

EFFECTIVE VOCABULARY LEARNING STRATEGIES USING COMPUTER ASSISTED LANGUAGE LEARNING

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ABSTRACT

English language is very essential, it's become a window to the global world, and it's very difficult to survey in this modern world without English, English language has increased job opportunities. If we know English we can get exposure to the modern world. The significance of English language cannot be denied in education, it is a major medium of instruction. In order to learn English language, we should focus on Vocabulary element. This research is focused on vocabulary learning using CALL which has been already developing in the market and many software programs are installed in the language labs. The researcher has focused on the vocabulary skills using empirical investigation. The qualitative and the quantitative analysis were administered in the research. The use of strategies and their efficiency showed a significant result and the participants finds the vocabulary activities incorporated for their repertoire. At the same time the learners were able to use their own strategy to improve vocabulary skills.

Key Words: *Computer Assisted Language learning (CALL), Effective Strategies, Vocabulary Skills, Activities and Theories*

1. Introduction

Vocabulary is like 'bricks' of the language. As per the Oxford Dictionary, the term vocabulary means 'The stock of words used by or known to a particular people or group of persons. When a reader encounters an unfamiliar word in print and decodes its spoken pronunciation, the reader understands the word if it is in the reader's spoken vocabulary. Otherwise, the reader must derive the meaning of the word using another strategy, such as context. By learning new words, students can develop their speaking, listening, reading and writing skills.

Vocabulary is one of the important parts of any language. Each and every language has its own vocabulary which plays a major role to build a language. To acquire English language vocabulary is very significant. Foreign language learning starts from the basic structure that is vocabulary which conveys the meaning of the language. Without vocabulary, a learner faces

difficulty to study grammar, speaking, listening, reading, and writing. Vocabulary to be as building blocks of language and without acquisitions can take place (Yongwei Nie & Lizho 2017). Vocabulary learning is one of the basic communication tools, which is considered as the most difficult field in language learning (Celik & Toptas 2010). Computer assisted language learning is one of the strategies to teach second language vocabulary which has shown tremendous development in teaching learning process.

There many vocabulary learning strategies through which language can be acquired. (Cohen and Macaro 2007; and Farhady 2006) The scholars have identified variety of vocabulary learning strategies, they are: 1) repetition strategies, 2) memorization strategies, 3) key word method, 4) association strategies, 5) dictionary use, 6) inferencing strategies, 7) word list, and 8) semantic grid strategies. Farhady (2006) specified that applying any particular strategies forms an effort to word achievement which affects the level of second language skill.

1.1 Background of the study

Vocabulary is an important component of English language. For student's vocabulary is considered as a most important in learning English as a second language and due to limited vocabulary students cannot communicate and transmit their ideas (Kufaishi, 1988). Students must be mastered in vocabulary in order to get the competencies like speaking, reading, listening and writing. Through vocabulary students can master four basic skills in English. In teaching-learning process along with the four skills, vocabulary is important part of any language learning. In reading skill without vocabulary it is impossible to learn a language.

Vocabulary knowledge is a critical tool for second language learners because a successful communication a limited vocabulary interferes in second language. According to Hatch and Brown (1995) there are five steps in vocabulary learning, they are source, a clear image, learning, a strong, memory and using. When students use dictionaries in vocabulary learning they do better work then who do not use dictionaries. Students who are poor in vocabulary if they use the best vocabulary learning strategies then the students can save time and effort in learning English vocabulary. Kafipour and Naveh (2011) found that the effect of certain vocabulary learning strategies make a difference in reading comprehension.

The important aspect in foreign language learning is to mastering the vocabulary. In order to communicate a second language, one should learn enough vocabulary and know to use them correctly, because vocabulary is one of the important elements which cannot be separated from the language learning and it is connected with the four language skills, they are, speaking, listening, reading and writing. In foreign language teaching learning process vocabulary is an important issue for teacher and students. The learner's understanding on a text will be highly depended on the level of vocabulary, if the learner has enough numbers of vocabulary, he can easily comprehend the written or spoken messages otherwise cannot be understood. Krashen said that the learner carries dictionaries in their pocket not grammar books. Usually vocabulary teaching is introduced by giving the list of new words to the learner and meaning in their mother

tongue. The learner memorizes the words and then teacher check their understanding by asking them.

1.2 Statement of the Problem

The problem has been recognized that vocabulary learning is not an easy task, and those vocabulary, students cannot keep in mind for a long time and recall them. In order to help them in learning vocabulary, teachers can use various techniques in classroom or in language laboratory to teach them different part of vocabulary like: synonyms, antonyms, phrases, phrasal verb, one-word substitution, unscramble word, compound words, and idioms. This experimental study will examine the computer and technology.

The aim of the study to investigate the CALL activity based learning, that if it helps in teaching vocabulary. Students will be investigating on the basis of learning vocabulary through Computer Assisted Language Learning.

1.3 Objectives of the Research

- To enrich the knowledge of vocabulary.
- To investigate whether CALL has positive effects on students' vocabulary acquisition.

