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ENHANCING ENGLISH LANGUAGE LEARNING: IMPLICIT AND EXPLICIT VOCABULARY STRATEGIES

MEJORA DEL APRENDIZAJE DEL INGLÉS: ESTRATEGIAS DE VOCABULARIO IMPLÍCITO Y EXPLÍCITO

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Enhancing English Language Learning: Implicit and Explicit Vocabulary Strategies

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ABSTRACT

The study revealed the effectiveness of semi-guided, explicit, and implicit teaching methods for teaching the English language to students in the leveling program at Yachay Tech University. A mixed quasi-experimental design was used with two groups: a control group focused on incidental exposure and an experimental group that received guided and communicative instruction. Lexical knowledge was measured through interviews, perceptual questionnaires, and pre- and post-tests. When comparing the experimental group with the control group, the results showed significant increases, concluding that both explicit and implicit instruction improve language retention and functional application. The qualitative evidence demonstrated greater autonomy and motivation in oral communication, as well as a lower dependence on interpreters. It was concluded that communicative competence and lexical retention can be strengthened when there is a balance between direct instruction and contextual exposure. The findings provide crucial support for the development of A1–A2 English programs, especially in non-immersion learning environments.

Keywords: linguistics, active learning, teaching method

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Mejora del Aprendizaje del Inglés: Estrategias de Vocabulario Implícito y Explícito

RESUMEN

El estudio dio a conocer la eficiencia sobre los métodos de enseñanza modificados implícitos, explícitos y semiguiados para enseñar el idioma inglés a los alumnos que se encuentran en nivelación de la Universidad Yachay Tech. Como herramienta se utilizó un diseño cuasi-experimental mixto con dos grupos: un grupo de control que se enfocó en la exposición incidental y un grupo experimental que recibió instrucción guiada y comunicativa. El conocimiento léxico se calculó por medio de entrevistas, cuestionarios perceptivos y pruebas previas y posteriores. Al realizar una comparación entre el grupo experimental con el grupo de control, los resultados demostraron incrementos relevantes, lo que concluye que tanto la educación explícita como la implícita mejoran la retención del idioma y su aplicación funcional. La evidencia cualitativa consolidó una mayor autonomía y motivación en cuanto a la comunicación oral, así como una dependencia en menor nivel de los intérpretes. Se logró concluir que la competencia comunicativa y la retención léxica pueden fortalecer cuando existe un equilibrio entre la instrucción directa y la exposición contextual. Los hallazgos ofrecen un apoyo de suma importancia para el desarrollo de programas de inglés A1-A2, de manera especial en escenarios de aprendizaje sin inmersión.

Palabras clave: lingüística, aprendizaje activo, método de enseñanza

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INTRODUCTION

Vocabulary development constitutes an essential dimension in the acquisition of English as a foreign language, as it enables access to meaning, the formulation of ideas, and effective participation in oral and written communicative acts. Nation (2024) highlights that lexical competence is not only an indicator of linguistic proficiency but also an indispensable requirement for reading and listening comprehension, as well as for oral and written production. Despite its relevance, the specialized literature shows that vocabulary teaching continues to be a challenge in contexts where English is not an immersion language, primarily due to the limited exposure to the language and the use of pedagogical strategies that do not ensure retention or the transfer of lexical knowledge to communicative use (Garcés, 2023; Kaivanpanah et al., 2021).

Given this issue, applied linguistic research has focused on evaluating instructional approaches that optimize vocabulary learning and retention. Particularly in the last two decades, implicit, explicit, and guided-incidental instructional methods have become significant elements, as they focus on the relationship between metalinguistic awareness, attention, and contextual manifestation. According to Roehr (2024), understanding the link between rule-based and experience-based knowledge helps advance toward more flexible and improved models for vocabulary study.

