Vocabulary Fluency and Writing Skill: A Case Study on Kurdish Students in Learning English Vocabulary

Areen Ahmed Muhammed

Dept. of English, Charmo University

Iraq, Kurdistan, As-Sulaymaniyah, Chamchamal, Iraq

Tel: 964-770-145-4618.   E-mail: hibalboa@yahoo.com

Abstract

Currently, a wide range of papers have been conducted in the field of L2 learners' vocabulary problems and difficulty in academic written texts; commonly, L1 processing routine over L2 learning brought problems in maintaining vocabulary fluency in academic writing for non-native speakers of English. The establishment of an initial form-meaning link should be regarded as early steps of vocabulary learning. The study investigates major problems of Kurdish learners of English Language in homogenous classes regarding the fluency use of vocabulary in their writings. Besides all those studies which have been carried out in the specified field; however, still, less progress can be seen, and still, students face obstacles when it comes to vocabulary fluency in English taught program.

The study was conducted on Kurdish university students (n=33). English department of Charmo University was selected as the setting for the study. Moreover, 30 students who participated in the questionnaire were equally divided on both genders. Later, few students, in the range of 3, were tested from the same department. Though tests were considered as the main criteria for finding out students' major problems in writing and especially vocabulary fluency, whenever the students were put in the position of the test, outer factors will take the bigger slice and main piece of the puzzle. Several essay writings were collected from them and different problems were carried out through those feedbacks that were given by the assigned program.

As it can be seen in the discussion section personal desires and interest on the aforementioned language is not to the degree that they can improve their abilities; besides, each of culture, society, and family awareness plays a crucial part in common sense. Moreover, Sociology and psychology of the student, as each of culture, religion, gender differences, male dominance,

and family motivation, have vital roles and effects on their use of low efficiency and contextually low frequent vocabulary when they compose in English.

Keywords: Vocabulary fluency, Contextual vocabulary, Composition, VLS, Vocabulary acquisition, Lexicology, Terminology, and cognitive and metacognitive awareness

1. Introduction

Many learners, especially the Kurds, have problems in learning and using academic vocabulary in the second language; as this would handicap them in the academic way of writing. Since the facts and goals of writing in any language are to encourage the learners' communication flow freely and effectively. Moreover, it is important to find out why some learners are reluctant to get involved in writing activities; on the other words, the learners do not know which strategy is good to follow. Finally, the learners should realize what strategies are good to practice and deal with and distract with which more.

This research aims to solve the problems that learners face in learning new and academic vocabularies in an English taught program. Furthermore, the researcher wants to illustrate the most appropriate way of learning and drilling words without forgetting them. In addition, the research helps readers to develop strategies and ways to become more motivated and independent in understanding and memorizing new words and their different uses in academic writing.

This research has been done at the Department of English/Charmo University, during the academic year of (2019-2020). The questionnaires and essay test have all been managed in the same place, in which all the participants were Kurdish learners of English as a foreign language. The number of participants who participated in the survey is 30; 10 students from each stage of different academic years of Second, Third, and Fourth. Additionally, both the questionnaire and interview will be used for the data collection.

This research consists of five chapters; the first chapter is an introduction of the research that contains a brief introduction to the study, the aims of the study; and later the setting and organization. Secondly, the second chapter is past studies, which contains a review of the past studies, exposure to English Language and its importance in Kurdistan, vocabulary Learning Strategies, and the cultural and education effects on the concept. Later, chapter three deals with the methodology that contains research design, research question, reliability and validity, and the method used for data collection and data analysis. Lately, chapter four analyzes and discusses the result of the questionnaire and interviews. Finally, the last chapter, chapter five, is the conclusion and it contains a summary of the findings, suggestion and recommendations, limitations, and implication of the study.

2. Past Studies

2.1 The Concept

Despite a large number of researches on vocabulary learning that has been managed by linguists, psychologists, and theorists' of the second language (L2) learning; still, there is no specific theory, which is generally accepted, on vocabulary learning. Generally, a hypothesis says that positive transformation of the first language (L1) related content will strengthen the writers writing; observers are using the language in which the information is acquired. In other words, L2 wordsmith will plan for their writing more effectively; in which, writing a

better text should contain more content. Furthermore, creating an effective text needs good background knowledge on the acquisition of the topic area (Takas, 2008; Kroll, 1990).

