

**The Effectiveness of the Vocabulary Notebook in
Learning English Vocabulary by Libyan Master's
Students**

Abdussalam Saleh Khalafallah Emhemed

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirement for the degree of

Master of Arts
in
English Language Teaching

Eastern Mediterranean University
July 2016
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Prof. Dr. Mustafa Tümer
Acting Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Arts in English Language Teaching.

Assoc. Prof. Dr. Javanshir Shibliyev
Chair, Department of English Language Teaching

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in English Language Teaching.

Asst. Prof. Dr. İlkey Gilanlıođlu
Supervisor

Examining committee

1. Prof. Dr. Gülşen Musayeva Vefalı

2. Assoc. Prof. Dr. Naciye Kunt

3. Asst. Prof. Dr. İlkey Gilanlıođlu

ABSTRACT

This study was designed to investigate the perceptions of master's students about vocabulary learning in EFL, and the effectiveness of using vocabulary notebooks in vocabulary acquisition. A qualitative approach was followed to collect data from 11 participants who were all Libyan master's students in Eastern Mediterranean University.

The data was gathered through individual semi-structured interviews with the participants and subsequently analyzed qualitatively. The results show that participants assign different roles to vocabulary and keeping a vocabulary notebook was recognized as a useful language learning strategy, expressing positive attitudes towards using one. Participants also reported that the vocabulary notebook helped vocabulary learning and language skills in many respects. The results suggest that the vocabulary notebook is not just a simple strategy for recording vocabulary but a complex engagement that has an impact on different aspects of language learning. Vocabulary notebooks, therefore, should be given more attention especially in an EFL context. They should be part of language teaching to make the learning of the target language more efficient.

Keywords: Vocabulary notebook, vocabulary learning strategies, vocabulary learning, vocabulary acquisition.

ÖZ

Bu çalışma yüksek lisans öğrencilerinin yabancı dil olarak İngilizce’de sözcük öğrenimi hakkındaki algılarını ve sözcük defteri kullanımının dil edinimindeki etkinliğini araştırmak amacıyla tasarlanmıştır. Veriler nitel araştırma yöntemi kullanılarak Doğu Akdeniz Üniversitesi’nde okuyan 11 Libyalı yüksek lisan öğrencisinden toplanmıştır.

Veriler katılımcılarla bire-bir gerçekleştirilen yarı-yapılandırılmış mülakatlar yoluyla elde edilmiş ve akabinde nitel bir biçimde çözümlenmiştir. Çıkan sonuçlara göre, katılımcılar kelime haznesine çeşitli roller yüklemekte ve sözcük defteri kullanımını da olumlu tutumlarını dile getirerek yararı bir dil öğrenme stratejisi olarak görmektedirler. Katılımcılar ayrıca sözcük defterinin kelime ve dil becerisi öğrenimine yardımcı olduğunu kaydetmişlerdir. Bu sonuçlar sözcük defterinin yalnızca basit bir kelime not etme stratejisi değil, dil öğreniminin farklı boyutlarına etki eden karmaşık bir uğraş olduğunu ortaya koymaktadır. Bundan dolayı sözcük defterine özellikle yabancı dil olarak İngilizce öğrenimi bağlamında daha fazla önem verilmelidir. Sözcük defteri öğrencilerin hedef dili daha etkin bir şekilde öğrenebilmeleri için dil sınıflarına entegre edilmelidir.

Anahtar sözcükler: Sözcük defteri, sözcük öğrenme stratejileri, kelime öğrenimi, kelime edinimi.

DEDICATION

To the sole of my parents AND My beloved Family (my wife and my sons)

ACKNOWLEDGEMENT

I would like to precise my sincere appreciation to my thesis advisor, Asst. Prof. Dr. İlkey Gilanlıoğlu, for his patience, vital and proficient academic guidance, kind attitude and endless support throughout the study. He provided me with encouragement during the all thesis writing process and improved my confidence in my own study. I am more than grateful to him as he gave me the opportunity to be one of his students, and I owe him my renewed interest into academic life.

In would also like to express my profound gratitude to my committee members Prof. Dr. Gülşen Musayeva Vefalı and Assoc. Prof. Dr. Naciye Kunt for their guidance and support.

Likewise would like to acknowledge Senior Instr. Özkan Özçınar's (Senior Instructor at Foreign Language Division of EMU) support and advice.

I am also grateful to my family and my friends for their support during my time of studying.

TABLE OF CONTENTS

ABSTRACT	iii
ÖZ.....	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
1 INTRODUCTION.....	1
1.1 Presentation.....	1
1.2 Background of the Study	1
1.3 Purpose of the Study.....	1
1.4 Significance of the Study	3
1.5 Research Questions	4
1.6 Definitions of Key Terms	5
1.7 Summary.....	5
2 LITERATURE REVIEW.....	7
2.1 Presentation.....	7
2.2 Vocabulary Acquisition	7
2.3 The Concept of Vocabulary Instruction	7
2.4 Knowing a Word	9
2.5 Vocabulary Learning Strategies (VLS)	9
2.6 Vocabulary Notebooks	10
2.7 Theories of the Vocabulary Notebook	12
2.8 Vocabulary Notebook Use in the Classroom.....	15
2.9 Benefits of Vocabulary Notebook.....	15
2.10 Implementing Vocabulary Notebook	17

2.11 The Effectiveness of Vocabulary Notebooks	18
2.12 Attitudes of Teachers and Students	22
2.13 Summary	22
3 METHODOLOGY	24
3.1 Presentation.....	24
3.2 Introduction.....	24
3.3 Purpose of the Study.....	24
3.4 Research Questions	24
3.5 The Context.....	25
3.5.1 The Way of Teaching and Assessing Vocabulary in ENGL Courses	26
3.6 Research Design.....	26
3.6.1 Participants	27
3.6.2 Interviews	27
3.6.3 Procedure.....	27
3.6.4 Data Analysis.....	28
3.7 Summary.....	28
4 DATA ANALYSIS AND RESULTS.....	30
4.1 Presentation.....	30
4.2 Introduction.....	30
4.3 Data Analysis Procedure	30
4.4 Results of the Interviews with the Participants.....	31
4.5 Research Question 1: What are the Perceptions of the Libyan Master's Students about Vocabulary and the Use of Vocabulary Notebooks?	31
4.5.1 Perceptions about Vocabulary and its Importance	31
4.5.2 Knowledge of Word.....	32

4.5.3 Perceptions about the Role of the Vocabulary in English Language Learning	33
4.5.4 Vocabulary as the Primary Component of Language	33
4.5.5 Vocabulary as a Tool for Communication	34
4.5.6 Vocabulary as a Starting Point in Language Learning	34
4.5.7 Vocabulary as the Knowledge of a Language	35
4.6 Research Question 2 : How do the Participants Perceive the Ideal Vocabulary Notebook Template?	35
4.6.1 The Idealized Template: Designing a New Vocabulary Notebook	35
4.7 Research Question 3: Is the Use of Vocabulary Notebooks Effective in Libyan Master's Students' Vocabulary Acquisition?	36
4.7.1 The Effectiveness of Vocabulary Learning	36
4.7.2 Usefulness of Vocabulary Notebook as a Learning Strategy	37
4.7.3 Usefulness of the Vocabulary Notebooks in Language Use	38
4.7.4 Vocabulary Notebook as a Reference Material	38
4.7.5 Usefulness of the Vocabulary Notebooks in Developing Vocabulary	39
4.7.6 Usefulness of Vocabulary Notebook to Influence Language Skills	40
4.7.7 Recycling	41
4.8 Summary	42
5 CONCLUSION AND RECOMMENDATIONS	44
5.1 Presentation	44
5.2 Introduction	44
5.3 Perceptions of Vocabulary Learning and of the Role of Vocabulary Learning	44
5.4 Importance of the Vocabulary Notebook	45
5.5 Benefits of Vocabulary Notebook	46

5.6 Limitations	48
5.7 Pedagogical Implications	48
5.8 Recommendations	48
5.9 Summary	49
REFERENCES	50
APPENDICES	63
Appendix A: Interview Questions	64
Appendix B: Transcripts	66

Chapter 1

INTRODUCTION

1.1 Presentation

This chapter first outlines the background of the study as it relates to vocabulary in English language, the purpose of the study, significance of the study, and the role of vocabulary notebooks as a strategy that help build learners' vocabulary. Finally, it moves on to the research questions.

1.2 Background of the Study

Language is a means of communication among members of a society, a means for building thought and feeling, a support for speaking, a preserver and a transporter of the human heritage. Without language, the human society cannot get to where it has reached today. The English language is becoming more and more dominant compared to other languages. Vocabulary is one of the most significant components of the English language; therefore, there has always been increased interest in developing vocabulary in mastering English as a foreign language.

Vocabulary holds such a main position in the process of communication that communication cannot be achieved effectively without vocabulary. Therefore, vocabulary plays a major role in achieving the aims of communication. It has long been accepted that the knowledge of vocabulary is instrumental in the successful reading of any comprehension (Anderson & Freebody, 1981; Read, 2000). In recent years, the role of vocabulary as a basic component in the language syllabus has

gained momentum as an ultimate aim of English instruction (Hişmanoğlu, Murat. 2005).

Vocabulary has been considered as the most relevant linguistic component of L2 learning. L2 vocabulary is seen as having a considerable value in improving L2 learners' reading, listening, writing and speaking skills (Ediger, 1999; Zhang & Li, 2011). In language learning, vocabulary instruction and learning can be shaped by vocabulary input and vocabulary learning strategies. This is the case ascertained because vocabulary learning and retention is one of the most challenging tasks that any learner encounters while acquiring another language. In order to learn and retain a large number of unfamiliar words in English, it is expected that EFL learners build up a much larger lexical repertoire in their tertiary education to cope with English studies. EFL learners may be at disadvantage because they may not have as much L2 input outside the classroom as the learners of English. To harness a large number of unknown words, vocabulary learning strategies (VLS) would be a major way out.

Different researchers have looked into the effects of VLS on vocabulary learning (Al Qahtani, 2005; Marin, 2005; Alyami, 2011) by utilizing VLS as a specific language learning domain, language users can make progress in their use of language as well as in communicative competence. Schmitt (2000) claimed that "the most often preferred vocabulary learning strategies were the most 'shallow' ones, although they might be less effective than 'deeper' strategies. He also asserted that the commonly used VLSs were 'memorization', 'repetition', and 'keeping vocabulary notebooks'" (p.132).

“Keeping a vocabulary notebook” is classified as a ‘cognitive strategy’ among the 58 vocabulary learning strategies included in Schmitt’s list (Schmitt & McCarthy, 1997 p. 2078). We can consider the vocabulary notebooks as a beneficial way to make learners more conscious about the process of vocabulary (Leeke & Shaw, 2000; Fowle, 2002; Ghazal, 2007).

Learners keep vocabulary notebooks for recording words or simple expressions which they have learnt or come across in different contexts so as to encourage them to take initiatives in learning. In acquiring this type of vocabulary learning strategy, learners will be able to take charge of their own learning. They will be flexible, confident and more independent, which will enable them to make choices, develop their own learning styles for vocabulary and enjoy autonomy in learning. Vocabulary learning has been a constant challenge for students in EFL classes because historically there has been minimal focus on vocabulary instruction (Schmitt & Norbert, 2010). One way to increase such a focus would be the use of vocabulary notebooks. The vocabulary notebooks give students the opportunity to expand their collection of vocabulary; the notebooks also help them to improve the strategies of vocabulary learning, and inspire them to learn individually. The effectiveness of vocabulary notebooks and the reactions of users to them should therefore be investigated more closely.

1.3 Purpose of the Study

The importance of vocabulary in language learning and competence cannot but be overemphasized. For language learners to competently master vocabulary in order to facilitate meaningful communication, it is expedient to look into the effectiveness of note taking as a part of VLS. Research into vocabulary acquisition has shed

considerable light on the process through which words are learned. Instead of being held to implied vocabulary learning and stressing simply the strategy of guessing from context, a look into explicit vocabulary learning will offer new perceptions into retaining and retrieving words. One important noteworthy strategy to achieve this is to keep vocabulary notebooks.

The study therefore aimed to investigate the effectiveness of vocabulary notebook in learning English vocabulary by Libyan students in EMU. Vocabulary notebooks typically contain information including meanings of words, parts of speech and example sentences. This study aims to explore how learners use the vocabulary notebook and how effective it is in vocabulary learning by focusing on their perceptions on vocabulary learning and vocabulary notebook use.

1.4 Significance of the Study

The outcomes of the study will give an insight into the usefulness of vocabulary notebooks. The study will help to understand how learners handle the vocabulary notebook, what kind of strategies they use to facilitate their own learning of vocabulary.

1.5 Research Questions

The study set out to give answers to the following research questions:

1. What are the perceptions of the Libyan master's students about vocabulary and the use of vocabulary notebooks?
2. How do the participants perceive the ideal vocabulary notebook template?
3. Is the use of vocabulary notebooks effective in Libyan master's students' vocabulary acquisition?

1.6 Definitions of Key Terms

The definition of key terms as it applies to this study is given below drawing on relevant literature:

1. **Vocabulary** is “the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Vocabulary addresses single lexical words with specific meaning but it also includes lexical phrases or chunks” (Richards, 1976, p.77). The terms **vocabulary learning** and **vocabulary acquisition** will be used interchangeably in this study.
2. **Vocabulary learning strategy** is "the process by which information is obtained, stored, retrieved, and used, although here 'use' will mainly be defined as vocabulary practice rather than interactional communication, therefore vocabulary learning strategies could be any which affect this rather broadly-defined process” (Rubin, 1987, p. 29).
3. **Vocabulary notebook** is “a student-made notebook which is totally non-pictorial and mainly focuses on definitions, in addition to other information in a dictionary” (Hall, 2004, p.117).
4. **Perception** “is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world , in other words, a person is confronted with a situation or stimuli, the person interprets the stimuli into something meaningful to him or her based on prior experiences” (Pickens, 2005, p. 44).

1.7 Summary

This chapter has discussed the issues about the background of the study, the purpose of the study, the significance of the study, and the role of vocabulary

notebooks, and presented the research questions. The next chapter reviews the relevant literature on the field of study.

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This chapter gives an overview of vocabulary acquisition, the concept of vocabulary instruction, and knowing a word. Followed is the main area of interest of the paper: vocabulary learning strategies, vocabulary notebooks, and theories of vocabulary notebook. In addition, the chapter provides information on the vocabulary notebook and its use inside the classroom, the advantages of vocabulary notebooks, the implementation of vocabulary notebooks, and the practicality of vocabulary notebooks. Lastly, the chapter studies the attitudes of teachers and students with regard to vocabulary notebooks.

2.2 Vocabulary Acquisition

Research into the area of language learning began in earnest in the 1970s as part of the movement away from a predominantly teaching-oriented perspective. The perspective in this area now focuses on how the actions of learners make the effectiveness of the acquisition of language easy (Schmitt, 1997).

Vocabulary acquisition is one of the areas in which learners take control of their language acquisition, and this starts with the knowledge of a word and joining words together. Gaskell and Dumey (2003) maintained that joining another word into the mental lexicon is based on association between the new and the old words and that this process is incremental. In this way, new words will be acknowledged by existing

words in the mental dictionary. Facing similar words in structure leads to lexical competition (Gaskell and Dumey, 2003). Dahan, Magnuson and Tanenhaus (2001) insisted that obtaining a new word as a result of lexical competition could take place after two days through conscious effort.

The acquisition of vocabulary moves from responsive to profitable (McCarthy, 1990). Schmitt (1998) noted that the development of vocabulary from responsive to beneficial dominance is yet something of a puzzle; scientists are not certain whether open and gainful learning shapes different variety. Laufer (1998) highlighted that in vocabulary utilization, the teachers ought to urge learners to utilize the words; or else, these words may just hold on in inactive vocabulary. She expressed that educators ought to enhance learners to produce recent vocabularies, which can help them to develop the words acquired and use them proficiently. Additionally, Carter (1987) emphasized that there is a need to help learners gaze upward words in a lexicon, vocabulary ought to be displayed in huge settings. In learning a first language (L1), words are acquired naturally through hundreds of hours of exposure to language input especially vocabularies. Second language vocabulary learning, particularly in an EFL context, is different in that the learner receives limited exposure to the target language. Therefore, the L2 learner needs to develop his/her own way of tackling this difficult task consciously. In fact, developing an effective strategy is a critical but challenging task for language learners. A good vocabulary learning strategy might be a way out as indicated by Oxford (2014) that learners with a good vocabulary learning strategy tend to learn words more easily, quickly, enjoyably and effectively. In this respect, learners' recording of vocabulary in the form of a vocabulary notebook tend to become a useful practice. Hence, applying

effective vocabulary learning strategies in keeping a vocabulary notebook does not only facilitates learning of new words but also consolidates those learned previously.

2.3 The Concept of Vocabulary Instruction

Traditionally, vocabulary instruction comprises of gazing at a word in the dictionary, recording the meaning of the word, understanding the definition, and after that composing a significant sentence utilizing the word (Bryant et al., 2003; Rupley and Nichols, 2005). For emphasis on examination and for those with inabilities, this can be an exceptionally worrying which might cause a great degree of confusion and turn out to be a weak way to deal with and adapting new vocabulary words (Nagy and Stahl, 2000).

In any case, it is still not extraordinary to visit a basic or center school content territory classroom and discover this methodology being used most of the time to show vocabulary guidelines (Hairrell, Simmons, Rupley, and Vaughn, 2011; Rupley and Nichols, 2005). Accordingly, for both general and extraordinary teachers working with these students, giving express vocabulary guideline is key to helping them with advancing vocabulary improvement (Biemiller, 2003).

2.4 Knowing a Word

Knowing a word is a complex phenomenon. There are different levels of knowledge about a word from knowing what a word implies in a solitary, regular setting to comprehension. The distinctive implications of a word includes how it is applied as a part of individually concentrated settings and how it is utilized as a part of association with different words. Different exposures to a word are essential if the word is to end up as part of an individual's vocabulary.

Research demonstrates that after 40 experiences with a word, learners are yet to develop their insight into it. In distinguishing words, one truly needs to know what it really means to "know" a word. It is one thing to recognize a word when you see it or hear it, and know its dictionary explanation, but it is quite a different thing to be able to come up with those words yourself when you need them. There is an important developmental process between recognition and the capacity to produce on demand. It is not just a matter of knowing which word to use, but which form of the word. In English, word structure changes depending upon whether the word in a given context is working as an adjective, verb, noun or adverb.

2.5 Vocabulary Learning Strategies (VLS)

The strategies for language learning are considered the procedures, steps, or programs students use to utilize the knowledge of language (Wenden and Rubin, 1987).

Many researchers (O'Malley and Chamot, 1990; Oxford and Crookall, 1990) have examined the classification of the language learning strategies. Schmitt (1997) considered a scientific classification of the methodologies of learning particularly for learning vocabulary. This systematic classification recognizes the disclosure methodologies; this procedure would discover the significance of another vocabulary word; and the combination methodologies, which is used to store the new word in long haul memory. Inside these two classifications, particular procedures are further determined; subjective, metacognitive, memory, or social methodologies. Vocabulary notebooks have been proposed as viable instruments for learners to practice with a specific aim to assume responsibility of, sort out and deal with vocabulary learning (McCarthy, 1990; Schmitt and Schmitt, 1995; Fowle, 2002).

Schmitt and Schmitt (1995) offered recommendations for the design of a vocabulary notebook, as well as a sample program for integrating vocabulary notebooks into classroom activities as a vocabulary learning strategy. Regardless of the way that keeping a vocabulary notebook is recorded as a private vocabulary learning strategy, in Schmitt's (1997) systematic categorization, it appears to be clear that the very demonstration of keeping a vocabulary notebook will include the act of an assortment of various vocabulary learning methodologies. Fowle (2002) calls attention to learners who may apply different strategies to find meaning and different parts of words: they may use bilingual or monolingual dictionaries, surmise from connection, or look for the assistance of teachers or colleagues. Among obtaining systems, keeping a customized vocabulary notebook is largely prescribed as one of the practical methodologies to give learners a chance to have the capacity to appraise, compose, and deal with their new vocabularies. Hence, learners typically prepare to get and note lexical data on word relationship for creating and improving their vocabulary size.