Extensive research has been conducted on vocabulary comprehension in English as a foreign language to determine which type of instruction contributes to more sustainable and applicable learning. According to Nation (2001), to understand a word it is necessary to master its form, meaning, and use, which requires balancing intentional educational processes with incidental exposure. Following this perspective, recent studies indicate that direct instruction fosters more detailed metalinguistic understanding and greater vocabulary retention (Al-Homoud, 2019; Tahir et al., 2020). Incidental instruction focuses on acquiring vocabulary through continuous and structured exposure, resulting in conscious but less durable learning (Garcés, 2023). Modified-implicit approaches, which combine exposure with guided production tasks, fall between these two positions. Kaivanpanah et al. (2021) found that this model produces levels of retention similar to or even higher than those achieved through guided instruction.

Although conceptual and practical progress has been remarkable, there is still no consensus regarding which approach is the most effective among the three. The frequency of presentation, learners' proficiency level, and the nature of the task employed determine the conclusions of studies (Garcés, 2023; Kaivanpanah et al., 2021). Furthermore, the generalization of findings is limited because most research focuses on university settings in the Middle East and Asia. This fact reveals a theoretical and methodological disparity that supports the need to study, from a comparative perspective, how the three approaches influence vocabulary acquisition and retention, with the purpose of generating scientific evidence to guide the design of more inclusive educational methods.

In Ecuador, the need to increase communication skills among students in line with international education standards has led to a greater emphasis on training in the English language. Despite this, there are still structural obstacles regarding teacher training and the implementation of current techniques, making the study of the language more difficult. According to Barre and Villafuerte (2021), it is common in public institutions, where class hours are limited and technological resources are scarce, that the application of innovative methods like Content and Language Integrated Learning (CLIL) remains partial and inconsistent. This situation highlights the urgency of developing pedagogical strategies that promote the effective acquisition and retention of vocabulary in this foreign language, tailored to the conditions of Ecuador's educational system.

This study strives to answer the following question: What effects do direct, incidental, or blended have instruction methods have on the learning and retention of vocabulary in English as a foreign language? The objective of this study is to design an integrated method for English vocabulary instruction that combines intentional and incidental learning techniques to optimize comprehension and use of the language among leveling students at Yachay Tech University through a mixed quasi-experimental design.

Hi: There is a direct relationship between the application of modified explicit or implicit instructional strategies and the levels of English vocabulary acquisition and retention.

Ho: There is no significant relationship between the type of instruction applied and the levels of English vocabulary acquisition and retention as a foreign language.

Theoretical Framework

In Ecuador, the understanding of English as a foreign language has become a priority in educational terms due to its importance for communication, academic mobility, and employment insertion. In this process, vocabulary development is essential since it promotes effective interaction in different contexts, oral expression, and reading comprehension (Nation, 2001; Roehr, 2024). Various studies conducted in the country show progress in the language learning process, although there are still limitations related to teacher training, the availability of resources, and inequalities between public and private institutions (Barre & Villafuerte, 2021). In this field, intuitive and formal lexical acquisition strategies emerge as beneficial options to improve the retention and communicative use of vocabulary, promoting more meaningful learning that adapts to the real conditions of the Ecuadorian environment (Kaivanpanah et al., 2021; Tahir et al., 2020; Zeng et al., 2025).

Vocabulary Strategies in English Language Acquisition

The study of vocabulary has been considered a fundamental element in the acquisition of the English language because it plays a crucial role both in linguistic production and comprehension, as well as in the cognitive processes related to attention and memory. Nation (2001) states that vocabulary constitutes the fundamental unit of linguistic knowledge and that its mastery involves developing meaning in addition to form, use, pronunciation, and the grammatical restrictions associated with each word. Currently, the process of teaching vocabulary is conceived as one that integrates contextual and intentional methodologies. In this process, tasks involving repetition, exposure, and contextualization merge with the objective of improving long-term retention (Al-Homoud, 2019). In this sense, vocabulary teaching does not merely consist of memorizing lists; it is a systematic and constructive method that is guided by communication, the meaningful use of language, and metacognitive reflection. According to recent research, lexical learning, from a theoretical approach, requires a balanced combination of deliberate attention and mechanical practice. Roehr (2024) describes that lexical comprehension is organized through two complementary systems: the explicit, characterized by verbalization and awareness of rules, and the unconscious system, which is linked to the automatization of language. These two act dynamically, creating an uninterrupted process of transformation between natural communicative ability and conscious understanding.