According to different scholars, different ideas can be given; some of those major ones are by both Larsen-freeman (2000) and Richard and Rodger (2001). They explain that one of the earliest traditional methods for learning the second language was Grammar Translation. This method was considered as a fundamental purpose in learning a target language. Moreover, words were taught through bilingual word lists, dictionary, study, and memorization in a typical grammar translation text. After this method, recently, many methods and approaches appeared for learning L2; even nowadays many of those techniques are used for vocabulary learning.

Additionally, one of the keys to understanding the inputs behind academic writing in English as a second language is learning vocabulary; in addition, writing in another language is accounted as a challenging point and needs many efforts. For this reason, students need to be helped to deal with Target Language's social and cultural issues in their writing in order to familiarize the learners with the methods of achieving the language; and achieve their goal in writing. Considering Kurdish students' problems in writing in the current area in Kurdistan, the hypothesis claims that the issue will be retrieved more with the content knowledge on the text (Tang, 2012; Kroll, 1990).

2.2 Exposure to English and Its Values

Very different research results have been attained in this regard. Furthermore, many exposures are needed in order to learn words from context, because of which learners are normally unable to expose to the larger quantities of words. Moreover, the problem may relate to the intermediate EFL learners' low reading activity, for the sake of vocabulary repetition. Previous studies have reported that many factors are required for the learners to learn L2; however, for Kurdish learners, those factors are limited due to the limited variety of sources like (sourcebook, CD/Cassette, and Television). Additionally, the limitation of intercommunication of L2 learners in the real world is really low, since they are not surrounded by native speakers of English. In this case, those points clarify several aspects of vocabulary learning for second language learners (Gu, 2003).

Furthermore, Ruan and Leung (2012) clarify that the most recent national curriculum reform requires schools to start offering English instruction at third grade instead of a fifth grade, so the student can begin to learn English two years earlier. Although, in some regions, the local government encourages schools to have enough resources to teach English classes in first grade.

2.2.1 L1 on L2 Vocabulary Effects

One reason that people can learn their first language (L1) so easily is that their mind becomes comforted to the features and regularities of the L1 input as the developmental sharpening applies to the word. Moreover, people become comforted to the particular set of phonemes in their L1 in the ways which they combine. This specialization makes L1 processing effective; while, this can cause problems when there is an attempt to process L2 in the same way. For example, English and French have differences in pronouncing words or putting stress on words; whenever they want to learn one another language these cause problems for both sides.

Furthermore, the same type of misunderstanding between L1 cue processing strategy and the form system of the L2 has been discovered in the process of written language. For example, learners, of both Kurdish and English in learning the Target Language (TL), have to learn new oral and written forms in the L2; although, they have to elaborate a new way of processing those forms. The effect of this shows up in the laboratory test, where De Groot (2006) found that L2 words that match to L1 orthographically and phonologically, their patterns are easier to learn and are less affected to forget the unlikeliness of the two languages' words.

Moreover, there is much evidence that L1 words' recognition strategies grow differently across different orthographies which will; furthermore, influence the development of English as a second language (ESL) spelling. In addition, it has been found that L2 learners rely on their L1 knowledge of phonology and sound-to-spelling system; when in fact, this can influence L2 development either positively or negatively as the case has been explained by Saigh and Schmitt, 2012. Besides, according to Damon and Lerner (2006) vocabulary knowledge is related to the ability of reading comprehension for L1 students; in addition, there are a few studies looking at language itself. Additionally, a minority of the L2 students' vocabulary will develop in relation to their L1 background and literacy skills

2.2.2 Peer and Teacher Feedback's Effect

The present studies investigate the influence of teacher feedback on the formation of students peer preferences and perceptions. The rationale for examining the influence of teacher feedback in students' peer systems is suggested by observational studies indicating that rejected students tend to be the targets of more teacher feedback than their classmates (Smith and Pillegrini, 2000). Although, teacher's and peer's feedback, together with required revision, is an ordinary component of the process-approach in English as a Second Language (ESL) writing classrooms; the effect that the feedback has on the improvement of students' writing and vocabulary skills. Furthermore, this will affect the level of the students, it may cause a change of the levels; moreover, the idea will raise students' awareness for the nature of the composting process. Although, this will show the problems that the students face in a learning process. In addition, the teachers have discovered these problems and they will begin to justify more clearly and explain the reason behind this process.