Through the action of recording the words themselves, learners ought to hold words better. Ideally, keeping a vocabulary notebook is not just to review words later on, but also rather to furnish learners with an important technique to learn new words by interfacing them with what they have realized. Meara (1996) exhibited that learners' capacity to assemble the relationship among words could be viewed as a marker of the degree of their insight in vocabulary. As it were, giving students the ability of word connection is a vital technique to grow their vocabulary sizes. Thus, a vocabulary notebook of partner educated words turns to be an imperative customized learning lexicon, helping learners enhance maintenance of words and expand on comparable ideas. Nevertheless, most teachers and researchers have shown that

learners need to get more direction in the best possible utilization of vocabulary notebooks. Oxford (1996) noticed that learners conventionally take vocabulary notes word by word, as in a transcription exercise. Notes taken by this sort of straightforward arrangement are generally viewed as unstructured crude notes since students see these words as individual units. In addition, learners frequently record the intending word without further fleshing it with extra data. Vocabulary notebook should be used as a consolidation strategies are additionally applied when adding to the data in the notebook, and when concentrating on new words in the notebook. Utilization of the notebook in class work likewise underpins the utilization of consolidation strategies, as learners come back to the notebook to recover words, utilize the words in classroom exercises, and impart the words to their colleagues. In this manner, vocabulary notebooks offer learners the chance to extend their collection of vocabulary learning systems, and they can possibly upgrade vocabulary adapting, perhaps more than some other single procedure of the vocabulary learning utilized (Fowle, 2002; Lewis, 2000; McCarthy, 1990; Schmitt and Schmitt, 1995).

These are some advantages of utilizing the vocabulary notebook:

- improves the study of vocabulary (Schmitt and Schmitt, 1995)
- make the ability of using the dictionaries improved and guess from context.
- gives the teachers information about the learners' improvement (Fowle, 2002; Nation, 1990); and
- attracts the autonomy of the learner (Fowle, 2002).

2. 6 Vocabulary Notebooks

The learners create the vocabulary notebook as a type of private dictionary. Vocabulary notebooks vary in nature, but can be defined as “any form of book used

for recording new and useful words and some additional information about the word” (McCrostie, 2007). Schmitt and Schmitt’s (1995) suggestions for vocabulary notebooks included part of speech, collocations, definition, first language (L1) translation, keyword illustration, semantic mapping, and example sentences, among others.

It is used to record words that learners experience alongside numerous parts of word learning (Schmitt and Schmitt, 1995). Lewis (2000) considered the notebook as an explaining device, as well as an asset, which is used by learners as a training tool to improve their own specific use of language. A vocabulary notebook is not quite the same as a word reference where learners simply note the lexical items and do nothing further. The learners could return to the recorded vocabulary frequently in their vocabulary notebooks (Lewis, 2000).

Many researchers observed vocabulary notebooks to be successful in light of the fact that it helps and supports vocabulary in a sort out way (Schmitt and Schmitt, 1995; Nation, 1990; Lewis, 2000). Keeping a vocabulary notebook is regularly supported by researchers and specialists alike (Fowle, 2002; Laufer, 2005; Nesi, 2003; Schmitt and Schmitt, 1995; Walters and Bozkurt, 2009). A straightforward Google hunt of "vocabulary notebook course syllabus" turned up more than 1.6 million results showing the fame of this methodology in different fields of learning (Godwin-Jones, 2010; Walters and Bozkurt, 2009).

Different researchers noted that vocabulary learning process through the vocabulary notebooks help learners to upgrade the vocabulary learning with additional advantages (Laufer and Nation, 1999; Leeke and Shaw, 2000; Mercer, 2005; Schmitt

and Schmitt, 1995), improved ability to utilize lexicons and theorize words from in different context. The point of the vocabulary notebook is to encourage subjective preparing of new lexical items for long haul maintenance (Schmitt, 2000).

2.7 Theories of the Vocabulary Notebook

There is not a general hypothesis of how vocabulary should be obtained (Schmitt, 1995); though the learning of vocabulary can be considered from numerous angles. In any case, learners must be effective in the learning procedure with the goal that they can procure lexical items better (Kojic-Sabo and Lightbown, 1999; Nation, 1990; Schmitt, 2000). Utilizing lexicons is proposed as an apparatus for expanding vocabulary obtained, despite the fact that a couple of teachers do not apply to a word reference as a fundamental foundation when learners meet a new vocabulary (Knight, 1994). Hence, Grabe and Stoller (1997) mentioned that utilizing the references of bilingual vocabularies could be helpful for reading improvement of learners and the learning of vocabulary as well. This will help learner to incorporate different knowledge about the set of word acquired.

In recent years, supporters of learner-based teaching have advanced giving their learners the apparatuses and methodologies to learn freely (O'Malley and Chamot 1990, Oxford 1990). As far as vocabulary learning is concerned, one method for accomplishing this is to have learners keep vocabulary notebooks. The use of vocabulary notebooks is broadly accepted (Allen 1983; McCarthy 1990), however many teachers are uncertain on how best to counsel understudies on setting up an academically stable notebooks of their own. Vocabulary notebook is a complex cognitive task as (Baddeley and Wilson, 2002) mentioned that the guideline of joining new information into old is so broadly acknowledged in vocabulary notebook

as a fundamental requirement of realizing that keeping vocabulary notebook itself can in some regard as a critical thinking exercise in which one's activities to locate the ideal method for mapping new learning into old learning.

2.8 Vocabulary Notebook Use in the Classroom

According to Lewis, (2000) language teachers should be responsible for the arrangement of the vocabulary notebooks. Schmitt and Schmitt (1995) presented that teachers can use the sample program in a classroom, as learners can add some information about the new vocabulary while they go back to the objective their vocabulary notebook. The vocabulary notebook should be then be checked by the teachers occasionally. Schmitt and Schmitt (1995) also recommend that the teachers could get help to figure out which methodologies and vocabularies procedures from the vocabulary notebook are effective. In addition, Schmitt and Schmitt (1995) suggested that learners could also through the exercises given develop new vocabulary inputs in the vocabulary notebook. Maiguashca (1993) also expressed that instructing or concentrating on linguistic use, taking into account an arrangement of standards with a reasonable structure, which learners can recall should be included in vocabulary notebooks.

Nation and Waring, (1997) clarified that, Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary usage and so on. This contextualized use of vocabulary notebook will help students expand their vocabulary knowledge and capacity. Similarly, Lauferand Hulstijin (2001) called attention to the fact that all second language learners and instructors should be mindful of reality that taking in a second language encompasses taking in a broad number of words. Clearly, the

people who have copious vocabulary data can without a doubt express their selves more in the language, which is the goal of language learning (Hatch and Brown, 1995). Subsequently, obviously there is a relationship between the general language capacity levels of a learners and vocabulary learnt (Laufer, 1998; Lee, 2003; Lee and Muncie, 2006). From this point of view, vocabulary teaching in ELT has begun to pick up significance in a systematic and dynamic way.

Various studies have been done on vocabulary learning in ELT, some of which are for the most part related to inquiry about the general language capacity acquired through vocabulary notebook by students. Bozkurt (2007) inspected the sufficiency of vocabulary notebooks on vocabulary acquiring and noted that more vocabulary kept in the notebooks of students increases their usage of the language. ; Ördem (2005) wok also pointed out on the advantage of vocabulary notebook added upkeep and usage of the language. Similarly, Tran (2011) led a study to investigate EFL teachers' view of vocabulary obtaining and direction and to recognize their utilization of vocabulary systems. Folsie (2004) proceeded to notice that, ESL course books do not have vocabulary records in the lessons or units or a vocabulary document at the back of the book. English language learners need to develop their vocabulary acquisition strategies with vocabulary notebook. Teachers ought to coordinate unequivocal vocabulary instructing bolstered by classroom exercises that stress numerous study materials. Such exercises will help learners center their consideration on key vocabulary notebooks, oblige learners to recover the structures and implications of the new words, and urge learners to recognize and build up a customized stock of methodologies for vocabulary learning. This will help learner in a dynamic way to learn vocabulary after living the classrooms.

2.9 Benefits of Vocabulary Notebook

The benefits of using vocabulary notebooks could be classified into the following:

- * improving vocabulary learning (Schmitt and Schmitt, 1995);
- * guessing from context and the ability to use dictionaries could improve by using vocabulary notebook (Ledbury, 2006);
- *giving the teachers enough information about the progress of their learners (Fowle, 2002; Nation, 1990).

Learners may help teachers learn about their progress by keeping vocabulary notebooks during the learning of vocabulary (Fowle, 2002; Nation, 1990). Schmitt and Schmitt (1995) and Ledbury (2006) offered readymade timetables to help learners keep vocabulary notebooks. Through vocabulary notebook changes could be notice by the teachers for replacement, also they can detect the capacity of students, and how they utilize lexicon especially how students figure out the unclear words (Ledbury, 2006). Learners' capacities can be seen through their exercises of vocabulary notebook, by; comparing the new vocabularies, they acquire and consider them as a part of sentences. Furthermore, learners autonomous could be activated by keeping the vocabulary notebooks (Fowle, 2002; Schmitt and Schmitt, 1995). Schmitt and Schmitt (1995) suggested that, learners need to focus on the aim of learning effectively. The teachers should guide their students to give more attention to the learning of the objective words; they have their own specific responsibility for dealing with the words in their vocabulary notebooks. In addition, learners assess the effectiveness of the vocabulary, while they keep the vocabulary notebooks, in light of the fact, they can choose many different vocabularies. More also, in the learning vocabulary students could measure their own specific progress. Walters and Bozkurt

(2009) confirmed that in EFL classrooms a successful learning tool can be the vocabulary notebook, learners achieve could be better in the receptive and well-organized vocabulary examinations as the use of vocabulary notebooks could be helpful.

Students using the vocabulary notebook on a regular basis are more aware about their vocabulary learning process (Lessard-Clouston, 1994; Schmitt and Schmitt, 1995; Leeke and Shaw, 2000; Bailey and Onwuegbuzie, 2002; Fowle, 2002; Gu, 2003; Horst, 2005; Ghazal, 2007). Researchers agree that students could take more responsibility for their learning practice and become more autonomous by keeping their vocabulary notebooks. McCrostie (2007) assumed that possible and most essential means for vocabulary acquisition are the vocabulary notebooks; the vocabulary notebooks could give the students the chance to figure out their collection of vocabulary.

2.10 Implementing Vocabulary Notebook

The influence of the implementations of vocabulary notebooks on vocabulary proficiency had few studies; most of the studies on vocabulary notebook focuses on the self-learning of the learners and learning methods. Fowle (2002) explored the implementation of vocabulary notebooks influence on vocabulary acquisition and offered suggestions of learners and teachers towards vocabulary notebooks. To present vocabulary notebooks in the classroom, Schmitt and Schmitt (1995) proposed a few standards with a specific aims to execute them appropriately, similar to the association of the materials. According to him, the game plan of the things recorded in the notebook should be possible in a few ways. For instance, one understudy may

pick an A-Z posting, maybe in a few sheets, so when the need to look a specific word emerges, the word would be found easily.

Another profitable option approach to arrange the words is the collocation of the slightest known words toward the starting and the most widely recognized or least demanding to learn toward the end, this course of action gives less demanding learning (Schmitt and Schmitt, 1995). Fowle (2002) stated that in spite of the fact that vocabulary notebooks are thought to be close to individual dictionaries, it is basic that teachers model one to display the new thought and at first guide the understudies in notebook affiliation and in the decision and recording of words. In his study, it was centered on that, the learners picked which words to join into their notebooks, dependent upon whether the word was new, useful or captivating to them. He points out that the errands and procedures required in utilizing vocabulary notebooks helped learners end up being more dauntless as language learners to maintain, sort out courses since they comprehended that there are different alternatives to educator subordinate learning, and they had a dynamic part in the learning procedure. They clearly ended up being more aware of their own commitment and ability to survey their adapting needs.

Rough (1982) proposed the vocabulary self-decision framework (VSS) which can without a lot of stretch be acknowledged in any second language classroom. VSS included understudying new words found by scrutinizing or listening to sections in class, sharing words in social occasions and selecting a couple to be academic for the week, and entering words in vocabulary notebooks and making forming assignments, activities, beguilements and tests for practice, constantly. Schmitt and Schmitt (1995) asserted that it is strong thought to make vocabulary notebooks to be check and

commented on by the teachers. The learners set destinations for their learning of new vocabulary and teacher's information can give that information on their headway, as was found in the study by Fowle (2002). He however suggested that the entries could change as the learner's appreciation of the lexis changes after some time.

Distinctive techniques for recording vocabulary exist, for instance, translating parts of talk, enunciation information, English definitions, collocations, identical words and antonyms, pictures, mental partners, for instance, catchphrase, and semantic mapping. In addition, the learner may settle on a clear definition or understanding and later incorporate more flighty information as word. Gairns and Redman (1986) realized that the more strategies or systems a learner uses to record word data the more revealed he or she is to target word.

2.11 The Effectiveness of Vocabulary Notebooks

Positive effects of vocabulary notebooks could be seen through the attitudes of learners and teachers towards them (Fowle, 2002; Tezgiden, 2006). Engelbar and Theuerkauf (1999) stated that the vocabulary notebooks have two important types: Vocabulary Notebook with Definitions and Vocabulary Notebook with Pictures. Notebook with Definitions is a student-made notebook, which is non-pictorial and mainly focuses on definitions, in addition to other information in a dictionary. It covers diverse confirmation of every word, for example, spellings, elocutions, parts of speech, equivalent words and antonyms alongside the clarifications. Since students need to know obliges on the use of the words, this kind of notebook contains one sentence as a case for every word as well. The data in this sort of notebook makes a connection which learner seems to be less demanding. As Different studies in earlier years have demonstrated that clarifying the importance of words in a setting

is a decent strategy for learning vocabulary and this has been added up to being more effective than different techniques, for example, learning from records. Furthermore, Doye (as referred to in Engelbar and Theuerkauf, 1999) mentioned that the use of the new word as a part of a semantics is regularly consider as a great way for working out the meaning of a word; in accordance with the aforementioned focuses.

JoDee Walters and Neval Bozkurt (2009) mentioned that: a vocabulary notebook should be able to be viewed as a type of individual word reference. It should imitate a type of lexicon, and record some imperative and helpful vocabulary as indicated by individual study circumstance. Vocabulary notebook is one route sustained by specialists to vocabulary learning, and the primary point of preference is to unite (Schmitt and Schmitt, 1995) the second is to enhance learners' capacity of turning upward lexicon and anticipate importance from setting (Ledbury, 2006) show teachers the condition about students' study (Fowle, 2002; Nation, 1990) and encourage students' autonomous study (Fowle, 2002).

The study by Fowle (2002) upheld by subjective proof, for instance, the teacher and students discernments, and the teachers' impression is sufficient for vocabulary notebooks. Fowle observed that notebooks propelled learner opportunity since the students picked which words to focus on considering what is new, useful or captivating to them. He concluded that language learning is up close and personal in light of the way that the notebooks address their individual needs. In Sanaoui's (1995) longitudinal study with learners of French as a second language. The learners who kept notebooks revised what they had done a couple times in the midst of the week and even took their vocabulary notebooks to review in the midst of recreation

time. They, moreover, endeavored to use the things they learned by listening to radio, chatting with colleagues, examining, and self-study.

2.12 Attitudes of Teachers and Students

Fowle (2002) studied the attitudes of learners and teachers towards the vocabulary notebook after its implementation. From the surveys, many students said that the keeping of vocabulary notebooks was more helpful for them. The learners said that the keeping of the vocabulary notebooks assisted them to remember new vocabularies easily. Additionally their teachers showed great attitudes towards keeping vocabulary notebooks. The important part the teachers consider the keeping of vocabulary notebook is on autonomy but guided autonomy. When the teachers do not give cautious attention, the vocabulary notebooks may not be able to make learners autonomous.

Many writers suggested that the use of vocabulary notebooks is helpful and important for teachers and learners (Lewis, 2000; Nation, 2001; Schmitt and Schmitt, 1995) demonstrate that the vocabulary notebooks are valuable for the vocabulary learning as both teachers and students approved it. (Mohsen and Mahdi's 2014) in his work asserted that teachers who have enough information regarding words and vocabulary notebook would be more confident to introduce new preparation for articulating different properties; they will have the ability to introduce the new vocabulary option to be used.

2.13 Summary

This chapter focused on the literature relevant to the study. The information on the concept of vocabulary, knowing a word, vocabulary-learning strategies, vocabulary notebook, the using of vocabulary notebook in classroom, the advantages

of vocabulary notebook, the implications of vocabulary notebook and the attitudes of learners and teachers about vocabulary notebook. The previous studies on vocabulary notebooks were briefly presented in order to supply the general framework for the present study. However, it was revealed in this literature review that there has been no study conducted on the effectiveness of the vocabulary notebook at the graduate level. While I was studying in ENGL 515 course, my perception about the readymade template was not positive because it lacked many parts and needed some adaptation. The present study to be described in the next chapter will attempt to fill this gap in the literature.

Chapter 3

METHODOLOGY

3.1 Presentation

This chapter provides detailed information about the purpose of the study, research questions, the context, research design, participants, instruments and materials used in the study, the data collection procedure and the methods of data analysis.

3.2 Introduction

This study explored the effectiveness of the vocabulary notebooks on Eastern Mediterranean University ENGL courses.

Data for this thesis was gathered through in-depth, semi-structured interviews with eleven Libyan master's students studying English, each lasting between 15 minutes and 30 minutes and the interviews were conducted in the English Language. The interviews had a broad focus on the informants' educational experiences as learners within their social contexts and a list of open-ended questions were used as a framework for discussion (see Appendix 1). The list did not constrain the discussion and throughout the interviews, it remained open to any topic informants wished to raise.

3.3 Purpose of the Study

The study aimed to investigate the effectiveness of vocabulary notebook in learning English vocabulary by Libyan students in EMU. Vocabulary notebooks typically contain information including meanings of words, parts of speech and example

sentences. This study focuses on exploring the effectiveness of the vocabulary notebook in vocabulary learning.

3.4 Research Questions

The study set out to give answers to the following research questions:

1. What are the perceptions of the Libyan master's students about vocabulary and the use of vocabulary notebooks?
2. How do the participants perceive the ideal vocabulary notebook template?
3. Is the use of vocabulary notebooks effective in Libyan master's students' vocabulary acquisition?

3.5 The Context

The study was conducted at Eastern Mediterranean University. EMU is an international university. Language foundation courses are provided by The Modern Languages Division (MLD) of the Foreign Languages and English Preparatory School (FLEPS). The EMU Postgraduate English Support Program offers Academic English to EMU Postgraduate students through four compulsory and six elective courses. Students are placed into the compulsory courses according to their English proficiency level. Students with little or no English proficiency are required to attend an intensive English language courses (<http://ww1.emu.edu.tr/en/academics/foreign-languages-and-english-preparatory-school/648>).

Students who did not pass the proficiency exam should attend the ENGL courses before studying in their department. Depending on their grades in the proficiency exam, students can enter to the ENGL courses level. Toward the end of the semester, they should pass the last test of the year with a specific end goal to be fruitful in moving to the following level. Students who go to 511 course can enter their areas of

proficiency; however, they ought to take the other ENGL courses. With a specific end goal to complete these lessons, students must take and pass through the proficiency test that is directed toward the start of every semester or complete all levels of ENGL courses (509- 511- 513- 515).

3.5.1 The Way of Teaching and Assessing Vocabulary in ENGL Courses

There is no explicit time selected for vocabulary learning in ENGL courses. Among the English class, each week understudies learn numerous vocabularies. The teachers' pay consideration on these vocabularies and clarifies them in subtle element. For instance, they compose the words on the board and request that the understudies compose the importance of vocabularies in their first language, case in sentences with them and different points of interest in the readymade notebook template, likewise, they compose different parts of word learning for the vocabulary. Then again, some different teachers do not focus on vocabulary since they imagine that vocabulary is the understudies' obligation. They additionally say that the understudies are in charge of concentrating on the vocabularies in the course books to gain extra marks for using vocabulary notebook. Some of them thought that there is no enough time to teach all of the vocabularies.

3.6 Research Design

The present study uses a qualitative method of research. The study therefore through descriptive research methodology organized the semi-structured interview into themes to provide systematic, factual, and accurate characteristics of the phenomena of interest (Isaac & Michael, 1981).

To provide accuracy of information (validity of the data) and reliability of findings (reliability of research) it is necessary to engage in pilot testing. The first two

interviews were piloted to check the validity of interview questions. At the beginning, the researcher had an interview with the first participant in his supervisor's office with the help of the supervisor, and then had an interview with another participant by himself. In light of the pilot interviews, the researcher made some changes in the questions, to enhance the reliability of the interview questions. In the current study, qualitative data were collected with the interviews and these data were transcribed.