1.4 Hypothesis

The students would have developed vocabulary and show positive attitude towards vocabulary learning using CALL.

1.5 Literature Review

Tomonori Ono (2017) conducted a research on Vocabulary learning through Computer Assisted Language Learning. The purpose of the study was to find out the effectiveness of technology used for the foreign words learner. The participants were 26 undergraduate EFL students by giving them 400 words to learn. It had been reviewed that the long words had more challenging than small words and it had impact on memory retention and vocabulary acquisition. The results of this study states that the big words will be challenging to memorize it so the technology Memrise space repetition software is significant in learning foreign vocabulary though it is challenging, learning crops up by practice and repetition.

A study of vocabulary learning strategies is used by excellent English learners investigated by Zhou and Nie (2017). The aim of the studies was to know the different strategies used for vocabulary learning by three good English learners. They used cognitive learning strategies to memorize the foreign language words those are metacognitive, cognitive and social meditation. These strategies must be used by combining all together rather than in isolation. They found out that the more attention is required and metacognitive strategies played most important and decisive role but the learner must be aware of some more strategies.

Mustafa et al. (2012) explored on using internet for learning vocabulary among second language learners in a suburban school. The objectives of the study to explore learning

vocabulary among 15 years old learners by using two strategies that was experimental and control group to the technique of using computer as tool and traditional based learning vocabulary. The use of computer and world wide web for vocabulary learning and reading comprehension under experimental group has found that the learner has boost up his vocabulary learning than the use of traditional vocabulary learning process because the learner were more attentive for computer screen rather than the teacher's teaching.

A research on A study of the vocabulary learning strategies used by Chinese students by Bei Zhang (2011) had stated that the different vocabulary learning strategies can be used on between effective and less effective learner. The study is based on qualitative and six methods used that are, interest in English, listening and reading, learning words in sentence, using bilingual dictionary, learning English books and studying spellings. 35 participants were given 30 vocabularies to test by choosing any methods of learning. The result of the study is the learner was able to use several methods for good learning efficiency and they had positive attitude towards English.

Iлона Banasiak – Ryba (2008) studied that the cultural background is most important in vocabulary learning and culture shapes the learner's attitude. The study was done on 11 different linguistic and cultural background learners. The aim of the study is to use different methods to remember the words. The finding of the study that according to the culture the learner used different techniques to remember vocabulary like using dictionary, imagery, reading or writing resources etc. and the research had found in relation to methods for discovering different types of lexical information.

2. Theoretical Framework of vocabulary learning strategies

2.1.1 Computer Assisted Language learning

The use of computers has become the part of a language course, which is the term mostly used by teachers and students (Maley, 1989). Computer language learning has given a great impression in language classes and the selection of vocabulary to learn has been placed in the hand of learners. Though the computer has been used from the 20th century but until 1960s it was not used for educational purpose. The usage of computer in educational institutions and in people's home spread from 1980s and the software is also easily available everywhere. Thus, students can get the material and computer-aided instruction. Language Lab provides integral components of foreign language program in the educational institutions (Holmes, 1989). The computer has shown positive effect in language learning. If the teachers are appropriately trained and have proper material, then they can make use of the computers with the classes.

2.2 Definition of CALL

In teaching and learning computer assisted language learning is an approach in which the computer based resources such as internet used to present, reinforce and assess material should be learnt and it includes a substantial interactive element. It is also search for and the investigation for applications in language teaching and learning.

2.3 Definition of vocabulary

According to Neuman and Dwyer, (2009) vocabulary defined as “words we should know to communicate effectively; words in speaking and words in listening.” Burns (1972) defines that “the stock of words which is used by a person, class or profession.”

From the above definitions, it can be said that vocabulary is a number of words which are necessary to communicate and express the ideas and meaning, so vocabulary is an important to learn in language.

Richards (1976) vocabulary knowledge framework talks about the nature of the word knowledge as a multi-dimensional construct. Richards’s framework, word knowledge is not only the meaning but also by nature a multi-dimensional construct, they are semantic, syntactic and pragmatic features of the word. Richards (1976) has given eight assumptions from which only two to eight describe the vocabulary knowledge construction:

- The word which was encountered that word in speech or print. Many sorts of the words to be found associated with the word.
- According to the variations of word function and situation, the limitation has been imposed on the use of word.
- The syntactic behavior connected with that word.
- The basic form of a word and the derivations.
- The network of connections between word and other words in language.
- Word’s semantic value.
- Lots of the different meanings related with the word.

Richards’s framework for the learner to identify the words which are more frequent and familiar than other words. Assumption two states that knowing a word means knowing other words related with the word.

Nation’s (1990, 2001) determined the dimensions of vocabulary knowledge and had proposed three categories that are form, meaning and use in receptive and productive aspects. Form holds spoken form, written form and word parts; meaning combines form and meaning, concept and referent and associations; use contains grammatical function, collocations, and constraints on use. Vocabulary knowledge had proposed as multi-dimensional.

