



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

Facultad de Lenguas

**A PROPOSAL TO PROMOTE VOCABULARY IN THE EFL LEARNING
PROCESS**

A thesis submitted to the Faculty of Languages for the Degree of Licenciatura en la
Enseñanza del Inglés

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This investigation has been read by the members of the Committee of

Vianey López Hernández

**And is considered worthy of approval in partial fulfilment of the requirements for the
degree of**

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DEDICATIONS

I dedicate my dissertation work to my family. First and foremost, to my parents Dionicio López Contreras y Rocio Hernández Hernández who raise, love, and guide me along this path. Thank you so much for believing in me.

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CHAPTER I: INTRODUCTION

1.1 Introduction to the problem

The acquisition of vocabulary as a second or foreign language, defined as a powerful carrier of meaning (Fortes, 2007), has become a challenge for students who seek the chance to become proficient in the English language. Unquestionably, English has played a decisive role as the mean of communication among people from different countries.

Additionally, English skills have become fundamental for students interested in the diffusion of academic knowledge, on the development of their personal growth, or just in personal interests because English is a global language and helps transform the educational experience of countless students.

Every day, students are in a context where people use hundreds or even thousands of words. However, they never consider the importance of those words in the communication process and their relevance when acquiring a second or foreign language. Indeed, vocabulary is a crucial part of the learning process that students cannot understand or express themselves without enough vocabulary baggage.

Likewise, learning vocabulary helps them, master English, because it is vital to develop language skills such as listening, speaking, reading, and writing. According to Alqahtani (2015, p. 22), "lexical knowledge is central to communicative competence and the acquisition of a second language".

However, the way vocabulary is thought is not enough for 21st-century students. Their needs have changed through the years. On the one hand, traditional techniques are not enough to face a digital era. On the other hand, technology has turned out to be an essential tool in EFL classrooms.

As stated in a study accomplished by the IT Trade Association CompTIA (2011), around 75 percent of lecturers say that technology has a real and significant impact on the education process.

Moreover, lecturers have recognized the importance of developing technical skills in their classrooms to prepare students for a successful life.

Hence, this study shows teachers a new, innovative, and creative way to teach vocabulary through different applications and platforms where a Memrise app is a suitable tool. It is a proposal made by specialists that combines memory techniques and gamification that make recreational learning.

1.2 Rationale for the topic selection

From my personal experience of attending English classes throughout my life, I had the opportunity to see the different strategies that teachers apply to increase students' vocabulary in another language.

Nevertheless, I have realized that the vast majority shares something in common: textbooks as their only resource, no matter if they have technology availability or if their students require different learning styles.

It happens because teachers do not know how to use it, or they do not like it. However, times have changed, and education has migrated online because of the pandemic. Then, if there are new updated technologies, teachers have to change and use them.

As future teachers, we have to look forward and create new and innovative learning environments to teach under different circumstances and modalities as online, blended, or distance.

Moreover, it is an opportunity to demonstrate that teaching can be fun. It is time to leave the classical techniques to teach vocabulary, adapt ourselves to the new tools technology offers, and give our students attractive options to enhance their learning process.

1.3 Purpose of the study

The purposes of this study are three. First of all, to find out the teaching techniques applied by educators to develop students' vocabulary. Secondly, knowing if the Memrise application helps students to increase their lexicon during their learning process. Eventually, the final aim, considered the most important one, is to show educators a new and creative tool that will improve the vocabulary learning process and its importance, which pretends to give an innovative way of teaching through technology to keep students aware of their self-taught learning process.

1.4 Research questions

This paper addresses the following research questions:

- 1) Does Memrise promote students' level proficiency of the English language?
- 2) Do EFL students learn vocabulary effectively through Memrise?

1.5 Research setting

This research took place in the School of Languages from the Benemerita Universidad Autonoma de Puebla, a public university located in central Mexico.

The research took into account 30 students from LEI who are currently coursing the fifth semester.

It takes us to our context-setting, which was in Puebla, at BUAP, and to be specific at the faculty of Languages with 25 students (seventeen females and eight males) enrolled in the English Language Teaching Bachelor who are currently taking the course of target language IV and whose age range was between 18 to 22 years old.

1.6 Significance of the topic

This study is relevant because it gives particular importance to vocabulary, which is essential. Besides, with a wide variety of vocabulary, students understand language effectively, achieving a significant breakthrough in their learning. Widdowson & McKeown (cited in Fortes, 2007, p. 12) suggest that “vocabulary knowledge is the heart of language comprehension and use”. Furthermore, Barra (in Galeano, 2016) explains that students need to have sufficient word knowledge to comprehend a text successfully. Then, the comprehension of a language depends on the number of known words in that language.

Moreover, students need to have enough word knowledge to understand what they read and listen to when learning a second language. Then, students can comprehend a message if they have vocabulary knowledge. In this way, students understand the meaning of most of the words used in a text.

Besides, Nation (2001) states that readers must know at least ninety-seven percent of the vocabulary if they want to understand a text significantly. Without sufficient vocabulary knowledge in a text, a student may have serious trouble understanding a message. That is, word knowledge is essential to comprehend a new language. Therefore, having students with a wide variety of vocabulary is crucial to learn a second language.

To sum up, this study is critical because it will provide educators with an innovative way to teach students effectively through technology by taking advantage of the newest app designed to develop vocabulary in a more gratifying manner. Additionally, students will get more confident in achieving higher levels of proficiency on their own.

1.7 Key terms

Vocabulary. Jackson et al., (2007) describes vocabulary as the stock of words in a language known or used by an individual or associated with a particular activity. In Jackson's words, vocabulary is the words we teach in the foreign language.

Moreover, according to Merriam-Webster (2019, p. 23), vocabulary is:

- (1) a list or collection of words or words and phrases usually alphabetically arranged and explained or defined: Lexicon.
- (2) a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge.
- (3) a list or collection of terms or codes available for use (as in an indexing system),
- (4) a supply of expressive techniques or devices (as of art from)

Learning. It refers to the process of changing behaviors as a result of the experience. According to the evolution theory, it is related to phylogenetic adaptation that shows how species adapt to the environment through generations.

Besides, according to psychology, learning is an ontogenetic adaptation that means immersing like an individual organism in his environment during his lifetime (Skinner cited in De Houwer et al., 2013).

CALL. It is the acronym for Computer Assisted Language Learning, often perceived as an approach to teach and learn languages, where computers are used as a tool to present, reinforce and assess the material used to understand that frequently includes a substantial interactive element. According to Levy (2016), CALL is defined broadly as computer applications in language teaching and learning.

MALL. It emerged from Computer-Assisted Language Learning (CALL). It contrasts with CALL due to its personal use and portability over diverse contexts. Its bases are flexible and contextualized learning, which keeps students active in a participative community. It also provides flexible online environments for learning and fast ways to acquire a new language (Çakmak, 2019).

L2. Cook (cited in Juanggo, 2017, p. 110) points out L2 users as “people who know and use a second language at any level”. In contrast, Juanggo (2017, p 113) mentions that “the concept of L2 user appears as a form of rejection and is counter to the belief of traditional native centered methodology”. He believes it offers a new paradigm in which L2 users are recognized as unique figures and viewed within different monolingual native speakers based on a multi-competence perspective. Moreover, he explains that replacing non-native-speaker with L2 users has had an impact on enhancing students’ motivation, creating a positive sense.

1.8 Conclusion

This chapter provides information about the rationale of the topic selection, the purpose of the study, research questions, research setting, and the significance of the task and the research context. Furthermore, it proposes Memrise as a tool to learn vocabulary in a meaningful way.

The following chapter presents the literature review and theoretical framework related to this study.

CHAPTER II

2.1 Introduction

This chapter provides a review of the preliminary information taken into account for the research to the current topic, which allows people known references that had supported this project.

This chapter reviews the relevant literature, which is divided thematically into seven sections. The first section discusses the importance of vocabulary; the second one defines it. Then, the third and fourth sections present information about the importance of learning and teaching vocabulary in an EFL classroom. Furthermore, the subsequent sections mention a proposal to promote the lexicon and a suggestion to evaluate it in ELF classrooms.

It is worth mentioning that the selection of concepts and topics was due to their relevance for the present research.

2.2 Importance of vocabulary

Why is it essential in the development of a new language?

Diamond & Gutlohn, as cited in Fortes (2007), explain that it is the knowledge of words and their meanings. Moreover, Stahl (cited in Butler et al., 2010, p. 2) states that "vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world".

What does that mean?

It means comprehension and use of the language do not occur if the lexicon is not enough from the beginning. Equally crucial, students will be able to recognize and use it in diverse contexts if they can identify words and know their meanings.

Thus, vocabulary has become an essential component in English Teaching as a foreign language because it is the key. Indeed, it is the beginning of everything if learning a language.

Have you ever wondered how babies acquire their first language?

Research about language acquisition tried to explain the processes involved in this field (Piaget, and Chomsky as cited in Piattelli-Palmarini, 1980). They mention that shortly after birth, children start acquiring their first language due to their surrounded context.

They claimed that little by little, they start learning and understanding what people say. Then, they say their first words until they make short sentences which later are more complex and meaningful. As been seen, vocabulary is a base for communication. Therefore, it is vital to learn and practice it.

In addition, it is relevant to mention that vocabulary, viewed as a critical tool for EFL learners, considers that a limited lexicon in a second language stops successful communication. Nevertheless, why is it so essential to learn it to become proficient in the English Language?

Schmitt (as cited in Alqantani, 2015, p. 22) emphasizes that “lexical knowledge is central to communicative competence and the acquisition of a second language”. Additionally, Stahl & Nagy (as cited in Willingha, 2009, p. 91) complemented this idea by writing the following:

A person who knows more words can speak, and even think, more precisely about the world. A person who knows the terms scarlet and crimson and azure and indigo can think about colors in a different way than a person who is limited to red and blue...words divide the world; the more words we have, the more complex ways we can think about the world.

That is why we can realize that the acquisition of lexicon is crucial for successful second language use, and it plays a fundamental role in spoken and written production.

In English as a foreign language (EFL), learning vocabulary elements are inevitable in all language skills such as listening, speaking, reading, and writing.

Rivers, as cited in Kusumayati (2010, p.1), argue that the acquisition of an adequate vocabulary is crucial for the success of an L2 because, “without an extensive vocabulary, we will not be able to use the structures and functions we may have learned for comprehensible communication”.

Our knowledge of words determines how we understand texts, how we define ourselves for others, and how we define the way we see the world (Stahl, 1999).

2.3 Vocabulary

Vocabulary is fundamental to language and is of substantial significance to language learners. Words are the building blocks of a language, considering that they classify objects, actions, ideas, and without them, people cannot transmit the intended meaning.

Most of the definitions on dictionaries say that vocabulary can identify the written form and the meaning of a word.

However, this definition is not enough. Indeed, it goes beyond because its use in an L2 implies knowing its form and significance.

Then, what does vocabulary language involve?

Vocabulary knowledge implies more than just the link between the meaning and the form of a word since it is multifaceted (Laufer and Goldstein in Saengpakdeejit, 2014). Furthermore, this idea is consistent with the one made by Oxford and Crookall (as cited in Saengpakdeejit, 2014, p. 1102), who suggest that:

knowing an L2 word involves not just the ability to recognize the word or to match it with its L1 counterpart, if such exists; knowing an L2 word also involves being able to use the L2 word communicatively in any of the four main language skills.

Moreover, Richards (cited in Meara, 1996) proposes that knowing a lexical item must include the knowledge of word frequency, collocation, register, case relations, underlying forms, word association, and semantic structure. Thus, based on this definition is seen that vocabulary is essential for the ones who are seeking to master a new language because it takes along many components that help learners to be proficient in an L2.

Furthermore, it is essential when students start learning a new language because “without sufficient vocabulary, people cannot understand others or express their ideas while without grammar very little can be conveyed, and without vocabulary, nothing can be conveyed” (Wilkins cited in Rasouli et al., 2016, p. 40).

This point reflects the problems that too many students face during the development of an L2. Sometimes they can understand a text, not just because they know grammar structure but because of the vocabulary that they already know.

Moreover, Lewis (in Tesol.org, 2018, p 2) states that “lexis is the core or heart of language”. For students, the development of fluency expression in English is indispensable and in that sense acquiring vocabulary knowledge lets them develop productive vocabulary and learning strategies.

Furthermore, Schmitt (cited in Yaacob et al., 2019, p.2) establishes that “learners carry around dictionaries and not grammar books”, reinforcing the previous ideas.

Learning vocabulary helps students to comprehend and communicate themselves actively with others in the English language. As Mc Carthy (cited in Kuśnierek, 2017,p 7), says “it seems self-evident that the most frequent words in any language will be the most useful ones for learners of that language, and therefore the best to start with, to give the learner a basic set of skills for

communication”. Then, people consider vocabulary as basic knowledge to have interactions in their daily life. Therefore, success is impossible without mastering the vocabulary.

