



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

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

---

Theme:

Transmedia and Vocabulary Learning

---

**Author:** Erik Xavier Guapisaca Quinatoa

**Tutor:** Lcdo. Mg. Manuel Xavier Sulca Guale

Ambato – Ecuador

2023

## **SUPERVISOR APPROVAL**

### **CERTIFY:**

I, Mg Manuel Xavier Sulca Guale, holder of the I.D No 1802447548, in my capacity as supervisor of the Research dissertation on the topic: “Transmedia and Vocabulary Learning” investigated by Mr. Erik Xavier Guapisaca Quinatoa with I.D 1804076329, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....  
Lcdo. Mg. Sulca Guale Manuel Xavier

I.D 1802447548

## DECLARATION PAGE

I declare this undergraduate dissertation entitled " Transmedia and Vocabulary Learning" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



.....  
Erik Xavier Guapisaca Quinatoa  
I.D 1804076329

AUTHOR

**BOARD OF THE EXAMINERS APPROVAL PAGE**

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS  
HUMANAS Y DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "Transmedia and Vocabulary Learning" which is held by Erik Xavier Guapisaca Quinatoa undergraduate student from Carrera de Idiomas, academic period April 2023 - September 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, *July, 2023*

**REVISION COMMISSION**

.....  
Mg. Parra Gavilánez Lorena Fernanda      Mg. Chimbo Cáceres Elsa Mayorie

**REVISER**

**REVISER**

## COPYRIGHT REUSE

I, *Erik Xavier Guapisaca Quinatoa* with I.D. No. *1804076329*, confer the rights of this undergraduate dissertation "*TRANSMEDIA AND VOCABULARY LEARNING*", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



.....  
Erik Xavier Guapisaca Quinatoa  
I.D 1804076329

AUTHOR

## DEDICATION

To my parents who are the main pillar of my life. To my family, and friends for being supportive and motivating me to go on with this project. Finally, my brother Sebastian, the best brother in the world, makes me laugh and motivates me to go on with my life.

*Erik X.*

## ACKNOWLEDGMENTS

To my grandparents who have motivated me and counseled me. To my siblings who with innocence and charisma have given me the courage and strength to overcome anything and to be an example to follow for them. To my friends who are more than friends which gave me the motivation and confidence to improve as a person and made this journey funnier and easier. To my professors, especially my tutor who guide me to carry on this research work with their knowledge and patience .

*Erik X.*

## TABLE OF CONTENTS

SUPERVISOR APPROVAL .....	ii
DECLARATION PAGE .....	iii
BOARD OF THE EXAMINERS APPROVAL PAGE .....	iv
COPYRIGHT REUSE .....	v
DEDICATION .....	vi
ACKNOWLEDGMENTS .....	vii
TABLE OF CONTENTS .....	viii
INDEX OF TABLES .....	ix
Index of tables .....	ix
ABSTRACT .....	x
RESUMEN .....	xi
CHAPTER I .....	1
1.1 Research background .....	1
Theoretical framework .....	4
Independent variable .....	4
Dependent variable .....	10
1.2 Objectives .....	16
CHAPTER II .....	17
2.1 Materials .....	17
2.2 Methods .....	20
CHAPTER III .....	22
3.1 Analysis and discussion of the results .....	22
CHAPTER IV .....	32
4.1 Conclusions .....	32
4.2 Recommendations .....	33
REFERENCES .....	35
ANNEXES .....	43



## INDEX OF TABLES

### Index of tables

<b>Table 1</b> <i>Population</i> .....	19
<b>Table 2</b> <i>What are the types of transmedia for vocabulary learning?</i> .....	22
<b>Table 3</b> <i>What sort of strategies do learners use to improve their vocabulary?</i> .....	23
<b>Table 4</b> <i>To what extent does Transmedia benefit to transmedia for vocabulary learning?</i> .....	25
<b>Table 5</b> <i>Open-ended questions</i> .....	26

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**THEME:** “Transmedia and vocabulary learning”

**AUTHOR:** Erik Xavier Guapisaca Quinatoa

**TUTOR:** Lic. Mg. Manuel Xavier Sulca Guale

**ABSTRACT**

The current study determined the importance of vocabulary learning through Transmedia. A total of 70 university students (24 males and 56 females) were enrolled in descriptive and non-experimental research. The data were collected through a survey with 20 items on a Likert scale and, 3 open-ended questions. The survey was created and applied to 10 students to check the validity (piloting survey) and with the coefficient Cronbach’s Alpha (0,821). Furthermore, it was based on three research questions: What are the types of transmedia for vocabulary learning? What sort of strategies do learners use to improve their vocabulary? To what extent does Transmedia benefit vocabulary learning? The results demonstrated that different types of transmedia that most students like to use are voice notes, WhatsApp voice notes, games, and mobile games among others to practice their vocabulary learning. Even though they do not use many technology platforms, such as YouTube, blogs, and movies, that means they use other learning mediums according to their preference. On the other hand, the main strategies the students utilize on a regular basis to enhance their vocabulary learning are working collaboratively with peers and classmates. They also use traditional and outdated methods, such as memorization, looking up meanings in a dictionary, or taking notes. Finally, the benefits of transmedia are that encourages learning vocabulary by playing games at home. Furthermore, Transmedia helps learners improve their learning vocabulary by using multimedia apps that they consider to be truly useful. However, they are not used to learning vocabulary by listening to podcasts, Spotify, or through visual media which was the main visual aid to learn during the pandemic or watching movies or series.

*Keywords: Transmedia, types of transmedia, strategies, benefits, vocabulary learning.*

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**RESUMEN**

El presente estudio determinó la importancia del aprendizaje de vocabulario a través de Transmedia. Un total de 70 estudiantes universitarios (24 hombres y 56 mujeres) participaron en una investigación descriptiva y no experimental. Los datos se recogieron mediante una encuesta con 20 ítems en una escala de Likert y, 3 preguntas abiertas. La encuesta fue creada y aplicada a 10 estudiantes para comprobar la validez (encuesta piloto) y con el coeficiente Alfa de Cronbach (0,821). Además, se basó en tres preguntas de investigación: ¿Cuáles son los tipos de transmedia para el aprendizaje de vocabulario? ¿Qué tipo de estrategias utilizan los alumnos para mejorar su vocabulario? ¿En qué medida los transmedia benefician el aprendizaje de vocabulario? Los resultados demostraron que los distintos tipos de transmedia que a la mayoría de los alumnos les gusta utilizar son las notas de voz, las notas de voz de WhatsApp, los juegos y los juegos para móvil, entre otros, para practicar su aprendizaje de vocabulario. Aunque no utilizan muchas plataformas tecnológicas, como YouTube, blogs y películas, eso significa que utilizan otros medios de aprendizaje según sus preferencias. Por otro lado, las principales estrategias que los alumnos utilizan de forma habitual para mejorar su aprendizaje de vocabulario son el trabajo colaborativo con amigos y compañeros de clase. También utilizan métodos tradicionales y anticuados, como la memorización, la búsqueda de significados en el diccionario o la toma de notas. Por último, las ventajas de transmedia son que fomenta el aprendizaje de vocabulario mediante juegos en casa. Además, transmedia ayuda a los alumnos a mejorar su vocabulario de aprendizaje mediante el uso de aplicaciones multimedia que consideran realmente útiles. Sin embargo, no están acostumbrados a aprender vocabulario escuchando podcasts, Spotify o a través de medios visuales, que era la principal ayuda visual para aprender durante la pandemia o viendo películas o series.

*Palabras clave: Transmedia, tipos de transmedia, estrategias, beneficios, aprendizaje de vocabulario.*

## CHAPTER I

### 1.1 Research background

This research is mainly supported by earlier studies and data was gathered from different websites such as Google Scholar, Scielo, online books, and Taylor and Francis Group. In a nutshell, the investigation covered crucial information about the functioning of transmedia to improve vocabulary learning.

Taddeo and Tirocchi (2021) conducted a research with Italian teens on their use of digital media to establish a connection between that analysis and the new transmedia abilities that have emerged within their preferred digital environments. Additionally, the transmedia Literacy project (European Commission-Horizon 2020), which included eight nations from three continents, provided the data for the study. The paper examines both the consuming and generating media habits of Italian teenagers and the manner they are associated with developing transmedia abilities through the analysis of data acquired using a variety of approaches (surveys, in-depth interviews, workshops, and media diaries). Finally, the study's findings show that teenagers have a meta-reflexive approach to media, which appears to control and limit their willingness to express their creativity and, more importantly, do it publicly. Teenagers also exhibit the development of fresh, original talents, particularly in relation to the workings of the media business and self-management.

Masanet et al. (2019) reported research on the transmedia literacy project (European Union) therefore, a study with teenagers was conducted. The goal is to determine what informal learning techniques teens used to develop their transmedia skills. The findings indicated that teenagers possess a variety of transmedia skills, although to very diverse degrees. Their desires, attitudes, and surroundings influence their learning skills. The study's Spanish adolescent participants heavily rely on YouTube for knowledge and the development of their transmedia skills. The study results indicated that imitation and "learning by teaching" are young people's main

methods to pick up new abilities. The myth of the digital native is dismantled considering these findings, and the idea of the "digital apprentice" is taken into consideration.

Coombs (2019), creating an argument for the use of transmedia storytelling in corporate social responsibility (CSR) communication is the main goal of the essay. Transmedia storytelling entails telling tales across several platforms by various authors while maintaining a common subject. This essay's goals are to establish a case for the use of transmedia storytelling in CSR campaigns and to show how Procter & Gamble's "Thank You Mom" campaign serves as an example of how transmedia storytelling is currently used in CSR campaigns. To show how the principles of transmedia storytelling might be applied to the situation, qualitative content analysis is utilized to identify the storylines in the stories and the overall storytelling that is being formed. The results demonstrate how multimedia storytelling can be applied to CSR communication and its potential benefits. The main results are the theoretical development of CSR communication and insights from case studies.

Feng and Webb (2020) conducted a study using a pretest-posttest delayed posttest design with 1-week intervals to determine the extent to which written, audiovisual, and audiovisual L2 inputs contributed to randomized vocabulary learning. On the other hand, 76 college students studying her EFL in China were randomly assigned to her four groups. Each group was presented with different modes of entry from the same TV documentary. Read the printed transcript, listen to the document, view the document, and have no treatment control conditions. Checklists and multiple-choice tests are designed to measure your knowledge of the target words. The results showed that incidental learning of L2 vocabulary occurred by reading, listening, and watching and that he sustained learning in all input modes for up to 1 week after encountering the input. However, no significant difference was found among the three modes in post hoc tests, suggesting that each input mode resulted in similar amounts of vocabulary increase and retention.

