Classroom-Related English Vocabulary Learning Strategy use of Undergraduate Students : A Case Study of Rajabhat Maha Sarakham University

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บทคัดย่อ

กลวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษ หมายถึง วิธีการหรือพฤติกรรมการเรียนที่ผู้เรียนใช้ในการเรียนรู้คำศัพท์ภาษาอังกฤษ ซึ่ง แต่ละคนย่อมมีกลวิธีเฉพาะของตนเองในการเรียนรู้คำศัพท์ภาษาอังกฤษ การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อศึกษากลวิธีและความถี่ ของการใช้กลวิธีในการเรียนรู้คำศัพท์ภาษาอังกฤษในชั้นเรียนของนักศึกษาระดับปริญญาตรี มหาวิทยาลัยราชภัฏมหาสารคาม   กลุ่ม ตัวอย่างเป็นนักศึกษาระดับปริญญาตรีที่ศึกษาในคณะวิชา/สาขาวิชาเอก และชั้นปีต่างๆ   ปีการศึกษา 2551 มหาวิทยาลัยราชภัฏ มหาสารคาม การเก็บรวบรวมข้อมูลแบ่งเป็น 2 ระยะ คือ ข้อมูลเชิงคุณภาพ เก็บจากนักศึกษา จำนวน 28 คน โดยการเลือกแบบ เจาะจง และใช้วิธีการสัมภาษณ์เป็นรายบุคคลแบบกึ่งมีโครงสร้าง (One-to-one semi-structured interview)   และข้อมูลเชิง ปริมาณ เก็บจากนักศึกษาจำนวน 1,181 คน โดยการใช้แบบสอบถาม นำข้อมูลที่ได้จากการสัมภาษณ์มาวิเคราะห์เนื้อหา (Content analysis) โดยวิธีการใส่รหัสและรหัสแกน (Open and axial coding) ผลการวิเคราะห์ข้อมูลเชิงคุณภาพ พบว่า กลวิธีการเรียนรู้คำ ศัพท์ภาษาอังกฤษในชั้นเรียน แบ่งเป็น 2 กลุ่ม คือ 1) กลวิธีในการหาความหมายคำศัพท์ภาษาอังกฤษในชั้นเรียน มี 14 กลวิธี และ 2) กลวิธีในการจำความหมายคำศัพท์ภาษาอังกฤษ มี 21 กลวิธี

คำสำคัญ : คำศัพท์ภาษาอังกฤษ การเรียนรู้คำศัพท์ภาษาอังกฤษ กลวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษ นักศึกษาระดับปริญญาตรี มหาวิทยาลัยราชภัฏมหาสารคาม

ABSTRACT

English vocabulary learning strategies (VLSs) refers to any special techniques or leaning behaviours which language learners use for their vocabulary learning, and each language learner has his own way for vocabulary learning. The present investigation is aimed at examining types of English vocabulary learning strategies and frequency of strategies of undergraduate students reported using in classroom-related settings in order to serve the particular purposes of their vocabulary learning. The samples consisted of undergraduate students studying in different major fields, and years of study in the academic year 2009, at Rajabhat Maha Sarakham University (RMU). Data were collected within 2 phases: qualitative data were obtained from 28 students through the purposive sampling technique and a one-to-one semi-structured interview was employed, and quantitative data were obtained from 1,181 students through questionnaire. The interview data obtained were transcribed, analysed, and categorised for the content analysis through the 'open and axial' coding technique. The findings revealed that vocabulary learning strategies in classroom-related settings

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were categorised into two main categories: 1) strategies for discovering the meaning of new vocabulary items comprising 14 individual strategies; and 2) strategies for retaining the knowledge of newly-learned vocabulary items comprising 21 individual strategies.

Keywords : English Vocabulary, English Vocabulary Learning, English Vocabulary Learning Strategies, Undergraduate Students

Background of the Study

It is widely accepted among language learners and teachers that vocabulary learning is central to language acquisition whether it is a second, or a foreign language (Decarrico, 2001). Even in the learner's mother tongue, there is an incessant learning of new words and new meanings for old words (Thornbury, 2002). Any learner of a foreign language knows very well that words are essential, and the lack of them can lead to difficulties in communication situations (Maley, 1986). However, the acquisition of a large number of vocabulary items may be one of the most difficult aspects of learning a second language for most second language learners (Meara, 1982; Read, 2000; Stoffer, 1995). There is no question to say that vocabularytakesa very important and essential component of any language, and the core of language learning and communication.

