

Teaching Style in Vocabulary Learning: A Case Study of Iraqi English Language Students in High School (Third Secondary)

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Abstract

This study investigates the role of teaching styles, specifically group work and individual work, in vocabulary learning among Iraqi high school students at the third secondary level. The research focuses on the relationship between teaching styles and vocabulary achievement to shed light on effective pedagogical approaches in English language instruction. The study utilizes a quantitative research design, drawing data from a sample of 32 female students, aged 14 to 15, who received instruction primarily in the Arabic language. The vocabulary test employed in this study plays a central role as the primary instrument for evaluating the vocabulary learning outcomes of the participating students. Besides, the learning style survey was used to assess individual learning preferences and tendencies among the participants. The multiple regression results reveal a lack of a significant correlation between vocabulary achievement scores and the two types of learning styles under the study. This finding underscores the complexity of the relationship between teaching styles and vocabulary learning outcomes and highlights the need for a nuanced and context-specific approach to language education. The study concludes by offering pedagogical implications, future research suggestions, and a comprehensive discussion of the research results in the context of previous literature, providing valuable insights for language educators and researchers.

Keywords: English, Iraqi high school, Learning style, Teaching style, Vocabulary learning.

أسلوب التدريس في تعلم المفردات: دراسة حالة لطلبة اللغة الانجليزية العراقيين في المرحلة الثانوية
(الصف الثالث)
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ملخص

تبحث هذه الدراسة في دور أساليب التدريس، وتحديدًا العمل الجماعي والعمل الفردي، في تعلم المفردات بين طلاب المدارس الثانوية العراقية في المستوى الثالث الثانوي. ويركز البحث على العلاقة بين أساليب التدريس وتحصيل المفردات لإلقاء الضوء على الأساليب التربوية الفعالة في تعليم اللغة الإنجليزية. وتستخدم الدراسة تصميم بحث كمي، مستمدة بياناته من عينة من 32 طالبة تتراوح أعمارهن بين 14 و15 عامًا، تلقين تعليمًا باللغة العربية بشكل أساسي. يلعب اختبار المفردات المستخدم في هذه الدراسة دورًا محوريًا كأداة أساسية لتقييم نتائج تعلم المفردات للطلاب المشاركين. إلى جانب ذلك، تم استخدام مسح أسلوب التعلم لتقييم تفضيلات التعلم الفردية واتجاهاتها بين المشاركين. تكشف نتائج الانحدار المتعدد عن عدم وجود ارتباط كبير بين درجات تحصيل المفردات ونوعي أساليب التعلم قيد الدراسة. ويؤكد هذا الاكتشاف على تعقيد العلاقة بين أساليب التدريس ونتائج تعلم المفردات ويسلط الضوء على الحاجة إلى نهج دقيق ومحدد للسبب لتعليم اللغة.

وتختتم الدراسة بتقديم التدايعيات التربوية، واقتراحات البحوث المستقبلية، ومناقشة شاملة لنتائج البحث في سياق الأدبيات السابقة، مما يوفر رؤية قيمة لمعلمي اللغة والباحثين.
الكلمات المفتاحية: اللغة الإنجليزية، المدرسة الثانوية العراقية، أسلوب التعلم، أسلوب التدريس، تعلم المفردات.

1.1 Overview

In this chapter, we explore deeply on the theoretical underpinnings, empirical data, and critical frameworks guiding the research of instructional strategies and their impact on vocabulary acquisition of Iraqi high school students. Examining the basic principles of vocabulary acquisition and teaching style, this chapter offers an in-depth analysis of the body of work. The chapter provides the theoretical framework needed to understand and assess the outcomes by use of established theories, empirical research, and current teaching strategies. It also sets the stage for the following empirical investigation.

2.2 Theoretical Framework

2.2.1 Socio-Cultural Theory

Socio-cultural theory is the underlying theoretical underpinning for this study. According to this view, the learning process depends much on social contact and cultural context (Vygotsky, 1978). Under the leadership of a more experienced individual, such as a teacher or peer, students are pushed to go somewhat beyond their existing level of competency in Vygotsky's Zone of Proximal Development (ZPD), therefore promoting the best learning (Vygotsky, 1978). This point of view underlines how crucial a mediator the teacher is in enabling the student to learn by providing scaffolding, support, and appropriate tasks that stimulate cognitive development (Vygotsky, 1978).