According to Hatch and Brown (1995), it refers to a list or set of words of a particular language that individual speakers of a language might use.

Additionally, Schmitt et al. (1997) identify vocabulary knowledge as one of the most crucial components of a language besides reading and speaking; vocabulary knowledge is not usually a prerequisite for the performance of language skills.

However, the knowledge of vocabulary enables language use, and as a result, it enables the rise of the lexicon.

In summary, vocabulary is the basis for everything; Fadhilawati (2016, p. 36) points out that “in English as a second language (ESL) and English as a foreign language (EFL,) learning vocabulary plays a vital role in facilitating the students’ success in mastering four English language skills (i.e., listening, speaking, reading, and writing)”.

2.4 Learning vocabulary in an EFL

One of the biggest challenges of foreign language learners is vocabulary, as in the case of Target Language V students, who are looking for strategies to expand their vocabulary as soon as possible due to the need to learn an extended list of words at this level.

These students must know around three thousand words because they are in the last semester, having the chance to improve their language skills. On top of this, they have to present an evaluation to show their level. Nonetheless, most of them get frustrated when realizing their lack of lexicon.

Accordingly, EF students need to learn how a word works in several contexts. Thereupon, the methods, which provide definitional and contextual information, would improve their comprehension meaningfully. Besides, all the activities that provide students definitional information such as synonyms and antonyms help them remember and related it to their previous knowledge (Mokhtar et al., 2010).

One way to help them in their learning process is by assisting them in becoming independent learners. Furthermore, teaching vocabulary implies providing specific words and developing learners' skills through strategies to expand their vocabulary baggage (Ghazal, 2007).

If words are the basis of learning; then, numerous exposures to conversations, discussions, listening, and readings enrich learners' knowledge of how words communicate ideas. Otherwise, having never been exposed to a language-rich world limit their ability to communicate.

2.4.1 The Problems of Teaching Vocabulary

Ghazal (2007, p 84) points out, “vocabulary is central to language and is of great significance to language learners. Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning”.

However, the core failure of mastering English as a second language is the limited stock of words, which will build up the meaning of verbal and written form. Regardless of how to master an adequate amount of words imply several difficulties, such as:

a) Pronunciation Problem. Some aspects identified as pronunciation problems causes are similar sounds in two words with different alternatives, a string of sounds in one word, and sound classification.

b) Spelling Problem. It is critical to find out English. This method can improve the scholars in improving their speech, meaning, and understanding in learning vocabulary.

c) Memorizing Problem. Additionally, a significant point is when students do not master the lexicon of the new language, and they tend to confuse the spelling of each word. Consequently, it makes students experienced problems when trying to memorize new words.

d) Meaning Problem. Most students can not memorize vocabulary, which makes it challenging to know its meaning. Indeed, each student should comprehend some of the words.

In summary, media or technique is necessary to teach vocabulary and make students master it in written or spoken form.

Meanwhile, the teacher should give some lists about lexicon, make them comfortable studying and memorize with the help of a task such as providing several words: pencil, backpack, run, write, among others. This technique can simplify the way to learn vocabulary.

All of them can help students get meaningful knowledge, but it is necessary to identify the problem to implement a strategy since if teachers show them a set of words based on those aspects, it will be easier to understand thanks to those words..

Besides, if teachers combine it with an appropriate strategy, they will achieve their objectives faster and suitably.

Moreover, to learn vocabulary, students need to manage some competencies as the ones below.

a) Grammatical competence. Gebhard (2006, p. 64) defines it as follows:

be able of recognize sentence-level-grammatical forms, including lexical items (vocabulary words), morphological items (smallest units of meaning, such as re- meaning again in remind) syntactic features (word order) and phonological features (consonant and vowel sounds, intonation patterns, and other aspects of the sound system).

b) Discourse competence. It is the ability to interconnect a series of utterances (written or spoken) to form a meaningful text (letter, e-mail, essay, telephone conversation, formal speech, or a joke). It includes using top-down (knowledge based on the experience and context) and bottom-up (grammatical forms) processes.

It also deals with coherence and cohesion. The former is related to all the sentences or utterances in a text in a single global proposition or topic. The latter establishes a global meaning of the topic that provides the smaller structure links between individual sentences, such as first, second, third, next, and others.

c) Sociocultural competence. It is the ability to use English in social contexts in culturally appropriate ways. Developing it means adapting the use of English to the ways people from any culture interact.

d) Strategic competence. Well-known as the ability to cope with breakdowns in communication, problem-solve in unfamiliar contexts when communication fails, and draw on strategies that help restore it.

In addition, teachers meticulously plan their vocabulary lessons either in teams or individually. They have to review the preselected vocabulary words for a given lesson plan. Also, they have to use their professional judgment to select the words and categorize them on their levels based on their students' knowledge and abilities.

Teachers preview their selection and look for other idioms and phrases that might be unknown to or confusing for them. Once identified, Beck et al., (2008, p. 12) propose the following questions for the teacher before choosing the list of words for their students.

- 1) How useful is the word?
- 2) Are students likely to encounter it often in other texts? Will it be of use to students in describing their own experiences?
- 3) How does the word relate to other words and ideas that students know or have been learning?
- 4) Does it directly relate to a topic of study in the classroom?

- 5) Will it add a dimension to the ideas developed?
- 6) What does the word bring to a text or situation?
- 7) What role does it play in communicating the meaning in a context?

Those questions will help the teacher discover if the lesson planned had what is necessary to cover the learner's demands and be a fundamental tool for a teacher to broaden concepts or ideas about the topic.

Teachers have to consider their students' ages, abilities, and needs. Considering the previous factors, the teacher makes her final decision about which words she will teach during the lesson.

Through those factors, teachers provide powerful vocabulary and supportive word-learning activities in every session.

As a result, students generate rich and memorable word-learning experiences that help them learn specific words, use independent word-learning strategies, develop high quality, use language for speaking and writing, and become word conscious. Students who develop such word-learning knowledge and abilities through effective vocabulary teaching can become well equipped to continue growing a rich vocabulary to learn and communicate ideas.

2.5 Teaching vocabulary in an EFL classroom with Memrise

An essential aspect of learning a foreign language is vocabulary since words can convey meaning, expand vocabulary and avoid misunderstandings in communication.

Brown (as cited in Sardi, 2018, p. 1) explains that "language is a system of communication by sound, operating through the organ of speech and hearing among members of a given community and using vocal symbol possessing arbitrary conventional meaning". Thus, it is a vital aspect of language, especially in the English language teaching process.

Vocabulary teaching and learning has been a constant challenge for teachers and students because it is a process where researchers aim to make EF students acquire as many new words as possible. By contrast, it tries to make them master their vocabulary memorizing skills and training, their ability to guess words from the different contexts where is applied and lead to teaching English effectively.

As stated by Kohii (in Smith, 2014, p. 8),

Retention of unfamiliar words requires students to “need”(motivational), “search” (find meaning), and “evaluate”(comparison of a given word) words while reading. Direct Instruction is one of the most typical ways of teaching; it is commonly identified by semantic word mapping, logic prediction, and technology-based instruction which are approaches that have been used along the time in vocabulary instruction. Those approaches offer a different way for teachers to select their vocabulary instruction strategies to benefit students. However, there are insufficient for nowadays learners.

Memrise uses an algorithmic review system whereby students are required to review words repeatedly but at a set time, with review reminders occurring when memory is most likely to fade. Words that learners continually forget; receive attention to encourages them focused their effort on their memory's weakest areas.

Moreover, Memrise's design helps students establish the lexicon in the long-term memory, compensating class-time limitations. Besides, the predominant use of smartphones in students' free time suggests that Memrise could be particularly compatible with most students' habits and dispositions (Walker, 2016).

Effective vocabulary teaching demands the creation of many opportunities for students to learn new words related to their concepts and meanings. The explosion of students to the vocabulary is not always enough. That is why students need new ways to learn it.

As teachers, it is necessary to create a development of opportunities to help them increase their word knowledge and, in that way, build their lexicons or cognitive treasure of words.

Besides, teachers must pay attention to some critical aspects to teach it meaningfully. Then, they need to know what they have to include according to their necessities.

At this point, Mardianawati (2012) proposed the following:

a. Word Meaning. When communicating the meaning to the scholars, educators should instruct their scholars that a word may have further than one meaning when used in a different context.

b. Word Spelling. It is most meaningful in learning vocabulary because spelling is vital in reading. Spelling is the connector of sounds and letters. Thus, the educator has to keep scholars' pronunciation and spelling of English rightly.

c. Word Pronunciation. Pronunciation is the way to say words or letters. It deals with some difficulty because there is no linkage between word spelling and pronunciation. A morpheme can have just one pronunciation, and occasionally it has two or further than two.

d. Word Classes. They relate to classes of a word similar to nouns, verbs, adverbs, adjectives, and prepositions. Word classes are a critical point in semantic analysis.

e. Word uses Word. It is the way a speaker uses a word, expression, or conception in a language. Word usage may also involve grammar and therefore be the subject of deep analysis.

As mentioned above, the pronunciation of words can become difficult for some learners, as the words are not read as they are spelled. However, Memrise encourages vocabulary building and pronunciation because it provides and continually repeats the correct pronunciation in each exercise.

The Memrise platform can support students in learning English to improve their vocabulary and pronunciation, focusing on building students' long-term memorization through repetition. On the one hand, this app helps students memorize and understand lexicon with ease as it is portable, accessible, and supports teachers' learning in and out of the classroom (Rahamawati, 2018).

On the other hand, it is crucial to take into account the principles of teaching vocabulary as mentioned by Cameron (2001, p. 17), who suggests the general principles to help students for learning it:

- Teachers can model how to use strategies and draw students' attention.
- Explicitly to the aspect of strategy use.
- The teacher can teach the sub-skill needed to make use of strategies.
- Classroom tasks can include structured opportunities for using strategies.
- Independent strategy used can be rehearsed in classrooms.
- Learners can be helped to reflect on the learning process by evaluating their achievements.
-
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As can be observed, Memrise brings all those principles together what makes it a comprehensive platform. It also aims to motivate learners intrinsically by providing them with opportunities to set individual, periodic goals, keeping track of their streak, their score, or even how many days they have engaged with the program and completed their goal.

Repeated words through the spaced system is a profitable practice that embeds knowledge by opening up multiple exposures to the lexicon in diverse mnemonic settings, which involve audios and facilitates pronunciation, visual and contextual layouts, contributing to their sensitive recollections. Likewise, Memrise developers restrict words to avoid tedium and cognitive overload (Almansour, 2019).

2.5.1 Teaching Methods to Learn Vocabulary

Teaching and learning vocabulary have fascinated professionals in education over the last three decades as they have come to acknowledge the pivotal position of vocabulary knowledge in a foreign language. Alghamdi and Ahmed (2018, p. 118) found the following ideas about its significance:

Neuman and Dwyer stress this significant role through their definition of vocabulary as the words that enable us to “communicate effectively”. Young-Kyung Min believes that second foreign language learners are required to develop their vocabulary in order to succeed in an “English-medium educational environment”. He states “lack of vocabulary knowledge is a problem across all areas”. However, in the Saudi EFL context, vocabulary instruction is relatively ignored, and is not receiving the necessary attention from teachers and curriculum designers. In both secondary and post-secondary education, most language instructors implement the traditional vocabulary teaching method of “listing and defining the new word” and then asking the learners to memorize meanings in English and Arabic. In this teacher-centered educational environment, language learners become passive recipients of language much more than producers, and this undermines the development of their communicative language ability.

As mentioned before, vocabulary-teaching strategies applied old strategies making students passive language receptors more than communicative learners. Nevertheless, Communicative competence theories and the communicative approach develop for foreign language learning have evolved principles and best practices in favor of Vocabulary Learning Strategies. Alghamdi and Ahmed (2018, p. 119) mentioned the following strategies to learn vocabulary.

