Chapter One

Introduction

1.0 Background

Vocabulary learning plays an important role in English language learning as a foreign. Unfortunately, vocabulary is neglected in many English classes. Learners don't remember adequate vocabulary for communication; just they focused on mastering grammatical rules or pronunciation. It is a pity because working with words can be enjoyable and satisfying for learners.

In fact, when learners are at schools, English is teaching and learning mostly in reading and doing grammar exercises. Moreover, when learners continue their study at universities, teachers think that their duty is presenting new words effectively in class, and students themselves must find out the best strategy to organize vocabulary at situation language of the study. In English classes, teachers give students a list of vocabulary from a text or a reading with definitions, parts of speech, synonyms, antonyms, collocation and enhancing learners' vocabulary competence. O'Mallay@Chamat et al (1990) think that strategies are the tools for active -self-directed involvement needed for developing l2communicative ability.

The role of the classroom practitioners is to gain, practice, develop and enhance the use of vocabulary learning strategies as communicative competence .

1.1 Statement of the Problem

This study is to investigate the role of vocabulary learning strategies, developing and enhancing under graduate students in using vocabulary language learning communicative competence. If a fluent speaker of English language competence is considered, s/he has to know chunks of vocabulary learning. Teachers of English language in the universities are conscious that the majority of their students are weak in vocabulary language learning competence. So that vocabulary weakness among our students has several reasons; among these reasons that the learners use English most times if not always in the classroom only as school subject. So, some attended private education classes to enrich and develop their language use. Classroom practitioner auditory perception problem which makes it difficult in using vocabulary. They do not have a good understanding of the structure of language including parts of speech and word parts, prefixes, suffixes and word roots.

Students cannot develop themselves alone; they should coordinate with their teachers in order to achieve the desired results. in this study the researcher is going to shed light on vocabulary learning strategies such as memory strategies , word class analysis(Affixations), word list , and semantic mapping strategies .on the other hand , the study will

investigate whether the students have an interest in using these strategies by themselves or not

1.2 Rationale of the Study

No doubt vocabulary learning in English language learning is one of important areas in higher education field nowadays. This field needs a great deal of emphasis. Due to this topic, this study is aimed to some useful strategies in using vocabulary learning in enhancing undergraduate student's communicative competence which could help undergraduate students in leaning vocabulary to develop English language competence and have satisfactory vocabulary Learning. As well as to discover the problem that face under graduate students in using learning vocabulary competence and performance and to investigate some strategies to help under graduate students have large vocabulary learning strategies communicative competence.

1.3 Objectives of the Study

(1) This study aims to highlight the importance of vocabulary learning strategies in developing communicative competences.

(2) It is an attempt to find the problematic faces that areas the students in vocabulary learning strategies to provide solutions.

(3) It is an attempt to expose learners to different learning strategies in promoting communicative competences.

1.4 Questions of the Study

This study is set out to answer the following questions:

(1) To what extent do undergraduate students use English dictionary as vocabulary learning strategies to develop their communicative competence?

(2) To what extent do undergraduate students use autonomous learning as vocabulary learning strategies to develop their communicative competence?

(3) To what extent do undergraduate students use affixation as vocabulary learning strategies to develop their communicative competence?

1.5 Hypotheses of the Study

This study is set out to investigate the following hypotheses:

(1) Undergraduate students use English dictionary as vocabulary learning strategies to develop their communicative competence properly.

(2) Undergraduate students use autonomous learning as vocabulary learning strategies to develop their communicative competence effectively.

(3) Undergraduate students use affixation as vocabulary learning strategies to develop their communicative competence appropriately.

1.6 Significance of the Study

This study will be of significance for teachers and learners in terms of vocabulary learning as well as it is intended to

highlight significance of vocabulary learning strategies. It is a great relief for undergraduate students in using vocabulary learning communicative competence because it provides the learners with many advantages such as, learner's motivation, creation and innovation. Once learner's competence become in vocabulary learning is being promoted therefore, they have acquired a life-long learning skills and a habit of independent thinking and self-competence.

1.7 Methodology of the Study

The researcher has used descriptive analytical, quantitative and qualitative methods as well as a questionnaire and test as tools in the collection of data relevant to this study. The researcher has designed a questionnaire for teachers to identify their views in vocabulary learning strategies in enhancing students' communicative competences, as well as a test to identify the problems encountered first year students in Sudan University of Science &Technology-college of education.

1.8 Limitation of the Study

The study will be limited to Sudan University of Science and Technology - College of Education- first year students of English language (2014-2015)

1.9 summary of the chapter

In this chapter a detailed description of the theoretical framework has been provided with some focus on the

research problem and the study related to the one of objective the importance of vocabulary learning strategies in developing learning and encourage to solution problematic by using English dictionary .in the next chapter some relevant literature will be critically reviewed. the third chapter the methodology of research by used two tools and chapter four was derived an analytical description was given to data collected through a questionnaire see appendix(B) and test see appendix(A). the final chapter five the study layout the recommended that Undergraduate students should be trained on how the can acquire vocabulary and the One of the suggestions of the study much needed research on the importance of vocabulary learning strategies and the students interactions ,which can determine effectiveness of use in E FL.

Chapter Two

Literature Review and Previous Studies

Introduction 2.0

This part deals with the area ,which is related to the reflection of what has been introduced by writer's theoretical framework. It includes the following literature review ,theoretical background and review of related the previous studies.

Part One: Theoretical Background 2.1

Different pedagogical strategies have varying degrees of success. Students' academic performance may be influenced positively by their active engagement in the classroom (Emerson & Taylor, 2004; Johnson, 2005). In developing countries like Nigeria, teacher-talk, and the persistence of triadic initiation-response-feedback (IRF) mode of discourse dominate classroom instructional process (Oluwole, 2008; Onukaogu, 2001). In traditional classrooms, students engage in recitation of scripts, minimal interaction, and less

involvement in productive thinking. Interaction between the students, the learning materials, other students, and the teacher are significant to learning outcomes (Singh & Mohammed, 2012; Smith, Hardman & Higgins, 2006).

Second language (L2) learning requires that learners take ownership of learning activities through interaction, active participation and the use of the target language in a more authentic context (Lantolf, 1994; Tabber & deKoeijer, 2010). Despite English being the medium of instruction in Nigerian schools, many students are academic underachievers because of their low level of communicative skills in English caused by teachers' reliance on the lecture method (Adesemowo, 2005; Oluwole, 2008). The traditional "chalk and talk" method which involves the teacher talking to students and writing notes on the chalkboard results in rote learning, learners' low level of retention, and passive learning. Onukaogu (2001) remarked that the traditional method of teaching provided learners fewer opportunities to participate actively in class; hence learners are less confident to express themselves.

Interaction is a key element to successful instructional process. According to Singh and Mohammed (2012), knowledge is best constructed when learners involve in negotiation of meaning. In the recent time, most educational theories as exemplified in Figure 1 emphasize social learning

and learner-centered learning in knowledge construction. Studies have shown that classroom interaction promotes improved learning outcomes, and critical thinking (Chou, 2003; Kay &Lesage, 2009), and captures students' attention and interest (Sims, 2003). Individual learning styles influences interaction and participation in the classroom (DeBourgh, 2008). There are active learners (learn by doing), sensing learners (learn by discussing possibilities and relationships), visual learners (learn when they see things), and the sequential learners who gain understanding in linear steps (Felder & Spurlin, 2005). The multimedia learning principle of Mayer (2001) proposes that auditory information is less contributory to effective learning than when text is combined with visual images. Therefore, the multidimensional nature of an interactive and a communicative classroom suits learners of different learning

:styles, such as

Social Learning

Constructivism relies on the learner selecting and transforming information and making decisions to construct

meaning

Whole-class teaching brings the entire class together, focuses their attention and provides structured, teacher-

.focused group interaction

Active learning learners actively engage in the learning process through reading, writing, discussion, analysis, synthesis and evaluation, rather than passively absorbing

(instruction (e.g., lecture model of instruction

The three learning theories emphasize the importance of student's active participation in the instructional process (Beeland, 2002; Singh & Mohammed, 2012). Students would be motivated to learn when they are actively engaged in learning activities than they would have when they are passive in the classroom. Ensuring interactivity in the

.(traditional classroom is challenging (DeBourgh, 2008

In the last two decades, one of the most influencing developments in language learning is the introduction of digital technology. The introduction of interactive teaching approaches into schools has had an increasing impact on the way teacher teach, and the process students learn (Facer, Sutherland, & Furlong, 2003). Communicative approach (CA) is directed towards enhancing classroom interaction and learners' participation in communication during the instructional process (Menking, 2002; Qinghong, 2009). CA is a classroom strategy that involves pairing and grouping of learners to enhance negotiation of meaning, development of confidence by engaging in tasks and activities that are fluency-based. The role of a CA teacher is more of a facilitator of learners' task performance because learners do

more of the talking than in the traditional classroom. With CA, activities and tasks set up by the teacher include real life situations which involve games, role-playing, simulations and problem-solving.

Some strategies employed to promote learners' active engagement in a second language (L2) classroom have been criticized. For example, the use of flash cards and students' thumbs to signify responses have been criticized to lack the privacy that builds students' confidence in the class (Caldwell, 2007). Moreover, communication between interlocutors is either distorted or interrupted due to low bandwidth and unreliable Internet network when Mobile phones, MP3 players and Smartphone's are used for the learning process (Huffman, 2011). However, one technology, which facilitates students' active engagement during the instructional process, is clickers (Lantz, 2010; Lea, 2008; Wu &GAO, 2011).

Clickers are devices similar to the TV remote control used by the audience to respond to questions on a TV programme known as "1 vs. 100". Clickers provide students the opportunity to answer questions anonymously in class (Caldwell, 2007; Kelly, 2007; Lantz, 2010). Clickers' handsets transmit students' responses to the teacher's questions unto the receiver which is attached to the Universal Serial Bus (USB) port of the teacher's computer. The device provides

immediate feedback as the distribution of students' responses in the form of a bar graph is displayed on a projection screen (Johnson & Lillis, 2010). Clickers' questions may be in the form of true/false or yes/no answers, multiple-

.choice responses, or short answers

One of the prominent advocates of clickers' use in teaching and learning is Eric Mazur; who employed the technology for peer-instruction in physics education. Eric Mazur's peer instruction involves the short presentation of key points, presentation of a Concept Test (short conceptual questions on subject being discussed), allowing students to formulate answers, and providing students the opportunity to discuss their answers with peers (Fies & Marshall, 2006; Mazur, 1996; Simelane & Skhosana, 2012). The essence of concept test is to prompt students' interaction and critical thinking, as well as assess their understanding of concepts based on peers' views. Previous research report that clickers do not only wake students from lethargy periodically to answer questions, but trigger learners' critical thinking and active engagement (Fies &Marshall, 2006; Mintzes & Leonard, 2006). Pedagogical use of clickers encourages self-directed learning (Carnevale, 2005; Duncan, 2006) and sustains students' attention (Hoffman & Godwin, 2006). Furthermore, clickers have been reported to provide Spanish language learners opportunities for more interactive activities, active engagement, retention and improved learning outcomes

(Fritz, n.d; Pennestri, n.d). Recent research supports the effectiveness of clickers among French learners, as a tool that provides immediate feedback and promotes students' interaction and critical thinking.