Ghalebi et al. (2020) led a study that examines a sample of 218 EFLs. Bachelor's, Master's and PhD students study English in Iranian universities. That it was an attempt to find out whether learners with different degrees are different decisive when using vocabulary learning strategies. To that end, participants answer open and

closed surveys on vocabulary learning strategy. Based on quantitative and qualitative analyses, the results revealed significant differences between undergraduate and graduate students in the use of vocabulary learning strategies. However, there was no significant difference between MAs. Students using Ph.D. Vocabulary Learning Strategies. Vocabulary learning strategies can reveal English students' individual differences in vocabulary learning among students and their EFL teacher's encouragement and curriculum developers who design useful materials and activities for learners to improve vocabulary learning.

Hao et al. (2021) reviewed studies from 2012 to 2018. Technology-enhanced second language (L2) vocabulary, learning English as a Foreign Language (EFL). A total of 45 A study of her 2,374 EFL students from preschool through college impacted this meta-analysis. compared to traditional education methods, the overall impact of technology enhanced L2 vocabularies. Important comparison results within studies showed that technology can improve learners' long-term vocabulary retention. The results of the moderator analysis highlight several points variables – i.e., device type, game state, settings, test format, and Reported Reliability - Influencing Vocabulary Effectiveness learning, it has been found to be advantageous for mobile devices.

Setiawan and Wiedarti (2020), increasing motivation is necessary for students in learning English vocabulary. The more motivated students are, the more successful they will be in mastering vocabulary. However, most high school students have little motivation to learn vocabulary, especially to memorize it. Thus, teachers need to discover appropriate media for increasing their motivation. Some applications can be used via smartphones depending on the needs of learning vocabulary. This study aims to investigate the effectiveness of using the Quizlet Application as the media for increasing the student's motivation in learning vocabulary. A nonequivalent control group design was used in this research. The participants were 65 students who were divided into experimental and control groups. Student motivation was observed during vocabulary learning using an observational checklist. The results show that the use of the Quizlet application is effective in increasing students' vocabulary learning motivation. The children feel more interested, and not easily bored, so they are very interested in learning vocabulary through the application. They also perform the tasks provided in this application independently.

## **Theoretical framework**

### **Independent variable**

#### **Media**

The rise and widespread diffusion of the Web and the rapid development of advanced consumer media have led companies in numerous business divisions to think of almost another way of communicating with customers (Cheong & Morrison, 2008). Trusov et. al (2007) pointed out that one of the fastest-developing online tools to reach buyers is the so-called "social media".

Social media refers to online substances made freely and accessible to conclusion clients. It is becoming one of the most widely utilized devices for disseminating client data. Blogs, social networking locales, content communities, virtual universes, or collaborative ventures represent groups of people creating and sharing content on and off the professional's schedule. This wonder is of great interest to marketers, as social media is becoming a vital source of customer data sharing, awareness, reinforcement, and empowerment (Kaplan & Haenlein, 2010).

UNESCO documents define media education as the teaching of theoretical and practical skills for mastering modern mass media, considered part of a specific field of knowledge. In pedagogical theory and practice, it should be distinguished from the use of media as aids in teaching other fields of knowledge, such as mathematics, physics, or geography (Pavlič', 1987). Furthermore, UNESCO experts clearly distinguish media mastery from their usage as tools in teaching other sciences.

#### **Communication platforms**

Mumtaz (2000) defined that related to the consideration of a national culture's history, and conventions, both composed and verbal, religion and social strata will help get that how they utilize innovation that is able to witness the stages of social media, such as Facebook, Instagram, Twitter, is utilized as virtual tribes. And advertising, so to speak, would get the profile of virtual tribes and target that portion of individuals called "virtual tribe", which is really a social media channel to pass and communicate verbal and non-verbal communication.

## **Types of communication platforms internet and emails**

Social media applications such as Instagram and Facebook also have video live-streaming capabilities for quick and secure access to live demonstrations in a clinical setting. Such live-stream sessions enable real-time interaction with students through text-based or verbal responses besides. These are easily accessible via mobile and his web-based platform. Web-based learning applications have been around for many years. The author mentioned that great efforts to provide fair and easy access to high-quality materials were made previously only to select circles around the world. Such platforms support a holistic learning experience, including uploading Interaction, interaction, and discussion with text and multimedia content. Submission and evaluation of tasks, as well as with instructors and colleagues. All these features are provided through websites and are often mobile applications (Chatterjee & Chakraborty, 2021).

The Web, known as the arrangement, that interconnects different computers worldwide, is a gigantic communication channel with an estimated 972 million inhabitants online in 2007. Since its introduction in the 1960s, the post office has been considered the unmistakable device of advanced communication in both the public and private spheres (Armstrong et al., 2014).

## **Transmedia**

The term "transmedia," was first used in Marsha Kinder's reflections from the 1990s. According to Kinder (1991), the emergence of media cultural phenomena, in which consumers transform into active participants in processes heavily mediated by technology, the term transmedia experienced a global diffusion.

According to Baoill and Jenkins (2006), transmedia storytelling as a concept was first introduced by Henry Jenkins and is broadly defined as the process by which narrative elements are systematically distributed across different media to build a unified and unique experience. According to this author, media has made the flow of content across multiple channels almost inevitable, so every part of the narrative exists in a particular medium, and the best it has to offer. Ideally, each medium plays its own specific role in the unfolding of the story, and the subject cannot fully comprehend the



story unless they experience each of these mediums, expanded to TV, comics, and games.

Transmedia and storytelling are developed into multiple media platforms making a valuable contribution to the whole. The main idea of the transmedia and storytelling and each medium develops what does best through comics, novels, or television (Jenkins, 2007). Transmedia storytelling refers to the process in which elements of fiction get separated across multiple channels to create an entertainment experience (Freire, 2020). The interchange of Transmedia with a comparable phrase for multiplatform methodologies, such as cross-media, multiplatform and interactive media, occurs in considerable semantic chaos (Scolari, 2009).

Jenkins (2007) described media convergence as interaction and exchange between commercial, government, educational, non-profit, and amateur organizations that create and distribute content through social media and other cultural production and consumption channels described as a cultural process.

González et al. (2019) mentioned that in recent years, several works have emerged addressing cultural change regarding the simultaneous and sequential coexistence of different media. That is the reason why it is called transmedia, and it is related to the new concepts of media convergence and participatory culture. Transmedia is a skill or literacy necessary to actively evolve in this participatory cultural movement. Transmedia as a product stem from this continuous jump between different analog and digital media, mediated by narrative. Finally, transmedia as a didactic strategy to validate this narrative was developed in a variety of ways to achieve specific didactic goals.

Transmedia storytelling is the use of multiple different media to tell a story. The range of narratives that fall under this broad definition is vast, and theorists have come to study phenomena using tools ill-suited to all forms of transmedia storytelling. These patterns to extend our transmedia language are used and help form a taxonomy by identifying common patterns and their use in different forms of transmedia stories. The lack of critical tools means that different experiences cannot be described, compared, and analyzed in a common language (Javanshir & Millard, 2020).

Gambarato (2013) mentioned that theoretical and analytical considerations around the development of transmedia projects are evolving, but are still wide open, probably because transmedia storytelling is a relatively new subject that does not yet have its own specific methods and methodology of analysis. Furthermore, multimedia projects are complicated phenomena that involve several aspects, such as storytelling, marketing, and business models. Currently, the conventional approach gives way to methodologically separate analytical views regarding some of these aspects.

Palioura and Dimoulas (2022) reported that digital storytelling in education highlights the need for teachers to be familiar with new technological conditions. Undoubtedly, today's students have grown up with the means of technology and have become accustomed to using them so that their participation generates a constant interest in most activities. Every day, including school. In this high-tech generation, addressing the transmission of knowledge and values in outdated ways is absurd. Apart from adapting to the timely students' needs, lesson plans on transmedia storytelling practices can also satisfy tutors, triggering their inspiration and co-creation potential.

Multimedia adaptations of classical literary works help students re-realize character ambitions and values, develop creative and critical thinking skills, and gain a better understanding of context. historical and every day. Cross-platform interaction evokes multiple layers of meaning and artistry, engaging all project participants - students as well as teachers (Arkhangelsky & Novikova, 2021).

## **Types of Transmedia**

### **Transmedia technology**

The concept of transmedia communication technology is quite new in modern science. It has gained popularity in the last decade, and it is considered in the field of journalism and mass communication. The emergence of this phenomenon is closely related to the constant development of digital technologies and their active implementation in all areas of human activity (Havrilova et al., (2021).

According to Jenkins (2003), transmedia technology is a complex system that combines many different languages (digital and non-digital; verbal and nonverbal) and

formats (comics, books, e-books, etc.) Ensuring the integration of modern media formats with digital technology that reinforce learning (vocabulary, speaking, reading). Revealing story concepts happening across multiple platforms: books, movies, internet resources, social media, and interactive environments. McCarthy et al. (2018) concluded that transmedia technology in different areas of professional activity is essential to emphasize that there is little experience with the use of multimedia technology in the training of future teachers and has a lot of benefits in learning vocabulary.

Fluency in a second language (L2), especially English, is of great importance to survive today's educational and economic challenges by specializing in the best industries of the century and finding a well-paying job. Many apps (e.g., Duolingo, Memrise, Magoosh, Mosalingua, WhatsApp voice notes, Internet voice notes, etc.) have been developed in the field of English learning, focusing on speaking, acquisition, learning words, or all basic language skills. Podcasting, which focuses on listening and speaking skills, has been of interest to many learners and educators for some time (Abdi & Makiabadi, 2019).

### **Experience (or closed) transmedia**

Experience Transmedia, often referred to as a franchise, is typical of advertising. In this case, an advertising agency delivers brand elements across different media to create a unified, planned message. Experience transmedia refers to individuals who must adapt and like transmedia platforms such as YouTube, the internet, and blogs. Transmedia experiences are characterized by the stimulation of the individual's imagination, and empathy (or character identification), the degree of control (or enthusiasm) over the technical properties of transmedia, and the perception that time is passing quickly (Bourgeon-Renault et al., 2017).

### **Transmedia learning**

Fleming (2013) conveyed that the inherently interactive nature of the Internet, coupled with our ability to meet learners where they are willing to learn, can lead to revolutionary pedagogies in multimedia environments. The practice of multimedia storytelling pedagogy offers exciting possibilities for education. The definition of media learning is using storytelling techniques in combination with the use of multiple

platforms to create an engaging learning environment that allows for multiple entry and exit points for learning and teaching. On the other hand, it is a useful tool to use mind maps, flashcards, or explainers to make it funnier to visualize data and graphical information to learn different types of vocabulary. For those new to this type of software, there is an extensive collection of templates to help you get started, including presentations, infographics, and documentation (Allbon, 2019).

