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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés.

Theme:

GRADED BOOKS AND VOCABULARY LEARNING

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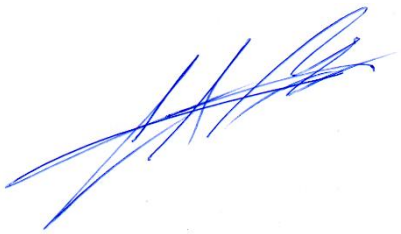

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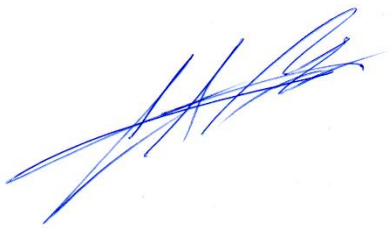

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DEDICATION

TO:

To God for allowing me to achieve this goal and for being my support. To myself, for not giving up and reaching this point despite the problems and setbacks I faced along the way. To my family, my father who always supported me in my education, and my siblings who have supported me from the beginning of this process. Finally, to the teachers who have guided me on this arduous path with their teaching.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Theme: "Graded Books and Vocabulary Learning"

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ABSTRACT

This current study aimed to determine students' perspectives on the influence of graded books on vocabulary learning. This descriptive study was applied to a population of 67 undergraduate participants (53 males and 14 females, ages between 17 and 25). Data was collected through a survey with nineteen items, each contains five options on a Likert scale. This survey was validated by Cronbach's Alpha coefficient (0.794) and approved by five experts in the field who showed acceptance of each item and values ranged between 0.80 and 1 in the Aiken's V coefficient. To develop this research, three research questions related to the objectives were formulated focusing on the following categories: Types of graded books, types of didactic sources and vocabulary strategies. Firstly, the results showed that the type of graded books most used by students are non-fiction (endangered species, global growth over the years, etc.) as well as adapted fiction (*The Little Prince, Romeo and Juliet*, etc.) due to students' interests with topics of reality and fictional stories for entertainment. In addition, the most used didactic sources to improve vocabulary in the classroom were social media (Instagram, TikTok, etc.) and applications (Duolingo, Busuu, etc.) due to the connection they present with real situations and the interactive ways they have to teach the language. Finally, the strategies most commonly used by students to learn vocabulary in class were the use of mnemonics and learning in context, as they can relate new words to already known situations, in addition to allowing them to use the words in a meaningful way. Interestingly, students are not drawn to using flashcards as a primary strategy for improving vocabulary.

Keywords: graded books, vocabulary learning, didactic sources, vocabulary strategies, descriptive study

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RESUMEN

El presente estudio tuvo como objetivo determinar las percepciones de los estudiantes sobre la influencia de los libros graduados en el aprendizaje del vocabulario. Este estudio descriptivo se aplicó a una población de 67 estudiantes universitarios (53 hombres y 14 mujeres, con edades entre 17 y 25 años). Los datos fueron recolectados mediante una encuesta de diecinueve ítems, cada uno con cinco opciones en una escala tipo Likert. Esta encuesta fue validada mediante el coeficiente Alfa de Cronbach (0.794) y aprobada por cinco expertos en el área, quienes mostraron conformidad con cada ítem, con valores que oscilaron entre 0.80 y 1 en el coeficiente V de Aiken. Para el desarrollo de esta investigación, se formularon tres preguntas relacionadas con los objetivos, centradas en las siguientes categorías: tipos de libros graduados, tipos de fuentes didácticas y estrategias de vocabulario. En primer lugar, los resultados mostraron que los tipos de libros graduados más utilizados por los estudiantes son los de no ficción (especies en peligro de extinción, crecimiento global a lo largo de los años, etc.), así como los de ficción adaptada (*El Principito, Romeo y Julieta etc.*), debido al interés de los estudiantes por temas reales y relatos de ficción como forma de entretenimiento. Además, las fuentes didácticas más empleadas en el aula para mejorar el vocabulario fueron las redes sociales (Instagram, TikTok, etc.) y las aplicaciones (Duolingo, Busuu, etc.), debido a la conexión que presentan con situaciones reales y a las formas interactivas que ofrecen para enseñar el idioma. Finalmente, las estrategias más utilizadas por los estudiantes para aprender vocabulario en clase fueron el uso de mnemotecnias y el aprendizaje en contexto, ya que pueden relacionar palabras nuevas con situaciones ya conocidas, además de permitirles usarlas de manera significativa. Curiosamente, los estudiantes no se sienten atraídos por el uso de tarjetas didácticas como estrategia principal para mejorar el vocabulario.

Palabras clave: libros graduados, aprendizaje de vocabulario, fuentes didácticas, estrategias de vocabulario, estudio descriptivo

Chapter I. Theoretical Framework

1.1 Research Background

This research was based on various resources, such as books, web articles, and online books, with the goal of analyzing and identifying important information about the relationship between graded books and vocabulary learning. The selection of these materials followed a rigorous process to ensure their relevance and academic credibility, focusing on recent publications and authoritative sources in the field. It is important to note that the analysis of these resources provided the necessary information to understand the impact of graded books on vocabulary learning, as well as their potential benefits for learners at different proficiency levels. Additionally, this methodological approach enabled a comprehensive review of the existing literature.

The study developed by Nation and Wang (1999) aimed to determine the impact of extensive readings in vocabulary acquisition. This article focused on a collection of 42 graded readers from a specific series focused on the Oxford Bookworms scheme with seven books in each of the six levels contained in the series. This study used descriptive research based on the analysis of vocabulary learning potential on graded books. The findings indicated that to understand 95% of the words at a specific level in the series, it was important to have prior knowledge of the vocabulary to that level. The authors came to the conclusion that extensive reading of graded texts enhance vocabulary acquisition.

Mulyati et al. (2023) evidenced that implementing extensive reading courses can help to improve students' vocabulary acquisition. The objective was to examine the effectiveness of an extensive reading course on vocabulary acquisition among English as a second language learners. This study included an interview with nine students who participated in a 6-month course. The research design was qualitative with an open design with exploratory research questions. The findings indicated that extensive reading had positive effects on vocabulary improvement. The study concluded that extensive reading courses can be useful tools for students to acquire vocabulary.

The research carried out by Ateek (2021) emphasized the use of extensive reading in students' reading fluency and vocabulary knowledge. The objective was to investigate the benefits of extensive reading on EFL students' language learning and their perceptions of the program. This study was experimental and applied to 10 Jordanian students with a low to intermediate level of English proficiency. With a 12-week extensive reading program and 90-

minute group sessions three times a week, students had access to graded readers. Findings indicated extensive reading facilitated students' reading comprehension and vocabulary knowledge, even with favorable perceptions. The study concluded that extensive reading with graded readers is relevant for learning English and can help improve reading skills.

Yilmaz et al. (2020) aimed to analyze extensive reading in activities in a second language. The objective was to investigate the impact of an extensive reading (ER) program that includes extensive reading with in-class second language writing activities. The study applied to an experimental group of 22 Turkish students with B1 level in English and a control group. The experimental group participated in a six-week program where data were collected with reading and writing tests in the second language. A survey was also given to 10 random participants, in addition to a Foreign Language Self-Concept scale (FLSC). The results showed a considerable difference between the control and experimental groups in terms of second language performance and reading, although the difference in the FLSC was not significant on the students' self-concept. The study concluded that the extensive reading program, combined with in-class writing activities, significantly improved the reading and writing performance of Turkish EFL students and had a beneficial effect on their foreign language self-concept.

The study by Waring and Takaki (2003) helped to analyze the rate of learning and retention of new vocabulary through reading an adapted book. The objective was to determine how many new words students learn and retain after reading a grade reader. Fifteen intermediate Japanese-English learners read "A Little Princess" and were tested on 25 unfamiliar words with varying patterns of occurrence. An experimental study was conducted by manipulating the frequency of appearance of the words and then measuring the level of learning of the students with tests after reading, one week later and three months later. The results demonstrated that most of the words were not learned or retained by the students, and only those with a high repetition rate in the text showed better retention. The study concluded that unintended vocabulary learning is limited and that greater and repeated exposure is required to achieve effective acquisition.

Cifone (2023) evaluated the complexity of vocabulary of two adapted versions of a book. The objective was to analyze the complexity of cultural vocabulary in two adapted versions of Charles Dickens's A Christmas Carol, aimed at beginner and intermediate level English as a foreign language student. The study involved a quantitative and qualitative methodological approach using LancsBox software to examine the frequency and complexity

of cultural words in the texts. The results evidenced that the number of cultural words did not increase proportionally with the level of linguistic ability, and that the frequency of these words in the graded readers was insufficient to facilitate the acquisition of cultural vocabulary. However, the way in which cultural definitions were presented became increasingly complex, which could help students increase their cultural understanding through the vocabulary they can recognize and assimilate. It concluded that although graded readers may not be specifically designed to encourage intercultural competence, their appropriate use can enrich students' cultural understanding by familiarizing them with different cultural perspectives.

Thongsan (2023) proved that the usefulness of extensive reading in vocabulary acquisition and retention in Thai intermediate students. The objective was to investigate the acquisition and retention of incidental vocabulary through the reading of an adapted book (graded reader). The study carried out experimental research where thirty-five students read an adapted book of 350 words and 20 words with different frequency of appearance with slight change in spelling. Three tests were applied: word form recognition, meaning recognition, and translation recognition once the students finished reading, after 10 days, and after two months. The results showed that although it is possible to learn vocabulary incidentally, most of the words were not memorized long-term. The study concluded that reading a single adapted book is not sufficient for vocabulary acquisition, determining the need for extensive reading to reinforce lexical learning.

1.1.1 Theoretical Foundation of the Variables

Independent Variable

Language Teaching Resources

According to Richards & Rodgers (2014), language teaching resources are tools and methodologies that help teachers adequately teach second language learning. These resources can be both physical and digital, in addition to structured pedagogical strategies to improve language and communication skills. They also include pedagogical strategies designed to make teaching more dynamic and effective. Tomlinson (2011) notes that teaching materials in language teaching should be designed in such a way as to keep students motivated and engaged in active and meaningful learning. Richards and Renandya (2002) emphasize that language teaching resources must be varied and adapted to the needs of students to ensure convincing learning.

Harmer (2007) states that teaching resources can be divided into authentic and designed materials, where authentic materials come from real-life contexts (such as newspapers, songs, or magazines) and designed materials are created specifically for language teaching (such as textbooks and grammar exercises). Expanding this concept, Hockly (2018) includes digital contexts, where authenticity originates from online communication in the real world, and the tools designed through gamification that favor language practice. Each author presents diverse materials that enrich learning.