2.2 Active Learning Theory

This study was based on the active learning theory. Active learning theory has been well discussed in education, especially with respect to the adoption and integration of technology in the classroom (Hoffman & Godwin, 2006). Active learning is a subfield of machine learning which occurs when a learning algorithm is given access to a pool of unlabelled examples and is also allowed to request the label of specific examples from the pool. By this, the function that perfectly predicts the label of new examples is learned as much as possible in the process of few labels. On the contrary, with passive learning, requested examples are chosen randomly (Hanneke, 2009).

Active learning is anything course-related that all students in a class session are called to do other than simply watching, listening and taking notes. It keeps students awake and provides the opportunity for high-level of learning and retention unlike what happens in the traditional lecture classroom. Authentic communication in the classroom is a basic element of active learning (Felder & Brent, 2009). The

theory of active learning can be linked with the quote of the Confucius “I hear, and I forget, I see, and I remember, I do, and I understand” (Braxton, Jones, Hirschy & Hartley, 2008; Nguyen & Trimarchi, 2010). Unlike in the traditional classroom, active learners use more opportunities to decide about aspects of the learning process; they move beyond mere acquisition of information to getting engaged in higher order thinking tasks of analysis, synthesis and evaluation. In this study, the interventions were introduced to stimulate a two-way interaction in the classroom. Rather than being involved in memorization and regurgitation of sentences, the intervention groups were involved in the development of their speaking skills by talking about what they learned by using the target language during discussions.

2.3 Second Language Acquisition

Acquiring a second language, involves different areas such as motivation, learners’ needs, learning environment, learning strategies and language awareness. It is becoming increasingly difficult to ignore second language learning strategies. In any event, learning strategies are, defined by Chamot and Kupper (1989) as “techniques which students use to comprehend, store, and remember information and skills” (p.9).

However, learning strategies have been used for thousands of years as Oxford (1990) mentioned that mnemonic or memory tools used in ancient times to facilitate narrators remember their lines. Studies on language learning strategies started in the mid-1960. Subsequently, the past twenty years have seen increasingly rapid advances in the field of second language learning strategies (Wenden and Rubin, 1987; O'Malley and Chamot, 1990 and Oxford, 1990). Nevertheless, Oxford (2003) defined language learning strategies as “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations”(p.8).

While particular strategies are used by second language learners for the acquisition of new words in the second language are called ‘vocabulary learning strategies’ (Gu, 1994). Whereas, language learning strategies (LLSs) are sub category of general learning strategies and vocabulary learning strategies (VLSs) are consider as a part of language learning strategies (Nation, 2001).

The research to date has tended to focus on vocabulary learning strategies rather than language learning strategies. Several studies have produced taxonomies of vocabulary learning strategies (Schmitt and Schmitt 1993; Schmitt, www.ccsenet.org/elt English Language Teaching Vol. 4, No. 2;

Nation, 2001; Fan, 2003; and Gu, 2003). First, Schmitt ;1997 and Schmitt (1993) divided learning vocabulary in to remembering a word and learning a new word. Secondly, GU (2003) classified second language (L2) vocabulary learning strategies as cognitive, met cognitive, memory and activation strategies. Thirdly, Schmitt (1997) improved vocabulary learning strategies based on Oxford (1990) into determination (not seeking another person's expertise) strategies, social (seeking another person's expertise) and though the remembering category comprises social, memorization, cognitive and met cognitive strategies. Finally, Fan (2003) who refined Gu (2003)'s classification, categorized vocabulary learning strategies into a "primary category" which contains dictionary strategies and guessing strategies as well as, "remembering category" which integrates repetition, association, grouping, analysis and .known words strategies

(**Vocabulary Learning Strategy (VLSs 2.4**

Vocabulary learning strategies (VLSs) are steps taken by the language learners to acquire new English words. There are a wide range of different vocabulary learning strategies as

demonstrated by the classifications of vocabulary learning strategies are proposed by different researchers (Stoffer, 1995; Nation, 2001; and Gu, 2003). In addition, there is a wide-ranging inventory of vocabulary learning strategies developed by Schmitt in 1997. While a variety of definitions of the vocabulary learning strategies have been suggested, this study has applied the definition that is suggested by Schmitt (1997) who saw it as two main groups of strategies:

1) Discovery strategies: Strategies that are used by learners to discover learning of words.

2) Consolidation strategies: a word is consolidated once it has been encountered.

He categorized vocabulary learning strategies into five sub-categories:

1) Determination strategies: they are individual learning strategies (Schmitt, 1997).

2) Social strategies: they are learners learn new words through interaction with others (Schmitt, 1997).

3) Memory strategies: they are strategies, whereby learners link their learning of new words to mental processing by

associating their existing or background knowledge with the new words (Schmitt, 1997).

4. Cognitive strategies: they are strategies that do not engage learners in mental processing but is more mechanical means (Schmitt, 1997) and

5. Met cognitive strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress (Schmitt, 1997).

After viewing these different classifications the prudent study used Schmitt's taxonomy as a basis of the study. It was developed based on Oxford (2003)'s classification of language learning strategies. The classification of strategies perhaps is before the most wide-ranging in vocabulary learning strategies usage. Although, Schmitt's five major strategies maintained their application in an ESL/EFL environment due to the fact that he established his taxonomy using Japanese L2 learners. Similarly, the present study has used Malaysian second language learners' samples of study. The use of VLSs counts on a number of factors such as proficiency, motivation, and culture (Schmitt, 2000). This is because culture and environment can influence their preference for exacting learning strategies (Schmitt, 2000).

However, far too little attention has been paid to vocabulary learning strategies used by ESL undergraduate students in University Putra Malaysia (UPM). The purpose of this study was to determine what type of vocabulary learning strategies used by ESL students.

2.5 Cognitive Theory

The cognitive orientation describes second language learning as a complex cognitive skill which, similar to other such skills, engages cognitive systems (such as perception, and information processing) to overcome limitations in human mental capacity which may inhibit performance (Ellis 2000, as cited by Višnja, 2008). One of the important concepts of cognitive theory which influence the vocabulary learning strategies is learning strategies. This study is conducted to examine the vocabulary learning strategies which provide understandings of what vocabulary learning strategies are all about.

2.6 Classifications of Language Learning Strategies

There are many and various classifications of language learning strategies. O'Malley et al. (1985) declared the use of 24 strategies employed by learners of English as a second language in the United States. They divided these strategies into three main categories: “Metacognitive”, “Cognitive”,

and “Socio-affective” strategies. In fact, there is another accepted classification as suggested by (Oxford, 1990). She distinguished between the direct and indirect strategies. She added that direct strategies contain “Memory”, “Cognitive”, and “Compensation” strategies while indirect strategies include “Met cognitive”, “Affective”, and ‘Social” strategies. Each of these is divided into a number of subscales. Oxford (1990) distinguished several aspects of learning strategies; 1) Relate to communicative competence, 2) Let learners become self-directed, 3) Increase the role of teachers, 4) Are problem-oriented, 5) Special behaviors by the learners, 6) Include many aspects of the learners as well as the cognitive approach, 7) Support learning both directly and indirectly, 8) Are not always observable, 9) Are teachable, 10) Are flexible,

.and 11) May be influenced by a variety of factors

Oxford and Crook all (1989) described language learning strategies as “learning techniques, actions, learning to learn, problem-solving, or learning skills” (p.37). They come to an end that no matter what learning strategies are called, strategies can make learning more efficient and effective and the strategies used by learners could lead towards more proficiency or competence in a second language. Oxford classified an extensive category of language learning strategies under two super ordinate categories as the Direct and Indirect strategies. Figure 1 presents Oxford (1990)’s classification. With regards the direct strategies (which are

more directly associated with the learning and the use of the target language in making good judgment that they require the mental processing of the language), these are the Memory strategies which “[...] store and retrieve new information”; Cognitive strategies which “[...] enable learners to understand and produce new language by many different means”, ranging from repeating to analyzing expressions to summarizing and Compensation strategies which “[...] allow learners to use the language despite their often large gaps in knowledge” (Oxford,1990, p. 37). As for the Indirect strategies (which help the learning process internally, i.e. which support and manage language learning without directly involving the target language), there are the met cognitive strategies which “allow learners to control their own cognition”; Affective strategies which “help to regulate emotions, motivations, and attitudes”; and Social strategies “help students learn through interaction with others” (Oxford 1990, p. 135). However, Schmitt (1997) classified vocabulary

.learning strategies based on Oxford’s taxonomy

Inter-relationships between VSL and LLS 2.7

Language learning strategies' form a sub class of 'learning' strategies' in general whereas 'vocabulary learning strategies' constitute a sub class of language learning strategies. There are researchers (Oxford and Scarcellat,

1994 and Schmitt, 1997) who have acknowledged that in addressing vocabulary learning strategies, one should not lose sight of its correlation with language learning strategies.

A considerable number of researchers (Wenden and Rubin 1987; O'Malley and Chamot, 1990; Oxford, 1990 and Schmitt, 1997) asserted that VLS form a sub-class of framework for language learning strategies and for this reason are applicable to a wide variety of language learning (LL) tasks, sighting from the more remote ones, such as vocabulary, pronunciation and grammar to integrative tasks such as reading comprehension and oral communication. A few studies which include a study by Schmitt (1997) have manifested that LLS are not inherently ‘good’ for various factors, for example the contexts in which the strategies are used, frequency of use, the combination with other strategies, language portability , background knowledge, the texts, target language, LL proficiency level, and language characteristics.

The importance and popularity of vocabulary learning strategies in the group of language learning strategies in terms of their actual use is reflected by the fact that the vast majority of language learning strategies listed in taxonomies such as in Oxford (1990)’s, are either vocabulary learning strategies (all strategies in the memory category), or can be used for vocabulary learning tasks. In spite of this, research

into language learning strategies has tended to neglect vocabulary learning strategies, preferring to focus on language learning as a whole. However, one of the most significant current discussions in language learning strategies which is related to the present study is vocabulary learning strategies which will be explained in following section.

In learning any language, vocabulary is the center focal point of acquisition. As put forward by McCarthy (1992) “without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way (p.50)". Vocabulary has been gradually recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning.

Nation (2000) describes ‘learning burden’ of a word as the amount of effort that a learner puts in learning the word.

According to him, “different words have different learning burdens for learners with different backgrounds and each of the aspects of what it means to know a word can contribute to its learning burden” (p. 23). Thus, in the case of learning the vocabulary in second language, students need to be educated with vocabulary learning strategies. They are mostly persuaded to use basic vocabulary learning strategies (Schmitt, 2000). However, teachers may help to

decrease students' learning burdens by providing some organized vocabulary learning strategies for them.

This research was investigated the application of vocabulary learning strategies by undergraduate ESL students (sophomore) who are studying teaching English as a second language at UPM. Thus, with a small sample size and the nature of the study (qualitative study) caution must be applied, as the results of this research might not be transferable to other ESL students in the University Putra Malaysia (UPM).

