GLOBAL JOURNAL OF COMMERCE & MANAGEMENT PERSPECTIVE
(Published By: Global Institute for Research & Education)
www.gifre.org

PERCEPTIONS OF SECONDARY SCHOOL FEMALE STUDENTS ON THE INTRODUCTION OF (MVC) IN IMPROVING ENGLISH VOCABULARY SKILLS

[2]Adekanye Temitope Busayo, [1]Oladipo Kolapo Sakiru, [1]Mohammed Abdullahi, [1]Adekalu Samuel Olutokunbo, [1]Osolase Ehikioya Hilary & [1]Nwosu Lucia Ndidi

[1]Department of Human Resource Development, University Putra Malaysia. Malaysia.
[2]Department of Educational Management, University of Ibadan. Nigeria.

Abstract

This study investigates the perceptions of secondary school female students on the introduction of Multimedia Vocabulary Courseware (MVC) in teaching vocabulary skills. The study population comprises 45 female students from the Saudi Arabia secondary school in Kuala Lumpur, Malaysia . Questionnaire was used to collect data for the study. The data collected were analyzed using frequency counts and percentage. It was found that there is a high perception of female students of Saudi – Arabia secondary school in introduction and usage of multimedia vocabulary courseware (MVC) in improving their vocabulary skills.

Key words: *female students, vocabulary skills, MVC.*

Background of the Study

This paper provides a description on the design and development of an educational computer course ware that will enhance vocabulary competency among female upper grade secondary students. The study also investigates whether the use of educational computer courseware can help in strengthening the teaching of vocabulary skills. Vocabulary is very pertinent in the use of a language, coupled with the fact that numerous innovative methods are now unfolding in teaching and learning of languages. Language teachers therefore, should try and innovative new techniques or approaches to teach vocabulary in order to sustain the students' interest and effort in learning (James 2006).

The fact that knowledge of the literal or denotative (dictionary) meaning of a word does not always guarantee that the student can use the word accurately or appropriately in new or different contexts as argued by Low 1994, designing a supportive measure to enhance students ability to remember words as well as their contextual application is of paramount. Ability to recall or remember new words which students have learned is largely premised on reinforcement of the newly acquired words (James 2006). This reinforcement as mentioned by James 2006 and Junko &Yukio 1999 can be done through the use of educational computer courseware. The Ministry of Education of Kingdom of Saudi- Arabia (KSA) in its campaign to develop high profile human resources of the country has emphasized on the need to attract skills in students and to serve the society as well as Improving students' knowledge of global affairs. In addition, a primary objective, identified by the Ministry of Education of KSA is to improve the acquisition and understanding of foreign language via education, vocational and technical education in providing students with the foreign language ability and advanced professional knowledge. English for specific purpose (ESP) has been the development trend and an important topic for recent discussion.

Theoretical Perspectives

Dual-coding theory

Paivio, yuille and Madigan were the first to postulate Dual-coding theory in 1968. The theory came as a result of Paivio and his associates' findings which contended that words and pictures activate independent visual codes (logogens) and verbal codes (imagens). It was further explained by Rieber, 1994 that other picture-like representations and visual systems were thought of as a code for images. It was argued by Rieber further that both visual and verbal subsystems have unique properties. And that visual codes or imagen are stored as continuous units in the visual system. It was assumed that three levels of processing could occur within the visual and verbal systems. These are: referential connections representational connections and associative structures. When connections occur between incoming stimuli and either the verbal or visual system it is called representational. Whereas visual stimuli activate visual memory codes, verbal stimuli activate verbal memory codes, Paivio, 1986; Rieber, 1992; Rieber, 1994. Iheanacho 1997, in their explanation of dual-coding theory provided an illustration that " seeing the picture of a computer directly triggers the visual system but hearing the word "computer" activates the verbal system". Thus, connections that are made between the visual and verbal systems are called referential connections, (Iheanacho 1997). Iheanacho, further explained that hearing or reading the word "computer" attracts the normal verbal codes in the verbal system and at the same time a mental image of a computer is formed.