Written feedback through the teacher remains an important component of the ESL academic learners. On the other hand, peer review is now a commonplace as one part of the feedback and revision process of ESL academic classes, the advantages of using peer review are bringing actual sense of audience into the academic classes; even though, it helps the students to develop in their critical reading and analysis skill; also, it encourages students to focus on their intended meaning by discussing so many points of views that can lead to the growth of those ideas. Additionally, each of peer feedback and teacher feedback can complete each other. (Paulus, 1999)

2.3 Vocabulary Learning Strategies

Language learning strategies are any set of steps which learner use to help in acquiring, collecting, getting back, or using information. Additionally, the strategies are optional measures that are taken by the learner to make the most of the information in hand in order to

develop their language competence. As well, O'Malley and Chamot (1990) offer a useful model for describing cognitive learning and metacognitive strategies. Firstly, cognitive learning strategies refer to the steps or actions taken by the learner to trade all the material (identifying, remembering, and saving words and sounds). Moreover, metacognitive learning strategies are used by learners to manage self-direct language learning (planning, setting goals, and self-management) (Javari, 2012; Schmitt, 2000).

2.3.1 Communication

Communication strategies do not directly promote language learning, this style is used to focus upon the ways to share in conversation or communicate a message and clarify the intended meaning of the speaker. Moreover, to put it more common, communication strategies are applied by the speaker to enhance their communication problems when interacting with others. (Spears & Turner, 2011)

2.3.2 Social

Social strategies are used when the learners participate in activities by which they take the chances to expose themselves to, and participate in their language knowledge; although, these strategies supply exposure to the target language learning. In contrast, they contribute indirectly to learning since they do not lead directly to obtaining, saving, and using the language. In addition, the interaction with other people will improve language learning, which is asking for information and communication. (Homer and Tamis-Lemonda, 2005)

2.4 Cultural Influences

Learning a language means learning about its people and culture. Those learners who have rich background knowledge about the culture of L2 will achieve greater language proficiency than those who do not. For Williams (2011), to gain an L2 vocabulary means gaining a specific meaning of lexical concepts in that specific culture. Additionally, understanding the cultural differences between L1 and L2 is extremely important in learning L2 vocabulary; the greater in the gap of cultural difference appears the more difficult vocabulary acquisition becomes, but the main vocabulary learning difficulty arising from cultural factors, in which it seems to come from two sources: lexical concept gaps between L1 and L2 and culturally loaded words. Therefore, learning about L2 culture is helpful. In the source by Keengwe and Onchwari (2014) another concept that affects learning vocabulary is the Education, as students ought to be taught vocabulary through formal instructions. Teachers should go further than the words in reading texts and speaks infrequent words, phrases, and expressions that English learners have not yet mastered. For the reason, basic reading programs typically do not include enough vocabulary instructions for English learners. Therefore, schools need to develop essential words to be taught over and in-depth.

3. Methodology

3.1 Research Design

Many methods are available to compose data for research, so the researcher has used different ways to help himself solve the issues and he has his own reason for preferring a method over another. The factors behind his choice might contain time, place, cost, and participants...etc. In this paper, two methods of Quantitative and Quantitative for data collection have been used, which are a questionnaire and an essay collection. The researcher used those two

methods to achieve valuable information.

3.2 The Research Questions

This research will obtain a few effective factors in determining the problems in learning vocabulary. The following research questions can be formulated for the following study:

1). What are the major difficulties for Kurdish students in learning new academic vocabulary?

2). What is the preferable way for vocabulary presentation for a specific student?

3). What are those methods for drilling, memorizing, and remembering words?

4). How the dictionary may affect the specific learner in learning new vocabularies?

3.3 Reliability and Validity

Reliability is the extent to which the measurement produces the same answer however and whenever carried out. Furthermore, validity is the content to which it gives the correct answer (Alexander Luebbe et al., 2007). Moreover, reliability in research means dependability, which suggests that the research should be reliable in measurement. Afterwards, reliability and validity are thoughts used in qualitative research. Additionally, the participants were chosen in different stages of education anonymously; so that the research could be valid.

3.4 Data Collection

Data collection involved the gathering of a wide variety of data sources (Cohen et al., 2007). Moreover, attempted to identify some basic principles of broad generality, and helps the researcher to gain more information for his research. In this research two types of data, collections are used, which are a questionnaire and essay test. Furthermore, the participants have more opportunity to give answers without any force.

3.4.1 Participants and Methods

In this research, 30 participants participated in the questionnaire, and 3 participated in the essay test. Furthermore, the participants were from different stages and gender was taken into consideration also to achieve trustful results. 10 participants were chosen from each of second, third, and fourth-year students. They were students of English department/Charmo University. In addition, sixteen males and seventeen females were participants. Additionally, for an essay test, each essay is received from a student of the different academic stage. Moreover, for each essay feedback and the mark was given by the program. The reason behind using Questionnaire and Essay test was to obtain trustful and worthy information and variable ideas of different students.