### **Transmedia pedagogy**

Pence (2011), transmedia pedagogy uses technology in an integrated way that allows learners and content to flow seamlessly across media platforms. Education on some support allows a great continuity in learning. Many of these are applicable to any educational project, but a few are of media importance, including determining which media platform will be best suited to meet the needs/learning style of the learner; expanding learning outside of school and in the community; engaging learners - the more they invest in the story, the closer they will feel to the content; and allows for practical learning.

### **Transmedia gamification**

Angelino (2020), gamification and transmedia have in common that both can help enrich a certain experience and can help attract consumers, such as college students. These concepts have a foundation in motivational theories including self-determination theory, flow theory, and self-regulation theory. Self-determination theory emphasizes that individuals are internally and externally motivated to achieve a certain goal.

### **Narrative transmedia**

Jenkins (2007) stated in recent decades, convergence has become an imperative idea linked to a change in people's relationship with the media, especially with the empowerment of the collaborative web and related scenarios such as blogs, wikis, and social networks. Convergence alludes to "the transmission of content across different media landscapes, the cooperation among numerous media companies, and the transient behavior of media audiences who will go almost anywhere looking for the kinds of entertainment experiences they want". Jenkins (2006) pointed out that the idea of "transmedia storytelling" and interpreting it to the realm of buyer behavior,

transmedia utilization is characterized in this case as the use of different and dispersed story components across numerous media to co-create unified and meaningful story utilization experiences.

### **Transmedia Music**

Vizcaíno et al. (2021), transmedia music is a concept originally proposed by Stuart Sanders Smith in 1975 to describe a musical work consisting of different instruments and genres, and the concept has been expanded and changed over the years under different concepts. For example, the term multimedia intertext has been developed to illustrate the relationship between different platforms, such as television, video games, cinema, podcasts, music. etc.

Vizcaíno et al. (2021) mentioned that continuing the appeal of the "challenge" genre on TikTok, music has become a popular storytelling theme, multimedia music which amplifies the narratives available through user-generated content has moved to TikTok, where musical forms appear to reflect representations of societies around the world. This “unofficial” music, which has been featured in studies on YouTube, Instagram, Twitter, Spotify, and other platforms, took on the hashtag challenge to create a new method of interaction and expression (Vizcaíno & Abidin, 2021).

### **Dependent variable**

#### **Communication**

The usual cognitive issues, such as data processing skills and information representation, will later be exceptional in terms of communication and the development of communicative skills (Bates et., al 1979). Morozov and Kozlov (2019), the modern digital educational environment has a serious impact on the transformation of the entire system of information and communication technologies, causing, at the same time, often not quite adequate change in the Outlook of potential consumers of services using these technologies, which necessitated a close study and study of the problem. Modern digital resources and technologies seriously impact the value system and the entire way of life of people.

## **Language**

Ahmadi and Guillan University (2018) conveyed that dialect could be the capacity of the human being that serves to communicate through a framework of signs called dialect. In addition, it is used to intentionally convey human feelings, thoughts, and desires through different forms, such as typical, spoken, written, and others. Another imperative agent truth specified by Nwaokugha and Danladi (2016) is the specificity of each dialect. Some features such as rhythm, documentation, morphology, and phonetics contrast as much as the contrasts between speakers' articulation.

## **Language learning**

Hart and Risley (1995) contrasted L1 and L2 efforts as L1 is produced naturally and perhaps without any formal instruction by children who are always uncovered to language-rich situations over the course of a long time. On the other hand, L2 depends in most cases on learning encounters in more contracted situations related to the classroom or some other formal setting. In these settings, as far as possible, one of the main objectives is to formally teach children the dialect components that are learned much more casually in their native language.

## **Vocabulary learning**

remarked that vocabulary is generally defined as “all the words known and used by a particular person”. However, knowing words is not as easy as simply being able or recognizing them. A person's vocabulary is the set of words in a language that the person is familiar with. Vocabulary typically develops with age and serves as a helpful and useful resource, a basic tool for communication and knowledge acquisition. Without words, we cannot talk about people, places, things, actions, relationships, and situations. Acquiring a rich vocabulary is therefore one of the greatest challenges in language learning.

Davis (1968), teachers often assume that vocabulary is an important part of comprehensive teaching since the author believed that if students understand the words they choose, they will understand what they are reading. In fact, researchers have a powerful relationship between vocabulary knowledge and reading comprehension; that is, most students who perform well on vocabulary tests also perform well on reading comprehension tests.

Acquiring English vocabulary is a big challenge for English as a second language or for foreign language learners to master English. It is also a big challenge for vulnerable English speakers. due to the increasing use of numerous mobile devices (such as iPads) for educational aims, there are new manners to support vocabulary learning. Mobile devices have great potential to improve vocabulary learning and English learning for English learners (Deng & Training, 2015).

Vocabulary is central to second language learning and teaching because it enables learners to access all forms of oral and written communication, including literature, music, and factual knowledge. Knowledge of words is power, and words serve as the building blocks of learning. Vocabulary building is often done through reading. Therefore, one of the teacher's main duties is to help students acquire vocabulary and provide strategies for learning words (Moeller et al., 2019). Vocabulary could be a fundamental lesson in instruction and learning ways and connecting with other people, as Nunan (1999) indicated that vocabulary could be a set of words that a person knows, which makes a difference to consider words quickly in discussion with others.

Qurbonovna and Ubaydillo (2021) conclude that knowledge of vocabulary is necessary for reading comprehension, it is important that those who work with younger readers help promote their development of a large word and effective vocabulary learning strategies. Teachers should use the vocabulary learning media creatively, becoming more meaningful to attract students to the study (Yuninda, 2020).

Weerasinghe et al. (2022) mentioned that learning vocabulary in a primary or secondary language is enhanced when we encounter words in context. This context may be provided by the location or activity in which we participate. Current learning environments include formal learning, mnemonics, flashcards, and using a dictionary or thesaurus, all of which lead to practice with new words in context. In this work, the author proposed to improve the language learning process by providing users with words and contextual learning tools, with Vocabulary. Vocabulary Visually annotates objects in AR, in the user's environment, with corresponding English (first language).

Vocabulary is an essential component of a language, thus, learning new words is a crucial element of linguistic pedagogy (Schmitt, 2019). Learning the meaning and

usage of a new word in a second or foreign language, however, is challenging as it involves various aspects of knowledge, including, but not limited to the spelling, pronunciation, meaning, part of speech, and typical collocations of the word (Susanto, 2017). Moreover, rather than having all aspects of word knowledge learned instantaneously, vocabulary learning is incremental in nature, with some aspects being acquired before others (Schmitt, 2019). The process of learning vocabulary is often unsatisfactory due to the deterioration of memory over time; therefore, many learners are frustrated with learning new words and are eager for effective approaches to vocabulary learning (Susanto, 2017).

Shokrpour et al. (2019), technology influences human activity in many ways, and education is no exception. Computers, like other technologies, are tied to people's lives and work and play many roles in modern life. In recent years, computer-assisted vocabulary learning has attracted the attention of teachers and researchers and is recognized as one of the important applications of computer-assisted language learning (CALL). This can be seen as a new facilitation tool for vocabulary teaching in an educational context.

Most children acquire verbal vocabulary through parent-child conversations, interaction with peers and siblings, and reading picture books together. Research shows that vocabulary knowledge supports important literacy skills such as letter and sound knowledge, deciphering, and morphological recognition once formal reading instruction is initiated. In the early stages of second language (L2) acquisition, a lack of L2 vocabulary can hinder the development of basic reading comprehension and target language comprehension (Moody et al., 2018).

### **Types of vocabulary**

Dakhi and Fitria (2019) related that descriptions of vocabulary types are important. It helps you better understand how to teach effectively according to context, learning style, learner preferences, and needs. There are two categories, receptive and productive vocabulary.

### **Receptive vocabulary vs. Productive vocabulary**

Receptive vocabulary is defined as the types of vocabulary a reader encounters while reading or listening. These are words that readers and listeners use to understand



a given message. Such vocabulary is strongly associated with receptivity to language skills. In contrast, productive vocabulary refers to a set of words used to generate a message. Her two basic skills of speaking and writing naturally use a productive vocabulary. In short, they are labeled as intended to correspond to the production capabilities of the language (Dakhi & Fitria, 2019).

Dakhi and Fitria quoted that another equally important component of vocabulary type is its contribution to the development of receptive and productive skills. Numerous studies have shown such effects in these areas of language skills, such as oral, reading comprehension, and gap-filling. This indicates that it functions as a predictor of reading comprehension and as evidence of receptivity. It is included. Similar findings also showed that receptive vocabulary is closely related to the closing score of Spanish elementary school children learning English (Jamalipour & Farahani, 2015).

### **Active vocabulary vs. Passive vocabulary**

According to Juraboeva (2023), the vocabulary is divided into two parts according to its usage. Active vocabulary refers to the words you already know, understand, and use in the language. Active vocabulary differs from passive vocabulary by knowing the exact meaning of a word, how to use it in the correct context, and its spelling and pronunciation. Active vocabulary is primarily used in communication and has a narrower range than passive vocabulary. In contrast, passive vocabulary refers to words whose meaning is understood when they appear in writing or orally. Passive vocabulary refers to words that the student understands but does not understand you can use it. They know the meaning and usage of words, that cannot be used productively. Passive vocabulary is what students understand It is used in reading and listening, but not in writing or speaking (Smirnov & Mosiagina, 2020).

### **Vocabulary learning strategies**

Mohamad et al. (2021), vocabulary is an essential tool for learning to listen, speak, read, and write. everyone will do not have enough opportunities to communicate and express their feelings both verbally and written without a complete vocabulary. Gu and Johnson (1996), metacognitive strategies include self-motivation

and selective cognitive strategies. Cognitive strategies include the proficient use of dictionaries, guessing strategies, and note-taking strategies. Coding strategies involve hearing aids (through repetition), and imagery (building mental images when learning new information). Activation strategies include the practical use of newly learned words in different contexts, such as making sentences using newly learned words.