Nowadays, with the advancement of technology, digital resources have gained significant importance in the educational process. Dudeney and Hockly (2007) point out how digital tools such as applications, online learning platforms, and social media improved the process of teaching and learning foreign languages. Additionally, the authors mentioned the importance of interactivity in language teaching with technological tools that can reinforce the active participation of students because they offer an instant feedback system. These digital innovations not only enhance engagement but also allow for personalized learning experiences, adapting to individual student needs and pacing.

Allwright and Hanks (2009) claim that resources should not only focus on tangible materials but also on creating a cooperative learning environment. According to them, interactions between students and teachers are an indispensable resource for effective learning, and materials should promote these interactions in an organic way. These authors state that teachers serve as vital mediators of knowledge and interactive examples for students. The requirement for teachers involves adjusting their approach to meet group needs while using resources in a flexible manner to enable student participation in shaping their learning space.

Designed Materials

Designed materials in language teaching are those intentionally created for teaching purposes, adapted to the specific needs of students and the educational context. These materials can include textbooks, study guides, practice exercises, digital resources, and more. Tomlinson (2011) describes how designed materials should be created to facilitate language acquisition, adapting to the particular context in which they are taught. Furthermore, he mentioned the importance of creating materials that are authentic, meaningful, and contribute to student motivation.

Schmitt (2002) claims that designed materials can be effective for teaching vocabulary in a practical way. Unlike authentic materials, designed materials allow you to focus on specific

aspects of the language, such as learning new words and phrases, through guided activities. Moreover, Schmitt explains that both designed materials (such as textbooks and level-structured exercises) and authentic materials (such as magazines or real-life conversations) can be useful in the learning context, depending on the student's level. This balanced approach ensures that learners benefit from structured practice while gradually developing skills to handle real-world language use.

Cunningsworth (1995) complements this vision by pointing out how to select and adapt materials designed to be as beneficial and effective as possible in the educational setting. The author provided criteria for selecting materials that align with course goals and student needs. He also mentions that although textbooks should not be the sole learning tool, they are a good resource for clear and consistent progression. He concludes that teachers should not rely solely on textbooks and can adapt, modify, and supplement them when necessary, even combining them with authentic materials to expose students to real language.

Reading Materials

Reading materials are printed or digital textual resources that aid in the construction of meaning by connecting the reader to the text (Smith, 2004). According to this author, these materials are not passive, but rather cognitive tools that activate processes of interpretation and criticism. Freire (1985) also agrees that reading materials are active tools of dialogue that have the power to transform consciousness when used for the purpose of liberation. The way they are designed and chosen directly influences their impact, whether in the educational, literary, or social spheres.

The term "reading materials" refers to written texts or resources intended to be read and understood, whether for educational, informational, or simply personal enjoyment purposes. These materials are essential in the process of intellectual development, as they offer the reader the opportunity to interact with the content in an active and reflective manner. Furthermore, the selection of these texts depends on the target audience's level of comprehension and interests, requiring careful consideration of factors such as text complexity, cultural relevance, and pedagogical objectives to maximize their educational effectiveness as learning tools (Goodman, 1986).

Nuttall (2005) mentions that reading materials consist of any form of written or visual text designed to be read, interpreted, and analyzed by a particular audience. For this author, these materials are cognitive links between knowledge and the reader that serve both

educational and social purposes. Moreover, such materials often reflect and challenge societal norms, making them powerful tools for cultural transmission and social awareness. Their effectiveness depends largely on how well they match the readers' developmental stage, linguistic proficiency, and sociocultural background while still providing appropriate cognitive challenges. Their effectiveness depends on the following factors:

Readability: adaptation to the reader's linguistic level.

Relevance: relation to the interests or needs of the target audience.

Textual diversity: refers to the inclusion of multiple genres, ranging from narrative to expository forms, and encompasses materials from literary classics to interactive digital formats. Nuttall emphasizes that these materials should promote critical reading skills rather than just passive decoding without reflection. A varied textual repertoire exposes learners to different discourse structures, linguistic registers, and cultural perspectives essential for comprehensive literacy development. Furthermore, such diversity enables educators to cater to various learning styles while preparing students for the demands of real-world reading across academic, professional, and personal contexts. Most importantly, the selection should balance accessibility with intellectual challenge, gradually scaffolding students toward more complex texts and sophisticated interpretations

Types of Reading Materials

Tomlinson (2011) proposes a classification based on the texts' origin and purpose. This is especially important in language teaching and critical pedagogy. Reading materials are categorized into several types according to their format, purpose, and intended audience. These categories include authentic materials, such as newspapers and advertisements, as well as pedagogical materials specifically designed for language learning. The classification also considers the complexity of texts and their cultural relevance to ensure appropriate selection for different learner levels. Moreover, Tomlinson highlights how different text types can develop specific reading skills, from basic comprehension to critical analysis. The author divided them into two broad categories:

Authentic materials: Texts created for real without pedagogical purposes such as: newspapers, literary novels, and specialized blogs

Pedagogical materials: Designed to facilitate learning, such as: textbooks, exercise guides and simplified literary adaptions (graded readers).

Cassany (2006) builds on Tomlinson's ideas by suggesting a more detailed way to classify texts, one that focuses on how each type of text communicates in everyday situations. Instead of grouping materials by format or topic alone, this approach looks at the **purpose** behind the writing and how it functions in real social contexts. Cassany argues that texts should be analyzed through their communicative intent—whether to inform, persuade, entertain, or instruct—as this reveals their underlying social dynamics. He also emphasizes the role of audience awareness, noting how texts adapt their language, tone, and structure to specific reader expectations. For instance, a news article and a personal blog might cover the same event but employ vastly different rhetorical strategies. This functional perspective helps learners decode not just linguistic features but also the unspoken rules of genre and context.

For example, **informative texts** are those meant to deliver facts or data in a clear, objective way. These include things like news articles or scientific reports, where the main goal is to provide information that the reader can understand and trust.

Then there are **narrative texts**, which are used to tell stories that follow a sequence of events. These can take the form of novels, short stories, or even personal accounts in newspapers. Their aim is usually to entertain, reflect on life experiences, or create emotional connections.

Another group is made up of **argumentative texts**, which try to convince the reader of a particular point of view. These are common in essays, editorials, or reviews, and they often use logical reasoning and examples to support their message.

Playful texts, on the other hand, are written mainly for fun. Riddles, jokes, and other creative uses of language fall into this category. They invite the reader to enjoy language in a light-hearted and imaginative way.

Lastly, **instructional texts** are practical guides that help readers complete tasks. These are often found in cookbooks, manuals, or how-to guides and are designed to give step-by-step instructions in a way that's easy to follow.

Graded Books

Graded readers, or graded books, serve as specialized reading materials for second language learners and are adapted to different levels of language proficiency. Day and Bamford (1998) mention that these texts emerge as a pedagogical material to promote and strengthen extensive reading, allowing learners to connect with literary or informational content without

the frustration generated by authentic texts that lack adaptation. The progress of these books is based on criteria such as vocabulary control and simplification of grammatical structures that facilitate the gradual understanding of the language (Nation, 2009). Publishers such as Oxford University Press and Cambridge English have categorized these materials in recognized series (Bookworms, Penguin Readers), classifying them from level A1 to C1/C2 according to the Common European Framework of Reference (CEFR).

The relevance of graded books lies in their ability to balance availability and exposure to the target language. Krashen (2004) explains in his Comprehensible Input theory that these books supply essential "level i+1" material which sits just above the learner's current ability and facilitates natural language learning. Waring (2006) demonstrates that incidental vocabulary learning benefits from contextualized keyword repetition within stories which supports word retention. Graded Readers deliver a reader-friendly experience during initial learning stages while authentic texts present difficult complexity levels. Maley (2008) alerts educators to the dangers of adaptations losing stylistic or cultural significance which necessitates teacher diligence in selection.

Nowadays, graded books have evolved beyond the physical, printed format, incorporating digital media such as audiobooks, interactive activities, and multilingual adaptations. Tomlinson (2011) emphasizes that their design should prioritize not only linguistic accessibility but also reader engagement through relevant themes and visual support. These innovations respond to the demands of a globalized world, where self-directed learning is key. In this way, graded readers reaffirm themselves as bridges between the classroom and authentic reading, preparing students to confront non-adapted real-life texts progressively.

Characteristics of Graded Books

While graded books are often associated with language instruction for children, they are also widely used with teenagers and adults who are learning a foreign language. These materials are thoughtfully designed to support language development by offering adapted readings that match the learner's proficiency level and gradually increase in complexity. Typically, graded readers follow the structure of the Common European Framework of Reference for Languages (CEFR), which ranges from A1 to C2. The controlled vocabulary and grammar structures in these books allow learners to build confidence while being exposed to authentic language use in manageable doses. (Hill, 2008).

At the beginner levels (A1–A2), books include a limited vocabulary of around 300 to 1,200 words. The stories are short and written in simple tenses, such as the past simple, and often include visuals that help readers understand the content more easily. These books frequently recycle key vocabulary and grammar structures across chapters to reinforce learning naturally. The sentences are kept brief, with clear subject-verb-object patterns to avoid overwhelming learners. Topics are deliberately chosen for their familiarity and relevance to daily life, such as family, hobbies, or travel. Many beginner-level books also incorporate glossaries or side-by-side translations to support comprehension without interrupting the reading flow.

As learners progress to intermediate levels (B1–B2), the vocabulary expands to about 1,200 to 4,000 words. The texts begin to introduce more complex grammar, including the passive voice, conditional forms, and the subjunctive mood. The chapters also become longer and explore more detailed and nuanced ideas. At this stage, stories begin incorporating more descriptive language and varied sentence structures to develop reading fluency. Themes expand beyond everyday topics to include social issues, cultural comparisons, and abstract concepts. While visuals are still included, they become less frequent as learners rely more on contextual clues for comprehension.

At advanced stages (C1–C2), the vocabulary can reach up to 6,000 words, closely resembling the language used by native speakers. These books often incorporate a mix of formal and informal expressions, figurative language, double meanings, and more sophisticated sentence structures found in novels and academic texts. Despite their difficulty, the content is still adapted to be accessible, helping learners build both confidence and fluency as they move closer to authentic language use. Additionally, advanced graded readers frequently include authentic cultural references and idiomatic expressions that challenge learners to interpret meaning in context while deepening their cultural competence.

Types of Graded Books

Although there is no universally accepted classification for graded books, various scholars have proposed groupings based on their pedagogical, thematic, and structural characteristics. These divisions allow us to observe how these materials can support vocabulary learning in students of English as a foreign language. Based on the literature reviewed, it is possible to identify six recurring categories: adapted fiction, thematic texts, materials with audio, original fiction, books with activities and exercises, and nonfiction texts. Each of these

categories presents distinct approaches that can significantly contribute to students' vocabulary development.