3.6.1 Participants

The target population for the study was 11 Libyan master's students in Eastern Mediterranean University who have all taken ENGL courses. Their ages are between 26 and 30 year, and they all study in English. The sex division of the participants includes five male and six female.

3.6.2 Interviews

A semi-structured interview with the students was used in order for them to express themselves well, the interviews were held in English and the participants were interviewed individually. The participants were asked if they found the keeping vocabulary notebooks valuable or not, what they preferred or dislike about utilizing the vocabulary notebooks, and if they will continue keeping vocabulary notebooks regardless of the possibility that, their teachers did not check it and give marks. They additionally got some information about their recommendation about utilizing vocabulary notebooks as part of the classroom instruction. The meeting conversation for the interviews were tape-recorded, deciphered and written for examination. The participant's personalities were kept secret. In addition, after permission for doing the study at the students' faculties was gotten from the ELT department. They

collected the consent letter which was marked by them as a means of acceptance to participate in the study.

3.6.3 Procedure

The study aims to see the effectiveness of using vocabulary notebook. The permission letter for doing the study at the participant's faculties was gotten from the ELT department office. The researcher recorded the inquiries questions. Keeping in mind the end goal which is to decide the effectiveness of vocabulary notebooks on vocabulary acquisition. The researcher made the pilot of the study with two participants to check the validity of the questionnaire and after that did few improvements on the interview questionnaire. At last, the researcher made all meetings with the participants separately after they have signed the consent letters, and after that, the researcher made the transcript of every record interview.

3.6.4 Data Analysis

This study included qualitative data which were analyzed qualitatively in themes. The researcher conducted the interviews to determine the perceptions of the learners towards the vocabulary notebooks using. The subjective information from the interviews with the participants was examined utilizing topical investigation as per a strategy portrayed by Seidman (2013). Keeping in mind the end goal of the tape-recorded interviews, they were interpreted verbatim. The researcher read the translations ordinarily, and hunts down regular thoughts. At this point, these basic thoughts were sorted out into classes. One of these classifications, knowing a word, originated from the writing that vocabulary notebooks gave learners capacity to know a word well and know how to utilize it. Different themes were created from the information. Seidman (2013) suggested that the ideal way is using thematic analysis methodology which is better than listing the information form the interviews.

3.7 Summary

This chapter has provided detailed information about the participants, instruments and materials used in the study, the data collection procedure and the methods of data analysis. The next chapter will present the data analysis and results.

Chapter 4

DATA ANALYSIS AND RESULTS

4.1 Presentation

This chapter will present the data analysis and results of this study; it provided comprehensive data about the data analysis procedure, results of the interviews with the participants through different themes identified according to the responses of participants.

4.2 Introduction

This study was designed to explore the effectiveness of using vocabulary notebooks by Libyan students at EMU. In addition that, the research analyzed the students' perceptions towards keeping the vocabulary notebooks, whether they have entering vocabulary learning into a notebook efficiently, and their observations about the utilization of vocabulary notebooks.

4.3 Data Analysis Procedure

This study includes qualitative data analysis. Qualitative data collected over individual interviews with the learners. The interviews with the participants were held in English and were audio-recorded. They consisted of series of questions in line with the focus of the research and intended to reveal the perceptions of the students towards the vocabulary notebooks using. The qualitative data transcribed verbally the participants' identities confidentially, hence they were given pseudonyms.

4.4 Results of the Interviews with the Participants

Eleven participants were interviewed individually for the purpose of this study in order to explore their perceptions towards vocabulary notebooks and allow for privacy and anonymity since they would not have their names and identity disclosed.

The students were asked about the following:

(i) their perceptions about vocabulary in general, and particularly about knowing a word,

(ii) their experience about keeping vocabulary notebooks,

(iii) the use of vocabulary notebook before and after attending ENGL courses in EMU,

(iv) their perceptions about the advantages and disadvantages of readymade templates that were used in ENGL courses, and

(v) their ideas about idealized vocabulary notebook.

Below are the reports of the participants as they fall into different themes identified in their responses.

4.5 Research Question 1: What are the Perceptions of the Libyan Master's Students about Vocabulary and the Use of Vocabulary Notebooks?

4.5.1 Perceptions about Vocabulary and its Importance

A learner's vocabulary usually grows and develops with practice, and assists as a valuable and essential tool for communication in obtaining knowledge. Language teaching specialists generally agree that vocabulary is one of the most important aspects of foreign language learning to acquire since it is critical in conveying meaning.

The participants see vocabulary as a basic component of language to acquire and they think that it forms the basis of language learning and facilitates language skills and grammar, as well as comprehension. The following quotations support this view:

Actually, vocabulary is the basic in order to learn a language we need actually enough vocabulary knowledge in order to know the language in order to speak and to write so they are important actually (Amal).

Of course, without doubt vocabulary means knowledge of the word so with vocabulary when you learn new vocabulary in English you expand your knowledge and your skills especially in writing and reading and you can express your ideas and your thoughts easily without any problem (Ahmed).

First I think that's vocabulary is the most important thing because we can learn everything from the vocabulary I think it is a base for us we can start from the vocabulary it is going to be easier for us to learn other aspects like writing reading or grammar also (Rawia).

Vocabulary is very important for learning and understanding the English language because when I understand vocabulary and we have enough vocabulary we can speak it and you can understand it very easier (Manal).

In addition to seeing vocabulary as a basis for language learning, the participants quoted below equate language proficiency with vocabulary knowledge:

... Someone who wants to learn a language he needs vocabulary (Amina).

Vocabulary is one of the most important things that help students learning second language so it is important to learn the vocabulary in phrases and in sentences, therefore I find it very useful to learn more vocabulary for improving the language (Ali).

4.5.2 Knowledge of Word

Acquisition of the total knowledge of vocabulary word in any language is a complex issue (Laufer, Batia, and Paul Nation. 1999), there are many types of vocabulary. Is knowing the meaning of the word enough? What if the word has multiple meanings? Indeed, some words in English have more than one meaning. Should the synonyms and antonyms be known too? How about collocations? Is the L1 translation helpful? Is knowledge of a word at recognition level sufficient, or if used productively, is the

ability of using the word in sentence satisfactory? For a fuller list of factors see Nation (2001). The issue of knowing a word is, therefore, not as straightforward as it may seem. Some participants' responses indicate that knowing a word is essentially a multi-dimensional task.

Zuhra clearly reports awareness that words may have multiple meanings:

... For example, one word means something in one sentence but it may mean another thing and another sentence.

Some participants are of the opinion that knowing a word transcends beyond knowing just the meaning of the word alone and involves being able to apply the words correctly in writing and speaking in different contexts. It is evident that they are aware of word knowledge at both levels: recognition and production:

First I understand it, recognize it, and apply, it in sentences also be able to use in a correct in different contexts that is it (Amina).

I mean that I can speak that word I can't pronounce it I can write it I can use it in many contexts I can use it in many paragraphs while writing speaking and when I listen to this word I know what does it mean (Zuhra)

4.5.3 Perceptions about the Role of the Vocabulary in English Language Learning

The important role of vocabulary has been emphasized in all different methods in language teaching. According to Rivers (1981), "vocabulary cannot be taught, it can be presented, explained, included in all kinds of activities, but it must be learned by the individual". (p. 110)

4.5.4 Vocabulary as the Primary Component of Language

The participants also recognized vocabulary as a tool that plays vital roles in effective learning of English Language. For example, Ahmed mentioned

"Vocabulary has a significant role in learning English like reading and writing in academic skills so it has a major role in communication actually."

The importance of vocabulary development cannot be overemphasized in language learning because it is the building block of language acquisition. Without vocabulary there might not be a means to learning a language. Although, other aspects of language learning like grammar is important, the fact still remains that vocabulary is the foundation upon which others are built.

4.5.5 Vocabulary as a Tool for Communication

Vocabulary in language learning is necessary when it comes to communication. It is the building blocks of any informative a coherent communication. Communication stops when there is a gap in the right vocabulary to feet into the communication process when two interlocutors are conversing which sometimes calls for code switching in language learning. Amina, for example, said:

“There are many roles for learning vocabulary; one of them for me is communicating. There are many times I have problem to talk because I don't know the right word to use.”

4.5.6 Vocabulary as a Starting Point in Language Learning

For any language to be properly and appropriately used by learners there is a need for the acquisition of vocabulary which is the utmost part of language learning upon which other parts are built. Amal for example assumed, “Okay vocabulary for me is important because it is before learning the grammar or listening for example or the other skills because knowing vocabulary means knowing the language”.

Vocabulary is therefore considered the basic when it comes to language learning especially for beginners. There is no way forward in language learning unless vocabulary is given much importance it deserves. This is reflected in the response of the participants below:

It is the most important thing to learn is vocabulary instead of any other thing that we have to first of all if I want for example learn any second or third language first thing I have to learn his vocabulary because basic is vocabulary (Zuhra).

I think you need the vocabulary just to learn English if you do not have vocabulary you cannot learn the language and you cannot explain your idea and you cannot ask someone something (Wajdy).

4.5.7 Vocabulary as the Knowledge of a Language

The amount of vocabulary one acquires can be synonymous with the amount of language one knows. In other words, lack of sufficient knowledge of vocabulary means lack of knowledge about a language. Language is a conglomeration of words; words are the basis in sentence formation which makes for proper communication.

Rajab for example said that:

“If you don't know the word you don't know the language because language consists of words so learning words is first step to learn a second language”.

4.6 Research Question 2: How do the Participants Perceive the Ideal Vocabulary Notebook Template?

4.6.1 The Idealized Template: Designing a New Vocabulary Notebook

The templates available for vocabulary notebooks should contain some necessary items as it relates to that of the dictionary. This will give learners the ability to prepare their own word encyclopedia as they gain more words. The items available in most templates are sufficient for this as reflected in the response of the participants:

Actually for me what I saw in the template vocabulary was enough for me I cannot improve it because it was enough for me it was helpful and useful I cannot design one more. (Hassan)

Notwithstanding, it might also be beneficial to allow learners adapt the vocabulary templates available as a learning strategy especially in the face of the growing trend of autonomy in language learning. Modification can therefore be made to different notebooks items available for vocabulary learning in order to accommodate what

may think will help their easy mastery and usage of the notebooks. For instance, Ahmed said that:

“I like the one that EMU has but I can add picture section and synonyms.”

Maybe I will put just some parts in the words and sentence In English. we write for example the word and meaning of the word and the sentence I don't think so we need to write the meaning but for me for example I will add just a sentence word for example of vocabulary. (Rawia)

That was very crowded there was no space especially for example definitions so I would like to give it more space one word in one paper do not like columns. Each word in one paper with example space I will focus on examples, it should be from our mind not to be used dictionary. (Amina)

4.7 Research Question 3: Is the Use of Vocabulary Notebooks Effective in Libyan Master's Students' Vocabulary Acquisition?

4.7.1 The Effectiveness of Vocabulary Learning

Vocabulary and vocabulary learning is an issue that all language teachers have discovered critical. They realize that communication stops when we do not have the clear idea about the word(s) we require in spite of the fact that we have mastered our sentence structure. Thus, we ought not to put off vocabulary learning until we have finished our grammar learning. Thornburry (2002) expressed if we spend most of our time learning sentence structure, our English will not increase very much. We will realize most development if we learn more words and expressions. We can say very little with grammar, but we can say almost anything with words.

The participants recognized the importance of learning vocabulary in academic studies as reported by Amal and Manal, respectively:

The effective vocabulary learning is that which helps you in your academic writing for example and you're communicating outside in different real life situation so vocabulary should help you for example the outside not only in the classrooms actually (Amal).

when I learn the meaning of the vocabulary I can use it easier and I can speak it easier and I can write Academic easier then when I want to understand I should go to research about the meaning of this vocabulary to understand and how can use it (Manal).

4.7.2 Usefulness of Vocabulary Notebook as a Learning Strategy

More research is needed to demonstrate the benefits of using vocabulary notebook strategy, in order to investigate its usefulness, it is probable and extensive usage can improve the tendency of the learners to improve their vocabulary learning which can simultaneously encourage the development of reading as a creative, collaborating, and socially situated process. Vocabulary notebook as a strategy for vocabulary learning is seen to be of advantageous use in this study. This type of vocabulary learning strategy might be beneficial in both a formal and informal way, which might be reflected in official and informal settings, as the case below reflects:

For me there is no disadvantages for that notebook, because I really appreciate it, because it helped me to be in this level, it let me to know many words that I didn't know and ignore it and even I learned some formal words and informal words, so the formal ones I used in my academic writing and the informal ones I used then when I speak with friends in English, So it helped me and I find it so advantages I don't find any disadvantage about that notebook (Amal).

The way vocabulary notebook is organized also makes it a useful means of vocabulary learning. Vocabulary notebook comprises different useful items that allow learners to make sense of a way and remember it. For example, Amina said that:

“Yes it was more advantage it's more organized it is more order it's easy to remember word in it...”

Rabab’s response below also buttress this point:

“It is easy to find and remember a word because I wrote it myself. I write the vocabulary in computer with sound with picture if you use it only on paper it is not good after using. I have two copies one in the computer and one on the paper”.

The use of vocabulary note strategy in vocabulary learning can also make learners to be more informative and dynamic in the development of more adaptive strategy for them to easily remember words learnt and kept in their notebooks. For example, Rabab said:

“I want to add some things next year when I will finish my thesis I may add sound to it if I do this thing I remember when I speak the words I may add sounds”.

4.7.3 Usefulness of the Vocabulary Notebooks in Language Use

Current theories of automatization based on research that has repeatedly demonstrated that frequency of occurrence is an essential feature of fluency development (DeKeyser, 1997). As such, the development of rapid lexical access requires that learners meet and use vocabulary frequently in a variety of communicative contexts.

Vocabulary notebook is also found to increase cognitive development especially when it comes to language use. The use of vocabulary notebook helps in word remembrance and also unconsciously increases learners’ communicative skill when it comes to language use. For example, Rawia and Amina quoted respectively that:

“It makes it easier for me to think because we wrote everything in the vocabulary notebook and also organize.” “It helps me to remember to find words easily that I am writing in the notebook it’s behind me or next to me and I can use it I cannot find what the word I need...”

4.7.4 Vocabulary Notebook as a Reference Material

Reference material is language a source learners, although in language not much importance is given to learners reference materials. Learners’ exposure to reference materials during their language learning process might be beneficial when it comes to language use. Just like the cognitive ability to quickly remember things. Words put down by learners can be referred to at any point in time learners felt need to.

Vocabulary notebook therefore is of benefit as a reference material in language use.

Rajab's response denotes this:

Vocabulary notebook is a reference for the words that you have used before so we never need to revise the words that you learned before so you can use as a reference and you can use it to put in a sentence for synonyms so you can find them in your own dictionary so I usually put the most important words that I want to use them in my vocabulary notebook. (Rajab)

4.7.5 Usefulness of the Vocabulary Notebooks in Developing Vocabulary

According to Rahimi and Sahragard (2008), learning a foreign or second language at middle and advanced levels of proficiency implicates the achievement of thousands of words. Language learners look for effective techniques to increase prospects for retaining new words in long-term memory, but forgetting is a common problem. Language learners often complain that they forget new words soon after learning them. The importance of vocabulary learning also poses some challenges for teachers. They like to know in what ways instructional programs might raise the acquisition of so many words.

In the light of this, vocabulary notebook can be seen as a means for the development of learners' vocabulary acquisition retention ability. The participants expressed in their views that vocabulary notebooks are useful in the development of vocabulary for effective learning of language as it helps in the mastery of new words from time to time, though only continuous usage and study of the vocabulary notebooks make the notebooks effective for some. Hassan assumed that:

“I got benefits it developed my vocabulary because they were academic so definitely they developed my English language ...”

More specifically, Amal benefits from the records of words with multiple meanings in her academic writing:

In general it helped me because in English sometimes there are two words that have the same meanings but we put these words in different context in our vocabulary notebook so knowing that differences of that would help me a lot especially in my academic writing papers for example so there are some words in some contexts others cannot be in that context. (Amal)

Additionally, Rawia believes that her vocabulary notebook helps her in increasing her vocabulary stock, which she sees as language improvement:

It helps me because I learn new vocabulary here so I make improvements here after we learn new vocabulary for example in every level there are maybe two thousand vocabulary I used before 2000 I think or 3000 words so I found that's my English is better. (Rawia)

Another beneficial use of the vocabulary notebook, namely as a personal dictionary, is indicated by the following participant:

Yes, first of all it helps like dictionary you don't lose anything when you use it, you can know other aspect of the word and even write it in a sentence. it sometimes during the class so it's your notebook it's usually something put you write down it can be used all the time like dictionary it's not heavy like a dictionary. (Rajab)

The vocabulary notebook is seen as an individually produced lexicon that can practically be referred to.

4.7.6 Usefulness of Vocabulary Notebook to Influence Language Skills

The use of vocabulary notebook is useful when it comes to the different language skills needed in academic language use especially in speaking. The four skills that show language use found vocabulary notebook of importance when it comes to the use of the language. Hassan for example said that:

“It helps me for instance if I have a discussion with someone I have a meeting in the classes in my courses ... I have more vocabularies in my mind what I memorized already so to help me for speaking for reading and communicate with others.”
...especially in the writing it helps me. It helps me in writing (Amina).

It is better. Because before using the vocabulary notebook we do not write for example new words we take it for example in the classroom but we take the vocabulary now we write everything in the vocabulary notebook and it helps my writing (Rawia).

The correct and continuous usage of vocabulary notebooks can help develop learners' language skills – reading, writing, listening and speaking. These skills are emphasized in the quotations below:

Yes, I think it improves other skills especially writing and reading and speaking sentence.... (Rajab)

Yes, it improved my reading and writing. Only my reading and writing and speaking. But the first one is reading. ... Then it influenced my reading skills. Maybe when I read more and study vocabulary I can read. I can improve. (Rabab)

If you use vocabulary notebook in a correct way can help you old skills, listening and speaking of reading writing because if you have enough vocabulary you can develop your English vocabulary by using vocabulary notebook (Manal).

4.7.7 Recycling

It is essential to recycle vocabulary regularly throughout the period of study. Multiple contexts in the form of gap-fill exercises can provide information on variety of meaning as well as linguistic patterns. It is also significant to contain practice with derivations. Learning improved when there are activities that involve students to use target vocabulary notebook as a reference in different times. Nation (2001) noted that learners should be encouraged and have the chance to use vocabulary in speaking and writing where their concentration is on communicating messages. The vocabulary notebook, as mentioned earlier, provides learners with the opportunity of referencing. The use of vocabulary notebook helps learners to be able to use and reuse acquired vocabulary (Nation, 2001).

According to Whorf (2002) it is not only the quantity of times but also how well learners meet a vocabulary that determines how well they retain it. If learners encounter a word many times but do not do much with it, the learners are probable not to recall it. If the students are actively involved in processing the vocabulary,

they are likely to remember it. Also, the responsibility of the teachers to produce meaningful contexts in which students could get the opportunity to recycle and reuse the vocabulary they have learned (Whorf, 2002).

Notebooks containing vocabulary written by learners themselves is much easier to visit and revisit which helps in the internalization of words and often to refresh memories of the words and hence helping to master the words for continuous effective use both in writing and speaking.

The quotations below show how learners revisit their vocabulary notebooks, and therefore recycle their vocabulary:

I used a lot actually, I was making like weekly revision from that notebook I was not only writing the new words and did not refer to it. No I was referring to them from time to time sometimes weekly not monthly and sometimes I'm trying to write short stories in order to know more English vocabulary in the notebook that I write sometimes I know that I need some meaningful words some special particular words for that text so I refer to my notebook to add some words and I increase my knowledge of that and memorizing that word also. (Amal)

Not always maybe once a week I think for example maybe because if I forget some words so it is easy for me to use my vocabulary notebook and check it because I know what I wrote. (Rawia)

I used my own notebook regularly when I don't remember what's the meaning a new vocabulary (Manal)

As seen above, recycling vocabulary may help increase vocabulary learning.

4.8 Summary

This section reported that the vocabulary notebook turned effective in vocabulary learning, as shown in the analysis of the qualitative data that collected through the tools of this study, as indicated by the information investigation. In addition, the majority of the participants show that they have positive attitudes towards the using

of the vocabulary notebooks. Nonetheless, related to what accounted in the literature review; vocabulary notebooks significantly effect on learners of English study. The next chapter will present the conclusions and recommendations.

Chapter 5

CONCLUSION AND RECOMMENDATIONS

5.1 Presentation

This chapter gives a summary of the main findings in the study with similarities and dissimilarities with other studies, the implications of the study and conclusion.