Constructivism

3.1 Methodology

The Action research study investigated the effectiveness Computer Assisted Language Learning on vocabulary teaching learning process. The research has been focused on use of computer into English language vocabulary teaching and learning. This research experiment is on computers whether it has positive effect in vocabulary learning or not. CALL was presented as language learning and vocabulary to be used in other subject also. Computer is also a multimedia technology, where it has a capacity to teach words, pronunciation, sound, through images and examples.

The research is to investigate effectively in language lab of REVA University with second year Engineering students to check the effective use for vocabulary. In this modern period students use CALL and MALL but are they really using effectively? That has been investigated.

This study includes following methods

- It will be an action based research.
- The sample of the study comprises of 40 students of tertiary level.
- To gather experimental data through questionnaires and interviews.
- To administer Pre-test and Post –tests to the learners.
- To analyze the data from the Pre and post-tests quantitatively and qualitatively and to focus on questionnaires.

3.2 Sample size of the research

The subjects of the research study were forty students of tertiary level at REVA university of Engineering students. The students were taught through computer with different activity in their given time period. Most of the students have been using technology in terms of learning any subject. They have been learning English from childhood and their vocabulary would have improved a lot so to test their vocabulary, the research has been conducted and to find out how many students remember different parts vocabulary. The subjects were chosen from engineering class and they were experimented by giving pre-test and post-test.

3.3 Instruments

The study has been focused on software of vocabulary learning and in order to carry out this research study, an experimental instruction in the classroom and in the language lab with the group of the students with the attention to vocabulary learning was conducted. Pre-test and post-test were conducted and at last students were given questionnaire and they were interviewed. They were taught through different activities.

The pre-test and post-test contained 50 vocabulary items, each question scored as 1 mark. The question paper has 6 different vocabulary part, they are like: one-word substitution, idioms, phrases, synonyms, antonyms, phrasal verb, unscramble words and compound words. Third paper was questionnaire which contains 10 questions, it is kind of feedback, it has been conducted at the last of the test.

3.4 Pre-test and Post Test

All the students were informed, before giving the pre-test that an experiment will be conducted and they would be given a test before and after the experiment. The researcher gave the pre-test with the help of teacher in the classroom. As the instruction mentioned that the test time limit was 30 minutes for the 50 vocabulary questions.

After the pre-test, the treatment class started by giving activity which is helpful in teaching vocabulary. The activity was conducted in language lab or in classroom by using projector. The instruction was given by the researcher as well as by the teacher for each activity.

3.5 Computer Assisted Language Learning Activities

1. Scrambles

Scrambling words are given on the computer and making the students think of words that can be created with the scrambled words can be a very surprising experience even for the instructor. Sometimes the learners can surprise the teacher with their knowledge of advance words that they can make with the words given. This activity is a very good visual exercise and also a very good brain teaser as well.

2. Rhyme time

Making rhymes with students is also very good to exercise vocabulary skills and searching for new words that rhyme is a very fun activity. Students these days enjoy modern poetry in the form of songs and rap so they are usually very familiar with rhymes and can be very active in the activity of rhyming. In this activity, the words will be given on the screen a random word and ask the students to speak other words that rhyme with said word. In an advanced note, the teacher can ask a student to create a verse of poetry with the rhyme scheme of abababab or aabbaabb. This helps the students exercise their spontaneous recollection skills and also helps in their creative faculty.

3. Sitcoms

If the sole purpose of the class is on vocabulary, watching sitcoms preferably with subtitles together is a very good way of learning new words, the whole class can sit together and watch a good sitcom and they can write down words that they don't know and ask the teacher later after the episode has ended together or they can even pause the video for the student to ask the meaning of some of the words. Watching sitcoms or any movie with subtitles is a very good way of improving one's vocabulary as well as fluency. It also provides the viewer with the proper pronunciations and sometimes with the actual meaning and history behind the word as well.

4. Word Matching

This method is a very basic method of vocabulary exercise. The instructor will give the words in two columns on the screen and write words on one column and words relating to the word or synonyms on the other column and the students will simply match the words together. This is a very easy and simple task which is very refreshing for the students and can be used to refresh the students if the class gets a bit boring.

5. Pop Quiz

This is also a mere mind freshening activity but is also very effective in learning too, some students may be advanced in their vocabulary yet some may not be, this is a way of introducing new words to the class through the class in a very enjoyable fashion.

6. Scene it with Storyboard

Storyboard is an online storyboard creator that offers hundreds of scenes and characters organized by time period, as well as a variety of styles of text bubbles to fill the storyboard frames. Students can save their storyboards in file or download them in a PowerPoint version. This method will be interesting for students as well as they can get plenty of information and they can learn many new vocabularies.

7. E-Newspaper and E-Magazine

Provide groups of students with E-newspapers or E-magazines on their smart phone or on computer. Let them look for pictures or articles that relate to each vocabulary word. Students will be given a set amount of time to complete the assignment. Then, students have to present their findings to the class.