1. Adapted fiction

Graded books adapted from well-known literary works have proven to be an effective tool for elementary school students, as they present interesting famous stories with simplified language, allowing for greater accessibility and focus on vocabulary acquisition within a narrative context. These adaptations offer lexical repetition in a meaningful setting, which contributes to the consolidation of new words learned in reading (Hill, 2013).

2. Thematic Readings

Thematic graded books, designed around specific areas of knowledge such as science, history, or geography, allow readers to build technical vocabulary linked to specific content. This thematic organization contributes to the creation of related semantic fields, which strengthens the understanding of new vocabulary by placing it within coherent and functional contexts (Nation & Newton, 2009).

3. Audio Materials

Graded books that include audio tracks help readers improve their listening and pronunciation skills by allowing a direct connection between the written and spoken forms of words. This multisensory combination enhances auditory recognition of terms, improves intonation, and promotes fluency in listening to and repeating new vocabulary, which is especially useful for second language learners (Renandya & Jacobs, 2016).

4. Original Fiction

Original fiction refers to works expressly written for language learners (rather than simplified classics), featuring controlled vocabulary and grammar tailored to CEFR levels (A1-C2). These texts prioritize linguistic accessibility while offering engaging, contemporary narratives across genres (mystery, sci-fi, romance). Unlike adapted classics, original fiction avoids archaic language and cultural barriers, using high-frequency lexis and graded syntactic structures (Nation & Waring, 2020).

5. Books with Activities and Exercises

Many graded books incorporate activities and exercises designed to accompany reading, with the goal of reinforcing the retention and use of learned vocabulary. These tasks, which can be

presented before, during, or after reading, promote deeper processing of new words and facilitate the transition from passive knowledge to active use, which improves the student's overall vocabulary competence (Thornbury, 2002).

6. Nonfiction Texts

Graded nonfiction books provide realistic content that helps students learn vocabulary used in academic, informational, or technical contexts. These texts develop a more functional understanding of the language, facilitating the reading of authentic documents from beginning levels. They also promote information literacy in the foreign language, which can be especially useful in educational or professional settings (Grabe & Stoller, 2011).

Benefits of Graded Books in Vocabulary Learning

1. Contextual Repetition of Vocabulary

One of the most relevant contributions of graded readers to vocabulary learning is that they allow students to encounter keywords in diverse, comprehensible and repeated contexts, which is essential for consolidating vocabulary. Nation (2001) indicates that for effective acquisition, learners need multiple exposures to the same word, especially in natural contexts. Graded books, being linguistically adapted to the students' level, intentionally repeat high-frequency vocabulary within coherent frameworks. This promotes deep learning and strengthens the retention process, especially when exposure occurs in a comprehensible and continuous manner.

2. Incidental Learning Through Extensive Reading

Graded books also have the potential to facilitate a type of incidental vocabulary learning, that is, learning that does not occur intentionally, but rather as a byproduct of comprehensive reading. Krashen (2004) argues that a large number of new words can be acquired without direct instruction, provided that students engage with level-appropriate texts that allow them to enjoy the reading process. This type of extensive reading, according to the author, becomes a powerful tool because, while the student focuses on understanding the story, they are simultaneously expanding their lexical knowledge without conscious pressure, thanks to the contextual clues that accompany the new vocabulary. Over time, this natural exposure builds a deeper and more intuitive grasp of word meanings, as repeated encounters in varied contexts solidify retention.

3. Increased Motivation and Autonomy

A fundamental advantage of graded readers is that they foster interest in independent reading, which stimulates students' internal motivation and desire to learn more. According to Day and Bamford (2002), when learners have access to texts tailored to their language skills and can choose according to their personal tastes, they develop a more positive relationship with the act of reading. This experience improves their confidence and leads to increased language exposure time, which in turn leads to greater exposure to new words. By allowing students to progress at their own pace and according to their preferences, these books strengthen autonomy and promote more personal and meaningful vocabulary acquisition.

4. Progressive Learning by Level

The leveled structure of difficulty is a key feature of graded textbooks and represents a great pedagogical benefit, as it allows vocabulary to be introduced sequentially. Hill (2013) explains that this organization prevents students from being confronted with overwhelming texts and helps them develop a solid grasp of basic vocabulary before moving on to more complex levels. This gradual progression is essential for building a well-organized and functional vocabulary repertoire, adapted to the student's development. The leveled approach also helps consolidate the most frequently used words before addressing those that require a higher level of proficiency.

5. Development of Fluency and Lexical Automation

Graded readers significantly help improve reading fluency, which is directly related to a greater ability to automatically recognize words. Renandya and Jacobs (2016) posit that when students read materials appropriate to their level, their reading speed and comprehension improve, allowing them to identify familiar vocabulary almost instantly. This automation reduces the cognitive load during reading and allows the reader to focus on a comprehensive understanding of the text while consolidating previously learned vocabulary. Thus, fluency becomes an ally for efficient vocabulary learning.

6. Exposure to Vocabulary in Real-Life Discourse Contexts

Graded readers present vocabulary in complete sentences, narrative structures, and real-life situations, allowing students to learn not only the meaning of words but also how they are used in practice. Thornbury (2002) states that knowing a word involves much more than recognizing it; it is also necessary to understand how it combines with others, in what contexts

it is used, and with what nuances. Through graded readers, students can observe lexical patterns, idioms, and collocations that would not be easy to learn through lists. This naturalistic exposure improves their pragmatic competence and their ability to use language more authentically.

7. Cultural and Cognitive Development

The advantages of graded readers go beyond linguistics. Byram (2021) explains that these texts serve as cultural media, teaching the learner not only a new language, but also new ways of thinking and living. They also serve as an introduction to authentic cultural contexts. Graded readers help foster the intercultural competence required in a globalized world. Furthermore, recent research from the University of Cambridge stated that extensive reading with graded materials significantly improves long-term memory and contextual inference skills, which are incorporated into other areas of learning.

Classroom Application of Graded Readers

Graded readers have become essential tools in today's language classrooms, providing a connection between structured learning and actual language use. Bamford (2004) points out that extensive reading with leveled materials should be the backbone of any second language acquisition system. Practically speaking, this means dedicated sessions of sustained silent reading, where students choose books based on their level and tastes. Nation (2015) demonstrates that 30 minutes of daily extensive reading exponentially develops vocabulary acquisition by 40% more than using traditional word lists. This approach not only increases language exposure but also fosters the joy of reading, creating autonomous and enthusiastic learners.

Bland (2018) proposes an effective classroom application where students research different genres at rotating stations for 5 or 10 minutes, reading short sections before definitively choosing a complete book. The author mentioned that if students choose what to read, their interest increases significantly. This methodology turns reading into a social, cooperative, and free experience, and students maintain their interest. This view is consistent with the theory of Guthrie and Wigfield (2000), who argue that autonomy in reading choices not only drives instant engagement but also strengthens motivation over time. This happens because students associate reading with personal taste and enjoyment. Both perspectives emphasize that reader freedom is essential to making reading a sustainable and enjoyable practice.

Graded readers present practical challenges that require teacher care. Grabe (2009) notes that without proper instruction, some students can remain stuck in their comfort zone, rereading texts that do not contribute to language growth because they are at the same level. Schmitt (2008) suggests a solution that lies in combining extensive and intensive reading.

A proven approach is the "Ladder System" used in Europe, where teachers:

- Conduct monthly diagnostic assessments

- Suggest new books with slightly more difficulty

- Propose scaffolding through visual glossaries

These materials become useful for personalizing learning according to students' interests, incorporating different skills through projects, and incorporating students into the real world through stories

Graded Books vs Original Books

Graded Books

Graded readers, also known as graded readers, are pedagogical tools designed to make reading in a foreign language easier to understand and more effective for students. These books are rigorously adapted in terms of grammar and vocabulary, making it easier for students to interact with texts adapted to their level of linguistic proficiency. One of the key characteristics of graded readers is their ability to introduce vocabulary gradually and repeatedly. This characteristic favor vocabulary retention and encourages incidental learning, as students encounter the same words in various contexts throughout their reading. According to Waring and Nation (2004), graded readers provide students with a wealth of readable information, which is essential for language acquisition. The simplicity of the texts reduces the cognitive demands common to reading in a second language, allowing students to comprehend and enjoy the content without feeling overwhelmed by unfamiliar words or complex grammatical structures. Furthermore, this approach not only benefits language development but also boosts students' confidence and motivation to continue reading. In this sense, graded books play a vital role in developing reading fluency and vocabulary acquisition, especially when used consistently as part of an extended reading program.

The texts promote fluency and do not slow down the learning process that could be lost by looking up words in a glossary. However, its main advantage also represents a potential

disadvantage: the simplification of the content. Graded books reduce the original stories to adapt to a specific level, which means that notable details can be lost, and the author's style or essence can be altered (Day & Bamford, 1998).

Original Books

Nation (2001) notes that while original texts can enrich vocabulary learning by exposing students to authentic and varied language, their level of difficulty often exceeds the linguistic competence of many students. This complexity frequently forces readers to interrupt reading to consult a dictionary, which negatively affects the pace and fluency of the reading process. While dictionary use can be useful occasionally, excessive use can become a source of frustration and decrease student motivation. Furthermore, when texts are not adapted to the student's level, there is a risk that the reader will feel overwhelmed by the number of unfamiliar words, hindering overall comprehension of the content. Therefore, while original texts offer advantages in terms of exposure to real language, it is essential to consider whether the level of the text fits the student's profile to avoid counterproductive effects on their reading experience.

One of the considerable advantages is being able to read authentic material that, by not being reduced, maintains the author's original style as well as the complexity of the text, although it becomes a disadvantage for readers who do not adapt to those levels. McQuillan (2016) states that authentic texts offer a wide linguistic variety, but if they exceed the reader's level, they are not practical. To sum up, both graded books and original texts have their advantages and disadvantages, and the usefulness of each depends on the reader's level. Graded books are recommended for beginning and intermediate readers, while authentic texts are recommended for advanced readers who have no problem exploring a broader vocabulary.

Digital Resources and Audiobooks

Graded books began to be developed in the early 20th century and have since evolved into various digital media, including audiobooks. The goal of transforming these texts is to enhance the effectiveness of language learning and adapt to modern times by increasing global accessibility. Renandya and Jacobs (2002) demonstrate that combining audio and reading speeds up the learning of new words. Nation (2001) further supports this by showing that graded materials with controlled vocabulary repetition enhance long-term retention. As highlighted by Krashen (2004), such resources provide "comprehensible input," which is essential for subconscious language acquisition.