Following specialized literature, there are two types of educational strategies: deliberate ones, which focus on direct instruction, and unconscious or incidental ones, which stem from natural contact with the language. The former are associated with intentional and planned vocabulary teaching, in which students are provided with explanations about use and meaning; the latter occur unintentionally through reading, listening, or communication.

Similarly, the concept of "modified implicit instruction," which integrates forced-output tasks and multiple exposures, is presented in the studies of Kaivanpanah et al. (2021). This methodology demonstrated that students acquire and retain words more efficiently when they actively use vocabulary in productive environments. The "involvement load" hypothesis asserts that the greater the cognitive engagement, the more effective lexical retention becomes; this is supported by empirical findings. This observation aligns with Nation's (2024) perspective that the three essential processes for promoting vocabulary learning are noticing, repetition, and meaningful use. Academic techniques based on this information should therefore promote the initial understanding of terms and their adaptation to natural communicative use.

The way in which second language learners acquire vocabulary has been transformed thanks to the implementation of technology and digital environments. Through a meta-analysis, Zhu et al. (2023) demonstrated that extensive digital reading fosters the incidental acquisition of vocabulary, especially if the material is graphically and semantically supported. The dual verbal and visual coding increases long-term retention by simultaneously activating phonological and semantic memory. Similarly, Mohammadi et al. (2024) found that mobile-assisted learning strategies enhance the expansion of academic vocabulary by offering constant and multimodal presentation. These resources provide learners with the possibility of incorporating, within digital environments, intuitive listening and reading techniques together with explicit strategies such as repetition and translation exercises.

Lexical comprehension is based on cognitive processes that are linked to motivation, working memory, and attention. According to Garcés (2023), educational communication tasks promote the incidental acquisition of vocabulary by employing selective attention and episodic memory, which produces lasting connections between words and their contexts. According to these results, meaningful engagement and the use of language in real-world situations are as important for successful English

learning as formal instruction. Along the same lines, Poth et al. (2024) argue that mixed research teams integrating qualitative and quantitative methods, by linking emotional, social, and cognitive elements during language teaching, achieve a deeper overall understanding of the educational system.

According to Nation (2024) and Lei and Lee (2022), practice and systematic review influence vocabulary study, since the authors agree that using lexical cards, either digitally or physically, reinforces memory due to active repetition and spaced exposure. The effectiveness of retention increases when using digital tools that adapt and modify the review frequency according to the student's personal performance (Lei & Lee, 2022).

Therefore, teaching English as a foreign language requires a balanced approach that combines direct instruction, meaningful exposure, and independent practice. Nation (2024) proposes that effective programs must incorporate receptive and productive activities so that learners not only recognize words but are also able to use them in various communicative contexts. Implicit strategies strengthen naturalness and fluency, while deliberate strategies strengthen accuracy and linguistic awareness. This complementarity is also emphasized by Kaivanpanah et al. (2021), who affirm that lexical development depends on the interaction between planned instruction and spontaneous communicative experience.

English Language Learning as a Linguistic and Cognitive Process

The process of learning English is complex and requires linguistic, cognitive, and environmental components. Studying lexical or grammatical structures is only one aspect of this topic; another involves the restructuring of mental processes, concentration, and mental capacity to adjust to a new symbolic scheme. Learning a foreign language is a holistic process that incorporates fluency, comprehension, and production in a communicative setting (Nation, 2001). This process enables the person to employ cognitive resources to store, retrieve, and use language information in a meaningful way, proving that mastery of a second language depends on the learner's ability to process information and create knowledge from it in addition to exposure to input.

According to Roehr (2024), acquiring a second language, like English, necessitates the articulation of both explicit and implicit knowledge mechanisms that are interdependent. While the latter encourages verbal fluency and automatization, the former permits the cognitive control of structures and metalinguistic knowledge.