The present study attempts to explore the use of vocabulary learning strategies (VLSs) experiences in process by undergraduate ESL students in University Putra Malaysia. This study aims to answer the following question; "What are the vocabularies learning strategies actively employed by undergraduate ESL students in learning the English language?" Research on learning strategies has been inspired by two closely interwoven disciplines: cognitive psychology and second language acquisition. As Wenden (1991) states, "Research on learner strategies in the domain of second language learning may be viewed as a part of the general area of research on mental processes and structures that constitutes the field of cognitive science" (p. 6). Research into language learning strategies (henceforth LLS) began in the 1960s. A number of scholars studied LLS in

various ways and had their notions on what they mean. For example, Cook (2001); Cohen (1998); Conti and Kolody (1998); Stern (1975); Oxford (1990); O'Malley andChamot (1990); Chamot and O'Malley (1987); Ellis (1985); Politzer and McGroarty (1985); Wenden (1982); Cohenand Aphek (1981); Tarone (1980); Naiman, Frohlich, Bialystok (1978); Wong-Fillmore (1976) and others studied strategies used by language learners during the process of foreign language learning.

Above all, Oxford (1990) comprehensively defines "Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, and more self - directed, more effective, and more transferable to new situations (p. 8). With the emergence of the concept of language LLS, scholars have attempted to link these strategies with language learning skills believing that each strategy enhances learning of vocabulary, pronunciation, etc. in this regard, O'Malley et al. (1990) claims that most LLS are used for completion vocabulary learning tasks.

Schmitt's (1997) definition of VLS reflects Rubin's (1987) understanding of learning as Rubin (1987) views learning "The process by which information is obtained, stored, retrieved, and used" (p. 29). According to Schmitt (1997), "Vocabulary learning strategies could be any action which affects this rather broadly-defined process" (p.203).

Similarly, Cameron (2001) defines VLS as “actions that learners take to help themselves understand and remember vocabulary” (p. 92). Nation (2001) states that vocabulary learning strategies are part of general language learning strategies. Thus, it can be claimed that vocabulary learning strategies can contribute successfully to vocabulary learning has been problematic for most learners. Accordingly, vocabulary acquisition has currently received attention in second language pedagogy and research. Butit is still a contentious issue how learners acquire vocabulary effectively and efficiently or how it can best be taught. However, vocabulary is generally given little emphasis in the university curriculum in Asian countries (Fan, 2003). The situation is the same in Turkey and North Cyprus. Generally, the emphasis on English teaching in universities in Asian countries is on the four language skills.

Congruently, inadequate vocabulary instruction and practice may notlead to obtaining adequate vocabulary and this in turn also leads them to lose interest in learning English language. Although there are many factors that make students successful or unsuccessful in language learning, using or not using appropriate VLS might be one among them. In addition, Şener (2009) confirms that “vocabulary is central to language and of critical importance to the typical language learner” (Zimmerman 1998, p. 5). Although it has always been an indispensable part of language teaching and

learning, it is said that vocabulary teaching has not been responsive to problems in the area and teachers have not fully recognized the great communicative advantage in developing an extensive vocabulary.

2.8 Vocabulary Learning Theories

Calls for helping learners improve the way they go about learning vocabulary have been made on a number of grounds. Stockmen (1997, p. 225) argues for helping learners learn how to acquire vocabulary on their own, noting that it is “not possible for students to learn all the vocabulary they need in the classroom”. Cunnings worth (1995, p. 38) regards helping learners develop their own VLS as “a powerful approach”, which can be based on sensitization to the systems of vocabulary, encouragement of sound dictionary skills and reflection on effective learning techniques. Second language acquisition depends crucially on the development of a strong vocabulary. In the second language acquisition sub-discipline known as second language vocabulary acquisition, researchers have focused their attention on the need for second language learners to optimize their vocabulary knowledge (Singleton, 1999; Schmitt, 2000). VLS are a part of LLS which are receiving more attention since the late 1970s and their investigation has advanced our understanding of the processes learners use to develop their skills in a second or foreign language.

Nation (2001) has taken this conscious choice factor into account when defining VLS.

Vocabulary knowledge is essential in learning a foreign language. Language learners know the importance of words in a language, but they may or may not be aware of the fact that VLS can help them to learn vocabulary successfully. With the emergence of the concept of LLS, scholars have attempted to link these strategies with language learning skills believing that each strategy enhances learning of vocabulary, pronunciation, etc. Scholars such as O'Malley (1985) and O'Malley et al. (1990) confirm that most LLS are used for vocabulary learning tasks.

For Nation (1990), the most important way to learn vocabulary is to use learners' independent strategies. In Nation's recent publication, vocabulary strategy training is suggested to be part of a vocabulary development program.

According to Schmitt and Schmitt (1995), the best vocabulary teaching plan may be to introduce a variety of VLS to students so that they can decide for themselves on the ones they prefer. This echoes learners' need to develop their VLS knowledge.

2.9 Classification of Vocabulary Learning Strategies

Many language researchers have attempted to develop VLS taxonomies for instance, Schmitt (1997) Decarrico (2001), and Hedge (2000) developed taxonomy of VLS based on the LLS taxonomy created by Oxford (1990); Stoffer (1995); Rubin and Thompson (1994); Cohen (1990). For the research purpose, the present study adoptedKudo'staxonomy of VLS because it is one of the most widely used taxonomy of VLS in

.research studies

Furthermore, it is claimed that Kudo's taxonomy can be standardized for assessment goals, can be utilized to gather responses from language learners easily, is based on the theory of learning strategies as well as on theories of memory, is technologically simple, can be applied to language learners of different educational backgrounds and target languages, is rich and sensitive to the other relevant learning strategies, and allows comparisons with other research studies (Çelik&Toptaş, 2010). Figure 1 presents Kudo's taxonomy of VLS. Kudo's study (1999) was fundamentally based on Schmitt's taxonomy of VLS. As the figure illustrates, Kudo combined memory and cognitive strategies into psycholinguistic strategy, met cognitive and social strategies into met cognitive strategy as a result of exploratory factor analyses and determination strategies

.removed as a result of factor analysis

Kudo adopts Schmitt (1997) explanations of LLS and maintains that memory strategies, traditionally known as mnemonics, are one type of consolidation strategies. They usually involve relating the word to some previous knowledge. For example, using pictures of the meaning of the word instead of definitions or linking it to some second language words already familiar to learner. Besides, using groups of unrelated words or grouping words according to some categories like synonyms or common themes are

.examples of memory strategies

Orthographical or phonological form of a word can be used as a mnemonic strategy. One can study the spelling or pronunciation of a word in order to produce a lasting imprint of the word into memory. Furthermore, using affixes, roots and word classes can prove to be useful in consolidating the

.word meaning

Cognitive strategies are similar to memory strategies and they do not focus on manipulative mental processing, rather on repetition and mechanical means to study vocabulary. The traditional and popular examples of these are written and verbal repetitions. Word lists flash cards, and taking notes, as well as using study aids such as language textbooks are also classified as cognitive strategies. Met cognitive strategies are strategies used by learners to control and assess their learning. Met cognitive strategies

such as reading books, watching movies, and interacting with native speakers enable learners to get maximum exposure to language. Efficient use of time and knowing when to actively study a new word are also useful met

.cognitive strategies

Attempts have been made by a few researchers to find out how learners cope with the difficulties encountered in language learning (Rubin, 1975; Stern, 1975; Naiman et al., 1978; Thompson, 1987; Knight, 1994). These research studies have produced different inventories of learning strategies, but their lists of VLS comprise more or less similar categories divided up in somewhat different ways (Stern, 1983). For instance, Oxford (1990) suggested that using a strategy at a medium level shows the learners are aware of the strategy but they need to be encouraged to use the strategy more in their learning. It can be done by asking the students in class to repeat the new word verbally after the teacher and asking them to continue the use of this strategy

.at home

In addition, researches on VLS in EFL context have been searching since the last decade, both in breadth and in depth. Some of the research studies are experimental in nature focusing on specific VLS whereas others are descriptive studies attempting to describe the VLS of EFL learners, and in particular, that of graduates and

undergraduates. Gu and Johnson (1996) aimed to establish the VLS used by Chinese university learners of English and the relationship between their strategies and outcomes in learning English. The results showed that Chinese university

.learners use a variety of met cognitive vocabulary strategies

Wen and Johnson (1997) investigated the VLS in their study of the relationship between learner variables and English VLS achievement by means of interview and diary. They found out that students are using psycholinguistic strategies (memory and cognitive) and met cognitive strategies very often.Wu and Wang's (1998) study was remarkably comprehensive in investigating VLS used by non-English

.learners

They found that Chinese learners are active strategy users employing a large variety of VLS on both met cognitive and psycholinguistic strategy which partially confirmed Gu and Johnson's (1996) findings. Zhang (2001) attempted to find out the characteristics of vocabulary learning strategies used by the non-English major graduate students and the difference between the stage of "general academic English learning" and "professional English learning". Zhang found that in the stage of "general academic English learning", the graduates use more psycholinguistic and met cognitive strategies and use them more frequently than those in the stage of "professional English learning". Zarafshan (2002)

examined why Iranian EFL learners don't tend to use met cognitive strategies? Upon investigation, Zarafshan found that curriculum design doesn't promote collaborative and social learning. Opportunities for using met cognitive strategies have not been provided in educational institutions. Furthermore, formal approach is communicative approach, but it is not really practiced. Both learners and teachers are interested in traditional approach in which the teacher is the centre of learning. The teacher provides all materials and students only follow the teachers instructions. Thus, there is no room for learning through discussion and applying social strategies. Zarafshan study revealed that more sophisticated strategies including memory and cognitive strategies (psycholinguistic strategy) were most preferred whereas the use of met cognitive and social (met cognitive strategy) were least frequently used. This was congruent with Oxford’s (1990) belief that adult learners tend to use more sophisticated VLS. In addition, the results were comprehended with Schmitt’s findings. strategies such as; learn from word lists and use flashcards were both perceived

.to be less useful and used less by university students

Wu (2005) conducted a study to investigate the VLS used by Taiwanese EFL secondary and university students. A questionnaire which included VLS based on Schmitt's (1997) taxonomy was administered. The VLS were categorized in: met cognitive, social, memory, cognitive and determination

strategy group. The questionnaire was distributed to secondary school students and English major university students. The results revealed that most students used the following discovery strategies: (1) using bilingual dictionaries to find out Chinese translations of English words; (2) guessing from textual context; and (3) asking classmates for the meaning of words. As for consolidating strategies, the following strategies were most popular among the students: (1) studying the sound of a word; and (2) repeating a word's form. According to Wu (2005), traditional methods of rote learning such as memorizing words and grammatical forms

.of the words in word lists still exist in Taiwan

Sarani and Kafipour (2008) stated psycholinguistic strategy is the most frequently used strategy for the purpose of retaining new words while current training setting is communicative approach. They stated that the current communicative university training setting which depends relatively little on the requirement to memorize a lot of materials is not followed and practiced correctly by lecturers

.and students in Iran

Hamzah, Kafipour, Abdullah (2009) conducted a research study entitled "vocabulary Learning strategies of Iranian undergraduate EFL students and its relation to their vocabulary size". They found that Iranian EFL learners are medium users of VLS. However, they discussed that it may

be due to the study skills course, they pass in the first semester of their studies. According to them, this course makes freshmen familiar with different learning techniques and strategies in order to have a better learning. Moreover, it revealed that there was a positive correlation betweenVLS

.and vocabulary size of the students

Şener (2009) investigated the relationship between VLS and vocabulary size of Turkish EFL students. Şener found that Turkish students use more met cognitive strategies efficiently than psycholinguistic strategy though they were often users of strategies. In addition, the study revealed that there is a positive correlation between VLS and vocabulary size of students. The finding was consistent with the research studies of Cohen &Apek(1981); Cohen (1990); and

.(Ellis (1994&1985

Vocabulary Size of the Language Learners 2.10

Vocabulary size refers to the number of words a learner has in mental lexicon. Nation (1990) analyzed one text for young native speakers and another for native speakers at the secondary level, and found that about 87% of the words in the text were all in the most frequent 2,000 headwords (base words) of English. The university words which occur frequently in most kinds of academic texts, technical words and low-frequency words account for the remaining 8%, 3%

and 2% of the text, respectively. Nation also concluded that figures for collections of long texts also supported their findings from short texts. According to Nation (1990), all learners need to know about 2,000 to 3,000 word level in order to function effectively in English.