### **Memory strategy**

Mohamad et al. (2021), memory strategy is a new information processing process in the learning process context. Memorization strategies are also known as effective acquisition and learning strategies correct vocabulary. Memory strategy is a simple tool because it is directly and explicitly related to the target language. Using mnemonic strategies in learning in ESL class helps learners mentally process language to understand and retain information. This memory strategy helps learners make connections between information and process the information obtained for better understanding. Newly acquired information can be linked to old information for processing and learners can increase their vocabulary. Moreover, this memorization strategy is also very important in motivating learners to express themselves correctly. Murray (2010) showed that cognitive strategy has the strongest correlation with speaking skills where it is an appropriate strategy to develop their fluency and fluency in language learning.

## **1.2 Objectives**

### **General objectives**

To examine the influence of Transmedia in learning vocabulary in EFL students.

### **Specific objectives**

- To examine the types of transmedia students use to learn vocabulary.
- To analyze the strategies that learners use to improve their learning vocabulary.
- To identify the benefits of Transmedia for English learning vocabulary.

### **Fulfillment of objectives**

To fulfill these objectives students, need to complete a survey related to the research questions that are part of the main aims.

It was needed to introduce to the students Transmedia and familiarize them with its operation, content, and tools. Through the survey, students were able to recognize the different types of transmedia that describe different aspects and stages involved in the method.

The survey made it possible to analyze what strategies students used to improve their vocabulary learning. The main strategies they used were cognitive strategies related to multimedia use or traditional methods.

It was mandatory to present the Transmedia to the students to be accustomed to transmedia to learn new vocabulary. In this way, they were capable to see the benefits it has. While completing the student survey, they identified some benefits that they consider to be the most important.

## **CHAPTER II**

### **METHODOLOGY**

#### **RESOURCES AND MATERIALS**

##### **2.1 Materials**

To develop this research, it was important to utilize technological and human resources. As for human resources, this study included advanced levels of “Pedagogía de los Idiomas Nacionales y Extranjeros” at “Universidad Técnica de Ambato”. During this time, the means of technology used were laptops, smartphones, and Transmedia. Finally, Microsoft Forms was used for data collection, and SPSS (Statistical Package for Social Science) to analyze the data.

##### **Instruments**

This study was developed with a survey that was utilized and applied to 70 learners. Therefore, it has been focused and divided into three sections looking at three key research questions: What are the types of transmedia for vocabulary learning? What sort of strategies do learners use to improve their vocabulary? To what extent does Transmedia benefit vocabulary learning?

The survey [annex 1] included 20 items with a Likert scale and 3 open-ended questions. It has been divided into three parts according to the main aims research questions. The first part was related to the different types of transmedia for vocabulary learning. It had 7 items with an open question. The second part was about the strategies that learners use to improve their vocabulary. It possessed 6 items with one open question. Concerning to the last section, it had 7 items with an open question related to the benefits of transmedia in vocabulary learning. It is important to remark that a

survey is a methodical way to collect data from a sample of individuals to generate quantitative descriptions of the characteristics of the larger population to which an entity belongs. Surveys provide evidence of practices, attitudes, and knowledge, surveys should have clear research questions that will be of interest to the target population. The researcher and the reader must put themselves in the position of the respondent. All the different survey questions must provide reliable results, measure what they are intended to measure (valid), and this unique takes less than 10 minutes to answer. (Story & Tait, 2019). Moreover, the coefficient of Cronbach's Alpha was used to validate the survey [annex 3]. It resulted in 0,821 which means that all instrument questions have an acceptable reliability. Oviedo and Campo-Arias (2005) cronbach's alpha values between 0.70 and 0.90 show good consistency. The determination of Cronbach's alpha is assigned to a one-way scale of three to twenty items, this value must be reported each time the scale is used and can be used as the sole measure of value when it is difficult to verify with a reference standard. The results and data were analyzed using SPSS (Statistical Package for the Social Sciences) software.

## **Population**

In contemplation to conduct the research, a number of 70 university students from the higher levels in Pedagogía de los Idiomas Nacionales y Extranjeros Program at Universidad Técnica de Ambato participated in this study. There were 24 males and 46 females ages ranged (21 to 31 years old). All of them are considered as mestizos and their native language is Spanish. The whole students volunteered to participate in this survey. They were chosen because they are students to become future English educators and they know English and have been practicing it, especially vocabulary learning, every semester at the university. In addition, they have been exposed to a technological environment. They worked with a survey where they found several activities to improve various English skills, including vocabulary learning.

**Table 1**

*Population*

<b>Population</b>	<b>Participants</b>	<b>Percentage</b>
<b>Male</b>	24	34.3%
<b>Female</b>	46	65.7%
<b>Total</b>	70	100%

*Note:* This data was taken from the students surveyed.

**Ethical considerations**

Student consent is required for this descriptive survey. The data obtained as part of the survey is treated with strict confidentiality. Hensen et al. (2021), data protection and ethical issues related to sharing personal data details must be considered; lists should be anonymized to maintain confidentiality, and list owners should inform potential study participants about the study prior to recruitment. When developing a research project, it is possible to consider the ethical principles that guide the researcher, the way participants are recruited, the participant's responsibilities for consent, and the perception of relative vulnerability. of several participants in the ethical governance of research. progress. Finally, volunteers must be protected from excessive attention by researchers.

**Procedure**

To begin with, the researcher created a survey focused on information from the theoretical framework related to Transmedia and Vocabulary Learning and the three research questions. On the other hand, the operationalization of variables was developed with the following dimensions: types of transmedia for learning vocabulary, benefits of transmedia to learn vocabulary, and strategies and activities to learn vocabulary. For the independent variable, Transmedia, it was possible to consider the different types for learning vocabulary. Hence, the types include classical transmedia, gamification, and pedagogy. Furthermore, it was possible to mention the benefits that transmedia has, it is innovative, funnier, and interactive. On the other hand, the independent variable, vocabulary learning, was mainly focused on the strategies that

students use to improve their learning vocabulary: practicing the word with friends, memorizing, looking up the meaning, note-taking, cognitive and metacognitive strategies. All the questions in the questionnaire were obtained from the theoretical framework. After that, the survey was created and applied to 10 students to check the validity (piloting survey). The first questions were multiple-choice and three open-ended questions. Also, it was necessary to socialize the basic information of transmedia. Afterward, all the students proceed to complete the survey and the learners were capable to complete the survey voluntarily without any mishaps.

## **2.2 Methods**

### **Quantitative approach**

The research project focused on quantitative approach because the process will be covered only in the quantitative method because the variables will be observable and measurable. Besides, the quantitative method is characterized above all by the fact that it requires variables to be able to express the research problem. In other words, the data to be analyzed should always be quantifiable, that is, representable in terms of quantity. Aithal and Aithal (2020) questionnaire-based survey methods are strongly utilized in education, business and management, to conduct research to gather quantitative data from students, learners, and clients. Survey questionnaires were used to collect data and quantitative information from respondents, including students, their relatives, in all areas. The results obtained from the survey applied to students will be examined and compared by numbers.

### **Descriptive**

This study applied descriptive research, and the data and results obtained were analyzed and described to determine the accuracy and students' perspective. It was held in a classroom environment where the students could perform naturally. It consisted of collecting data from surveys and explaining the actual information filled out by students according to their own experience and knowledge. Rahi (2017), descriptive research methods refer to the type of research that aims to gather information about the current state of a phenomenon. This type of research aims to create an accurate profile of a situation, person, or event. In contrast, descriptive

studies have found that they seek to observe and document phenomena that occur for which the cause cannot be determined as an objective value (Polit & Beck, 2014).

### **Research questions**

- What are the types of transmedia for vocabulary?
- What sort of strategies do learners use to improve their vocabulary?
- To what extent does Transmedia benefit vocabulary learning?



## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

This chapter includes the results of the data obtained from the survey to answer three research questions:

1. What are the types of transmedia for vocabulary?
2. What sort of strategies do learners use to improve their vocabulary?
3. What are the benefits of transmedia for vocabulary learning?

The following analysis helps to compare the information with similar studies by other authors.

**Table 2**

*What are the types of transmedia for vocabulary learning?*

Item	Mean
When I learn new vocabulary, I prefer to use speaking apps, for example, HelloTalk, internet voices notes or Whatsapp voice notes.	3.01
I prefer to use video games when I learn new vocabulary, for example, Pc games, mobile games, PlayStation and others.	2.96
When I learn new vocabulary, I prefer to use reading resources, for example, eBooks, blogs, and online readings.	2.74
When I learn new vocabulary in English, I use different types of classical transmedia, for example, comics, novels, radio, and tv.	2.27
I prefer to use listening resources, for example, podcasts, music, and audiobooks, when I learn new vocabulary.	2.21
When I learn vocabulary, I prefer to use visual platforms, for example, mind maps, flashcards, Kahoot, etc.	2.14
I use the technological media platforms that I like the best, for example, YouTube, the internet, blogs, and movies, when I learn new vocabulary.	1.87

*Note:* The means were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

### **Analysis and interpretation**

Research question number one: *What are the types of transmedia for vocabulary learning?* The results showed that the survey's respondents consider the different types of transmedia for vocabulary learning that stand out the most are the use of speaking apps, such as voice notes, and WhatsApp voice notes when they learn new vocabulary with a mean of 3.01. This aspect allows the students to use speaking apps when they want to learn a new vocabulary word. Moreover, students think that the use of games is useful when they are learning vocabulary, such as Pc games, mobile games, and games in general with a mean of 2.96. On the other hand, another part of the students utilizes different reading resources to learn new vocabulary when they are using online readings, E-books, or blogs with a mean of 2.74. Nevertheless, a minor part of the students prefers to use visual platforms. For example, mind maps, flashcards, Kahoot! when they are acquiring new vocabulary with a mean of 2.14. All things considered, the use of technology that they like the best according to their preference such as YouTube, movies, and the internet is the low mean with 1.87.

All in all, a major part of students prefers to use voice notes, WhatsApp voice notes, games, and mobile games among others, to practice their learning vocabulary. Although, they do not use technological platforms, for example, YouTube, blogs, and movies which means that they use other ways to learn. Therefore, they do not use digital platforms to learn new vocabulary since they are not into English learning in general.