As stated by the scholars above that vocabulary has been a crucial part of language learning and teaching, and also communication, it is said that vocabulary teaching has not been receptive to problems in the area, and most language teachers have not fully recognised the great communicative advantage in developing an extensive vocabulary (McCarthy, 1990). Allen (1983); Carter & McCarthy (1988); Hughes (1989); Jackson & Amvela (2000); Lewis (1993); Long & Richards (1997); Maley (1986); Meara (1982); Read (2000); Richards (1985);

Schmitt (1997); Seal (1991); Zimmerman (1997) specifically highlight the neglect of vocabulary studies in that the teaching and learning of vocabulary has never aroused the same degree of interest or attention within language teaching as have such issues as grammatical competence, contrastive analysis, reading, writing, phonology, or discourse analysis.

One of the notable reasons for the neglect of vocabulary may be that learners themselves do not see the importance of vocabulary, and language teachers have been told a great deal about new discoveries in English grammar, but they have heard much less about ways to help students learn new words (Hedge, 2000). Moreover, some past specialists in teaching methodology seem to believe that the meanings of words could not be adequately taught, so it is better not to try to teach them (Allen, 1983). However, it is not hopeless at all for vocabulary learning since there is a rising awareness of the importance of vocabulary. Allen (1983); Long & Richards (1997); Nation (1990, 2001); Richards (1985); Schmitt (2000); Thornbury (2002) affirm that there is a renewed interest in the role of vocabulary in ESL/EFL, and more attention has been given to vocabulary learning. Hedge (2000); Read (2000) assert that at present, many researchers, material designers, and language teachers have realisesd the greater importance of vocabulary learning.

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In learning vocabulary items, it is useful and necessary for language learners to know, or have a repertoire of vocabulary learning strategies (VLSs) so that they can learn how to discover the meaning of new vocabulary items, how to store them in their memory, and how to use them by practising and expanding their vocabulary. Some scholars (e.g. Tarone, 1983; Rubin, 1987; O'Malley & Chamot, 1990; Oxford, 1990) affirm that strategies are essential tools for developing communicative competence. Appropriate language learning strategies may result in improved proficiency and greater self-confidence. However, to learn or acquire the meanings of new vocabulary items, store them in their memory and recall them at will, use them in appropriate situations, or expand the knowledge of vocabulary is not easy for all language learners. Consequently, to help learners learn vocabulary successfully, and be autonomous learners of vocabulary, they must be appropriately trained various types of VLSs for coping with unfamiliar or unknown words.

As discussed above, it is unavoidable for language learners and teachers to deal with vocabulary and strategies for learning vocabulary items. Through an extensive review of related literature and available research work on VLSs, especially in the context of Thailand, very little empirical research work has been carried out to investigate VLSs used by students at any level of education. To date, very little empirical research work on VLSs conducted with undergraduate students studying English at Rajabhat Universities has been found, even at Rajabhat Maha Sarakham University. To fill the gap, the researcher aimed to examine types of vocabulary learning strategies and how often undergraduate students studying English at Rajabhat Maha Sarakham University (RMU) reported using in classroom-related settings. The findings of the present investigation will certainly shed light on a better understanding how undergraduate students use the strategies in learning the target vocabulary. More importantly, the present investigation will shed light on the importance of vocabulary in language learning, and may add to the knowledge regarding foreign language teachers' and learners' awareness of strategies used for vocabulary learning.

Vocabulary Learning Strategies

The term "vocabulary learning strategies" in the present investigation is defined as "any set of techniques or learning behaviours, which language learners reported using in order to discover the meaning of a new word, and to retain the knowledge of newly-learned words" (Intaraprasert, 2004). 'VLSs' is the written abbreviation of 'vocabulary learning strategies' for the present investigation.