Digital Platforms and Apps

Some publishers, such as Oxford Learner's Bookshelf and Cambridge Reading Experience, have opted to create digital platforms and apps that include digital versions of books that include progress tracking, extra activities, and interactive reading. These platforms often incorporate adaptive learning algorithms that personalize content based on user performance, as demonstrated in recent studies by Smith & Johnson (2021). Many include gamification elements like badges and leaderboards, which research shows can increase motivation and time spent reading.

Audiobooks

Audiobooks are tools designed to improve pronunciation and listening comprehension. Graded readers also include audio versions where you can read and listen simultaneously. Listen carefully and improve your pronunciation by paying attention to the native speakers and understanding the context without difficulty. These audio features help learners develop natural intonation and rhythm by exposing them to authentic speech patterns. Many audiobooks allow adjustable playback speeds, enabling learners to gradually increase difficulty as their skills improve. Repeated exposure to the same audio material can significantly enhance both auditory processing and spoken fluency over time.

Graded Books and Their Relationship with Vocabulary Learning

Graded books play an essential role in vocabulary learning, as they present words at the student's level in a repetitive manner, accelerating vocabulary acquisition and improving retention of new words. Tataki (2003) demonstrates that extensive reading with graded books has a positive effect on the retention of new vocabulary, which is further enhanced when combined with additional tools such as audiobooks and digital resources. Krashen (1982) supports this through his Input Hypothesis, arguing that graded readers provide ideal "comprehensible input" (i+1) by exposing learners to slightly challenging yet understandable language. His research shows that such meaningful exposure in low-stress contexts promotes subconscious acquisition more effectively than direct instruction. By gradually introducing vocabulary in familiar contexts, graded books help learners infer meanings naturally, reducing reliance on memorization. The scaffolding provided by these materials allows students to build confidence as they encounter recurring words across different stories and themes.

Dependent Variable

English Language

English, which emerged from the Germanic languages during the invasion of Britain in the 5th century, has become one of the most widely spoken languages in the world. Crystal (2003) explains how English transformed from its Germanic roots into one of the world's most important languages. Similarly, McWhorter (2011) concluded that English is the result of linguistic mixtures from Germanic and Anglo-Saxon to French and Latin. This language has transcended different eras in history and, with its diverse vocabulary, has become a global language that is widely taught as a second language.

Cristal (2004) mentions that around the world, English has variations that adapt to different cultures and the geography of different regions. The two best known are British English and American English, which differ in pronunciation, spelling, and vocabulary of some words. We also have variations such as Australian English, with a distinctive accent and particular expressions; Indian English, which augments Hindi words with other local languages from the region; and Caribbean English, which incorporates African structures. Despite the variations, a structure is followed in all regions. The author explained that English is not a single language that cannot be molded, but rather a language that expresses the culture and history of the region of its speakers.

English plays a central role in the modern world due to its use across key domains such as science, technology, and international business. It is widely recognized as the most commonly used language for communication between speakers of different native languages. Crystal (2003) highlights that English has become the dominant global language, serving as a lingua franca in many professional and academic contexts. Its spread is supported by globalization, international collaboration, and the demand for a common medium in education and research around the world.

English Language Learning

Learning English is crucial for today's society because it offers us more educational and professional opportunities. However, this should not be taken lightly, as there are vocabulary and grammar skills that must be met. The teacher is responsible for teaching with appropriate methods, adapting the language to the students' needs and the educational context. Mastering English opens doors to global communication and access to a wealth of international resources

and information. Effective language instruction should balance structured learning with practical, real-world application to ensure comprehensive skill development. Additionally, cultural understanding must be integrated into language teaching to prepare students for meaningful intercultural interactions.

Krashen (1981) states that acquisition occurs in the subconscious, just like with a first language, and learning occurs in the conscious. Therefore, acquisition is more beneficial in developing authentic skills in a second language. Furthermore, Hymes (1972) describes the concept of communicative competence as the use of appropriate grammatical rules, along with the added importance of how the language should be used in different social environments. Hymes emphasizes that true language proficiency requires understanding both what is grammatically possible and what is socially appropriate in specific cultural contexts. He argued that communicative competence involves knowing when to speak, when to remain silent, and which register to use depending on the situation. This framework highlights that language learning must incorporate not just form but also social norms, cultural references, and interactional patterns to achieve full communicative ability

Krashen (1985) also mentions the comprehensible input hypothesis, where students advance when exposed to a level slightly higher than their current level. The input must maintain the reader's comprehension and also present a challenge that does not frustrate. Likewise, Vygotsky (1978) explains the concept of the Zone of Proximal Development which suggests that students' progress more productively when tasks are beyond their current skills, but if they receive the right support. Both theories emphasize that optimal learning occurs in the space between what learners can do independently and what they can achieve with guidance. This shared perspective highlights how scaffolding and appropriately challenging materials are essential for language development.

On the other hand, Selinker (1972) points out the concept of interlanguage as a temporary process where the student creates a blend between their native language and the target language as a bridge between the two languages. The author mentioned that learning a second language is not easy and that learners can adopt this measure for their acquisition process. Interlanguage contains errors that teachers must understand since students are in a process that occurs in stages. Selinker emphasizes that these errors are systematic, reflecting the learner's current hypotheses about the target language's rules. He also noted that

interlanguage can fossilize if learners cease progressing, even with continued exposure or instruction.

English Learning Approaches

Over time, different approaches to teaching English have developed. Some of these are:

Communicative Approach: The Communicative Approach emphasizes authentic language use in real-world contexts, focusing not only on grammatical accuracy but also on social appropriateness. Hymes (1972) argues that language mastery requires knowing when, how, and with whom to use it, incorporating cultural norms, formal/informal registers, and communicative functions (e.g., apologizing, persuading). This approach replaces mechanical drills with interactive tasks (e.g., debates, role-plays), uses authentic materials (news articles, podcasts), and prioritizes fluency over accuracy, correcting errors only when they hinder. A typical activity might involve simulating a job interview, where students practice persuasive language and professional etiquette, reflecting Hymes' view of language as a social tool.

Natural Approach: This approach focuses on prioritizing comprehensible input, similar to the way a first language is acquired. The Natural Approach centers on comprehensible input (i+1) as the foundation for language acquisition, mirroring the process of first language learning. This approach emphasizes exposure to meaningful, slightly challenging input in low-stress environments, where communication takes precedence over grammar drills. Speaking emerges naturally after a silent period of listening, while teachers facilitate learning through visuals, gestures, and contextualized activities like storytelling or real-world tasks. Error correction is minimal, as the focus remains on message comprehension rather than accuracy (Krashen & Terrell, 1983).

Vocabulary Acquisition

Vocabulary acquisition is vital for language learning. For both first and second languages, the process is made up of the successive use of words that become embedded in the speaker's mental structure. For both first and second languages, the process is made up of the successive use of words that become embedded in the speaker's mental structure. As Nation (2001) explains, this requires repeated meaningful encounters with words in different contexts to move them from passive recognition to active use. The brain organizes vocabulary systematically, linking new words to existing knowledge through associations and collocations. Effective acquisition involves both incidental learning through exposure and deliberate study

of word forms and meanings. He emphasizes that balanced attention to meaning, form, and use is essential for developing a rich and usable vocabulary repertoire.

Models and Theories

Incidental and Intentional Learning:

Nation (2001) differentiates between incidental learning, which occurs through natural exposure to language, and intentional learning, which involves word study. (Hulstijn, 2001) mentioned the positive impact that incidental learning has over time. Research shows that incidental learning is particularly effective for vocabulary retention when learners encounter words in meaningful, contextualized situations. This type of learning often leads to more natural acquisition of word usage and collocations. However, intentional study remains crucial for mastering difficult or low-frequency vocabulary that may not appear often in everyday exposure

Lexical Threshold Theory

According to Laufer (1992), a certain number of words is needed to achieve adequate comprehension of a text. The estimated high-frequency words for adequate comprehension of texts in a second language are 3,000 words. This threshold allows learners to recognize approximately 95% of words in general texts, enabling them to infer meaning from context for the remaining unfamiliar vocabulary. Below this level, comprehension becomes significantly hindered by frequent unknown words. The 3,000-word benchmark focuses on lexical items that appear most frequently across various contexts and genres. Mastery of these high-frequency words provides a foundation for tackling more specialized or academic vocabulary. Research suggests that this core vocabulary facilitates not only reading comprehension but also listening and speaking proficiency.

Depth processing and spaced repetition

Craik and Lockhart (1972) introduce depth theory, in which a word is explored in more depth by relating it to prior knowledge to increase its retention. Furthermore, Schmitt (2008) highlights spaced repetition in the long-term consolidation of new words. Deep processing strategies such as creating personal associations, using words in original sentences, or analyzing morphological structures strengthen memory traces more effectively than shallow memorization. Spaced repetition leverages the psychological spacing effect, systematically reviewing words at increasing intervals to combat forgetting curves. Research confirms that

combining semantic elaboration with timed review significantly outperforms isolated word-list memorization.

Dimensions of vocabulary knowledge

Nation (2001) divides vocabulary knowledge into three principal dimensions: form, meaning, and use.

Form: it refers to how a word looks and sounds, in addition to its spelling.

Meaning: what a word communicates or represents.

Use: it refers to the knowledge about how a word is used appropriately in real life.

Factors That Influence Vocabulary Acquisition

Vocabulary acquisition takes into account several factors that determine the pace at which a person can learn new words. Exposure is one of these factors, since high word frequency aids memorization. Consolidating success also includes repetition in different forms such as reading, listening, and speaking.

Another crucial factor is the learning context, since depending on the situation in which new vocabulary is learned, it can be retained more effectively than learning it alone. Schmitt (2008) highlights persistent and varied word practice as a fundamental technique for learners to develop an active vocabulary. The age of learners is also one of the factors that influence vocabulary acquisition. While children learn more quickly and implicitly, adults need more elaborate strategies to improve retention. However, one of the advantages adults have is their reasoning process, in addition to prior knowledge, to connect new words and concepts.

Motivation and desire to learn also play a vital role in making the learning process faster due to interest. Nation (2001) mentions that vocabulary learning works best if students actively participate in activities that are important to them, accelerating their vocabulary management and acquisition. He also highlights how personalized learning goals and meaningful contexts enhance word recall and usage. Additionally, he notes that motivated learners are more likely to seek out opportunities for exposure to new vocabulary beyond formal instruction. This self-directed engagement significantly boosts both the quantity and quality of vocabulary acquisition.