**Table 3**

*What sort of strategies do learners use to improve their vocabulary?*

<b>Item</b>	<b>Mean</b>
<b>When I learn a new word, I practice the new word with friends and classmates.</b>	<b>2.47</b>
<b>When I learn vocabulary, I memorize new words I find.</b>	<b>2.36</b>
<b>When I learn a new vocabulary word, I find the word in a dictionary.</b>	<b>2.26</b>

<b>When I learn new vocabulary, I use different resources, for example, and write the new vocabulary in a notebook, I write the new vocabulary on my phone.</b>	<b>2.24</b>
<b>When I learn a new word, I imagine it in my mind to learn it better.</b>	<b>2.21</b>
<b>I feel motivated when I learn new vocabulary.</b>	<b>1.80</b>

*Note:* The means were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

### **Analysis and interpretation**

Research question number 2: *What sort of strategies do learners use to improve their vocabulary?* The results showed that when the students utilize strategies to improve their vocabulary, they would rather practice the new vocabulary word with people around them for example, friends or classmates with a mean of 2.47, therefore, they prefer to have company with themselves. A part of some students think that memorizing words is a good strategy to learn them when they find them with a mean of 2.36. Hence, memorization is still common in learning vocabulary. Likewise, when the students find a new word that they do not know or do not understand, they look up the meaning in a dictionary with a mean of 2.26. Additionally, the use of different resources, for example, writing down the new words they find or writing the words on the phone meanwhile students acquire vocabulary with a mean of 2.24. In contrast, when students are learning new vocabulary, they sometimes are motivated with a mean of 1.80. It indicates that they are not too motivated at the moment of learning new vocabulary.

In a nutshell, students prefer to work collaboratively, with friends, and classmates. Subsequently, they utilize traditional and old-fashioned methods, for example memorization, and looking up the meaning in the dictionary or note-taking. Nevertheless, they opt for cognitive strategies, they do not opt for metacognitive strategies which are useful and important as well. Finally, they do not feel motivated enough to learn vocabulary, which is they are constantly using the same old-fashioned techniques.

**Table 4***To what extent does Transmedia benefit to transmedia for vocabulary learning?*

Item	Mean
<b>I practice my vocabulary better by playing different games at home. For example, mobile games, PC games.</b>	<b>2.39</b>
<b>I practice my vocabulary better by repeating new words many times by using multimedia apps.</b>	<b>2.11</b>
<b>I think that working with multiple platforms motivates me to learn more vocabulary.</b>	<b>2.03</b>
<b>I practice my vocabulary better by using listening platforms in the classroom. For example, listening to podcasts on YouTube or Spotify.</b>	<b>1.89</b>
<b>I practice my vocabulary better by using multiple platforms at home. For example, watching series, anime, and movies on Netflix, HBO Max, and Amazon Prime.</b>	<b>1.87</b>
<b>I would like that my teachers use games in the classroom to improve my vocabulary.</b>	<b>1.77</b>
<b>I would like that my teachers use multiple platforms to improve my vocabulary learning.</b>	<b>1.70</b>

*Note:* The means were obtained from the following scales: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

Research question number three: *What are the benefits of transmedia for vocabulary learning?* According to the results, when students use Transmedia, they have the opportunity to practice their vocabulary by playing different games at home. For example, mobile games, and PC games with a mean of 2.39. Nonetheless, they would not like in a major part to use games in the classroom to improve their vocabulary learning with a mean of 1.77. Furthermore, Transmedia helps learners improve their learning vocabulary by using multimedia apps with a mean of 2.11, which they consider to be truly useful. Thus, they sometimes consider that working with different platforms will be motivating when they learn new vocabulary with a mean of 2.03. However, they rarely practice their vocabulary by using different platforms at home. For instance, watching series, anime, and movies on Netflix, HBO Max, and Amazon Prime with a mean of 1.87. Additionally, they sometimes practice

their vocabulary, by using listening platforms in the classroom such as listening to podcasts, YouTube, or Spotify with a mean of 1.89.

All things considered, they stated that the main benefit of transmedia is that they are able to learn vocabulary by playing games, mobile games at home. However, they are not into learning vocabulary by listening to podcasts, Spotify or by visual aids, watching movies or series. To conclude, the students do not use multiple platforms to learn or study vocabulary, they would rather use it for entertainment or for fun. Since they are not a culture that is into learning or enjoys studying.

**Table 5**

*Open-ended questions*

<b>Question 1</b>	<b>Answer</b>	<b>Total</b>
<b>What kind of transmedia do you use to learn vocabulary?</b>	<b>Social media (Tik Tok, Instagram, Facebook)</b>	<b>45</b>
	<b>YouTube</b>	<b>13</b>
	<b>Shorts, Reels</b>	<b>5</b>
	<b>Series</b>	<b>3</b>
	<b>Games</b>	<b>2</b>
	Others	2
	Total	70
<b>Question 2</b>	<b>Answer</b>	<b>Total</b>
<b>What sort of strategies do you use to improve your vocabulary?</b>	<b>Note-taking</b>	<b>38</b>
	<b>Playing word games</b>	<b>10</b>
	<b>Memorization</b>	<b>6</b>
	Look up the meaning	5
	<b>Deduce it from the context</b>	<b>3</b>
	Repetition	3
	<b>Flashcards</b>	<b>3</b>
Others	2	
Total	70	
<b>Question 3</b>	<b>Answer</b>	<b>Total</b>
	<b>Interactive</b>	<b>29</b>

<b>What sort of benefits do you consider that using multiple platforms have in learning vocabulary?</b>	<b>Innovative</b>	<b>16</b>
	<b>Funnier</b>	<b>10</b>
	<b>Useful</b>	<b>7</b>
	<b>Others (Real expressions, Look for different accents on the internet)</b>	<b>5</b>
	<b>Dynamic</b>	<b>1</b>
	<b>Motivation</b>	<b>1</b>
	<b>Not common</b>	<b>1</b>
	<b>Total</b>	<b>70</b>

*Note:* Qualitative results were obtained from the open-ended questions.

### **Analysis and interpretation**

Table 4 shows the results of the open-ended questions used to support the research question:

The first open-ended question is, *what kind of transmedia do you use to learn vocabulary?* The main transmedia application that a major part of the students (45) prefer to use when they are learning vocabulary is social media. For example, Tik Tok, Instagram, or Facebook. These three free applications are famous for being one of the biggest social media currently and a lot of content creators use it to teach many things including vocabulary videos or posts. On the other hand, another important application that 13 students use is YouTube. It is merely focused on content creation where you can find a lot of information, including videos of any type o direction of learning. Furthermore, Shorts and Reels are commonly known in current days and consist of short videos, 5 students go for this option which is innovative. In contrast, a minor part of students (3) use series when they are learning vocabulary despite the fact, they use them when they want to not be stressed or they want to be relaxed. Additionally, a small part of the students (2) use games when they are learning vocabulary. A major part of the students opts for using social media to learn new vocabulary. However, they do not opt too much for YouTube which is a classic platform to learn much information including vocabulary. On the other hand, they utilize shorts and reels which is an innovative manner to learn currently. Finally, they do not watch series to learn due to the reason that they prefer to have fun or do not enjoy learning.

Regarding the second open-ended question, *what sort of strategies do you use to improve your vocabulary?* According to the results, 38 interviewees mentioned that the main strategy that they utilize is note-taking. It is normal that learners write down notes when they are learning a new word. On the other hand, 10 students established that playing word games is a good strategy to improve their vocabulary learning. Therefore, they lean towards a game strategy. Moreover, 6 different students would rather use memorization the moment they are enhancing their vocabulary. Since it is a classic manner to learn new vocabulary. Nevertheless, a minor part of students (3) prefers to use flashcards when they are learning vocabulary which is a characteristic way to learn new words. Finally, a small part of students (3) would rather deduce the meaning from the context. This indicates that they do not use any strategy only a deduction method. All things considered, they utilize traditional methods and strategies to learn new vocabulary such as note-taking and memorization. On the one hand, they like playing word games and game strategies which is innovative and creative. On the other hand, a minor part of the students goes for flashcards or deduce meaning from context. To conclude, they do not go for metacognitive strategies only cognitive strategies.

The third open-ended, *what sort of benefits do you consider that using multiple platforms have in learning vocabulary?* Students perceived many benefits of transmedia. An enormous number of students (29) mentioned that using transmedia is an interactive manner to learn vocabulary and established that is the main benefit of learning vocabulary. On the other hand, 16 students stated that is an innovative way to learn new vocabulary words. Moreover, 10 students mentioned that learning is a funnier manner since the multiple platforms offer different ways of learning vocabulary. Therefore, 7 students found it useful to learn since the use of different platforms is recommendable to learn vocabulary. Nonetheless, a minor part of students considered that is dynamic (1) motivational (1) and it is not common (1). Finally, 5 students established, that they could find real expressions, and look for different accents on the internet. All in all, transmedia has many benefits to learn in the current days due to the reason is innovative, interactive, and groundbreaking. In addition,

using transmedia is funnier and the students enjoy using it. Finally, a minor part of students established that is motivational, dynamic, and it is not common.

## **Discussion**

To determine the importance of vocabulary learning through Transmedia, this can be explained with questions such as:

Question 1: *What are the types of transmedia for vocabulary learning?* It can be shown from the results that many of the students prefer to use speaking apps, a major part of the students observed that they utilize voice notes which is an innovative tool to practice speaking and learning vocabulary. In this regard, Abdi and Makiabadi (2019) stated that mastering a second language (L2), especially English, is critical to meeting today's educational and business challenges by specializing in the best industries of the century and finding high-paying jobs. Many apps (Duolingo, Memrise, Magoosh, Mosalingua, WhatsApp Voice Notes, Internet Voice Notes, etc.) are developed in the field of English learning, focusing on speaking, acquisition, word learning, or basic language skills.

On the one hand, one of the most types of transmedia to learn vocabulary that stood out the most in the students is the use of games that are useful when they are learning vocabulary. Also, the results showed that when they learn new vocabulary, they prefer to use reading resources, due to the fact that they found it easier to find new words. In this vein, Angelino (2020) stated that gamification and transmedia have in common is that both help enrich specific experiences and engage consumers and students alike. These concepts are based on motivational theories, including self-determination theory, learning skills, and vocabulary. According to Jenkins (2003), transmedia technology is a complex system that combines many different languages (digital and non-digital, verbal, and non-verbal) and formats (comics, books, e-books, etc.), and therefore integration is required. Modern media formats are guaranteed by digital technology to enhance learning (vocabulary, speaking, reading).