8. Online Videos

Another visual way to teach vocabulary is online videos that showcase the words used in lesson. Videos created for the learner to learn English as a second language and it is also ideal for teaching younger students words. YouTube is a good place to look for video content that is safe for classroom viewing. Students learn different words like idioms, phrases, one-word substitution by watching videos.

4.1 Introduction

Data collection was in the form of a Questionnaire comprising 10 questions. It was done and finalized. The questionnaire was framed in such a way so as to know the student's vocabulary proficiency level in each with macro skills and micro skills. The Questionnaire was distributed to the students after a semester. Group discussions were held for the same questionnaire posing the reasons for their option selected orally.

It was assured that technology integrated teaching tools in the English language lab seems to hold out special promise in an environment that was conducive to interactive learning and participation. The research study provides very interesting data of the students' attitude and perspective towards technology integrated teaching tools in learning vocabulary skills.

4.2 Pretest and Post test calculations

Pre test and post test were conducted to know the significant difference.

Difference Scores Calculations

Pre Test

N1: 40

$df1 = N - 1 = 40 - 1 = 39$

M1: 14.82

SS1: 2529.78

$s21 = SS1/(N - 1) = 2529.78/(40-1) = 64.87$

Post Test

N2: 40

$df2 = N - 1 = 40 - 1 = 39$

M2: 31.88

SS2: 4554.38

$s22 = SS2/(N - 1) = 4554.38/(40-1) = 116.78$

T-value Calculation

$s2p = ((df1/(df1 + df2)) * s21) + ((df2/(df1 + df2)) * s22) = ((39/78) * 64.87) + ((39/78) * 116.78)$

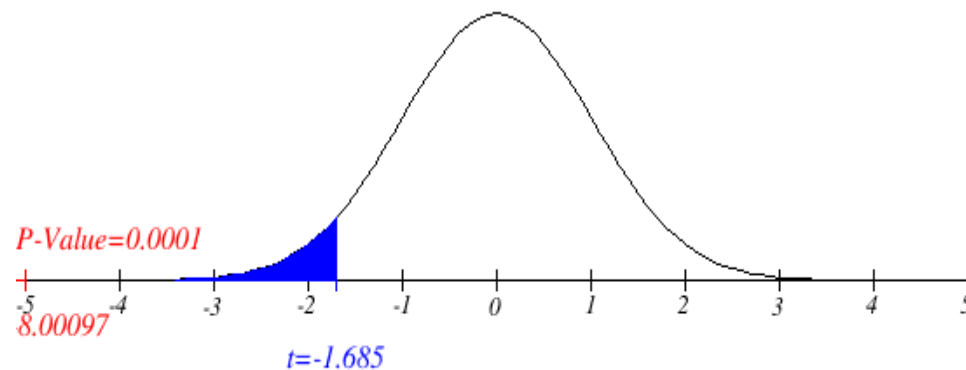
$$116.78) = 90.82$$

$$s^2M1 = s^2p/N1 = 90.82/40 = 2.27$$

$$s^2M2 = s^2p/N2 = 90.82/40 = 2.27$$

$$t = (M1 - M2)/\sqrt{(s^2M1 + s^2M2)} = -17.05/\sqrt{4.54} = -8.00097$$

The t-value is -8.00097. The p-value is < .00001. The result is significant at $p < .05$.



The participants of the study comprised of 40 students from second semester, Computer Science Engineering. They were a heterogeneous group of students hailing from Rural, Semi-Urban and Urban areas. It was felt that limiting the participants of 40 students was sufficient for the required information. Researcher used Social statistics to find the t – value which is equal to -8.00097 and to reject the null hypothesis. The above calculation result shows that p-value is equal to -0.0001 which is less than 0.05. Hence null hypothesis is rejected. The students showed a significant progress to enhance their vocabulary skills.

4.3 Analysis and Interpretation

The following pie-charts will give the analysis of the responses chosen by the participants for each of the item respectively.