3.5 Piloting and Data Analysis

A pilot study is a research project that is conducted on a limited scale that allows the researcher to have a clearer vision of what he wants to know. Furthermore, it is used commonly to try out survey questions and to refine research hypotheses. Moreover, to find out if all the questions are vivid enough for the participants. Although, it is used in order to remove all the obscure questions, grammatical errors, and spelling mistakes. The questionnaire passed through a pilot study without any problem. Moreover, the questionnaire samples were given to 4 instructors at the department to double check for any errors or misleading questions. Once the answers were given back, all the mistakes were corrected and

then the final version was given to students to fill up. Regarding the data analysis, it is the process of spending and transforming data with the goal of discovering useful information. The researcher attains data from a questionnaire that is done by different levels of university students. In addition, the researcher took advantage of the two worldly programs which are: SPSS and Microsoft Excel, to show the result of the questionnaire.

4. Presentation, Analysis, and Discussion of the Data

4.1 Presentation and Discussion of the Data

This section is presented to discuss the collected information about the issue of vocabulary fluency; firstly, it includes the result and finding of the questionnaire and essay test. Additionally, comparisons being made with previous studies' finding as the finding would be discussed in relation to each research question in the second section of the section which is about data discussion.

4.1.1 Questionnaire Analysis and Discussion

The questionnaire is consisting of two sections, as mentioned earlier. The first part is the demographic information about the participants, such as age, gender, and some extra information about the educational background. The second part is consisting of fifteen statements about the given title.
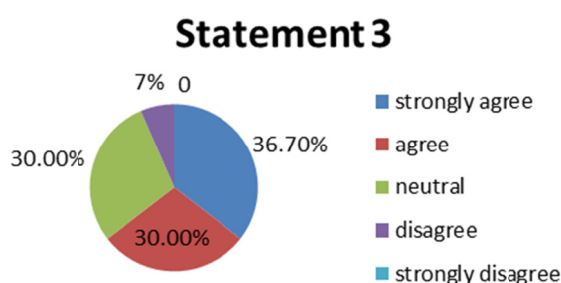
Regarding the 1st question "Vocabulary is the most important part in learning L2" 33.3% of the participants are strongly agreed, almost half (53.3%) agrees; furthermore, 3.3% are neutral, and 10% disagree.
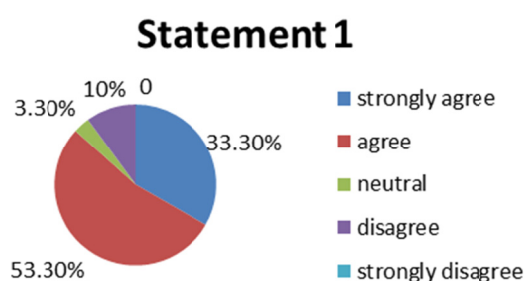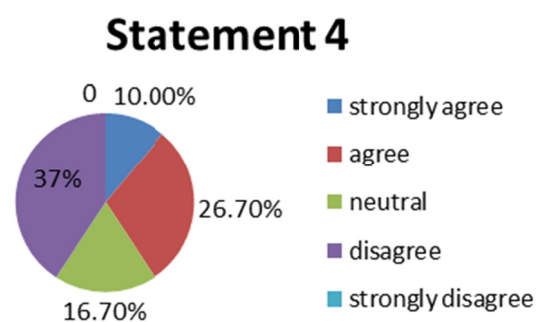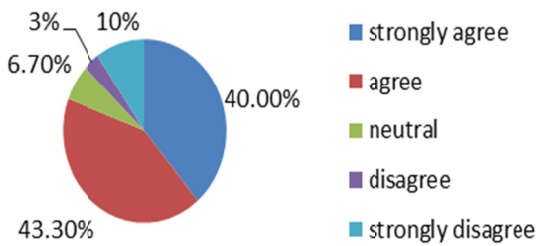

