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## EMBRACING CHANGE THROUGH ACTION RESEARCH FOR BETTER PRACTICE

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## PROFESSIONAL DEVELOPMENT | RESEARCH ARTICLE

### Embracing change through action research for better practice

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**Abstract:** English as a foreign language (EFL) learners need to possess a sufficient range of vocabulary that not only enables them to communicate their thoughts and ideas effectively but also facilitates the development of higher-level language skills, including an appropriate utilization of diverse and sophisticated language. Although vocabulary holds immense significance in language learning, the prevailing challenge lies in students' lack of motivation to obtain new words. The present investigation originates from the recognition of this challenge by a teacher-researcher in an EFL context. By employing exploratory action research (EAR) methodology, the teacher-researcher examines the causes of the problem in the class and develops strategies to explore potential strategies for mitigating it. By gathering data from the immediate classroom context, the teacher-researcher formulates a series of action plans to explore whether the students' vocabulary can be enhanced and positive attitudes towards various vocabulary-related activities can be cultivated. The findings indicate that, for genuine comprehension and retention, students should actively engage with target words in purposeful ways. Integrating meaningful activities into the lessons and addressing students' desire to form sentences to express themselves better are some ways that may benefit vocabulary learning. The stages of the EAR are expected to shed light on how changes in an EFL vocabulary class help teachers embrace change through action research for better practice and EFL vocabulary.

**Keywords:** Action research; EFL; teacher practice; teacher reflection; teacher research; vocabulary

Vocabulary instruction has long been a significant component of language education in classes where English is taught as a foreign language (EFL). This significance can be linked to EFL students' necessity to have an adequate word repertoire to express themselves clearly, irrespective of whatever language skill they are using, throughout their language learning journey. As stated by Decarrico (2001, p.285), "vocabulary acquisition is central to language acquisition, whether the language is first, second, or foreign." Since language learners need words and phrases to convey meaningful messages in either verbal or written form within their education life, vocabulary has traditionally been highly valued in language education.

Considering this, having sufficient vocabulary has a substantial impact on higher-level language functions such as the appropriate use of diverse and rich language output with abstract vocabulary and overall academic success of learners (Karakoç & Köse, 2017). Besides, research suggests that learners who lack a rich word repertoire have a greater propensity to struggle when learning a new language (Liu, 2016) and they have inability to comprehend or express themselves if there is not adequate vocabulary (Nation & Nation, 2001). Therefore, what can make this language learning process effective may be increasing their vocabulary repertoire in the target language.

Having mentioned the importance of vocabulary acquisition as a crucial part of the language learning journey, it should be noted that vocabulary is also interconnected with other components of language such as grammar, pronunciation, and the skills of listening, speaking, reading, and writing. In line with this, there is a substantial amount of evidence suggesting that vocabulary is a strong predictor of the level of foreign language proficiency (Milton et al., 2010). This means that language learners have to be able to understand what they are reading, listening, and being exposed to as input to be proficient in the target language. Therefore, the input must be understandable for it to be useful and meaningful to learners and help acquisition (Krashen, 1982); otherwise, the target language will not be comprehensible, and as a result, cannot be useful for acquisition.

Despite the importance of vocabulary for language learning, there is notable controversy in the literature regarding the most influential instructional strategies for promoting vocabulary consolidation (Jones & Waller, 2017). Views in favor of explicit teaching of words and phrases seem to be leading the findings, yet we may not be sure what kind of vocabulary teaching will be effective until the target context is studied. Some problems might be encountered especially in the EFL settings. According to a review study, the most frequently used aspect of the English language is vocabulary, but students' lack of motivation for learning new words is the most prevalent issue in language education (Elaish et al., 2019). On the one hand, various issues regarding learning and teaching new words can arise in different English language education settings. On the other hand, through exploratory action research (EAR), language teachers become researchers exploring the problem deeply and attempt to provide solutions by taking small actions in their own classrooms (Smith & Rebolledo, 2018).