1. Computer software in language lab has authentic materials for vocabulary learning.

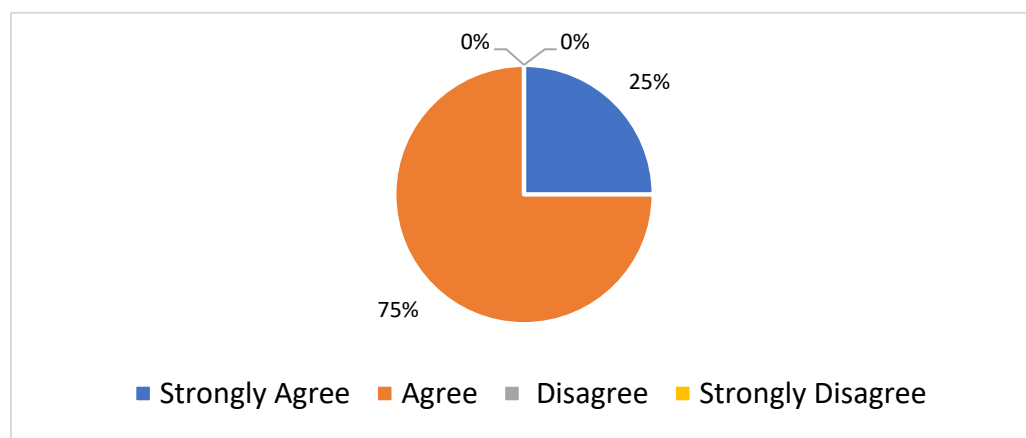


Figure: 4:1

Above pie chart represents language lab has authentic material for vocabulary learning. Out of 40 students, 25% of them have strongly agreed that computer has good source of vocabulary learning in language lab, 75% of them have agreed that in language lab computer has valuable materials for vocabulary learning, they can get end number of information to improve their learning skill and they can rely on technology. None of them have disagreed and strongly disagreed, because they felt that the technology has all the materials to enhance the vocabulary and language lab is best to use for vocabulary learning as shown in figure 4.1.

2. CALL activities were easy to understand.

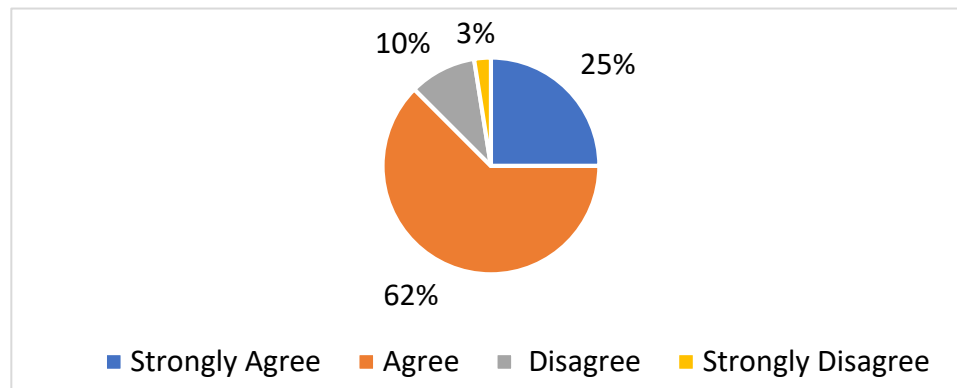


Figure: 4.2

The Above pie chart represents that computer assisted language learning is easy to understand and to learn. Out of 40 students, 25% of them have strongly agreed with the statement and they believed that through computer, they can learn many things which has not been accessed from the book, 62% of the students have agreed with the concept of CALL, because they felt that computer has many activities, which can be accessed easily and it is good in learning process and they get lots of information. 10% of the students have disagreed with the idea of CALL activities, they feel that they can learn through book and practically in better way; 3% of the students have strongly disagreed, they felt that book and taught by the teachers are far better than computer and some they don't have access to the computer at all, they are depended on notes and book as shown in figure 4.2.

3. I could enhance my vocabulary by practicing exercises in the language laboratory.

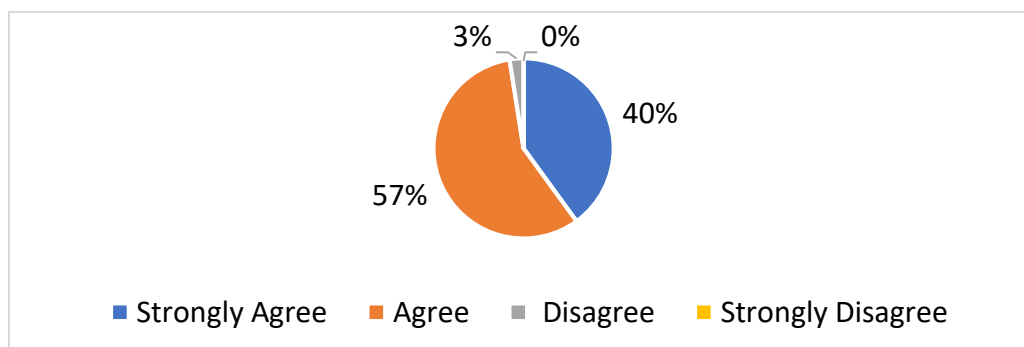


Figure: 4.3

The above pie chart describes that practicing in language laboratory can enhance one's vocabulary. 40% of them have responded on strongly agree out of 40 students. These students have strongly agreed that when they practice vocabulary through technology in lab, they can easily enhance their vocabulary as well as language. 57% of them have marked as agree, it shows that they are able to use better vocabulary by regular practicing. The engineering students have learnt technical words and phrasal verb, synonyms, one-word substitution etc. by practicing in lab. Only 3% of the students have disagreed, they felt that it is good to practice in class. None has strongly agreed, because technology has improved a lot in every field to enhance the knowledge as shown in figure 4.3.