Question 2: *What sort of strategies do learners use to improve their vocabulary?* Previous results have shown that the main strategies that learners use are the practice of the new word with friends and classmates, they would rather work collaboratively in the learning process which is an effective manner to work properly and without being alone. Nunan (2006) indicated that vocabulary can be a fundamental lesson in teaching and learning methods and connecting with others, indicating that vocabulary can be a set of words that a person knows, which makes a difference especially to review words quickly when discussing with others. Meanwhile, the previous results students often use different strategies to learn new vocabulary, they would rather use traditional methods. They sometimes utilize the memorization method which consists of learning a new word by memorizing them. Moreover, another strategy that they use is finding the word in a dictionary, this is the classic way to learn new words when they do not know, they look up the meaning of that unknown word. Furthermore, a part of students go for using different resources when they do not know something. They write down the new vocabulary in their notebooks or on the phone which is an innovative manner to then look up the meaning or look for some examples. Likewise, Mohamad et al. (2021) mentioned that is a novel information processing in the context of learning. Memorization strategies are also known as effective strategies for acquiring and learning vocabulary correctly. Memory strategy is a simple tool because it is directly and explicitly related to the target language. Furthermore, Gu and Johnson (1996) stated that cognitive strategies include the effective use of dictionaries, guessing strategies, and note-taking strategies which are enormously helpful at the time of learning even though teachers do not look for new strategies including metacognitive.

Question 3: *To what extent does Transmedia benefit of transmedia for vocabulary learning?* According to the results, it can be demonstrated from the results that the main benefit they can practice their vocabulary better by playing different games at home. Angelino (2020) stated that what gamification and multimedia have in common is to enrich a certain experience and engage consumers. This focuses on self-determination theory and emphasizes that individuals are internally and externally motivated to achieve a certain goal. Nevertheless, the students do not find it useful or

a main benefit of working with multiple platforms. Therefore, they do not feel enough motivated to learn more vocabulary. Subsequently, they would not like that their teachers use games in the classroom to improve their vocabulary, since they do not use them on a regular basis. Nonetheless, Pence (2011) mentioned that media pedagogy uses technology, including games and interactive activities, in an integrated way that allows learners and content to flow seamlessly across media platforms. This engages students in their own learning and includes determining which media platforms are best suited to meet the learners' needs/learning styles; developing learning outside of school and in the community; engaging learners allowing for proper learning.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After comparing and analyzing the results related to the survey, it is possible to state the following conclusions:

The different types of transmedia that most students like to use are voice notes, WhatsApp voice notes, games, and mobile games among others to practice their vocabulary learning. Abdi and Makiabadi (2019) mentioned that many apps (Duolingo, Memrise, Magoosh, Mosalingua, WhatsApp Voice Notes, Internet Voice Notes, etc.) are developed in the field of English learning, focusing on oral expression, acquisition, word learning or language skills which are really useful. Even though they do not use many technology platforms, such as YouTube, blogs, and movies, that means they use other learning mediums according to their preference. In addition, they do not like whatsoever visual aids despite we were through a pandemic and all the resources were visual. Therefore, they do not use digital platforms to learn new vocabulary due to the fact they live in a society where it is not common to be accustomed to learning and, in this case, to learning vocabulary.

The main strategies the students utilize on a regular basis to enhance their vocabulary learning are working collaboratively with friends and classmates. They also use traditional and outdated methods, such as memorization, looking up meanings in a dictionary, or taking notes. Nunan (2006) pointed out that vocabulary can be a fundamental lesson in teaching and learning methods and connecting with others, stating that vocabulary can be a set of words that a person knows, which creates differences, especially to review words quickly when conversing with others. As a result, they choose cognitive strategies, they do not choose metacognitive strategies that are as helpful and important as cognitive. In the end, they do not feel motivated

enough to learn vocabulary, which is a huge problem because they do not look for new manners to learn that is why they are constantly using outdated techniques and utilizing the same strategies over and so forth.

The benefits and advantages of Transmedia are based on the following pillars. It encourages learning vocabulary by playing games, mobile games, and Pc games at home. Angelino (2020) stated that gamification and multimedia have in common enriching a certain experience and engaging consumers. This focuses on self-determination theory and emphasizes that individuals are internally and externally motivated to achieve a certain goal. Furthermore, Transmedia helps learners improve their learning vocabulary by using multimedia apps that they consider to be truly useful. However, they are not used to learning vocabulary by listening to podcasts, Spotify, or through visual media which was the main visual aid to learn during the pandemic or watching movies or series. In a nutshell, students do not use much of the platform to learn or study vocabulary, instead, they use it for fun, to procrastinate, or to get rid of stress. Since they are not a culture that likes to learn or loves to learn, they do not utilize the different media either to learn or take advantage of it.

## **4.2 Recommendations**

It is recommended the use of transmedia to enhance students' learning vocabulary. Students have a lot of different types of transmedia in which they can develop their vocabulary learning skills. Nonetheless, they do not use it on a regular basis which is intriguing due to the reason they live in a digital area and technology is constantly evolving. If they do not utilize transmedia in current days, they will use it unconsciously in the future.

It is proposed to encourage teachers to use different vocabulary learning strategies. Classes must have different metacognitive strategies not uniquely cognitive that in some cases are old and traditional strategies to learn vocabulary. English classes

need to incorporate different learning strategies or propose different methods to learn vocabulary since there is always room for improvement. Therefore, students will have many strategies and activities and they will choose which one adapts better to their learning style.

It is recommended to utilize transmedia as far as possible in the different English classes and as a daily routine habit. Since provides a lot of benefits to the learners in their different branches of learning. The main focus or priority is to procrastinate due to the reason students are not using transmedia as an educational tool and taking advantage of it.

## REFERENCES

- Abdi, S., & Makiabadi, H. (2019). Learning English Listening and Speaking through BBC VOA Podcasts: An App Review. *Teaching English with Technology*, 19(2), 101-108. <https://www.cceol.com/search/article-detail?id=778024>
- Ahmadi, D. M. R., & Guilan University, Guilan, Iran. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115–125. <https://doi.org/10.29252/ijree.3.2.115>
- Aithal, A., & Aithal, P. S. (2020). Development and validation of survey questionnaire & experimental data—a systematical review-based statistical approach. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 233-251. <https://dx.doi.org/10.2139/ssrn.3724105>
- Allbon, E. (2019). Changing mindsets: encouraging law teachers to think beyond text. *J. Open Access L.*, 7, 1. [https://heinonline.org/hol-cgi-bin/get\\_pdf.cgi?handle=hein.journals/jopacc7&section=7](https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/jopacc7&section=7)
- Angelino, F. J. D. A. (2020). Exploring university students' engagement in learning through gamification, transmedia and virtual reality. <https://repositorio.iscte-iul.pt/handle/10071/20498>
- Arkhangelsky, A., & Novikova, A. (2021). A transmedia turn in educational strategies: Storytelling in teaching literature to school students. *Voprosy Obrazovaniya/Educational Studies Moscow*, 2 (eng), 49–63. <https://cyberleninka.ru/article/n/a-transmedia-turn-in-educational-strategies-storytelling-in-teaching-literature-to-school-students>
- Armstrong, G., Adam, S., Denize, S., & Kotler, P. (2014). *Principles of marketing*. Pearson. <https://rb.gy/4rnmo>
- Baoill, A. Ó. (2008). Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. New York: New York university press. 336 pp. \$29.95

- (hardbound). *Social Science Computer Review*, 26(2), 252–254.  
<https://doi.org/10.1177/0894439307306088>
- Bates, E. (2014). *The Emergence of symbols: Cognition and Communication in Infancy*. Academic Press. <https://rb.gy/27572>
- Bourgeon-Renault, D., Derbaix, M., Jarrier, E., & Petr, C. (2016). Transmédia experience and narrative transportation. *Arts, Cultural and Creative Industries Symposium. (International Marketing Trends Conference)*.  
<https://hal.science/hal-02139818/>
- Chatterjee, I., & Chakraborty, P. (2021). Use of information communication technology by medical educators amid COVID-19 pandemic and beyond. *Journal of Educational Technology Systems*, 49(3), 310–324.  
<https://doi.org/10.1177/0047239520966996>
- Cheong, H. J., & Morrison, M. A. (2008). Consumers' reliance on product information and recommendations found in UGC. *Journal of Interactive Advertising*, 8(2), 38–49. <https://doi.org/10.1080/15252019.2008.10722141>
- Coombs, T. (2019). Transmedia storytelling: a potentially vital resource for CSR communication. *Corporate Communications An International Journal*, 24(2), 351–367. <https://doi.org/10.1108/ccij-11-2017-0114>
- Dakhi, S., & Fitria, T. N. (2019). The principles and the teaching of English vocabulary: A review. *JET (Journal of English Teaching)*, 5(1), 15.  
<https://doi.org/10.33541/jet.v5i1.956>
- Davis, F. B. (1968). Research in comprehension in reading. *Reading research quarterly*, 3(4), 499. <https://doi.org/10.2307/747153>
- Deng, Q., & Trainin, G. (2015). *Learning vocabulary with apps: From theory to practice*. <https://digitalcommons.unl.edu/nebeducator/29/>

- Feng, Y., & Webb, S. (2020). Learning vocabulary through reading, listening, and viewing: Which mode of input is most effective? *Studies in Second Language Acquisition*, 42(3), 499–523. <https://doi.org/10.1017/s0272263119000494>
- Fleming, L. (2013). Expanding learning opportunities with transmedia practices: “inanimate Alice” as an exemplar. *The Journal of Media Literacy Education*, 5(2), 370–377. <http://files.eric.ed.gov/fulltext/EJ1043444.pdf>
- Freire, M. M. (2020). Transmedia storytelling: From convergence to transliteracy. *Delta. Documentação de Estudos Em Lingüística Teórica e Aplicada*, 36(3), 2020360309. <https://doi.org/10.1590/1678-460x2020360309>
- Gambarato, R. (2013). Transmedia project design: Theoretical and analytical considerations. *Baltic Screen Media Review*, 1(1), 80–100. <https://doi.org/10.1515/bsmr-2015-0006>
- Ghalebi, R., Sadighi, F., & Bagheri, M. S. (2020). Vocabulary learning strategies: A comparative study of EFL learners. *Cogent Psychology*, 7(1), 1824306. <https://doi.org/10.1080/23311908.2020.1824306>
- González-Martínez, J., Esteban-Guitart, M., Rostan-Sanchez, C., Serrat-Sellabona, E., & Estebanell-Minguell, M. (2019). What’s up with transmedia and education? A literature review. *Digital Education Review*, 36, 207–222. <https://doi.org/10.1344/der.2019.36.207-222>
- Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, 46(4), 643–679. <https://doi.org/10.1111/j.1467-1770.1996.tb01355.x>
- Hao, T., Wang, Z., & Ardasheva, Y. (2021). Technology-assisted vocabulary learning for EFL learners: A meta-analysis. *Journal of Research on Educational Effectiveness*, 14(3), 645–667. <https://rb.gy/owz6y>
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children* (Vol. 268). Turtleback Books. <https://rb.gy/ezo93>