In this direction, the current study presents the results of the EAR experience of an English language teacher in Turkish EFL context. Her secondary-level Turkish EFL students are reluctant to learn vocabulary, and they seem to lack motivation. In order to deeply explore this issue and improve the students' vocabulary, the teacher becomes a researcher and implements the EAR approach. The teacher-researcher in this study investigates the sources of the problem by collecting data from her own class and then plans a series of actions to see whether she can improve her students' vocabulary and their attitudes towards different vocabulary activities.

As this is the case, the current study is also expected to contribute to the teacher's reflective thinking skills and teaching since reflection is a crucial component of EAR (Smith & Rebolledo, 2018). In each stage of EAR, the teacher reflects on the outcomes of her instruction before, during and after teaching and plans the changes accordingly.

## **2. Literature review**

### **2.1. Knowing a word**

Knowing a word may be described as “the ability to recognize the word, both through how it sounds and what it looks like”, but it is obviously more than this (Stone & Urquhart, 2008, p. 5). Basically, if people state they know a particular word, it should be known it is beyond knowing its dictionary meaning. It also includes the ability to use that word in speech, written texts, or in different contexts. Scholars have attempted to explain what it means to know a word. According to Nagy and Scott (2000), knowing a word depends on how much exposure learners have to that word over time. This finding highlights the importance of providing opportunities for EFL learners in and out of the classroom to see and play with that word through explicit vocabulary instruction.

Similarly, learners' development of explicit (or declarative) and implicit (or procedural) knowledge of a word is possible through “systematic vocabulary instruction” (Stone & Urquhart, 2008, p. 6). When learners receive instruction on how they can learn words and phrases through strategies and various types of activities, their knowledge about the word becomes automatic through practice, and thus they are proved to be growing vocabulary (Jenkins et al., 1984).

Although many recent attempts have been made to introduce more practical and effective methods for teaching and learning vocabulary, learners still find it challenging to acquire new vocabulary items (Eckerth & Tavakoli, 2012; Sadeghi & Nobakht, 2014). Additionally, there is limited literature on the role of context in learning and remembering new vocabulary items by EFL learners (Sadeghi & Nobakht, 2014).

## 2.2. Explicit vocabulary instruction

Vocabulary is widely regarded as an indispensable aspect of foreign or second language learning. Vocabulary acquisition provides learners with the opportunity to use the language and effectively communicate with others (Nguyen & Nguyen, 2020). The importance of vocabulary has been one of the most popular topics that have sparked the interest of many researchers in foreign language education. One of the studies that focused on vocabulary was conducted at the University of Florida. In this study by Folse (2004b), the significance of foreign language curricula is highlighted while also it is suggested that the curriculum must reflect the component of learning vocabulary. Folse (2004a) also highlights the importance of learning a word permanently which can be accomplished through classroom activities and explicit vocabulary instruction.

According to Schmitt (1997), the importance of mnemonic strategies in vocabulary acquisition lies in their ability to enhance memory retention and recall by creating meaningful connections between new words and existing knowledge. Schmitt's (1997) list of memory strategies for vocabulary acquisition includes several types that focus on different aspects of how words can be remembered. For example, the semantic mapping technique was found to be successful in vocabulary learning. In a study by Dilek and Yürük (2013), after the intervention comparing traditional and associative techniques of semantic mapping, the beliefs and preferences of 32 students at pre-intermediate level regarding the vocabulary learning strategies were asked through a questionnaire. The results have favored the semantic mapping technique over the traditional one. In the semantic mapping technique, the learners are asked to group, categorize and link words through visual aids such as a diagram. It enables learners to activate their background knowledge and associate words with each other.