1. Rebecca Oxford and David Crookall studied two kinds of strategies: direct and indirect. The first one is identified as direct VLS or well known as a mental strategy in which learners grasp vocabulary intentionally through the following sub-strategies: cognition, memorization, and compensation. Indirect VLS, on the other hand, involves the use of the following sub-strategies: metacognition, an effective strategy, and social strategies.
2. Schmitt classifies five strategies for acquiring new vocabulary: determination, social strategy, memorization, cognition, and metacognition. The subsequently developed Nation’s Taxonomy categorizes VLS into planning, sources, and processes. L2 learners are required to plan for their learning. They then explore sources for the learned vocabulary; during the third stage, they go through different processes to establish vocabulary knowledge based on the previous phases.
3. Laura Angelini, Amparo GarcíaCarbonell, and Frances Watts highlight simulation and gaming effectiveness in vocabulary acquisition. Over the last decade, VLS seems to have gained increasing attention in the Saudi EFL context.
4. Al-Darayseh examines the relationship between explicit and implicit English VLS in developing reading comprehension skills among second-year economics students at Al-Imam University, Riyadh.
5. Thamer Alharthi finds that rote learning contributes to higher attrition of receptive vocabulary knowledge. On the other hand, learner-centered strategies, such as note-taking, contribute to increasing learners’ retention of both productive and receptive vocabulary knowledge. At the secondary education level, multiple facets of VLS were explored.
6. Mohammed Albousaif aimed to explore the VLS employed by 200 Saudi EFL students at the high school level and their actual reasons for using or not using those strategies at each of the five essential vocabulary-learning stages: encountering new words, getting its form, getting the word meaning, consolidating the word form and meaning in memory, and using the word.
9. Bahanshal explores the most common VLS used by Saudi EFL learners at the high school level. The study indicates that Saudi high school students mostly rely unconsciously on dictionaries, guessing words’ meaning from their context, and memorization. In the same way, Thuraya Alabasi demonstrates the effectiveness of role-playing in teaching English vocabulary to female students at the secondary level in the Al-Madina area. There are many strategies that teachers could use to engage students to learn a new

language. Nonetheless, learning vocabulary quickly and effectively seems impossible because it is difficult for them to get an extended range of words meaningfully in a short period. Luckily, technology has evolved, and it has given us tools that make learning easier.

Fortunately, the teaching method implemented by Memrise exploits modern technology, replacing older vocabulary learning practices by employing a complex Spaced Repetition System (SRS) that replaces traditional flashcards using mechanisms that support knowledge review and ensure integration. In addition, learner-scheduled reminders were incorporated into Memrise's programming, based on the learner's perception of the need to be tested since they are most effective when they occur. It allows the staggering reminders to embed vocabulary that indicates that each time a memory is boosted. It retains its potency longer than the previous period.

Moreover, Memrise offers users feedback and quiz functions to evaluate their learning and build a learning experience (Almansour, 2019).

In short, the app enhances motivation, and in that way, it is more valuable for grounding knowledge than the traditional methods used by students and teachers.

2.5.2 Vocabulary Learning Strategy

In choosing vocabulary learning strategies, the frequency of a word's occurrence is also relevant; Nation (2001) acknowledges that teaching students strategies is especially important for dealing with low-frequency words. However, vocabulary is not straightforward. It is much time for students to practice, remember, and memorize. The student must be accustomed to practicing and learn to use it.

In short, vocabulary is essential for young learners since they are still basic English learners. The teacher must give other variety when teaching lexicon to make it enjoyable and innovative.

As been seen, teaching vocabulary is not an easy task since all the aspects mentioned above must be in the teaching context to succeed in objectives. It may seem overly difficult for teachers who pretend to teach vocabulary quickly and effectively, but it is not. Nowadays, thanks to technology, teachers have different apps that help them develop digital material. One of them and the one promoted by this research is Memrise, which offers all the aspects mentioned.

Łuczak (2017, p. 141) defines Memrise as "an educational tool available for online and mobile devices". The article explains that Memrise uses flashcards and mnemonic techniques to aid in teaching foreign languages.

It states that their users created Memrise courses through crowdsourcing, focusing on the specific content of a particular coursebook or class.

Although Memrise does not record users' voices as other mobile apps, it allows them to make sets of flashcards tailored to their needs. These flashcards might contain vocabulary, L1 Translation, definitions, and synonyms, among others. Besides, Memrise allows authors to enrich their course with sounds files that show the correct pronunciation of the information taught (Łuczak, 2017).

Equally important, grammar plays a meaningful role in the English language learning process because it is a set of rules that significantly impacts second language acquisition that helps students express their ideas adequately.

Memrise does not teach grammar; instead, the platform pretends them to infer the grammar. Indeed, it uses two methods to manage to learn an L2 successfully.

First of all, the Grammar Translation Method, which according to Cholifatur (2018, p. 29) is a "Grammar component to be taught. Here, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to

read literature written in the target language". In the same way, Memrise works with the Audio-lingual Method that sets a goal that students can use their language communicatively. In this method, rules and grammar are taught inductively through examples.

With this, future teachers can create a good atmosphere in teaching grammar. Indeed, in-class teachers ought to use fun media and teach students the definition of MALL (Mobile Assisted Language Learning) to encourage them to learn English independently whenever and wherever.

At this point, Cholifatur (2018, p. 36) explains:

This era globalization, Education tool has been developed by many experts ... included as software application that has been a part of human life, especially for learners' language. We can use it to promote in teaching learning process, we can use it to teach any subject, any languages, and soon, due to educational software application, so we as teacher be easier to find good solution to teach the learners with a fun way by using those educational software application.

In summary, this digital tool promotes the learning of new concepts linked to the English Teaching Methods. Besides, it plays a crucial role in the foreign language learning process since it allows students to learn in an enriching way, thanks to the technology implied and the audiovisual aids used, such as videos, audios, and images.

Its use could promote vocabulary increase for specific purposes, and it might be an alternative to improve the understanding of the content of the subjects given (Flores-González et al., 2019).

2.6 How to promote vocabulary in an EFL classroom

As is known, vocabulary is the key to learn a new language. Nonetheless, the learning process is complicated for the students who are just learning a new language. It can take long hours of studying.

The process requires months, even years which has a demotivating effect on students. For that reason, into and outside EFL classrooms is essential to implement the most effective and current teaching strategies in vocabulary instruction and provide different tools to create meaningful learning to minimize the time invest during the process and encourage EFL students to acquire English easily and efficiently.

Fortunately, the advancement of technology has achieved new methods and tools for learning any language in a more didactical and equally effective way, allowing students to learn a new language in periods through technological resources at their fingertips.

In agreement with the U.S. Department of Education (2019), technology causes structural changes that can be fundamental to achieving significant productivity improvements. Technology has had a big impact on teaching and learning due to it infuses classrooms with digital learning tools, such as computers and handheld devices which expands course offerings, experiences, and learning materials; besides that, it supports learning 24 hours a day, seven days a week which helps those students who do not have enough time to study during the day. It is a perfect tool made for 21st-century students who want to develop their skills.

The tools provided by this new technology increase student engagement and motivation; thus, it accelerates their learning. Technology also has the power to transform teaching by ushering in a new model. This model has linked teachers to their students through professional content, resources, and systems to improve instruction and personalize learning.

In the end, the purpose is that students can feel comfortable and confident in their efforts to master English thoroughly.

As stated in Hatch and Brown (cited in Takač, 2008, p. 19), "teaching strategies refer to everything teachers should do to help their learners to learn the vocabulary of the target

language". That is why teachers should look for new ways to teach the target language to motivate students to learn independently.

One of those ways of teaching is the use of helpful apps at the time of learning a new language. For example, Mobile technology and its portability are changing the landscape of English language learning to enhance students' ability to practice since it has brought new methods that shape different learning styles that could allow students to learn on the move. Indeed, Mobile-assisted Language Learning (MALL) creates a significant change in the ESL (English as Second Language) teaching and learning process.

Several researchers have proved that mobile devices are motivational for students since they show positive outcomes in education. As is the case of Hashim et al., (2018, p. 2), who reinforce this idea by their study in which mention that:

The impact of ICT (Information and communications technology) in education has been proven in various studies as it is able to make teaching and learning more interesting, motivating as well as meaningful. Despite using computers, mobile devices are seen to have proven as potential tools in increasing the learning of the language. At present, technology in the language classrooms has been noted for improvement of speaking, writing, listening, and reading skills. Thus, technology is essential for enhancing students' achievement, engagement, and overall participation in language learning.

Hence, we have to ensure that educational practice could involve this technology productively and successfully to learn.

Some apps used to learn new languages and rated as the most useful ones are the following:

- Rosetta stone. This has been rated as an excellent app for teaching languages for 25 years. The user can choose from around 24 languages and then start learning the basics through listening matching exercises.
- Duolingo. This app lets learners progress wherever they go. It begins with simple phrases, and over time, it moves to more complex sentences. It helps every step of the way as it points the

users' mistakes out and praises their efforts. The app addresses reading, writing, and pronunciation through challenging and funny activities.

- Memrise. This app is the one proposed in this study due to its results. The app has a similar approach used by flashcards; it works with visual aids that help users remember new vocabulary. Memrise has a friendly interface, which is encouraging and attractive. It makes users mainly expand the user's new language skills.

- HelloTalk. This exciting app connects users to people who speak the language students want to learn. In return, users share their knowledge in their mother tongue. It is a handy tool that lets students talk to native speakers. The app allows users to immerse themselves in the language they want to learn.

Hence, it is relevant when teachers determinate the use of specific strategies, so those strategies should cover the following aspects:

- Availability of time and content (The set of knowledge for learners to acquire).
- Significance for the learner (the strategy applied according to the learner's needs).

These aspects are relevant because they determine the kind of strategy the learner applies to acquire knowledge.

2.7 How to evaluate vocabulary

Methods of assessing vocabulary differ depending on the aim. A way to evaluate it is by asking the learner the definition of a word. Nevertheless, if a teacher assigns them a list of vocabulary words to learn, the easiest way to assess whether students have mastered these new vocabulary words is to give them a closed book test to prove their aptitudes with definitions. However, this

kind of formal test is an incomplete method for assessing vocabulary because of the following reasons:

- It is artificial. It is weird for a person to encounter a word in an isolated setting and define it.
- The actual value of knowing a word is to use it, and knowledge of a word is often easiest to obtain if used in context.

Moreover, a complete method to assess the vocabulary is to verify if a student can use those words properly in context or recognize the definition applied in different situations, and one of the best ways of achieving this is through the use of new technologies such as apps that help EFL students to learn effectively.

Assessing vocabulary sometimes could be difficult because of the accurate measure of the learners' lexicon and is not justifying if they have memorized a list of words, but is instead of how many total words they have gotten overall and their use in everyday contexts.

First, Ohio (2021, p.1) establishes that additional problems arise in assessing vocabulary because "it is difficult to pin down what is meant by knowing a word."

Some of the commonly accepted mechanisms used to assess vocabulary in schools include:

- Observational data (It is the one that the examiner gets to determine the learner's vocabulary from having a conversation with them)
- Vocabulary games
- Teacher's tests
- Word journals (students keep track of the words they have learned and definitions)
- Standardized tests

In conclusion, the best assessment is to provide an accurate picture of the actual number of words that a learner had learned during his process and understand how he developed the abilities to determine the meaning.

CHAPTER III: METHODOLOGY

3.1 Introduction

This chapter discusses the methodology adopted by this research. It describes the methods and procedures done to obtain the data. It also mentions every component involved in this thesis project, such as the research design, subjects, context, instruments, data analysis, and research limitations.

3.2 Research design

This project is based on a quantitative research method. Quantitative research, according to Leedy (1993), is the one that deals with numbers and anything measurable in a systematic way of investigation of phenomena and the relationship among variables or categories.

Likewise, it is used to answer questions on relationships within measurable variables to explain, predict and control phenomena. Based on the same resource, it is mention that it is a process of measurement of the quantitative method due to its connectivity between empirical observation and mathematical expression of quantitative relationships (Leedy, 1993). Another profitable way to call this method is the iterative process, where evidence is evaluated, and hypotheses and theories are refined with some technical advances, leveraging a statistical approach.

As mentioned before, this research is a quantitative one, which generally begins with data collection based on a hypothesis or theory, and it is followed by an application of descriptive or inferential statistics.

In this case, this study deals with the effectiveness of using Memrise to describe users' perceptions by applying a questionnaire as an instrument to gathered data.

In short, the purpose of employing this method is to describe the nature of a situation.

3.3 Subjects

Thirty subjects have participated in this research, ten males and 20 females. All of them were enrolled in LEI Bachelor and were studying Target Language V.

As the purpose of this study was to find out students' perceptions about the usefulness of the use of Memrise as a tool to learn vocabulary, only students who had interacted with the platform were selected.

3.4 Instruments

For this study, two instruments were applied to answer the two research questions.

The first research question is: Does Memrise promote students' proficiency in the English language?

In attempting to answer it, a standardized exam took place twice. The former took place before the subjects started working with the Memrise app. The latter was when they finished working with the app.

The section applied was the structure and written expression ones, which include 40 multiple-choice questions in 25 minutes, divided into two parts. The first 15 items deal with structure items, where students must choose a word or phrase that completes the given sentence.

Questions 16-40 (the written expression part) involve choosing the words or phrases that make the slightest sense in the context of the given sentence.

Then, their results were compared to see if the app promoted the students' proficiency level in the English language.

