

# A MIXED METHODS STUDY ON THE VOCABULARY LEARNING STRATEGIES AND LISTENING COMPREHENSION PROFICIENCY AMONG ELEMENTARY EDUCATION STUDENTS

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## Abstract

The purpose of this study was to determine the significant relationships between vocabulary learning strategies and listening comprehension proficiency among elementary education students in a local college. Also, this aimed to explore the lived experiences, coping mechanisms, and insights of the students related to their vocabulary learning strategies and listening comprehension proficiency. This study used a mixed-method design, utilizing a parallel convergent approach. The participants of the study were elementary education students from all year levels. For the quantitative part, it involved 164 students, while for the qualitative part, it involved 14 participants. Results revealed that the level of vocabulary learning strategies and listening comprehension proficiency is high, meaning they are oftentimes manifested by the elementary education students. Meanwhile, the qualitative results revealed different experiences, coping mechanisms, and insights of the students regarding their use of vocabulary learning strategies to enhance listening comprehension proficiency. Similarly, mixed-method analysis and data corroboration found that both quantitative and qualitative data were merging. The results revealed that effective use of vocabulary learning strategies greatly improves students' listening comprehension skills, helping them understand and process spoken language efficiently in academic settings.

*Keywords:* vocabulary learning strategies, listening comprehension proficiency, mixed methods, elementary education students

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## 1. INTRODUCTION

Listening is a crucial but often overlooked and challenging aspect of language learning. Many learners struggle with communication due to difficulties in listening comprehension. Common challenges in learning English such as vocabulary, grammar, and language structures often result from ineffective teaching methods rather than learner errors. Thus, using effective learning strategies is essential. To succeed, students must develop all four language skills (Jyoti, 2020; Tran & Doung, 2020; Lumentut & Lengkoan, 2021).

Several global studies have explored the listening challenges faced by TOEFL test-takers, revealing that only 22% prioritize listening as a crucial language skill. Three main factors affect listening comprehension: the listening material, listener-related factors, and the physical or technological setting. Research from Syiah Kuala University found that the technological environment had the most significant impact, accounting for 32% of listening difficulties. The study involved seventh-semester English students who had been learning the language for over three years. Despite their advanced skills, technical issues remained the biggest barrier to effective listening comprehension (TOEIC, 2023; Syahreza et al., 2019; Darti & Asmawati, 2017).

In the Philippines, the Department of Education aims to develop globally competent individuals, with English proficiency seen as essential. Despite this, listening remains the most neglected language skill, as more focus is placed on grammar, reading, and vocabulary. Although the K-12 curriculum promotes both Filipino and English listening and speaking skills, listening is often overlooked in favor of reading and writing. This neglect, along with limited strategies targeting listening comprehension, impacts students' ability to understand spoken English and affects their overall learning experience (Acosta-Gonzaga & Ramirez-Arellano, 2021; Calub, 2018; Melegrito, 2022).

Several international studies have explored English language skill development, but few specifically examine how vocabulary learning strategies impact listening comprehension. Jyoti (2020) highlighted vocabulary's role in language proficiency but did not focus on its effect on listening. Hardiyanto et al. (2021) linked vocabulary strategies to reading and writing but not listening. Similarly, Lengkoan et al. (2022) emphasized vocabulary retention over its role in listening skills. Jaya et al. (2021) investigated multimedia strategies for vocabulary learning but concluded that their effect on listening comprehension still needs more research.

Further research is needed to clarify how vocabulary learning strategies improve listening comprehension. This study aims to identify commonly used strategies among students to inform more effective teaching practices. Since listening is essential for communication and learning, exploring this area can benefit both educators and learners. Insights gained can help develop better language learning approaches, supporting long-term academic success.

### 1.1 Research Objectives

In this study, convergent parallel mixed methods research was used in broadly examining the status of vocabulary learning strategies and listening comprehension proficiency among elementary education students. Specifically, this sought to answer the following research questions.

1. What is the level of vocabulary learning strategies and listening comprehension proficiency among elementary education students?
2. Is there a significant relationship between school culture and critical thinking skills among Elementary education students?
3. What are the experiences and coping mechanisms of elementary education students in using vocabulary learning strategies to enhance their listening comprehension proficiency?
4. What are the insights of elementary education students in using vocabulary learning strategies and listening comprehension proficiency?
5. Do qualitative data corroborate with the quantitative data?

## 2. LITERATURE REVIEW

### 2.1. Vocabulary Learning Strategies.

Vocabulary is the foundation of language and essential for effective communication and proficiency in English. It enables learners to express ideas, understand texts, and follow instructions. However, limited vocabulary poses a major barrier, hindering learners' ability to communicate clearly. Without a strong vocabulary base, language learning becomes difficult (Marpuang & Situmeang, 2020; Mutiah et al., 2020; Schmitt, 2019; Widyahening & Ma'fiah, 2019).

Consequently, it has been acknowledged that successful learners develop specific strategies for acquiring and retaining new words, as well as discipline for learning vocabulary. The process of vocabulary development will take place in light of giving students the chance to be exposed to new words and their definitions in the first place, and then to be put in situations where they attempt to retrieve, recall, and use the target vocabulary items in various contexts and settings (Kayi-Aydar, 2018).

Researchers highlight that vocabulary learning strategies significantly impact the success of foreign language acquisition. The effectiveness of English learning largely depends on the strategies used during the learning process. These strategies are unique methods that enhance understanding, memory, and overall language performance. They help students take greater control of their learning. Additionally, engaging students with language content at a deeper cognitive level can improve their comprehension (Goundar, 2019; Mehrabian & Salehi, 2019; Susanto & Halim, 2016).

### 2.2. Listening Comprehension Proficiency.

Listening comprehension, frequently undervalued in second language learning, is a complex and active process essential for language mastery. Effective listening practice sharpens the ability to distinguish sounds and understand grammatical structures, while prosodic cues and language input play a critical role in decoding communication context. As a demanding cognitive skill, listening comprehension requires mental effort and involves interpreting message context and accurately processing auditory information, both vital steps in achieving language proficiency (Al-Azzemy & Al-Jamal, 2019; Kamiya, 2022).

In consonance, it has been reported that adults spend 45% of their interaction time listening, 30% speaking, 16% reading, and 9% writing. Listening, especially in academic and professional settings, is a highly developed skill that requires students to apply various strategies to interpret meaning from texts. This emphasizes the need for students to focus and fully understand the material presented to them (Burns & Siegel, 2018; Syakur, 2020).