For instance, it is difficult for learners to read complicated texts unless they know high frequency words. These words occur often in the material read or listened to, and they occur in many different kinds of material on many different topics. Similarly, drawing on the previous studies, Laufer (1997) suggested that the threshold vocabulary size essential for reading comprehension is about 3,000 word level. It was shown that learners below the 3,000-wordvocabulary level did poorly on the reading test regardless of how high their academic ability was. In terms of text coverage, the 3,000 word families were reported to provide coverage of between 90% and 95% of any text.

Furthermore, it is necessary to have good knowledge of at least 5,000 words if someone aims to read advanced, authentic, academic texts (Hirsh & Nation, 1992). In short, these studies suggest a threshold size of around 2,000 high-frequency words for effective basic language use and a vocabulary size of 3,000 to 5,000 words for successful text comprehension. On the other hand, a question emerges that how many words should a learner of English as a second or a

foreign language learn? Many scholars have done research in this respect. Some scholars think that 2,000 key words are the least requirements (Nation, 2005). But if one wants to learn English better, 5,000 words are needed (Schmitt, 2000). Other think 3,000 words are the least requirement, and if one wants to learn English well, 8,000 words are necessary. It is reported that vocabulary size for Japanese high school students is 5,000 words while it is 10,000 words for Japanese university students. It is also reported that the vocabulary size for Russian high School students is 9,000 words while it is 15,000 words for Russian university students. Haze burg states that vocabulary size of Dutch university students is 10,000 word level (Allen, 1983).

This study aimed to survey students' VLS and vocabulary size. It is believed that an awareness of individual differences in learning can make all those people involved in English as a foreign language (henceforth EFL) teaching profession and learning more sensitive to their roles, respectively. Furthermore, it may promote competitive teaching and learning as well as develop students' potential life and assist students to become cognizant of the ways for more effective learning. It may also help students to develop strategies, and ways to become more motivated and autonomous learners. Understanding of students' vocabulary learning strategy use will enable teachers and researchers to

design appropriate materials and activities to help students enhance their lexical competence.

Nowadays, it is undeniable that English has played an increasingly important role as the medium of communication among people from different countries; Thailand is no exception (Somsai & Intaraprasert, 2011). Thus, English skills have become essential for Thai students as it is the global language for the dissemination of academic knowledge and it helps transform the educational experience of countless students (Akkakoson, 2012). Therefore, English is not only a subject studied in the classroom, but also a medium for social and practical use (Foley, 2005).

Thai students generally encounter problems or difficulties learning English, except those who attend international programs where English is used as the medium of instruction. Non-English major students also have less exposure to English than do students majoring in English. Despite a more or less regular use of the English language both inside and outside the classroom settings, they still encounter problems in their learning and they generally see the limitation of vocabulary knowledge as the first problem to overcome. According to Asgari and Mustapha (2011), this may be because vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning.

Additionally, mastering vocabulary is one of the most challenging tasks that any learner faces while acquiring another language (Nyikos and Fan, 2007). Wilkins (1972) stated that without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed. As far as the knowledge of vocabulary is concerned in language teaching and learning, it is a truism that vocabulary learning strategies are necessary. This is according to Soureshjani (2011), words are extremely important in language learning because they are the basic building blocks of language and they are the units of meaning from which the larger structures of language such as sentences, paragraphs, and whole texts are formed. Furthermore, various studies have shown that lexical problems frequently interfere with language learning. That is, language learning can be obstructed when learners lack vocabulary knowledge. Therefore, there is an increased interest in vocabulary as an

.important element of language learning

Over the past few decades, it has been noticed that a number of researchers have shifted their interest from language teaching methods to language learning strategy use. This may be because some learners seem to be successful in language learning regardless of teaching methods (Soureshjani, 2011). Oxford (1990) stated that strategies are important for language learning because they are tools for active, self-directed involvement, which is

essential for developing communicative competence (p.1). Then, it is undeniable that language learning strategies have played a vital role in second language learning, as they may assist learners in mastering the forms and functions required for reception and production of the second language and thus affect achievement (Soureshjani, 2011). If learners know more about effective learning strategies, they may use those strategies in their learning to enhance their effectiveness in language skills.

Thus, students need to be educated about vocabulary learning strategies. Therefore, vocabulary learning strategies have been brought to the language classroom. According to Dóczi (2011), vocabulary learning strategies are significant because the acquisition of vocabulary is a never-ending process and can solve insurmountable difficulties for language learners. It can be said that through the use of vocabulary learning strategies, learners may be able to maximize the effectiveness of their English language learning. On this basis, it is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively. That is to say, it is vital to gain more insights into how Thai learners perceive the use of vocabulary learning strategies to help them learn vocabulary.

2.11 ’A. The Meaning of ‘Knowing a Word

What does „knowing a word“ mean? Does „knowing a word“ mean being able to recognize its written form and its meaning? This definition is insufficient. This is because it refers to only form and meaning, not all the other aspects of vocabulary knowledge. Vocabulary knowledge involves more than just the link between meaning and form; it is multifaceted (Laufer and Goldstein, 2004). This idea is consistent with that of Oxford and Crookall (1990) who indicate that „knowing an L2 word“ involves not just the ability to recognize the word or to match it with its L1 counterpart. Ling (2005) states that words are interwoven in a complex system in which knowledge of various levels of a lexical item is required in order to achieve adequate understanding in listening and reading or produce ideas successfully in speaking and writing.. According to Richards (1976), knowing a lexical item includes knowledge of word frequency, collocation, register, case relations, underlying forms, word association, and semantic structure. Alongside form and meaning, there is a distinction between receptive and productive knowledge that is used by researchers when investigating vocabulary learning (Milton, 2009). Nation (2001) also applies the terms „receptive“ and „productive“ to vocabulary knowledge description covering all the aspects of what is involved in knowing a word. Therefore, we can say that receptive and productive knowledge is another aspect

which is useful in understanding the L2 vocabulary learning process.

2.12 Vocabulary Learning Strategies (VLSs)

Regarding a definition of vocabulary learning strategies, different researchers have defined VLSs differently. For example, Rubin (1987, p. 29) defines lexical strategies as "the process by which information is obtained, stored, retrieved, and used." Takač (2008, p. 52) explains that VLSs are "specific strategies utilized in the isolated task of learning vocabulary in the target language." Further, Catalán (2003, p. 56) sees VLSs as "knowledge about the mechanisms (process, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode." In addition, Asgari and Mustapha (2011, p.85) have defined VLSs as „steps taken by the language learners to acquire new English words." Thus, it can be said that VLSs are commonly used not only to discover the meanings of unknown words but also to retain them in long-term memory and to recall them at will. For the present investigation, the term „vocabulary learning strategies" has been defined as „an attempt or attempts made by language learners while encountering vocabulary problems to discover the meanings of unknown words, to

retain the newly learned words in long-term memory and to recall them at will.

2.13 Taxonomies of Vocabulary Learning Strategies

VVLs are commonly used by the L2 learners in language class. Currently, a lot of empirical studies based mostly on learners‟ self-report of their vocabulary learning strategies use are found. Among those studies, there have been attempts to develop taxonomies of vocabulary learning strategies. In classifying learning strategies, scholars have different ways of classifying them (Intaraprasert, 2000). These classification systems give a crucial contribution to lexical knowledge. On the whole, the classifications proposed by Rubin and Thompson (1994), Gu and Johnson (1996), Lawson and Hogben (1996), Schmitt (1977), and Nation (2001) are often cited in the studies on vocabulary learning strategies. The following are some examples of vocabulary learning strategies classifications which have been classified differently according to the principles of terminology and categorization of different researchers. There is a wide-ranging inventory of vocabulary learning strategies developed by Schmitt in 1977. His taxonomy falls into two main groups of strategies: discovery strategies and consolidation strategies. There are two strategy categories emerging in the first group: determination strategies and social strategies. The latter comprises social strategies,

memory strategies, cognitive strategies, and metacognitive strategies. Rubin and Thompson (1994) introduced three main categories of vocabulary learning strategies that have been reported by language learners to be effective. They are Direct Approach, Mnemonics, and Indirect Approach. In addition, there is another accepted classification as suggested by Lawson and Hogben (1996). They classified vocabulary learning strategies based on the information obtained through the think-aloud method and interviews provided by 15 university students learning Italian in Australia. The fifteen strategies were classified under four categories: repetition, word feature analysis, simple elaboration, and complex elaboration. Nation‟s classification (2001) is another one which is frequently cited in the literature on vocabulary learning strategies. Nation (2001) identified three main categories of strategies—planning, sources, and processes, each covering a subset of strategies. „Planning‟ involves choosing what and when to focus attention on the vocabulary items. This category contains strategies for choosing words, choosing the aspects of word knowledge, choosing strategies, and planning repetition. „Sources‟ refers to finding information about words from analyzing the words; context, dictionary, etc. „Process‟ means establishing lexical knowledge through such powerful processes as noticing, retrieving and generating. One of the most prominent classifications is developed by Gu and

Johnson (1996). Gu and Johnson (1996) developed a 91-item regulation, cognitive strategies, memory strategies, and activation strategies. The first one makes the meaning of vocabulary items clear through the use of a variety of means. Guessing, use of dictionary and note-taking are grouped as cognitive strategies. Rehearsal and encoding are instances of memory strategies. Finally, activation strategies include the strategies through which learners actually use

.new words in different contexts

The aforesaid vocabulary learning strategy classifications have been classified by different researchers based mostly on the results of their studies. However, exactly the same vocabulary learning strategy classifications cannot be found. This means that there is no exact agreement for vocabulary learning strategy classification. Additionally, some problems, such as a limit of English background knowledge, a fear of criticism and a feeling of shyness for making mistakes, or a lack of chance to be in an English environment, may cause the learners to use different strategies. The researcher believes that an awareness of vocabulary learning strategies can provide a basis for assisting learners in language learning. Accordingly, the present study aims to explore what strategies are employed by the students to deal with

.their language learning

Lexical Competence 2.14

Wilkins's (1972:3) famous dictum '*Without grammar, little can be conveyed; without lexis, nothing can be conveyed*' emphasizes how essential vocabulary knowledge is in language learning process. Actually, lexical competence is regarded as the central part of communicative competence, whether the language is first, second, or foreign (Decarrico, 2001). For this reason, being lexically competent in a language, particularly in a foreign one, is attached crucial

.importance by both language teachers and learners

However, acquiring this competence is a challenging process in which learners constantly seek the effective ways of learning and remembering vocabulary items. Different methods and techniques have been adopted by language practitioners and learners so far with regard to how to learn

.and store the words in the memory best

Employing the best methods and techniques is mostly related to individual preferences and beliefs. In fact, these beliefs determine learners' attitudes towards language teaching (Ellis, 1994). Learners' beliefs and attitudes towards a specific method or technique play an important role in their achievements. The more positive attitude they have, the more they tend to succeed. Within this framework, students' attitudes and perceptions as to vocabulary learning

methods determine the level of motivation they have. If the students are motivated enough to learn the target vocabulary items through the methods they employ, they can easily internalize what they have learnt.