5.2 Introduction

This study aimed at studying how effective vocabulary notebook is in learning English vocabulary by Libyan master's students in Eastern Mediterranean University. The study gave insight into the use of vocabulary notebooks by Libyan students studying in EMU. Eleven Libyan students in EMU were interviewed for the purpose of the research and their interview feedback was analyzed in line with different themes that resulted from their responses which gave answers to the research questions.

5.3 Perceptions of Vocabulary Learning and of the Role of Vocabulary Learning

Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without having knowledge of its vocabulary. The participants also recognized vocabulary as a tool that plays vital roles in effective learning of English Language. The participants' perception about vocabulary upholds vocabulary as a necessary basis for the acquisition of required knowledge in any language, to be efficient in learning, reading and writing in such language. This

supports previous findings in the literature about the importance of vocabulary learning in language acquisition. Wilkins (1972) claims that “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed” (p.111). Suffice to say therefore that vocabulary learning and teaching is seen as very important in language learning.

Thornbury (2002) maintained that first language acquisition begins with words and the subsequent languages follow the same pattern. Hence, the participants submitted that knowledge of words is not limited to just knowing the meanings of the words but also being able to correctly apply the words in communication. While the participants demonstrate positive attitudes towards vocabulary notebook strategy, they contend that a word cannot be said to be totally known unless it can be correctly used while writing or speaking. This was also reflected in Ellis and He’s (1999) work as they concluded that keeping in mind the end goal to cultivate students' responsive and beneficial vocabulary obtaining in words, there must be intuitive and gainful assignments intended for them in light of the fact that only listening to the words does not help them procure new vocabulary. Vocabulary notebook in this way as reported by the participants was so helpful.

5.4 Importance of the Vocabulary Notebook

Considering the responses of the participants in this study, it can be concluded that the predominately-positive perceptions suggest that the participants have a positive attitude toward the use of vocabulary notebook as an instrument for vocabulary learning. Aside from its importance, the participants show positive attitude towards vocabulary notebook because of its informative functioning beyond memorization. Lewis (2000) claimed, “The notebook is not just a decoding tool, but a resource

which individuals can use as an encoding instrument to guide their own production of language” (p. 43). One area that denote a positive attitude of the participants in this study which is synonymous with Fowle’s (2002) study the vocabulary notebook after its implementation to analyze the attitudes of teachers and students towards it. The study found that keeping the vocabulary notebooks is beneficial also, helps students in remembering the words, which shows by all of the participants.

5.5 Benefits of Vocabulary Notebook

Vocabulary notebook was identified as a useful tool and as a learning strategy in the effective acquisition of vocabulary in English Language by the participants in this study. They see vocabulary notebook as an effective learning strategy that enhances cognitive development and the expressive function of language processes. This is reflected in different studies that vocabulary notebook is often considered as a useful learning strategies for learners to become more conscious about their vocabulary learning process which will improve vocabulary acquisition (Schmitt & Schmitt, 1995; Tang, 1997; Leeke & Shaw, 2000; Fowle, 2002; Gu, 2003; Ghazal, 2007).

With the same view on this notion was the report of McCrostie (2007) as he concluded that vocabulary notebooks as a learning strategy are potentially beneficial means for vocabulary acquisition also, will offer learners the opportunity to expand their vocabulary acquisition.

The participants were also of the view that vocabulary learning is important for effective language learning. They reported that it not only helps them in knowing the spellings and meanings of words but also in the recognition of the appropriate form of the words to use in speaking and writing, hence improving their usage of the

language and autonomy. This is also reflected in Fowle (2002) and Schmitt & Schmitt's (1995) work that keeping vocabulary notebooks makes learners autonomous. Vocabulary notebook therefore helps learners to be able to take care of their own learning. This was asserted by Bozkurt, (2007) and Fowle, (2002), who advocated in their studies that vocabulary notebooks is a way for students to take control of their vocabulary learning for improved learning, which has an added advantage of improvement in vocabulary learning (Kung, 2009; Laufer & Nation, 1999; McCulloch, 2004; Mercer, 2005; Weng, 2011).

Nation (1994) asserted that different aspects of word knowledge are needed in vocabulary acquisition to include grammatical patterns, affixes, common lexical sets, associations, how to use words receptively and productively, and so on. This was also reflected in the benefit the participants got from the use of vocabulary notebook as they said that it helps them to develop learners' other skills in language use, that goes beyond the knowledge of a word.

One other benefit of vocabulary notebook for the participants is the fact that it helps them in word recycling. With vocabulary notebooks, they are able to revisit words easily, which helps their vocabulary acquisition. In reflection of Baddeley (1990) 'retrieval practice effect', which requires students to use vocabulary techniques that call for the production of new words as soon as possible.

The vocabulary notebook as responded by the participants gave them an ample change to reflect and practice by going back to their notebooks, which will improve the chances of future recall. Learners cannot know a word at a first exposure to it, which was why Schmitt and Schmitt (1995) asserted that new words need to be

recycled regularly to be learnt. The participants in this study reflected that vocabulary notebooks are a notable method of doing this, which allows them to go back and fill in the above kinds of information on a scheduled basis. Participants in this study also reflected that through the vocabulary notebook they were able to conveniently regularly go through their vocabularies and do something with the words, which was also reflected in Schmitt and Schmitt's (1995) study.

5.6 Limitations

This study conducted with only Libyan students; it may be done with other Arabic students or with students from different contexts.

5.7 Pedagogical Implications

This study propose that the vocabulary notebook is an important learning strategies in language classes which should be given much importance in language classes particularly EFL and ESL in universities settings since the learners found it to be effective in their vocabulary learning process. Teachers might also be encouraged through this study to allow student to develop different templates of vocabulary notebook as they serve as a guide. Vocabulary notebooks could be made a component of academic courses learners take during their studies in their departments. In order words, the vocabulary notebook usage should extend to all courses regardless of the department or proficiency level.

5.8 Recommendations

Experimental studies could be conducted to measure the possible effectiveness of the use of the vocabulary notebook. In addition, a similar research study could be conducted on a long-term basis with students who are currently in language programs especially students from different cultural backgrounds.

5.9 Summary

This study explored the effectiveness of vocabulary notebooks in vocabulary learning, and examined the perceptions of the participating students about keeping a vocabulary notebook for vocabulary learning. The results displayed that vocabulary notebooks were effective in vocabulary learning and in developing language competence through increased learner autonomy.

REFERENCES

- [1] Aksoy, E. (2008). The effects of lexical approach on speaking skills of students who learn English as a foreign language. *Unpublished MA Thesis, Ankara University, Department of Curriculum and Instruction, Ankara.*
- [2] Allen, V. F. (1983). *Techniques in Teaching Vocabulary*. Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN 0-19-434130-5).
- [3] Al Qahtani, M. (2005). *The use of vocabulary learning strategies by EFL learners at three different educational levels* (Doctoral dissertation, University of Essex).
- [4] Alyami, S. (2011). *Vocabulary learning strategies of Saudi EFL majors of different gender, year and proficiency: Use and reasons for use* (Doctoral dissertation, The University of Essex).
- [5] Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge. In J. Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 77-117). Newark, DE: International Reading Association.
- [6] Arikan, A., & Alemdari, S. (2012). "Teaching vocabulary," *Teaching skills: From theory to practice*. Feryal Çubukcu, 25-51, Nobel, Ankara.
- [7] Baddeley, A., & Wilson, B. A. (2002). Prose recall and amnesia: Implications for the structure of working memory. *Neuropsychologia*, 40(10), 1737-1743.

- [8] Bailey, P. D., & Onwuegbuzie, A. J. (2002). The role of study habits in foreign language courses. *Assessment & evaluation in higher education*, 27(5), 463-473.
- [9] Bozkurt, N. E. V. A. L. (2007). The effect of vocabulary notebooks on vocabulary acquisition. *Unpublished MA Thesis, Bilkent University, Graduate School of Education, Ankara.*
- [10] Biemiller, A. (2003). Vocabulary: Needed if more children are to read well. *Reading Psychology*, 24(3-4), 323-335.
- [11] Bryant, D. P., Goodwin, M., Bryant, B. R., & Higgins, K. (2003). Vocabulary instruction for students with learning disabilities: A review of the research. *Learning Disability Quarterly*, 26(2), 117-128.
- [12] Carter, R. (1987). Is there a core vocabulary? Some implications for language teaching. *Applied linguistics*, 8(2), 178-193.
- [13] Coady, J. (1993). Research on ESL/EFL vocabulary acquisition: Putting it in context. *Second language reading and vocabulary learning*, 3, 23.
- [14] Coady, J. (1997). L2 vocabulary acquisition through extensive reading. *Second language vocabulary acquisition: A rationale for pedagogy*, 225.
- [15] Cohen, A. D. (2007). Coming to terms with language learner strategies: Surveying the experts. *Language learner strategies*, 30, 29-45.

- [16] DeKeyser, R. M. (1997). Beyond explicit rule learning. *Studies in second language acquisition*, 19(02), 195-221.
- [17] De La Fuente, M. J. (2002). Negotiation and oral acquisition of L2 vocabulary. *Studies in second language acquisition*, 24(01), 81-112.
- [18] Ediger, M. (1999). Reading and vocabulary development. *Journal of Instructional psychology*, 26(1), 7.
- [19] Ellis, R., & He, X. (1999). The roles of modified input and output in the incidental acquisition of word meanings. *Studies in Second language acquisition*, 21(02), 285-301.
- [20] Engelbart, S. M., & Theuerkauf, B. (1999). Defining context within vocabulary acquisition. *Language teaching research*, 3(1), 57-69.
- [21] Fowle, C. (2002). Vocabulary notebooks: Implementation and outcomes. *ELT Journal*, 56(4), 380-388.
- [22] Folse, K. S. (2004). *Vocabulary myths: Applying second language research to classroom teaching* (No. Sirsi) i9780472030293). Ann Arbor, MI: University of Michigan Press.
- [23] Freebody, P., & Anderson, R. C. (1983). Effects of vocabulary difficulty, text cohesion, and schema availability on reading comprehension. *Reading research quarterly*, 277-294.

- [24] Gairns, R., & Redman, S. (1993). *Working with words*. Ernst Klett Sprachen.
- [25] Ghazal, L. (2007). Learning vocabulary in EFL contexts through vocabulary learning strategies. *Novitas-Royal*, 1(2), 84-91.
- [26] Godwin-Jones, R. (2010). Emerging technologies from memory palaces to spacing algorithms: approaches to second language vocabulary learning. *Language, Learning & Technology*, 14(2), 4-11.
- [27] Grabe, W., & Stoller, F. (1997). Reading and vocabulary development in a second language: A case study. *Second language vocabulary acquisition: A rationale for pedagogy*, 98-122.
- [28] Gu, P. Y. (2003). Fine Brush and Freehand1: The Vocabulary-Learning Art of Two Successful Chinese EFL Learners. *Tesol Quarterly*, 37(1), 73-104.
- [29] Haastrup, K., & Henriksen, B. (2001). The interrelationship between vocabulary acquisition theory and general SLA research. *EUROSLA yearbook*, 1(1), 69-78.
- [30] Haggard, M. R. (1982). The vocabulary self-collection strategy: An active approach to word learning. *Journal of Reading*, 203-207.
- [31] Hairrell, A., Rupley, W. H., Edmonds, M., Larsen, R., Simmons, D., Willson, V. & Vaughn, S. (2011). Examining the impact of teacher quality on fourth-grade students' comprehension and content-area achievement. *Reading & Writing Quarterly*, 27(3), 239-260.

- [32] Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211 (hardback: ISBN-0-521-47409-4; paperback: ISBN-0-521-47942-8).
- [33] Hirsh, D., & Nation, P. (1992). What vocabulary size is needed to read unsimplified texts for pleasure?. *Reading in a foreign language*, 8, 689-689.
- [34] Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *Canadian Modern Language Review*, 61(3), 355-382.
- [35] How English courses have taken? Retrieved from <http://ww1.emu.edu.tr/en/academics/foreign-languages-and-english-preparatory-school/648>.
- [36] Kafipour, R., & Naveh, M. H. (2011). Vocabulary learning strategies and their contribution to reading comprehension of EFL undergraduate students in Kerman province. *European Journal of Social Sciences*, 23(4), 626-647.
- [37] 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), 285-299.
- [38] Kojic-Sabo, I., & Lightbown, P. M. (1999). Students' approaches to vocabulary learning and their relationship to success. *The Modern Language Journal*, 83(2), 176-192.

- [39] Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal*, 73(4), 440-464.
- [40] Kung, C. Y. (2009). Effects of vocabulary notebooks implementation on vocabulary learning of National Yuan Li senior high school students. (Unpublished master's thesis), National Kaohsiung Normal University, Kaohsiung, Taiwan.
- [41] Laufer, B. (1998). The development of passive and active vocabulary in a second language: same or different?. *Applied linguistics*, 19(2), 255-271.
- [42] Laufer, B., & Nation, P. (1999). A vocabulary-size test of controlled productive ability. *Language testing*, 16(1), 33-51.
- [43] Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied linguistics*, 22(1), 1-26.
- [44] Laufer, B. (2005). Focus on form in second language vocabulary learning. *Eurosla yearbook*, 5(1), 223-250.
- [45] Lee, S. H. (2003). ESL learners' vocabulary use in writing and the effects of explicit vocabulary instruction. *System*, 31(4), 537-561.

- [46] Lee, S. H., & Muncie, J. (2006). From receptive to productive: Improving ESL learners' use of vocabulary in a post reading composition task. *Tesol Quarterly*, 40(2), 295-320.
- [47] Leeke, P., & Shaw, P. (2000). Learners' independent records of vocabulary. *System*, 28(2), 271-289.
- [48] Lessard-Clouston, M. (1994). Challenging student approaches to ESL vocabulary development. *TESL Canada Journal*, 12(1), 69-80.
- [49] Lewis, M. (2000). There is nothing as practical as a good theory. *Readings in Methodology*, 167.
- [50] Marin-Marin, A. (2005). *Extraversion and the use of vocabulary learning strategies among university EFL students in Mexico*. University of Essex.
- [51] McCarthy, M. (1990). *Vocabulary*. Oxford University Press.
- [52] McCrostie, J. (2007). Examining learner vocabulary notebooks. *ELT journal*, 61(3), 246-255.
- [53] McCulloch, W. (2004). Word surfing in organized vocabulary notebook. *Humanizing Language Teaching*, 6(1). Retrieved from <http://www.hltmag.co.uk/jan04/sart3.htm>.

- [54] Mercer, S. (2005). Vocabulary strategy work for advanced learners of English. In *English Teaching Forum* (Vol. 43, No. 2, pp. 24-35).
- [55] Mezynski, K. (1983). Issues concerning the acquisition of knowledge: Effects of vocabulary training on reading comprehension. *Review of educational research*, 53(2), 253-279.
- [56] Mitchell, R., Brumfit, C., & Hooper, J. (1994). 'Knowledge about Language': policy, rationales and practices. *Research Papers in Education*, 9(2), 183-205.
- [57] Muckstadt, J. A., & Isaac, M. H. (1981). An analysis of single item inventory systems with returns. *Naval Research Logistics Quarterly*, 28(2), 237-254.
- [58] Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. *Reading research quarterly*, 233-253.
- [59] Nagy, W., & Stahl, S. (2000). Promoting vocabulary development. *Austin: Texas Education Agency*.
- [60] Nesi, H. (2003, April). The virtual vocabulary notebook: The electronic dictionary as vocabulary learning tool. In *BALEAP conference*. University of Southampton (pp. 10-12).
- [61] Nation, P. (1994). *New Ways in Teaching Vocabulary*. *New Ways in TESOL Series: Innovative Classroom Techniques*. TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314.

- [62] Nation, P., & Waring, R. (1997). Vocabulary size, text coverage and word lists. *Vocabulary: Description, acquisition and pedagogy*, 14, 6-19.
- [63] Nation, I. P. (1982). Beginning to learn foreign vocabulary: A review of the research. *RELC journal*, 13(1), 14-36.
- [64] Nation, I. S. P. (1990). *Teaching and learning vocabulary* (Vol. 22). New York, NY: Heinle & Heinle.
- [65] Nation, I. S. (2001). *Learning vocabulary in another language*. Ernst Klett Sprachen.
- [66] O'Dell, F. (1997). Incorporating vocabulary into the syllabus. *Vocabulary: Description, acquisition and pedagogy*, 258-278.
- [67] O'malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge university press.
- [68] Ördem, E. (2005). Retention and use of lexical collocations (verb+ noun and adjective+ noun) by applying lexical approach in a reading course. *Unpublished MA Thesis, Muğla University, Institute of Social Sciences, Muğla*.
- [69] Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House Publishers.
- [70] Oxford, R., & Crookall, D. (1990). Vocabulary learning: A critical analysis of techniques. *TESL Canada Journal*, 7(2), 09-30.

- [71] Rahimi, A., & Sahragard, R. (2008). Vocabulary learning can be fun. *California Linguistic Notes*, 33(2), 1-31.
- [72] Read, J. (2000). *Assessing vocabulary*. Cambridge University Press.
- [73] Rivers, W. M. (1981). *Teaching foreign-language skills*. University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637.
- [74] Rupley, W. H., & Nichols, W. D. (2005). Vocabulary instruction for the struggling reader. *Reading & Writing Quarterly*, 21(3), 239-260.
- [75] Sanaoui, R. (1995). Adult learners' approaches to learning vocabulary in second languages. *The Modern Language Journal*, 79(1), 15-28.
- [76] Scarcella, R. C. (2003). *Accelerating academic English: A focus on English language learners*. Regents of the University of California.
- [77] Schmitt, N. (1997). Vocabulary learning strategies. *Vocabulary: Description, acquisition and pedagogy*, 199227.
- [78] Schmitt, N., & McCarthy, M. (Eds.). (1997). *Vocabulary: Description, acquisition and pedagogy*. Cambridge: Cambridge University Press.
- [79] Schmitt, N., & Schmitt, D. (1995). Vocabulary notebooks: Theoretical underpinnings and practical suggestions. *ELT journal*, 49(2), 133-143.

- [80] Schmitt, N. (1997). Vocabulary learning strategies. *Vocabulary: Description, acquisition and pedagogy*, 199227.
- [81] Schmitt, N. (1998). Tracking the incremental acquisition of second language vocabulary: A longitudinal study. *Language learning*, 48(2), 281-317.
- [82] Schmitt, N. (2000). *Vocabulary in language teaching*. Ernst Klett Sprachen.
- [83] Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language teaching research*, 12(3), 329-363.
- [84] Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers college press.
- [85] Stahl, S. A., & Fairbanks, M. M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of educational research*, 56(1), 72-110.
- [86] Tezgiden, Y. (2006). Effects of instruction in vocabulary learning strategies. *Unpublished master's thesis, Bilkent University, Ankara*.
- [87] Thornbury, S. (2002). How words are learned. *How to teach vocabulary*, 13-31.
- [88] Thorndike, E. L. (1908). Memory for paired associates. *Psychological Review*, 15(2), 122.

- [89] Tran, T. H. (2011). *EFL teachers' perceptions about vocabulary acquisition and instruction* (Doctoral dissertation, Alliant International University, Shirley M. Hufstедler School of Education, San Diego).
- [90] Tuinman, J. J., & Brady, M. E. (1974). How does vocabulary account for variance on reading comprehension tests? A preliminary instructional analysis. In *Twenty-third yearbook of the National Reading Conference. Clemson, SC: National Reading Conference.*
- [91] Uslenghi Manguashca, R. (1993). Teaching and learning vocabulary in a second language: Past, present, and future directions. *Canadian Modern language review*, 50(1), 83-100.
- [92] Walters, J., & Bozkurt, N. (2009). The effect of keeping vocabulary notebooks on vocabulary acquisition. *Language Teaching Research*, 13(4), 403-423.
- [93] Ward, A. E. (2009). *A Formative Study Investigating Interactive Reading and Activities to Develop Kindergartners' Science Vocabulary*. ProQuest LLC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106.
- [94] Wenden, Anita & Rubin Joan (1987) *Learner Strategies in Language Learning*. Prentice Hall International: United Kingdom.
- [95] Weng, Y. L. (2011). The effects of vocabulary notebook keeping strategy on elementary students' word recognition. (Unpublished master's thesis), National Taiwan Ocean University, Keelung, Taiwan.

[96] Wilkins, D. A. (1972). *Linguistics in language teaching*. E. Arnold, 1973.

[97] Zhang, B., & Li, C. (2011). Classification of L2 vocabulary learning strategies: Evidence from exploratory and confirmatory factor analyses. *RELC journal*, 42(2), 141-154.