A study in Iran found that effective listening goes beyond hearing sounds and requires active engagement with the speaker's message. Using strategies like metacognitive planning, monitoring, and evaluating, as well as techniques such as identifying main ideas and note-taking, helps improve comprehension and retention. Teaching learners to be aware of their own thinking can enhance their overall listening performance (Al-Khresheh, 2020; Zanjani & Izadpanah, 2016; Zhang & Zhang, 2020).

### 2.3 Theoretical Framework

This study is grounded in Lev Vygotsky's Sociocultural Theory, which emphasizes the crucial role of social interaction and cultural context in learning. It highlights how collaborative learning, teacher guidance, and peer interaction within language-rich environments support the development of listening comprehension. The theory suggests that vocabulary acquisition is enhanced when learners engage in meaningful communication and are supported within their Zone of Proximal Development (ZPD). By examining these social dynamics, the study explores how external influences contribute to students' ability to understand spoken language and acquire new vocabulary.

The study also draws on Oxford's Language Learning Strategy Theory, which provides a structured framework for understanding how students improve their vocabulary and listening comprehension. This theory classifies learning strategies into cognitive, metacognitive, and social categories. Cognitive strategies involve mental tasks like using context clues or memory techniques; metacognitive strategies focus on planning, monitoring, and evaluating learning; and social strategies involve interacting

with others for language practice. By using this framework, the study analyzes how frequently and effectively elementary education students apply these strategies to boost their language skills.

### 3. METHODOLOGY

#### 3.1. Research Design

This study used a convergent parallel mixed methods design, combining quantitative and qualitative approaches simultaneously. Data from both methods were collected and analyzed at the same time, then compared to gain a deeper understanding of vocabulary learning strategies and listening comprehension among elementary education students. This approach helps balance the weaknesses of one method with the strengths of the other and enriches quantitative data with open-ended qualitative insights (Creswell 2003).

Specifically, the quantitative component involved descriptive approach. Descriptive approach is a study designed to depict the participants in an accurate way. More simply putting descriptive approach is all about describing people who take part in the study. It is used to describe characteristics of a population or phenomenon being studied. The characteristics used to describe the situation or population are usually some kinds of categorical scheme also known as descriptive categories.

Moreover, a survey questionnaire was distributed to elementary education students. A total of 164 students responded to the survey. The participants' consolidated responses provided numerical data on the identified complications. To present the quantitative results, statistical tools such as frequency, weighted mean, and standard deviation were employed. After applying these methods, the data were analyzed and presented using descriptive statistics.

In the qualitative phase of this study, I employed the phenomenological approach, which reflects an epistemological perspective that considers truth to be multiple and subjective. We used focus group discussions and in-depth interviews as our qualitative data collection methods. These methods are effective in helping researchers understand the social norms of a community and in saturating the data collected from the interviews, allowing us to create themes based on the collected data (Tripoli, 2014).

Furthermore, data were collected through focus group discussions and in-depth interviews with the participants. The interview guide included questions directed at seven selected participants for the in-depth interviews and another seven for the focus group discussions. These questions were crafted to elicit detailed responses. Interviews were scheduled to ensure smooth proceedings and accommodate participants' availability. All responses were carefully considered, though irrelevant details were excluded from the study.

#### 3.2. Participants of the Study.

In this section, the distribution and profile in gathering quantitative and qualitative data from the participants and informants as well as respondents of this study are discussed. Additionally, the exclusion criterion is based upon the statuses of elementary students and they must not be an irregular student of the said program on the first semester of the academic year 2023-2024.

#### *Quantitative Phase*

The respondents of this study were elementary education students from all year levels in Kapalong College of Agriculture, Sciences and Technology during the second semester of S.Y. 2024-2025. They were chosen as the respondents because the study is about vocabulary learning strategies among elementary education students. The inclusion criteria guaranteed representation from enrolled students in Bachelor of Elementary Education-Generalist who maintained regular student status, were enrolled in the first semester of the academic year 2024-2025, and were enrolled in their respective courses, which was open to participants of any gender who demonstrated a willingness to participate. Conversely, the irregular students of the said program on the first semester of the academic year 2024-2025 was the exclusion criterion due from their hectic schedule inside the campus. Specifically, twenty (20) first-year students, sixty-eight (68) second-year students, fifty-two (52) third-year students and twenty-four (24) fourth-year students were selected across all year levels of elementary education students, totaling one-hundred sixty-four (164) participants for the first semester of the academic year 2024-2025.

Table 1.1. Distribution of Respondents

| Year Level   | Population | Sample     | Percentage    |
|--------------|------------|------------|---------------|
| First Year   | 34         | 20         | 6.91%         |
| Second Year  | 118        | 68         | 23.99%        |
| Third Year   | 90         | 52         | 18.30%        |
| Fourth Year  | 42         | 24         | 8.54%         |
| <b>TOTAL</b> | <b>284</b> | <b>164</b> | <b>57.75%</b> |

#### *Qualitative Phase*

Participants were selected who could best inform the research questions and enhance understanding of the phenomenon under study (Kuper et al., 2008). In the study, there were seven (7) participants for the In-Depth Interview and another seven (7) for the Focus Group Discussion. In addition, in selecting the qualified participants of the study, the following inclusion Criteria were followed: (1) must be an enrolled Elementary Education major in Generalist student; (2) could be chosen from any year level freshmen, sophomore, junior, or senior; (3) must be a regular student and not probationary nor irregular, (4) could be male or female; (5) must have the willingness to join and participate in the study.

Table 1.2. Profiles of the Participants

| Assigned Code | Sex    | Year Level  |
|---------------|--------|-------------|
| IDI-01        | Female | First Year  |
| IDI-02        | Female | First Year  |
| IDI-03        | Male   | Second Year |
| IDI-04        | Female | Third Year  |
| IDI-05        | Female | Fourth Year |
| IDI-06        | Female | First Year  |
| IDI-07        | Male   | Second Year |
| FGD-01        | Female | Third Year  |
| FGD-02        | Female | Third Year  |
| FGD-03        | Female | Fourth Year |
| FGD-04        | Female | Third Year  |
| FGD-05        | Male   | Second Year |
| FGD-06        | Female | Third Year  |
| FGD-07        | Female | Third Year  |

### 3.3. Instrumentation and Data Gathering Process.

In the quantitative of the study, The Vocabulary Learning Strategies Questionnaire (VLSQ) by Schmitt (1997, 2000) assesses the frequency of vocabulary learning strategies among EFL learners through 40 items categorized into five key strategies, with Cronbach's alpha values ranging from 0.70 to 0.89, ensuring strong reliability. The Vocabulary Size Test (VST) by Beglar and Nation (2013) measures receptive vocabulary size across different frequency levels using 50 items, with a Cronbach's alpha of 0.96, confirming its excellent reliability. To collect data, was obtain through authorization from the College President's Office. Two surveys were utilized to assess vocabulary learning strategies and listening comprehension proficiency. The surveys were delivered to respondents on the same day to eliminate mood-related changes in responses.