It was shown that activating the verbal system and the image in the visual system are just like corresponding to a computer. It was explained that the verbal and visual systems are not limited to one another, but can be an expansion of many with the significant facet of referential connections between them Rieber (1994 cited in Iheanacho 1997). Rieber

reiterated on this by citing an example that many verbal responses, can be explained by seeing a picture of a computer, such as an Apple computer, an IBM computer or a Laptop computer. This can be explained by using pictures and other multimedia features to the acquisition and development of vocabulary.

Problem Statement

This study investigates the effectiveness of courseware or computer based material in the development of vocabulary skills among Saudi-Arabia upper grade secondary school female students in Malaysia. Since the traditional ways of acquiring new words in English Language is basically teacher centered approach, Norman 1988, argued that the effectiveness and usefulness of courseware in the development of vocabulary skills superseded the traditional teacher-centered approach. His argument was buttressed by giving an instance wherein a female teacher gives her students a comprehension passage with underlined new words and the students are asked to memorize them. This approach as argued by Norman has no value in using words in real situations where the words sometimes mean more than lexical meaning. The learning and teaching of English Language have been in existence in the Kingdom of Saudi-Arabia as far back as 1927. The government of KSA has supported and provided all the necessary supports for students to improve and develop their English skills. Despite all the support from KSA government, experts have affirmed that from various indicators that the result of English is in the final results of the students in the Kingdom. Rao (2005) suggested that task-oriented assessment and encouraging development of online materials for teaching and learning in Saudi-Arabia students are highly desirable. This was further echoed by Hussien 2000, that teaching English Language in Saudi-Arabia does not live up to the aspirations and ambitions as people strive for progress and prosperity. Consequently, the arguments of Hussien 2000 and Rao 2005, corroborates the fact that the graduates from high school or university in the kingdom are unable to make a short conversation in English.

Hussien further suggested that the low level of Saudi-Arabia students in English language is the direct result of the approach and mechanism used in teaching the subject in various upper grade secondary schools especially the female students. Most of these students still depend on memorization methods that are practiced in the classroom. This method as mentioned earlier is somehow contrary to the popular opinions of modern-days teaching pedagogy, wherein English language is learned and practiced via various means such as conversation, activities, programs, trips and a host of other new methods. In addition, the poor quality of colored images which are used in the old methods of teaching English sets some forms of obstacles and challenges for students to practices vocabularies they learned in the class. Therefore, providing them with an attractive courseware which can stimulate and motivate students' ability and potentials is highly desirable. Most courseware is interactive and creates two-way communication with students (Warchauer 1995).

Purpose Of The Study

The purpose of this study is to investigate the perception of Saudi-Arabia upper secondary school students towards the introduction of multimedia vocabulary courseware (MVC) which is based on cognitive and spaced practice type in teaching and development of a vocabulary skill. The rationale behind this study is to introduce a teaching system, which can helps students learn communicative vocabulary effectively and not merely to demonstrate an innovative use of computers. The use of computers by themselves, does not necessarily stimulate improvement of a students' foreign language proficiency, however an effective use of computers may lead to such improvement (Junko &Yukio 1999).

Objectives Of The Study

The main objective of this study is to investigate the perception of female Saudi-Arabia students towards introduction and usage of multimedia vocabulary courseware (MVC) by using questionnaire elicit information from upper grade Saudi-Arabia secondary school students studying in Malaysia. Other specific objectives are to:

1. Examine the perception of Saudi-Arabia female students on intrinsic motivation in learners of English as a Foreign Language.
2. Investigate the perceived ease of using MVC in improving their vocabulary skills.
3. Explore the perceived usefulness of the students towards MVC in improving their vocabulary skills.

Review Of Literature

Many researchers have reported the importance of vocabulary in language learning (Vockell 2001; Al-Otaibi, 2004; Rao,2005; Moskovsky and Alrabai ;2009; Iheanacho 1997). However, little attention is paid to vocabulary learning (Prince 1996). In the development of skills in language, which are listening, speaking, writing and reading, Vocabulary plays a pivotal role (Harris, 1969; Siribodhi, 1995 cited by Iheanacho 1997). Sufficient knowledge and understanding of vocabulary in language can enhance the speaker's ability to diversify language and provide clarity (Iheanacho 1997). Iheanacho 1997, citing Evans 1976 in his work further explained that when using vocabulary wrongly can lead to misunderstanding, whereas using vocabulary in an appropriate manner makes reading and write easier better for people. It also enable speakers to grasp full understand of the main ideas and speak correctly.