Graph 1. Statement 1
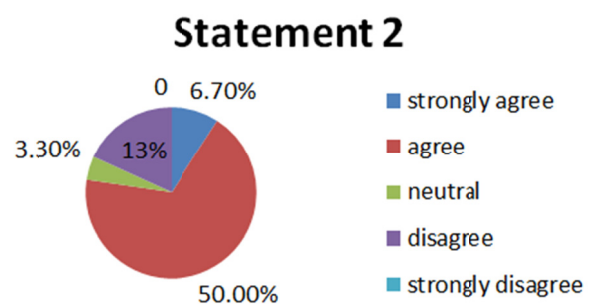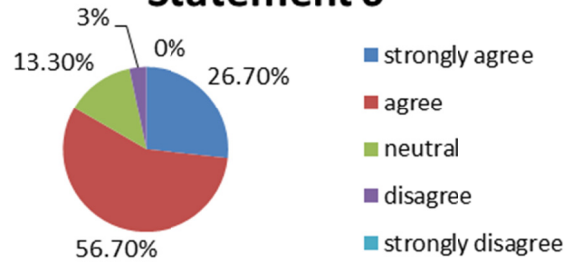

Graph 2. Statement 2

Graph 3. Statement 3

Graph 4. Statement 4

Graph 5. Statement 5

Graph 6. Statement 6
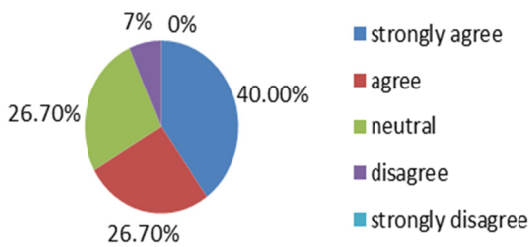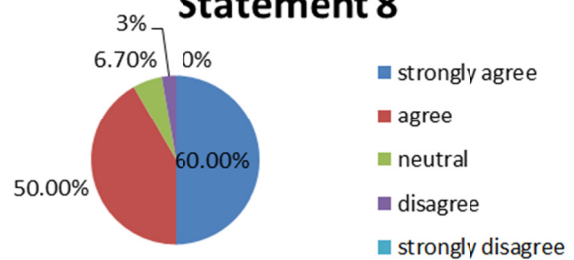
Graph 7. Statement 7
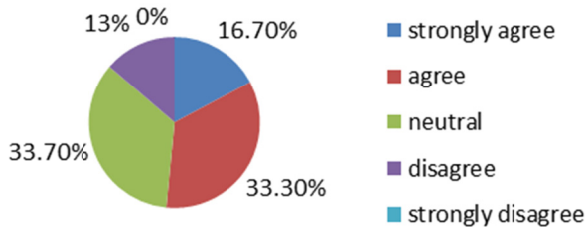
Graph 8. Statement 8
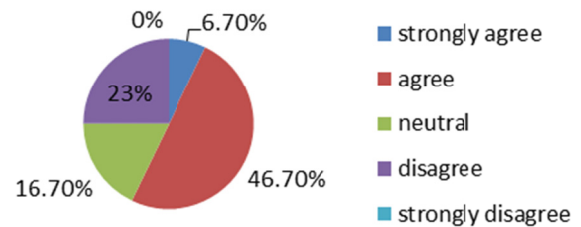
Graph 9. Statement 9

Graph 10. Statement 10
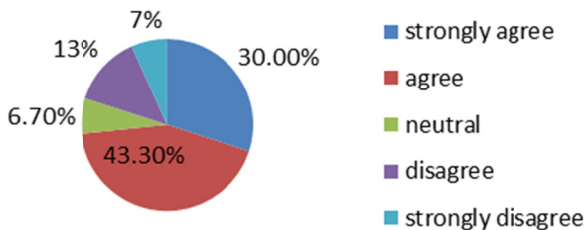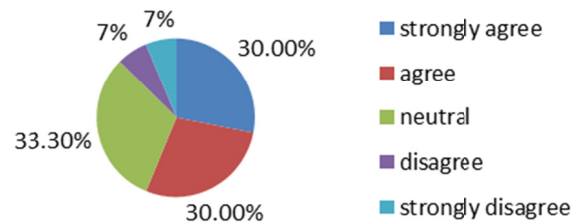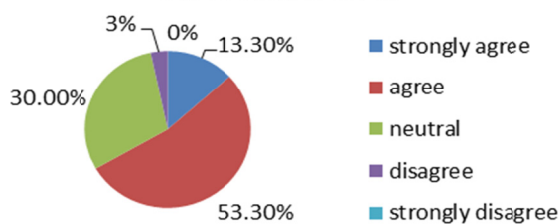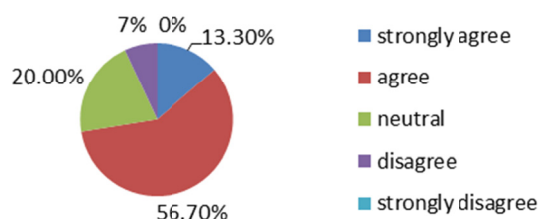