In the qualitative phase of the study, to ensure the validity of the qualitative research guide questionnaire that was used, it was subjected to scrutiny of the panel of experts as regards to their clarity, suitability, understandability and ability to elicit personal narratives, comments, opinions, and insights from the research participants. In addition, the open-ended questions that were prepared were not more than three research questions with no more than five probing questions each. Also, we provided closing key components that guaranteed the participants their chance to give additional comments. Moreover, we furnished a copy of transcriptions to the concerned participants to ensure that nothing has been changed in the transcription of data. In addition, our goal was to seek consensus, by understanding multiple ways of seeing the data. Qualitative research involved focus group discussions and in-depth interviews to get insights from participants. We personally invite participants and inform them of the responsibilities, place, and schedule for their convenience (Boyce & Neale, 2006; Creswell, 2013). During the interviews, a series of prepare questions were used, along with follow-up questions to elicit more thorough responses. We were thoroughly discussed the ethical criteria to participants prior to starting the interview.

### 3.4. Data Analysis

In the quantitative data was analyzed using descriptive statistics and Pearson-r. Here are the discussions to each of the statistical tool: (1) Mean was used to determine the level language exposure and language competence of English major students, to answer research questions or problem number 2: (2) Pearson-r was used to determine the significant relationship between language exposure and language competence of English major students; (3) Standard Deviation was used to measure how spread out the responses of the respondents are; (4) The survey data, which were collected, serving as the basis for in-depth analysis. Upon retrieval

of the questionnaires, the data were tallied and treated accordingly. The survey data were further analyzed using Statistical Package for the Social Sciences (SPSS) for both descriptive and inferential statistics. These statistical treatments were applied to ascertain the status of English major students.

In the qualitative phase, the data collected during the conduct of the interview was analyzed that came up with conclusions that affirmed and supported the findings in the quantitative phase. As explained, analysis of data in research involved summarizing the mass of data collected and presenting the results in a way that communicates the most important features of the study (Harding, 2013). In the study, data analysis was done after the process of transcribing the results of the in-depth interview and focus group discussion among the participants. The researcher used coding and thematic analysis in analyzing the collected and gathered data. Further, in displaying and presenting the data, it was organized into different categories that have similar responses from the different participants. The process was called thematic analysis.

### 3.5. Research Ethics

This quantitative study emphasizes the importance of ethical considerations, particularly because it involves elementary education students as participants. To protect their rights and welfare, the researcher will ensure informed consent, voluntary participation, confidentiality, and the right to withdraw at any time. These measures uphold the integrity of the study and ensure respect for all participants from Kapalong College of Agriculture, Sciences and Technology.

## 4. FINDINGS AND DISCUSSION

This section presents the findings from both the quantitative and qualitative phases of the research. The first phase examines quantitative data, highlighting students' levels of vocabulary learning strategies and listening comprehension proficiency, as well as the significant relationships between these variables. The second phase explores qualitative data, organized in a matrix format to showcase participants' experiences with vocabulary learning strategies and listening comprehension proficiency. This includes their coping strategies, insights, and challenges. The matrix also outlines key issues, core ideas, codes or categories, essential themes, and relevant theoretical perspectives.

Table 3.1 Level of Students' Vocabulary Learning Strategies

| Indicators  | Mean        | Description      |
|---|-------------|------------------|
| <b>A. Metacognitive Learning Strategies</b>   |             |                  |
| 1. learning new words by watching English-speaking movies with subtitles.                     | 4.41        | Very High        |
| 2. expanding the knowledge of lexical items by listening to English songs.                    | 4.13        | High             |
| 3. studying new vocabulary items from advertisements, written signs, written notices, etc.    | 4.08        | High             |
| 4. learning new lexical items by reading articles from several sources.                       | 4.07        | High             |
| 5. learning new words by relating newly learned words with previously learned ones.           | 4.29        | Very High        |
| <b>Category Mean</b>  | <b>4.20</b> | <b>Very High</b> |
| <b>B. Determination Strategies</b>  |             |                  |
| 1. decoding the meanings of unfamiliar words using context clues.                             | 4.18        | High             |
| 2. determining the meanings of new words based on their grammatical categories.               | 4.12        | High             |
| 3. guessing new word meanings from sentence structure.  | 4.20        | High             |
| 4. guessing new word meanings by analyzing prefixes, roots, and suffixes.                     | 4.05        | High             |
| 5. guessing new word meanings from aural features like stress, intonation, and pronunciation. | 4.15        | High             |
| <b>Category Mean</b>  | <b>4.14</b> | <b>High</b>      |
| <b>C. Memory Strategies</b>   |             |                  |
| 1. identifying the parts of speech of the new vocabulary items.                               | 4.10        | High             |
| 2. connecting pictures to the meanings of new words.  | 4.17        | High             |
| 3. examining the new word formation and origin of every word.                                 | 4.06        | High             |