Robinett 1978 cited by Iheanacho 1997, opined that vocabulary assists speakers to continually improve in listening, reading ,speaking, listening and writing, Students point to lack of vocabulary as their primary problem in second language learning irrespective of the levels of language (Groot 2000; Knight, 1994). Functional language proficiency, therefore, requires mastery of a considerably larger number of words (Groot 2000). The single most important aspect of a second language learning considered by many is the vocabulary acquisition, (Knight 1994). Additionally, it was also pointed out that vocabulary is a priority as cited by their teachers on the majority of students studying second languages. Vocabulary in language learning by many researchers has propelled the search for effective recognition of the importance of pedagogical methods in teaching new words as cited by (Iheanacho 1997).

Studying nowadays for students, world without the aid of computers, digital media or the Internet is almost impossible (Prensky 2000 cited by Nobar and Ahangari 2012). Lenhart, Madden, & Hitlin, 2005 affirmed that on average students who use some type of technology-based media for at least six hours in a day will develop their audio-oral and literacy skills. This further proved that a courseware or a computer-mediated learning technology is inevitable in teaching and learning of the modern time. Computer Assisted Language Learning (CALL) has no doubt played an important role in personalizing education (Nobar and Ahangari 2012). The rapid growth of the use of courseware in classroom made it nearly not allow for a teacher in classroom to keep up with the field without using any courseware to facilitate the students learning. This growth as mentioned by Nobar and Ahangari, 2012 is quite significant in terms of educational advantages as it offers mostly in the need of rich resources for both teachers and learners and the increased possibility of web-based interaction as a source for future learning.

According to Roger 1996, the use of computer-mediated learning tools together with a traditional second language classroom study, enabled the students independently to study more. Consequently, this gives an ample opportunity for teachers to concentrate on those parts of second language teaching that cannot be easily taught by a computer. These pedagogical advantages, add more value to the importance of computer technology in teaching. Thus, Computer Assisted Language Learning (CALL) becomes more accessible to both schools and individuals (Nobar and Ahangari, 2012).

Studies conducted by Raffini 1994 on Saudi-Arabia students shows that students need to experience enjoyment in the process of learning second language especially English Language in order to feel intrinsically motivated. Raffini emphasized that in order to increase the intrinsic motivation of students, it is of paramount important to create an ambient in which students can discover that their serious effort toward learning can be corroborated by the effective teaching aid which will invariably enables them to attain a sense of academic competence. Al-Amr 1998, acknowledged that an instrumental motivation, such as the use of courseware in teaching second language would be much more relevant in the Kingdom of Saudi-Arabia setting than other motivation methods, because the second language is being learned away from the target language speakers and their culture. Therefore, the introduction and the use of courseware such as multimedia vocabulary courseware will bring the students more closely to the targeted speakers' culture. Multimedia vocabulary courseware exposes language learners to the textual and contextual use of words. Understanding the contextual connotation of words will invariably lead to comprehending the culture of the language users.

The computer based courseware has progressed significantly from predominantly text- based systems to design and development (Xi 1994). Xi further asserted that the potential to create (CALL) courseware that is ideally suited to the communicative approach in learning a foreign language is the interactive multimedia.

Multimedia elements redefine the conventional text and are exploited in teaching and language learning, especially of a second language (L2), usually in the form of Computer Assisted Language Learning (CALL) by using dynamic interactive and multiple representations (Zoi, Bellou and Mikropoulos 2011).Thus, assisting learning and teaching foreign languages really makes a lot of sense through using multimedia. This is particularly true, because video clips assisting contextual aspects of language and providing cultural flavours, sound capabilities of the medium with record and playback features as well as extensive user control and feedback facilities, combine to create a rich learning environment for the student (Xi 1994).