This study, therefore, investigates students' attitudes and perceptions towards specific online vocabulary learning software, *Skills Vocabulary*. It aims to identify the perceptions of the students about the effectiveness, practicality, and usefulness of the online vocabulary learning program (henceforth referred to as *the online program*). The students' feelings of accomplishment and thoughts on the online program are also described in the study.

2.15 Negligence Vocabulary Learning and Teaching

Studies on vocabulary learning and teaching were neglected for a long time since it was thought that vocabulary learning could be left to care of itself. The main reason of this can be related to the dominance of linguistic theories of the years between 1940s and 1960s (Decarrico, 2001). Grammatical and phonological structures together with the constant repetition of sentence patterns were among the primary issues of teaching languages at that time. It was thought that learning lexical items could be delayed until one could gain enough competence in the structure of a language.

However, this did not last long. After the focus of language learning moved from the structural patterns to meaningful communication in the 1970s with Hyme's (1972) communicative competence concept, interest in learning and teaching vocabulary gradually increased. For the last three decades, with the advent of communicative language teaching and computer assisted language learning (CALL), more studies concerning vocabulary learning and teaching have appeared.

With the increase in research with regard to vocabulary learning and teaching, new ways, strategies, and methods have emerged. Some of these strategies include guessing meaning from context, using mnemonic devices, employing vocabulary notebooks, teaching word origins and structural analysis, using semantic mapping, showing students how to attack analogies, reading aloud, dramatization, showing students how to use the dictionary, using cloze sentences, benefiting from L1 cognates and so on. The fact that vocabulary knowledge involves more than learning the words in isolation has led to the emergence of corpus-based studies, using collocations and semantic associations, and finally Lewis's (1993) Lexical Approach in which learning chunks of language is attached primary importance. Lexical Approach puts lexis at the centre of language and advocates that grammatical mastery is not a requirement for effective communication. Lewis (1993) points out that language

curriculum should be organized on the basis of lexis rather than grammar. Lewis's remarks on the importance of lexis in language learning and teaching emphasize the need of vocabulary instruction in classes.

In the current literature, vocabulary instruction can be categorized as implicit and explicit. Implicit vocabulary learning occurs when the mind focuses on elsewhere such as on understanding a text or using language for communicative purposes. Words can be acquired naturally through various sources and activities which are mainly communicative and meaningful. On the other hand, explicit vocabulary learning is supported by researchers who think that vocabulary items should be taught explicitly by means of different strategies. They argue that both vocabulary and vocabulary learningstrategies need to be taught explicitly. Considering these two distinct approaches, it is not possible to mention one of them as thoroughly true or false. It is a stubborn fact that both implicit and explicit vocabulary learning strategies have been employed in language learning and teaching context so far. That is, the colour of the area that should be focused on by language teachers is grey rather than black or white. Foreign language teachers may benefit from both strategy types in accordance with the needs of the learners. One of the ways of adopting this eclectic vocabulary instruction type is computer assisted vocabulary learning which has been very popular in recent

years. It is time at this point to have a close look at the related research on computer assisted vocabulary learning.

2.16 Computer Assisted Vocabulary Learning

CALL and computer assisted vocabulary learning in particular have attracted a great deal of attention in the field of language learning and teaching especially in recent years. A number of studies have been conducted to examine the effectiveness of CALL in vocabulary studies. The studies in the present literature generally reveal positive findings about both the achievement and attitude aspects of computer assisted vocabulary learning. To start with the recent studies in the literature, Li's (2010) study which investigates ESL learners' vocabulary learning outcomes through reading reveals that the students learned more words with access to computer-mediated dictionaries than those without. Another research yielding findings in favor of computer assisted vocabulary learning is administered by Lin, Chan and Hsiao (2011). The study attempts to explore EFL students' perceptions of learning vocabulary collaboratively with computers. 91 students are assigned to the three different learning environments; learning individually without computers, learning collaboratively without computers and learning collaboratively with computers. The results show that more than 70% of the participants in the computer group report positive attitudes towards learning vocabulary

through computers. Oberg's (2011) study yields similar results with regard to students' preferences for computer assisted vocabulary learning.

The study is carried out with the participation of seventy-one first year Japanese university students to compare the effectiveness of two methods for acquisition and retention of 10 vocabulary items. One of the employed methods is the use of representative picture cards, while the other is a CALL interface. Although there appears no significant difference between the groups in terms of achievement dimension, preferences of the students for the CALL interface are in favor of computer assisted vocabulary learning method. Another study investigating the effect of CALL on L2 vocabulary is conducted by Zapata and Sagarra (2007). The study compares the effects of online and paper workbook on L2 vocabulary acquisition. 549 participants receive four hours of classroom instruction per week and work an online and a paper workbook once a week during two semesters. Subsequent to one semester of treatment process, vocabulary tests indicate that there is no significant difference between online and paper workbook groups, but in the second semester the online workbook group outperforms the paper workbook group. The results indicate that the online workbooks are more advantageous than the paper ones in the long run. Similarly, Kılıçkaya and Krajka's (2010) research yields findings in favor of online vocabulary

learning. The study compares the effectiveness of online vocabulary teaching and traditional methods in the context

.of upper-intermediate Academic English class

The control group receives traditional vocabulary instruction through vocabulary notebooks and cards, whereas the experimental group practices the same vocabulary items through *Word Champ,* online vocabulary learning software. According to the post-test results, the students in the experimental group outperform the ones in the control group. The results of the follow-up post-test given three months later also indicate that the experimental group is better than the control group in remembering the vocabulary items. The existing body of research which is directly related to the students' attitudes towards online vocabulary learning or computer assisted vocabulary learning is limited. The most recent ones have been included here as part of the literature review. For instance, Farshi and Mohammadi (2013) investigate whether e-learning through podcasting contributes to the learners' attitudes and motivations towards vocabulary learning. 30 intermediate students receive video podcasts through e-mail. Upon analyzing the data they obtain through a Likert-type questionnaire, the researchers state that learners hold very positive attitudes towards podcasts and have high motivation for learning vocabulary with the help of podcasts. Similarly, the study by Ali, Mukundan, Baki and Ayub (2012) compares three

vocabulary learning methods; Contextual Clues, Dictionary Strategy, and CALL. 123 undergraduate students participate in the study and their attitudes towards these three methods are identified. The obtained data are analyzed through ANOVA and the results reveal that the students who are exposed to CALL show more positive attitudes in learning vocabulary compared to the other methods.

2.17 Person's Communicative Competence

One way to assess a person's communicative competence is through his ability to express his thoughts and ideas in appropriate words and meaningful sentences. Coady and Huckin (1997) stress that there is now a general agreement among vocabulary specialists that lexical competence is at the very heart of communicative competence, the ability to communicate successfully and appropriately. Hence, a person can only be said to have satisfied his goal in communicating if she is able to effectively get his or her message across. Vocabulary learning then is critical to learning a language – be it the first, second or even foreign. One must be equipped with knowledge of words and their meanings to build confidence in communication and cope with the increasing demands of education, business, science, technology and other fields.

In the sphere of second or foreign language learning, it is widely acknowledged that vocabulary is an indispensable part of the four language skills. Vocabulary is one of the important language elements that support the skills of speaking, listening, reading and writing as McCarthy (1990) points out that “no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in L2 cannot just happen in any meaningful way.” Therefore, acquiring an extensive vocabulary skill in a target language poses a big challenge to students. To language learners, vocabulary learning strategies help (VLS) facilitate their vocabulary learning. According to Nation (2001), a large and rich vocabulary can be acquired with the help of VLS. VLS has been increasingly recognized as essential to language learning as can be seen from the body of researches on VLS, particularly in the last two decades (Khatib & Hassandeh, 2011).

Vocabulary learning strategies are the “actions, set of techniques or language learning behaviors that learners take to help themselves to discover the meaning of new words and retain them in long-term memory (Cameron, 2001; Intraprasert, 2004; Hamzah, et.al, 2009).” While it is imperative for the teachers to help students learn how to acquire vocabulary items of Asia Pacific Journal of Multidisciplinary Research, their own, learner independence

has long been recognized by a number of linguists in the process of vocabulary acquisition (Hamzah et al, 2009). Vocabulary learning strategies foster learner autonomy, independence and self-direction. In the study conducted by Boonkongsaen (2012) in Thailand, he considered the different factors that affect the vocabulary learning strategies of the students. He found out that the factors were belief, attitude, motivation, and language learning experience, field of study, course type, class level, and language learning environment, language achievement, language proficiency and vocabulary knowledge. A similar study was conducted by Nemati (2009) where she attempted to compare the impacts of teaching through memory strategies on experimental group in comparison to control group where students were taught the meaning of vocabulary items through giving synonyms and mini-contexts. The results indicated that the students of experimental group outperformed both in short-term and long-term scores, portrayed the superiority of memory strategies in short-term and long-term retention. Then, in his article, Schmitt (2008) concluded that vocabulary learning partners – students, teachers, materials, writers, and researchers – need to contribute to facilitate adequate vocabulary learning process that paves the way to better performance and improved competence In the Philippines, for instance, where bilingualism exists in educational

institutions as per demanded by the Constitution, the need to be competent in the English language is exemplified in the academe. This explains the exposure of college students, specifically Education students to English proficiency tests to assess their competence in the use of the second language before being qualified for Practice Teaching course and even after graduation, before becoming eligible for employment. Inasmuch as the EPT aims to evaluate the students' level of competence in comprehension, vocabulary, grammar and the like, ESL learners should, above all, be given impetus to meet the demands of their academic endeavors.