APPENDICES

Appendix A: Interview Questions

Background Questions

1. Gender: Male Female
2. Age: years old
3. Program title: Masters PhD
4. Department:
5. Faculty:
6. What is your nationality?
7. Which English Courses have you already taken?
ENGL 509 ENGL 511 ENGL 513 ENGL 515

Interview Questions

- 1- What are your perceptions about the vocabulary in general?
- 2- What does effective vocabulary learning mean to you?
- 3- What are your perceptions about the role of the vocabulary in English language learning?
- 4- What are the difficulties you have experienced while learning vocabulary in English?
- 5- What does 'knowing a word' means to you?
- 6- Do you ever use the vocabulary notebook?
- 7- Do you find it useful?
- 8- What is your perception about using a vocabulary notebook before attending your English class?
- 9- Describe the kind of the vocabulary notebook you have used (advantages or disadvantages of them).
- 10- Narrate your experience when using vocabulary notebook.

- 11- How often do you use your vocabulary notebook as a reference to remember new vocabulary?
- 12- How does the vocabulary notebook help in language use?
- 13- What is your perception about using a vocabulary notebook after attending your English course class?
- 14- What do you think about the given vocabulary template? (Advantages or disadvantages of it).
- 15- What do you think about the given vocabulary notebook template? How would you make it more useful?
- 16- If you were free to design your own template, what would it look like and contain?
- 17- What did you think about the present template?
- 18- What is the idealized template?

Appendix B: Transcripts

Appendix B.1 Transcript of Interview with Ahmed

Researcher: Hello

Thank you for your participation

Ahmed: You are welcome

Researcher: As you have seen in the consent letter, my research is about student's perceptions on the use of vocabulary notebook in learning English vocabulary and my case is Libyan students study at EMU.

Researcher: What are your perceptions about the vocabulary in general?

Ahmed: Of course, without doubt vocabulary means knowledge of the word so with vocabulary when you learn new vocabulary in English you expand your knowledge and your skills especially in writing and reading and you can express your ideas and your thoughts easily without any problem.

Researcher: What does effective vocabulary learning mean to you?

Ahmed: Effective could be or means the strategy or plans so you don't take the word as it is and try to put it in separate phrases or sentences you can make or write a story around the whole this word to get the real meaning also you can use homophones like for example if you want to learn any word like book.

Book has two different meanings book means several papers and book means reservation you want to make an appointment you can use repeating many times with listening.

Researcher: What are your perceptions about the role of the vocabulary in English language learning?

Ahmed: Vocabulary has a significant role in learning English like reading and writing in academic skills so it has a major role in communication actually.

Researcher: What are difficulties you have experienced while learning vocabulary in English?

Ahmed: Personally, I have problems with similar meanings with different meanings for the same word like run. It means manage as a verb old work quickly also I have a problem with collocations like when you add prepositions to verbs like run on means to continue or add of like run of it means finished or empty

Researcher: Then you have problems with the meaning of the word it is one of the difficulties then you mean the word could carry different meanings.

Ahmed: Yes exactly

Is there any other difficulties?

Ahmed: No this is the main problem for learning vocabulary.

Researcher: What does knowing a word means to you?

Ahmed: As I said, knowing it would in general means knowledge when you have knowledge you can solve any problems in learning English it is considered as the key to success.

Researcher: Now here is a question that when you say I know this word what did you mean exactly.

Ahmed: I can use it correctly in a sentence.

Researcher: Do you ever use a vocabulary notebook?

Ahmed: Yes of course especially in EMU

Researcher: No before.

Ahmed: Actually, I tried many times to use a vocabulary notebook or make a list for new words but actually, I did not do it at all because most of the words that I use are academic not for real life or daily routine so I used it just as for studying.

Researcher: Then you used a vocabulary notebook but not much.

Ahmed: Yes

Researcher: Do you find it useful?

Ahmed: Yes of course

It increases your skills in reading and writing especially.

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Ahmed: It is very important to prepare yourself especially when you have lessons with very different and difficult vocabularies so if you do not prepare yourself before the class you could not understand the meaning of the title or the topic maybe so it is not good for you in the class.

Researcher: Could you describe the kind of the vocabulary notebook you have used? Could you tell me about the advantages and disadvantages of it? That notebook which you used in your country. Could you describe it?

Ahmed: It was divided into four or five columns the words and the definitions and the meaning also synonyms and an example for each new vocabulary

Researcher: What is the advantages and disadvantages of this one?

Ahmed: Advantages in general it categorize or organize your words depends on for example like you some vocabularies for sport section or for example as a grammar verb adjective

Researcher: You categorized it.

Ahmed: Yes exactly

Researcher: What about disadvantages of it according to your experience

Ahmed: Maybe there is a problem about the sections that translate the words into your own language your first language I strongly disagree with this because each language has its own meaning its own soul you face a problem when you translate into your own language for example like French word x it has the same meaning in English when you translate it in Google or in a smart dictionary it will translate it to eat

Actually eat in English is the equivalent of eat in French is x and x is completely different.

Researcher: Then you believe that the translation should be in its own language?

Ahmed: Yes just as it is.

Need to add about your experience when using a vocabulary notebook

I prefer to add synonym section picture especially for teenager or younger students.

Researcher: How often do you use your own vocabulary notebook as a reference to remember new vocabulary?

Ahmed: Not much actually. As I said especially in studying when I have exams but I do not use it usually.

Researcher: How does the vocabulary notebook help you in language use?

Ahmed: To help you especially in writing in academic writing I think this is vocabulary notebook is designed for reading and writing skills compared to listening and speaking.

Researcher: What is your perception about using a vocabulary notebook after attending your English course class?

Ahmed: Of course, it will increase your information about the topic that you have in your class you will be able to communicate with others or your friends and talk about the topic in your class so it helps you.

Researcher: What do you think about the given vocabulary template which was given to you in ENGL courses? Could you describe it? Tell me the advantages and disadvantages of it.

Ahmed: I think it was divided to four sections or columns definitions meanings and the collocations also examples.

Researcher: What about advantages and disadvantages of it?

Ahmed: The advantage is that it organizes.

For disadvantage as I told you about is meaning that is in in your first language in 513 course actually.

Researcher: Did this experience of using vocabulary notebook influence your language skills like listening speaking reading and writing?

Ahmed: Yes it helps me a lot, in my studying in Master when I write research or paper especially in my first graduation in my project write the conclusions paragraphs in academic way.

Researcher: How this vocabulary notebook helps you to develop your vocabulary and language use in general?

Ahmed: When you add or learn a new language a new vocabulary every day you will increase your information.

Researcher: If you will free to design your own template, what it would look like and what it contains?

Ahmed: The same one that emu has and I can add picture section and synonyms.

Researcher: What do you think about the present template?

Ahmed: I think it is good.

Researcher: Just need to add some categories to it.

Ahmed: Yes

Researcher: Do you think that there is an idealized complete?

Ahmed: Yes of course but maybe you can add those two sections pictures and synonyms by audios to make it easier to distinguish between the same or different meanings for the same pronounce words I think yes this is there is an idealized one.

Researcher: Do you think that the idealized template should contain audio?

Ahmed: Yes audio.

Researcher: To be easily pronounced

Ahmed: Yes exactly

Researcher: Do you have anything to add?

Ahmed: Through 515 I found a little different new vocabularies that wasn't related to my major I think I am studying information technology and I found academic difficult historical words think it's old and ancient and not related to my subject.

Researcher: is it related to your academic study

Ahmed: Yes exactly

Researcher: Then you think the course should include the academic vocabulary.

Ahmed: Yes

Researcher: To help you to easily study in your department.

Researcher: In real life

Ahmed: Yeah

Real life and academic study.

Researcher: Thank you for your participation

Appendix B.2 Transcript of Interview with Amal

Researcher: As you have seen in the consent letter, my research is about student's perceptions on the use of vocabulary notebook in learning English vocabulary and my case is Libyan students study at EMU.

Researcher: What are your perceptions about the vocabulary in general?

Amal: Actually, vocabulary is the basic in order to learn a language we need actually enough vocabulary knowledge in order to know the language in order to speak and to write so they are important actually

Researcher: What does effective vocabulary learning mean to you?

Amal : The effective vocabulary learning is that which helps you in your academic writing for example and you're communicating outside in different real life situation so vocabulary should help you for example the outside not only in the classrooms actually.

Researcher: What are your perceptions about the role of the vocabulary in English language learning?

Amal : Okay vocabulary for me is important because it is before learning the grammar or listening for example or the other skills because knowing vocabulary means knowing the language so for example if you can express yourself in only one

word you don't need to put it in one sentence in a complete sentence grammatical sentence so for example if someone asks me when I go to foreign language I don't know how to speak for example I use only one word instead of a complete sentence to express myself and they immediately will understand me because the word is the key word of the sentence for example I want to eat something in a restaurant so I don't know how to speak or say this in a sentence for example please give me the meal. I say only meal or menu I mean.

Researcher: What are the difficulties you have experienced while learning vocabulary in English?

Amal : Actually the difficulty was pronouncing the new vocabulary for example simple words are easy to pronounce but the most complicated which are consisted of two syllables or more three syllables they are different to be pronounced and even to remember so I think the pronouncing of the word itself.

Researcher: Then the pronunciation and the length of the word also?

Amal: If it was simple, it was easy to remember

Researcher: What sense of difficulties? Why it is difficult for example, the length of the word consists of more than one syllable how it could be difficult for you in writing. In remembering?

Amal: in remembering actually. In memorizing it because this simple word doesn't need you can't for example "fast" it is more easy to say for example one syllable : "Fast" I can remember this word because every day I use it but when we say like: Actually "beautiful" is complicated word but it is easy because we use it everyday situation so some complicated words that we don't use them mostly like the word "environment" you don't see it all the time so I think it is difficult to memorize the first time for me I didn't memorize the word "environment" especially at the first time actually I faced this word at the first time I tried to remember it but I forgot it after for example when I faced it in another place I forgot it but whenever I trained myself actually in the meaning this word I became accustomed on this word so environment was like a difficult word to memorize and let it for the first time because it is too complicated.

Researcher: Is there any difficulties?

Amal: Only according to syllables as I said you and the pronunciation and even if that word was using in every day speaking or not

Researcher: What does knowing a word means to you?

Amal : Actually knowing a word means: I know where this word comes in speaking not only in writing in speaking actually I am talking "in speaking" yes I know this word I know the meaning of this word I know when someone says for example fast I immediately know my mind fast means “quickly” so I know the meaning of the word not only the writing so sometimes I know that how to use it but sometimes the writing I don't know how to spell it but I know when someone pronounce it and put it in some special context.

Researcher: Do you ever use the vocabulary notebook?

Amal: Yes of course

I used it twice in my life

Once when I was actually young when I began to learn English and then other time was when I was studying at in the course 515.

Researcher: No before.

Amal: So it was once

When I started learning English I prepared it like a notebook for myself I want to learn actually them I felt that I need them knowing English so...

Researcher: Did you use it by yourself or your teacher gave it to you?

Amal: No by myself actually. It is like self-directed study

Researcher: Do you find it useful?

Amal: Yes, help me a lot.

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Amal : It helped me a lot because some new words that I didn't know and I didn't recognize and sometimes I didn't know the meaning of that words and memorize them but I don't know how to put them in different sentences in different contexts so

that notebook helped me to write sentences for example and the right word in the right sentence for example there are some words similar in meaning but every word needs special context so it helped me in putting in the real word in the real context.

Researcher: Could you describe the kind of the vocabulary notebook you have used? Tell me about the advantages and disadvantages of it.

Amal : It contained only two columns the word in English and the translation in Arabic and sometimes I wrote some sentences actually sometimes I didn't know the meaning even in Arabic so I gave myself an example I write it down and I learn it. Sometimes but not all the time sometimes I write examples.

Researcher: What are the advantages and disadvantages of it?

Amal : For me there is no disadvantages for that notebook because I really appreciate it because it helped me to be in this level it let me to know many words that I didn't know and ignore it and even I learned some formal words and informal words so the formal ones I used in my academic writing and the informal ones I used then when I speak with friends in English So it helped me and I find it so advantages I don't find any disadvantage about that notebook

Amal : My experience actually sometimes not only I know how to write the word for example I hear a song and I want to write the words of that song so I am trying to listen and record and transcript the song in order to know English so some words were new for me I tried to write them in a different way for example the word "right" suppose that I don't know how to write the word "right" so the first time I write it like r.i.g.h.t the second time I repeat writing that word repeating and repeating till I know how the correct word is sometimes after 2 months or after 3 months till now I don't know how to write that word

Researcher: How often do you use your vocabulary notebook as a reference to remember new vocabulary?

Amal: I used a lot actually, I was making like monthly revision for that notebook I was not only writing the new words and did not refer to it. no I was referring to them from time to time sometimes weekly not monthly and sometimes I'm trying to write short stories in order to to know how is my English sometimes I know that I need

some meaningful words some special particular words for that text so I refer to my notebook to add some words and I increase my knowledge of that and memorizing that word also.

Researcher: How does the vocabulary notebook help in language use?

Amal: As I said, it helped me actually to communicate, be formal with my friends formal with my teachers and it helped me to communicate actually in different life situations

Researcher: What are your perceptions about using a vocabulary notebook after attending your English course class?

Amal : I have two vocabulary notebooks according to the second one I want to be honest I didn't use it I used it only for getting marks I tried to study from that notebook which I prepared for my teacher i studied only one or two papers and most of them I forgot till now I don't know why. at The first time I was so motivated to learn the vocabulary notebook but when I submitted to the teacher actually I studied a little bit of it I didn't study till now I say I will study every holidays I started that notebook I need that and at last time when I saw that notebook I felt that most of the words are those that I know them immediately I wasn't interested in them so the second one was not so beneficial as the first one I don't know maybe the first one because it was like self-directed study.

Researcher: What do you think about the given vocabulary template in ENGL course? Advantages and disadvantages of it?

Amal : In general it is advantageous for me I used it only to get marks because at that time I didn't have actually free time to write that note book and memorize them I had courses with that that's why so if I was attending all the English courses I would say it was very advantageous and I would say all of my experience in that notebook but because of the time I didn't use it too much so in general it is advantageous and I advise others to use it actually

Researcher: How would you make it more useful?

Amal : For example using the word that you have already in the template writing a special context for example the teacher will ask us to write according to the word that is in the notebook we should write something by using the word in that notebook for example this would be beneficial for the students if they try to write something 2/3 paragraphs about a topic that is related to the words in that template would be beneficial for the students and actually if the teachers should ask about that word is not only for this submission and getting marks he should from time to time ask for example what does it mean because actually it is for the students

Researcher: Did the experience of using vocabulary notebook influence your language skills like listening reading speaking and writing?

Amal : Yes of course actually when I was younger I like to listen to music just to learn English actually so some words that I didn't know when I heard them I remember that, that word I know it I know even the pronunciation sometimes I missed pronounced when I know it for the first time but when I hear it in that song I immediately knew that word through which I had listened it is the same word that I have in the notebook so I be happy and the memorization of that it will increase actually. According to my experience it benefited me a lot in listening. Because in writing I forget how to write it correctly I misspelled it so it was beneficial but not as much like for listening and speaking.

Researcher: How did this vocabulary notebook help you to develop your vocabulary and language use in general?

Amal : In general it helped me because in English sometimes there are two words that have the same meanings but we put these words in different context so knowing that differences of that would help me a lot especially in my academic writing papers for example so there are some words in some contexts others cannot be in that context.

Researcher: If you were free to design your own templates what would it looks like and what it contains?

Amal : Actually that's one teacher gave us in the English course I liked it so much if I am a teacher or I wanted to learn or to design in your vocabulary notebook I would be too it's like that I would put in the new vocabulary the translation in Arabic and

putting of course examples and also like that the collocation of the words because knowing a word is not enough we need to know what comes after it or before it. It is better

Researcher: What did you think about the present template?

Amal: It is wonderful and I do not think there is something to be changed and it is actually advised by me

Researcher: What is the idealized template?

Amal : The idea list template should have the new vocabulary the translation an example of the sentence one or two what comes before collocation what comes before it and after it and sometimes we can put like the pronunciation of the word sometimes we know in the world but mispronounce it so I think one column should be added for pronunciation

Researcher: Do you have anything to add in general?

Amal : Yes actually knowing vocabulary is important learning vocabulary will save you and will let you master the language because without the vocabulary you cannot express yourself so I advise knowing vocabulary before grammar listening or others.

Appendix B.3 Transcript of Interview with Amina

Researcher: Thank you for your participation

Researcher: As you have seen in the consent letter, my research is about student's perceptions on the use of vocabulary notebook in learning English vocabulary and my case is Libyan students study at EMU.

Researcher: What are your perceptions about the vocabulary in general?

Amina : Vocabulary means words so words containing many and it divided many types of words I mean for noun we have vocabulary for adjective verb something like that someone who wants to learn a language he needs vocabulary.

Researcher: What does effective vocabulary learning mean to you?

Amina: What I understand from this question is that I mean to be a good English speaker I must have at least 500 words to make a good conversation ask about

something so therefore it means a lot of me and it affects my speaking writing listening.

Researcher: It affects your language skills

Amina: Yes

Researcher: What are your perceptions about the role of the vocabulary in English language learning?

Amina: There are many roles for learning vocabulary one of them is about for me is the most difficult to learn which is pronunciation so there are many times I have problem to sound these words because I don't know the pronunciation how I can say these words because I didn't know the pronunciation I studied so this is the first thing the pronunciation is the most important and also spelling of the vocabulary. And to use the vocabulary in a correct way because a vocabulary may have different meanings and I have to know how to use this in a correct sentence.

Researcher: What are the difficulties you have experienced why learning vocabulary in English?

Amina: As I said, one of them is pronunciation and the second is applying it in a correct sentence.

Researcher: What else any other difficulties?

Amina: Also to remember the word

Researcher: Writing the meaning of the word?

Amina: Sometimes remember the spelling sometimes I know in my language what it is.

You know the meaning

But in English I forget how to write the meaning of it.

Researcher: The meaning is also the other difficulty.

Amina: Yeah

Researcher: What does knowing a word means to you when you say I know this word what do you mean by that?

Amina: First of all I understand it and recognize it and apply it in sentences also be able to use in a correct in different contexts that's it.

Researcher: Do you ever use the vocabulary notebook?

Amina: Yes, I used before are used during my studies.

Researcher: When did you start learning English?

Amina: In Middle School secondary School and in University

Researcher: Is this your own vocabulary notebook or the teachers gave it to you?

Amina: The teacher

The teachers gave it to us.

Researcher: Did you find it useful?

Amina: Yes

It is you useful

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Amina: I can say in Middle School I had a special notebook for vocabulary with lines too many columns one of them the English word one column for Arabic word that's it just contained to columns.

Only two: the word and the meaning in your first language.

Researcher: This is the vocabulary notebook, which used.

Amina: Yes in middle school and secondary school.

Researcher: What about the University?

Amina: It is different actually, it is different it was more useful then that is one

Researcher: Could you describe it? How it looks like?

Amina: Also, it contains columns but one for the English word and the definition in English and translated in first language put it in the correct example this example

should be from our own from my mind but sometimes directly used a dictionary for example and sentences and he has collocations and synonyms.

Researcher: Okay good

Researcher: Could you tell me about the advantages and disadvantages of the template for that vocabulary notebook which used in

Amina : Yes it was more advantage it's more organized it is more order it's easy to remember it what does the vocabulary mean how I can use it more clearly than translated the word.

Researcher: What about the disadvantages of it?

Amina: Disadvantages, it did not contain the pronunciation just take it to find which word you do not know in the text and translate it in the language it didnot focus on pronunciation and also another example for the word.

Researcher: Is there anything to talk about your experience for that vocabulary notebook?

Amina: Nothing else.

Researcher: How often do you use your vocabulary notebook as a reference to remember your new vocabulary?

Amina: Not much really, because nowadays I have a dictionary.

Researcher: Then you use a dictionary instead of checking your notebook as a reference.

Amina: Yes

Researcher: Okay good

Researcher: How does the vocabulary notebook help you in languages use?

Amina : It helps me to remember to find words easily that I am writing in the notebook it's behind me or next to me and I can use it I can't find what the word I need especially in the writing it helps me.

Researcher: Help you in writing

Amina: Yes

Researcher: What are your perceptions about using vocabulary notebook after attending your English course class? After finishing your ENGL courses here. What was your perception about the vocabulary notebook? Which are used here.

Amina: In fact, to be honest here also did not focus on vocabulary notebook just to collect grade for from this one.