4. I found vocabulary test a challenging one.

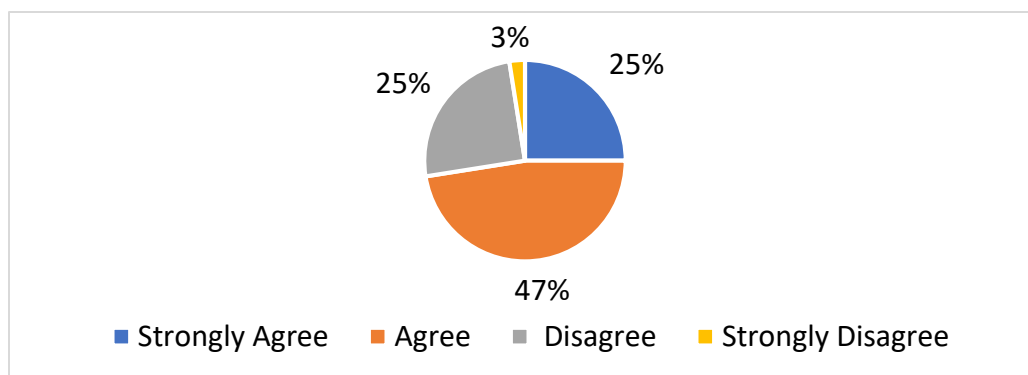


Figure: 4.4

This pie chart shows about vocabulary test, which was challenging one in pre-test and later, after practicing through CALL, it was easy to answer. Out of 40 learners, 25% of them have strongly agreed and 47% of the learners have agreed that the test was challenging one. Most of the students found difficulties in pre-test and they could not answer well but as they started learning vocabulary through activities in language lab, they started to learn. 25% of the students disagreed because they were highly intelligent students and they scored well in both the test. 3% of the student had strongly disagreed with statement, he felt easy and did it well in test as shown in figure 4.4.

5. I gained confidence in speaking after learning vocabulary

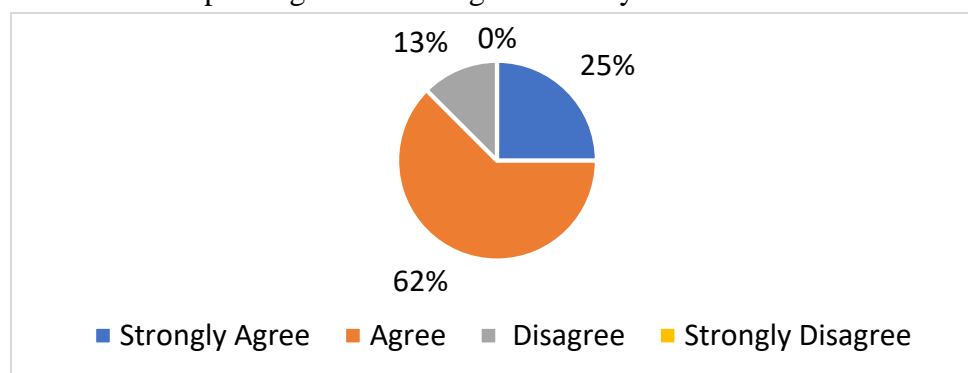


Figure: 4.5

This pie chart represents that after learning vocabulary the learners have gained confidence in speaking. Out of 40 students, 25% of the them have strongly agreed with the idea of gaining confidence in speaking by learning vocabulary, even 62% of the students have agreed that they have learnt many things in vocabulary like: phrasal verb, idioms, one-word substitution, synonyms, antonyms, compound words etc., which is useful for speaking and easy to learn through technology. 13% of them have disagreed with this, they lack confidence and interest in learning vocabulary but once they will be motivated they can learn in better way. None of them has marked strongly agree, it means that the learner can gain good confidence in speaking when they learn vocabulary as shown in figure 4.5.

6. I have improved vocabulary by using MALL.

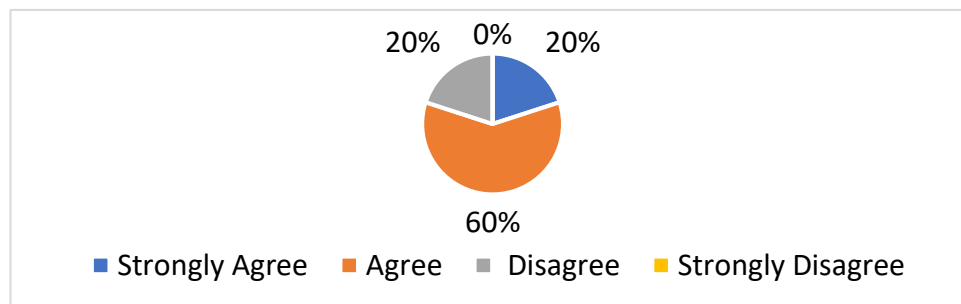


Figure: 4.6

The above pie chart represents Mobile assisted language learning can improve vocabulary if students utilize it in learning process. Out of 40 students 20% have strongly agreed and 60% of them have agreed that by using mobile students can improve their vocabulary because the new technology has brought many Apps and software from which students can access at anywhere and learn according to their need, whereas only 20% of the students have disagreed that they can learn through mobile, they believed in learning through book and practice, some of them did not have smart phone to access to the new technology. None of them have strongly disagreed, because most of them use technology in some or the other way. Therefore, mobile has replaced with the book and computer in learning process as shown in figure 4.6.