According to Mayer (2005), the theoretical rationale behind the multimedia principle is that when both pictures and words are presented, learners are able to establish pictorial and verbal mental models and build effective connections between the two. It thus**,** makes the class more interesting by using the technology inside and outside the classroom. Personalizing information, for example by integrating the students' name or familiar contexts as part of the program or task is One way a activity or program which can promote motivation in students (Nobar and Ahangari, 2012). Study with elementary school students who had basic knowledge of the English alphabet and sentence structure is an efficacy of multimedia vocabulary in a context-based method to second language vocabulary instruction was furthered reaffirmed in Kang's (1995). Students facilitated by the computer-based context method performed dramatically better than any other students in a retention test this was shown in kang's study. MVC environments would enhance vocabulary teaching and learning with the indication of presentation of vocabulary with aural, visual and sentence contexts in (CALL) (Shao and Qing 2012).

Nowadays, language teachers more often than not make up multimedia in their teaching by using the media types that goes with it. This includes videos, pictures, sounds, written texts and which delivered their messages in their own styles (Shao and Qing 2012). The ability to deliver and to exist within the same space is the unique character of multimedia to language learning. People stick more to what they experienced more than what they read, which means experience lasts longer in their memory than reading (Shao and Qing 2012). Multimedia provides opportunities to experience language in a variety of media; each of which can serve to reinforce the others and memory is also connected with images.

The multimedia vocabulary courseware:

Multimedia vocabulary proposed by Junko &Yukio 1999 consisted of an expansion of the task-based courseware. This courseware gives students ample opportunities to manipulate information with regard to many different aspects of a word, in a variety of ways. The tasks in MVC is relatively simple to do, they were introduced in logical sequence in keeping with established activities considered effective in 'theories of learning', 'systems of science', 'information science', and also in a technique called 'spaced practice' Junko &Yukio 1999 . Spaced practice is the practice of studying various skills in short intervals interspersed with study sessions on other topics (Anderson, 1980).

As mentioned earlier, (MVC) gives students ample opportunity to process information about the target words in terms of their visual and acoustic properties (Steps 1, 2, 3, 5, 10, and 11). Steps in using (MVC) as prescribed by Junko &Yukio 1999 are as follow:

1. Stage 1 Giving motivation for the study

❖ Step 1 A picture which is considered to be the most appropriate for the meanings of the group of 10 words grouped to be taught in one session is presented on the screen. The pronunciation of all the words is presented one after another while viewing the picture on the screen.

2. Stage 2 Presentation of the target words

❖ Step 2 Words (spellings and Japanese equivalents) in one session are presented in a table.

The learner confirms the pronunciation of each word by choosing the word and pressing the space bar.

❖ Step 3 Each target word is presented in the context of three chunks. Learners can hear the pronunciation by pressing the space bar. The meaning of the chunk is presented on the screen approximately two seconds after the pronunciation. The reason for this delay is not to overload the learner's perceptive effort and activity, and also to allow the learner to think actively about the meaning of the chunk before it is given.

❖ Step 4 The definition or meaning of each word, as described in monolingual dictionaries, is given on the screen. Descriptions of the definitions are divided into two groups of five and presented in two frames so that the learners are not overwhelmed by too much information in one frame.

3. Stage 3 Tasks for learning

❖ Step 5 Learners retrieve the target words from the definitions that are presented on the screen. Learners can confirm the spelling of the target word by pressing the return key. The pronunciation is also presented two seconds later.

❖ Step 6 Learners retrieve the meaning for each target word presented on the screen and can confirm the Japanese equivalent by pressing the return key.

❖ Step 7 Learners retrieve the spelling for each Japanese equivalent presented and can confirm the spelling by pressing the return key.

❖ Step 8 Learners write all the target words and chunks in their notebooks twice.

❖ Step 9 The context of the target words is presented in English sentences in conjunction with their Japanese equivalents. A blank in parentheses is provided for the target word. If the learner presses the space bar, the target word appears in the blank. Six frames are used for this activity, presenting five chunks in each frame. The chunks for each target word are arranged so that they appear in different frames.

4. Stage 4 Confirmation and review work

❖ Step 10 The same as Step 2 described above.

❖ Step 11 The same as Step 1 described above.

❖ Step 12 Learners are requested to generate and write one sentence for each target word in their notebooks.