Sociocultural theory makes sense given the focus of the research on how preferences for teaching style affect vocabulary acquisition. Choosing between group and individual instruction means varying degrees of social contact and direction, which immediately affects the Zone of Proximal Development of the student. Strong theoretical background for the research, the socio-cultural framework helps one to investigate how the social components of teaching strategies could either support or hinder vocabulary acquisition.

According to socio-cultural theory, learning a language is inherently connected to the social and cultural surroundings in which it occurs. The paradigm emphasizes that language is a social practice whereby interaction with people and cultural standards affect linguistic development instead of merely being a cognitive activity (Lantolf & Thorne 2006). Socio-cultural theory is especially pertinent to this topic since it underlines that learning a language is by nature a communal and cooperative activity. In the Iraqi high school environment, where students are

negotiating English as a second language, knowing how instructional strategies and related social interactions effect vocabulary development becomes crucial for the research.

When sociocultural theory is applied in the study of teaching methods, teaching strategies—including group and individual work—are not separate instructional decisions but rather are engrained in the socio-cultural milieu of the classroom. These instructional approaches manifest themselves as social behaviors influencing students' interactions with the topic and with one other. Understanding how teaching strategies match with sociocultural theory can help explain the role social interaction and cultural background play in vocabulary learning in Iraqi high schools. It enables a thorough investigation of how teaching style decisions influence the Zone of Proximal Development of the learners and, hence, their vocabulary acquisition.

Socio-cultural theory would be very helpful in analysis of the relationships among instructional strategies, social contacts, and vocabulary learning outcomes. According to this paradigm, learning languages is not a personal but rather a community activity. Students' interactions with peers, their social negotiating of meaning, and the deeply rooted language use practices—all of which define vocabulary learning—are crucial (Lantolf, 2000). Expanding the research, this theoretical framework fits well for comprehending the intricate dynamics of how instructional strategies affect the social and cognitive components of vocabulary learning among Iraqi high school students.

2.2.2 Cognitive Linguistics

The study on teaching style in vocabulary acquisition among Iraqi high school students depends on cognitive linguistics. This paradigm holds that language reflects cognitive processes and conceptualizations rather than only a set of symbols (Lakoff & Johnson, 1980). Cognitive linguistics stresses the part mental schemas, conceptual metaphors, and cognitive processes play in language acquisition and application. It provides a good foundation for understanding language as a sophisticated network of cognitive constructions instead of a collection of separate words.

Cognitive linguistics applied to vocabulary acquisition helps clarify the cognitive mechanisms behind learning and using new words and phrases. This point of view complements the emphasis of the research on teaching philosophies and how they influence students' cognitive participation in vocabulary acquisition. Teaching strategies influence how students interact with new vocabulary, create mental schemas around these words, and include them into their cognitive lexicon whether group or solo study. The cognitive linguistics paradigm stresses how

the acquisition of language is a sophisticated cognitive process instead of a mechanical memorization method.

Cognitive linguistics holds—with relation to vocabulary acquisition—that language is founded on perceptual and experience information, which changes how people understand and use words (Lakoff, 1987). This paradigm acknowledges that developing vocabulary depends just as much on creating mental images and connections between words and the environment as on retaining meanings. Cognitive linguistics thus stresses the requirement of practical and contextual learning in the formation of vocabulary. This point of view is quite pertinent to this study since it underlines how instructional strategies influence vocabulary learning by either encouraging or discouraging experiential and contextual engagement.

The application of cognitive linguistics to the analysis of teaching approaches emphasizes the capacity of instructional tactics such as group and individual work to influence learners' cognitively organization and memory of words. Teaching strategies affect how thoroughly pupils absorb knowledge, how much chance they have to elaborate, and how cognitive linkages between words are developed (Sadoski, 2005). Understanding how teaching strategies complement cognitive linguistics helps one to grasp how students conceptually arrange, and cognitively interact with vocabulary, and then apply it in language use in the Iraqi high school environment where they are negotiating English as a second language. This theoretical approach adds depth to the research by offering a prism through which to examine the cognitive roots of vocabulary acquisition with teaching strategies.

Cognitive linguistics presents a helpful perspective for analyzing how social interactions, cognitive processes, and instructional strategies influence vocabulary learning outcomes. This paradigm states that learning a language is a dynamic cognitive activity rather than only memorizing and that language and cognition are related (Evans, 2009). Instructional philosophies affect new vocabulary application in language use, conceptual understanding depth, cognitive engagement in vocabulary learning, and cognitive linguistics application to the research. By stressing that students' cognitive processing and integration of new vocabulary as well as instructional strategies affect the outcomes of vocabulary acquisition, this framework improves the study and provides a more complete awareness of the influencing factors.