Based on review of related literature as well as previous research work, it is evidenced that many scholars (e.g. Cohen, 1987; 1990; Rubin & Thompson, 1994; Stoffer, 1995; Gu & Johnson, 1996; Lawson & Hogben, 1996; Schmitt, 1997; Weaver & Cohen, 1997; Hedge, 2000; Cook, 2001; Decarrico, 2001; Nation, 2001; 2005; Pemberton, 2003; Intaraprasert, 2005), have different ways of classifying VLSs. However, the classification systems proposed by these scholars give a crucial contribution to the knowledge of VLSs. Vocabulary learning strategies will also be very different depending on whether language learners' primary goal is to understand the language, either in reading or listening, or to produce it, either in speaking or writing. For a better understanding of the classification system of VLSs,

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the study by Cook (2001) has been singled out for a sample of classification of VLSs with a summary and brief discussion. The findings in Cook (2001) show many aspects of vocabulary learning strategy classification that could be taken into consideration, and used to underlie the researcher's vocabulary learning strategy classification for the present investigation.

Cook (2001) classified vocabulary learning strategies into two main categories which are:

Category 1: Strategies for Getting Meaning:

1.1 Guessing from situation or context;

1.2 Using a dictionary;

1.3 Making deductions from the word-form;

1.4 Linking to cognates.

Category 2: Strategies for Acquiring Words:

2.1 Repetition and rote learning;

2.2 Organising words in the mind;

2.3 Linking to existing knowledge

Cook (2001) identified two main categories for understanding and using vocabulary which include strategies for getting meaning, and strategies for acquiring words. She suggested the implication is how teaching can fit the language learners' ways of learning vocabulary items. Language learners can get meaning of vocabulary items by guessing the meaning from context, using a dictionary, making deductions from the word form, and linking vocabulary items to cognates. They acquire vocabulary items by repetition and rote learning, organising words in their mind, and linking words to existing knowledge.

Research Objective

The present investigation specifically aims to examine types of vocabulary learning strategies reported being employed in classroom-related settings by undergraduate students in order to discover the meaning of new vocabulary items, and to retain the knowledge of the newly-learned vocabulary items.

Research Question

To serve the particular purpose of the present investigation, the research question can be formed and posed as "What types of vocabulary learning strategies were reported using by undergraduate students?"

Method of Data Collection

In collecting the data in response to the research question of the present investigation, a one--to-one semi-structured interview was employed. Interviews are very important for gathering qualitative data since it is a tool the researcher can use to explore the past, understand the present, or predict the future, and provide an understanding of interpersonal, social, and culture aspects of the participants being studied (Merriam, 1998). Interviews also provide the interviewees to develop ideas and speak more widely over the course of the interview on the issues raised by the researcher (Nunan, 1992; Robson, 2002, Denscomb, 2003).

Besides, McDonough & McDonough (1997) affirm that this method has good points in that it has a structured overall framework but allows for greater flexibility, such as answers to some questions could be probed further. However, the interviewer remains in control of the direction of the interview

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but with much more freedom. Moreover, this method allows an interviewee to generate a description of the most important aspect of the language learning strategies he or she employs. Having realised that a one-to-one semi-structured interview is rather time-consuming, the researcher for the present investigation still employed it since she believes that this method is more productive, useful, and provides the researcher with useful information for the analysis later on.

The semi-structured interview method was conducted in Thai with 28 undergraduate students with different gender, studying in different major fields and years of study in the first semester, during August and September 2009. The main purpose of the student oral interviews was to elicit information about students' vocabulary learning strategy use. Normally, each interviewee lasted approximately twenty to twenty-five minutes. The interview questions were mainly posed to ask them about what makes learning English difficult, how vocabulary plays an important role in their learning or improving their English language skills, as well as VLSs they employed to learn vocabulary items, and how they cope with vocabulary learning within classroom-related settings. The content of the interview questions was partly emerged from a related literature review, and available research work in the field of VLSs.

The questions from the semi-structured interviews comprised 11 items. The researcher intended using Question No. 1 to lead and build a good relationship between the interviewer and the interviewees. It also helped build trust and confidence to the interviewees. Questions 2-11 pinpoint the students' vocabulary learning strategies they reported using in classroom-related settings. The students were asked what they have found difficult in learning English vocabulary and how they solved the problems. What follow are interview questions for qualitative data:

1. What is your name/nickname?

2. How many hours a week do you study English in the classroom at your university?

3. According to question No. 2, do you think it is enough?

4. How is English very important in your daily life?

5. How is English important for your future career?

6. What do you think is very difficult for you in English language learning?

7. What language element do you think is necessary for good listening, speaking, reading, or writing English?

8. What do you like to do to help you discover the meanings of English vocabulary when in class?

9. What do you like to do to help you retain the newly-learned English vocabulary when in class?

10. How do you develop a variety of techniques for your vocabulary learning?

11. Do you have any comments on vocabulary learning in your present classroom?

Data Analysis

After the interview process had finished, the researcher herself started to transcribe each interview recording, and then a transcription of each interview recording was translated from Thai to English. The transcribed data were analysed with 'open and axial coding' techniques proposed

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by Punch (2005), and Strauss & Corbin (1998). 'Open coding' is "the process of breaking down, examining, comparing, conceptualising, and categorising data". It is "the part of analysis that pertains specifically to the naming and categorising of phenomena through close examination of data". 'Axial coding' is "a set of procedure whereby data are put back together in new ways after open coding paradigm involving conditions, context, action/interactional strategies and consequences" (Strauss & Corbin, 1998). With 'axial coding', the data will be "put back together in new ways by making connections between a category (open coding) and its sub-category (axial coding) (Strauss & Corbin, 1998).

Based on an extensive review of related literature on vocabulary learning strategy classification proposed by many scholars, the researcher remarks that even though different researchers have classified the vocabulary learning strategies differently, it is apparent that every strategy item at least shared one common learning behaviour. The researcher, then, looked through the interview data obtained from 28 interviewees for the overall picture of what behaviours they reported using for their vocabulary learning purposes. The reported statements which were found to share common characteristics of vocabulary learning behaviours and a purpose of using such vocabulary learning behaviours were grouped. However, it was not easy to merge each strategy into a suitable group since some strategies seemed to overlap with others. For example, some strategies which students reported using to discover the meanings of new vocabulary items may also be employed to retain the knowledge of newly-learned vocabulary items, or vice versa. That is, vocabulary learning strategies have a spiral rather than linear relationship, and thus, there are no clear-cuts at use of certain strategies.

Eventually, vocabulary learning behaviours were grouped into two main categories, and the emergent two main categories were then identified. These include strategies 1) to discover the meanings of new vocabulary items, and is regarded as DMV; and 2) to retain the knowledge of newly-learned vocabulary items, and is regarded as RKV. The first category runs from DMV 1 to DMV 14, and the second from RKV 1 to RKV 21. DMV 9, for example, refers to the ninth individual vocabulary learning strategy which students reported using to discover the meaning of new vocabulary items by using an English-English dictionary; and RKV 6 refers to the sixth individual vocabulary learning strategy which students reported using to converse with classmates or friends to retain the knowledge of newly-learned vocabulary items.

To sum up, the researcher made a great effort to find out the common learning behaviours of the reported statements obtained through the semi-structured interviews conducted with 28 interviewees studying in different major fields, and years of study, and these statements were then classified into two main categories. These vocabulary learning behaviours were regarded as 'vocabulary learning strategies', or VLSs, reported being employed by the students in the classroom-related settings in order to achieve a particular vocabulary learning goal.

Results and Discussion of the Study

In response to the research question, the qualitative data reveal a total of 35 vocabulary learning strategies reported being employed by undergraduate students, and they were primarily grouped into two main categories which mainly dealt with

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classroom-related vocabulary learning. As can be seen below is type of VLSs 28 interviewees reported using for a particular purpose of vocabulary learning.

Category 1: Vocabulary Learning Strategies Employed to Discover the Meaning of New Vocabulary Items (DMV)

The VLSs under this main category are the strategies which undergraduate students reported using to discover the meaning of new vocabulary items for classroom learning purposes. Below are the strategies reported using to discover the meaning of new vocabulary items.

DMV 1: Guess the meaning from a single vocabulary item to discover the meaning of new vocabulary items

DMV 2: Guess the meaning from contexts to discover the meaning of new vocabulary items

DMV 3: Guess the meaning from word classes, such as noun, verb, adjective, adverb to discover the meaning of new vocabulary items

DMV 4: Guess the meaning from grammatical structure of a sentence to discover the meaning of new vocabulary items

DMV 5: Guess the meaning by analysing the prefixes and suffixes to discover the meaning of new vocabulary items

DMV 6: Guess the meaning from stress, rhythm, pronunciation to discover the meaning of new vocabulary items