A similar idea that is claimed to be effective in teaching vocabulary is associating the words with images, symbols, or pictures. For instance, Ahour and Berenji (2015) found that the associative technique works better than the repetition technique in Iranian EFL learners. Regardless of the different degrees of its impact, a related study by Staehr (2008) demonstrates that the quantity of the vocabulary positively predicts the language skills: listening, speaking, reading, and writing. According to Staehr (2008), the receptive vocabulary size of the learners was found to be substantially related to the reading and writing skills and marginally significant to the speaking and listening performances. This indicates that using vocabulary while engaging with language skills such as writing may benefit the learners.

Johnson and Pearson (1984) created a step-by-step process for vocabulary learning suggesting that if this procedure is followed, it would be for the benefit of language teachers to support their students in improving their vocabulary. This framework has also been explained in another study (Dilek & Yürük, 2013). This procedure as cited in Heimlich and Pittelman (1986, p. 5), is presented as follows:

1. Choose a word or topic related to classroom work.
2. List the word on a large chart tablet or on the chalkboard.
3. Encourage the students to think of as many words as they can that are related to the selected keyword and then list the words by categories on a sheet of paper.
4. Get students then to share the prepared lists orally and all words are written on the class map in categories.
5. Students can gain further practice in classification by labeling the categories on the semantic map

Furthermore, as early as the study of Brown and Payne's (1994), many strategies have been brought up for learning vocabulary. These strategies are still applicable, suggesting consolidation of word form and meaning as well as using the target word to learn a vocabulary item drawing a distinction of intentional and incidental learning in terms of vocabulary. In a study by Hatch and Brown (2001), it is suggested that it is impossible to learn and teach a second language without knowing words' meaning and form. Thus, meaning and form activities may also be beneficial for students. Besides, the studies on the importance of learning vocabulary in the acquisition of a second language have developed in time with certain principles remaining as they are. Hiebert and Kamil (2005) investigated how one can learn and teach vocabulary, the effects of age and culture, and what words need to be emphasized in instruction. Keeping in this in mind, it should be noted that each educational context should determine the needs and design instruction accordingly.

Non-native language users often encounter vocabulary challenges, especially when expressing themselves in speaking and writing. Additionally, they may experience demotivation while reading and listening due to a limited vocabulary (Ghalebi et al., 2020). In both foreign and second language learning contexts, it has been found that a lack of vocabulary knowledge can significantly contribute to learners being hesitant to engage with reading and listening skills. Additionally, the challenge of vocabulary learning and teaching encompasses various notable features, including word frequency, saliency, learning burden, and learners' specific vocabulary needs and preferences (Grabe & Stoller, 2018). Mastery of vocabulary is believed to enable learners to comprehend texts when reading and articulate their ideas coherently in writing (Sutrisna, 2019). Additionally, having sufficient vocabulary facilitates clear verbal expression and comprehension during speaking and listening activities (Sutrisna & Artini, 2020). Limited vocabulary can hinder these abilities, leading to difficulties in understanding spoken and written content and impacting the quality of writing and speech. Therefore, vocabulary mastery plays a crucial role in learning a new language, particularly a foreign language.

Having considered the studies on vocabulary instruction in the field and the challenges faced and the significance of vocabulary learning, this EAR study aims to shed light on improved ways of teaching vocabulary in order to aid students in their quest to learn English, the primary objective of which is to uncover innovative approaches to teaching vocabulary that can assist students in their English language learning endeavors. In essence, the study endeavors to establish a more engaging and efficient learning environment through a diverse range of vocabulary activities, specifically targeting high school students. In other words, the present study attempts to create a more interesting and effective learning environment through different vocabulary activities when teaching English to high school students to help them learn a greater number of words and use them for in-class communication. Hence, the research questions of this study are formed as:

1. What is the effect of a series of actions on students' use of a greater number of words during classroom communication and improving their vocabulary?
2. How do the students feel about different kinds of vocabulary activities?