Researcher: You use it just for the marks

Amina: Yeah

Researcher: Extra marks for your grades or your course.

Researcher: What do you think about the given vocabulary template? Advantages and disadvantages of this ready-made template given to you

Amina: Advantages of course if I give it something just vocabulary model or template it will be easy to use how we can use this one or what is the benefits of this one it's too easy to organize so this is the advantage and disadvantage: maybe it needs time to do this one just it needs time to take it time for us and that's not a big disadvantage.

Researcher: You think it is good

Amina: Yeah

Researcher: Okay

Researcher: How would you make it more useful this pre-made template?

Amina: If it includes a lot of things that are related to make it learn new vocabulary easily like when I was reading your questions and of course I take some of backgrounds I found it some models I don't like you I like this model for it does look like four square and one of definitions synonyms and examples pronunciation. This is the template that would be like it this one would be more useful for anyone who learn vocabulary

Researcher: Okay good

Researcher: Did this experience of using notebook influence your language skills like listening speaking reading and writing?

Amina: Yes of course.

It affects listening and writing.

Researcher: Which skill is more influenced than others by using this vocabulary notebook or all are of the same? What do you think?

Amina: When I listen to any conversation and I had been talking this word and know the word. You know sometimes we know the meaning of a word but when someone else say to us with different pronunciation, what is it? but when I go back I see oh that's the way that's the word that has this meaning so that is for listening.

Okay good

Researcher: How this vocabulary notebook help you to develop your vocabulary and language use in general?

Amina: It develops my skills if I search for new words I should highlight it this one and for me I will write the pronunciation under the word put it in front of me on the desk so every time I will see it and I will remember this word.

Researcher: This is the way you use it

Amina: Yeah

Researcher: You write it on a piece of paper in front of you

Amina: Okay good

Researcher: If you are free to design your own template, what it would looks like and what it contains?

Amina: I told you before.

Researcher: What do you think about the present template?

Researcher: What do you think about it?

Amina: It is useless unfortunately

Researcher: How could you change it to be more useful?

Amina: That was very crowded there was no space especially for example definitions so I will do it I would give it more space one word in one paper do not like columns.

Researcher: Each word one paper.

Amina: Yeah

As I focus on examples, it should be from our mind not to be used dictionary

I use sometimes

Researcher: Okay good

Researcher: Do you think is there any idealized template or not?

Amina: No

Researcher: Do you have anything to add?

Amina: My suggestion for anyone who wants to I mean for institute, college, or university who teach English language should focus on the vocabulary and pronunciation before attending courses and taking lessons students should have a background enough words to understand during their lessons.

Researcher: More vocabulary

Amina: Yes before starting vocabulary and focus on pronunciation and how to use this vocabulary.

Researcher: Anything else

Amina: Thank you.

Appendix B.4 Transcript of Interview with Hassan

Researcher: Hello

As you have seen in the consent letter we are try to make an interview about the students perceptions on the use of vocabulary notebook in learning English vocabulary and our case is Libyan students at emu

Researcher: What are your perceptions about the vocabulary in general?

Hassan:

well my opinion the vocabulary in general language like in any language you have seen the whole world in my opinion like 65% for the vocabulary and like 35% for the grammar because like if you without vocabularies you can't communicate with

others in other languages but even if have grammar you can't communicate with others without vocabulary

Hassan : The effects of vocabulary learning for me is serious you cannot communicate with others without vocabulary you can't do anything for me is 65 or 70% for the language and the role of vocabulary in language learning is the main point for the English language is the vocabulary the difficulty for my experience in learning vocabulary in English since I came to Cyprus 2014 just like my experience I had more in my idea English language but I worked hard just to enter the proficiency exam that's like I feel some problems for some vocabulary because I like for spelling like night light because G and H are silent they are not like German language there are vocabularies that are silent so I feel that that's a problem

Researcher: So the problem is the pronunciation?

Hassan: No the pronunciation actually feel any problem in pronunciation but like those

The vocabulary, which are same in pronunciation but different in writing

Researcher: What does knowing a word means to you?

Hassan: Knowing a word like I want to know this word as you advised me if you want to know a word you have to know the adjective form adverb verb and noun you have to be around it

Researcher: Do you ever use a vocabulary notebook?

Hassan: Before I came here before I started to learn English seriously, I used to write down the new vocabulary just a little bit, I was trying to learn English by myself

Researcher: Do you find it useful?

Hassan : Yes of course I found it useful and helpful it is not the only for me whoever who wants to learn English language definitely he will find it because when you write down some new vocabularies for yourself for instance your new vocabulary you really memorized definitely so it is definitely useful and helpful for everyone

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Hassan: Before attending English class actually it was not useful for me because I was writing any words any vocabularies it was not serious before attending English class

The kind of the vocabulary notebook that was normal notebook I was writing on it when I know every new vocabulary write down like normal words and academic words any words just I know I write it down and memorized by time the advantages of it like I didn't have program to memorize or study English before I am talking about before in the past it's not like an academic learn English it was before just my experience depressed for a long time

Well when I write like the vocabulary which I first in the past like new vocabulary when I write like for instance I wrote this one the first time so I try to remember I couldn't I will go back to the book from the second time from the first time I will get it definitely it's useful

Yes it's the same thing when you write the new vocabulary in my notebook for instance 50 or 60 new vocabulary is for me in my notebook so for example I forget the vocabulary but I remember I wrote it before so definitely I will go back to my notebook just to remind this vocabulary just by time I will memorize definitely so what is a good reference for me just to memorize new vocabularies

Researcher: How does the vocabulary notebook help in languages?

Hassan: It helps me for instance if I have a discussion with someone I have a meeting in the classes in my courses in emu here so when I have more vocabularies in my mind what I memorized already so to help me for speaking for reading and communicate with others

Researcher: What is your perception about using vocabulary notebook after attending your English course class?

Hassan: My perception about using a vocabulary notebook after attending my class when I had done the English course it was like very helpful to communicate to attend their courses in my field like computer engineering I have got many vocabularies to understand others to communicate with others I got benefits for communication I can understand the instructors I can communicate with the constructors talk with them I can ask them after attending my English course

Researcher: Did it help you in your academic language this course?

Hassan: Yes, it has helped me because I studied in studied academic so it helps

Researcher: What do you think about the given vocabulary template advantages and disadvantages of it

Hassan: Yes actually they gave us the vocabulary template I think around 60 or 70 vocabulary like 90% or 95% the Words were academic they we're not simple normal words actually they were positive for me I learned a lot of vocabularies from them but they need practice but for me in my opinion there is no disadvantage for it

Researcher: What do you think about given the vocabulary notebook template? How would you make it more useful?

Hassan: It was enough for me

Researcher: Did this experience of using vocabulary notebook influence your language skills like speaking Reading Writing and listening?

Hassan: What I learned vocabulary in Notebook one year ago I didn't get any skills for reading for listening and speaking just for reading writing because they were academic I didn't used to communicate with others I didn't use academic words just normal words and a normal vocabularies but I have learned for writing reading I got

benefit from it I improved myself in reading and writing because they were academic words but for listening and speaking just normal speech

Researcher: How this vocabulary notebook helps you to develop your vocabulary and language use in general?

Hassan: I got benefits they developed my vocabulary because they were academic so definitely they developed my English language because they were academic than the normal speech especially in reading and writing

Researcher: If you will free to design your own template, what it looks like and what it contains?

Hassan: Actually, for me what I saw in the template vocabulary was enough for me I cannot improve it because it was enough for me it was helpful and useful I cannot design one more

Researcher: Do you have anything else to add about the vocabulary notebook according to your experience?

Hassan: Well actually I used to advise myself just to learn the vocabularies because the most important thing to learn a language you have to memorize the vocabulary and use and practice for me it is more important than grammar because the grammar is something that you can learn in 2 weeks but the vocabulary takes a long time and depends on your practice if you are serious to put a timetable to learn English but you should have time and practice vocabularies more it's an important thing in language learning.

Appendix B.5 Transcript of Interview with Manal

Researcher: Hello Manal

Thank you for your participant

Researcher: As you have seen in the consent letter, my research is about student's perceptions on the use of vocabulary notebook in learning English vocabulary and my case is Libyan students study at EMU.

Researcher: What are your perceptions about the vocabulary in general?

Manal: Vocabulary is very important for learning and understanding the English language because when I understand vocabulary and we have enough vocabulary we can speak it and you can understand it very easier.

Researcher: Anything else you need to add for this. Okay Good

Researcher: What does effective vocabulary learning mean to you?

Manal : when I learn the meaning of the vocabulary I can use it easier and I can speak it easier and I can write Academic easier then when I want to understand I should go to research about the meaning of this vocabulary to understand and and how can use it.

If students using notebook or own notebook and wishing you vocabulary notebook this way help him to understand and learn English easy.

Researcher: Then you think that using vocabulary notebook is important to learn the vocabulary?

Manal: Yeah, if they use it in a correct way.

Researcher: Okay good

Researcher: What are your perceptions about the role of the vocabulary in English language learning?

Manal : Yeah as I said before if I have enough vocabulary if I can understand you what you say and I can I speak with another people and he can understand me easier then it's the basic of English language is vocabulary.

Researcher: Then you think that the vocabulary is the main and the basic of English language

Manal: Yeah

Researcher: Okay good

Researcher: What are the difficulties you experienced while learning vocabulary in English?

Manal: Actually when I learn English as before for now in emu I have difficulties in the listening part more than another part and because when we learn another vocabulary and during the class after we finish the course we don't use it this vocabulary then we forget all day vocabulary and because we don't use it this is difficulty I have as before and now.

Researcher: then one of the difficulties that you couldn't remember the vocabulary while using it for a long time

Manal: yeah

Researcher: Is there any other difficulties no not in English but in the vocabulary?
Do you have any difficulty when you try to remember this vocabulary or try to use it
or try to write it down is there any difficulties?

Manal: One of the difficulties I have also how to read how to say vocabulary when I
remember just remember some new words I do not know how can read this
vocabulary.

Researcher: How to pronounce.

Manal : yeah, because of course I took one course in my country and three courses
here don't focus on pronunciation of the vocabulary just focus on the meaning of the
vocabulary and also the problem in emu don't Focus a lot on the vocabulary just in
the end of the semester focus on the vocabulary

Researcher: only

Manal: yeah

Researcher: You do not know how to remember this vocabulary how to use it

Manal : No and also in the final exam or midterm exam we have just short mark
about the vocabulary I just five points for vocabulary

Researcher: Okay, then you have no difficulties of the vocabulary is short or long? Is
this one of the difficulties for you or not yet?

If the vocabulary is short or long if the vocabulary long and I cannot pronounce it
and I cannot understand or remember what is the meaning of this vocabulary yes it is
difficult for me.

Also if the Vocabulary has many syllabus more than one syllabus it will be more
difficult than the short vocabulary

Researcher: okay

Manal: Because the short syllabus I cannot remember easier

Researcher: What does knowing a word means to you?

Manal: When I study a new vocabulary if I know the meaning and how I can use this
vocabulary by putting in a sentence or in an example it will make it easier to use for

me and easier for understanding. It is very important knowing what the meaning of the word is

Researcher: Then knowing a word means to you that you know the meaning

Manal: Yeah, Only there is another thing you want to add

When I say I know this word or I know this vocabulary

Then I mean I you know how can you use this vocabulary

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Manal: Before attending in EMU, I used my own notebook. Not by not by a teacher just when I take a course then for new vocabulary, I put it in my own notebook and I come back reading each time remember it a long time

Researcher: Could you please describe it how it looks like your own notebook

Manal: It is about three columns first Column new vocabulary and second column syllabus and another column in a sentence in the first course when I begin English there was another column

Researcher: Then you used your own pictures put the vocabulary and the meaning and the sentence in a picture helps to remember because when you focus you can remember the picture easier.

Manal: Yeah that is very good okay

Researcher: When did you start learning English?

Manal: I started in my country when I was 20

Researcher: Okay good

Researcher: Do you find your own vocabulary notebook useful?

Manal: Yes, it is useful more than notebook in the ENGL courses

Yeah

Researcher: What is your perceptions about using a vocabulary notebook before attending English courses in emu?

Manal: Yeah

You have a good idea about it

Because you used your own template.

When I had my own notebook and remember because when I was in my country, as you know the problem is that we do not use English we just use Arabic language then when we learn and your vocabulary we do not use it actually

Researcher: You couldn't use in the street or in your real life

Manal: Yeah

Researcher: You just use it in the classroom

Manal: English classroom

Only class

But my own notebook is good when I take a course in emu the course is easier

Researcher: Okay good

Researcher: Could you tell me the advantages or disadvantages about your own vocabulary notebook

Manal: The advantage is that it helped me to remember the vocabulary and understand how to use it and the disadvantage I can see that because it is my own notebook without any control any teacher any teacher was I think help me if I had any mistake or wrong the teacher could see.

Researcher: Without any control is a disadvantage. Okay. Good

Researcher: How often do you use your vocabulary notebook as a reference to remember new vocabulary?

Manal : I used my own notebook regularly when I don't remember what's the meaning a new vocabulary and I want to write something maybe I work in emu I go back to my notebook and read it and research academic I can use it.

Researcher: Okay

Researcher: Did you find it useful to read regularly?

Manal: Yes, it was better than it helps you remember old vocabulary and keep in your mind

Researcher: How does the vocabulary notebook help you in languages use?

Manal: When you have use of your new vocabulary easier, you can communicate with other people easier if you can describe what you want. You know it is a big problem for Libyan students do not have enough English they do not have enough vocabulary some students sit in the class and they cannot ask the teacher because we do not have enough vocabulary.

Researcher: Good

Researcher: Then what are your perceptions about using a vocabulary notebook after attending your English course class?

Manal: In 512 and 513 the teacher asked us do vocabulary notebook in one week or two weeks in a semester and he said you do this notebook and collect new vocabulary and if you need more five marks do this

Yes just do this vocabulary notebook for extra mark

Researcher: What do you think about the given vocabulary template? What do you think about it? Advantages and disadvantages of it? How does it look like?

Manal: It was new vocabulary and sentence and similar and in a sentence I think the syllabus would be just they put the new vocabulary and syllabus and sentence and put it in a sentence. They do not focus and syllabus of the word they do not focus on pronunciation they do not focus on the class of the word is it very adjective or noun just stay put the word.

Researcher: Okay

Researcher: What do you think about this template? How would you make it more useful?

Manal: You can add a picture and also the disadvantage of the template is that we don't have enough space to write just short space you can put short sentence you can't put long sentence.

Then this space is limited

You should have enough space to write a number of examples to understand how to use this vocabulary

Researcher: Did this experience of using vocabulary notebook influence other skills as well like listening reading speaking writing one of them or all of them?

Manal: If you use vocabulary, notebook in a correct way can help you old skills listening and speaking of reading writing because if you have enough vocabulary you can develop your English vocabulary by using vocabulary notebook.

If you want to teach English you, should you learn enough vocabulary exactly academic vocabulary? In our class 515 or 513 we don't focus on academic vocabulary just focus on general vocabulary when we go to our department we don't use it we read English in another side and our department in other side I think in this course they should add academic vocabulary according to our department you should put one course for example put 1515 for our academic English.

Researcher: Then you did not get any benefit this general in your department

Manal: No

Researcher: In your real life?

Manal: yeah

Researcher: If you were free to design your own template, what would it look like and what it contains?

Manal: If I were free to design my own notebook, I add to my notebook new vocabulary, meaning, and syllables and put a sentence and also the pictures.

Researcher: What do you think about the present template which given you in ENGL courses? Do you have any comment about?

Manal: No, I mentioned about

Researcher: Do you think there is an idealized template?

Manal: I think yes

Researcher: What is it what is it what it looks like?

Manal : It should have verbs or adjectives or class of the words and pronunciation I think it should contain the word and the meaning and the classification of the word pronunciation and a sentence also the picture because the picture help me to understand.

Researcher: Did you use the dictionary?

Manal : I use Oxford because as I said before I can use my vocabulary in general life but not in academic I need another vocabulary to understand easier I can't understand it I should go to a dictionary to know what's the meaning of the word now that I am writing my thesis I need academic vocabulary

Researcher: Okay do you think that they should teach the vocabulary according to each department individually?

Manal: Yes for this science, you should use science vocabulary for engineering related vocabulary not the same in general.

Appendix B.6 Transcript of Interview with Rabab

Researcher: Hello

Thank you for your participant

Researcher: As you have seen in the consent letter, my research is about student's perceptions on the use of vocabulary notebook in learning English vocabulary and my case is Libyan students study at EMU.

Thank you for your coming

Researcher: What are your perceptions about the vocabulary in general?

Rabab: For example vocabulary consist of sentence any language the same idea should study vocabulary to study the language if you have more vocabulary you can read you can write speak. All languages the same idea you should study more vocabulary to use it.

Researcher: You think that you should have more vocabulary to use the language.

Rabab: The same idea

All of the languages, not English.

Researcher: What does effective vocabulary learning mean to you?

Rabab: If you use more vocabulary and remember if you do not use you forget any language the same for example before I study more vocabulary I did not remember because I did not use my vocabulary in my life. I forget.

Researcher: Then you think that you should use the vocabulary, which you learn.

Rabab: Yeah

Researcher: What are your perceptions about the role of the vocabulary in English language learning?

Rabab: The vocabulary is the basis to improve the reading writing speaking it is important

Researcher: Then you think that learning vocabulary improve your language skills

Rabab: For me before I cannot write a paragraph about my department for example now I can write a paragraph now I can write and read more a paper. It helps me a lot.

Researcher: What are the difficulties you have experienced while learning vocabulary in English when you start learning English? What are the difficulties face to you?

Rabab : For me spelling for example I and E I always write wrong way the words that have I and I always use sometimes I .

Researcher: Then you mean in writing

Rabab: Yeah

Researcher: Do you have some difficulties in writing?

Rabab: Yeah

Researcher: What else? What are the difficulties?

Rabab: For example, when I thinking I hear some people for example the word the same sound but I know this meaning this but he says no this is not.

You have some difficulties in listening.

You could not recognize the vocabulary.

Researcher: What else

Rabab: That is it.

Researcher: What does knowing a word means to you say that I know this word what does it mean to you?

Rabab: For example when I know this meaning I start to know that the verb.

Researcher: Do you ever use a vocabulary notebook?

Rabab: Yes I use

Researcher: When?

Rabab: When I started learning English language

Researcher: In your country?

Rabab: Yes

Researcher: When you started learning English?

Rabab: Maybe 5 years ago.

Researcher: Do you find it useful? The vocabulary notebook?

Rabab: Yes

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Rabab: When I have this notebook...

Researcher: According to your own notebook

Rabab : I wrote this notebook by hand I remember for example when I listen or hear a word I remember I wrote it in my notebook I remember the meaning and the picture because I use a picture I remember sometimes good I remember writing I remember the pictures.

Researcher: Could you tell me about your own vocabulary notebook how it looks like? Could you describe it your own vocabulary notebook

Rabab: The first one is the word then and example meaning with picture.

If the word has a picture I drew a picture by hand because I could not remember it if I wrote I could remember I like the notebook with the colors I do not like just black and white.

Researcher: You use different colors.

Researcher: Describe your own vocabulary notebook. What are the advantages and disadvantages of it?

Rabab: It is easy to find a word because I wrote.

I write the vocabulary in computer with sound with picture if you use it only on paper it is not good after using. I have two copies one in the computer and one on the paper.

Researcher: Do you have anything to add to your own vocabulary notebook because you experienced you used it is yours?

Rabab : Yes I want to add some things next year I will finish my thesis I may add sound to it if I do this thing I remember when I speak the words I may add sounds.

Researcher: How often do you use your vocabulary notebook as a reference to remember new vocabulary?

Rabab: Sometimes. When I do not remember the spelling, I use it.

Researcher: How does the vocabulary notebook help you in language use?

Rabab : In my life it's useful but in my Academy no because you should know and use your academic vocabulary but all my vocabulary in my notebook is just general vocabulary not academic vocabulary maybe this summer I study academic vocabulary to improve my reading and writing.

Researcher: What are your perceptions about using a vocabulary notebook after attending your English course class? Now you have finished your ENGL courses.

Rabab: It helps me in my life but it does not help me to write my thesis because it is not in my academic vocabulary they should have some vocabulary for engineering.

Researcher: Then you think that you are ENGL courses should have some courses about engineering.

Rabab: For my department

For example, science engineering

For each department then you think this study should be different for the engineering different for all courses according to the department

If you gave me a lot of vocabulary academic vocabulary not only engineering it's good for me it helps me to write my thesis easy now I just read and use YouTube to improve my academic vocabulary.