2.3 Vocabulary Learning and Second Language Acquisition

2.3.1 Vocabulary Learning

Definition of vocabulary is a difficult undertaking since vocabulary acquisition is a multidimensional, progressive process that happens at various phases rather than a binary phenomenon (Nagy & Scott, 2000). Two phases in children's language learning were distinguished by Carey (1978): quick mapping and slow mapping.

Fast mapping is the first stage of children's development of a partial meaning of a word from context clues. Conversely, slow mapping is the progressive method by which kids improve and polish their comprehension of a word by repeated exposure in different settings.

A mechanism involving mutual exclusivity or contrast is proposed to be the cause of fast-mapping by most studies in this area. Through this process, kids choose the meaning or referent of a new word by weighing and eliminating all other referents that they are aware of and that are present throughout the encounter. Studies by Smith and Yu (2008) as well as Booth et al. (2008) support this viewpoint. Slow-mapping is a well acknowledged technique for combining information over time, independent of further exposure (Horst et al., 2011). It also helps new terms be included into the vocabulary (Tamura et al., 2017).

A number of researchers (Dale, 1965; Paribakht & Wesche, 1997) have proposed a multi-stage word acquisition paradigm. The first step, in this perspective, is the first encounter with a new word. People in the second stage show some degree of word form familiarity but not clear meaning of the term. On the other hand, at the third stage people may identify a phrase in a certain context and have a partial understanding of its meaning. Explicit knowledge characterizes the fourth stage, while appropriate information is acquired and used in the fifth. Since they need very few exposures, the first three stages might be categorized as "fast-mapping" (Durso & Shore, 1991).

Refinement of original information in stages four and five, as Beck et al. (2002) explain, is consistent with the idea of gradual mapping. This specific form of mapping needs a little longer time. In this paper, we investigate the notions of "fast" and "slow" mapping as substitute frameworks to characterize the learning process of a new word. These phrases describe how a word's representation forms at first contact, independent of the particular learning process involved, and how that representation is then improved by repeated encounters.

Examining incidental learning—the ability to quickly and without clear instruction identify new word meanings—makes the progressive character of vocabulary development even more important (Rice, 1990; Schatz & Baldwin, 1986). It is obvious how incrementality and the concepts of vocabulary knowledge depth and breadth are related. Broad vocabulary knowledge is the number of words in a person's lexicon. Conversely, depth of vocabulary knowledge refers to the quantity of semantic information retained with reference to a particular word entry (Ouellette, 2006). One may imagine that although learning new words quickly via mapping could increase vocabulary, a lengthy mapping process is necessary to build a deeper comprehension of language.

The inclusion of models derived from the memory literature, such as the supplementary learning system account proposed by McClelland et al. (1995), is pertinent when discussing vocabulary knowledge and the process of vocabulary acquisition. This model delineates two distinct memory systems: the neocortical memory system, which exhibits the presence of overlapping representations of word forms, wherein new input activates pre-existing nodes; and the hippocampal system, characterized by sparse and contextually sensitive representations that lack strong interconnections among themselves. The initial entry of information into memory occurs via the hippocampus system, and its integration with the neocortical systems and pre-existing vocabulary knowledge is facilitated by sleep consolidation (James et al., 2017).

The acquisition of word encompasses multiple dimensions. In order to fully grasp a vocabulary entry, one must familiarize oneself with its spoken and written forms, grammatical characteristics, collocation patterns (i.e., words that commonly appear alongside it), frequency of usage, stylistic register (i.e., the type of communication in which the word is typically employed), meaning, and semantic associations with other words (Nation, 2013). Each of these elements is acquired gradually via repeated exposure, and it is not feasible to accurately anticipate a learner's understanding of one component based on their understanding of another. Perfetti and Hart (2002) emphasize the significance of the connection between various facets of lexical knowledge. The authors propose the Lexical Quality Hypothesis, which posits that a word's "high quality representation" is characterized by the integration of its orthographic representation (written form), phonological representation (oral form), and semantic representation (meaning). Perfetti and Hart claim that even in cases where a single feature is given, the existence of a well-constructed representation of a word allows effective retrieval of any of its related features. For example, it is possible to determine the phonetic and semantic components of a word by examining its written form—a critical ability for fluent reading.