|                                |  |             |                    |
|--------------------------------|--|-------------|--------------------|
| 4.                             | grouping new words in relation to similar pronunciation and spelling.  | 4.06        | High               |
| 5.                             | categorizing new words according to their synonyms and antonyms.   | 4.05        | High               |
| <b>Category Mean</b>           |  | <b>4.09</b> | <b>High</b>        |
| <b>D. Social Strategies</b>    |  | <b>Mean</b> | <b>Description</b> |
| 1.                             | seeking extra English information by interacting with others to learn new vocabulary.                            | 4.18        | High               |
| 2.                             | asking English instructors for synonyms or explanations of new words.  | 4.04        | High               |
| 3.                             | discussing with classmates to expand vocabulary meanings.  | 3.96        | High               |
| 4.                             | playing English games like Scrabble and crossword puzzles to learn new words through group work.                 | 4.12        | High               |
| 5.                             | practicing new vocabulary in groups to expand lexical knowledge.   | 4.12        | High               |
| <b>Category Mean</b>           |  | <b>4.08</b> | <b>High</b>        |
| <b>E. Cognitive Strategies</b> |  | <b>Mean</b> | <b>Description</b> |
| 1.                             | revising previous English lessons and take notes in class to learn the new vocabulary items.                     | 4.10        | High               |
| 2.                             | repeating orally a single word with its meanings to learn it.  | 4.20        | High               |
| 3.                             | keeping a notebook for a vocabulary list with meanings and examples to learn the new vocabulary items.           | 4.04        | High               |
| 4.                             | listening to vocabulary videos on YouTube, TikTok, Instagram, and other platforms to learn new vocabulary items. | 4.14        | High               |
| 5.                             | writing new lexical items with meanings on flash cards to learn them.  | 4.01        | High               |
| <b>Category Mean</b>           |  | <b>4.10</b> | <b>High</b>        |
| <b>Overall Mean</b>            |  | <b>4.12</b> | <b>High</b>        |

Table 3.1 present the extent to which students in an elementary education, utilize vocabulary learning strategies. The variable of the study is the Vocabulary Learning Strategies which has five indicators namely: *metacognitive, determination, memory, social, and cognitive strategies*.

*Metacognitive Learning Strategies.* In terms of metacognitive learning strategies, the overall mean is 4.20, which indicates that this is oftentimes manifested by the students. Among the items under this indicator, item No. 1- *learning new words by watching English-speaking movies with subtitles*, got the highest mean of 4.41 with a descriptive equivalent of very high. This only means it is always manifested by the students. Meanwhile, the lowest mean of 4.07 was obtained from item No.4 - *learning new lexical items by reading articles from several sources* with the descriptive equivalent of high which means it is oftentimes manifested by the students.

*Determination Strategies.* In terms of determination strategies, the overall mean is 4.14, which indicates that this is oftentimes manifested by the students. Among the items under this indicator, item No. 3- *guessing new word meanings from sentence structure*, got the highest mean of 4.20 with a descriptive equivalent of high. This only means it is oftentimes manifested by the students. Meanwhile, the lowest mean of 4.05 was obtained from item No.4 - *guessing new word meanings by analyzing prefixes, roots, and suffixes* with the descriptive equivalent of high which means it is oftentimes manifested by the students.

*Memory Strategies.* In terms of memory strategies, the overall mean is 4.09, which indicates that this is oftentimes manifested by the students. Among the items under this indicator, item No. 2- *connecting pictures to the meanings of new words*, got the highest mean of 4.17 with a descriptive equivalent of high. This only means it is oftentimes manifested by the students. Meanwhile, the lowest mean of 4.05 was obtained from item No.5 - *categorizing new words according to their synonyms and antonyms* with the descriptive equivalent of high which means it is oftentimes manifested by the students.

*Social Strategies.* In terms of social strategies, the overall mean is 4.08, which indicates that this is oftentimes manifested by the students. Among the items under this indicator, item No. 1- *seeking extra English information by interacting with others to learn new vocabulary*, got the highest mean of 4.18 with a descriptive equivalent of high. This only means it is oftentimes manifested by the students. Meanwhile, item No.3-*discussing with classmates to expand vocabulary meanings* got the lowest mean of 3.96, with the descriptive equivalent of high which means it is oftentimes manifested by the students.

*Cognitive Strategies.* In terms of cognitive strategies, the overall mean is 4.10, with a descriptive equivalent of high, which indicates that this is oftentimes manifested by the students. Among the items under this indicator, item No. 2- *repeating orally a single word with its meanings to learn it*, got the highest mean of 4.20 with a descriptive equivalent of high. This only means it is oftentimes manifested by the students. Meanwhile, item No.5- *writing new lexical items with meanings on flash cards to learn them* got the lowest mean of 4.01, with the descriptive equivalent of high which means it is oftentimes manifested by the students.

Table 3.2 Level of Students Listening Comprehension Proficiency

| Scores       | Frequency   | Percentage                    |
|--------------|-------------|-------------------------------|
| 3            | 2           | 1.22%                         |
| 4            | 4           | 2.44%                         |
| 5            | 4           | 2.44%                         |
| 6            | 8           | 4.88%                         |
| 7            | 28          | 17.07%                        |
| 8            | 26          | 15.85%                        |
| 9            | 23          | 14.02%                        |
| 10           | 16          | 9.76%                         |
| 11           | 22          | 13.41%                        |
| 12           | 14          | 8.54%                         |
| 13           | 3           | 1.83%                         |
| 14           | 6           | 3.66%                         |
| 15           | 2           | 1.22%                         |
| 16           | 4           | 2.44%                         |
| 17           | 1           | 0.61%                         |
| 18           | 1           | 0.61%                         |
| <b>Total</b> | <b>164</b>  | <b>100.00%</b>                |
| <b>Mean</b>  | <b>SD</b>   | <b>Descriptive Equivalent</b> |
| <b>9.29</b>  | <b>2.79</b> | <b>Very High</b>              |

**Level of Listening Comprehension Proficiency**

Shown in Table 3.2 is the distribution of students' listening comprehension proficiency scores in an elementary education students in Kapalong College of Agriculture, Sciences and Technology. The scores range from 3 to 18, with the highest frequency observed at scores number 7 which has a percentage of 17.07%, while the lowest frequency is observed at scores number 17 and 18 which have a percentage of 0.61%. It obtained an overall mean score of 9.29 with a standard deviation of 2.79 with a description of very high. This means that the students have strong listening comprehension skills and students always manifest their Listening Comprehension Proficiency.