DMV 7: Guess the meaning from real situations to discover the meaning of new vocabulary items

DMV 8: Guess the meaning from gestures to discover the meaning of new vocabulary items

DMV 9: Use an English-English dictionary to discover the meaning of new vocabulary items

DMV 10: Use an English-Thai dictionary to discover the meaning of new vocabulary items

DMV 11: Use a Thai-English dictionary to discover the meaning of new vocabulary items

DMV 12: Ask classmates and friends to discover the meaning of new vocabulary items

DMV 13: Ask teachers of English to discover the meaning of new vocabulary items

DMV 14: Ask other people, such as members of one's family or native speakers of English, to discover the meaning of new vocabulary items

A closer look at the individual VLSs in the DMV category reveal two main strategy groups reported being employed by undergraduate students which include contextual reliance, the use of dictionary, and social strategies.

In terms of strategies dealing with contextual reliance, many students reported using this strategy when they encountered a new vocabulary item and they did not know its meaning. The first thing they did is to look at the whole sentence and try to guess the meaning. One interviewee, for example, reported, 'Generally, I try to guess the meaning of unknown words through context. If not, I look them up in the dictionary, or ask a classmate or my teacher of English' [translated script]. This statement shows that if words are not presented in pregnant context as Read (2000) indicates, it is not always easy for students to get the meaning through the context. They need to use various types of strategies to cope with the unknown words. In respect of using the dictionary, Summers (1988) indicates that the dictionary plays an important role in EFL learning for it is a valid activity for foreign learners of English, both as an aid to comprehension and production. Moreover, Wright (1998) affirms that dictio-

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naries are among the most readily available, widely used, and cheapest learning resources for most foreign language learners, and it has been evidenced and reported using by many students in different empirical research work on VLSs. Examples are Cohen (1990); Cook (2001); Grabe & Stoller (1997); Gu & Johnson (1996); Intaraprasert (2004); Kudo (1999); Kojic-Sabo & Lightbown (1999); Luppescu & Day (1993); Nation (2005); Sananoui (1995); and Schmitt (1997). The findings of the present investigation, like previous research work mentioned, reveal that the majority of the interviewees reported making use of both monolingual, such as English-English as well as bilingual dictionaries, such as English-Thai, or Thai-English through different types of dictionaries available, such as dictionaries as a book, or electronic and online dictionaries or hard copies. One interviewee reported, 'Dictionary is fast and easy to discover the meaning of a new word, and normally I rely on an English-Thai dictionary. I can use a dictionary anywhere' [translated script]. It is obvious that using a dictionary for their vocabulary learning can be done anywhere, whether within or outside classroom-related settings, and it is an easy way to find the meaning of new vocabulary items. Another main group of strategies reported using by many interviewees involves asking other people, such as a classmate or a friend, a teacher of English, or anyone who knows English like a native speaker of English or a member of a family. One interviewee reported, 'I learn new words by talking with my classmates or friends, and my teachers of English, and the native speakers of English' [translated script].

Category 2: Vocabulary Learning Strategies Employed to Retain the Knowledge of Newly-Learned Vocabulary Items (RKV)

The VLSs under this main category are the strategies which undergraduate students reported using to retain the knowledge of newly-learned vocabulary items for classroom learning purposes. Below are the strategies reported using to retain the knowledge of newly- learned vocabulary items.

RKV 1: Say a single vocabulary item with its meanings repeatedly to retain the knowledge of newly- learned vocabulary items

RKV 2: Say vocabulary items in sentences repeatedly to retain the knowledge of newly-learned vocabulary items

RKV 3: Say vocabulary items with their lexical sets repeatedly to retain the knowledge of newly-learned vocabulary items

RKV 4: Say vocabulary items in rhymes repeatedly to retain the knowledge of newly-learned vocabulary items

RKV 5: Listen to an English conversation of other people, such as classmates, friends, teachers, or native speakers of English to retain the knowledge of newly-learned vocabulary items

RKV 6: Use vocabulary items to talk with classmates or friends to retain the knowledge of newly-learned vocabulary items

RKV 7: Use vocabulary items to talk with teachers of English to retain the knowledge of newly-learned vocabulary items

RKV 8: Sing English songs to retain the knowledge of newly-learned vocabulary items

RKV 9: Review previous English lessons to retain the knowledge of newly-learned vocabulary