2.3.2 Factors Influencing Vocabulary Learning

Although studies show that students can, even with limited knowledge, deduce the meaning of new words from speech and oral texts (Rice et al. 1990), students must get several outstanding presentations of new vocabulary items in educational environments to form semantic links between the words (Beck et al., 2002; Frishkoff et al., 2011). Repetitive presentations of a word increase its chance of being retained in memory, and different contextual presentations provide a variety of information about its meaning, hence encouraging more deep learning, claim Blachowicz and Fisher (2000) and Nation (2017).

The likelihood of acquiring knowledge of a term is positively correlated with the frequency of exposure (Durkin, 1990). As shown by Stanley and Ginther's (1991) study, there is a notable disparity in learning outcomes between youngsters who are exposed to a written word 10 times and those who encounter it just four times. The frequency effect illustrates the implications of repeated occurrences: words that have a higher frequency in the language are recognized more quickly in tasks involving lexical decision (Whaley, 1978), exhibit faster naming speed (Forster & Chambers, 1973), and are identified more rapidly in tachistoscopic tasks (Solomon & Howes, 1951).

As a result of frequent exposure to high-frequency words, individuals are expected to have developed a more robust mental representation of these words in memory, including enhanced comprehension of their meaning and morphology. Consequently, the incorporation of high frequency terms into the semantic network would result in improved integration and enhanced readability via visual perception. Although learners have the ability to acquire new words incidentally, even in situations where the context does not provide much information (Nagy et al., 1987), there is substantial evidence to suggest that encountering a word in multiple contexts or providing a definition (thus enhancing context informativeness) promotes vocabulary acquisition in both oral and written forms (Wilkinson & Houston-Price, 2013).

In their study, Ricketts et al. (2011) exposed a group of youngsters aged 7 to 8 years to novel vocabulary inside written passages, which were either provided in particular or generic settings. The acquisition of more precise semantic information in children was observed using a word-picture matching test. It was found that when children were given a more particular context, such as being informed that a giraffe is a specific sort of animal rather than simply an animal in general, their learning outcomes were enhanced. However, the term's higher-level category was discernible by the researchers even with its wider contextual presentation. Thus, as this research demonstrated, the effect of the contextual specificity was seen only in situations where a perfect comprehension of word meaning was required.

According to earlier study, word learning via oral story presentations is more successful when definitions are included into the narrative's context than when the story's context is used alone (Wilkinson & Houston-Price, 2013). Comparably, research incorporating written narrative presentations has shown that learning is improved more than when definitions are given alone for unknown terms; context is also important (Stahl, 1983). It appears from the results of these studies that students who were exposed to more word information were better able to create more thorough semantic representations of these words than their peers who

received less information. As such, these students had a higher tendency to learn and remember the relevant terms.

Previously, Bolger et al. (2008), Frishkoff et al. (2011), and Reichle and Perfetti (2003) have examined, within the theoretical framework of episodic memory theories, the effects of contextual repetition and the character of settings on the encoding of words in memory. A hypothesis put forward by Reichle and Perfetti (2003) holds that a sequence of events in which people are exposed to phonological and orthographic forms as well as contextual information related to a word affects the learning of word forms. With this paradigm, according to Tenpenny (1995), a word's meaning is seen as the whole information gleaned from several contexts rather than as a set representation kept in memory.

Definitions serve as precise frameworks that may aid in the determination of the fundamental meaning of a word, including its distinguishing characteristics. In the context of memory frameworks, it is observed that the presence of comparable contexts is associated with the existence of overlapping traces in memory. This overlap facilitates the more robust learning of a limited set of properties.

On the other hand, in contrast, settings that exhibit more diversity and less overlap facilitate the acquisition of a greater number of characteristics. However, each individual encounter within these contexts will result in a somewhat weaker memory trace. The Lexical Legacy Hypothesis, proposed by Nation (2017), highlights the significance of semantic diversity in the contextual input. It posits that the process of reading does not primarily enhance the acquisition of lexical quality through repetition. Instead, written language offers a greater range of contextual variation, which in turn promotes the development of more robust mental representations. The acquisition of new word meanings is often facilitated by context, particularly varied context.