Table 3.3 Experiences and Coping Mechanisms of Elementary Education Students in Using Vocabulary Learning Strategies to Enhance Their Listening Comprehension Proficiency

| Issue Probed   | Core Ideas  | Code/ Categories                              | Essential Themes                             | Theoretical Support                       |
|--|---|---|--|---|
| Various Vocabulary Strategies to Enhance Understanding and Expand Students Word Knowledge. | <ul style="list-style-type: none"> <li>Using context clues to understand unfamiliar words</li> <li>Identifying synonyms and antonyms to relate words</li> <li>Guessing meanings based on sentence structure</li> <li>Recognizing subtle nuances in word usage based on context</li> <li>Recognizing repeated terms for context comprehension</li> </ul> | Using Various Strategies to Enhance Knowledge | Active Use of Vocabulary Learning Strategies | Contextual Guessing Theory (Nation, 2001) |
|  | <ul style="list-style-type: none"> <li>Highlighting key words to infer meaning</li> <li>Writing down difficult words to remember them better</li> <li>Make it a habit to write</li> </ul>   | Tracking and Mastering New Vocabulary         |  |   |

|  |   |  |  |   |
|--|---|--|--|---|
|  | <ul style="list-style-type: none"> <li>down unfamiliar words during lessons</li> </ul>  |  |  |   |
| Use of Auditory Strategies to Enhance Vocabulary Learning.                   | <ul style="list-style-type: none"> <li>Inferring meaning from key phrases in lectures</li> <li>Using subtitles to associate words with pronunciation</li> <li>Pausing and replaying difficult audio segments</li> <li>Comparing spoken words with written transcripts</li> </ul>  | Interactive Listening Strategies for Vocabulary Learning | Auditory-Based Vocabulary Strategies           | Cognitive Theory of Multimedia Learning (Mayer, 2001) |
|  | <ul style="list-style-type: none"> <li>Using songs and movies as auditory methods to encounter and learn new words</li> <li>Watching videos to enhance vocabulary and listening skills</li> <li>Listening to podcasts and noting unknown words.</li> </ul>  | Media-Based Auditory Learning for Vocabulary Expansion   |  |   |
| Use of Repetition and Personalized Tools to Retain and Reinforce Vocabulary. | <ul style="list-style-type: none"> <li>Replaying audio materials for word retention</li> <li>Reading books repeatedly to reinforce vocabulary</li> <li>Watching movies with subtitles for better understanding</li> <li>Listening to lectures multiple times for word retention</li> <li>Rewriting learned words in different contexts</li> </ul> | Repeated Listening and Reading                           | Utilizing Repetitive Exposure Techniques       | Spaced Repetition Theory (Ebbinghaus, 1885)           |
|  | <ul style="list-style-type: none"> <li>Using flashcards for repeated recall of new words</li> <li>Highlighting words and reviewing them regularly</li> <li>Using language apps for daily practice</li> <li>Creating personalized vocabulary lists</li> <li>Practicing spaced repetition techniques</li> </ul>                                     | Flashcards and Memorization Tools                        |  |   |
| Involvement of Students to Social and Collaborative Activities               | <ul style="list-style-type: none"> <li>Practicing vocabulary in real-life conversations</li> <li>Using new words in written essays</li> <li>Engaging in oral discussions using newly learned words</li> <li>Integrating new vocabulary into daily speech</li> <li>Writing reflections incorporating new vocabulary</li> </ul>                     | Speaking and Writing Practices                           | Enhancing Vocabulary through Active Engagement | Social Constructivist Theory (Vygotsky, 1978)         |
|  | <ul style="list-style-type: none"> <li>Participating in study groups for vocabulary discussions</li> <li>Engaging in classroom activities like word games</li> <li>Asking teachers and peers for vocabulary clarification</li> <li>Collaborating on group vocabulary projects</li> <li>Using peer feedback to refine word usage</li> </ul>        | Interactive and Group Learning                           |  |   |
| Challenges in Vocabulary Retention, Differentiation, and                     | <ul style="list-style-type: none"> <li>Struggling with multiple</li> </ul>  | Difficulty in Understanding New                          | Vocabulary Learning Challenges                 | Cognitive Load Theory (Sweller, 1988)                 |

|  |   |  |   |  |
|--|---|--|---|--|
| Limited Exposure.  | <ul style="list-style-type: none"> <li>unfamiliar words at once</li> <li>Confusion with words having similar meanings</li> <li>Limited vocabulary exposure outside the classroom</li> <li>Difficulty differentiating between homophones</li> <li>Challenges in recalling technical terms</li> </ul> | Words  |   |  |
|  | <ul style="list-style-type: none"> <li>Regularly practice new words in different context</li> <li>Review vocabulary lists to reinforce my learning</li> <li>Practice pronouncing difficult words repeatedly for better retention</li> </ul>   | Vocabulary Practice and Differentiation Techniques             |   |  |
| Struggles with Pronunciation, Word Recall, and Complex Word Retention. | <ul style="list-style-type: none"> <li>Difficulty in recalling words in conversations</li> <li>Difficulty in remembering complex words</li> <li>Struggles in spelling affecting pronunciation</li> <li>Struggles in remembering specific words when talking to others</li> </ul>                    | Challenges in Word Recall and Retention                        | Struggles with Pronunciation and Retention                  | Model of working memory (Baddeley and Hitch, 1974) |
|  | <ul style="list-style-type: none"> <li>Mispronouncing words affecting comprehension</li> <li>Fast-paced speech making it hard to recognize words</li> <li>Hard to catch words when people speak too quickly</li> <li>Pronunciation errors causing confusion when speaking with others</li> </ul>    | Pronunciation and Speed of Speech Challenges                   |   |  |
| Using Digital Tools for Vocabulary Learning                            | <ul style="list-style-type: none"> <li>Using dictionary apps and language platforms</li> <li>Utilizing online word lists and quizzes</li> <li>Practicing vocabulary with gamified apps</li> </ul>   | Using Vocabulary Expansion tools                               | Strategizing to Overcome Vocabulary Learning Barriers       | Self-Regulated Learning Theory (Zimmerman, 2002)   |
|  | <ul style="list-style-type: none"> <li>Listening to audiobooks to reinforce pronunciation</li> <li>Engaging with language learning AI tools</li> <li>Watching educational videos on YouTube to improve language skills</li> </ul>   | Pronunciation & Listening Enhancement through online platforms |   |  |
| Actively Engage in Self-Regulated Learning Strategies                  | <ul style="list-style-type: none"> <li>Taking notes of difficult words for later review</li> <li>Using self-testing techniques for vocabulary retention</li> <li>Setting weekly goals for learning new words</li> <li>Tracking progress with vocabulary journals</li> </ul>                         | Vocabulary Tracking & Goal Setting                             | Strategic and Reflective Self-Regulated Vocabulary Learning | Self-Regulated Learning Theory (Zimmerman, 2002)   |
|  | <ul style="list-style-type: none"> <li>Practicing daily through word association</li> <li>Testing myself on new words to improve recall</li> <li>Review vocabulary by testing myself regularly</li> </ul>   | Active Vocabulary Practice                                     |   |  |