Researcher: So now, you use YouTube to as a reference to improve your academic vocabulary.

Rabab: For example, the same word to change this word sometimes it is not good for academic writing. It is not so good for academic writing but before I used some words but now, I do not use that word

Researcher: What did you think about the vocabulary template given to you? Advantages and disadvantages of it?

Rabab: It helps me the advantages a lot more than disadvantages

Researcher: Can you give some examples?

Rabab: I can remember all words when I use in a sentence I remember, I use it in a sentence, and I know the meaning.

Rabab: I can remember sometimes I cannot write the word but I remember it.

Researcher: What is disadvantage?

Rabab: When they gave me this notebook, I do not like black and white it had only four columns I could not draw pictures there is no space to draw a picture but I used the color there was no space word meaning maybe collocation and example.

Researcher: Did you find it useful for yourself or not?

Rabab: Yes, it was useful

Researcher: Did the experience of using vocabulary notebook influence your language skills like listening reading speaking and writing?

Rabab: Yes, it improved my reading and writing.

Only my reading and writing and speaking.

But the first one is reading.

No I cannot read the paper easily before I just read four hours or five hours to read paper I cannot read one hour later.

Then it influenced your reading skills.

Maybe when I read more and study vocabulary I can read. I can improve.

Researcher: If you were free to design your own template what it would it looks like and what it contains?

Rabab: Maybe next year I want to design two notebooks in my computer has picture with sound and when some people talk to each other, I remember the word not just writing that sentence.

Researcher: Then you think that a digital one is more useful than the written one.

Rabab: Because I hear, I see, and I listen.

Researcher: Is there anything to add for this one when you design it?

Rabab: I could add some exercise for example to add some pictures and how to write the word example if you put it question for the same vocabulary you can answer this sound you can record it.

Researcher: What did you think about the present template, which was given to you in ENGL courses?

Rabab: It was useful but I did not like it the design was not good I did not like it was black and white so I didn't like it I want a color.

I like colors and pictures all people like colors with pictures they should change it.

Researcher: Do you think that is there any idealized template?

Rabab : Yes it should include media video and sound people have different intelligence for example if I see and hear I remember not just writing some people if they try to remember it's different for people.

Different templates for different people not the same for all.

Researcher: We should let the student choose his own vocabulary notebook not a ready-made template

Rabab: Yes

Researcher: Okay good

Thank you for your participation

Appendix B.7 Transcript of Interview with Rajab

Researcher: Hello Rajab

Thank you for coming

Researcher: As you have seen in the consent letter, my research is about student's perceptions on the use of vocabulary notebook in learning English vocabulary and my case is Libyan students study at EMU.

Researcher: What are your perceptions about the vocabulary in general?

Rajab: Vocabulary is one of the most important things that help students learning second language so it is important to learn the vocabulary in phrases and in sentences, therefore I find it very useful to learn more vocabulary for improving the language

Okay good

Researcher: What does effective vocabulary learning mean to you?

Rajab: Effective vocabulary is to learn vocabulary for sentences and phrases that you want to use it we don't use a single word usually we write full sentence so learning and individual word usually after some time you are going to you forget the meaning of the word so if you learn the words in sentences you can use a full sentence or phrase that can help you to has a better grammar

Researcher: Then you mean to use a vocabulary in a sentence or a phrase this is the way you learn it

Researcher: What are your perceptions about the role of the vocabulary in English language learning?

Rajab: If you do not know the word, you do not know the language because language consists of words and words and words so learning words is first step to learn a second language

Researcher: What are the difficulties you have experienced while learning vocabulary in English

Rajab: I think learning the synonyms of words and conjunctions the past simple present simple the adverb the adjectives of the word so some words that contain many adjectives so each adjective is used and this was the most difficulty that I had.

Researcher: Then you talk about this synonyms and classifications of the word verb or adjective and the using of the word in many

Rajab: The collocation of a word 2 words contain 3 verbs

Researcher: That means syllables

Rajab: Yes, it gives another different meaning about itself

Researcher: using a word in different places

Researcher: What does knowing a word means to you?

Rajab: That means that when I know the meaning of a word and collocation of the word and also I can use it during my writing and speaking

Researcher: Then when you know the word, you know the meaning and know how to use it in writing and speaking

Researcher: Okay good

Researcher: Do you ever use a vocabulary notebook?

Rajab: No

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Rajab: Actually, I had not used it before I just learned it and just write the meaning of the word. The word and meaning not as it is in the University it was my first experience about vocabulary notebook when I came here. I wrote the word and the meaning in my language

Researcher: How often do you use a vocabulary notebook as a reference to remember new vocabulary?

Rajab: About twice a week.

Researcher: How does the vocabulary notebook help in language use?

Rajab: Vocabulary notebook is a reference for the words that you have used before so we never need to revise the words that you learned before so you can use as a reference and you can use it to put in a sentence for synonyms so you can find them in your own dictionary so I usually put the most important words that I want to use them in my vocabulary notebook.

Researcher: What are your perceptions about using a vocabulary notebook after attending your English course class?

Rajab: I found it very useful so I use it every day during my English class. And during my academic study I usually learn more than one word each day so I need these words to memorize them and revised them after a while so I think it's a good idea to use a vocabulary notebook

Researcher: Could you tell me about your experience when you use your vocabulary notebook

Rajab: My experience?

Researcher: Yeah

Rajab: Usually I am using a part of it for the verbs and the other one for the nouns so I do not have a chance to put the noun and a verb together in the same column so this is like a problem for me sometimes the verb is in a page and the noun in another page. Also I didn't have a section for adjectives and adverbs of the word and a part of the sentence is narrow. So you don't have enough space.

Researcher: Could you tell me about the vocabulary template tell me about the advantages and disadvantages of it.

Rajab: You know that the vocabulary notebook that they offered in the University it contained three sections for the verb synonym and sentences and as I told you before

there is no part for adverbs and words that have more than one synonym so this is a disadvantage I think it's a problem data space for the writing

Researcher: What about the advantages

Rajab: The advantage is that it's a guide for you to remember the word that you knew before it's like a reference when you need to review or revise the words that you have learned it before and also if I find a word that is an important word that I am going to use it in my thesis I write it in my vocabulary notebook.

Researcher: Did you find it useful?

Rajab: Yes, I found it useful but it needs some enhancement.

Researcher: What do you think about the given vocabulary notebook template? How would you make it more useful?

Rajab: I prefer to use it, as the other section the other part so it gives you another space for using more columns maybe you need to write more sentences I prefer to be like this.

Researcher: Okay good

Researcher: Did this experience of using vocabulary notebook influence your language skills like listening speaking reading and writing?

Rajab: Yes, I think it improves other skills especially writing and reading and also speaking because when there is a sentence you can memorize the word in a sentence you can use the full sentence as a group together also it helps your grammar if you learn a word you can put it in a sentence.

Researcher: It helps you. It influences your language skills.

Researcher: How this vocabulary notebook helps, you develop your vocabulary and language use in general.

Rajab: Yes, first of all you don't lose it when you use it in a sentence before is a book for you especially for the ones you have the meaning of the sentence you have some memories about it sometimes during the class so it's your notebook it's usually something put you write down it can be used all the time it's not heavy like a dictionary.

Researcher: Now if you were Free to design your own template, what would it looks like and what it contains?

Rajab: It will be 7 to 8 sections I will put more than one synonym the classification of the word the synonym and place for one sentence the meaning more than one sentence and maybe I am going to use adjectives adverbs of the word it will be better than using one synonym.

Researcher: What about the first language is it good or not to write the meaning in the first language?

Rajab: Yes, it helps me sometimes especially for the words that are not common to use. And sometimes you need to write it in your own language to understand. Maybe sometimes you can write some notes as a key word to understand it in the first language.

Researcher: What is did you think about the present template that is given to you in ENGL course?

Rajab: It is helpful but it needs some enhancement for some developing it is not enough and perfect

Researcher: What is an idealized template?

Rajab: As I told you, it needs more parts for the words and meanings different places and many classifications for it.

Researcher: Do you have anything to add for the vocabulary in general or notebook or using?

Rajab: I think using a single word is not useful to learn English because learning an individual word doesn't help your grammar doesn't help your speaking you may use it in a wrong way in the wrong situation so using the phrase is more important for me and learning in sentences is more important to me than learning an individual word you have to learn it in a sentence not just learn the meanings. It does not help.

Researcher: Thank you so much.

Appendix B.8 Transcript of Interview with Ramzy

Researcher: Hello Ramzy

Hello

Researcher: As you have seen in the consent letter, my research is about student's perceptions on the use of vocabulary notebook in learning English vocabulary and my case is Libyan students study at EMU.

Researcher: What are your perceptions about the vocabulary in general?

Ramzy: As I say vocabulary is basis for any language especially for other language like English for example it is like the key. Ok this is about vocabulary

Researcher: What does effective vocabulary learning mean to you?

Ramzy: I think is by the repeat it the vocabulary the mean of the vocabulary and the repeat and listening for example using the dictionary for listen the vocabulary in the repeat it and then use it in the life

Researcher: What are your perceptions about the role of the vocabulary in English language learning?

Ramzy: I think this is I should learn the vocabulary

Ok the first of all I need read it for example read it anything and I try to know the meaning of the vocabulary and then make use anything for help me to learn the vocabulary

Researcher: What do you need to learn the vocabulary? For example, when you say that you need to read magazine or something like that how do you do this thing?

Ramzy: For example take the vocabulary and reading the vocabulary what time to time and make for example make exams for me

Researcher: Ok good

Researcher: What are the difficulties you have experienced when learning vocabulary in English?

Ramzy: I think it is for me that difficult the English language we have some words same meaning or one vocabulary different meaning. This is very difficult I mean

Researcher: Difficult first one is the meaning

Ramzy: Yes meaning

Researcher: Ok

Ramzy: Sometime another x I cannot memorize

Researcher: Ok then the length of the vocabulary. You mean that the vocabulary has many x

Ramzy: Yes

Researcher: What is the difficulty here?

For example

Researcher: Could you give me example for this

Ramzy: Like

Researcher: ok

Ramzy: Like to mean or another

Here is about the meaning. First, one is about the meaning for example.

Like

Like it has carried more than meaning

Researcher: Ok

Researcher: The second one?

Ramzy: The second one vocabulary

Vocabulary has many syllables.

Researcher: Ok could you give me an example for this

Ramzy: For example x

For example when I can I have more time for this vocabulary for I memorize and I can see

Researcher: Ok

Researcher: What other difficulties have you experienced?

Ramzy: I think.. This on

Because of the meaning and because of length of the

You have

Ok for the long ones

Researcher: good what does knowing a word means to you?

Ramzy: Can I see the key. Like the key

The key for any language x in English

Researcher: Anything else about knowing a word?

Ramzy: No

Researcher: Do you need to add something about knowing a word

Ramzy: The word is x about the life.

Researcher: Ok

Ramzy: For the verb for the adjective for the adverb

Researcher: Ok good

Researcher: Do you ever use the vocabulary notebook?

Ramzy: Yes I study the course and in emu

Researcher: No, do not talk about EMU. When you started studying English. This course.

Ramzy: Yes, I use it

Researcher: How old were you when you start English?

Ramzy: 11

Researcher: secondary school or preparatory school or primary school?

Ramzy: Secondary school

Researcher: Ok

Researcher: do you ever use the vocabulary notebook?

Ramzy: Not the x

Not depends on the type of it

Researcher: What type of the vocabulary notebook that used?

Ramzy: Like the teacher gave us some words and then write the meaning and write one time to time and then he ask us in the class

Researcher: Ok good

Researcher: Do you find it useful?

Ramzy: Yes, it is useful for remember or memorizing the vocabulary

Researcher: Ok

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Ramzy: If I start study vocabulary notebook before the start it is useful

It makes me easy for understand the course make me ready for learn English

Vocabulary notebook that I use it

Researcher: Just write the word vocabulary and the write the meaning

Ramzy: Yes meaning for my language

Researcher: For the first language?

Ramzy: Yes and then repeat it for example one vocabulary five time or six time

Which vocabulary you repeat writing many times 4 or 5 times

Researcher: The first language?

My language

Ramzy: because it is first time I used it it's good for me for example when I repeat it

And I know what mean the vocabulary but disadvantages for example I can't use it the meaning in same language for vocabulary meaning by English

Researcher: then you mean that meaning is only in your first language only you do not use it English as a second language

Ramzy: And I did not use vocabulary in the simple sentence for example

Researcher: then you did not use in any sentence just you know the meaning of it

Ramzy: Yes repeat it

Researcher: in the sentence?

Ramzy: yes

No

Researcher: how often do you use your vocabulary notebook as a reference to remember new vocabulary when you start attending the ENGL courses or before did you use this vocabulary notebook many times as a reference to remember new vocabulary or not or just try and didn't use it again

Ramzy: yes just write and ...

Researcher: did you use it many times to remember the word sometimes you find the word

Ramzy: not a lot

But use it

Researcher: ok

Ramzy: because when I cannot remember some word

Researcher: then you go back to the vocabulary notebook, check this word, and try to remember it. When you need it. Ok good

Researcher: how does the vocabulary notebook help in language use?

Ramzy: The first important thing is remember and memorize a lot of vocabulary and I can write some x help me to write

Researcher: It help you in writing

Ramzy: To memorize

Researcher: What else? This is a help you and in the languages in the writing

Ramzy: Ok good when you need to write something could be useful

It has bad effect for speaking

Researcher: But for speaking is a little more than in writing

Ramzy: Yes

Researcher: What is your perception about using a vocabulary notebook after attending your English courses class? Now we talk about your perceptions before you end attending or starting ENGL courses in EMU. Now we need to know your perceptions after using the vocabulary notebook in ENGL courses in EMU. What is your perceptions about that?

Ramzy: After?

Researcher: Yes, after using it now. Because you finished your courses and you are ready to use the vocabulary notebook or template in ENGL courses now we need to know about your perceptions about that.

Ramzy: I think it is very very useful for make the student work hard when you write the vocabulary notebook you need find the meaning in English in another language

Researcher: The first language

Ramzy: Yes

Researcher: and try to build the vocabulary in simple sentences sometimes you need to find the colocation yes

Ramzy: Yes

Researcher: Yes the colocation for this vocabulary. Ok so for example when I want to write one vocabulary make me I think it did not think vocabulary another then one time. So it's useful.

Researcher: What do you think about the given vocabulary template? We need to know the advantages and disadvantages of the given vocabulary. You are ready.

Ramzy: Yes

We have given the template

Yes ready-made

Like the...

Researcher: we need to know about it, advantages and disadvantages of this template

Ramzy: this template is good because you have for can I write the word and the mean and build this , this is for simple sentences in general it is good

Researcher: this is advantage; you do not have big space especially for sentences

Ramzy: we have problem

Yes

We cannot add nothing like simple word for example write the simple past for the verb but I hope this xx In the future

Researcher: anything else about advantages or disadvantages?

Ramzy: When I have another course, this spends a lot of time. It takes a long time

Researcher: ok

Researcher: what do you think about the given vocabulary notebook template? How would you make it more useful?

Ramzy: For example, add something. Do not need for them. x x

Make question for example x And answer for example simple word and different form. We have different form for example we have word for you have form for verb for adjective for noun it will be useful

Researcher: Will be useful if you divide?

Ramzy: But you need more space and I think it is not good for all students we need make big space

Researcher: Ok did this experience of using vocabulary notebook influence other skills as well as like listening reading speaking writing?

Ramzy: It is good for reading and writing

Researcher: Reading and writing?

Ramzy: Yes, it influence your skill develop it

And if I use dictionary I think it develop the listening

Researcher: Ok what dictionary did you use? Is it digital dictionary that you mean when you listen to the word it means?

Ramzy: Use the digital dictionary

However, I need just the meaning

Another type of dictionary

Researcher: But you usually use the digital dictionary

Ramzy: Because it is easy

Researcher: How this vocabulary notebook help you develop your vocabulary and that will use in general?

Ramzy: Help me for memorize of vocabulary and memorize I can arrive the vocabulary and I can make different use the meaning this is you know some words when I come after the verb another meaning before the verb other mean and for notebook now I can when I reading anything then I know what meaning the vocabulary

Researcher: If you were free to design your own template what would it looks like and what it contains?

Ramzy: Make this one more space and include write the vocabulary for example meaning in first language write the similar meaning and different meaning what else different form for know or word adjective verb adverb but you know need big space . This is problem

Researcher: Ok

Researcher: What do you think about the present template, which gave to you?

It is good

Researcher: What is the idealized template? Did you think that there is an idealized or the best template for the vocabulary notebook or not? What is the idealized template? What do you think?

Ramzy: I think it is good for me good

Researcher: This present template you think it is good. And make some categories and some space

Yes, add more space and add some categories like synonym like opposite like the meaning

Researcher: Did you think that when we add the part of the first language is it important to put the first language or use first language?

Ramzy: I think it's important just meaning

Only meaning of the vocabulary not using any sentences or ... just meaning the first language

Especially for the first course

Researcher: For the beginner?

Ramzy: Yes for ENGL 509

This is important you think but for the advanced students not necessary

No need

Researcher: As a learner how often, would you go back to your notebook? How often you visit your notebook when you are keeping on an ENGL course.

Ramzy: When I need it

Researcher: Did you use it many times or just one time or...?

Ramzy: No when I need it, I use it

Researcher: Any other final comments you would like to make

Ramzy: Thank you very much for your participants

Appendix B.9 Transcript of Interview with Rawia

Researcher: Hello

Researcher: As you have seen in the consent letter, my research is about student's perceptions on the use of vocabulary notebook in learning English vocabulary and my case is Libyan students study at EMU.

Researcher: What are your perceptions about the vocabulary in general?

Rawia : First I think that's vocabulary is the most important thing because we can learn everything from the vocabulary I think it is a base for us we can start from the vocabulary it is going to be easier for us to learn other aspects like writing reading or grammar also. Because every time we need the vocabulary that is why I think, it is very important for us.

Researcher: What does effective vocabulary learning mean to you?

Rawia : It means everything because it helps me with everything because learning vocabulary help me to improve my English and also my study and work everything I think it has a very important effect if I learn the vocabulary more for example if we learn a lot of vocabulary my English is going to be better.

Researcher: Is there any effective way to learn vocabulary? How could you learn vocabulary in an effective way?

Rawia : Yes I think I use it and practice every time so it is going to be very easy for me and also use them in a sentence I think that's very important to learn them very easy.

Researcher: What are your perceptions about the role of vocabulary in learning English?

Rawia : It has very important role. Because I think everything is based on vocabulary for me that's why I think for example in reading we need the vocabulary and writing so that's why it is very important I think in every side we need vocabulary it has a very important role especially that we are students now it helps us understand for example books and speak with other people and understand him and communicate with them.

Researcher: What are the difficulties you have experienced while learning vocabulary in English?

Rawia: I had a problem in in spelling mistake especially in advanced vocabulary and also to memorize them because it easy to forget them maybe because we don't use some vocabulary that is why it is difficult for us to memorize them. So the difficulty is spelling and memorizing.

Researcher: What does knowing a word mean to you?

Rawia : I think it is improvement for me improvement in my English because every week we learn 10 words that means our English is going to be better every new word I will learn something else I need it is improvement

Researcher: When you hear I know this word what do you mean by knowing the word?

Rawia : I know it I mean most of the time I know meaning and sometimes we have some problems with parts of speech because some of the words are nouns and verbs also but the meaning I think is immediately I understand their meaning the meaning for the word I think meaning is the most important for me understand the meaning of the word

Researcher: Do you ever use a vocabulary notebook?

Rawia: Yes, I use it.

Researcher: Did you find it useful?

Rawia: yes

I used it in the one level pre intermediate and intermediate level.

Researcher: Not here when you started your English before.

Rawia: No.

No I did not use in my country

I started here

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Rawia : I think it is useful because the vocabulary notebook I didn't actually start using it but it is going to help us to organize everything and also memorize those words that are important for us not all words for example we used dictionary before but now in the vocabulary notebook for example need the words that are important for us new words.

Researcher: Describe the kind of the vocabulary notebook that you used tell us about the advantages and disadvantages of it.

Rawia : I used one vocabulary notebook before actually it contained 3 parts memorize the word for example and a sentence about this word and the meaning of the word and I think it has some advantages because there is a part for a sentence and we use learning the vocabulary in a sentence is better. The vocabulary in a sentence.

Researcher: What about disadvantages?

Rawia: You do not have to write the parts of speech of a word I think it is important for us for example verb or adjectives

Researcher: How often do you use your vocabulary notebook as a reference to remember new vocabulary?