- Havrilova, L., Oriekhova, V., Beskorsa, O., Churikova-Kushnir, O., & Sofronii, Z. (2021). A survey analysis of art teachers' use of Transmedia Technology. *Multidisciplinary Journal for Education Social and Technological Sciences*, 8(1), 58. <https://doi.org/10.4995/muse.2021.14875>
- Hensen, B., Mackworth-Young, C. R. S., Simwinga, M., Abdelmagid, N., Banda, J., Mavodza, C., Doyle, A. M., Bonell, C., & Weiss, H. A. (2021). Remote data collection for public health research in a COVID-19 era: ethical implications, challenges and opportunities. *Health Policy and Planning*, 36(3), 360–368. <https://doi.org/10.1093/heapol/czaa158>
- Jamalipour, S., & Farahani, A. A. K. (2015). The effect of vocabulary knowledge and background knowledge on Iranian EFL learners' L2 reading comprehension. *Journal of Applied Linguistics and Language Research*, 2(2), 107–121. <http://jallr.com/index.php/JALLR/article/view/36>
- Javanshir, R., Carroll, B., & Millard, D. (2020). Structural patterns for transmedia storytelling. *PloS One*, 15(1), e0225910. <https://doi.org/10.1371/journal.pone.0225910>
- Jenkins, H. (2003, January 15). Transmedia storytelling. Moving characters from books to films to video games can make them stronger and more compelling. *Technology Review*. Retrieved December 10, 2008, from <http://www.technologyreview.com/biotech/13052/>
- Jenkins, H. (2007, marzo 21). *Transmedia storytelling 101 — pop junctions*. Henry Jenkins. [http://henryjenkins.org/2007/03/transmedia\\_storytelling\\_101.html](http://henryjenkins.org/2007/03/transmedia_storytelling_101.html)
- Juraboeva, N. (2023). The importance of vocabulary in language learning. *Ta'lim fidoyilari*, 13–02(1), 9–12. <https://cyberleninka.ru/article/n/the-importance-of-vocabulary-in-language-learning>
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, 53(1), 59–68. <https://doi.org/10.1016/j.bushor.2009.09.003>

- Kinder, M. (1991). *Playing with power in movies, television, and video games: From Muppet babies to Teenage Mutant Ninja Turtles*. University of California Press.
- Learning English Listening and Speaking through BBC VOA podcasts: An app review. (2019). *Teaching English with Technology*, 19(2), 101–108. <https://www.cceol.com/search/article-detail?id=778024>
- Masanet, M.-J., Guerrero-Pico, M., & Establés, M.-J. (2019). From digital native to digital apprentice. A case study of the transmedia skills and informal learning strategies of adolescents in Spain. *Learning, Media and Technology*, 44(4), 400–413. <https://doi.org/10.1080/17439884.2019.1641513>
- McCarthy, E., Tiu, M., & Li, L. (2018). Learning math with curious George and the odd squad: Transmedia in the classroom. *Technology Knowledge and Learning*, 23(2), 223–246. <https://doi.org/10.1007/s10758-018-9361-4>
- Moeller, A. K., Ketsman, O., & Masmaliyeva, L. (2009). *The essentials of vocabulary teaching: From theory to practice*. <https://rb.gy/clhbf>
- Mohamad, N. Z., Hashim, Z., Parjan, H. W., Shukor, S. N. E. A., Rajagopal, K., & Hashim, H. (2021). Students' perception of using memory strategies training for vocabulary development. *International Journal of Academic Research in Business and Social Sciences*, 11(7). <https://doi.org/10.6007/ijarbss/v11-i7/10062>
- Moody, S., Hu, X., Kuo, L.-J., Jouhar, M., Xu, Z., & Lee, S. (2018). Vocabulary instruction: A critical analysis of theories, research, and practice. *Education Sciences*, 8(4), 180. <https://doi.org/10.3390/educsci8040180>
- Morozov, A. V., & Kozlov, O. A. (2019). *Information and communication technologies in modern digital educational environment*. Ceur-ws.org. Recuperado el 26 de junio de 2023, de <https://ceur-ws.org/Vol-2562/paper-27.pdf>

- Mumtaz, S. (2000). Factors affecting teachers' use of information and communications technology: a review of the literature. *Journal of Information Technology for Teacher Education*, 9(3), 319–342. <https://rb.gy/yifeq>
- Murray, B. (2010). Students' language learning strategy use and achievement in the Korean as a foreign language classroom. *Foreign Language Annals*, 43(4), 624–634. <https://doi.org/10.1111/j.1944-9720.2010.01105.x>
- Nunan, D. (1999). *Second language teaching & learning* (2a ed.). Heinle. <https://eric.ed.gov/?id=ED441344>
- Nwaokugha, D. O., & Danladi, S. A. (2016). Language and communication: Effective tools for educational supervision and inspection in Nigeria. *Mediterranean Journal of Social Sciences*, 7(3), 420. <https://rb.gy/jbhcs>
- Oviedo, H. C., & Campo-Arias, A. (2005). Aproximación al uso del coeficiente alfa de Cronbach. *Revista colombiana de psiquiatría*, 34(4), 572-580. [http://www.scielo.org.co/scielo.php?pid=s0034-74502005000400009&script=sci\\_arttext](http://www.scielo.org.co/scielo.php?pid=s0034-74502005000400009&script=sci_arttext)
- Pavlič', B. (1987). UNESCO and Media education. *Education Media International*, 24(1), 32-37. <https://rb.gy/911x0>
- Palioura, M., & Dimoulas, C. (2022). Digital storytelling in education: A transmedia integration approach for the non-developers. *Education Sciences*, 12(8), 559. <https://doi.org/10.3390/educsci12080559>
- Pence, H. E. (2011). Teaching with transmedia. *Journal of Educational Technology Systems*, 40(2), 131-140. <https://journals.sagepub.com/doi/pdf/10.2190/ET.40.2.d>
- Polit, D. F., & Beck, C. T. (2014). Essentials of nursing research. Appraising evidence for nursing practice, 8. <https://rb.gy/7hr9s>

- Qurbonovna, I. M., & Ubaydillo o'g'li, N. B. (2021). Effective Strategies of Learning Vocabulary. *Eurasian Journal of Learning and Academic Teaching*, 1(1), 1-3. <https://geniusjournals.org/index.php/ejlat/article/view/9>
- Rahi, S. (2017). Research design and methods: A systematic review of research paradigms, sampling issues and instruments development. *International Journal of Economics & Management Sciences*, 6(2), 1-5. <https://pdfs.semanticscholar.org/d957/e1a07a961a572ce70f7d5845cb423ac8f0be.pdf>
- Schmitt, N. (2019). Understanding vocabulary acquisition, instruction, and assessment: A research agenda. *Language Teaching*, 52(02), 261–274. <https://doi.org/10.1017/s0261444819000053>
- Scolari, C. A. (2009). Transmedia storytelling: Implicit consumers, narrative worlds, and branding in contemporary media production. *International Journal of Communication*. <http://dspace.uvic.cat/handle/10854/2867>
- Setiawan, M. R., & Wiedarti, P. (2020). The effectiveness of Quizlet application towards students' motivation in learning vocabulary. *Studies in English Language and Education*, 7(1), 83–95. <https://rb.gy/f524q>
- Shokrpour, N., Mirshekari, Z., & Moslehi, S. (2019). Learning vocabulary electronically: Does computer assisted language learning (CALL) instruction have any impacts on iranian efl learners? *Cogent Education*, 6(1), 1702827. <https://doi.org/10.1080/2331186x.2019.1702827>
- Story, D. A., & Tait, A. R. (2019). Survey research. *Anesthesiology*, 130(2), 192–202. <https://doi.org/10.1097/ALN.0000000000002436>
- Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra*, 1(2), 182-191. <http://ejournal.lldikti10.id/index.php/kata/article/view/2136>

- Taddeo, G., & Tirocchi, S. (2021). Transmedia teens: the creative transmedia skills of Italian students. *Information, Communication and Society*, 24(2), 241–257. <https://doi.org/10.1080/1369118x.2019.1645193>
- Trusov, M., Bucklin, R. E., & Pauwels, K. (2007). *Estimating the dynamic effects of online word-of-mouth on member growth of a social network site*. Psu.edu. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=b5d0d9480f0cbb938a2f5b2cdefa0d324e8caa41>
- Vizcaíno-Verdú, A., & Abidin, C. (2021). Cross-cultural storytelling approaches in TikTok’s music challenges. *AoIR Selected Papers of Internet Research*. <https://doi.org/10.5210/spir.v2021i0.12260>
- Vizcaíno-Verdú, A., Aguaded, I., & Contreras-Pulido, P. (2021). Understanding transmedia music on YouTube through Disney storytelling. *Sustainability*, 13(7), 3667. <https://doi.org/10.3390/su13073667>
- Weerasinghe, M., Biener, V., Grubert, J., Quigley, A., Toniolo, A., Pucihar, K. C., & Kljun, M. (2022). VocabulARy: Learning vocabulary in AR supported by keyword visualisations. *IEEE Transactions on Visualization and Computer Graphics*, 28(11), 3748–3758. <https://doi.org/10.1109/TVCG.2022.3203116>

# ANNEXES

## Annex 1

### Survey

**Types of transmedia for vocabulary learning. (Tipos de transmedia para aprender vocabulario)** ✕ ⋮

For the following statements, select one of the options. (Para los siguientes ítems, seleccione una de las opciones).