However, English proficiency test results, along with other assessments given to BEED and BSED students of Sorsogon State College reveal that they have poor vocabulary knowledge. It was also observed that their daily communication in the class, processing of the materials read, and comprehension of the lessons, are hindered by their difficulty to grasp the meaning of unfamiliar words they meet in the communicative events. This is alarming especially among teacher education students since they will be in the field where they have to communicate to different people and will be looked upon as models. Students, specifically College students should have the ability to learn and retain in their memory as many words as they can to enhance their learning capabilities and carry on the increasing complexity of academic needs. In this paper, with

the belief that vocabulary development is contributory to the performance, experience and achievement of Teacher Education students, the given concern is addressed. Hence, this study was made at the Sorsogon State College being the primary higher education institution producing professional

.teachers in the province of Sorsogon

English instruction in Thailand aims to improve students' language proficiency(Wongsothorn, 2003) and equip students with useful learning processes and strategies to enhance the use of English for social and academic purposes (Ministry of Education, 2004). To reach these goals, Thailand has adopted a learner-centered approach and focused on communicative language teaching as key approaches to facilitate the language learning process and improve communicative competence in order to prepare Thai students for regional and international workplaces. Even though curricular and lesson plans have been designed to implement these key approaches in language instruction, one of the most critical problems encountered by teachers especially at the university level is students' lack of adequate language background to complete tasks required in studying English (Chayanuvat, 2007). Therefore, it seems inevitable for many university teachers that they have to review basic knowledge such as grammar usage over and

over again before they can proceed to English for daily routines and academic purposes.

In reality, however, studying English does not necessarily focus on syntactic accuracy or competency in grammar usage. Instead, giving opportunities to students to use as much English as they can in real life contexts should be critically considered, especially for Thai students who have limited chances not only to be exposed to native English speakers, but also the opportunity to use English in their real life settings. To deal with this challenge, language teachers in Thailand need to employ an appropriate English teaching and learning method that should encourage students to use language with an emphasis on communicative purposes in real world settings, rather than solely focus on accuracy as in traditional teaching. In other words, the students should be encouraged to convey messages more than be concerned about grammatical rules when they use English for communicative purposes.

Project-based learning (PBL) seems to match this English teaching and learning need. PBL is simply defined as “an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop” (Moss & Van Duzer, 1998, p.1). PBL is different from traditional instruction because it emphasizes learning through student-centered, interdisciplinary, and integrated

activities in real world situations (Solomon, 2003; Willie, 2001). In particular, PBL activities can be characterized as follows (Fried-Booth, 1997; Simpson, 2011; Srikrai, 2008; Stoller, 1997):

- focuses on content learning rather than on specific language patterns,
- is student-centered so the teacher becomes a facilitator or coach,
- encourage collaboration among students,
- leads to the authentic integration of language skills and processing information from multiple sources,
- allows learners to demonstrate their understanding of content knowledge through an end product (e.g., an oral presentation, a poster session, a bulletin board display, or a stage performance), and
- Bridges using English in class and using English in real life contexts.

More importantly, PBL is both process- and product-orientated (Stoller, 1997).

Students have opportunities to use several skills (e.g., problem-solving, creativity, teamwork, as well as language) at different work stages, so the work and language skills are developed (Brunetti, Petrell, Sawada, 2003; Solomon, 2003). Since PBL is potentially motivating, empowering and challenging to language learners, it usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities (Fried-Booth, 1997; Simpson, 2011; Solomon, 2003; Srikrai, 2008; Stoller, 1997; Willie, 2001). Learning becomes fruitful for learners because they exhibit their abilities to plan, manage, and accomplish projects through their content knowledge and language skills

.((Kloppenborg & Baucus, 2004

Similar to many EFL contexts, PBL in Thailand is not new in teaching and learning English. There is an increasing number of PBL-related researches in Thailand. Chayanuvat (2007), for instance, explored the implementation of PBL in a Basic English course aiming to develop students' four skills for communicative purposes. Her questionnaire data revealed that more than 50% of the students were confident that PBL can help improve their English although most of them (74%) were not ready for PBL in their English class. Srikrai (2008) examined English minor students' opinions about conducting an interview with native English speaking teachers (NEST). She found that the students perceived the value and the

benefits of completing the project. They also learned about different cultures from the NEST and learned how to work cooperatively with classmates. They gained more motivation and confidence in using English, especially in listening and speaking skills. Simpson (2011) investigated whether PBL could enhance English major students' English language proficiency, their learning skills and self-confidence in English for Tourism course. Both qualitative and quantitative data showed that PBL had a significant effect on the development of the low and medium ability groups of students. The high ability students showed progress in speaking and writing, but

.not for their listening and reading skills

The findings also indicated that PBL enhanced their learning skills (teamwork, higher-order thinking and presentation skills) together with self-confidence. The study concluded that PBL could be an effective means of teaching English as a foreign language and that it can be successfully employed with students who have only been exposed and subjected to

.a background of traditional forms of teaching and learning

The PBL research studies in the Thai context to date have tended to focus on teaching English as a subject and using PBL with no emphasis on content knowledge of students in their fields of study (e.g. engineering, business, or agriculture). There has been little evidence supporting the effectiveness and implementation of PBL in an English class

where the English language is linked to students' content knowledge. For this reason, the present study aims to investigate opinions of Thai learners of English toward the implementation of PBL, in the form of an interdisciplinary-based project, in a language class and their opinions about how PBL can enhance their English skills.

Part Two:

2.2 Review of Related Previous Studies

According to Alaba Olaoluwakotansibe Agbatogun (2013) handled Developing Learners' Second Language Communicative Competence through Active Learning: Clickers or Communicative Approach? The purpose of this study was to compare the impact of clickers, the communicative approach and the lecture method on the communicative competence development of learners who were taught English a second language (ESL). Ninety nine pupils from three primary schools participated in the study. Quasi-experimental non-randomized pre-test posttest control group design was adopted for the study. A battery of English Language Listening Tests and English Language Speaking Tests were used to measure pupils' communicative competence. Study's data were analyzed using box plot, paired samples t-test, Analysis of covariance and multiple regression analyses. Findings indicated that, there was a

significant difference between the communicative competence pre-test and post-test scores of pupils in each of the groups. Furthermore, across the groups, there was a significant difference in pupils' communicative competence post-test scores based on the teaching strategy. Multiple regression analysis results revealed that 84.9% of the variance of pupils' communicative competence was accounted for by a combination of the predictor variables. Speaking skills was the potent contributor while gender did not make a significant contribution to the prediction of pupils' communicative competence in ESL classrooms.

Relatedly, Ghazali Bin Mustapha (2010) tackled The Type of Vocabulary Learning Strategies Used by ESL. One of the most important challenges that learners will face during the process of second language learning is learning vocabulary. Vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning. Thus, in the case of learning the vocabulary in second language, students need to be educated with vocabulary learning strategies.

The present study examined the type of vocabulary learning strategies used by Malaysian ESL students majoring at Teaching English as a Second Language (TESL) whereby ESL students at University Putra Malaysia is a population that has been rarely included in any previous studies on vocabulary learning strategies. Based on the aim of this study, it was

decided that the best method for this investigation to better understand the use of VLSs by these particular students is to adopt the qualitative research design. Hence, the method of conducting is an open-ended interview that was conducted individually with ten students at the Faculty of Education Studies in UPM. The concluded strategies such as the learning a word through reading, the use of monolingual dictionary, the use of various English language media, and applying new English word in their daily conversation where are related to memory, determination, met cognitive strategies respectively are popular strategies and the learners are keen in using them.

Accordingly, Seyed Ali Rezvani Kalajahi (2012) handled Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus This research study aimed at exploring the relationship between vocabulary learning strategies and vocabulary size of 125 undergraduate English Language Teaching students at Eastern Mediterranean University. This research study was a correlation survey study of descriptive nature. The major findings of this study were as follows. First, the findings indicated that most of the ELT students adequately operated the psycholinguistic strategies, whereas somewhat adequately the met cognitive strategies. Next, the ELT students reportedly had a somewhat average vocabulary size to cope with advanced studies at the university level.

Finally, this study found no relationship between the psycholinguistic strategy and the vocabulary size of the participants, and the relationships between the met cognitive strategy and the vocabulary size, as well as the vocabulary learning strategy questionnaire and the vocabulary size of the participants were negligible. The findings also revealed that students did not operate certain strategies, rather a variety of strategies.

In addition to Rakchanok Saengpakdeejit ( ) tackled Awareness of Vocabulary Learning Strategies among EFL Students in Khon Kaen University. In recent decades, vocabulary learning strategies have received increasing attention among language educators as they are found to facilitate foreign language learning. Limited vocabulary knowledge can be a crucial problem which leads the learners to encounter difficulties in language learning. In this study, types of vocabulary learning strategies used by Thai EFL students were examined. In order to identify the aforementioned group of students in terms of vocabulary learning strategy use, a semi-structured interview was used as a method of data collection. The participants were 63 undergraduate students studying at Khon Kaen University (2 campuses). Results of the study reveal that the students display awareness of vocabulary learning strategies. Two main types of vocabulary learning strategies were found: 1) strategies for discovering the meaning of unknown words;

and 2) strategies for retaining the newly learned words in long-term memory and recalling them at will.

Relevantly, Emrah EKMEKÇ and Smail YAMAN (2012) tackled DEVELOPING LEXICAL COMPETENCE THROUGH ONLINE EXERCISES: EVALUATIONS THROUGH THE EYES OF STUDENTS. Developing lexical competence in a foreign language is an essential part of language learning and teaching process. The present study investigates the perceptions of the students about the effectiveness, practicality, and usefulness of a specific online vocabulary learning program. 74 prep class students who used the online program actively during 2012-2013 academic year participated in the study. At the end of the academic year, the attitudes and perceptions of the students were identified through a Likert-type questionnaire which was developed by the researchers. The data obtained through the questionnaire were analyzed via SPSS software. The results reveal that the online program with its user-friendly and enjoyable features was perceived by most of the students as useful, practical, and flexible. It was also found that the online program enhanced learner autonomy in that it promoted ubiquitous learning with its 24/7 accessible nature.

In the same meaning, Esperanza F. Carranza, Anabell A. Manga, Ryan V. Dio, Michael John A. Jamora, Fe S. Romero(2015) handled Vocabulary Learning and Strategies Used by Teacher Education Students. One way to assess a

person’s communicative competence is through his ability to express his thoughts and ideas in appropriate words and meaningful sentences. Vocabulary learning then is critical to learning a language – be it the first, second or even foreign. However, test results, daily communication and English proficiency exams show that students have difficulty in learning vocabulary. This descriptive-evaluative study assessed the vocabulary learning and the strategies used along context clues, word analysis and dictionary skills of the 100 randomly selected second-year education students of the Sorsogon State College. The study utilized survey-questionnaire, teacher- made test and unstructured interview in gathering data. The study revealed that most of the Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) students oftentimes used strategies in learning vocabulary such as reading books and other materials, looking for clues in sentences and use the dictionary to unlock the unfamiliar words. The students attained nearly competent vocabulary performance along context clues, word analysis and dictionary skills. The context clues and word analysis skills are significantly related to the use of learning strategies when tested at 0.05 levels. The developed vocabulary module to enhance the skills of the students can be validated and utilized for instruction.

Accordingly, Wei-Wei Shen (2003) discussed Current Trends of Vocabulary Teaching and Learning Strategies for EFL Settings. This paper sets out to examine the current vocabulary teaching and learning strategies based on research studies. It first reviews the historical development of vocabulary status in the ELT pedagogy. It then analyses the current vocabulary teaching and learning strategies by considering the strengths and weaknesses of the contextual and de-contextual perspectives of getting access to and retaining vocabulary. The analysis illustrates that effective vocabulary teaching strategies have the nature of the contextual and consolidating (2C) dimensions and dynamics. Effective vocabulary learning strategies can be illustrated by the dimensions and dynamics of a 5R model – receiving, recognizing, retaining, retrieving, and recycling.