Rawia: Not always maybe once a week I think for example maybe because if I forget some words example so it is easy for me to use my vocabulary notebook and check it because I know what I wrote.

Researcher: How does the vocabulary notebook help in language use?

Rawia: It makes it easier I think because we wrote everything in the vocabulary notebook and also organize. It is better. Because before using the vocabulary notebook we do not write for example new words, we take it for example in the classroom but we take the vocabulary now we wrote everything in the vocabulary notebook.

Researcher: What is your perception about using a vocabulary notebook after your English course class?

Rawia: Now after that I think that my vocabulary is better because before I did not write every word and I forgot them very easily actually because I did not use the in the sentence. I did not write them in the vocabulary notebook after that we have to use in a sentence so I found my vocabulary is better than before with using this vocabulary notebook.

Researcher: What do you think about the given vocabulary template here in ENGL courses? Advantages and disadvantages of it.

Rawia : I think it is good because the template is good if I compare it with a dictionary I think this is better for us because in a dictionary there are a lot of words that you don't need them or you are not familiar with them but in the vocabulary notebook we write something that are important for us and also there limited words so it is better. This is the advantage

Researcher: What about the disadvantage?

Rawia: For me the most important thing actually is the word and the sentence

This is the important thing.

Okay

Researcher: How would you make it more useful?

Rawia: Maybe if I try to add something to the vocabulary notebook maybe for example compound words noun we had something like this.

Yes some parts

Because it is important also these compound nouns.

Researcher: Did this use of vocabulary notebook influence your language skills like listening to reading speaking and writing? Which skill? Are they the same?

Rawia: No, it helps me with the writing and speaking because I need a lot of vocabulary I think really speaking if we don't have a lot of vocabulary we cannot speak or understand. And also in writing we make better improvement I think after using the vocabulary notebook.

Researcher: How this vocabulary notebook helps you develop your vocabulary and develop your language use in general?

Rawia : It helps me because I learn new vocabulary here so I make improvements here after we learn new vocabulary for example in every level there are maybe two thousand vocabulary I used before 2000 I think or 3000 words so I found that's my English is better.

Okay

Researcher: If you were free to design your own template, what it would look like and what it contains?

Rawia: Maybe I will put just some parts in the words and sentence but meaning of the sentence for example now we use the meaning of the sentence.

Researcher: Meaning In English or in your first language.

No, in English. We write for example the word and meaning of the word and the sentence I don't think so we need to write the meaning but for me for example I will add just a sentence word for example of vocabulary

Researcher: What is the idealized template? Is there any idealized or the best template?

Rawia : Best of course will contain everything the word and the sentence because everyone has some problems different from my problems some students may need to write the meaning of a sentence what kind of the word verb if it is noun or verb so I think everything that's it I think it is enough it is going to be similar to a dictionary maybe some of them like to use pictures for example with their words because it is easier to understand if you don't know the meaning of the word the picture helps.

Researcher: Do you have anything to add the vocabulary in general about the vocabulary notebook or about the template, which used here?

Rawia: For me I think it is important I mean all the university is better to use a vocabulary notebook because I did not use it before I think it is important it will help you to learn a lot of vocabulary better than a dictionary for me. it is easier to use because the dictionary contains all the words maybe we don't need them actually but in the vocabulary notebook every student has what he reads in the classroom and what he writes so it is going to be easier I think that's why I think it is very important to use a vocabulary notebook

Researcher: Anything else?

Rawia: For me also the vocabulary as I said before it is better to start learning English with the vocabulary and then and the other thing maybe for example like the grammar. It is going to be easier for us because we use the vocabulary in the grammar in speaking and speaking in everything because that is why I think it is very important to focus on vocabulary because I think will vocabulary is everything for learning a language focus on the vocabulary learning.

Thank you so much.

Appendix B.10 Transcript of Interview with Wajdy

Researcher: Hello Wajdy

Researcher: As you have seen in the consent letter, my research is about student's perceptions on the use of vocabulary notebook in learning English vocabulary and my case is Libyan students study at EMU.

Researcher: What are your perceptions about the vocabulary in general?

Wajdy: The vocabulary is the basis today on the language and if I need to deliver my idea, I need many vocabularies.

Researcher: What does effective vocabulary learning mean to you?

Wajdy: That is related by my subject: physics

Researcher: If you want to make vocabulary, learning more effective how would you plan it? How would you learn it?

Wajdy : Yes I must make some notebooks and try to write the vocabulary many times maybe one vocabulary one hundred to learn the spelling and to memorize the vocabulary and put in sentences to memorize and I can use this vocabulary.

Researcher: Ok then you mean that you will make the vocabulary learning more effective that you use the vocabulary notebook and you repeat this vocabulary many times

Wajdy: Yes repeat it

Researcher: repeat it and writing or more reading.

Wajdy: Writing.

Researcher: On writing.

Wajdy: Yes

Just to write the vocabulary.

Because when you write, you memorize the thing and should start from the lower to above.

Researcher: Ok good

Researcher: What are your perceptions about the role of the vocabulary in English language learning?

Wajdy: I think you need the vocabulary just to learn English if you do not have vocabulary you cannot learn the language, you cannot explain your idea, and you cannot ask someone something.

Researcher: Ok good

Researcher: What are the difficulties you have experienced while learning vocabulary in English?

Wajdy: I think the time.

Researcher: Time?

Wajdy: Yes, this is very difficult. I need many time to learn the vocabulary and when I stop everything is gone.

Researcher: You forget the vocabulary when you stop for a long time.

Wajdy: Yes

Researcher: You forget you did not use them.

Wajdy: I need to use it to talk to other persons and I need to repeat the vocabulary. If I stop, I forget everything.

Researcher: When did you start learning English?

Wajdy: I started in secondary school.

Researcher: Secondary school?

Wajdy: Yes

Researcher: How old were you then?

Wajdy: I think. Maybe 12.

Researcher: What does knowing a word means to you?

Wajdy: The word is everything. The word is the beginning to learn the language and by the word you can deliver your idea and you can make connection with the another person have another language.

Researcher: For communication for knowing using the language.

Wajdy: Yes

Because the English is the international language.

Researcher: Ok good.

Researcher: If you say, I know this word. What do you exactly mean?

Wajdy: I know this word.

Researcher: Yes. When you see this word for example. What do you exactly mean?

Wajdy: Ok I know what it means and how I can use it.

Researcher: When you know the word that you know how to use it and when
.....

Wajdy: I use it and why I used

And why

Researcher: Ok good

Yes

Researcher: What kind of knowledge is that? What does it evolve? Using of the
word. How to use it.

Wajdy: I can explain my idea very clear I can make it very clear if I use the exact
word in an exact place.

If you use the correct word in correct place.

Researcher: Ok good

Researcher: Do you find it useful when you start the reading or learning English?

Yes

Researcher: Do you ever use the vocabulary notebook?

Wajdy: Yes I used when I finished the secondary school.

Researcher: After the secondary school?

Wajdy: yes

Wajdy: After preparatory school.

Behind I go to university I learned English with my uncle but I learned just the
vocabulary.

Researcher: What kind of vocabulary notebook that was?

Wajdy: General vocabulary.

Researcher: What kind of notebook? Just prepared or are there any categories?

Wajdy : Just prepare and repeat every vocabulary in one case and make the meaning and repeat just repeat meaning in your first language in Arabic and I repeat the vocabulary to learn it and to memorize the spelling by repetition.

Researcher: Do you find it useful this way?

Wajdy: Yes, it was useful but actually I stopped in University and it was useful to pass English course.

Okay then it helped to pass English courses in the University or Secondary School
Okay that is good

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Wajdy: It is very useful it shortens your time and you can get better in in the exam.

Before you start the exam way of using this vocabulary notebook, help you to pass the proficiency exam.

Researcher: Okay good.

Researcher: Describe the kind the vocabulary notebook you have used.

Wajdy: We need to use the vocabulary notebook before attending ENGL class.

Researcher: We need to know the advantages and disadvantages of this vocabulary notebook.

Wajdy : I think that advantages is that I learn many words I can make connection when I was abroad want was another I can ask about something and make something but disadvantages I think just the way when I learn. That is the problem if I learn many times I get good English but I stopped that is a problem the advantage is that I forget. You need to use it many times I actually learn more than 500 words but now when I came to this University I learned just 100 you mean

You remember just one hundred

Because I stopped for four or five years because I forgot long period to use I stopped it.

Researcher: Narrate your experience when using vocabulary notebook do you have anything to add to ask about your experience for using this vocabulary notebook before attending you say that you used vocabulary and meaning in first language and you repeated you repeated it many times

Wajdy: Yes

Researcher: Do you have anything to add?

Wajdy: Yes, put it in sentences use it or not vocabulary and this is a disadvantage you consider it as disadvantage

Researcher: How often do you use your vocabulary notebook as a reference to remember your vocabulary? How often do you use it?

Wajdy : Actually I use dictionary I need to I remember any word I use a dictionary you don't go to the notebook just write it many times and after that you use only the dictionary.

Researcher: Is it digital or traditional?

Wajdy: No traditional.

Researcher: Okay

Researcher: How does the vocabulary notebook help in language use? how it helps you in using the language your daily life?

Wajdy: It help me to memorize many words and I can ask something when go to shopping and I think the vocabulary shorten your time to explain something you don't need how to correct sentence the exact vocabulary can deliver your idea just a few set to the shop sweet you know what a sweet you don't need to say that in sentences just say a word and understand what you want you don't need to explain it helps you in your daily life language

If he said passport

Researcher: What is your perception about using a vocabulary notebook after attending your English course class? Now you finished your ENGL courses in emu

Wajdy: Yes, I finished

Researcher: What is your perception about using the vocabulary notebook after using it? In emu in ENGL courses?

Wajdy: I do not understand.

Researcher: You talked about your perceptions before attending or starting your study in EMU. Okay and you finished your study English courses in EMU we need to know what's your perceptions about the vocabulary notebook which used in emu what's your perceptions about it do you think about it how could you explain it or describe it this vocabulary notebook which you used in the ENGL courses?

Wajdy : Yes I think I actually used just 5 just vocabulary notebook and it was good but I was 2 Academic courses so it is get my what it is a need to very time and I couldn't do it actually I just ...

Researcher: But you should do

Researcher: Is it necessary to do it?

Wajdy: Yes, it is necessary

Yes it is not optionally you have to use it you should use it.

Yes, I use it but I just spend the whole day on this.

Researcher: Just to write to give it to the teacher just to get a mark only.

Wajdy: Yes, because I did not have time to make this I had another vocabulary notebook science vocabulary notebook.

Researcher: In your Academy courses.

Wajdy: Yes, I used it to understand the academic courses.

Researcher: Could you tell me about this vocabulary notebook could explain it that science?

Wajdy: Science it is just the word and their meaning in English and the meaning in Arabic.

Researcher: Did you use it in your department or in ENGL courses? Did you use it by yourself as a self?

Wajdy: I used it by myself.

Researcher: As a self-learner?

Wajdy: To understand what the teacher teach me in academic.

Researcher: Is it the meaning or the word?

Wajdy: The word in English and the meaning in Arabic.

Okay did you find it useful better than the other ENGL courses?

Wajdy: It was better because in ENGL courses sometimes about the weather sometimes about the geology and another thing I need to work in science.

Researcher: According to your...

Wajdy: I need science but they gave me about the art about the music something I do not need it.

It is not related.

Yes not related I think if it was about science it will be better me for me.

Yes, according to the subject

Science and art it was better.

Researcher: What do you think about the given vocabulary template which gave to you? What do you think about it? Could you tell us about the advantages and disadvantages? What is the advantage of it? How does it look like?

Wajdy: It is good but good. But ...

Researcher: Good in what sense?

Researcher: Could you explain why it is good?

Wajdy: It has a vocabulary and meaning in Arabic and in English and the collocation and put in a sentence. If they put another field category the word and what it's comes make run out it is different using this word add some field for it. The word and using of it how could you use it in different cases I think it was better.

Researcher: About this given template, you know how you would make more useful. You say by add another space for using the word.

Wajdy: Yes

Researcher: Is there anything else to make it more useful?

Researcher: Did this experience of using vocabulary notebook influence other skills as well like listening reading speaking writing?

Wajdy: It should be good in writing not good for listening because you do not ...

Just writing but if you repeat it is it good for writing and if you just it is not useful but repeating is good.

Researcher: How this vocabulary notebook helps, you develop your vocabulary and language use in general.

Wajdy : Just add another words to my language and I learn some words New words and I need to repeat it in another paper to memorize you need to write in another extra paper to write it many times to memorized it

That means the spaces not enough or what do you think about template.

It is not enough it is just

To give to the teacher only to get a mark.

Researcher: Only for the mark

Wajdy : Not known anything it seems a dictionary you can find it in a dictionary of the Oxford Dictionary English to English it have the same way have the vocabulary have verb or noun and you have the examples and have collocation everything it is in dictionary and if you make another extra paper and repeat it you learn.

Researcher: If you are free to design your own template, what it would looks like and contain?

Wajdy: First time I would spread science and art good for science and choose the important 400 or 300 vocabulary not from the book the science vocabulary and every vocabulary in one page and ask the student to write this meaning just in English and

you can learn it in another language but if you write it you will not learn it you should write the meaning in English.

Researcher: How to use this vocabulary in sentence.

Wajdy : Yes and I make the other list to put in a sentence and repeat every vocabulary in one page in one page to repeat it many times and put it in sentences different sentences different uses

Researcher: What did you think about the present template?

Wajdy: Not good not bad.

Researcher: From what sense? Explain why it's not good?

Wajdy: It is not bad because it makes you to sit and to learn search about the vocabulary and learn in dictionary when you do that you have to memorize some words but it is not good because it needs many times and you cannot do it with another study you should do it in 511 or 509 if you do it before you start the course it will be better and with the course it is not good.

When you start, your department that means it is difficult take a time

Because you have another courses

Researcher: What is the idealized template?

Wajdy : I think the idealized big word but the better than this it is what I said one vocabulary in one page and repeat it and put it in sentence and one vocabulary should be in one page how to use it in first language or in English and put it in different sentences and repetition. Then you think that repetition is more important to memorize the spelling because the spelling is very important very important for writing and very important for another to memorize the word.

Researcher: Okay as a learner yourself how often would you go back to your notebook how often you visit your notebook in ENGL courses?

Wajdy: Actually, I do not go back my notebook in ENGL I just go back to my science notebook.

Researcher: which make it by yourself

Wajdy: yes how often you go back.

When I listen to strange words from my teacher

Researcher: new words

Wajdy: Yes, a new word and I wrote them go back to my dictionary

Researcher: your template and check it

Wajdy: yes and I look for same words the meaning

Yes

Researcher: How often do you use it?

Wajdy: I use it when I start a new academic course I use it to learn the vocabulary for this course.

Researcher: Any other final comments would you like to make in general.

Wajdy: It is useful to make study English better because the English courses is not good when you finish your English...

and then add start the course and to study English start courses it's difficult for students to write thesis okay but another English it is not ok.

Researcher: What are the difficulties you face in learning vocabulary?

Wajdy: The time. the English need to this in week and another day is to do the homework do it to study for exams and you have two courses another academic courses and these courses you need take more time you need another two days and another two days to study this is the difficulty for learning vocabulary only I think they should finish English before they start the academic courses.

Thank you so much.

Appendix B.11 Transcript of Interview with Zuhra

Researcher: Hello

Researcher: As you have seen in the consent letter, my research is about student's perceptions on the use of vocabulary notebook in learning English vocabulary and my case is Libyan students study at EMU.

Researcher: What are your perceptions about the vocabulary in general?

Zuhra: I think that the vocabulary is the most important to learn English or any other language for example we are here not just English not Turkish the most important thing that we must know is the vocabulary because vocabulary is searching functions as important base so it can stand for whole sentence or can just save time and learn another thing so vocabulary is the most important thing in learning

Researcher: What does effective vocabulary learning mean to you?

Zuhra: I think you can use it your everyday life and you can use it in any context so this is the effective vocabulary so you cannot just learn it and keep it what is the actual word that you are using in everyday life

Researcher: When you need vocabulary, which way you think that is effective for you how to make your learning vocabulary effective for you?

Zuhra: I think I can make it effective when I learn for example one vocabulary that if I learn in context or for example in a paragraph so teach them in a context it will be more useful

Researcher: What are your perceptions about the role of vocabulary in English language learning?

Zuhra: As I said it is the most important thing to learn is vocabulary instead of any other thing that we have to first of all if I want for example learn any second or third language first thing I have to learn his vocabulary because basic is vocabulary

Researcher: What are the difficulties you have experienced while learning vocabulary in English?

Zuhra: Some difficulties which are faced some vocabularies were not just isolated as isolated words just in context and some vocabularies were not easy to learn like Long vocabularies and something like this so I think that for myself when I learn vocabulary I learn it in a paragraph or something like but I don't like to learn just to combine some vocabularies and put it together. Maybe some vocabularies were easy just few letters but others very long and not much frequent that you hear it so you cannot remember it maybe I learn it today but after three or four days I can't remember because I didn't use it in a context in everyday life

Researcher: What does knowing a word means to you when you say I know this word what do you mean by this?

Zuhra: I mean that I can speak that word I can't pronounce it I can write it I can use it in many contexts I can use it in many paragraphs while writing speaking and when I listen to this word I know what does it mean for example one word means something in one sentence but it may mean another thing and another sentence

Researcher: Do you ever use a vocabulary notebook?

Zuhra: No, I never used it

Researcher: What are your perceptions about using a vocabulary notebook before attending your English class?

Zuhra: For myself I don't find it useful because as I told you I cannot learn just isolated words but when they are combined together for example when I study this word in my course or in any subject so when it is frequent for me I just unconsciously learn this word but when I want to use it as I said don't get used to it at all

Researcher: How does a vocabulary notebook help in language use?

Zuhra: I think it helps in some way but it is not so much effective because for example I cannot when I write many words in a vocabulary notebook like now that for example that I learned before sometimes I found the word I said that I wrote it and I learned in the vocabulary but what does it mean I cannot remember many times happened to me and I said that I saw this word and I wrote it in context like the way in vocabulary word but I couldn't remember what that word means so I think that's not so much useful

Researcher: What is your perception about using a vocabulary notebook after attending your English course class?

Zuhra: I just get used to it while writing our assignments so I just focusing on about the vocabulary which was there in our curriculum in that book that were taken and I just take this new word put it in the vocabulary notes as the first two or three pages so I got use while writing assignment not after that just in writing assignments

Researcher: How often do you use your vocabulary notebook as a reference to remember new vocabulary?

Zuhra: As I told you it wasn't helpful because in my opinion I can't just remember this word when I write or add it in a list or even like this way it may be effective like to learn in a context for me it is not useful because I tried for example after the course learn just like isolated words but after two or three days I asked my husband for example just to revise it for me I cannot remember this word what does it mean until now I find some words and I say I remember i write in that notebook but I cannot remember at all so this is not my way or strategy while learning vocabulary

Researcher: What do you think about the given vocabulary template advantages and disadvantages of it?

Zuhra: I think the advantages maybe for some learners is useful because it teaches you how to find this word how to use it in context like to write it in many different ways not just in one way so I concentrate on many aspects but the disadvantage is that I think that for me I can learn best for me if there is another column for writing the meaning of the word in native language for me the translation to Native language is more effective

Researcher: How would you make it more useful?

Zuhra: As I told you before by adding some space for this the meaning of this word in native language because I know some students they learn more by translating until now I can't learn a word in context until I translate if I translate I can keep it for a long time

Researcher: Did this experience of using vocabulary notebook influence your language skills like listening Reading Writing and speaking?

Zuhra: No, as I said it is in writing that is just as effective but not in other skills and in particular courses not in all courses

Researcher: How this vocabulary notebook helps, you develop your vocabulary and language use in general.

Zuhra: It helped me a little bit because I get use of it while writing maybe for example I continue to take another course, which support or develop writing

strategies or writing ways maybe it will be more effective for me but now I did not find it effective at all

Researcher: If you were free to design your own template, what it would look like and what it contains?

Zuhra: It contains for example the vocabulary second thing the important thing for me the meaning in native language and then two sentences simple sentences, which include this word just in context that is just the template for the notebook in my opinion must be

Researcher: What is the idealized template according to your own experience?

Zuhra: I think as I said that one which contains space for native language for native meaning or just to add for example in context two or three examples or one example or two examples of sentences which are simple sentences which could be used for example in ESP and according to each specialization and contains a sentence concerned to a specialization of this branch.

Thank you so much.