Graph 11. Statement 11

Graph 12. Statement 12
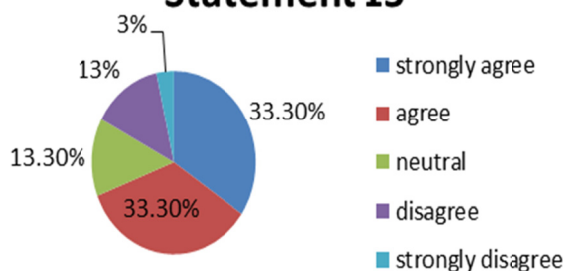
Statement 13

Graph 13. Statement 13

Statement 14

Graph 14. Statement 14

Statement 15

Graph 15. Statement 15

According to the 2nd question that was "Difficulty in remembering the words is one of the problems in decreasing the use of different vocabularies" 6.7% of the participants are strongly agreed, half of the students (50%) agrees. Moreover, 30% is neutral, and 13.3% of them disagrees.

In the 3rd question, that was asked about "Teaching vocabulary as the main subject in an academic level is very important" 36.7% of the participants are strongly agreeing, 30% are agreed. In addition, 30% is neutral, and 6.7% disagree.

Regarding the 4th question, "Adult learners are better in learning vocabulary than children", 10% of the participants are strongly agreed, 26.7% are agreed; in the other hand, 16.7% are neutral, and 36.7% disagree. Furthermore, 10% are strongly agreed.

Concerning the 5th question, "Reading is the most helpful way to learn new and up-to-date vocabularies", less than half of the students (40%) of the participants are strongly agreed, 43.3% are agreed. Moreover, 6.7% are neutral, 3.3% disagree, and finally, 6.7% are strongly disagreed.

The 6th question, which was about "Listening to music and CDs or watching TV are useful to improve some one's vocabulary", 26.7% of the participants are strongly agreed, 56.7% are agreed. Moreover, 19.3% is neutral, and 3.3% disagree.

In the 7th question, "Children learners learn Vocabulary faster than adults", 40% of the participants are strongly agreed, and 26.7% are agreed. Evermore, 26.7% is neutral, and 6.7% disagree.

Regarding the 8th question, "Interacting with a native speaker will affect on vocabulary learning", 60% of the participants are strongly agreeing, half of them (50%) agrees; however,

6.7% are neutral and only 3.3% disagree.

Concerning the 9th question, "Learning new vocabulary in the class makes the learner able to remember them long time", 16.7% of the participants are strongly agreed, 33.3% are agreed. Moreover, 36.7% are neutral, and only13.3% disagree.

For the 10th question, "Reading difficult texts and classic is an effective way to improve your vocabulary", 6.7% of the participants are strongly agreed, almost half (46.7%) agrees. On the other hand, 16.7% is neutral. In addition, 23.3% disagree, and 6.7% are strongly disagreed.

The 11th question was asked about "Whether writing the new vocabulary after memorizing them, would be helpful", 30% of the participants are strongly agreed, 43.3% are agreed. On the other hand, 6.7% is neutral. However, 13.3% disagree, and 6.7% are strongly disagreed.

Regarding the 12th question, "Repeating the words verbally is one of the important methods in learning vocabulary", almost one third (30%) of the participants are strongly agreed and agree consequently. Moreover, 33.3% are neutral, and as few as 6.7% are disagree.

According to the 13th question, "Society and culture affecting the way of learning vocabulary", 13.3% of the participants strongly agree, more than half (53.3%) agrees. Furthermore, 30% is neutral; by contrast, only 3.3% disagree.

Concerning the 14th question, "Looking up any word that is unfamiliar and puzzling it, would be an interesting way to learn vocabulary", 13.3% of the participants are strongly agreeing, 56.7% are agreed; by contrast, 20% is neutral. Furthermore, 6.7% disagree, and 3.3% are strongly disagreed.

And finally, in the 15th question, "Writing essays and paragraphs is an effective way to learn new vocabulary", 33.3% of the participants are strongly agreed and agree consequently. However, each of neutral and disagree recorded 13.3%, and 6.7% are strongly disagreed.

4.1.2. Essay Test Analysis and Discussion

Concerning this part, which is about essay test from each of 2nd, 3rd, and 4th-year students, and according to Tang (2012), writing is considered as a challenging process and it needs many efforts, for this reason, students need to be helped to deal with the way of writing. Furthermore, what is found by the researcher explains that the students face so many difficulties in writing, because of the lack of information about each of transition, punctuation, and grammar. In addition, all of this will affect their spelling and organization of the sentences and the structure. In other words, luck of being logical in writing which makes the essay to be less powerful.