|  |   |   |   |  |
|--|---|---|---|--|
|  | <ul style="list-style-type: none"> <li>understanding</li> <li>• Focusing on key phrases improves retention</li> <li>• Listening repeatedly to difficult segments aids learning</li> </ul>   | Development                                 |   |  |
| Apply Personalized Vocabulary Strategies to Enhance Memory and Understanding of New Words. | <ul style="list-style-type: none"> <li>• Using mnemonic devices to remember words</li> <li>• Writing unfamiliar words in a vocabulary journal</li> <li>• Creating sentences using new words</li> </ul>  | Personalized Study Techniques               | Using Strategies in Learning Vocabulary                             | Dual Coding Theory (Paivio, 1971)                      |
|  | <ul style="list-style-type: none"> <li>• Infer word meanings from context</li> <li>• Use surrounding words to understand unknown terms</li> <li>• Recognize familiar phrases or collocations</li> </ul>   | Using Contextual Clues                      |   |  |
| Integration of Vocabulary into Everyday Activities.  | <ul style="list-style-type: none"> <li>• Learning new words through daily conversations</li> <li>• Practicing words by incorporating them in essays</li> <li>• Using vocabulary flashcards during study time</li> </ul>   | Integrating Vocabulary in Everyday Learning | Reinforcing Vocabulary Through Practical and Consistent Application | Usage-Based Language Learning Theory (Tomasello, 2003) |
|  | <ul style="list-style-type: none"> <li>• Exposure to new vocabulary in real-life situations strengthens learning</li> <li>• Vocabulary usage in daily tasks helps internalize words</li> <li>• Incorporating new words into routine activities support continuous learning</li> </ul> | Active Vocabulary Integration               |   |  |
| External Support from Teachers and Peers Enhances Vocabulary Learning                      | <ul style="list-style-type: none"> <li>• Teachers explaining difficult words improves learning</li> <li>• Classmates helping each other through study groups</li> <li>• Group discussions allowing deeper word analysis</li> </ul>  | Teachers and Peer Support                   | The Role of External Support in Learning Is Essential               | Social Learning Theory (Bandura, 1977)                 |
|  | <ul style="list-style-type: none"> <li>• Feedback from classmates during group work strengthens my vocabulary</li> <li>• Classmates give me helpful feedback on how to use new words in sentences</li> <li>• Classmates correct my vocabulary mistakes, which</li> </ul>              | Peer Feedback for vocabulary growth         |   |  |

|   |  |   |  |   |
|---|--|---|--|---|
|   | helps me learn more  |   |  |   |
| Improving Comprehension and Vocabulary Through the Use of Digital Tools and Media Resources | <ul style="list-style-type: none"> <li>• Using podcasts and audiobooks for comprehension practice</li> <li>• Watching English videos to associate words with visuals</li> <li>• Leveraging mobile apps for interactive learning</li> </ul>   | Digital and Media Resources                 | Digital and Media Resources Enhance Vocabulary and Comprehension | Multimedia Learning Theory (Mayer, 2001)      |
|   | <ul style="list-style-type: none"> <li>• Using songs and movies as auditory methods helps me encounter and learn new words</li> <li>• Watching videos enhances my vocabulary and listening skills</li> <li>• Listening to podcasts and noting down unfamiliar words helps improve my vocabulary</li> </ul> | Auditory-based Learning                     |  |   |
| Integrating Digital Tools and Online Resources  | <ul style="list-style-type: none"> <li>• Adding more vocabulary-based games in lessons</li> <li>• Using real-life conversations for better engagement</li> <li>• Using language apps, reading diverse materials aids vocabulary learning</li> </ul>  | Enhancing Interactive Learning Activities   | Enhancing Language Learning through Technology Integration       | Constructivist Learning Theory (Piaget, 1970) |
|   | <ul style="list-style-type: none"> <li>• Incorporating digital tools in daily instruction</li> <li>• Encouraging students to use online resources</li> <li>• Using language learning apps to test my understanding and build new vocabulary.</li> </ul>  | Integrating Technology in Language Learning |  |   |

*Difficulty in Understanding New Words.* This is the first code of the fifth probed issue. Many participants reported struggling to understand new words, which affects their overall vocabulary learning and listening comprehension. They expressed that encountering unfamiliar vocabulary in spoken and written texts often makes it difficult to grasp the intended meaning, leading to confusion and misinterpretation.

**Vocabulary Practice and Differentiation Techniques.** Participants stressed the value of consistent vocabulary practice using diverse techniques tailored to their learning styles. Strategies like word games, group activities, and personalized methods helped reinforce understanding and retention. By adapting approaches to their preferences, they stayed engaged and effectively applied new vocabulary in both real-life and academic contexts.

**Struggles with Pronunciation and Retention.** Participants faced challenges with pronouncing and retaining new vocabulary, often feeling frustrated and self-conscious when mispronouncing words. This hesitation discouraged them from using new terms in conversations. They also struggled to remember complex or technical words, affecting their ability to use them confidently in both speaking and writing.

*Challenges in Word Recall and Retention.* This is the first code of the sixth probe issue. Some participants expressed difficulty in remembering and recalling newly learned vocabulary, especially during speaking or writing tasks. They shared that even after encountering or studying new words, it is sometimes hard to retrieve them when needed due to limited exposure or lack of

practice. These challenges can lead to frustration and hesitation when using English, particularly in academic or conversational settings.

*Pronunciation and Speed of Speech Challenges.* Participants noted that pronunciation and speech speed greatly impact their listening comprehension. Unclear articulation, fast delivery, or unfamiliar accents often make it difficult to recognize words or grasp meaning. While some adapt by focusing on key sounds or patterns, others struggle to follow the message. These challenges underscore the need for clear and appropriately paced speech to support effective vocabulary learning.

**Strategizing to Overcome Vocabulary Learning Barriers.** Participants acknowledged the need for effective strategies to overcome challenges in vocabulary learning and listening comprehension. They used techniques like deliberate practice, active engagement with language materials, and external resources to improve retention, pronunciation, and overall understanding. These approaches helped boost their confidence and proficiency in using English.

*Using Vocabulary Expansion tools.* This is the first code of the seventh probe issue. Several students shared how they rely on various vocabulary expansion tools to improve their word knowledge and support their listening comprehension. For many, these resources help reinforce new words, provide clearer definitions, and offer usage examples that deepen understanding. Some students make it a habit to review unfamiliar words using these tools after listening exercises, while others use them as part of their daily study routines.