The second instrument was a questionnaire made up of 15 questions to answer the second research question and corroborate or refute if students learn vocabulary with this app considering their perceptions.

It is worth mentioning that this instrument was designed with a Likert scale to get a quantitative interpretation by using SPSS software.

3.5 Data collection Procedures

To collect the necessary information for this research, a series of steps took place. First, we selected a group of students with whom we would carry out the study, explained its purpose, and once they accepted, we proceeded to schedule a standardized test to know their level. Then, at the end of the trial period, participants took the same standardized test to compare their results with the previous ones.

Regarding the questionnaire to know their perceptions of the Memrise application to learn vocabulary, they took it at the end of the semester, after working with it for some weeks.

It is worth mentioning that all the data was collected and presented anonymously in this study.

3.6 Data Analysis Procedures

The analysis of the data will be done according to the following model analysis based on the two research questions, as follow:

RESEARCH QUESTION	Instrument	Purpose

<p>RQ1</p> <p>Does Memrise promote students' level proficiency in the English language?</p> <p>2) Do EFL students learn vocabulary effectively through Memrise?</p>	<p>Standardized exam</p> <p>(Subjects only took the structure and written expression sections)</p>	<p>Measure vocabulary in context</p>
<p>RQ2</p> <p>Do EFL students learn vocabulary effectively through Memrise?</p>	<p>A questionnaire that inquires about the Memrise application as a tool to promote:</p> <ul style="list-style-type: none"> -memorization of vocabulary for long-term memory -synonyms of a word - reading, listening, writing, and speaking skills -grammatical structure -fluid and natural conversations -lexical improvement 	<p>Measure subjects' perceptions regarding the Memrise application usage</p>

	<p>-pronunciation</p> <p>-vocabulary for daily life</p> <p>-relationships between a concept and its meaning</p> <p>-graphic representations to learn vocabulary easy</p> <p>-rich vocabulary baggage</p> <p>-new lexicon in natural contexts</p> <p>-vocabulary organized in semantic fields</p>	
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Table 1. Model of analysis

3.7 Conclusion

As shown above, this chapter outlined the methodology, context, and instruments used in this research, which allowed data gathering. A quantitative approach was used to explore the impact or influence of Memrise in improving the students’ language skills, based mainly on the learning of new vocabulary. Besides, descriptive research followed by survey research was employed as the primary tool for information gathering.

The next chapter focuses on the interpretation of the results.

CHAPTER IV: RESULTS

4.1 Introduction

This chapter presents and discusses the results obtained by the questionnaire and the standardized exam administered to thirty students of LEI Bachelor.

4.2 Research questions

To answer the research questions, results from the questionnaire present a quantitative analysis to characterize perceptions towards the Memrise app from the sample. Then, a comparative analysis shows the improvement of students regarding vocabulary by using such an app.

Both procedures lie out from the research questions that lead the present study.

1. Does Memrise promote students' level proficiency of the English language?	2. Do EFL students learn vocabulary effectively through Memrise?
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4.3 Answers to Research Questions

This section is subdivided into two to present an organized and comprehensible analysis.

4.3.1 Does Memrise promote students' level proficiency of the English language?

Results of the standardized examination: structure and written expression sections.

No.	Before using Memrise	After using Memrise
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1	24	38
2	31	40
3	23	35
4	20	33
5	19	39
6	24	38
7	22	32
8	26	37
9	18	39
10	20	40
11	19	38
12	20	37
13	21	35
14	20	39
15	22	38
16	26	39
17	20	37

18	18	38
19	19	39
20	20	40
21	21	34
22	19	36
23	22	38
24	26	39
25	22	38
26	21	36
27	19	34
28	18	30
29	19	31
30	20	33

Table 2. Results from the structure and written expression sections.

Subjects improve their vocabulary learning since they show higher results in the second application after learning with Memrise for a semester.

Besides, results from this table supposed students store vocabulary for long-term memory and understand its different meanings in natural contexts. It was so because they could face an exam that contextualizes lexicon in formal and informal situations by using synonyms, antonyms,

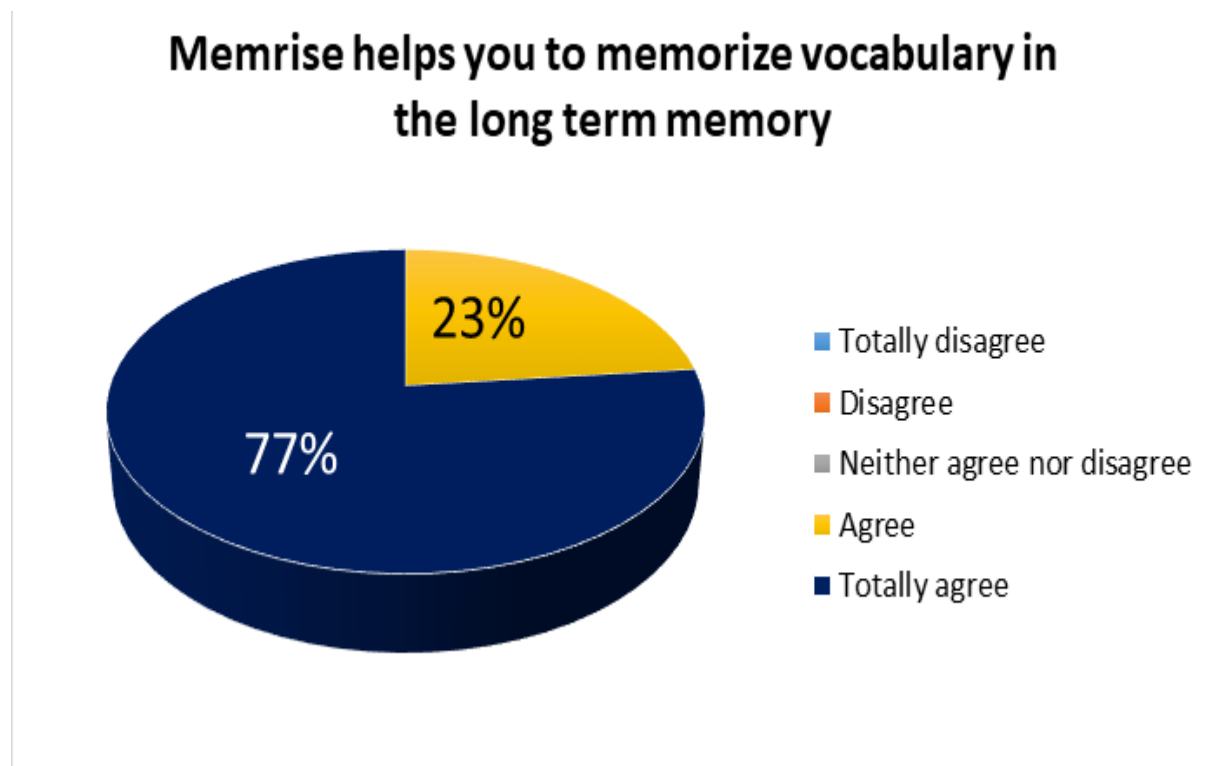
hyponyms, hypernyms, toponymy, collocations, and others, which is a sample of their vocabulary baggage enrichment.

Moreover, to complement these findings and have a broad perspective of this phenomenon, subjects' perceptions are also necessary to know if the app helped them to learn vocabulary meanwhile they were using it.

It leads to the next section.

4.3.2 Do EFL students learn vocabulary through Memrise?

The following graphics show the results obtained from the questionnaire administered to 30 students of the LEI Bachelor.



Graphic 1. Memrise helps you to memorize vocabulary in long-term memory.

As shown in the graphic above, 77% of the subjects agree with the idea that Memrise helps them memorize vocabulary in their long-term memory, while 23% agree with the same affirmation.

It means that their perception of the use of this digital tool is high and positive.

Besides, this corroborates what Saers (2011) stated when he claimed that this tool helps learners remember language items by connecting words to images, video, example sentences, among others, in the long-term memory because it aims to stimulate the senses, imagination, emotions, and to make learning more fun and more effective.

Moreover, the graphic shows 100% of agreement, and it matches with the subjects' results in the standardized examination, where an essential improvement of proficiency was observed (See table 2).



Graphic 2. Memrise helps students learn synonyms of a new word

Technology has reached the world of languages, owing to digital platforms. Memrise has developed as a new tool with a much greater scope than other learning media. It has the advantage that it is constantly being updated and provides a wealth of information didactically. Indeed, subjects expressed high perceptions when learning vocabulary based on semantic fields because they foster grasping different words according to their synonyms, hyponyms, antonyms, hypernyms, and other contextualized semantic relationships.

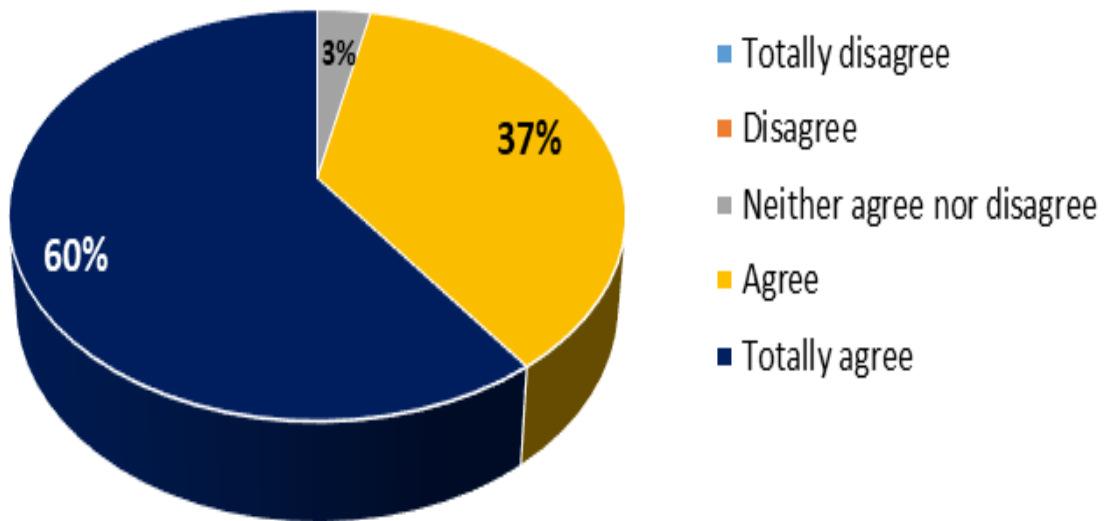
It matches the affirmation "ESL learners need to know how a word functions in various contexts. Thus, instructional methods that provide them with both definitional and contextual information will significantly improve comprehension" (Mokhtar et al., 2010, p. 76).

Equally, Memrise allows learners to complement their knowledge with visual aids they choose to remember the vocabulary. Thereby, students retain and grasp the new lexicon easily, which leads students to improve their Foreign language skills.

This graphic illustrates the percentage of students who agree that Memrise helps learn synonyms of new words. Indeed, most of the students (97%) agree with this affirmation. However, just 3% of the sample does not agree with this idea.

This graph demonstrates that the application manages students to learn new words as the standardized test evidenced.

Memrise promotes the development of your skills like reading, listening, writing and speaking

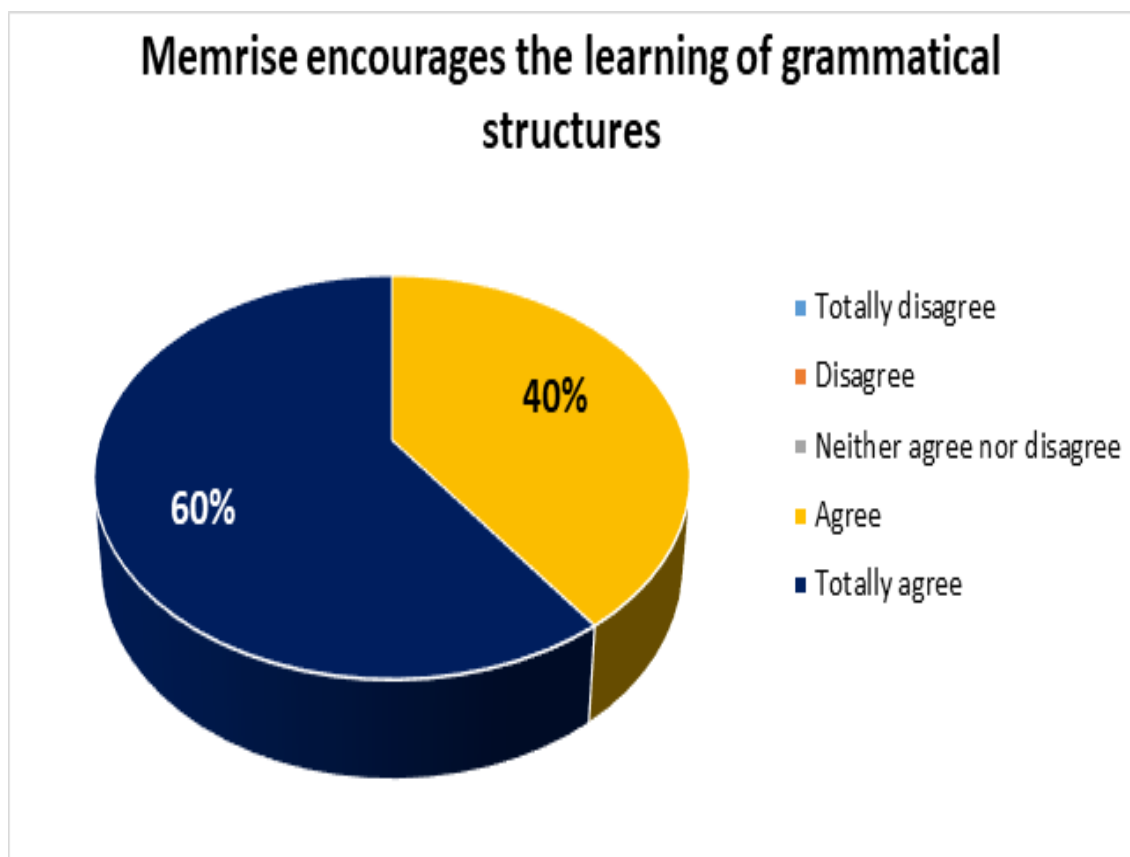


Graphic 3. Memrise promotes the development of your skills like reading, listening, writing, and speaking.