Landi et al. (2006) found that children between the ages of five and eight were more likely to accurately read new words when they were given inside a context. Still, it was demonstrated that reading aloud helped one better remember words given alone for longer periods. The results of this experiment imply that words learned in context have worse form representations in memory than ones learned alone. The provided results in this investigation might challenge the Lexical Quality Hypothesis. According to this theory, learning experiences that support the development of better-quality representations—including contextual presentation—will influence the form and semantic components of language acquisition. The negative consequences of context are attributed in an explanation provided by the authors to their higher cognitive demands on attentional processes (Landi et al., 2006).

To teach a group of nine to ten-year-olds new vocabulary, Ouellette and Fraser (2009) combined written and oral approaches including reading aloud. Either the words were left without a definition or they were given one related one. The results of the study showed that during an orthographic recognition test, adding semantic information improved orthographic knowledge. However, this positive effect was not seen when orthographic knowledge was assessed in a spelling task. In a previous research examining orthographic learning using an orthographic recognition task, children between the ages of 6 and 8 were exposed to words in both oral (reading aloud) and written formats, delivered inside narratives or lists of words (Wang et al., 2011). The present research found that the context condition had a positive impact on orthographic learning only for irregular words, whereas no significant effect was seen for regular words.

2.4 Teaching Style in Language Education

2.4.1 Teaching Style

The concept of teaching styles pertains to the overall classroom conduct shown by an educator, and is not limited to a certain instructional approach or methodology. The terminology of teaching techniques may sometimes lead to confusion when juxtaposed with the concept of teaching styles. Teaching styles refer to the particular techniques used to optimize the instructional process and support the acquisition of information by learners. Teaching styles may be influenced by factors such as instructors' individual teaching and learning experiences, educational backgrounds, and cultural backgrounds. According to Jarvis (2004) and Grasha (1996), teaching styles refer to the manner in which an instructor applies their philosophy, beliefs, values, and attitudes in facilitating the process of teaching and learning. Heimlich and Norland (1994) provide a definition of teaching styles that is similar to the conceptualizations put forward by Jarvis and Grasha.

According to Heimlich and Norland, teaching styles include both the observable teaching behaviours and the underlying teaching beliefs of educators. According to Cross (1979), teaching styles refer to the methodologies used by educators to gather, structure, and convert information into practical knowledge. According to Grasha (1996), teaching styles possess several dimensions and have the potential to impact various aspects of instructors' instructional practices, including the delivery of information, engagement with students, administration of classroom tasks, and oversight of coursework. According to Cooper (2001), the concept of teaching style encompasses the aggregate of instructional activities, strategies, and approaches that a teacher favours while delivering instruction to a classroom.

According to Conti (1998), teaching styles exhibit persistence irrespective of the prevailing instructional circumstances. Nevertheless, according to Cornett (1983, p. 28), it is said that although instructors may possess a prevailing style, this does not imply that they are incapable of augmenting or adapting that style in response to specific circumstances. The author elucidates that adaptations in pedagogical approaches have the potential to foster a more efficacious educational encounter for both students and educators. According to Heimlich and Norland (1994), teaching styles refer to the practical application of an individual's teaching philosophy, including their ideas, values, and attitudes towards the process of teaching and learning. According to their suggestion, the teaching style may be seen as the outcome of several aspects of a teacher's life. This may include one's pedagogical and experiential encounters, scholastic qualifications, individual preferences and aversions, as well as cultural heritage.

Teaching styles may be discerned via the observation of instructors' instructional practices, including their methods of delivering information, structuring discussions, designing lesson plans, and facilitating learning activities. According to Cook (2008, p. 235), a language teaching style can be defined as a collection of teaching techniques that are loosely connected and are believed to have common objectives in language teaching, as well as shared perspectives on language and second language acquisition. The author elucidates that educators use diverse methodologies in varying manners inside a certain pedagogical approach. In the audio-lingual method, educators use role-play and structure-drill repeated conversation as instructional techniques to facilitate English language practice, with a primary emphasis on oral communication skills. According to Peacock (2001), the concept of second language teaching style refers to the instructor's inherent, customary, and favoured approach of introducing novel material and instructing language skills within the classroom setting.

2.4.2 Influence of Teaching Style on Student Learning Outcomes

Teaching style plays a pivotal role in shaping student learning outcomes, and a substantial body of research underscores the impact of different pedagogical approaches on students' educational achievements. Multiple studies have explored the influence of teaching styles on a wide array of educational outcomes, including academic performance, student engagement, motivation, and critical thinking skills.