Nevertheless, the best way for developing the written texts is by choosing strong vocabularies as those texts that are chosen by the researcher explain this point; on the contrary, finding strong vocabularies is difficult according to the Kurdish students. In other words, one of the sets of vital items to enrich the writing process is capitalization, which can power up this process. Moreover, writing an essay will help the students to recall the words spontaneously not only by sight. Furthermore, the students' vocabulary will have a direct influence on the quality of writing. In addition, the feedback which was given by the program inside the papers shows that the student's mistakes and correcting them could be a hard task to deal with at the university level. However, the teachers are non native speakers and pay less attention to writing, reading, and exercise tasks; while the focusing point is on grammar more, whereas,

the teachers in the English speaking native countries, most of them are native speakers, paying attention to communication and application such as speaking, listening, reading, and writing skills with less attention to grammar and that helps the students to learn vocabulary faster than only writing and doing the exercises in grammar (Xang, 2009).

4.2 Discussion of the Research Questions

4.2.1. What Are The Major Difficulties For Kurdish Students In Learning New Academic Vocabulary?

Concerning the findings that have found by the researcher, there are some major problems that Kurdish students have during learning a second language. Furthermore, it is found that social and cultural issues have a great influence on this problem. Moreover, the data that have found by the researcher in this research demonstrates that social and cultural issues are considered as one of the major problems; as Tang (2012) claims that and supports the issue in his paper. In addition, another problem which has found is the limitation of intercommunication of L2 learners in the real world is really low since they are not surrounded by native speakers of English and this will affect the process of learning to a great extent. As for the social and cultural issues, 43.3% of the learners agreed on that point and 13.3% strongly agreed. Moreover, Kroll (1990) and Saigh and Schmitt (2012) support this idea and completely agree with it. Furthermore, for the communication, 60% of the learners strongly agreed and 50% of the learners agreed on this point. Nevertheless, Gu (2003) and Ruan and Leung (2012) support the evidence positively. In contrast, according to William (1983), social and cultural issues do not have wholly related to vocabulary learning, but, the complexity of words is the head to create the problem.

4.2.2 What Is The Preferable Way For Vocabulary Presentation for A Specific Student?

According to this point, there are different pedagogies of learning for different learners. Furthermore, one of the ways that the learners are interested in is writing essays and paragraphs which help them to learn new vocabulary much faster and in a preferable way. Moreover, the result of the questionnaire and essay test claim that 33.3% of the learners agreed on that point and 33.3% are strongly agreed. In addition, memorization is another way that learners are interested in as 30% of the participants agreed on that point and 43.3% are agreed. On the other hand, communication is another technique which has been explained as this will promote the students in learning L2 and increase vocabulary fluency; 50% of the learners agreed on that point and 60% are strongly agreed; as it can be found in the works of Spears and Turner (2011).

Additionally, listening to the CDs/Cassettes and Television expose learners to learn new vocabulary and broaden the horizon of fluency, and the result has found that 26.7% are strongly agreed and 56.7% of the learners are agreed on that point. Further detail can be found in the books of Ruan and Leung (2012) and Gu (2003). Additionally, each of Takas (2008), Tang (2012), Kroll (1990), and Spears and Turner (2011) supports those ways of learning vocabulary that the learners interested in. In contrast, Xing (2009) claims that essay and paragraph writing cannot be the main way to improve the learners' ability in learning vocabulary; in another word, the tasks in the class by the teacher through listening are more important.

4.2.3 What Are Those Methods for Drilling, Memorizing, and Remembering Words?

According to this point, 43.3% of the participants agreed that reading is the most helpful way to learn new and up-to-date vocabularies. However, 56.7% of the participants agreed that listening to music and CDs or watching TV are helpful to improve some one's vocabulary fluency. In contrast, 60% of the participants strongly agreed that interacting with native speakers will affect the vocabulary learning process. Moreover, previous studies have reported that many factors are required for the learners to learn L2; however, for Kurdish learners, those factors are limited due to the limited variety of sources like (sourcebook, CD/Cassette, and Television).

Additionally, the limitation of the intercommunication of L2 learners in the real world is very low, since they are not surrounded by native speakers. In this case, those points clarify several aspects of vocabulary learning for second language learners. This issue is somehow similar to the supporting works of Gu (2003). Whereas, according to Khan (2009) the context of which vocabulary is learned is very important in contributing to the whole efficiency of what is learned. Studies have demonstrated that simply having a context when learning a word makes the word more easily recognized and later recalled.