The development of the students' skills is the third aspect. In this graphic, most of the students totally agree (60%) or agree (37%) that the app helped them improve their language skills, and only one subject did not express a defined perception regarding it.

Furthermore, Memrise allowed them to practice vocabulary in a didactic and interactive way. As a matter of fact, it was possible to develop essential skills to dominate the language and improved their listening, writing, reading, and speaking skills when they accomplished activities on the platform.

That confirms what Fadhilawati(2016, p. 36) states "In English as a second language (ESL) and English as a foreign language (EFL,) learning vocabulary plays a vital role in facilitating the students' success in mastering four English language skills (i.e., listening, speaking, reading, and writing)".

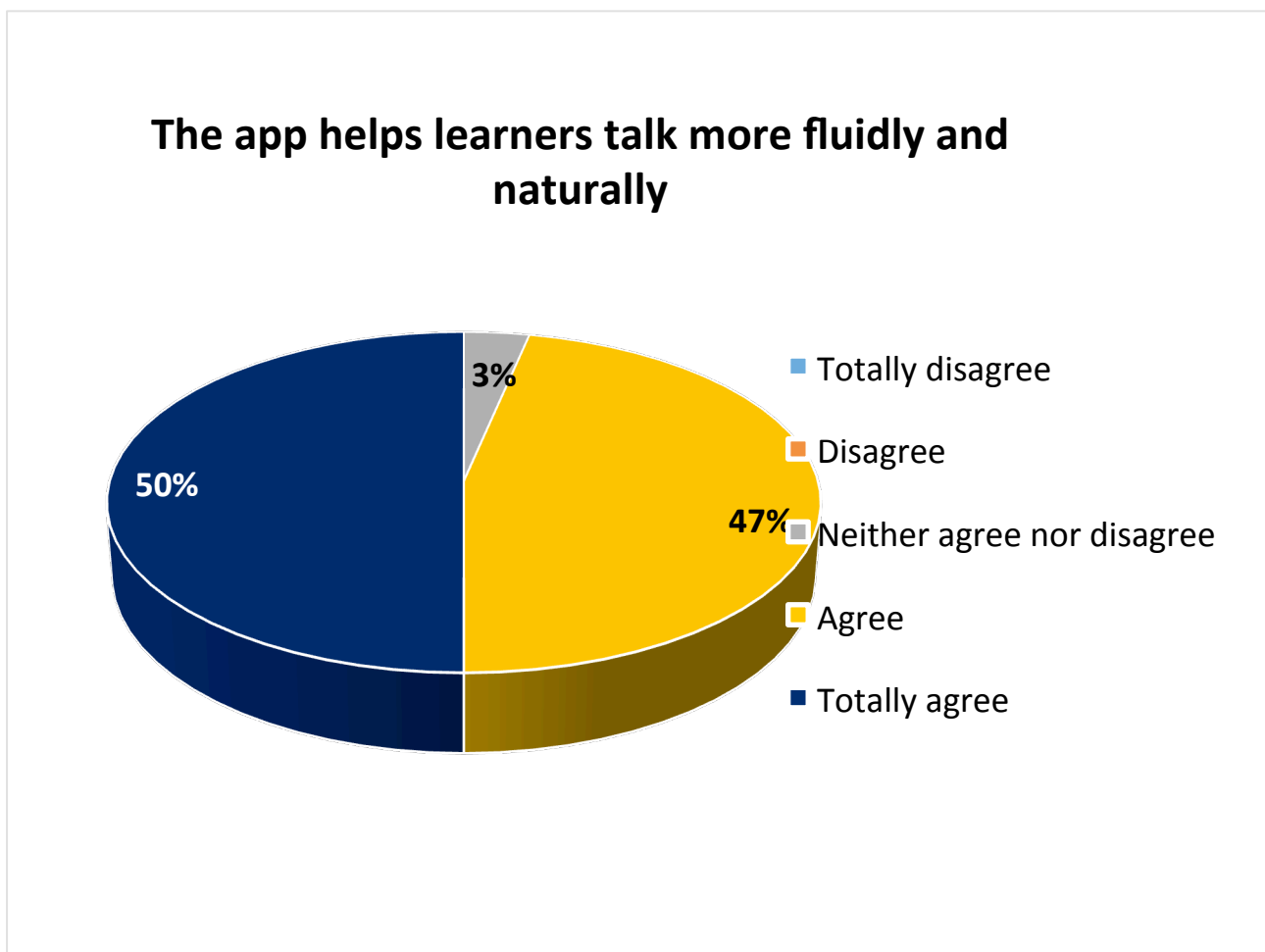


Graphic 4. Memrise encourages the learning of grammatical structures

As been seen, Memrise provides them with grammatical structures, and all the sample agree with this affirmation (100%) even though the app does not offer them any explanation about the grammar of the language since they have to deduce those rules independently.

Even though the purpose of this app is not to teach grammar, it complements this dimension by including vocabulary practice in different spontaneous and authentic contexts, which makes this app valuable and suitable for users.

At this point, Cholifatur's (2018) affirmation matches with the results from this item by showing that Memrise helps them express their thoughts adequately with the Grammar Translation and Audio-lingual Method in an innovative and attractive environment mediated by technology.



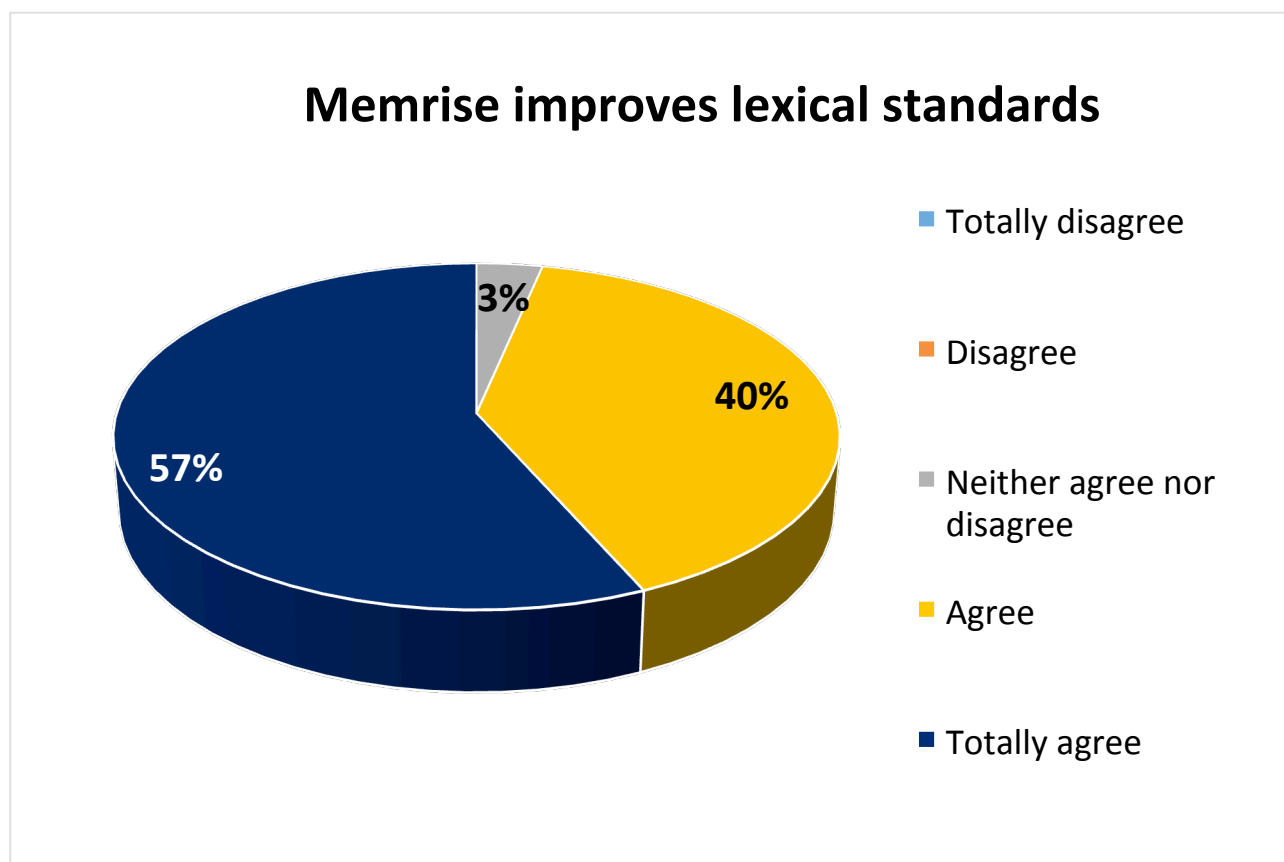
Graphic 5. The app helps learners talk more fluidly and naturally.

Regarding the improvement of the subject's ability to talk thanks to Memrise usage, twenty-nine students (97%) agreed with the idea of speaking fluidly and naturally as a result of practicing with this app.

Indeed, it is evident how students engage in conversation by applying appropriate vocabulary baggage in a specific context, understanding how to communicate any message in a fluid and natural way by listening, pronouncing, and adopting the correct lexicon.

On the contrary, one subject (3%) neither agrees nor disagrees with this idea by stating that he needs more time for practicing.

In summary, this item shows high and positive perceptions, which leads to assuming its appropriateness to include it not only for virtual environments but also in on-site sessions or autonomous learning.



Graphic 6. Memrise improves lexical standards.

In the sixth item related to the subject's lexical improvement, the vast majority agree with this idea (97%). In contrast, only 3% (one student) neither agree nor disagree.