The academic performance of learners and instructional strategies have been under much research. Research by Johnson and Johnson (1978) has demonstrated, for example, group projects and other cooperative learning strategies as means of improving academic performance—particularly in science and math. Conversely, careful application of tailored instructional strategies has also been associated with

better academic success. As Slavin's (2011) research on cooperative learning approaches emphasizes, individual accountability inside group projects offers benefits that finally raise students's academic performance.

Teaching strategies significantly affect the engagement and motivation of pupils. Active, student-centered teaching approaches—often associated with group projects—help to increase degrees of student involvement (Bernard, 2015). Under more dynamic and interesting learning environments made possible by this form of interaction, students are urged to participate, ask questions, and collaborate with others. Conversely, when students are allowed to pursue their interests and work at their own pace, unique approaches may also lead to great degrees of motivation (Deci et al., 1991).

The way a teacher guides students' development of their critical thinking skills determines how effectively The 2006 critical thinking and teaching tactics study by Paul and Elder highlights how different teaching approaches influence students' comprehension, assessment, and synthesis of information. Cooperative learning, when done in groups, typically forces students to finish higher-order thinking projects and sharpen their critical thinking skills. Conversely, students who have time and space for autonomous reflection through individual work could be able to refine and use their critical thinking abilities.

The study on feedback in education by Hattie and Timperley (2007) underlines how crucial it is to match teaching strategies to the several needs of the students since different teaching philosophies, past experiences, and preferences of learners might influence how well they learn. Though they might not, some teaching strategies could be more effective with one set of students than with another. Therefore, the effect of teaching style on the learning results of pupils should be taken into account because of personal differences and variability in learning requirements.

2.5 Empirical Studies on Teaching Styles in Vocabulary Learning

Rouhani et al. (2023) focused particularly on how well activity-based instruction stacks against the usual Presentation, Practice, and Production (PPP) technique. As they discussed the best approaches for instruction and language acquisition, the researchers gave activity-based approaches more and more weight. Seventy-two intermediate-level English language students were divided at random into two groups. One group received PPP to teach vocabulary; another received chart completion and listening exercises. The results of this study showed the effectiveness of modern teaching strategies based on pre-and post-test vocabulary evaluation since the use of instructional activities considerably enhanced vocabulary acquisition. Furthermore, the study revealed that the acquisition of vocabulary results of the listening-practical and chart completion groups were not

notably different, therefore showing the effectiveness of both activity-based approaches.

Hashemi and Hadavi (2015) progressed the research of effective vocabulary teaching strategies using an evaluation of two strategies: the semantically linked set method and the semantically unrelated set method. The semantically related set strategy was teaching words that were theoretically linked in one group; words without classification were the semantically unrelated set approach. The study aimed to find how various instructional approaches affected students at two distinct language acquisition levels both individually and about one another. Vocabulary knowledge scale (VKS) evaluation of learning vocabulary Regarding the quantity and quality of words acquired, the semantically linked set technique proved to be more successful than the semantically unrelated set method for learners at both levels. Moreover, proven to be more productive are higher higher-level language learners. The findings of the research underline the requirement of applying pedagogical approaches compatible with the concepts of cognitive and educational psychology and stress the influence of the teaching style on vocabulary learning outcomes.

The study by Khawasaneh et al. (2022) on curriculum, instructional strategies, assessment techniques, the school and home environment, and the challenges primary school kids in Irbid City have learning English helps one to better grasp the links among them. Equally split between fourth and fifth grades, this study employed a descriptive-analytical approach employing a sample of one hundred students, fifty men, and fifty females. A questionnaire was developed to assess the relationships among the curriculum, the approaches of instruction and assessment, the environments of the family and the school, and the challenges children faced acquiring English. According to the results, students believed that their difficulties learning English had a high general correlation with these educational features. This study emphasizes in students' language learning experiences the requirement of knowing the components of curriculum, teaching methodologies, evaluation approaches, and environmental elements.

Aswad et al. (2022) investigated how Indonesian EFL students might pick up English vocabulary using web-based language learning. The study aimed to find how much web-based training improves English students's vocabulary and to find their opinions on this strategy. In the study, students were randomly divided into two groups: the experimental group daily used web-based vocabulary acquisition resources while the control group received normal classroom instruction. The utilization of web-based instruction improved student perspectives of language acquisition. Significantly, the research showed that the experimental and control groups acquired vocabulary differently, demonstrating the benefits of WLI in

improving language learning results. The research mentioned above, in conclusion, has advanced language instruction and highlighted the possible advantages of various approaches.

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