### 3. Methodology

This study is exploratory action research. Teacher researchers who conduct exploratory action research are inspired by their own contexts and try to identify a problem and solve it through exploration and action (Smith & Rebolledo, 2018). One of the goals of action research is to assist teachers in creating better learning environments (Chen, Huang & Zeng, 2018; Latorre, 2003). The action research method, as a mixed method research approach, combines elements of both qualitative and quantitative methods to provide a more comprehensive understanding of the research question with the goal of describing and understanding the experiences, perspectives, and behavior of participants.

In this study, it was aimed to draw practical conclusions based on the difficulties experienced by the teacher-researcher during vocabulary teaching in English language teaching, which was tried on students by the researcher with the action research approach. Therefore, research and practice are carried out together.

In the context of vocabulary teaching in English language teaching, an action research study would involve the researcher working closely with students to identify difficulties they experience in learning vocabulary. The researcher would then design and implement instructional strategies aimed at addressing those difficulties and evaluate the results through observation and data collection. Table 1 displays the EAR research stages in the study.

Table 1. Description of EAR research stages

Stage 1. Exploration	Stage 2. Planning and implementing the actions
Observation	Action 1 + Observe + Reflect
A questionnaire	Action 2 + Observe + Reflect
Pre-test of vocabulary	Action 3 + Observe + Reflect
Reflecting on the findings	Action 4 + Observe + Reflect
	Action 5 + Observe + Reflect
	Evaluation of the findings

### 3.1. Setting

This study was conducted in a highly-populated state high school in Istanbul, Türkiye with a class composed of 40 seventh-grade students. The English language proficiency of the students is known to be A1 level according to the Common European Framework of Reference (CEFR). The students had six hours of English every week and the teacher of the class had seven years of teaching experience. Although it was a crowded class, the lessons included activities that covered all the language skills with reading, writing, listening and speaking. The challenge lied in the students' being demotivated to learn vocabulary as well as their being reluctant to make any progress in learning English.

### 3.2. Data collection procedures for action research

The teacher-researcher in this study was enrolled in a professional development module on action research offered by the Istanbul Teacher Academy of the Ministry of National Education. She was given both theoretical and practical information on how to conduct an exploratory action research study and guided by two mentors, who were the other authors in the current study. The data collected in the study were also checked by the mentors to increase the trustworthiness of the study. Making use of different data collection instruments such as observation, questionnaire, and a vocabulary test may contribute to the triangulation of the data.

The teacher-researcher, by following the EAR research stages of exploration and action suggested by Smith and Rebolledo (2018), first investigates the sources of the issue by collecting data and then plans and implements the changes that she wants to see the effect of.

#### 3.2.1. Exploring the issue

In order to explore the issue, the teacher-researcher was first guided to identify the major problem in her class. Through observing her lessons and the students, she took some observation notes on the problems and these problems were discussed with the research mentors. The teacher-researcher identified the problem of vocabulary teaching as the major and solvable problem and wanted to improve not only her instruction but also the students' vocabulary.

In order to explore the issue related to vocabulary, an open-ended questionnaire in the students' native language was given to the students to reveal their opinions towards learning vocabulary in English. Through this way, the teacher tried to find out how often the students study vocabulary and how much importance they give to learning new words. The questionnaire was prepared by the teacher-researcher. The teacher consulted another English teacher teaching the same group of students and the research mentors to check the clarity and appropriacy of the questions before administering it. Considering the age group of the students and the scope of this study, the questionnaire consisted of three questions.

1. Do you think it is important to learn new words in English? Why/Why not?
2. How much time do you spend to learn vocabulary in English?
3. What do you feel about learning new words in English? What activities would you like to have to learn vocabulary?

After identifying the students' opinions regarding vocabulary learning, a test was administered to students to evaluate their vocabulary knowledge for the target unit before the actions. This ready-made test specifically focused on the target unit and was prepared by the publishing house of the main coursebook the students used throughout the term.