Interactive strategies and methods that teachers incorporate for real-world language use can also be incorporated into the educational environment. Appropriate strategies and methods

can benefit students' learning while also motivating them to learn. By aligning tasks with students' interests and goals, teachers can foster both engagement and practical language proficiency. These interactive approaches create dynamic learning experiences that mirror how language is used outside the classroom. When students see the direct relevance of lessons to their lives, they become more invested in the learning process.

Vocabulary Learning

To begin with, vocabulary is the set of words that are known and used in a language. Nation (2001) mentions that vocabulary is not only words, but also meanings and their use in certain contexts. Vocabulary is not only based on word knowledge, but also on their correct use in different situations. This learning is a progressive process that occurs with exposure to and use of words, creating an improvement in the vocabulary acquisition of learners through real interaction and practice. Additionally, vocabulary development involves understanding word families, collocations, and grammatical patterns that allow learners to use new words accurately and fluently in communication.

Vocabulary learning is an interactive process that involves cognitive and linguistic skills. Webb (2007) mentions that advanced word comprehension depends on aspects such as pronunciation, meaning, usage, and connections with other words. Henriksen (1999) also suggests vocabulary learning as a sequential process that begins with word identification and then continues with the use and production of these words in a context where regular exposure is key to consolidating knowledge.

Methods for improving vocabulary teaching have been studied and analyzed over time. For example, Schmitt and Schmitt (2020) identify task-based learning as an alternative for retaining vocabulary by applying it to the use of new words. On the other hand, Ellis (1994) highlights comprehensible input in vocabulary development, mentioning that interaction with real-life contexts aids vocabulary assimilation. Even if students do not know all the vocabulary, they can deduce meaning from context, transferring this knowledge to everyday situations, improving communication.

There are various tests to assess students' range and level of vocabulary knowledge. Nation and Beglar (2007) develop the Vocabulary Size Test to measure the number of second language words retained by students. Read (2000) proposes the Word Associates Test to measure students' understanding of vocabulary and semantic connections. These tests provide

insight into students' vocabulary knowledge and development, and also allow for the identification of pedagogical strategies to improve word retention.

Vocabulary in Specific Contexts

Learning vocabulary in different contexts is vital for communicative competence. Vocabulary facilitates communication in everyday life; however, it must be acquired at a more advanced level in educational and professional settings, with more appropriate vocabulary. Coxhead (2000) highlights the need for academic vocabulary in higher education, arguing that many words used in academic texts are not commonly used in everyday contexts, making it difficult to understand the materials used by faculty. For this reason, it is important to acquire subject-specific terms.

Technical or specialized vocabulary differs from general vocabulary. In the professional field, each field has its own specific vocabulary in which different terminologies are used. Nation (2013) mentions that technical vocabulary accounts for a low percentage overall, but is necessary in professional contexts. This vocabulary is based on learning from books focused on these fields, glossaries, and practical use in real-life settings.

Another important detail is differentiating between formal and informal language, since speakers must vary their use of language according to different contexts. For example, the language used in an academic setting and in casual conversation is not the same. Biber et al. (1999) emphasizes that language register changes depending on the context, which means that learners must not only know the meaning of words but also how to use them in different situations. A very common example among students is the use of informal language in educational settings, which affects teachers' linguistic perception.

The acquisition and consolidation of vocabulary in a particular context requires different strategies focused on contextual application. Exposure to authentic texts and real-life situations can aid in the assimilation of new words. Schmitt (2000) explains that teaching vocabulary should not only be done in a traditional way, involving memorization of terms, but also through interactive teaching methods in which students understand how and when to use appropriate language However, it is important to consider the students' level and avoid overloading them with information that may exceed their level of knowledge (Krashen, 1985). Gradual exposure to context-rich materials ensures that learners internalize vocabulary organically, bridging the gap between recognition and active use. By prioritizing meaningful

engagement over rote learning, students develop a deeper connection to the language, making retention more durable and practical.

Vocabulary Strategies

Vocabulary learning is a fundamental part of foreign language acquisition, and there are various ways learners can approach this process. Schmitt (2000) proposes a series of strategies that are effective both in educational settings and in independent study. The effectiveness of these strategies often depends on the learner's individual preferences, goals, and the specific vocabulary being targeted. Research suggests that combining multiple strategies tends to yield better long-term retention than relying on just one approach. These strategies include deliberate memorization techniques like using flashcards, as well as more contextual approaches such as extensive reading and listening.

1. Repetition and Review

A very useful way to learn new vocabulary is to see the words several times. Schmitt explained that when we repeat a word many times, it is better retained in our memory. This can be done by reading the word, writing it, or saying it aloud. It also helps to use it in different exercises and conversations. If a word appears in several texts or activities, it is easier to remember. Therefore, repetition is not just about doing the same thing many times, but also finding different ways to use the words. This strategy is useful for all levels and helps vocabulary stay in memory longer.

2. Use of Dictionaries

Another important strategy is to use a dictionary properly. Schmitt states that it is not only about looking up the meaning of a word, but also seeing how it is used in sentences, its pronunciation, and its synonyms. Monolingual dictionaries (in English, for example) can show examples that help you better understand the word. By writing down new words and reviewing them frequently, students learn to use them correctly. Additionally, learning to use a dictionary helps students become more independent. This technique is especially good for students who are already a little more advanced and want to expand their vocabulary.

3. Flashcards

Cards with words and meanings, known as flashcards, are very useful for memorizing vocabulary. This author mentions that this technique allows for quick review. The word is

written on one side of the card, and its meaning or an image on the other. Phrases or drawings can also be used. Today, there are apps like Quizlet or Anki that help create these digital flashcards and intelligently repeat words based on how many words are forgotten. This strategy is practical and works well for learning word lists or reviewing before an exam.

4. Learning in Context

Understanding a word within a sentence or real-life situation is very important. Schmitt says that when we see a word in a text, a conversation, or an exercise, we can better understand its meaning and how it is used. For example, if we read the word "run" in a story, we can see if it refers to running, running a business, or something else. It also helps you learn which words that word is used with (collocations). This method makes it easier to remember vocabulary because you're not memorizing individual words, but whole ideas.

5. Note Taking

Writing new words in a notebook is also a very useful strategy. Schmitt mentioned that taking notes helps you pay attention and remember better. You can write down the word, its translation, an example sentence, or even a drawing. It's also good to group words by theme, such as food, sports, or emotions. Doing this allows you to review later and see everything you've learned. Writing also activates memory and helps you think more about the word's meaning. This way, each student can build their own personal vocabulary.

6. Group by Theme

A smart way to organize words is by theme or category. According to Schmitt, putting words that have something in common together, such as "fruit" or "clothing," will make them easier to remember. Learning related words, such as "apple," "banana," and "orange," creates connections in your mind. You can also learn synonyms within the same group. This method helps the brain better understand vocabulary and retrieve it more quickly when needed. It's a useful strategy for preparing presentations, speaking on a specific topic, or studying for exams.

7. Mental Associations (Mnemonics)

A fun strategy for remembering words is making mental associations. Schmitt explained that if we associate a new word with an image or something we already know, it will be easier to remember. For example, to learn the word "knight," you can think of an image of a knight in the dark, playing with the word "night." You can also use rhymes, silly phrases, or

stories with the new words. This technique uses the imagination and makes learning more fun. Although it may seem like a game, it actually helps a lot to remember difficult or uncommon vocabulary.

Vocabulary Learning Sources

Learning new words is easier when using different tools. Digital sources like video games and apps make vocabulary fun to learn. For example, games like Wordscapes teach spelling naturally. Social media shows real-life language through short posts and videos. Podcasts like BBC Learning English explain words in simple conversations. Streaming platforms with subtitles help connect words to their meanings. News websites for learners offer useful words about daily topics. Each tool works best for different learning styles. Studies show that mixing sources improves memory (Nation, 2013). Trying several methods helps find what works for you.

Video Games

Research shows video games like The Sims and Animal Crossing effectively teach vocabulary through immersive gameplay. Reinders and Wattana (2015) found that interactive environments promote incidental vocabulary acquisition, with narrative games (Life is Strange) teaching emotional expressions while word puzzles (Scrabble GO) reinforce spelling. The repetitive exposure to in-game dialogue and instructions helps cement new words through contextual learning.

Social Media

Platforms like Instagram and TikTok have become valuable vocabulary tools. Godwin-Jones (2018) demonstrates that social media facilitates collaborative language learning through authentic content like memes and short videos. Following educational accounts (@BBCLearningEnglish) or hashtags (#LearnEnglish) exposes learners to contemporary slang and practical phrases in digestible formats that enhance retention.

Mobile Apps

Vocabulary apps like Duolingo and Drops use spaced repetition effectively. Vesselinov & Grego's (2012) study proves that Duolingo users significantly improved vocabulary after 34 hours of use. These apps employ gamification techniques that make learning engaging, while

specialized tools like Elsa Speak focus on pronunciation of high-frequency words - ideal for A2-B1 learners building foundational vocabulary.

Streaming Platforms

Netflix and Max offer authentic language exposure with dual subtitles. Kusyk's (2017) research reveals that watching shows with subtitles (like Friends or Our Planet) improves vocabulary retention. The Language Reactor extension enhances this by highlighting and translating vocabulary in context, allowing learners to study words while enjoying entertainment content.

Adapted News Platforms

Sites like Newsela provide leveled news articles with built-in vocabulary support. As Nation (2013) establishes, reading simplified news exposes learners to high-frequency words in real-world contexts. These platforms organize content by difficulty (A2-C1) and topic (technology, health), making vocabulary acquisition systematic and relevant to daily life.

Educational Podcasts

Audio programs like BBC's "The English We Speak" teach vocabulary through natural dialogues. Rost (2011) found podcasts particularly effective for auditory learners, as the combination of repetition and contextual usage in episodes about travel or culture (e.g., "All Ears English") helps solidify new terms while improving listening comprehension simultaneously.

Lewis's Lexical Approach

Lewis (1993) proposes that learning should not only focus on grammar and word acquisition, but also on mastering phrases and expressions (chunks). The theory states that learners learn most efficiently when they learn words in combination with others in natural language expressions that are part of a context, and that learning words individually does not yield the best results. This approach helps learners sound more natural and fluent, as they internalize ready-made language patterns rather than constructing sentences word by word. By focusing on chunks, students can improve both their comprehension and production skills simultaneously. Additionally, learning lexical phrases reduces processing time during communication, allowing for more spontaneous and fluid interactions.