*Pronunciation & Listening Enhancement through online platforms.* Students shared that online platforms have greatly helped improve their pronunciation and listening skills. Using tools like YouTube, language apps, and podcasts, they gain exposure to authentic speech and various accents. Features such as audio replay and slow playback help them mimic native speakers and understand word usage. Regular use of these resources has boosted their confidence in recognizing and speaking words clearly, making online platforms valuable tools for vocabulary and listening development.

**Strategic and Reflective Self-Regulated Vocabulary Learning.** Some students reported using self-regulated learning strategies to build their vocabulary, including setting goals, tracking progress, and choosing personalized techniques like word journals, regular reviews, and self-quizzing. By reflecting on which methods work best and making adjustments as needed, they enhance both vocabulary retention and listening comprehension, gaining greater control and awareness over their learning process.

*Vocabulary Tracking & Goal Setting.* Students emphasized the value of setting clear vocabulary goals and tracking their progress. Specific targets, such as learning a set number of words weekly or focusing on topic-related terms, keep them motivated and focused. Monitoring their growth provides a sense of achievement and helps identify areas for improvement, supporting long-term retention and enhancing listening skills through intentional, goal-driven learning.

*Active Vocabulary Practice.* Many students highlighted the importance of consistently using new vocabulary in practical ways to reinforce learning. Activities such as speaking exercises, writing, group discussions, and personal practice like journaling or recording themselves help improve word recall and confidence. This active use of vocabulary also enhances listening comprehension by increasing familiarity with how words sound and are used in real-life contexts.

**Recognizing the Importance of Vocabulary for Listening Comprehension.** Students emphasized that vocabulary plays a vital role in understanding spoken language. They shared that a limited vocabulary often hinders their ability to fully comprehend discussions, lectures, and conversations, highlighting the strong connection between vocabulary knowledge and listening comprehension.

*Direct Relationship Between Vocabulary and Comprehension.* Participants highlighted the strong link between vocabulary knowledge and listening comprehension. They explained that a well-developed vocabulary helps them understand spoken content more effectively, while limited vocabulary causes confusion and missed details. Recognizing and understanding words allows them to grasp meaning more confidently, reducing misunderstandings and the need for frequent clarification.

*Role of Active Listening in Language Development.* Participants recognized that active listening is crucial for language development, as it helps them acquire new vocabulary, improve pronunciation, and understand meaning in context. Through exposure to conversations, lectures, and multimedia, they become familiar with natural speech patterns, enhancing their ability to process and recall words while also interpreting tone and intent more effectively.

**Using Strategies in Learning Vocabulary.** Effective vocabulary acquisition requires more than exposure to new words—it involves using structured strategies like repetition, contextual analysis, and active use. Deliberate practice, consistency, adaptability, and self-regulation enhance retention and support long-term language development and communication skills.

*Personalized Study Techniques.* Adapting study methods to individual learning styles boosts vocabulary retention and language proficiency. Using personalized techniques like flashcards, customized word lists, and real-life associations reinforces understanding. Self-directed strategies, such as goal-setting and progress tracking, promote motivation and consistency, making the learning process more effective and engaging.

*Using Contextual Clues.* Participants reported using contextual clues as a key strategy for understanding unfamiliar words during listening and reading. They infer meanings by analysing surrounding words, sentence structure, tone, and embedded hints like synonyms or antonyms. While some feel confident with this approach and others are still developing the skill, all agreed it effectively supports vocabulary growth and listening comprehension.

**Reinforcing Vocabulary Through Practical and Consistent Application.** Students stressed that consistently using new vocabulary in real-life situations strengthens retention and understanding. Applying words in conversations, writing, and daily activities helps reinforce meaning and usage. Regular practice builds confidence and familiarity, enhancing both vocabularies recall and listening comprehension.

**Integrating Vocabulary in Everyday Learning.** A strong vocabulary is key to clear communication and deeper understanding. Students benefit more when vocabulary is integrated into daily lessons and activities rather than learned in isolation. Engaging in reading, writing, and meaningful conversations helps them naturally retain and apply new words, boosting both learning and confidence.

**Active Vocabulary Integration.** Students emphasized that actively using new vocabulary in daily conversations and writing helps solidify learning. Techniques like flashcards, word maps, and sentence formation allow them to connect new terms with familiar ideas. This consistent practice boosts memory, confidence, and fluency in both listening and speaking.

**The Role of External Support in Learning Is Essential.** Learning is strengthened by support from parents, teachers, peers, and the community. This encouragement builds students' confidence, motivation, and understanding, helping them overcome challenges and apply knowledge effectively. External support fosters engagement and promotes lifelong learning skills.

**Teachers and Peer Support.** Teachers and peers play a crucial role in student learning by offering guidance, encouragement, and collaboration. Teachers help build knowledge and confidence, while peers support learning through shared experiences and teamwork. Together, they create a supportive environment that enhances understanding and motivates students to succeed.

**Peer Feedback for vocabulary growth.** Students emphasized the value of peer feedback in developing vocabulary. Through group work, editing, and conversations, they gain insights into word usage and improve through constructive suggestions. Giving and receiving feedback enhances their awareness, fosters collaboration, and strengthens vocabulary, listening, and communication skills.

**Digital and Media Resources Enhance Vocabulary and Comprehension.** Students shared that digital and media resources greatly support their vocabulary and comprehension. Tools like apps, videos, and audiobooks expose them to new words in real contexts and help reinforce learning through repetition. These engaging platforms make learning more enjoyable and effective, improving both vocabulary and listening skills.

**Digital and Media Resources.** Digital and media resources support learning by providing access to information through books, videos, and online materials. They make learning more engaging, promote self-paced exploration, and help enhance research skills, critical thinking, and creativity for more effective learning.

**Auditory-based Learning.** Auditory-based learning helps students expand their vocabulary and improve listening comprehension by exposing them to word pronunciations, sentence structures, and natural speech patterns through podcasts, audiobooks, and recorded lectures. Actively listening and repeating phrases reinforce pronunciation, word retention, and overall language understanding.

**Enhancing Language Learning through Technology Integration.** Many students shared that integrating technology into their learning greatly enhances vocabulary acquisition and listening comprehension. Digital tools offer engaging, accessible, and flexible ways to interact with language, making technology a powerful support in their language learning journey.

**Enhancing Interactive Learning Activities.** This is the first code of the sixth probe issue. Interactive learning activities keep students engaged and involved in lessons. Group discussions, hands-on exercises, and creative tasks encourage active participation and deeper understanding. These activities help students apply what they learn in real-life situations, making lessons more meaningful. By using interactive methods, teachers create a learning environment that promotes curiosity, teamwork, and confidence in learning.