This junction of the two forms of knowledge is the foundation of cognitive and linguistic ability. According to this perspective, learning English lies in creating conceptual networks in long-term memory that facilitate understanding and developing communication, not merely memorizing vocabulary or rules.

Theories that emphasize attention and working memory functions, such as information processing, have proven to be the ones that have most established the cognitive dimension of second language learning. Kaivanpanah et al. (2021) highlight that cognitive concentration and the degree of cognitive engagement can determine the effectiveness of learning, particularly when tasks are related to direct instruction and involve meaningful exposure. This information aligns with the conclusions of Garcés (2023), who states that communicative tasks combining reading, reflection, and production promote vocabulary retention, as students connect vocabulary with contextual experiences in specific situations. Thus, learning English is presented as a dynamic process involving inference, attention, and feedback, where linguistic awareness is developed through practice.

Integrative techniques have been used to redefine the elements of English educational practice. Form, meaning, fluency, and communicative use must all be addressed at the same time, according to Nation (2024). Form guarantees correctness, meaning offers semantic understanding, and fluency permits impromptu communication. These aspects work in tandem with one another. Zeng et al. (2025) assert that while digital platforms and mobile resources increase language availability and strengthen continuous exposure to linguistic input, the efficacy of linguistic training depends on integrating techniques that address structural, affective, and technological factors. According to Mohammadi et al. (2024), mobile learning improves academic vocabulary acquisition by combining textual, visual, and auditory modalities that simultaneously engage several cognitive channels.

Learning English as a foreign language is aided by an awareness of the mental processes involved in lexical and grammatical learning. According to Zhu et al. (2023), reading extensively online improves dual coding because it combines spoken and visual cues, which helps people remember information and apply it to new situations. This phenomenon is explained by learners' ability to recognize and automatize verbal patterns due to the activation of semantic and procedural memory.

Similarly, Lei and Lee (2022) show that vocabulary consolidation through distributed practice a technique that helps move from conscious to automated knowledge is strengthened by educational practice using lexical cards and spaced repetition.

Both social and personal factors impact the formative experience of learning English. According to Nation (2024), some of the characteristics that affect learning effectiveness are motivation, exposure, and frequent use. When observing the application of the CLIL approach in Ecuador, Barre and Villafuerte (2021) offer a Latin American perspective and demonstrate how the combination of language and content enhances communicative skills and subject knowledge. This concept supports the idea that the cognitive and social processes that give meaning to language use should be included in second language learning. Along the same lines, Poth et al. (2024) argue that when a variety of methodological techniques are integrated within a collaborative environment, students can connect cognitive experiences with the resolution of real communicative problems; this integration fosters appropriate progress in their learning.

Cognitive functions such as attention, memory, perception, and the systematic organization of information are involved in learning English. In order to transform declarative information into procedural knowledge, learners must learn to identify linguistic regularities, which requires feedback, practice, and automatization, according to Roehr (2024). Consequently, Kaivanpanah et al. (2021) show that active student participation, preferably through written or oral production tasks, results in better memory of the acquired content. According to Tahir et al. (2020), students who participated in explicit training programs that included visual and reflective exercises experienced a significant improvement in their communicative skills. This indicates that deliberate vocabulary learning promotes the cognitive reorganization required for linguistic competence.

It is not necessary to limit the assessment of English learning to numerical results; rather, it is essential to also consider the quality of the cognitive processes involved. Evaluation strategies should focus on the effective use of language, as stated by Nation (2024), taking into account the student's ability to apply acquired lexical and grammatical knowledge in real contexts. Lei and Lee (2024) similarly propose incorporating adaptive digital tools that adjust practice according to the individual needs of students.

This ensures constant progress monitoring and immediate feedback. Garcés (2023) adds that task-based communicative assessments make it possible to evaluate not only the amount of vocabulary learned but also the depth of understanding and the ability to use it in dynamic environments.

METHODOLOGY

This research was based on a mixed-methods approach through the combination of qualitative and quantitative methods, which included contextual interpretation and statistical precision, allowing for stronger inferences than those obtained by using a single approach (Sharma et al., 2023). This analysis employed a quantitative technique to evaluate the effect of deliberate and intuitive strategies on English vocabulary acquisition; at the same time, the qualitative component allowed for the study of how students perceived and understood the benefit and effectiveness of these strategies. Thanks to this integration of methods, data triangulation was achieved, which strengthened the validity of the findings.