This paper further proposes a reciprocal co-ordinate model of vocabulary pedagogy, 2C-5R, for EFL classrooms, because effective vocabulary teaching strategies need to be incorporated into learners' vocabulary learning process. Finally, recognizing the weaknesses of vocabulary teaching in class, the paper suggests an important aspect of vocabulary teaching. That is, on the one hand, teachers should explore the various dimensions and dynamics of individual approaches to learning vocabulary. On the other hand, students need to be informed of a broad range of vocabulary learning strategies.

Additionally, Kornwipa Poonpon ( ) handled ENHANCING ENGLISH SKILLS THROUGH PROJECTBASED LEARNING. One of the most critical problems in teaching and learning English at tertiary level in Thailand is students' lack of adequate language background to carry out tasks required in studying English. In an attempt to deal with this challenging problem,

the study investigated learners' opinions about (1) the implementation of project-based learning in a language classroom to encourage learners to apply their language skills and knowledge of their specific field of study to complete a task, and (2) how project-based learning may enhance their four skills of English (i.e., listening, speaking, reading and writing). Forty-seven undergraduate students taking an English course on Information Science were required to work in groups to complete an interdisciplinary-based project. A semi-structured interview was used to elicit students' opinions about the implementation of the project and how such a project may enhance their English skills. The interview data were qualitatively analyzed. Results of the study revealed how the interdisciplinary-based project should be implemented in a language classroom to enhance the learners' English skills.

2.3 Summary of the chapter :-

This chapter consists of two parts:- one theoretical background and part two previous studies .

Chapter Three

Research Methodology

Introduction 3.0

This chapter will discussed the following: methods of the study, population of the study, sample of the study, description of the sample and the instruments, reliability, validity and data analysis procedure.

3.1Methods and Tools of the Study

The researcher has used the descriptive analytical, quantitative and qualitative methods as well as the questionnaire and the test as tools to investigate the following hypotheses:

(1)Undergraduate students use English dictionary as vocabulary learning strategies to develop their communicative competence properly.
(2)Undergraduate students use autonomous learning as vocabulary learning strategies to develop their communicative competence effectively.
(3)Undergraduate students use affixation as vocabulary learning strategies to develop their communicative competence appropriately.
The researcher has used the statistical package for social sciences (SPSS) namely; the researcher focuses on percentage and frequencies.

3.2Population and Sample of the Study

The population of this study is drawn exclusively from Sudan University of Science and Technology, College of Education- First Year students. The researcher has chosen two samples to represent this study as such:

Firstly: Sudanese teachers of English from various universities who responded to questionnaire.

Secondly: 1st year undergraduate students within College of Education at Sudan University of Science and Technology (from both sexes).

Tools of the study 3.3

The researcher was used two tools to collect the information of this study. One includes the questionnaire which was given to fifty (50) Sudanese English teachers whom were selected randomly. The other tool was test which was given to the 1st year undergraduate students of Sudan University of Science and Technology. The researcher chooses fifty (50) students as the sample.

Teachers' questionnaire 3.3.1

The second tool is a questionnaire which is distributed to the teachers from both sexes. This questionnaire has included a covering page which introduces the topic of the research and identifies the researcher. It uses Liker 5-point scale (Strongly agree, Agree, Neutral, Disagree Strongly disagree). The statements are about the vocabulary learning strategies.

The questionnaire was designed as a tool for collecting information about the problems encountered first year students of English language within College of Education at Sudan University of Science and Technology. The questionnaire included 12statements given to Sudanese

English teachers from different universities. It was judged by experienced professors and doctors from Sudan University of Science and Technology. The responses for the questionnaire were given to an expert in statistics and the results are as in the tables of analysis.

3.3.2 Students' Test

The main function of the test is to provide base line data which will make the possibility of the analysis and comparison of the existing situation of the study sample. This will ensure that the study sample is representing what is set to be stated in this study.

Test is mainly used for measuring performance and evaluating the progress of the subjects. The test which involves different types of questions will be done by the students who have been exposed to vocabulary learning strategies.

3.4 Validity and Reliability

Validity is made to investigate the content of the test which should measure the intended items that the researcher would like to test.

Reliability means when we repeat the test the test should give us equivalent result.

Data Analysis Procedure 3.5

The researcher used the SPSS programme for analysis of data. The results of test will be analysed and relevant statistical measures will be applied to arrive at accurate results. This will also be done with the teachers' questionnaire.

Summary 3.6

This chapter has drawn the road map for the study. It has described the different aspects of the research (population, samples, tools, etc.). It also described in detail the test and the procedures for data analysis.

Chapter Four

Data Analysis, Result and Discussion

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire and test. Questionnaire was given to 50 respondents who represent the teachers' community (see appendix B) in Sudanese universities, and test was given to 50 respondents (see appendix A) who represent the students' community in Sudan University of Science & Technology.

4.1. The Responses to the Questionnaire

The responses to the questionnaire of the 50 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2. Analysis of Teachers' Questionnaire

Now, let us turn to analyze the teachers' questionnaire. All Tables show the scores assigned to each of the 12 statements by the 50 respondents.

Section One:

Undergraduate students use English dictionary as vocabulary learning strategies to develop their communicative competence properly.

(Statement (1

Table (4.1): undergraduate students did not look up synonymous words from the English dictionary.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
60.0	60.0	60.0	30	Strongly agree and Agree	Valid
80.0	20.0	20.0	10	Neutral(No (Opinion	
100.0	20.0	20.0	10	Disagree	
	100.0	100.0	50	Total	

Table (4.1) above show that a majority of the respondents (60%) Strongly agree and agree that Undergraduate students do not look up synonymous words from the English dictionary. Only 20% do not agree to that. This justifies that students need to be trained and developed in terms of look up synonymous words from the English dictionary

(Statement (2

Table (4.2): Undergraduate students did not look up antonymous words from the English dictionary.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
84.0	84.0	84.0	42	Strongly agree and Agree	Valid
88.0	4.0	4.0	2	Neutral(No (Opinion	
100.0	12.0	12.0	6	Disagree	
	100.0	100.0	50	Total	

Table (4.2) above explain that a vast majority of the respondents (84%) Strongly agree and agree that Undergraduate students do not look up antonymous words from the English dictionary.

Only 12% do not agree to that. This indicates that students need to be trained and developed to look up antonymous words from the English dictionary.

(Statement (3

Table (4.3): Undergraduate students did not know the use of words by checking English dictionary.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
70.0	70.0	70.0	35	Strongly agree and Agree	Valid
80.0	10.0	10.0	5	Neutral(No (Opinion	
100.0	20.0	20.0	10	Disagree	
	100.0	100.0	50	Total	

Table (4.3) above show that a vast majority of the respondents (70%) Strongly agree and agree that Undergraduate students do not know the use of words by checking English dictionary. Only 20% do not agree to that. This indicates that students need to be trained and .developed in use of words by checking English dictionary

(Statement (4

Table (4.4): Undergraduate students did not know the transcription of the words by checking pronunciation.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
64.0	64.0	64.0	32	Strongly agree and Agree	Valid
74.0	10.0	10.0	5	Neutral(No (Opinion	
100.0	26.0	26.0	13	Disagree	
	100.0	100.0	50	Total	

Table (4.4) above show that a vast majority of the respondents (64%) Strongly agree and agree that Undergraduate students do not know the transcription of the

words by checking pronunciation. Only 26% do not agree to that. This indicates that students need to be trained and developed in transcription of the words by checking pronunciation.

Section Two:

Undergraduate students use autonomous learning as vocabulary learning strategies to develop their communicative competence effectively.

(Statement (5

Table (4.5): Undergraduate students read literature to enrich their vocabulary.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
74.0	74.0	74.0	37	Strongly agree and Agree	Valid
86.0	12.0	12.0	6	Neutral(No (Opinion	
100.0	14.0	14.0	7	Disagree	
	100.0	100.0	50	Total	

Table (4.5) above show that a vast majority of the respondents (74%) Strongly agree and agree that first year Undergraduate students read literature to enrich their vocabulary. Only 14% do not agree to that. This indicates that students need to be trained and developed in how they can read literature to enrich their vocabulary.

Statement (6)

Table (4.6): Undergraduate students did not interact with themselves to build self-confidence in terms of vocabulary revision.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
66.0	66.0	66.0	33	Strongly agree and Agree	Valid
84.0	18.0	18.0	9	Neutral(No (Opinion	
100.0	16.0	16.0	8	Disagree	
	100.0	100.0	50	Total	

Table (4.6) above explain that a vast majority of the respondents (66%) Strongly agree and agree that Undergraduate students do not interact with themselves to

build self-confidence in terms of vocabulary revision.Only 16% do not agree to that. This indicates that students need to be trained and developed in how to build self-confidence in terms of vocabulary revision**.**

Statement (7)

Table (4.7): Undergraduate Students did not practice speaking to check their language competence.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
76.0	76.0	76.0	38	Strongly agree and Agree	Valid
90.0	14.0	14.0	7	Neutral(No (Opinion	
100.0	10.0	10.0	5	Disagree	
	100.0	100.0	50	Total	

Table (4.7) above express that a vast majority of the respondents (76%) Strongly agree and agree that Undergraduate Students do not practice speaking to check their language competence. Only 10% do not agree to that. This indicates that students need to be trained and

developed in how to practice speaking to check their .language competence

(Statement (8

Table (4.8): Undergraduate students did not imitate others to adjust word pronunciation.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
60.0	60.0	60.0	30	Strongly agree and Agree	Valid
90.0	30.0	30.0	15	Neutral(No (Opinion	
100.0	10.0	10.0	5	Disagree	
	100.0	100.0	50	Total	

Table (4.8) above show that a vast majority of the respondents (60%) Strongly agree and agree that Undergraduate students do not imitate others to adjust word pronunciation. Only 10% do not agree to that. This indicates that students need to be trained and developed in how to imitate others to adjust word pronunciation.

Section Three:

Undergraduate students use affixation as vocabulary learning strategies to develop their communicative competence appropriately.

(Statement (9

Table (4.9): Undergraduate students did not use prefixes to make new words.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
80.0	80.0	80.0	40	Strongly agree and Agree	Valid
100.0	20.0	20.0	10	Neutral(No (Opinion	
	100.0	100.0	50	Total	

Table (4.9) above show that a vast majority of the respondents (80%) Strongly agree and agree that Undergraduate students do not use prefixes to make new words. Only 00% do not agree to that. This indicates that students need to be trained and developed in how to use prefixes to make new words.

(Statement (10

Table (10): Undergraduate students did not use suffixes to make new words.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
78.0	78.0	78.0	39	Strongly agree and Agree	Valid
86.0	8.0	8.0	4	Neutral(No (Opinion	
100.0	14.0	14.0	7	Disagree	
	100.0	100.0	50	Total	

Table (4.10) above explain that a vast majority of the respondents (78%) Strongly agree and agree that Undergraduate students do not use suffixes to make new words. Only 14% do not agree to that. This indicates that students need to be trained and developed in using suffixes to make new words.