7. I could learn to use vocabulary, phrases, and idioms in sentences while speaking and writing.

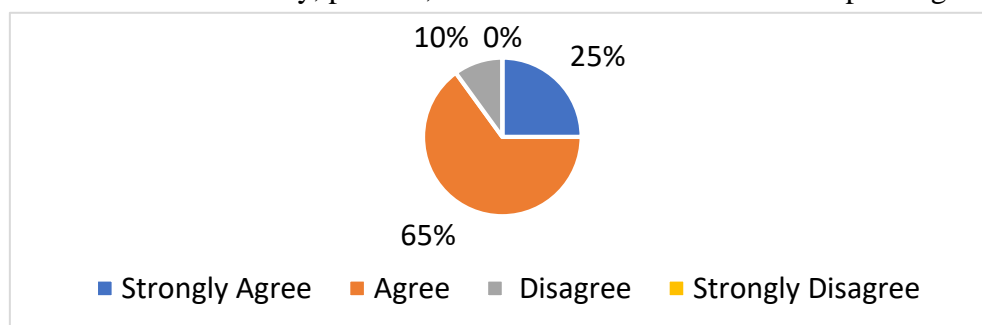


Figure: 4.7

The above pie chart represents the use of vocabulary, phrases and idioms in sentences. In speaking and writing, vocabulary is very important. Without vocabulary we cannot imagine the language. Out of 40 students, 25% of them have strongly agreed and 65% of students have agreed that they can use vocabulary, phrases, and idioms in speaking and writing which will frame the proper sentences. The students found useful these activities in their speaking language. Only 10% of the students have disagreed that they could not learn properly as shown in figure 4.7.

8. I could learn better vocabulary by uses of pictures, sounds and examples.

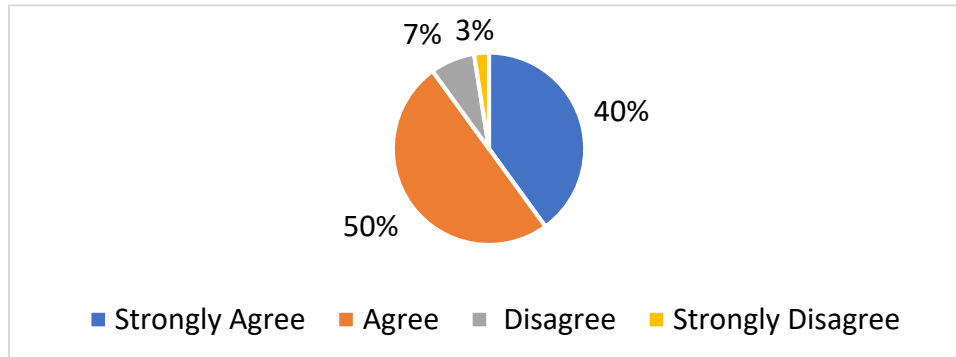


Figure: 4.8

This pie chart explains that students have learnt vocabulary by using pictures, sounds and examples. They can learn in a better way when they see the picture related to the word and when they listen to the pronunciation of the word, they can easily pronounce it; vocabulary can be taught by giving some examples and explanation. Out of 40 students 40% of them strongly agreed, they felt that they can learn better vocabulary by using pictures and sounds, 50% of them have agreed with the statement which is more than strongly agreed, students felt comfortable while using pictures related to words. Only 7% of them have disagreed and 3% of them have strongly agreed, for these students they use different criteria to learn vocabulary as shown in figure 4.8.

9. I could learn one-word substitution and compound words.

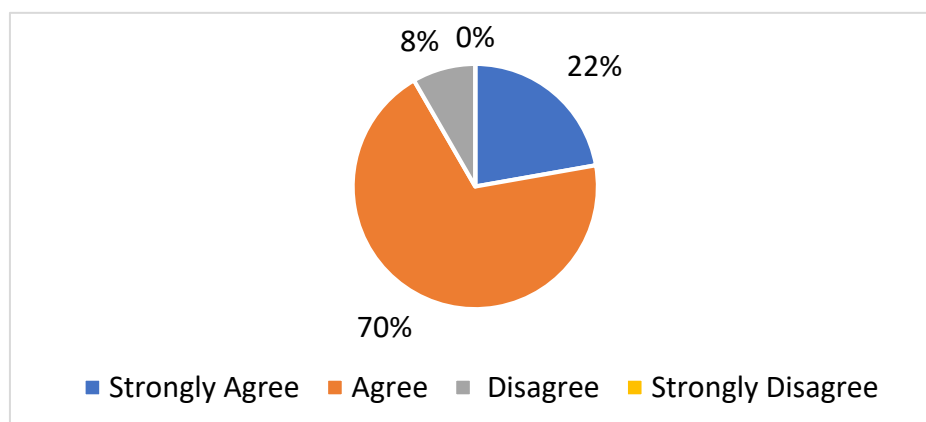


Figure: 4.9

The above pie chart represents the idea that the students can learn one-word substitution and compound words through practice. Out of 40 students, only 25% of the students have strongly agreed with this idea but 70% of them have agreed that they can learn to use one word for many words and compound words which is useful to frame sentences. Very less students have disagreed with this statement, because they felt it difficult and they need special attention in learning vocabulary. None of them have strongly disagreed with this idea as shown in figure 4.9.