A quasi-experimental model was used, with a pretest and a posttest applied to two groups: an experimental group and a control group. When control over the variables determining the results is sought but random assignment is not feasible, this strategy works best in educational settings. The experimental group received explicit vocabulary instruction through organized exercises that highlighted the application and form of the terms. The implicit strategy used by the control group, on the other hand, was based on incidental exposure through English audio resources and reading. This arrangement made it possible to evaluate the effectiveness of the two tactics in a comprehensive educational environment by ensuring that both groups experienced similar conditions (Soleimani et al., 2022).

The study selected 60 English students (A1–A2) from Yachay Tech University, chosen through convenient non-probabilistic sampling. In order to maintain demographic and educational similarities, such as language proficiency, age, and prior English courses, groups of thirty students were formed.The choice of this type of sampling was due to the need to work with already established academic groups, which allowed the implementation of the quasi-experimental design without modifying the natural classroom conditions.

To compile the information, both qualitative and quantitative instruments were developed, which were verified by specialists in English language teaching. In the quantitative field, diagnostic and outcome

evaluations (pretest and posttest) were carried out, which were created following the current lexical evaluation criteria. Multiple-choice, open-ended, and matching items were used in these tests to assess receptive and productive vocabulary knowledge. Perception questionnaires with Likert scales and semi-structured interviews with a focus group were used for the qualitative component, validated in terms of relevance, clarity, and consistency with the study's objectives (Sharma et al., 2023).

The procedure was divided into three essential stages. In the first stage, the pretest was administered to both groups to establish their initial level of lexical proficiency. In the second stage, the intervention phase, 10 ninety-minute sessions were conducted. The experimental group implemented explicit strategies such as Vocabulary Frames, Illustrated Vocabulary, and the Frayer Model; on the other hand, the control group worked with authentic content without receiving direct instruction. During the sessions, systematic observations were made to collect information about students' participation and attitudes. In the third stage, the posttest was administered, followed by individual and group interviews. These interviews were recorded and transcribed, with the informed consent of the participants. According to Larsen-Freeman (2023), this methodological sequence ensures the internal validity of the study by controlling the exposure time and learning conditions.

Data tabulation was carried out at two levels. The quantitative data collected from the pre- and post-tests were analyzed using descriptive and inferential statistics, calculating means, standard deviations, and progress percentages. To determine the differences between the experimental and control groups before and after the intervention, Student's *t*-tests for independent and related samples were conducted, with a significance level of 0.05. A reflexive thematic analysis was employed to collect qualitative information from interviews and questionnaires, a technique that allows for the identification of emerging categories and patterns of meaning within discourse (Braun & Clarke, 2023). The comprehensive interpretation of students' perceptions benefited from the combination of axial and open coding in this analytical process. The coherence and interpretative consistency of the study were strengthened by linking the quantitative and qualitative results.

The research procedure was implemented with ethical considerations in mind, including integrity, informed consent, voluntariness, and confidentiality. The purpose, methods, and academic objectives of the study were communicated to the participants, ensuring their voluntary participation. In

accordance with the institutional guidelines of Yachay Tech, participants' confidentiality and the protection of personal data were maintained privately. Furthermore, the teaching method was designed to prevent adverse consequences or interruptions in the students' academic assessments. This ethical procedure complies with global standards for responsible research in education (Hernández & Mendoza, 2020).

RESULTS

The results of the control group from the intervention showed a gradual increase in vocabulary knowledge. A difference was found between the pre-test and the post-test of 1.3 points, representing an average of 5.2 points on the pre-test and 6.5 points on the post-test. The *t*-test for related samples yielded a significant value ($p = 0.041 < 0.05$), suggesting that the progress was genuine despite being limited to a superficial understanding of vocabulary. This demonstrates that although incidental exposure helped students become somewhat familiar with new terms, it did not consolidate their ability to recall or use them independently in social situations.