### 3.2.2. Planning and implementing the actions

Based on the results of the questionnaire identified through content analysis and the students' feedback, it is clear that they recognize the importance of learning vocabulary and understand the need to practice forming sentences in English. They also expressed a desire to enhance their ability to express themselves effectively. The students also mentioned that they needed vocabulary to express themselves better, while only about 20% of the students spent some time learning new vocabulary items. It was also found that they only studied vocabulary before the exams as part of their revision. Again, all 40 students found learning vocabulary items difficult as they easily forgot what they studied and required more fun activities such as games or competitions to make the input more memorable. One student explained this as:

I revise all the words before we have an exam and I can only remember a few. I write them down but it does not help.

The results were parallel to what the teacher observed in the class as a problem and the teacher wanted to tackle this issue. Therefore, after getting the results of the questionnaire and review of the literature on EFL vocabulary, some activities that had not been used in this class before were determined and prepared to be implemented in the target class to make a difference in their vocabulary learning. The teacher prepared a plan of actions to make the classes more appealing, allocating more time to explicit vocabulary instruction.

#### Action 1. Use of a vocabulary game with a focus on brainstorming and listing

In this activity, the main focus is directly the lexical sets. The teacher wrote three numbered categories on the board corresponding to the vocabulary or lexical sets they wanted to revise as part of unit 3.

Example:

- 1) Childhood
- 2) Adulthood
- 3) Old Ages



Next to the categories, the teacher wrote letters of the alphabet (A to Z) with a random small number to each letter.

Example;

A-2 B-4 C-1 D-3

Then the teacher divided the students into teams. They chose a category from the board and wrote the words to their notebooks. When the time was over, the teacher checked the vocabulary written for each letter. For each correct word, teams scored the numbers assigned to that letter. Thanks to that activity, students saw their capability to write the words correctly.

### **Action 2. Forming sentences from prompts, given words, and freer practice**

In the second activity, the focus is forming sentences with new words in the past simple tense. The teacher divided the students into groups of four and explained that they were going to practice making true past simple affirmative sentences about themselves. Then the teacher gave the students cards (time expressions and verbs). They chose those expressions to make sentences. The teacher made one copy of the worksheet for each group of four and cut the cards out as indicated.

When they constructed a true sentence, the player discarded the verb card. The first player who got rid of all their verb cards won. Students attended the activity willingly and worked with full participation. Their performance was great. The students' participation in the activity can be seen in Picture 1.



Figure 1. Students participating in the vocabulary activity forming sentences

### **Action 3. Describing the picture about the unit**

The focus of this activity is enabling students to make sentences using the words they learnt in the unit. In this activity, students understood they needed to learn more vocabulary, they looked up their dictionary. The teacher aimed to activate students to learn and use vocabulary. The teacher made ready a picture about unit 3 writing a biography then gave some time for students to think and make up sentences or questions. They could work in pairs. They were very excited and performed well. Students' working on the vocabulary items describing a picture can be seen in Picture 2.





Figure 2. Students were writing about the picture

#### Action 4. Forming semantic maps

The focus of activity four is to enable students to make connections, brainstorm and use vocabulary. In this part, the teacher wrote some words on the board. The teacher then divided them into three groups. Each group chose one word. The students came to the board and wrote the words on the board related to their titles one by one. At the end, the words were checked and the group who wrote the most words won.