10. I felt that I could use vocabulary for my academic purposes also.

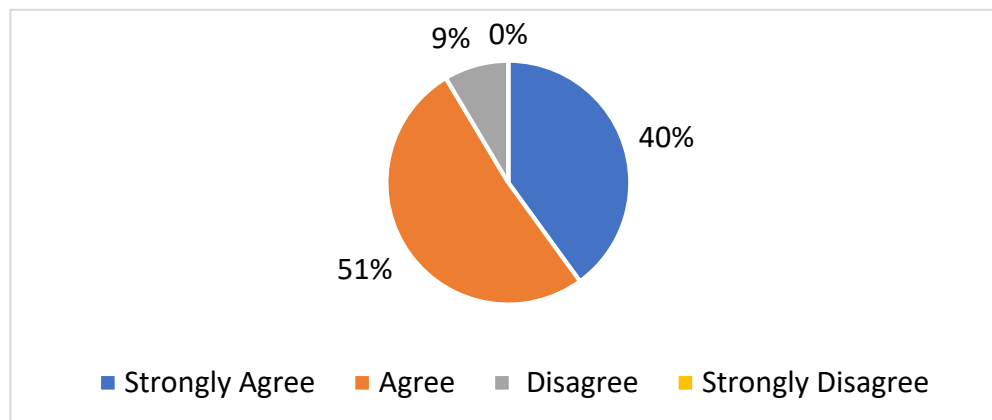


Figure: 4.10

The above pie chart represents the vocabulary can be used for academic purpose, because in each and every field vocabulary is required, in engineering class they required technical English and vocabulary and they use it for their education purpose. Out of 40 students, 40% of the students have marked as strongly agree, and 51% of them have agreed that they can use vocabulary for their education purpose, so here let it be the students from any stream or anything they are learning they required vocabulary. Only 9% of the students have disagreed with it, which clarified from this that they require more attention in vocabulary. None have strongly disagreed with this idea, because they felt that vocabulary is very important to learn the language as shown in figure 4.10.

5.1 Findings

Vocabulary is good source of language, which provides foundation for better understanding in communicative situations and vocabulary used in higher levels. A following research focused on the study might look at the amount of vocabulary learning in alternative treatment was actively available for learner use. The new technology has been already developing in the market and many software programs are coming into use. Many of the researchers have focused on the discussions centred on the vocabulary words, and technology provides multiple real life examples to connect. The use of strategies and their efficiency showed a significant result and the participants finds the vocabulary activities incorporated for their repertoire. At the same time the learners uses their own strategy to improve vocabulary skills.

From the pre-test and the post-test result, researcher used Social statistics to find the t – value and to reject the null hypothesis. The above calculation result shows that t -value is equal to **-8.00097** and p -value is equal to -0.0001 which is less than 0.05 . Hence null hypothesis is rejected. The students showed a significant progress to enhance their vocabulary skills. From the questionnaire, the feedback was elicited. The students showed positive attitude towards vocabulary skills acquired through Computer Assisted Language Learning. Few students were from rural background. They felt that the activities in the soft ware installed was little difficult for them to understand and to pronounce words. Some students felt that learning vocabulary in the language lab for two semesters would be not sufficient. If the technical English syllabus is extended to one more semester in their final year it would be beneficial for them to get placement and to pursue their studies in abroad. Most of the universities expects the engineering students to complete TOEFL, GRE and IELTS.

5.2 Conclusion

In present scenario vocabulary has been taken into consideration to communicate well. Technology has been used in appropriate way to improve language skill and knowledge. Most of the research has been conducted on four skills and vocabulary teaching through technology to sharpen their mind and the learner can store in their memory for long time. Most teachers use new technology in their teaching strategies and they give them extra attention for their skill and vocabulary. Learner can improve their language, social and the cognitive skills while using CALL, software and internet resources. In every institution teacher are encouraged to use different technological forms and used in daily instruction.

In many of the engineering colleges and universities, the computers and language lab is fully equipped and students get plenty of material to learn through computer or mobile. Computer Assisted Language Learning is one of the ways that can be applied in engineering and non-engineering learners where there is lab available. Many online programs and activities are available which can be used collaboratively to improve in learning the vocabulary and grammar. Activities are effectively used to teach vocabulary in different parts of the vocabulary.

Based on the findings, the technology is considered as a tool in teaching second language learners. The technology has a great potential in improving the vocabulary skill and also provides students with autonomy to learn on their own time and from anywhere. CALL training is required for teachers to teach the students effectively. In this way students will get interest in learning language by the support of teachers.

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