Graded books are an example of this, as they present phrases and expressions that adapt to natural contexts. This makes understanding new words and expressions easier. The advantage of graded books is that they frequently use these phrases, which allows students to acquire vocabulary more easily by including linguistic patterns. Furthermore, the author determined that collocations and prefabricated phrases are necessary for vocabulary learning. Graded books are useful because they incorporate these structures, which allow students to use them without any difficulty, intuitively, and with correct use of the language. This helps correct the difficulties students may encounter when translating literally from their first language.

Another important feature of this approach is the focus on word frequency. Lewis argues that learners should focus more on the words and structures most frequently encountered in everyday communication. Graded books are based on word lists, ensuring that students learn the most useful words for communication first. This frequency-based approach allows learners to quickly develop practical language skills they can use in real-world situations. By mastering high-frequency vocabulary early on, students build a strong foundation for further language development. The systematic progression from common to less frequent words helps learners optimize their study time and see immediate results in their communication abilities. Additionally, this method aligns with how native speakers naturally acquire vocabulary, prioritizing words they encounter most often in daily life.

Problems in Vocabulary Learning

One of the main challenges in vocabulary learning is the lack of context when learning new words. Sometimes, students don't understand the use of the words they are learning, which makes it difficult to use and apply them in new contexts. This is a flawed way of learning, as it leads to a loss of fluency in communication and incorrect word usage. Nation (2001) mentions that learning words benefits students most if they encounter them frequently in different situations. Another obstacle is the lack of exposure and repetition of vocabulary that impedes long-term memory. Students often forget newly learned terms because they encounter them infrequently when studying the language. This is supported by the theory of spaced repetition, in which words must be reviewed at different intervals so they can be consolidated in memorization (Dempster 1989). Without the necessary practice, learned vocabulary can be forgotten. One of the keys to avoiding this is to consistently recall vocabulary through various activities that encourage vocabulary use.

Interference from the native language is another major challenge. Students often translate texts directly from their first language when learning new words, which leads to errors in expressions that are correct in their language but are incorrect in English (Odlin 1989)**.** Laufer (1997) mentions that this is due to the differences in lexical structures between languages, so students must identify linguistic patterns, collocations, and phrases rather than trying to translate word for word. Lewis (1993) suggests that one way to address this challenge is by exposing learners to complete sentences and expressions commonly used in the language, rather than isolated words.

Nation (2013) argues that the lack of detailed instruction on the difference between words with similar meanings, such as say and tell, can lead to frequent errors, confusion, and difficulties in language acquisition. The author clarified that the word "say" is used to convey someone's previous experience without specifying the recipient, while "tell" explicitly includes the person to whom the message is addressed. These terminological confusions can hinder effective communication if not addressed promptly. For this reason, this author emphasized the need to incorporate specific activities in which students analyze and contrast similar words, thus facilitating their correct application in real-life communication situations.

Finally, Nation (2013) also notes that low motivation and the use of ineffective strategies can prevent students from acquiring and applying new vocabulary appropriately. According to the author, traditional techniques such as rote memorization, when not linked to personal experiences or everyday uses, tend to generate frustration and disinterest, as they are perceived solely as an academic obligation. To counteract this problem, he recommended the implementation of interactive dynamics that keep students motivated. He also suggested the use of materials such as graded textbooks, which present vocabulary slightly above the student's level, as well as semantic maps and images that promote learning in a contextualized and meaningful way.

Active Use of Vocabulary and Language Production

The active use of vocabulary in language production is vital for productive communication. Nation (2001) determines that learning should not remain solely passive knowledge but should also be applied in real-life situations, whether oral or written. Without active practice, learned words are not consolidated in learners' long-term memory, hindering language fluency. For this, students must take part in activities and games that encourage the use of new vocabulary. The development of communicative competence depended largely on

students' ability to actively use learned vocabulary in real-life communication situations (Nation, 2013). Schmitt (2010) emphasizes that effectively consolidating new words required repeated use in different contexts, both orally and in writing. Webb (2008) argues that ongoing practice facilitated vocabulary retention and fostered fluency. Similarly, Ellis (2002) explains that active vocabulary use strengthened not only the recall of meaning but also the understanding of aspects such as grammar, lexical combinations, and semantic nuances.

The literature emphasized that the active use of vocabulary in communicative contexts was essential for strengthening language acquisition (Swain, 2005; Nation, 2013). Swain (2005) argues that when producing language, students processed information more deliberately, which favored vocabulary internalization. Similarly, Laufer and Hulstijn (2001) pointed out that tasks such as presentations, essays, or debates, which required active vocabulary activation, were more effective for deep learning than passive exercises. Similarly, Nation (2013) recommended designing learning situations that promoted the productive use of new words. Thus, by stimulating active production, learners were able to transform passive knowledge into real communication skills. This aligns with Krashen's (1985) comprehensible input hypothesis, which posits that acquisition occurs when learners encounter slightly challenging but understandable language (i+1) in meaningful contexts. However, Swain's output hypothesis complements this by demonstrating that active production pushes learners to process language more deeply, reinforcing vocabulary retention. Together, these theories highlight the importance of balancing exposure (input) with purposeful use (output) in language learning.

1.2 Objectives

General Objective

To explore learners' perspectives on the influence of graded books on vocabulary learning.

Specific objectives

To analyze the types of graded books that learners use in the EFL classes.

To determine the type of didactic sources that students use to learn vocabulary.

To identify the vocabulary strategies that students use to learn English.

Fulfillment of objectives

All the objectives set were successfully achieved by collecting data through a survey, which allowed to effectively address the three research questions posed in this study. These questions were formulated from the specific objectives, each of which is of vital importance for the advancement of this research. Additionally, the survey consisted of 19 items which were divided into three dimensions and was administered using a Likert scale. The survey was applied to undergraduate students at the Technical University of Ambato. For instance, the survey included analyzing the type of graded books, identifying the type of didactic sources that are commonly used, and examining vocabulary strategies. As for graded books, students indicated that adapted fiction books, such as The Little Prince, and nonfiction books such as Endangered species, were the most used. On the other hand, books with original stories created specifically for students were the least used.

Chapter II. Methodology

2.1 Materials

This research relied on human and technological resources to determine students' perspectives on the influence of graded books on vocabulary learning. The participants were undergraduate students from Universidad Técnica de Ambato who were of vital importance by voluntarily participating in the survey. Additionally, the material resources were academic articles, websites, online books, and undergraduate educational resources, which were useful for developing the study and the theoretical framework. Technological tools such as smartphones and computers were used by participants to access and complete the online survey. Finally, a survey was administered in Google forms.

Instruments

This study used an online survey as a technique to collect data from participants. Cohen et al. (2018) states that surveys are widely used in educational research due to their validity in collecting data on attitudes, opinions, and behaviors. They highlight those surveys enable researchers to efficiently and systematically collect data from large populations. The data collected through the survey allow for generalizations about the entire group of participants.

The survey consisted of 19 items using a five-point Likert scale (5 = Always, 4 = Usually, 3 = Sometimes, 2 = Rarely, 1 = Never). The survey was validated by five experts in language education, who reviewed it thoroughly and provided observations and suggestions for improvement. The survey was administered to sixty students and focused on three main research questions: (1) what are the types of graded books that learners use in EFL classes? (2) what type of didactic sources do students use to learn vocabulary? and (3) what are the vocabulary strategies that students use to learn English? The first section focused on the types of graded books that students use in language classrooms. The second section addressed with the didactic sources that students use to improve vocabulary learning. Finally, the third section focused on the vocabulary strategies that students used while learning English.

Population

The population of this study was undergraduate students from Universidad Técnica de Ambato. Additionally, information specifically nationality, age, gender and native language was obtained. All participants took part in the survey. The survey was completed using

technological devices such as cell phones and computers. The information is presented in the following table:

Table 1

Population

Gender	Participants	Percentage
Male	14	20.90%
Female	53	79.10%
Total	**67**	**100%**

Ethical Consideration

In this descriptive research, obtaining participants' consent was essential to the integrity of the study. The data was collected anonymously to safeguard the privacy and confidentiality of the participants. Adherence to ethical principles such as obtaining informed consent, ensuring confidentiality, and minimizing harm was central to the study, safeguarding both participants' well-being and the research's integrity. As Babbie (2016) states, "ethical research involves obtaining informed consent, ensuring confidentiality, and minimizing harm to participants" (p. 62). By applying these ethical principles, the research was conducted with a high standard of integrity. This approach protected participants' privacy and rights, as the data was gathered anonymously through the survey.

Procedure

This research was conducted in a sequential way taking into account both variables. To obtain information, different resources were investigated, such as academic articles, websites, and online books. All of this was obtained from reliable authors, since this research did not focus on only one source. Also, technological resources such as Google Scholar, the repository of Universidad Técnica de Ambato, and ResearchGate were used. First, the operationalization chart was created, focusing on the dimensions and subdimensions of each of the variables.

Following the bibliographic research, the next important step was to design the survey to determine students' perspectives on the influence of graded books on vocabulary learning. The survey focused on answering three research questions that were based on the main

objectives about the types of graded books, types of didactic sources and the vocabulary learning strategies that use students. During the survey creation process, several adjustments and corrections were made to ensure that the questions were clear, accurate, and relevant.

After the survey was ready, the next step was to carry out a validation process to assess its reliability and validity. The survey was validated by 5 experts in the field. They validated it through the use of Aiken validation, and it confirmed that each question in the survey was accepted with a score between 0.80 and 1 on Aiken's V coefficient. Then, the survey was applied to ten students for a pilot test. The data obtained from the pilot test was manually entered into the Statistical Package for the Social Sciences (SPSS) application for validation, and obtained a 0.794 in the Cronbach's alpha coefficient, which confirmed that it can be applied to the target population. After concluding the pilot phase, the survey was applied to 67 undergraduate students, who were provided with a URL so that they could complete the survey. Before that, they were given an introduction about the research topic, which involved the explanation of the study variables.

Students were asked to answer as honestly as possible regarding the uses that they had with graded books and vocabulary learning. After obtaining the results from the participants, they were carefully analyzed using SPSS software. The average was obtained from the quantitative data for the creation of data tables. Finally, conclusions and recommendations could be drawn from the processed data. The results not only helped to increase knowledge about graded books and vocabulary learning, but also, they offered useful ideas for teachers. The comprehensive research process involved extensive bibliographic research, survey design, a validation process, data collection, and data analysis.