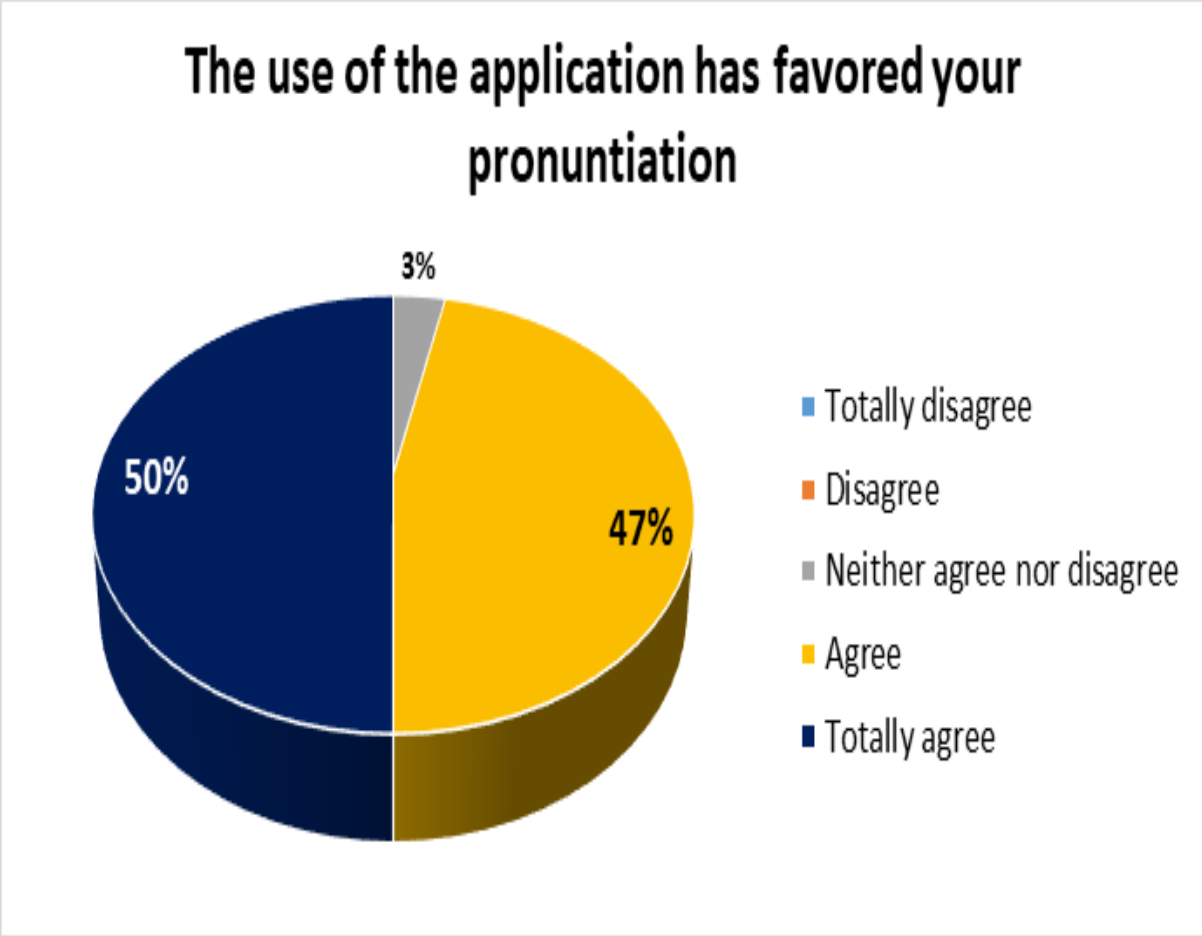
The outcome was in favor because the students used the application consistently; they could find, understand, and use vocabulary typically acquired in conversation with a native speaker or living in another country.

The importance and difficulty of learning new words outline in such lexicon have a different meaning depending on the context, and the same word has even more synonyms.

Consequently, their interpretations are directly related to the situation, a scenario that Memrise displayed well according to learners' necessities and autonomous learning through its repetitive system and pace cycle. That was observed in the participants at the beginning of the research when they did not use the application.

The results from RQ1 (see table 2) ascertain that the vast majority had a considerable lack of vocabulary or, on the contrary, some students knew the words presented but did not know how to use them in the appropriate contexts, which significantly affected their results in the first evaluation.

Furthermore, it corroborates Stahl's (as cited in Butler et al, 2010, p. 2) study that points out, "vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world".



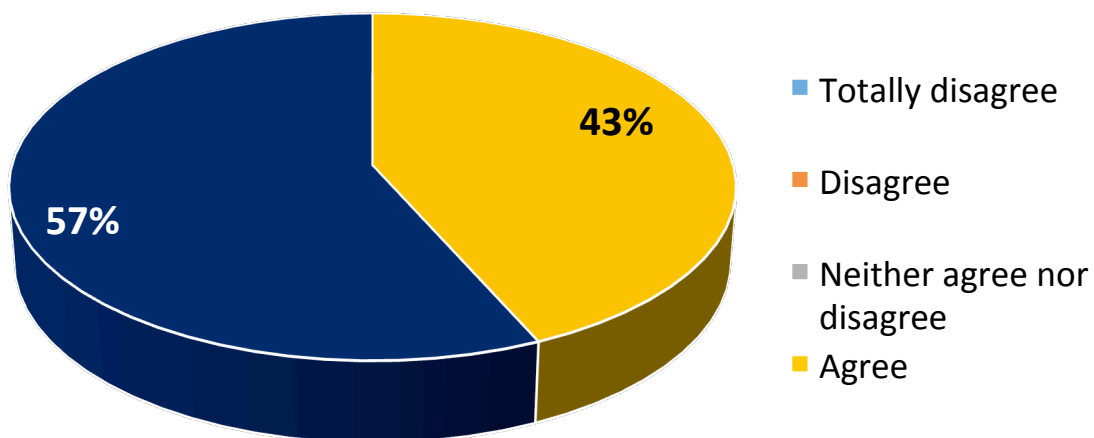
Graphic 7. The use of the application has favored your pronunciation.

In the seventh graphic, the great majority (97%) considered the app Memrise as a tool that favors their pronunciation.

In contrast, only 30% neither agreed nor disagreed. It is evident that the sample built up their pronunciation skills by using the exercises and repeating the lexicon provided continuously. Indeed, students also repeated the pronunciation as they completed the vocabulary exercises, which eventually helped to improve their pronunciation.

It also supports Rahamawati's claim above Memrise, which added lexicon baggage and correct pronunciation because it is an attractive and innovative application for learners thanks to its pleasant and convenient interface.

Students learn phrases applied in daily life



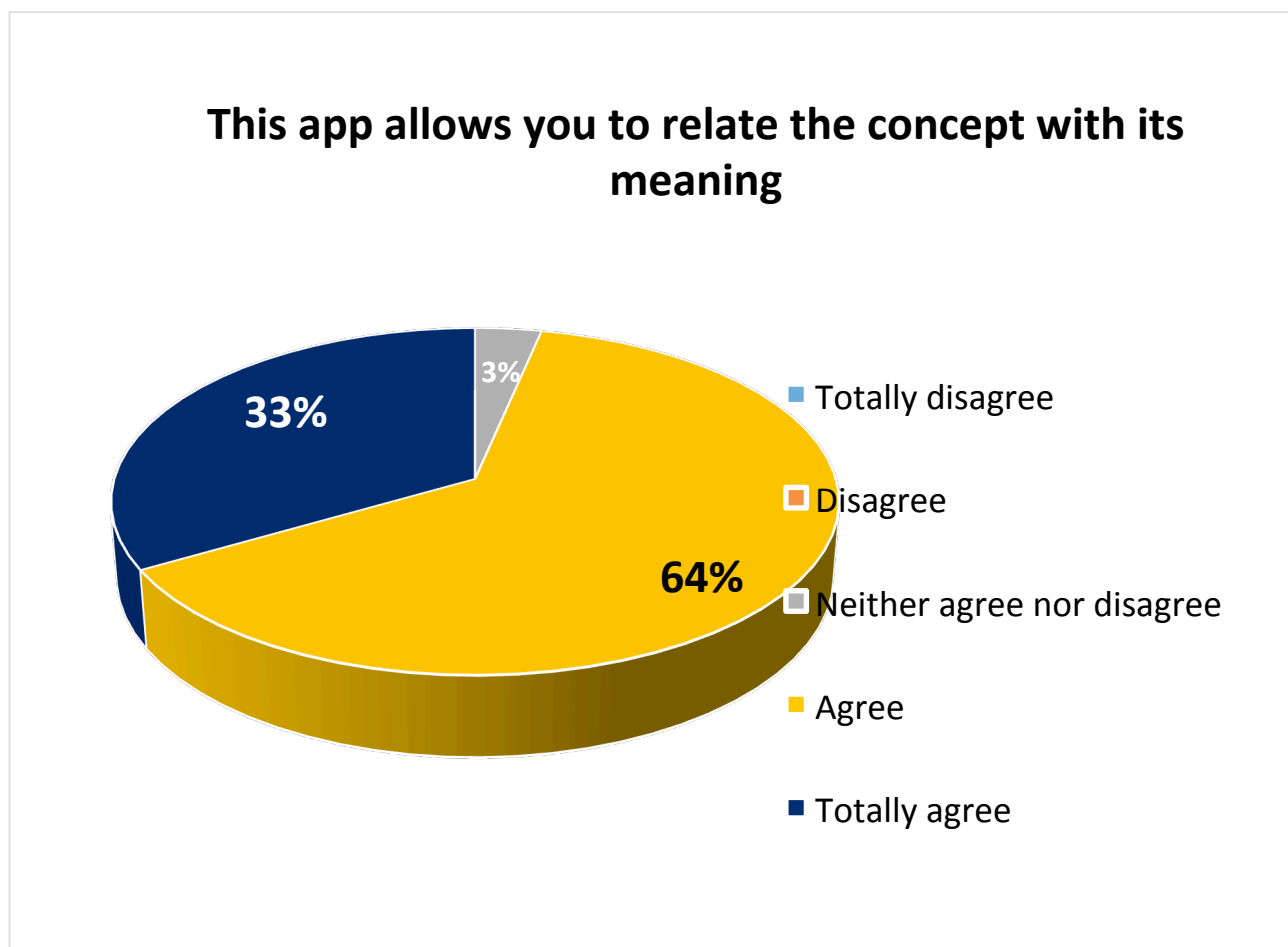
Graphic 8. Students learn phrases applied in daily life.

This item refers to phrases and language for daily life. At this point, the whole sample (thirty students) expressed it is worthwhile.

Indeed, the sample improves and applies their knowledge in daily life thanks to the platform implementation regarding repetition cycles and recurring basis.

Moreover, because language school students are exposed to the English language, it is easier to apply the vocabulary learned, which helps them remember and reinforce the lessons taught in Memrise.

This research also corroborates Wilkins' ideas (cited in Rasouli et al., 2016) about learning it because you can transmit very little without grammar. However, without sufficient vocabulary, people cannot understand others or express their ideas.



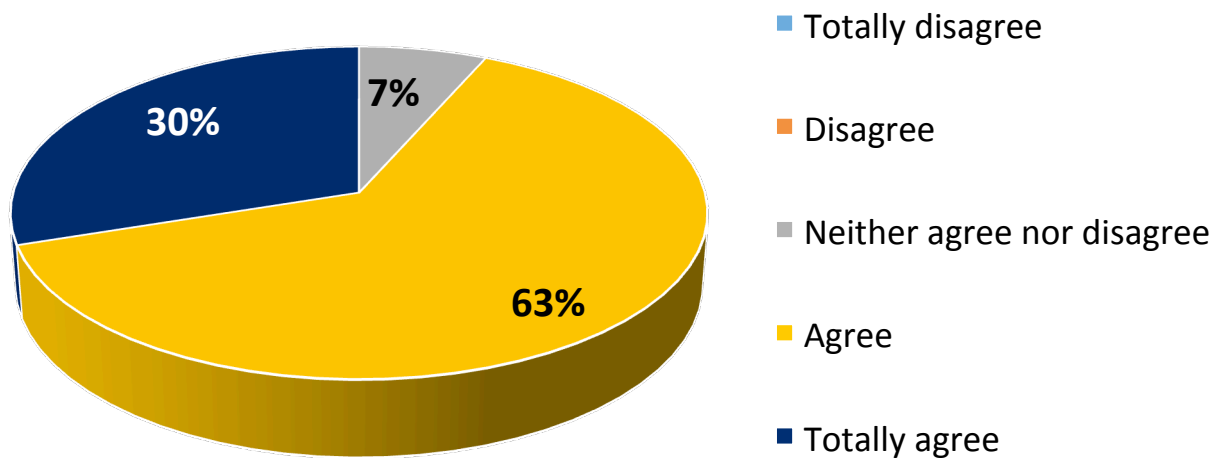
Graphic 9. This app allows you to relate the concept with its meaning.

As mentioned before, the Memrise app uses visual resources (graphic representations) to help students memorize the words quickly, and the graph proves that the large majority agrees with this idea. Contrarily, only 3 % of the sample is not sure of the advantages the app provides.

The results demonstrated that subjects learned lexicon with visual resources integrated into the program by a developer or learner. This function is crucial because it makes sensory memory retain impressions of information with the spaced repetition system.

Finally, it let them obtain meaningful learning by taking their knowledge to a long-term memory that matches with the study carried out by Almansour (2019).