Furthermore, the reliability of the instruments was confirmed. The perceptual questionnaire and the lexical test had Cronbach's alpha coefficients of 0.86 and 0.89, respectively, indicating sufficient internal consistency and confirming the reliability of the study's measurements.

Table 1. Pre-test and Post-test Results of the Control Group in English Vocabulary Acquisition

Control Group	**Pre-test**	**Post-test**
Mean	5.2	6.5
Standar Deviation	1.6	1.4
Maximun	9.1	8.3
Minimun	0.0	2.1
Difference		1.3
P-Value		0.041

In the experimental group, a more pronounced increase was observed. The average scores rose from 6.2 to 8.0, with a gain of 1.8 points and a significant difference ($p = 0.001 < 0.05$). The effect size ($d = 0.8$) indicates a strong impact. This demonstrates that the combination of explicit and implicit instruction fostered vocabulary acquisition and retention to a greater extent than incidental exposure. Students exhibited better semantic understanding and greater ability to apply the learned words in real contexts.

Table 2. Pre-test and Post-test Results of the Experimental Group After the Application of the Combined Approach

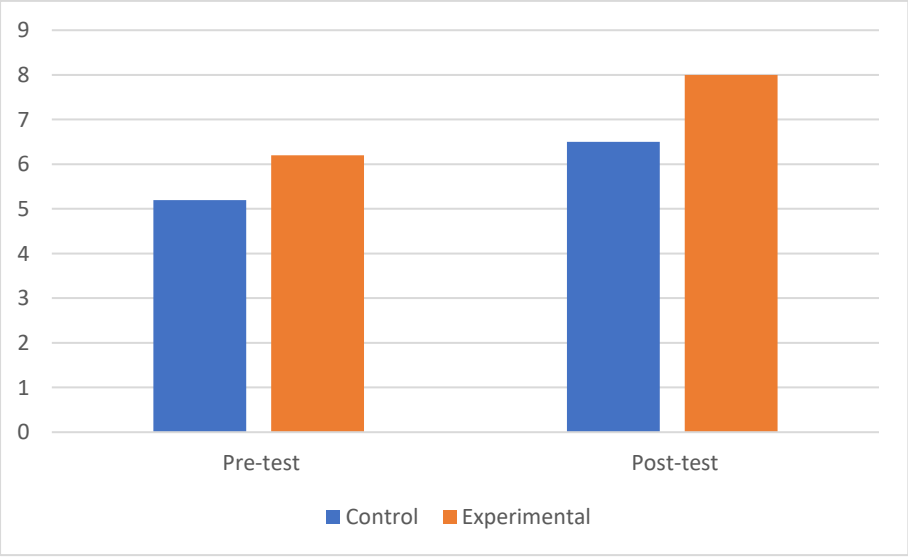
Experimental Group	Pre-test	Post-test
Mean	6.2	8.0
Standar Deviation	1.7	1.3
Maximun	10.0	10.0
Minimum	0.0	3.3
Difference (Δ)		1.8
P-Value		0.001

The comparison between both groups confirmed that the progress was substantially greater in the experimental group. The *t*-test for independent samples yielded a *p*-value of 0.023, validating that the mixed approach was more effective than traditional instruction. The effect size in this comparison was moderate to high, reflecting the superiority of the combined instructional treatment over incidental learning.

Table 3. General Comparison of Results Between the Control and Experimental Groups

Groups	Pre-test	Post-test	Difference	P-Value
Control	5.2	6.5	1.3	0.041
Experimental	6.2	8.0	1.8	0.001

Figure 1. Comparison of Pre-test and Post-test Results by Group



The students in the experimental group reported a favorable view of the strategies used in the qualitative study. Eighty-four percent of respondents stated that activities with auditory, visual, and interactive support helped them understand and remember words; seventy-nine percent, on the other hand, indicated that the technique improved their motivation to participate during class sessions. The recorded observations showed a reduction in the use of automatic translators and a greater willingness to communicate freely in English.