(Source Junko &Yukio 1999)

Methodology

The research as a descriptive survey, aimed at investigating the perception of female Saudi Arabian students towards the introduction and usage of multimedia vocabulary courseware (MVC). The population of the study is the female students of Saudi Arabian upper secondary school in Kuala Lumpur. Descriptive design is concerned with the relationship or condition that exists, practices that prevail, processes that are ongoing and attitudes that are developing (Best, 1970). The design was ideas as it enhanced collection of data from the subjects on the current students of females Saudi- Arabian students towards introduction and usage of multimedia vocabulary courseware (MVC).

The descriptive survey is used in preliminary and exploratory studies to gather information, summarize, present and interpret for the purpose of clarification. The instrument used for the study is a questionnaire developed through extensive literature and based on the three research objectives.

The unit's sample of the study was the 45 female students from Saudi Arabia upper secondary school in Kuala Lumpur, Malaysia.

Findings And Discussion

The study solicited views from 45 female students from the Saudi Arabia upper secondary school in Kuala Lumpur, on their perception about the introduction and usage of multimedia vocabulary course ware (MVC). The results of the study are presented in the order of the research objectives of the study. Statistics analysis was conducted to answer the three research objectives, descriptive and inferential statistics were used by using the SPSS (version20), to answer the research objectives of the study.

Research objective one

This study sought to examine the perception of Saudi-Arabia female students on intrinsic motivation in learners of English as a Foreign Language. The results are presented below to look at the perceptions of the female students on intrinsic motivation in learners of English as a foreign language.

level of perception _perc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	10	22.2	22.7	22.7
	3.00	34	75.6	77.3	100.0
	Total	44	97.8	100.0	
Missing	System	1	2.2		
Total		45	100.0		

The foregoing shows the analysis of data collected for the study, which shows that there are high perceptions of Saudi Arabia female students on intrinsic motivation in learners of English as a foreign language.

Research objectives two

This sought to investigate the perceived ease of using Multimedia Vocabulary courseware MVC in improving their vocabulary skills. The results are presented below to investigate the perceived ease of using (MVC) in improving their vocabulary skill.

Perceive ease (MVC)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Noreply	4	8.9	8.9	8.9
	agree	19	42.2	42.2	51.1
	S agree	22	48.9	48.9	100.0
	Total	45	100.0	100.0	

The result indicates there is agreement in the perceived ease of using (MVC) in improving the student's vocabulary skills.

Research objective three

This table explores the perceived usefulness of the students towards (MVC) in improving their vocabulary skills. The result below shows the way the students perceived the usefulness of (MVC) in improving their vocabulary skills.

Level of usefulness of MVC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	6.7	6.8	6.8
	3.00	41	91.1	93.2	100.0
	Total	44	97.8	100.0	
Missing	System	1	2.2		
Total		45	100.0		

The result shows that there is high perceived in the usefulness of the students towards (MVC) in improving their vocabulary skills.

Conclusion

Based on the findings of the study, it was concluded that (MVC) usage in improving the student's vocabulary skills is very essential. This is evident from the findings of this study, which isolated the high perceived by the students in the use of (MVC) in improving their vocabulary skills in the school.

The findings of this study have therefore led the researcher to conclude that there are needs to introduce the (MVC) (multimedia vocabulary courseware) in improving the student's vocabulary skills for females upper grade from Saudi Arabia secondary school in Kuala Lumpur, Malaysia.

References

Anderson, J. (1980). Cognitive Psychology and Its Implications. San Francisco: W.H.Freeman and Company.

Al-Amr B.(1998).Attitudes, motivation, and socio-cultural effects on English foreign language learning and proficiency: the Saudi Arabian context [MA thesis]. Essex: University of Essex.

Groot J. M. (2006). Computer assisted second language vocabulary acquisition *language learning & technology* vol. 4, no. 1, May 2000, pp. 60-81.

Hussein, H. (2000). Lexical attrition of some Arabic speakers of English as a foreign language: a study of word loss. Internet TESL J [serial online] 2000 [cited 2006 Nov26].

Iheanacho C.C. (1997). Effects of two multimedia computer-assisted language learning programs on vocabulary acquisition of intermediate level ESL students. Phd.dissertation submitted to the faculty of the virginia polytechnic institute and state university in partial fulfillment of the requirements for the degree.