**Integrating Technology in Language Learning.** Technology helps make language learning more effective and engaging. Digital tools such as online dictionaries, language apps, and interactive exercises support students in building vocabulary, improving pronunciation, and enhancing communication skills. Video and audio resources also provide exposure to native speakers, helping learners develop better listening and speaking skills. When used properly, technology creates more practice opportunities, making language learning more interactive and enjoyable.

Table 3.5 Joint Display of Salient Quantitative and Qualitative Findings

| ASPECT OR FOCAL POINT   | QUANTITATIVE FINDINGS   | QUALITATIVE FINDINGS   | NATURE OF DATA INTEGRATION | AXIOLOGICAL IMPLICATIONS  |
|---|---|--|----------------------------|---|
| Level of Vocabulary Learning Strategies and Listening Comprehension Proficiency | On Table 1, the indicator <i>metacognitive strategies</i> with an overall mean of 4.20, specifically in the item number 1- <i>learning new words by watching English-speaking movies with subtitles.</i> (4.41; high) | On the table 5 in the theme of <i>Utilizing Repetitive Exposure Techniques</i> and in the category of <i>Repeated Listening and Reading</i> specifically in the core idea 3- <i>Watching movies with subtitles for better understanding.</i> | Merging-converging         | The high rating for metacognitive strategies indicates that students usually engage in watching movies with subtitles for better understanding. |

|  |  |                           |  |
|--|--|---------------------------|--|
| <p>On Table 1, the indicator <i>determination strategies</i> with an overall mean of 4.14, specifically in the item number 3, <i>guessing new word meanings from sentence structure</i>. (4.20; high)</p>                            | <p>On the table 6 in the theme of <i>Using Strategies in Learning Vocabulary</i> and in the category of <i>Using Context Clues</i> specifically in the core idea 3- <i>Guessing meanings based on sentence structure</i>.</p>                              | <p>Merging-converging</p> | <p>The high-rating for-determination strategies, particularly the ability to guess new word meanings from sentence structure, underscores the students' strong reliance on cognitive reasoning in vocabulary acquisition.</p>              |
| <p>On Table 1, the indicator <i>memory strategies</i> with an overall mean of 4.09, specifically in the item number 2, <i>connecting pictures to the meanings of new words</i>. (4.17; high)</p>                                     | <p>On the table 5 in the theme of <i>Utilizing Repetitive Exposure Techniques</i> and in the category of <i>Flashcards and Memorization Tools</i> specifically in the core idea 3- <i>Using flashcards for repeated recall of new words</i>.</p>           | <p>Merging-converging</p> | <p>The high-rating for memory strategies, particularly the technique of connecting pictures to the meanings of new words, highlights the effectiveness of visual association in vocabulary retention.</p>                                  |
| <p>On Table 1, the indicator <i>social strategies</i> with an overall mean of 4.08, specifically in the item number 1, <i>seeking extra English information by interacting with others to learn new vocabulary</i>. (4.18; high)</p> | <p>On the table 5 in the theme of <i>Enhancing Vocabulary through Active Engagement</i> and in the category of <i>Interactive and Group Learning</i> specifically in the core idea 1- <i>Participating in study groups for vocabulary discussions</i>.</p> | <p>Merging-converging</p> | <p>The high rating for social strategies emphasizes the importance of collaborative learning in vocabulary acquisition. This highlights the intrinsic value of social learning in language development.</p>                                |
| <p>On Table 1, the indicator <i>cognitive strategies</i> with an overall mean of 4.10, specifically in the item number 1, <i>repeating orally a single word with its meanings to learn it</i>.(4.20; high)</p>                       | <p>On the table 5 in the theme of <i>Utilizing Repetitive Exposure Techniques</i> and in the category of <i>Flashcards and Memorization Tools</i> specifically in the core idea 5- <i>Practicing spaced repetition techniques</i>.</p>                     | <p>Merging-converging</p> | <p>The high rating for cognitive strategies underscores the effectiveness of active recall in vocabulary retention. This emphasizes the intrinsic value of deliberate and systematic vocabulary practice in fostering deeper learning.</p> |

## 5. CONCLUSION

The study found that students have high levels of vocabulary learning strategies and very high listening comprehension proficiency. However, there was no significant relationship between the two. Qualitative data revealed that students use various strategies such as active use, repetition, and digital tools to improve vocabulary and listening skills. Despite these efforts, the strategies did not directly influence listening comprehension. Both quantitative and qualitative findings aligned, confirming the overall result and strengthening the study's validity.

## 6. RECOMMENDATIONS

The study recommends enhancing students' vocabulary learning by promoting social strategies, as these were found to be the least used. Teachers should encourage group discussions, peer collaboration, and interactive activities to create meaningful language use. The qualitative findings also suggest that using contextual clues, repeated exposure, and active vocabulary engagement improves listening comprehension. To support this, students can benefit from structured techniques like mnemonics and consistent practice. Integrating technology, game-based learning, and interactive tools can make learning more engaging. A supportive classroom environment and peer interaction are essential in helping students retain vocabulary and improve their comprehension skills effectively.

## ACKNOWLEDGEMENT

This research paper was made possible with the help and support of many people, including the researcher's family, friends, and everyone who contributed to its success. A heartfelt thank you to the College President, **Rodrigo C. Licayan Jr., DBA**, for his encouragement and support in making this research possible. His guidance provided valuable real-life experience in conducting

serious academic work. Gratitude is also extended to the panel of examiners, **Jonnelson C. Escandallo, PhD**, **Kristy Jane R. Muegna, PhD**, and **Deveyon L. Espinosa, PhD**, for their guidance, suggestions, and constructive feedback, which greatly improved this study. Special thanks to the research adviser, **Jobell B. Jajalla, PhD**, for his continuous support, advice, and patience. Deep appreciation goes to the statistician, **Regine L. Gerenalao, MST**, for her expertise in organizing and also to the data analyst **Elealeh S. Timosa, MAEd**, for analyzing data for this study. The researcher is also grateful to her classmates for their help, most **Arnel P. Coget** for sharing of ideas, and collaboration. A sincere thank you to her beloved parents and boyfriend, who provided unconditional love, care, and financial support throughout the research process.

Above all, endless gratitude to **Almighty God**, who gave the strength, wisdom, and guidance needed to complete this research.

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