These findings support the notion that acquiring and retaining vocabulary are positively impacted by explicit and semi-guided instructional strategies. According to Kaivanpanah et al. (2021), Roehr (2024), and Nation (2024), who emphasize the importance of achieving a balance between formal instruction, contextualization, and communicative practice to consolidate lexical learning in foreign language environments, the experimental group demonstrated sustained improvement both in quantitative performance and in linguistic autonomy.

DISCUSSION

The study succeeded in demonstrating that combined instruction, which merges explicit and implicit methods, proved to be more effective in vocabulary learning and retention compared to incidental exposure. These findings are similar to those of Liu and Reynolds (2022) and Kaivanpanah et al. (2020), who showed that activities involving high cognitive engagement and guided production promote deeper retention of learned vocabulary. Thus, the moderate improvement observed in the control group aligns with the statements of Teng (2025), who describes how the type of tool and the frequency of exposure affect lexical progress, even without direct instruction. Relating these results, it can be stated that there is a need for a balance between conscious instruction and contextual exposure, as proposed by Nation (2024) and Roehr (2024).

From a theoretical and practical standpoint, the results support the lexical teaching approach that incorporates multimodal stimuli, spaced practice, and direct instruction. The use of digital flashcards, spaced repetition exercises, and visual and interactive resources improves learners' motivation and autonomy, according to Liu and Reynolds (2022) and Teymouri (2024). This study's findings support the idea that blended instruction improves communicative fluency and semantic memory by reducing

the use of automatic translators and increasing oral involvement, which both suggest a more meaningful internalization of vocabulary.

However, the study presents certain methodological limitations. The use of non-probabilistic convenience sampling restricts the generalization of results, and the absence of longitudinal follow-up prevents the determination of long-term learning retention. Moreover, students' performance may have been influenced by contextual conditions such as academic workload and disparities in access to technological resources, as noted by Teng (2025), who warns about variations in exposure to input and comprehension conditions.

It is proposed that future studies increase the sample size and implement delayed post-tests to analyze long-term lexical retention. The use of mobile-assisted learning tools and exercises with high cognitive involvement would also be relevant, incorporating both conscious and intuitive techniques across different CEFR levels. These lines of research will contribute to the development of evidence-based pedagogical strategies that enhance vocabulary development and communicative ability in environments where English is being learned as a second language.

CONCLUSION

The present research revealed that the integrated approach, which combines formal and experiential strategies for the practice and memorization of English vocabulary, is more effective than incidental exposure. Regarding the lexical performance and communicative autonomy of the experimental group, it was determined that both increased significantly, supporting the idea that contextualized activities, together with direct instruction, promote a functional understanding and use of language. The theoretical assertion that language comprehension requires achieving a balance between conscious knowledge and instinctive communicative experience is supported by these data.

From a pedagogical standpoint, the study strengthens the significance of combining implicit strategies that promote ongoing exposure to the language through reading, listening, and interactive activities with explicit practices like the use of visual models, guided exercises, and direct feedback. This strategy helps to improve students' autonomy, motivation, and active engagement all of which are critical elements of meaningful learning. Similarly, it has been demonstrated that using digital flashcards and mobile platforms is a useful way to support spaced practice and long-term lexical retention.

Its effectiveness is contrasted by the statistical reliability of the instruments used and the consistency of the quantitative and qualitative results. Nevertheless, it is acknowledged that the sample size and the duration of the experiment create a limitation regarding the extent to which the results can be generalized. With a focus on the initial levels (A1–A2), where vocabulary building is essential for the progress of learning a new language, the results still provide solid empirical support that can guide the development of new methodological strategies for teaching English in academic contexts.

In conclusion, this study confirms the need of supporting vocabulary training based on the fusion of direct and indirect approaches, in line with the requirements of learning English as a second language. Its use in the classroom promotes the growth of students' motivation, autonomy, and communicative skill in addition to lexical acquisition. These findings provide a strong basis for future research and innovative teaching methods in the field of applied linguistics, and they provide a substantial contribution to the improvement of pedagogical practices in English instruction.

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