Quantitative Approach

Creswell (2014) defines quantitative research as an approach that seeks to understand phenomena by collecting numerical data, which is then analyzed using statistical tools. This type of research focuses on measuring variables and establishing relationships between them. He also points out that hat quantitative research allows for the replication and generalization of results due to its systematic and controlled structure. Furthermore, he notes that this approach is often used to test theories or hypotheses, making it a valuable tool in experimental and correlational studies. Quantitative researchers collect data from large samples of participants, which contributes to ensure the validity of the results. Creswell also mentions the importance of objectivity in this type of study, as numerical data is collected impartially and without

influence from the researcher. Reliability and validity are important concepts in quantitative research because the results must be consistent and accurately reflect what is intended to be measured.

Research Design

This study used a descriptive methodology to analyze data collected on students' perspectives. Best and Kahn (2006) describe descriptive methodology as a research approach aimed at providing a detailed and accurate portrayal of the characteristics of a phenomenon or group, without altering any variables. This type of research focuses on describing the characteristics of a group or situation through observations, surveys, and analysis of existing data. According to the authors, descriptive research allows researchers to study phenomena as they occur in their natural setting, without intervening or altering the context. Although it does not allow for the establishment of causal relationships, it is useful for generating hypotheses and providing a basis for more in-depth research. Moreover, they pointed out that data collection in descriptive studies is generally extensive and covers a representative sample, which contributes to the generalizability of the results. Researchers must consider validity and reliability when interpreting data, as accuracy and consistency are essential for useful findings.

Research Questions

1. What are the types of graded books that learners use in the EFL classes?
2. What type of didactic sources do students use to learn vocabulary?
3. What are the vocabulary strategies that students use to learn English?

Chapter III. Results and Discussion

3.1 Analysis and Discussion of the Results

This chapter presents the data and analyzed results obtained from the survey based on the three research questions that are based on the objectives of the study. The data were analyzed using a quantitative approach. SPSS (Statistical Package for the Social Sciences) was used to analyze the data and calculate the mean.

1. What are the types of graded books that learners use in the EFL classes?
2. What type of didactic sources do students use to learn vocabulary?
3. What are the vocabulary strategies that students use to learn English?

Table 2

Types of Graded Books

Item	Mean
I read books that are simpler versions of famous stories. For example: *The Little Prince or Romeo and Juliet*. [Adapted fiction]	***3.01***
I read books about a specific area. For example: as science, history, or geography. [Thematic Books]	**2.87**
I use audiobooks to understand the stories. [Audio Books]	2.88
I read original stories written for my level of English. For example: *The Happy Prince or The Big Cat and The Baby*. [Original stories]	***2.85***
I read books where I need to complete short exercises or questions. [Books with activities and exercises]	2.93
I read books that provide real information. For example: Endangered animals. [Non-fiction]	**3.12**

Note: The following scales were used to calculate the measures: 5. Always, 4. Usually, 3. Sometimes, 2. Rarely, and 1. Never.

Analysis and Interpretation

Research Question: *What are the types of graded books that learners use in the EFL classes?*

The results of the study determined that the most used graded books by students are non-fiction because students prefer to read real information about the world for learning a new language (m=3.12). Additionally, some students use adapted fiction books for their learning,

since students become familiar with stories they already know (m=3.01). On the other hand, thematic books indicate that students do not like to read books about a specific area (m=2.87), as well as indicating that students do not read original stories created for their level of English (m=2.85).

It was concluded that students prefer to use adapted and non-fiction books, since these involve realism and fantasy. This may be because students may be drawn to real-life topics, as well as familiar fictional stories. This depends on their personal and academic interests. This helps in learning of second language with the acquisition of vocabulary. In addition, it can be interpreted that students use nonfiction books for applicable knowledge and fiction books for entertainment with fictional stories without the frustration of the language barrier. On the other hand, it was concluded that students are not attracted to original stories created for their level of English, nor to thematic books, according to the results obtained. This may be because original stories that are specifically for language learners do not have a prior context or a plot established by previous stories and may be perceived as having pedagogical purposes rather than entertainment. Likewise, thematic books, even if adapted, contain more technical vocabulary and pose a challenge to students. They also reduce interest due to difficulty in understanding. For this reason, teachers are advised to incorporate graded books based on students' tastes and interests to maintain their motivation.

Table 3

Didactic Sources

Item	Mean
I play video games to learn vocabulary. For example: vocabulary about greetings, giving instructions, etc. [Videogames]	3.42
I use social media to learn vocabulary in English. For example: Instagram, TikTok, etc. [Social Media]	**4.04**
I use apps to improve my vocabulary. For example: Duolingo, Busuu, etc. [Apps]	**3.75**
I watch movies with subtitles in platforms to improve my vocabulary. For example: Netflix, Max, etc. [Streaming Services]	3.69
I read news articles to learn vocabulary in real-life contexts. For example: BBC News. [Adapted News Platforms]	**2.88**

I listen to audio programs to learn vocabulary. For example: BBC's "The English We Speak". [Educational Podcasts]	3.06

Note: The following scales were used to calculate the measures: 5. Always, 4. Usually, 3. Sometimes, 2. Rarely, and 1. Never.

Analysis and Interpretation

Research Question: *What type of didactic sources do students use to learn vocabulary?*

After analysis, the results showed that most students use social media like Facebook and Instagram to learn vocabulary (m=4.04). Furthermore, some students use apps such us Duolingo and Busuu to improve vocabulary learning (m=3.75). On the other hand, the results reflected that students do not use news articles as a source to reinforce vocabulary (m=2.88).

According to the results, apps and social media have the greatest impact on students' vocabulary learning. This may be due to the ease with which these sources present vocabulary in a real, everyday context. Furthermore, these sources encourage consistent use by becoming part of students' daily lives, which helps consolidate new vocabulary freer according to the interests of the students. On the contrary, adapted news articles are not very attractive to students, and this may be due to the complexity of the vocabulary they use. In addition, in some cases, they are not designed for language learners, as vocabulary is not repeated, which means that students do not take this source into account in their daily routine. Another reason why news articles are not popular with students may be the lack of a more engaging interface that motivates students to visit these websites, which apps and social media do without a problem. However, it is important for students to also stay informed about important events happening around the world, and that is why teachers are recommended to employ strategies that generate student interest in reading more formal articles.

Table 4

Vocabulary Strategies

Item	Mean
I repeat new words many times to remember vocabulary. [Repetition and Review]	3.64
I use a dictionary to understand the meaning of new words. [Use of Dictionaries]	3.49
I use word cards (flashcards) to help me remember new vocabulary. [Flashcards]	**2.91**
I learn vocabulary when I connect new words with a real situation.	**3.79**

[Learning in Context]	
I write new words in a notebook to help me remember the new vocabulary.	3.67
[Note Taking]	
I group new words by topics. For example: Fruits: BANANA, APPLE,	3.45
PEAR or Clothes: SANDALS, JACKETS, T SHIRTS, etc. [Grouping by Theme]	
I remember new words better when I connect them with images or things	**4.06**
I already know. [Mnemonics]	

Note: The following scales were used to calculate the measures: 5. Always, 4. Usually, 3. Sometimes, 2. Rarely, and 1. Never.

Analysis and Interpretation

Research Question: *What are the vocabulary strategies that students use to learn English?*

This study revealed that most students use mnemonics, which involve that connecting new words with already known information (m=4.06). Interestingly, the results showed that students also use learning in context in classroom, which involves connecting new words with real situations (m=3.79). On the other hand, the results regarding flashcards—which typically involve pairing words with images—indicate that this strategy is not widely used by students for vocabulary learning (m=2.91).

The two most commonly used strategies among students: mnemonics and learning in context, suggest a preference for approaches that enhance their metacognitive awareness. These strategies typically involve creating mental associations and learning new vocabulary within authentic contexts, which supports both comprehension and the meaningful use of the language. In contrast, the lowest-rated strategy reflects that students may perceive the use of flashcards as basic and more tied to grade levels. Although it can be useful, students prefer strategies that allow them to construct personal and creative meanings in an authentic context. Based in these results, it is advisable for teachers to incorporate activities that allow students to integrate vocabulary into authentic tasks, such as debates and project-based work, in order to encourage functional and creative use of the language. While flashcards can be useful during the initial stages of vocabulary acquisition, their use should be complemented with more contextualized and communicative strategies.

Discussion

The three research questions presented below were designed to determine learners' perspectives on the influence of graded books on vocabulary learning.

Question 1: *What are the types of graded books that learners use in the EFL classes?*

The results showed that the types of graded books most used in EFL classes are; non-fiction and adapted fiction books. Non-fiction books are books that focus on the real world used in academic, informational, or technical contexts. In this sense, Grabe and Stoller (2011) note that non-fiction texts foster a more functional understanding of the language, making it easier for learners to engage with authentic materials from the early stages of language learning. Moreover, these texts promote information literacy in the target language, which is particularly valuable in academic and educational contexts. In addition, students like to use adapted fiction books where they enjoy the most famous fictional stories adapted to their English level. Hill (2013) highlights that adapted fiction facilitates linguistic comprehension, fosters critical thinking and communicative competence in EFL students.

Finally, it is important to mention that students do not use original stories which are writings created from scratch specifically for language learners. In this regard, Nation and Waring (2020) explain that original stories are designed to avoid outdated language and cultural complexities, unlike adapted fiction works, by using high-frequency vocabulary and simplified grammatical structures suited to the learner's level. They also note that such texts provide cultural neutrality, avoiding region-specific references that might confuse learners, thus creating an inclusive learning experience.

Question 2: *What type of didactic sources do students use to learn vocabulary?*

Through the results obtained, it was shown that there are two didactic sources that are most commonly used to improve vocabulary learning: social media and apps. Social media is one of the most used by students in classrooms. In this aspect, Godwin-Jones (2018) emphasizes that social media facilitates collaborative language learning through authentic content such as memes and short videos. This allows development to be more natural, dynamic, and connected to real life. Similarly, students prefer apps where they receive lessons with online activities that reinforce vocabulary. Vesselinov and Grego's (2012) proved Duolingo users significantly improved vocabulary after 34 hours of use highlighting its usefulness in improving vocabulary and grammar. These applications incorporate gamification techniques that make learning engaging, and they also focus on the pronunciation of words.

Finally, adapted news platforms show a considerably low average usage rate despite showing useful information about the world. According to Nation (2013), reading news platforms written in simplified language allows students to encounter everyday vocabulary in practical, real-life situations. These texts enable students to develop their reading skills, facilitating the understanding of common language structures and enhancing fluency. Nation highlights that such platforms carefully control lexical difficulty, using high-frequency words and avoiding idioms or cultural references that might hinder comprehension. Additionally, they often include glossaries or contextual clues to reinforce vocabulary acquisition without interrupting the reading flow.