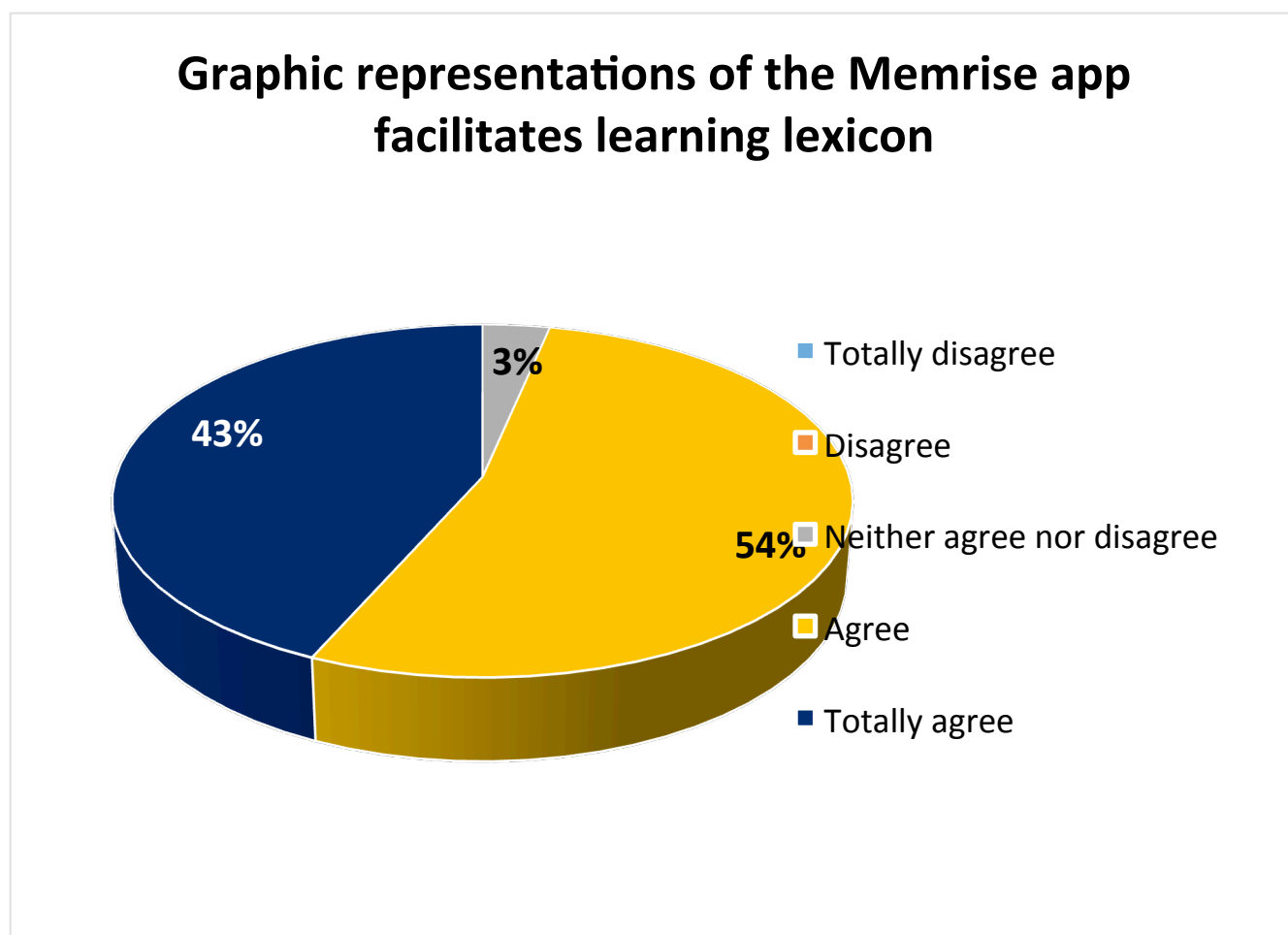
The methodology of the app leads to learning vocabulary



Graphic 10. The methodology of the app leads to learning vocabulary.

As we can see in this graphic, 97 % of the students consider that the methodology used by Memrise lets them learn vocabulary in an easy and friendly manner. In contrast, 7% of the sample neither agree nor disagree with this affirmation. It proves that the Spaced Repetition System of Memrise facilitates the vocabulary learning process for long-term memory, allowing the accommodation and assimilation of the new lexicon in their schemata.

Besides, results corroborate Almansour's assumptions (2019) about the effectiveness in building vocabulary knowledge that, due to its complex mechanisms, offers a review of lexicon and ensure its integration since it is a program that applies reminders to facilitate the acquisition of new words, motivating them to learn in a self-didactic way.

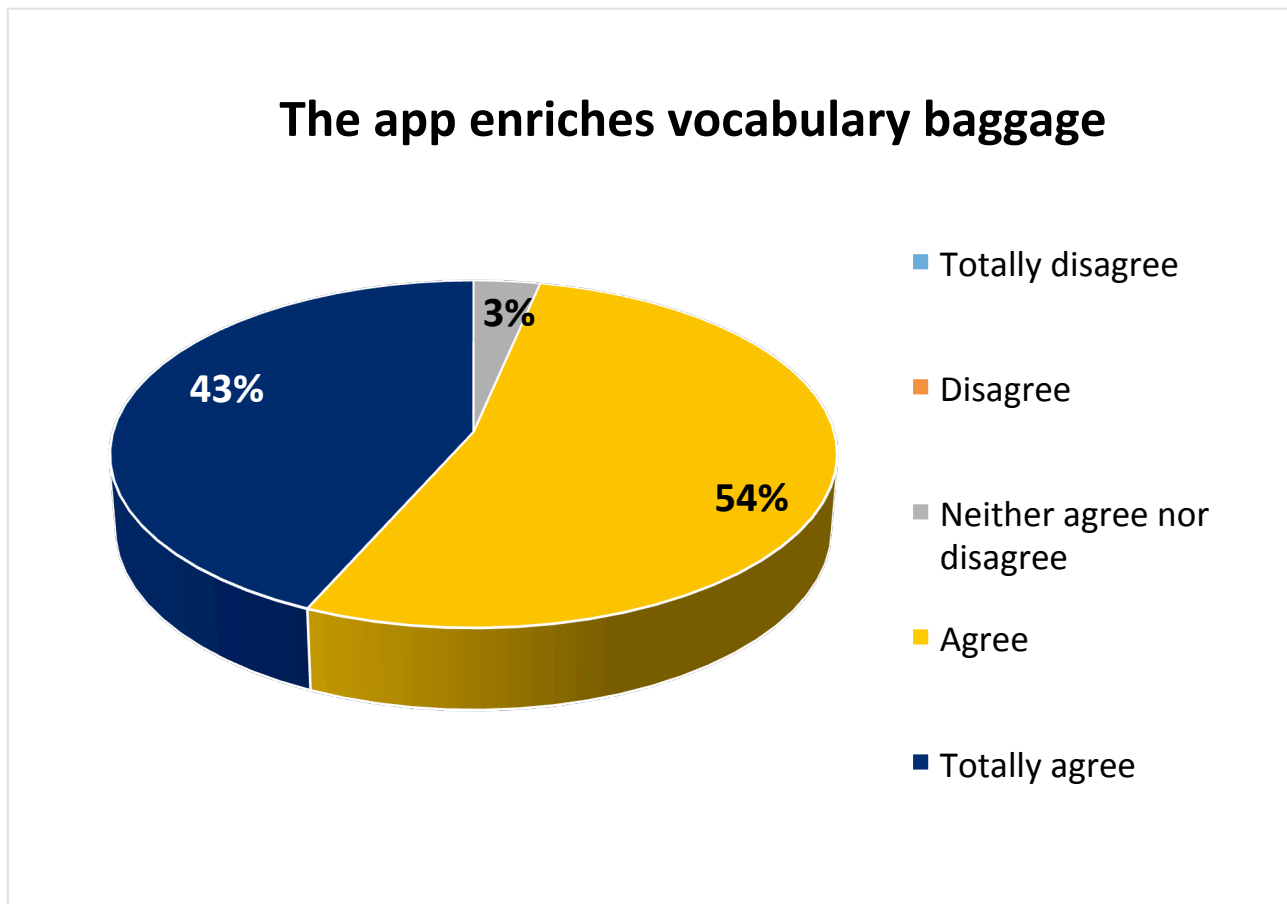


Graphic 11. Graphic representations of the Memrise app facilitates learning lexicon.

Considering the previous findings, 97% of the sample perceived Memrise as a graphic representation that facilitates learning a new lexicon. In contrast, 3% expressed indecisiveness about considering this app a source of vocabulary learning.

Indeed, different theories point out that the vocabulary learning process is better when learners have visual aids that support what they hear. Besides, these positive results are part of the strong relationship between images and written or oral texts that make the meaningful connection of the concept with its meaning, synonym, antonym, or any other semantic relationship.

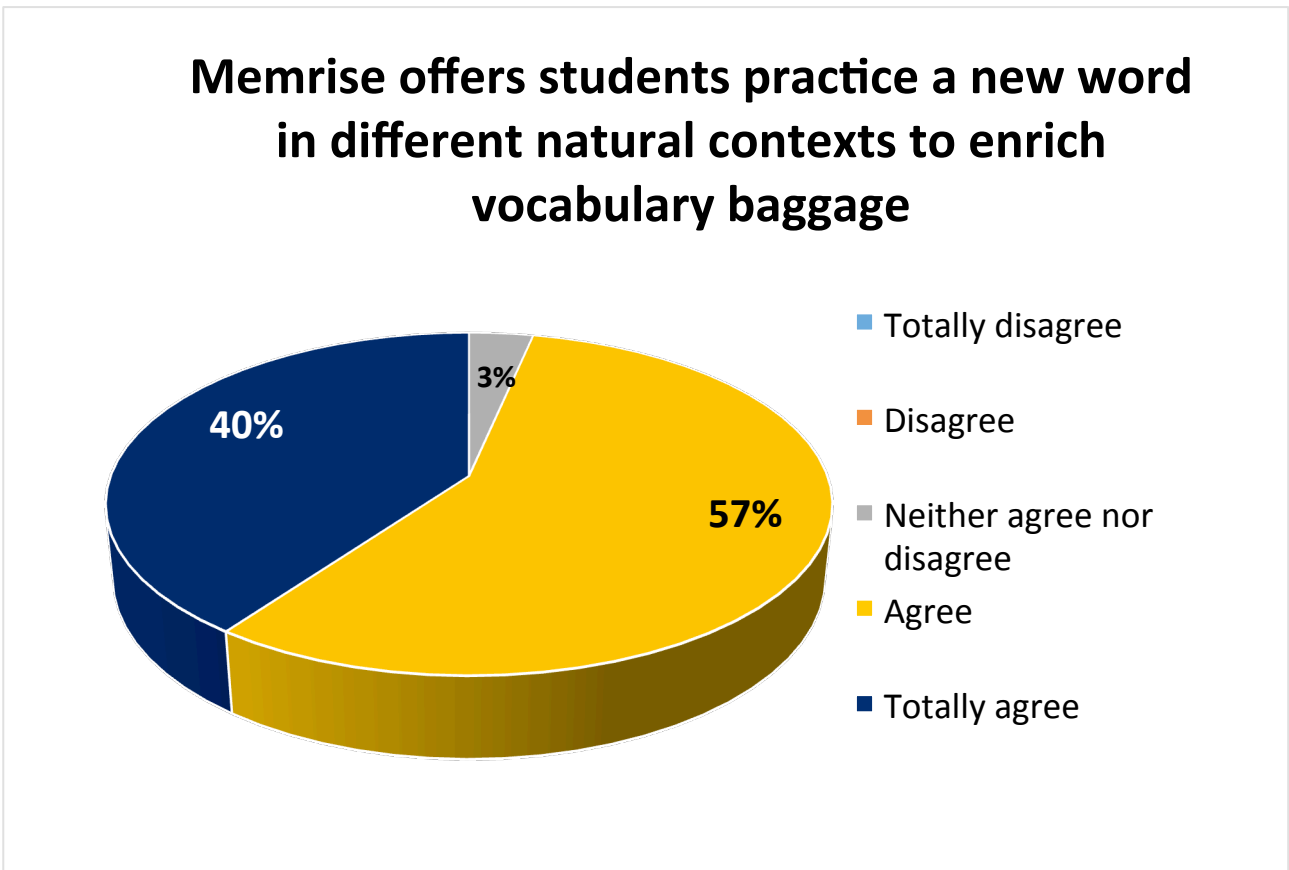
Some other characteristics like Memrise's accessibility and portability are a strength that allows learners to increase their exposure to vocabulary and proves Walker's assertion regarding the program's design that allows simple vocabulary learning by adapting it to the habits and dispositions of the students.



Graphic.12. The app enriches vocabulary baggage

The previously presented graphic demonstrated that the app fosters the enrichment of the subjects 'vocabulary baggage. Considering it, 97% of the sample agree with this affirmation (43% totally agree, 54% agree, respectively).

Thanks to the application, it is possible to learn and at the same time strengthen the knowledge that learners previously acquired, as the use of the application is not only limited to learning new vocabulary but also to retake basic information for the construction of significant knowledge and in this way managing to complement and enrich lexicon.