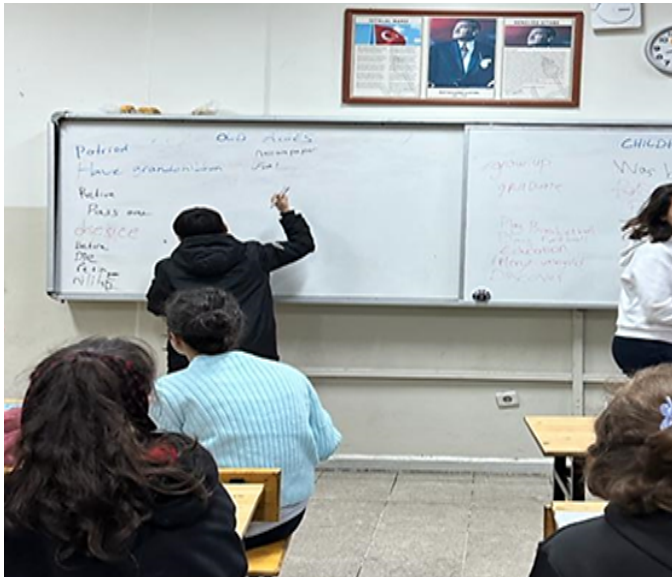


Figure 3. Students forming semantic maps.

Thanks to that activity students revised the vocabulary of the target unit and they also had fun. They were motivated and enjoyed doing the activity. Students forming the semantic maps can be seen in Picture 3.

#### Action 5. Word Wall

The focus of this activity is learning from the environment. The students themselves made the materials ready for the wall. Some prepared word wall materials of the students can be seen in Picture 4.



Figure 4. Some examples of word wall

### Action 6. Keeping a vocabulary notebook

The students were asked to keep vocabulary notebooks. They have written only the words they learned to this notebook. They formed their own dictionaries regarding the units covered in class.

After each action, the teacher reflected on the situation and observed the results.

### 4. Interpretation of the results

This study attempted to see the results of a series of EAR actions to explore the issue of vocabulary learning in an EFL high school context.

The first research question, What is the effect of a series of actions on students' use of a greater number of words during classroom communication and improve their vocabulary? can be answered by having a post-test of vocabulary and supporting this with teacher observations. Therefore, another ready-made vocabulary test prepared by the international publishing house was applied at the end of those activities. Each test had 25 questions. The results of the test indicated that students had more gains when compared to their previous exam. The results of the test are provided in Table 2.

Table 2. Comparison of the Pre- and Post-test Results

Pre-test:	Post-test:
Range of correct responses	Range of correct responses
4-7	12-14
8-10	15-18
11-13	19-21
13-15	22-24
15-17	25

The second research question was asking How do the high school EFL students feel about different kinds of vocabulary activities? Not only the exam results but the lesson observations by the teacher also revealed that the kinds of activities implemented in the class encouraged students and made them more motivated. They were more excited in the lessons. The percentages refer to the division of students statistically. Students expressed their opinions after the activities. Some of the expressions are as in the following:

It was really enjoyable to experience these activities. It is really boring only to listen to the teacher. (Student A)  
I participated in the lessons eagerly. I wondered the words and tried to learn and use them in the activities. (Student B)

I thought before I could not learn words and I never wondered how to learn. But after these activities I understood that it isn't so difficult. It can also be entertaining. (Student C)

I studied vocabulary only before exams and forgot all the time. Now I experience what I can do with words and I am sure I am not going to forget them. (Student D)

## 5. Discussion

The aim of using the action research approach in this study was to draw practical conclusions based on the experiences of the students and the teacher-researcher, with the goal of investigating vocabulary teaching practices in English language education while developing actions to improve language learning. This is because vocabulary knowledge is often considered a fundamental skill that needs to be acquired and developed in order to enhance other language skills (Roche & Harrington, 2013) and by building a robust vocabulary, individuals can effectively enhance their overall language skills, including reading comprehension, writing proficiency, speaking fluency, and listening comprehension.

The results of this action research show that explicit vocabulary instruction is needed as suggested by Spada and Tomita (2010), but it is not enough to learn a language by only relying on teachers' explanations. Making students active in the learning process gives the opportunity to make students more interested in the lesson as also highlighted by Harmin and Toth (2006). The teacher and the students experienced a different perception in learning and teaching where the students were more positive and eager to be part of the activities with the teacher having a new perception of unifying with the students. It should be noted that in a crowded class like the one in this study, it is not easy to count all the students in activities. On the whole, it is not uncommon for teachers to simply provide students with vocabulary items and expect them to learn them on their own. However, this action research has shown that solely exposing students to a wide range of vocabulary is not very effective, as students need to engage with vocabulary words in a meaningful way in order to truly understand and remember them.