Question 3: *What are the vocabulary strategies that students use to learn English?*

The results showed that students that the vocabulary strategies most used by students were: mnemonics and learning in context. Mnemonics were the most used strategy by students according to the results obtained, which consist of techniques to remember information with previous information. Schmitt (2000) explains that if we relate a new word with an image or something we already know, it will be easier to remember it. Furthermore, the next most used strategy was learning in context, which connects words with real-life situations. Learning vocabulary in context is important for second language acquisition because students retain vocabulary better when they encounter it in meaningful situations and repeatedly. This context helps them infer the meaning of new words. (Schmitt 2000).

Finally, the strategy least used by students was the use of flashcards. Although the results show that it is the least used strategy, some respondents still find it useful. According to Schmitt (2000), flashcards are an effective tool for learning vocabulary and allow spaced repetition, which favors long-term retention of new words and improves the comprehension of new terms. He also emphasizes that flashcards work best when combined with active recall (retrieving words from memory) rather than passive recognition, as this deeper cognitive engagement enhances retention accuracy and speed.

Chapter IV. Conclusions and Recommendations

4.1 Conclusions

After analysis and processing of the survey data, it can be concluded:

The results indicated that fiction and non-fiction graded books are the most frequently used by students in EFL classes to enhance vocabulary learning. These types of graded books are the most popular because they include both real and fictional topics, depending on the students' interests. On the other hand, students show little interest in original stories that are made from scratch for students and also in thematic books that contain more specialized vocabulary on a specific topic. In general terms, understanding what types of graded books are most commonly used by students to improve their vocabulary can provide better learning results.

The main didactic sources that students use to improve vocabulary learning are apps and social media, as these tools allow them to interact with the language in real-life, everyday contexts that relate to their interests. Social media facilitates identification with diverse communicative situations, while apps offer interactive activities that reinforce vocabulary learning. On the contrary, adapted news articles are not very attractive to students, and this may be due to the complexity of the vocabulary they use. In addition, in some cases they are not designed for language learners as vocabulary is not repeated, which means that students do not take this source into account in their daily routine. However, teachers should consider employing strategies to generate interest in these informative texts.

Based on the results obtained in the research, the most commonly used vocabulary strategies among students were mnemonics and learning in context. This may be because these strategies promote greater metacognitive awareness and facilitate the understanding and meaningful use of vocabulary. In addition, these techniques facilitate mental associations and promote the use of new vocabulary in authentic contexts. On the other hand, the use of flashcards is less common, possibly due to their association with more elementary methods aimed at elementary school levels. However, their pedagogical usefulness remains valid when combined with more activities. Consequently, teachers should consider to integrate flashcards with other complementary strategies to enhance vocabulary acquisition and retention.

4.2 Recommendations

It is recommended that teachers use graded fiction and non-fiction books that address students' personal and academic interests to promote motivation and vocabulary acquisition. However, limited use of books with original stories is recommended because they fail to generate student interest. Similarly, teachers are advised to carefully select thematic books, as they contain technical vocabulary that can hinder students' understanding of the language. The vital thing is to use materials that connect with the reality and preferences of the students.

Additionally, the most frequently used didactic sources for improving vocabulary learning were social media and apps. For this reason, it is recommended that apps and social media continue to be used for vocabulary teaching, as they allow exposure to the language in authentic contexts that connect with students' daily lives in an entertaining way. Furthermore, it is recommended that teachers encourage the reading of adapted news articles through activities that promote students' analysis and critical reflection. This helps expand academic vocabulary and communication skills in English learning.

Finally, teachers are encouraged to promote the use of mnemonics, as this strategy allows for linking new words to familiar situations. Similarly, learning in context is important for applying vocabulary in real-life and functional contexts. Furthermore, the use of flashcards should be complementary to other strategies that promote student learning. In this way, traditional and interactive strategies can be combined to reinforce students' vocabulary retention and acquisition. This way students can learn better without relying only on traditional strategies.

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Annexes

Annex 1

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 10 de marzo de 2025

Magister
Ximena Calero
Presidenta
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Vera de la Torre Jazmina, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Graded Books and Vocabulary Learning" propuesto por el estudiante Pérez Hidalgo Saúl Alexander, portador/a de la Cédula de Ciudadanía, 1804855458 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

UNIVERSIDAD TÉCNICA DE AMBATO
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS EXTRANJEROS
COORDINACIÓN

Mg. Vera de la Torre Ana Jazmina
Coordinadora de la Carrera

1801249341
0998254544
aj.vera@uta.edu.ec

Annex 2

Estadísticas de fiabilidad

Alfa de Cronbach	N de elementos
,794	19

Note: Reliability statistics with Cronbach's Alpha of 19 items with Likert scale.

Annex 3

Survey

Survey upon request

Annex 4

Specialist's validation

Validated by: Mayorie Chimbo Cáceres	ID: 1802696458	Date: 16/05/2025
Signature:	Email: elsamchimbo c@uta.edu.ec	
Place of work: UTA	Academic degree; PhD	

Note. Revised and approved in Curricular Organization Unit November 14th, 2023

Validated by: Sarah Iza Parnizo	ID: 0501741060	Date: 16 Mayo 2025.
Signature:	Email: sj.iza@uta.edu.ec.	
Place of work: UTD.	Academic degree; MSc.	

Note. Revised and approved in Curricular Organization Unit November 14th, 2023

Validated by: MG. Xavier Sulca	ID: 1802447548	Date: 13-05-2025
Signature:	Email: manuelxsulcag@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree; Magister	

Note. Revised and approved in Curricular Organization Unit November 14th, 2023

Validated by: Elsa Hernández	ID: 1802616027	Date: May 16th 2025
Signature:	Email: eda.hernandez@uta.edu.ec	
Place of work: UTA	Academic degree; PhD	

Note. Revised and approved in Curricular Organization Unit November 14th, 2023

Validated by: Mg. Doris Cumbe	ID: 1803694569	Date: May 15th, 2025
Signature:	Email: dm.cumbe@uta.edu.ec	
Place of work: UTA	Academic degree; Master in TEFL	

Note. Revised and approved in Curricular Organization Unit November 14th, 2023

Annex 5

Aiken's Validation

		J1 (Mg. X S)	J2 (Mg. D C)	J3 (Phd. M C)	J4 (Phd. E H)	J5 (Mg. I P)	Media	DE	V Aiken	vg
ITEM 1	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
ITEM 2	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
ITEM 3	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
ITEM 4	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
ITEM 5	Relevance	4	3	4	4	4	3.8	0.4	0.93	Valido
	Pertinence	4	3	4	4	4	3.8	0.4	0.93	Valido
	Coherence	4	3	4	4	4	3.8	0.4	0.93	Valido
ITEM 6	Relevance	4	2	4	4	4	3.6	0.9	0.87	Valido
	Pertinence	4	2	4	4	4	3.6	0.9	0.87	Valido
	Coherence	4	2	4	4	4	3.6	0.9	0.87	Valido
ITEM 7	Relevance	4	1	4	4	4	3.4	1.3	0.80	Valido
	Pertinence	4	1	4	4	4	3.4	1.3	0.80	Valido
	Coherence	4	1	4	4	4	3.4	1.3	0.80	Valido
ITEM 8	Relevance	4	1	4	4	4	3.4	1.3	0.80	Valido
	Pertinence	4	1	4	4	4	3.4	1.3	0.80	Valido
	Coherence	4	1	4	4	4	3.4	1.3	0.80	Valido
ITEM 9	Relevance	4	1	4	4	4	3.4	1.3	0.80	Valido
	Pertinence	4	1	4	4	4	3.4	1.3	0.80	Valido
	Coherence	4	1	4	4	4	3.4	1.3	0.80	Valido
ITEM 10	Relevance	4	1	4	4	4	3.4	1.3	0.80	Valido
	Pertinence	4	1	4	4	4	3.4	1.3	0.80	Valido
	Coherence	4	1	4	4	4	3.4	1.3	0.80	Valido
ITEM 11	Relevance	4	3	4	4	4	3.8	0.4	0.93	Valido
	Pertinence	4	3	4	4	4	3.8	0.4	0.93	Valido
	Coherence	4	3	4	4	4	3.8	0.4	0.93	Valido
ITEM 12	Relevance	4	2	4	4	4	3.6	0.9	0.87	Valido
	Pertinence	4	2	4	4	4	3.6	0.9	0.87	Valido
	Coherence	4	2	4	4	4	3.6	0.9	0.87	Valido
ITEM 13	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
ITEM 14	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
ITEM 15	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
ITEM 16	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
ITEM 17	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
ITEM 18	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
ITEM 19	Relevance	4	4	4	4	4	4	0.0	1.00	Valido
	Pertinence	4	4	4	4	4	4	0.0	1.00	Valido
	Coherence	4	4	4	4	4	4	0.0	1.00	Valido
TOTAL									0.94	Valido

Annex 6

Turnitin Report

turnitin

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Chapter I. Theoretical Framework

1.1 Research Background

This research was based on various resources, such as books, web articles, and online books, with the goal of analyzing and identifying important information about the relationship between graded books and vocabulary learning. It is important to note that the analysis of these resources provided the necessary information to understand the impact of graded books on vocabulary learning.

The study developed by Nation and Wang (1999) aimed to determine the impact of extensive readings on vocabulary acquisition. This article focused on a collection of 42 graded readers from a specific series focused on the Oxford Bookworms scheme with seven books in each of the six levels contained in the series. This study used descriptive research based on the analysis of vocabulary learning potential on graded books. The findings indicated that to understand 95% of the words at a specific level in the series, it was important to have prior knowledge of the vocabulary in that level. The authors came to the conclusion that extensive reading of graded levels enhance vocabulary acquisition.

Mahyati et al. (2021) evidenced that implementing extensive reading courses can help to improve students' vocabulary acquisition. The objective was to examine the effectiveness of an extensive reading course on vocabulary acquisition among English as a second language learners. This study included an intervention with nine students who participated in a 6-month course. The research design was qualitative with an open design with exploratory research questions. The findings indicated that extensive reading had positive effects on vocabulary improvement. The study concluded that extensive reading courses can be useful tools for students to acquire vocabulary.

The research carried out by Jacob (2021) emphasized the use of extensive reading to students' reading fluency and vocabulary knowledge. The objective was to investigate the benefits of extensive reading on EFL students' language learning and their perceptions of the program. This study was experimental and applied to 19 freshman students with a low to intermediate level of English proficiency. With a 12-week extensive reading program and 90-minute group sessions three times a week, students had access to graded readers. Findings indicated extensive reading facilitated students' reading comprehension and vocabulary knowledge, even with favorable perceptions. The study concluded that extensive reading with graded readers is relevant for learning English and can help improve reading skills.

1

Saúl Alexander Pérez Hidalgo

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