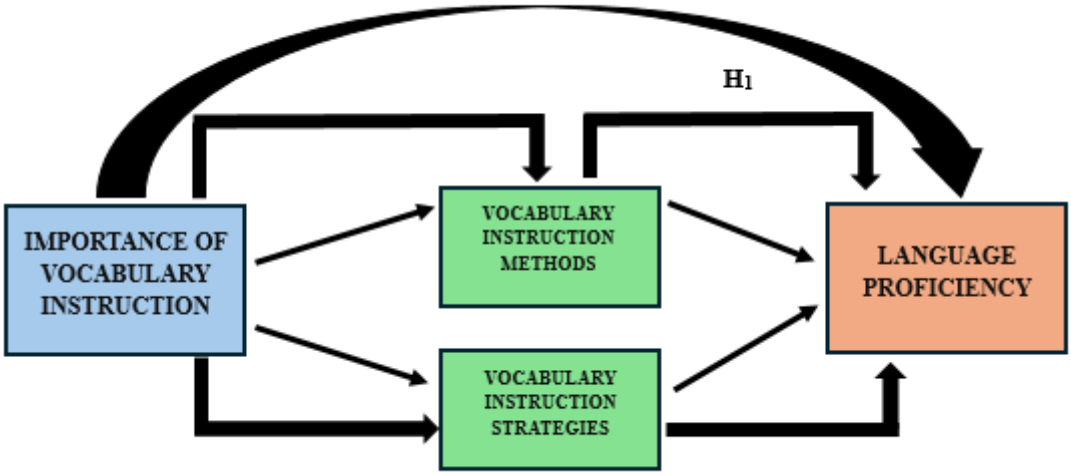
"H_1: Vocabulary Instruction Methods have a positive impact on Language Proficiency in Guangdong Province, China."

Thematic results supported H_1, with students consistently reporting that various techniques used in vocabulary instruction had a positive effect on vocabulary acquisition, retention, comprehension of reading and listening materials, confidence in speaking, and writing.

However, since the research was qualitative, H_1 could neither be accepted nor rejected based on statistical analysis. Rather, the qualitative results helped to interpret the assumed relationship between Vocabulary Instruction Methods and Language Proficiency by showing how students perceived and described the contribution of vocabulary instruction methods to language proficiency.

Therefore, the results have shown that the positive effect of vocabulary instruction was especially apparent when all five aspects mentioned above were taken into account.

7. CONCEPTUAL FRAMEWORK



9. DISCUSSION

The results of the study indicated that the secondary school students from Guangdong Province perceived Vocabulary Instruction Methods positively as an aspect of developing their Language Proficiency. The most common trend in all identified themes was that students enjoyed vocabulary lessons when they included explanation, context, use of the learned words, and repetition. Explicit instruction by teachers aided in the understanding of the meaning and pronunciation of words and usage of vocabulary. Contextual teaching seemed to be effective in vocabulary learning as it increased long-term retention and comprehension of the

studied terms. Speaking and writing were also identified as effective methods due to the increased confidence in using new vocabulary. Technology-supported learning also had a positive effect on vocabulary acquisition since it added engagement and practice in pronunciation. However, technology was not regarded by students as a sufficient method alone. Similar to memorisation, technology was helpful in vocabulary acquisition temporarily but was less useful when vocabulary was not used in any context. In general, it is possible to state that vocabulary instruction was more effective when there were multiple methods applied together. The above-mentioned findings prove the necessity of the integrative approach to vocabulary learning.

10. CONCLUSION

The qualitative study analysed the description of the influence of Vocabulary Instruction Methods on Language Proficiency given by the secondary school students in Guangdong Province. As a result of this investigation, it became clear that secondary school students consider explicit explanation, contextual learning, communication, active vocabulary use, and technology-based support of vocabulary instruction to be effective ways of teaching vocabulary. These methods are believed to enable students to understand and remember new vocabulary words, understand the meaning of texts better and speak English with more confidence. Moreover, it is evident from the results of the study that there is no single vocabulary instruction method which can be considered sufficient for students' language development. Particularly, it was found out that memorisation cannot be effective due to the inability of students to keep in mind and use words that have been learned. Thus, the conclusion drawn from the results of the investigation is that vocabulary instruction should be conducted within the whole process of English-language learning at secondary schools. It can be considered quite beneficial as far as the experience of students can help teachers and educators in Guangdong Province to improve their work with vocabulary.

REFERENCES

Alahmadi, A., Albaqami, S. E., & Foltz, A. (2023). Using technology-based vocabulary instruction inside and outside of the classroom. *Frontiers in Communication*, *8*, 1162219.

Arai, Y., & Takizawa, K. (2024). Text and reading task variables in incidental L2 vocabulary learning from reading: A methodological synthesis. *Research Methods in Applied Linguistics*, *3*(2), 100110.

Bao, Z., & Peng, C. (2024). The effects of EFL wordlist and proficiency on vocabulary knowledge. *Frontiers in psychology*, *15*, 1289106.

Chen, M. (2025, November). A case study on use frequency and perceived usefulness of vocabulary learning strategies used by Chinese EFL learners. In *Frontiers in Education* (Vol. 10, p. 1687516). Frontiers Media SA.

Ebadi, S., Amini, Z., & Gheisari, N. (2023). On the relationship between mobile-based extramural activities and vocabulary development of EFL learners: a mixed-method study. *Smart Learning Environments*, *10*(1), 33.

Eskandari, Z., Khatin-Zadeh, O., Farsani, D., & Banaruee, H. (2024). The effect of type of task on EFL learners' vocabulary learning. *Frontiers in psychology*, *15*, 1306306.

Jin, Z., & Webb, S. (2025). How do different forms of note-taking affect second language vocabulary learning?. *Language Learning*, *75*(4), 1185-1221.

Mutia, A., Sahardin, R., & Putra, G. M. (2022). The impact of vocabulary instruction on vocabulary achievement. *English Education Journal*, *13*(4), 464-477.

Nation, P. (2022). Teaching and learning vocabulary. In *Handbook of practical second language teaching and learning* (pp. 397-408). Routledge.

Rumaisyah, A., Ishak, I., & Sultan, W. (2023). ENHANCING STUDENTSâ€™ VOCABULARY KNOWLEDGE TROUGH READING THEMATIC STORY AT SMPN 6 WATAMPONE. *International Journal of Research on English Teaching and Applied Linguistics*, *4*(1), 44-54.

Sun, D., Chen, Z., & Zhu, S. (2023, November). What affects second language vocabulary learning? Evidence from multivariate analysis. In *Frontiers in Education* (Vol. 8, p. 1210640). Frontiers Media SA.

Teng, M. F., & Zhang, D. (2024). Task-induced involvement load, vocabulary learning in a foreign language, and their association with metacognition. *Language Teaching Research*, *28*(2), 531-555.

Wu, S., Liu, D., & Li, Z. (2024). Consolidating EFL content and vocabulary learning via interactive reading. *International Review of Applied Linguistics in Language Teaching*, *62*(2), 197-221.

Yue, L., & Mohammed, L. A. (2024). The essential importance of vocabulary instruction in language proficiency: An examination of methods and strategies across educational approaches in China. *Journal of Electrical Systems*, *20*(11), 4838-4845.

Zeng, Y., Kuo, L. J., Chen, L., Lin, J. A., & Shen, H. (2025). Vocabulary instruction for English learners: A systematic review connecting theories, research, and practices. *Education Sciences*, *15*(3), 262.

Zhang, R., Zou, D., & Cheng, G. (2023). Learner engagement in digital game-based vocabulary learning and its effects on EFL vocabulary development. *System*, *119*, 103173.