James.V.(2006).Developing vocabulary learning courseware for form one students. Thesis submitted in partial fulfilment of the requirements for the degree of master of science Fakulti Pendidikan Universiti Teknologi Malaysia.

Junko,T.&Yukio T. (1999) Three Types of CALL Courseware Developed for Teaching Vocabulary to EFL Students *The IALL Journal of Language Learning Technologies*, Vol. 31, No. 3 pp. 59-68.

Knight, S. (1994). Dictionary use while reading: The effects on comprehension and vocabulary acquisition for students of different verbal abilities. The Modern Language Journal 78 (3), 285-297.

Lenhart, A., Madden, M., & Hitlin, P. (2005). *Teens and technology*. Washington, DC: Pew.

Low. F. (1994). Computer-based concordancing courseware for developing vocabulary skills in the ESL class. Thesis submitted in partial fulfilment of the requirements for the degree of Master of Science in the faculty of educational studies, universiti pertanian Malaysia.

Mayer, R. (2005). Interactive multimodal learning environments. *Educational Psychology review*, 19, 309-326.

Moskovsky, C., and Alrabai, F. (2009). Intrinsic Motivation in Saudi Learners of English as a Foreign Language. *The Open Applied Linguistics Journal volume 2* , 1-10.

Nobar, A.G. and Ahangari, S. (2012). The Impact of Computer Assisted Language Learning on Iranian EFL Learners' Task-Based Listening Skill and Motivation. *Journal of Academic and Applied Studies* Vol. 2(1), pp. 39-61.

Norman G.R. (1988). Problem-solving skills, solving problems and problem-based learning. Med Educ.22:279–286.

Paivio, A. (1971). Imagery and verbal processes. New York: Holt, Rinehart, and Winston.

Paivio, A. (1986). Mental representations: A dual coding approach. New York: Oxford University Press.

Paivio, A. (1991). Dual coding theory: Retrospect and current status. Canadian Journal of Psychology, 45 (3), 255-287.

Paivio, A., & Csapo, K. (1969). Concrete image and verbal memory codes.Journal of Experimental Psychology, 80, 279 - 285.

Paivio, A., Smythe, P. C., & Yuille, J. C. (1968). Imagery versus meaningfulness of noun in paired-associated learning. Canadian Journal of Psychology, 22, 427-441.

Prensky, M. (2000). *Digital game-based learning.* New York: McGraw-Hill.

Raffini JP. 150 ways to increase intrinsic motivation in the classroom. Needham Heights, Massachusetts: Allyn and Bacon 1996.

Rao K. Faculty and student motivation: KFUPM faculty perspectives [serial online] 2005

[cited 2006 Dec 04]; Available from: http://www.kfupm.edu.sa/dad/richfiles/pdf/06krishnarao.pdf

Rieber, L. P. (1994). Computers, Graphics, & Learning. Dubuque, Iowa: WCB Brown & Benchmark Publishers.

Rieber, L. (1992). Computers, graphics, and learning. Madison, WI: Brown & Benchmark.

Robinett, B. W. (1978). Teaching English to speakers of other languages: substance and technique. New York; McGraw-Hill Book Company.

Shao. J & Qing.Y (2012) A Study of Multimedia Application-based Vocabulary Acquisition. English Language Teaching; Vol. 5, No. 10; 2012 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education.

Siribodhi, T. (1995). Effects of three interactive multimedia computer assisted language learning programs on the vocabulary acquisition of elementary level EFL students. Unpublished doctoral dissertation, The University of Kansas.

Warschauer, . M. (1995). *Virtual connections: Online activities and projects for networking language learners.* Honolulu, HI: University of Hawai'i Second Language Teaching and Curriculum Center.

Xi, X. (1994). The impact of sound and image features of IMM on CALL, *Proceedings of theSecond Interactive Multimedia Symposium*, Perth, pp. 594-596.

Zoi, M., Bellou. I and Mikropoulos T.A. (2011). Second Language Teaching in Elementary School with a Multimedia Gloss. *International Conference on Languages, Literature and Linguistics IPEDR vol.26 IACSIT Press, Singapore*.