According to Cook (2013), the process of vocabulary development occurs when learners are first exposed to new words and their meanings. Subsequently, they are placed in conditions where they attempt to retrieve, recall, and use the target vocabulary items across various settings and contexts. In addition to teaching vocabulary in accordance with its goals and students' needs, it is undoubtedly important to take into account the "how" part of it which includes what aspects to teach. From a linguistic perspective, vocabulary is often considered more useful and urgent than grammatical rules. While both vocabulary and grammar play crucial roles in language acquisition and communication, vocabulary is often deemed more important (Sullivan & Alba, 2010).

Teaching English vocabulary poses a significant challenge, particularly in engaging students in vocabulary activities. In conventional teaching and learning settings, students often exhibit low motivation in developing their vocabulary mastery and they may be reluctant to explore and understand difficult words, often skipping unfamiliar words without attempting to learn their meanings (Sutrisna, 2019). Based on the results of this study it can be claimed that when the students are given an active role, this can lead to greater engagement and motivation resulting in more profound learning outcome. These active roles may be incorporating active learning activities and strategies, such as motivating students to use new vocabulary items in context and through writing sentences or creating conversations.

Moreover, encouraging students to connect new words to their prior knowledge and experiences and using graphic organizers to support their learning experience such as concept maps may also add to their learning a language. In addition, giving students the opportunity to reflect on their learning and share their understanding with

others can also be a powerful way to reinforce vocabulary learning like forming semantic maps in this study. Teachers can have students create visual aids such as posters or flashcards to help them remember new words, or engage in peer-to-peer discussions to share their understanding with others providing students with a more engaging and memorable way to learn vocabulary words. This approach can lead to greater student engagement and motivation, as well as improved vocabulary retention and understanding. As a limitation of the study, it can be pointed out that the class in this study was very crowded and the teacher-researcher would have many other tasks to carry out and see the effects of.

However, at the end of the research, the teacher gave up the misconception that no events could be planned. Before the study, she held the belief that the students would not pay attention and would prefer to chat during the activities but she found out that the process is not inherently impacted by the number of pupils and the class size does not hinder the activities which she would definitely recommend it to other teachers. As stated by the teacher-researcher, it is hoped that the present study encourages other in-service teachers to do exploratory action research and benefit from what this research approach offers. It seems that the teacher has gone through a reflective teaching process, which helped her think about and explore ways to solve classroom problems.

## 6. Conclusion

In the context of this research, it is often observed that teachers frequently give students a list of vocabulary words and assume that they will learn them independently. Nevertheless, the findings from this action research indicate that simply exposing students to a diverse set of vocabulary words is not particularly successful. To achieve genuine comprehension and retention, students must actively interact with the vocabulary in a purposeful manner. Based on the findings of this action research, it can be suggested that integrating meaningful activities within a context and addressing the students' desire to form sentences and express themselves better can promote enriched vocabulary learning and meaningful language use. This can be achieved by following similar steps like the ones in this study and many other ways such as incorporating relevant vocabulary into dialogues and helping students to practice using vocabulary in authentic contexts, adding vocabulary games encouraging creativity and collaboration and expansion tasks such as contextual homework and projects.

While emphasizing the significance of vocabulary teaching and learning, it should be noted that this is a relatively small-scale action research study focused on a specific problem in a specific learning environment which may limit the generalizability of findings to other educational settings or learner populations. Addressing these limitations with further research would provide a more comprehensive understanding of the challenges and potential solutions related to vocabulary acquisition in EFL settings.

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## 8. Disclosure of Conflict

The authors declare that they have no conflicts of interest.

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