(Statement (11

Table (4.11): Undergraduate students did not use infixes to make new words.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
82.0	82.0	82.0	41	Strongly agree and Agree	Valid
90.0	8.0	8.0	4	Neutral(No (Opinion	
100.0	10.0	10.0	5	Disagree	
	100.0	100.0	50	Total	

Table (4.11) above show that a vast majority of the respondents (82%) Strongly agree and agree that Undergraduate students do not use infixes to make new words. Only 10% do not agree to that. This indicates that students need to be trained and developed in how they can use infixes to make new words.

(Statement (12

Table (4.12): Undergraduate students did not use blending to make new words.

Cumulative Percent	Valid Percent	Percent	Frequency	Alternative choices	
86.0	86.0	86.0	43	Strongly agree and Agree	Valid
90.0	4.0	4.0	2	Neutral(No (Opinion	
100.0	10.0	10.0	5	Disagree	
	100.0	100.0	50	Total	

Table (4.12) above explain that a vast majority of the respondents (86%) Strongly agree and agree that Undergraduate students do not use blending to make new words. Only 10% do not agree to. This indicates that students need to be trained and developed in using blending to make new words.

4.3. The Highest and Lowest Agreement through the Teachers' esponses

As seen from the above tables that statements in all sections obtained the highest mean of agreement given by

the teachers. In other words, these statements scored a percentage of 75% agreement among the teachers. This gives evidence that the teachers of English (respondents) were in total agreement with the concept that students do not know how to read comprehension passage as well as giving feedback and understand the contextual meaning.

This indicates the evidence that the teachers have favour to understand the problematic areas of students' reading comprehension passage obstacles.

4. 4 The Highest and Lowest Disagreement through the Teachers' responses

Statements gave the highest disagreement and lowest percentage – with a percentage of 13.3 %. It disagrees with the idea of pleasure and benefit, which are found reading comprehension passage obstacles.

4.5. The Responses to the Test

The responses to the test of the 50 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each question in the test is analyzed statistically and discussed. The following table will support the discussion.

4.5.1 Analysis of Students' Test

Question Five		Question Four		Question Three		Question Two		Question One		Questions
Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative	50
8	42	11	39	10	40	12	38	15	35	Frequencies
16%	84%	22%	78%	20%	80%	24%	76%	30%	70%	Percentages

Question One

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were negative which are represented by the percentage (70%). This justifies that students need to be trained and developed in how they can use English dictionary as vocabulary learning strategies to develop their communicative competence properly.

Question Two

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were non-past which are represented by the percentage (76%). This justifies that students need to be trained and developed

in how they can use autonomous learning as vocabulary learning strategies to develop their communicative competence effectively.

Question Three

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were non-past which are represented by the percentage (80%). This justifies that students need to be trained and developed in how they can use affixation as vocabulary learning strategies to develop their communicative competence appropriately.

Question Four

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were non-past which are represented by the percentage (78%). This justifies that students need to be trained and developed in how they can interact with themselves to build self-confidence in terms of vocabulary revision.

Question Five

The table above illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were non-past which are represented by the percentage (84%).

This justifies that students need to be trained and developed in how they can read literature to enrich their vocabulary.

4.6. Chapter Summary

To sum up, the findings of this chapter revealed that all sections justify ‘the need for vocabulary learning strategies’ was highly rated by the first level students. We can say that there was a consensus of opinions in favor of the undergraduate students' use of English dictionary as vocabulary learning strategies to develop their communicative competence properly, Undergraduate students' use of autonomous learning as vocabulary learning strategies to develop their communicative competence effectively and Undergraduate students use of affixation as vocabulary learning strategies to develop their communicative competence appropriately.

The neutral responses, however, show irregularity and unexpected and unexplainable instability of the respondents’ uncertainly in the all hypotheses. The responses to all statements in terms of vocabulary learning strategies. All statements are positive in these sections were either strongly agreed to or only agreed to.

The percentages of the negative responses were less significant for the students, but higher for the teachers. All teachers agreed to the all statements of the sections “vocabulary learning strategies”. The undecided responses, however, showed small differences.

The majority of the respondents were in favor of the need for the vocabulary learning strategies. A very large majority of the respondents agreed on:

1. the importance of helping the students to use English dictionary as vocabulary learning strategies;
2. the fact that vocabulary learning strategies increases awareness of students' checking the meaning of words;
3. the urgent need for vocabulary learning strategies especially for explaining and understanding of the difficult areas in English;
4. Necessity that their English teachers know their vocabulary learning strategies.

When the students’ responses were compared among themselves, no statistical significant differences were perceivable which stated that the students have no opportunity for reading skills.

However, the teachers confirm that reading skillsshould be one of the main mediam of improving students' performance, they were in favor of the use of reading skills in teaching the target language so as to reach the maximum efficiency in understanding reading comprehension passage.

Chapter Five

Findings, and Conclusion, Recommendations , Suggestions

5.1 Findings

The researcher has come out with the following findings:

1. Undergraduate students do not know how to use and get meaning of words by checking English dictionary.

2. Undergraduate students do not read literature to enrich their vocabulary.

3. Undergraduate students do not interact with themselves to build self-confidence in terms of vocabulary revision.

4. Undergraduate Students do not practice speaking to check their language competence.

5. Undergraduate students do not use prefixes and suffixes to make new words.

6. Undergraduate students do not use blending to make new words.

5.2 Conclusions

Scholars have seen that Different pedagogical strategies have varying degrees of success. Students' academic performance may be influenced positively by their active engagement in the classroom. In developing countries like Nigeria, teacher-talk, and the persistence of triadic initiation-response-feedback (IRF) mode of discourse dominate classroom instructional process. In traditional classrooms, students engage in recitation of scripts, minimal interaction, and less involvement in productive thinking. Interaction between the students, the learning materials, other students, and the teacher are significant to learning .outcomes

Second language (L2) learning requires that learners take ownership of learning activities through interaction, active participation and the use of the target language in a

more authentic context. Despite English being the medium of instruction in Nigerian schools, many students are academic underachievers because of their low level of communicative skills in English caused by teachers' reliance on the lecture method. The traditional "chalk and talk" method which involves the teacher talking to students and writing notes on the chalkboard results in rote learning, learners' low level of retention, and passive learning. They remarked that the traditional method of teaching provided learners fewer opportunities to participate actively in class; .hence learners are less confident to express themselves

The researcher has found that undergraduate students know the use and meaning of words by checking English dictionary they do not read literature to enrich their vocabulary as well as they do not interact with themselves to build self-confidence in terms of vocabulary revision. They do not practice speaking to check their language competence and they do not use prefixes and suffixes to make new words as well as they do not use blending to make new words.

Finally, the researcher hopes that undergraduate students should be trained in how they can transcribe words and they should be trained in how they can pronounce words correctly. They should be trained in how they can acquire vocabulary as well as they should be trained in how they can understand the meaning of words.

5.3 Recommendations

The researcher has come out with the following recommendations:

1. Undergraduate students should be trained on how they can transcribe words.
2. Undergraduate students should be trained on how they can pronounce words correctly.
3. Undergraduate students should be trained on how they can acquire vocabulary.
4. Undergraduate students should be trained on how they can understand the meaning of words.

5.4 Suggestions:-

This study an advances the following suggestions:-

1- Future study the importance of vocabulary learning strategies for requirement.

2- Much needed research on the vocabulary learning strategies and students interactions, which can determine effectiveness of use EFL.

3- To further research it might be conducted to expand this experiments.

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Appendixes

Appendix (A)

Sudan University Of Science and Technology

College Of Education

Students' Test

Attempts All Questions

Part One :- language

Question one:-

Under line the word of the correct sentences:-

1-if you eat fish from ..... Waters, you could get sick too.(polluting –pollutes –polluted).

2-It .....a comfortable flight.(was -is -were).

3-He was ..... a plane at the airport.(loads –loaded – loading).

4-Both boys and girls .....(different –where as – are similar).

5-The patients.....with the vaccine.(are injected- were injected –were injecting).

6-While he was sleeping, the plane .....(take off- took off –took of).

7-.....we can keep healthy brain?(What- Which- How).

8-It is important to read and follow the instructions.....(careless- careful- carefully).

9-.....they any questions.(It is –Are -Is)

10-He ..... to France before.(have been – has been –had been).

Question Two:-

Match words 1-6 with the words phrases.

1 – Beneficial [ ] a-do work outs

2_ avoid [ ] b-easily damaged

3_ healthy [ ] c-good for

4_ exercise [ ] d-mix with other people

5_socialize [ ] e-stay away from

6_ delicate [ ] f-in good shape

Question three:-

2- Fill in the spaces below with one of the following words:

Tests- scientists- encouraging – illness – research – recover – findings – conducted.

1-Agroup of US ……has…… on anew vaccine.

2-Although the study was limited to fewer than fifty people the ,…… very ……

3-Some of the patients at an advanced stage of the……

Question Four :-

Part Two: look up of your dictionary

Write the of these synonym words:-

No	Words	synonym Word
1	similar	
2	dependent	
3	complete	
4	known	
5	ability	

Write these words in Transcription **:-**

Word	Transcription
e.g.	/ /
English	
1-How	
2-learn	
3- vocbulary	
4-do	
5- advice	

Transcribed of the following words Number one is done for you :-

No	Transcription	Word
1		
2		
3		
4		
5		

Question Five :-

Complete the following dialogue

A:Hi .....?

B: I'm find thanks

A: I'm Richard.....?

B:Oh/ I'm Peter

A:.....?

B: I'm from Birmingham.

A:.....?

B: I'm fourteen.

A: thank you.

B: .....

Thank For Your High appreciated Cooperation

Tahani Ahmed Kuku Ph.D research Student

Appendix (B)

Students' Questionnaire

Dear Teacher,

This questionnaire is a part of a study attempts to Investigate the Role of Vocabulary Learning Strategies in Enhancing Undergraduate Students' Communicative Competence. The information you give will be treated confidentially and will not be used for any other purpose than the one which is stated in this study.

Thank you very much for you co-operation

Part one

Please indicate will (✓) in the brackets

Sex:

Male [ ] Female [ ]

Qualification:

Ph.D. [ ] M.A [ ] MEd [ ] Diploma [ ]

Faculty: (Where your work):

Arts [ ] Education [ ] Language [ ] Other [ ]

Part Two

Please indicate the answer that shows the degree of your agreement- disagreement by ticking one of the options as shown below.

No	Statements	Strongly	agree	No Opini	Disagree	Strongly
1	Undergraduate students did not look up synonymous words from the English dictionary.					
2	Undergraduate students did not look up antonymous words from the English dictionary.					
3	Undergraduate students did not know the use of words by checking English dictionary.					
4	Undergraduate students did not know the ranscription of the words by checking pronunciation.					

5	Undergraduate students read literature to enrich their vocabulary.					
6	Undergraduate students did not interact with themselves to build self-confidence in terms of vocabulary revision.					
7	Undergraduate Students did not practice speaking to check their language competence.					
8	Undergraduate students imitate others to adjust word pronunciation.					
9	Undergraduate students did not use prefixes to make new words.					
10	Undergraduate students did					

	notuse suffixes to make new words.					
11	Undergraduate students did not use infixes to make new words.					
12	Undergraduate students did not use Blending to make new words.					