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items

RKV 10: Look at words' prefixes and suffixes to retain the knowledge of newly-learned vocabulary items

RKV 11: Make a vocabulary list with meanings and examples used in one's notebook to retain the knowledge of newly-learned vocabulary items

RKV 12: Write vocabulary items with meanings in one's notebook and read it aloud to retain the knowledge of newly-learned vocabulary items

RKV 13: Group vocabulary items according to the synonyms and antonyms to retain the knowledge of newly-learned vocabulary items

RKV 14: Group vocabulary items according to the similarity of meaning, pronunciation, and spelling to retain the knowledge of newly-learned vocabulary items

RKV 15: Do English exercises after class to retain the knowledge of newly-learned vocabulary items

RKV 16: Use newly-learned vocabulary items to practise writing in sentences to retain the knowledge of newly-learned vocabulary items

RKV 17:Associate pictures with vocabulary items to retain the knowledge of newly-learned vocabulary items

RKV 18: Look at real objects and associate them with vocabulary items to retain the knowledge of newly-learned vocabulary items

RKV 19: Associate newly-learned vocabulary items with previously-learned ones to retain the knowledge of newly-learned vocabulary items

RKV 20: Connect newly-learned vocabulary items to one's previous learning experience to retain the knowledge of newly-learned vocabulary items

RKV 21: Use semantic maps to retain the knowledge of newly-learned vocabulary items

As revealed through interview data analysis, 28 interviewees reported different types of strategies to retain the knowledge of newly-learned vocabulary items, which could be discussed under repetition and rote learning, vocabulary practice and improvement, and word associations.

With regard to repetition and rote learning for vocabulary learning, some interviewees reported that rote learning has been regarded as the first and easiest strategy they employed to store words in memory. One of the interviewees reported, 'I need to repeat a single word or words in sentences, both mentally and aloud, several times before I can pronounce it and remember its meaning' [translated script]. Gu (2003) points out that language learners keep repeating new words until they can be recognised. In repetition and rote learning, language learners may repeat words several times either mentally or aloud (Sanaoui, 1995). The use of rote learning also appeared in Lawson's & Hogben's (1996) study when most of the Italian language learners reported that repetition was used on most of the words they have encountered. In respect of vocabulary practice and improvement under this main category, some interviewees reported using various types of strategies, such as: 'write vocabulary items with meanings on papers and then read it aloud; 'do English exercises after class'; or 'use newly-learned vocabulary items to practise writing in sentences'. One interviewee, for example, reported, 'I think I remember words best by writing them in sentences. I often write words with meanings on papers and pronouncing them' [translated script]. The strategies

reported being employed in this group were similar to past research work in the field carried out by Cohen (1987; 1990); Gu & Johnson (1996); Lawson & Hogben (1996); Schmitt (1997); Hedge (2000); Decarrico (2001); Pemberton (2003); Intaraprasert (2004). Besides, some interviewees also reported using word associations as effective strategies for keeping words in memory through linking English words to other words, or things, or situations. One interviewee reported, 'I keep vocabulary in memory by groping words that share common features, for example, mansion, apartment, flat, condominium' [translated script]. The results in this group were consistent with past research work in the field of VLSs carried out by Cohen (1987; 1990); Rubin & Thompson (1994); Schmitt (1997); Weaver & Chen (1997); Hedge (2000); Cook (2001); Decarrico (2001); Pemberton (2003); Intaraprasert (2004).

Conclusion

The present investigation has made some significant contributions to the field of vocabulary learning strategies. It has been carried out in a qualitative, data-based, systematic, and non-judgemental descriptive manner. The data are on the basis of students' self-report obtained from a one-to-one semi-structured interviews. The findings of the present investigation reveal how undergraduate students studying English at Rajabhat Maha Sarakham University use the strategies in learning the target vocabulary. The findings also shed some light on the importance of vocabulary in language learning and teaching, and can raise foreign language teachers and learners awareness of strategies used for learning vocabulary items. Most vocabulary learning strategies can be applied to a wide range of vocabulary learning, and are useful at all levels of stage of vocabulary learning. Language teachers may make use of the research findings to improve their vocabulary teaching, and/or design learning activities to help their students for vocabulary learning. The present investigation can also be a guideline for researchers in other different fields of study for qualitative data collection.

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