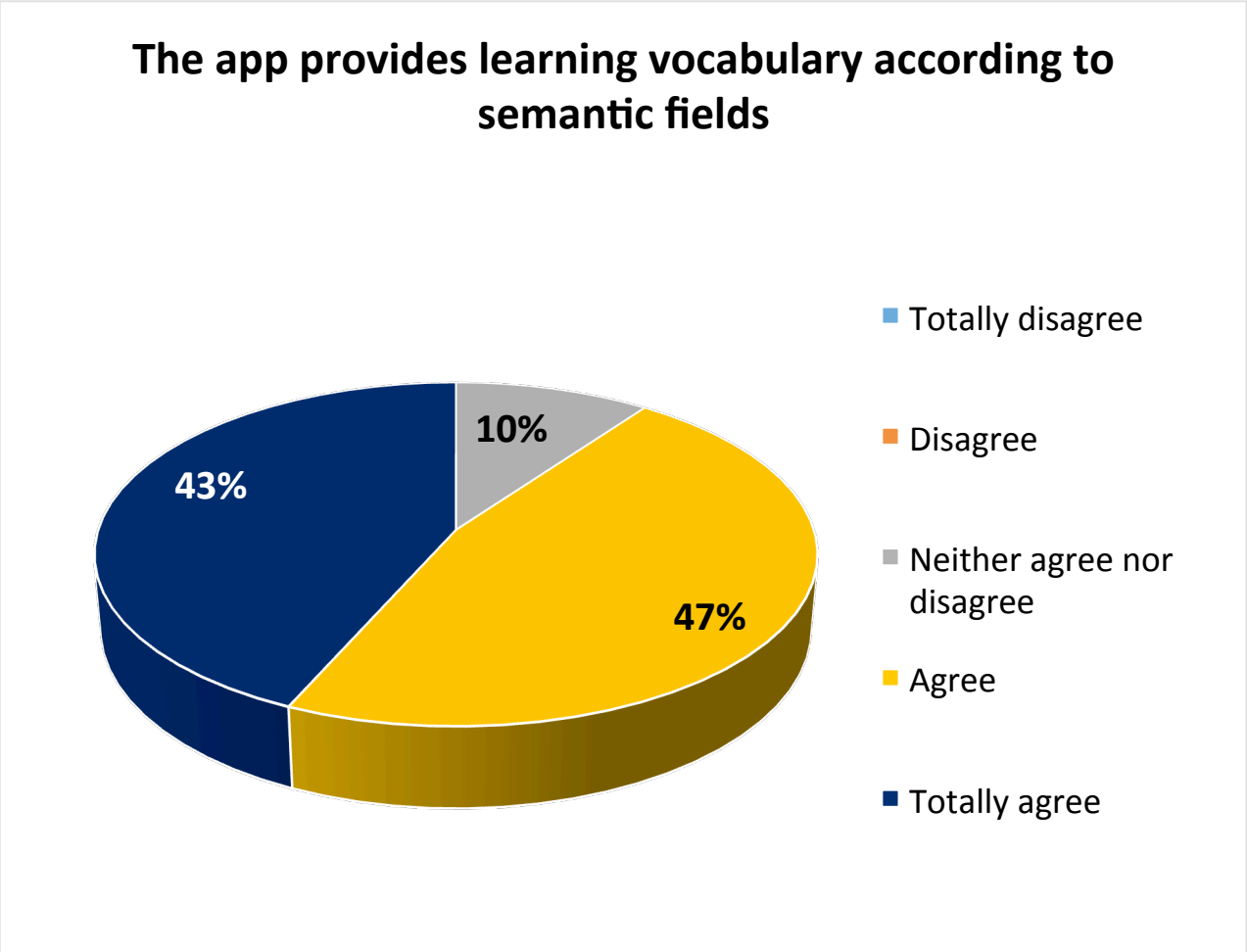


Graphic 13. Memrise offers students practice a new word in different natural contexts to enrich vocabulary baggage

Graphic 13 clearly shows that the vast majority of the subjects, 97% of the students, have been able to practice new words in different contexts through the use of the platform that shows video clips of people expressing phrases or words; where it is possible to understand the context in which their use is appropriate. In addition, this didactical tool helps learners to construct their vocabulary baggage.

Furthermore, the student has the advantage of developing his listening skills in meaningful ways because most of the videos show speakers of the language around the world. In this way, he can also listen to different accents and understand and use them in similar situations. That is why it has a meaningful impact on their performance when applying for a certification exam.

Finally, the standardized exam students took at the end of the course also confirmed the positive effect of the app because over there, they showed significant improvement in their scores.



Graphic 14. The app provides learning vocabulary according to semantic fields.

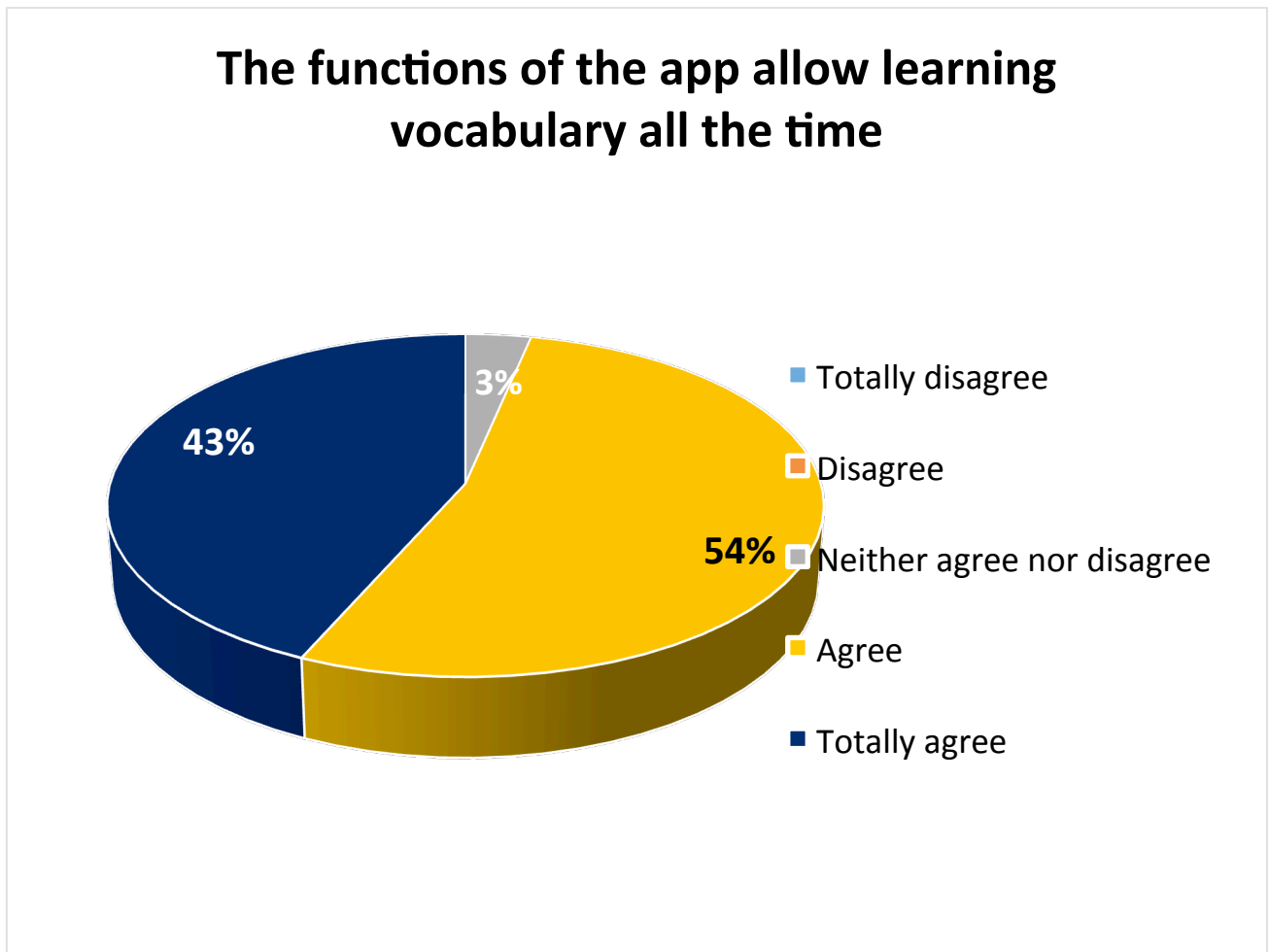
This item states that participants recognize semantic field organization as an advantage that contributes to learning vocabulary.

In this respect, 90% of the sample considers that the traditional approach affects in some way the acquisition of lexicon reduced to a set of sounds to form grammatical or structural patterns, which can be substituted according to situations.

Moreover, students and teachers can add images in the app system to foster retention of lexicon and use it to perform in new situations.

Likewise, knowledge acquisition unifies in semantic categories lets students assimilate new information into their schemata faster since they pace their process. They could also create mems that allowed them to relate complicated words, managing the students to add the new lexicon to their long-term memory.

In contrast, when they immerse themselves in a flexible context with a repetition system and cycles of semantic words in different contexts with an innovative presentation, they consider it a suitable process that adapts to their needs.



Graphic 15. The functions of the app allow learning vocabulary all the time

The last graphic shows that the app is flexible for the users because it allows them to learn vocabulary. As can be appreciated, most of the subjects agree with this idea, being (97%) 27 students who believe that this app has let them learn and practice vocabulary all the time.

The effectiveness of Memrise is due to the portability of the application, which allows a more practical and effective use, allowing users to study at any time and in any place, practicing with the different functions offered by the platform. Then, with constant use, a considerable advance is observed since all the necessary skills for the mastery of the English language are practiced in context.

An additional reason to justify these results lies in the characteristics of the Memrise app like the classical and speed reviews, pronunciation, grammar, and listening sections that guide students to learn lexicon related to different areas, going beyond formal education.

CHAPTER V: CONCLUSION

5.1 Introduction

This chapter discusses the conclusions from the answers to the research questions shown in chapter one. Besides, it also describes the limitations of the study and the directions for further research.

As previously stated, this study aimed to analyze the Memrise application as a tool to help students increase their lexicon during their learning process. Thus, this chapter has five sections.

The first one summarizes the findings of each research question. Then, the accomplishments of the aims lead to the third section that focuses on the limitations of the study. After that, a personal reflection section describes the contribution of this paper for the researcher and some final comments.

5.2 Summary of the findings

The constant use of the Memrise platform has brought a fundamental change in the present research study.

Indeed, it is evident that this tool supports and encourages vocabulary learning through the appropriate use of methodology and strategies carried out for teaching, which resulted from the use of this tool that let participants learn new vocabulary and out of the ordinary. Students could get meaningful learning and increase their interest in the foreign language continuous learning since it is a fun way to obtain lexicon faster.

After developing this research, it is confirmed that Memrise does promote students' proficiency in the English language because it allows them to learn vocabulary, grammar, and pronunciation.

It is also corroborated that the way students learned was dynamic and innovative through a simulated context. There, they felt comfortable learning autonomously and effectively.

5.3 Accomplishments of the aims

As seen previously, the research questions of the study were two:

- 1) Does Memrise promote students' level proficiency of the English language?
- 2) Do EFL students learn vocabulary effectively through Memrise?

According to the responses obtained from the research instrument, data collection, and comments provided at the end of the project, it is evident that the sample learns vocabulary effectively thanks to the application.

It proved to be an excellent application with an easy-to-use learning system that promotes learning lexicon in written and oral form, in addition to the fact that its game mode turns the sessions into a fun challenge, encouraging the habit of learning daily, achieving that students learn vocabulary effectively and consequently increase their level.

5.4 Limitations of the study

The most apparent limitations presented in this research project were the reduced sample selected to participate, with only 25 students. With a broader population, broader outcomes could have emerged.

In addition, this study was further limited by the kind of study chosen that was a quantitative one. Qualitative analysis can complement the present findings and provide a complete vision of the phenomenon by enriching and characterizing how students learn with Memrise since it uses a broader data collection methodology of texts, opinions, images, and impressions.

5.5 Suggestions for further research

The data gathered and analyzed for this research suggest the following insights for future research.

First, investigating the same research study, but from a different perspective. That is qualitative, longitudinal, or mixed to observe the phenomenon in a larger sample from the school of languages.

In such a manner, it can be applied in different subjects and in various students who belong to various sectors as the subsequent generational stratifications to get more detailed research.

5.6 Personal reflection

During this research project, I developed my skills as a researcher since I did not know how to collect information from reliable sources. Thanks to the help provided by my thesis director, I developed more critical and professional thinking.

I also improved my strategies to obtain reliable information from different sources, reducing data collection and interpretation time.

Moreover, Memrise proved to be a suitable and reliable platform that certainly works effectively for language teaching. This modern resource taught me how to help students learn vocabulary that is sometimes difficult to do quickly due to its complexity.

In addition, this tool has provided me with an interactive and flexible way of learning compared to traditional methods that usually generate stress in students and consequently a lack of interest.

5.7 Final comments

This study has motivated me to continue with this research project. It has prompted me to deepen the topic by investigating different platforms that can help my students effectively achieve the desired results in developing their English language skills and complementing the knowledge I have acquired throughout my career.

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