5. Always (Siempre)
4. Often (A menudo)
3. Sometimes (A veces)
2. Rarely (Rara vez)
1. Never (Nunca)

⋮

1. When I learn new vocabulary in English, I use different types of classical transmedia, for example, comics, novels, radio, and tv. [Cuando aprendo vocabulario nuevo en inglés, utilizo distintos tipos de transmedia clásicos, por ejemplo, cómics, novelas, radio y televisión]. \*

5. Always (Siempre)


4. Often (A menudo)

3. Sometimes (A veces)

2. Rarely (Rara vez)

1. Never (Nunca)

2. I use the technological media platforms that I like the best, for example, youtube, the internet, blogs, and movies, when I learn new vocabulary. [Utilizo las plataformas tecnológicas que más me gustan (por ejemplo, youtube, internet, blogs y películas) cuando aprendo vocabulario nuevo]. \*



3. When I learn vocabulary, I prefer to use visual platforms, for example, mind maps, flashcards, Kahoot, etc. [Cuando aprendo vocabulario, prefiero utilizar plataformas visuales, por ejemplo, mapas mentales, flashcards, Kahoot, Quizlet, etc]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

4. I prefer to use listening resources, for example, podcasts, music, and audiobooks, when I learn new vocabulary. [Prefiero utilizar recursos auditivos , por ejemplo, podcasts, música y audiolibros, cuando aprendo vocabulario nuevo]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

5. When I learn new vocabulary, I prefer to use reading resources, for example, eBooks, blogs, and online readings. [Cuando aprendo vocabulario nuevo, prefiero utilizar recursos de lectura, por ejemplo, libros electrónicos, blogs y lecturas en línea]. \*



6. When I learn new vocabulary, I prefer to use speaking apps, for example, HelloTalk, internet voices notes or whatsapp voice notes . [Cuando aprendo vocabulario nuevo, prefiero utilizar aplicaciones para hablar, por ejemplo, HelloTalk, notas de voz en internet o notas de voz de Whatsapp]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

7. I prefer to use video games when I learn new vocabulary, for example, Pc games, mobile games, PlayStation and others. [Prefiero utilizar videojuegos cuando aprendo vocabulario nuevo, por ejemplo, juegos de Pc, juegos de móvil, PlayStation y otros]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

What kind of transmedia do you use to learn vocabulary? For example, Tik Tok, Instagram, Facebook. Twitch, reels, shorts (YouTube), videogames, [¿Qué tipo de transmedia utiliza usted para aprender vocabulario? Por ejemplo, Tik Tok, Instagram, Facebook. Twitch, reels, cortos (YouTube). videojuegos]. \*





**What sort of strategies do learners use to improve their vocabulary?**



For the following statements, select one of the options. (Para los siguientes items, seleccione una de las opciones)

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

1. When I learn a new vocabulary word, I find the word in a dictionary. [Cuando aprendo una palabra nueva, la busco en el diccionario]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

2. I feel motivated when I learn new vocabulary. [Me siento motivado cuando aprendo vocabulario nuevo]. \*



3. When I learn new vocabulary, I use different resources, for example, and write the new vocabulary in a notebook, I write the new vocabulary on my phone. [Cuando aprendo vocabulario nuevo, utilizo diferentes recursos, por ejemplo, escribo el vocabulario nuevo en un cuaderno, escribo el vocabulario nuevo en mi teléfono]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

4. When I learn vocabulary, I memorize new words I find. [Cuando aprendo vocabulario, memorizo las palabras nuevas que encuentro]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

5. When I learn a new word, I imagine it in my mind to learn it better. [Cuando aprendo una palabra nueva, la imagino en mi mente para aprenderla mejor]. \*

6. When I learn a new word, I practice the new word with friends and classmates. [ Cuando aprendo una palabra nueva, la practico con amigos y compañeros]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

What sort of strategies do you use to improve your vocabulary? For example, writing notes, playing word games, finding the word's meaning, note-taking, and memorization. [¿Qué tipo de estrategias utiliza usted para mejorar su vocabulario? Por ejemplo, escribir notas, jugar a juegos de palabras, buscar el significado de la palabra, tomar apuntes y memorizar]. \*



### Benefits of transmedia for vocabulary learning



For the following statements, select one of the options. (Para los siguientes ítems, seleccione una de las opciones)

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

1. I think that working with multiple platforms motivates me to learn more vocabulary. [Creo que trabajar con varias plataformas me motiva a aprender más vocabulario]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

2. I would like that my teachers use multiple platforms to improve my vocabulary learning. [Me gustaría que mis profesores utilizaran múltiples plataformas para mejorar mi aprendizaje de vocabulario]. \*



3. I would like that my teachers use games in the classroom to improve my vocabulary. [Me gustaría que mis profesores utilizaran juegos en clase para mejorar mi vocabulario]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

4. I practice my vocabulary better by using digital platforms in the classroom. For example, listening to podcasts on YouTube or Spotify. [Practico mejor mi vocabulario utilizando plataformas digitales en el aula. Por ejemplo, escuchando podcasts en YouTube o Spotify]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

5. I practice my vocabulary better by using multiple platforms at home. For example, watching series, anime, and movies on Netflix, HBO Max, and Amazon Prime. [Practico mejor mi vocabulario utilizando múltiples plataformas en casa. Por ejemplo (viendo series, anime y películas en Netflix, HBO Max y Amazon Prime)]. \*



6. I practice my vocabulary better by playing different games. For example, mobile games, PC games at home. [Practico mejor mi vocabulario jugando a diferentes juegos en casa. Por ejemplo, juegos de móvil, juegos de PC]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

7. I practice my vocabulary better by repeating new words many times by using multimedia apps. [Practico mejor mi vocabulario repitiendo muchas veces las palabras nuevas usando aplicaciones multimedia]. \*

- 5. Always (Siempre)
- 4. Often (A menudo)
- 3. Sometimes (A veces)
- 2. Rarely (Rara vez)
- 1. Never (Nunca)

What sort of benefits do you consider that using multiple platforms have in learning vocabulary? For example, it is funnier, it is interactive, it is innovative, it is not common, and it is useful, etc. [¿Qué tipo de ventajas considera usted que tiene el uso de múltiples plataformas en el aprendizaje de vocabulario? Por ejemplo, es más divertido, es interactivo, es innovador, no es habitual y es útil, etc.]. \*



## Annex 2

### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

#### CARTA DE COMPROMISO

Ambato, 04 de Abril 2023

Doctor  
Marcelo Nuñez  
Presidente  
Unidad de titulación  
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, 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: " TRANSMEDIA AND VOCABULARY LEARNING" propuesto por el/la estudiante Erik Xavier Guapisaca Quinatoa, portador/a de la Cédula de Ciudadanía, 180407632-9 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas 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.



Lcda. Sarah Jacqueline Iza Pazmiño, Mg.  
Coordinadora de la Carrera  
0501741060  
0984060528  
sj.iza@uta.edu.ec

## ANNEX 3

### Cronbach's alfa validation

#### Reliability Statistics

Cronbach's Alpha	N of Items
.821	20

*Note:* Reliability statistics with Cronbach's Alfa of the 20 questions with Likert scale

### Survey

Survey available upon request

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.861	20

#### Item Statistics

	Mean	Std. Deviation	N
When I learn new vocabulary in English, I use different types of classical transmedia, for example, comics, novels, radio, and tv.	2.27	1.048	70
I use the technological media platforms that I like the best, for example, youtube, the internet, blogs, and movies, when I learn new vocabulary.	1.87	.900	70
When I learn vocabulary, I prefer to use visual platforms, for example, mind maps, flashcards, Kahoot, etc.	2.14	.905	70
I prefer to use listening resources, for example, podcasts, music, and audiobooks, when I learn new vocabulary.	2.21	.931	70
When I learn new vocabulary, I prefer to use reading resources, for example, eBooks, blogs, and online readings.	2.74	.973	70

When I learn new vocabulary, I prefer to use speaking apps, for example, HelloTalk, internet voices notes or whatsapp voice notes .	3.01	1.056	70
I prefer to use video games when I learn new vocabulary, for example, Pc games, mobile games, PlayStation and others.	2.96	1.324	70
When I learn a new vocabulary word, I find the word in a dictionary.	2.26	1.086	70
I feel motivated when I learn new vocabulary.	1.80	.894	70
When I learn new vocabulary, I use different resources, for example, and write the new vocabulary in a notebook, I write the new vocabulary on my phone.	2.24	.939	70
When I learn vocabulary, I memorize new words I find.	2.37	1.038	70
When I learn a new word, I imagine it in my mind to learn it better.	2.21	1.153	70
When I learn a new word, I practice the new word with friends and classmates.	2.47	.974	70
I think that working with multiple platforms motivates me to learn more vocabulary..	2.03	1.021	70



I would like that my teachers use multiple platforms to improve my vocabulary learning.	1.70	.890	70
I would like that my teachers use games in the classroom to improve my vocabulary.	1.77	1.092	70
I practice my vocabulary better by using digital platforms in the classroom. For example, listening to podcasts on YouTube or Spotify.	1.89	.986	70
I practice my vocabulary better by using multiple platforms at home. For example, watching series, anime, and movies on Netflix, HBO Max, and Amazon Prime.	1.87	1.020	70
I practice my vocabulary better by playing different games. For example, mobile games, PC games.	2.39	1.300	70
I practice my vocabulary better by repeating new words many times.	2.11	1.001	70

## ANNEX 4

### Urkund report



#### Document Information

---

<b>Analyzed document</b>	GuapisacaErikThesis.pdf (D171134743)
<b>Submitted</b>	6/22/2023 3:31:00 PM
<b>Submitted by</b>	
<b>Submitter email</b>	eguapisaca6329@uta.edu.ec
<b>Similarity</b>	0%
<b>Analysis address</b>	manuelxsulcag.uta@analysis.orkund.com

#### Sources included in the report

---

## Annex 5

### Operationalization



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**  
**FICHA DE VALIDACION DE LOS INSTRUMENTOS DE RECOLECCION DE INFORMACION**



UNIDAD DE INTEGRACION CURRICULAR

OPERACIONALIZACIÓN DE VARIABLES

Table 1 – Variable System

VARIABLES	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENT	ITEM
<b>INDEPENDENT</b> <b>Transmedia</b>  Transmedia is the use of multiple mediums and different communication platforms, with some consumers and learners playing an active role in the expansion process.	types of transmedia	<ul style="list-style-type: none"> <li>• Speaking apps</li> <li>• Gamification</li> <li>• Reading resources</li> <li>• Classical transmedia</li> <li>• Listening resources</li> <li>• Visual platforms</li> <li>• Media platforms</li> </ul>	survey	Instrument Structured Questionnaire	1
		2			
		3			
		4			
		5			
		6			
		7			
<b>DEPENDENT</b> <b>Vocabulary learning</b>  Learning English vocabulary is a basic and very important part of language learning. Learning new vocabulary is more than just understanding what the words mean. To truly learn new English words, you need to understand them and be able to use them correctly when speaking and writing.	Benefits	<ul style="list-style-type: none"> <li>• Play games at home</li> <li>• Repeat words</li> <li>• Multiple platforms</li> <li>• Listening platforms</li> <li>• Watch series</li> <li>• Teachers games</li> <li>• Use of multiple platforms vocabulary</li> </ul>	Survey	Instrument Structured Questionnaire	14
		15			
		16			
		17			
		18			
		19			
	20				
	vocabulary learning strategies	<ul style="list-style-type: none"> <li>• Work collaboratively</li> <li>• Memorization</li> <li>• Look up the meaning</li> <li>• Note-taking</li> <li>• Imagination</li> <li>• Motivation</li> </ul>	Survey	Instrument Structured Questionnaire	8
		9			
		10			
		11			
		12			
		13			

Note: Operationalization of variables about transmedia and vocabulary learning