4.2.4 How Dictionary May Affect The Specific Learner In Learning New Vocabularies?

According to this point, 56.7% of the participants agreed that looking up any word that is unfamiliar and puzzling it, would be an interesting way to learn vocabulary and enhance the knowledge. According to different scholars, different ideas can be given; some of those major ones are by both Larsen-freeman (2000) and Richard and Rodger (2001). They explained that one of the earliest traditional methods for learning the second language was Grammar Translation. This method was considered as a fundamental purpose in learning a target language. Moreover, words are taught through bilingual word lists, dictionary, study, and memorization in a typical grammar translation text. After this method, recently, many other methods and approaches appeared for learning L2; even nowadays many of those techniques are used for vocabulary learning. Whereas, for Huckin and Coady (2003), they claim that dictionaries are causing confusion to the learners and also slowing down the reading process of learners.

5. Conclusion

5.1 Conclusion of the Main Findings

This research studies the effect of vocabulary fluency on EFL classes for Kurdish university level students on writing an effective academic essay in English taught programs, and the ways of solving the problems that learners face in learning new and academic vocabularies in an English session.

The findings of this study answered the research's main questions, about the major problem of Kurdish students that they have during learning vocabulary, the result of the questionnaire shows that the limitation of the intercommunication of L2 learners in the real world is really low since they are not surrounded by native speakers and this affects the process of learning.

Moreover, according to the second question, whether the dictionary is important in learning new vocabulary; the result of the questionnaire found that looking up any new word that is unfamiliar and puzzling it would be an interesting way to learn vocabulary.

5.2 Limitations and Implications of the Study

Many problems appeared while this paper was written; the important ones will be discussed below:

1) Time: Time was a great impediment for the researcher as he was studying PhD when carrying out the research.

2) Distance: The country where the researcher lived in is not the same place as the college is; a great distance had to be calculated to meet the students and follow data collection and essay test.

3) Participant: Because of choosing ten students from each of 2nd, 3rd, and 4th-year students that makes the work a bit complicated.

4) University: This research has been done in one university and this makes the work a bit general. In other words, if other universities have been chosen the paper would have been more powerful.

5.3. Suggestions and Recommendations

What is suggested for the students is to learn more vocabularies and to try communicating as much as they can for being able to interact with the native speakers and to be able to write in a legible and academic way?

What is recommended for future researches, to take care about, is the purpose behind each individual's learning of vocabulary whether they want to learn just to write essay or paragraph and to answer the exams question, or they want to interact with others or for a particular business? Furthermore, make a decision about the topic they want to write about. In addition, psychological and social barriers should be taken into consideration.

References

Alexander, L. (2007). *Reliability and Validity*. New York: Routledge.

Cohen. (2007). *Research Methods in Education*. New York: Rutledge. https://doi.org/10.4324/9780203029053

Damon, W., & Lerner, R. (2006). *Theoretical Models of Human Development*. Canada: Hoboken.

De Groot, B. (2006). *Effects of Stimulus Characteristics and Background Music on Foreign Language Vocabulary Learning and Forgetting Language Learning*. New York: Oxford University Press.

Gu, Y. (2003). Vocabulary learning in a Second Language: person, task, context, and strategies.

Homer, B., & Tamis-Lemonde, C. (2005). *The Development of Social Cognition and Communication*. London: Library of Congress.

Huckin, T., & Coady, J. (2003). *Second Language*. New York: Cambridge University Press.

Jafari, A., & Ajideh, P. (2012). Exploring Vocabulary Learning Strategy Use of Iranian EFL Learners across Different Proficiency Levels.

Keengwe, J., & Onchwari, G. (2014). *Cross-Cultural Considerations in the Education of Young Immigrant Learners*. USA: University of North Dakota. https://doi.org/10.4018/978-1-4666-4928-6

Khan, N. (2009). *Conquering Vocabulary: The Most Effective Way to Learn GRE Vocabulary in the Shortest Amount of Time*. Little Life Lesson's Book.

Kroll, B. (1990). *Second Language Writing*. New York: Cambridge University Press. https://doi.org/10.1017/CBO9781139524551

Larsen-Freeman, D. (2000). *Teaching and Principle in Language Teaching*. New York: Oxford University Press.

Leung, C., & Ruan, J. (2012). *Perspectives on Teaching and Learning Chinese Literacy in China*. USA: Norman. https://doi.org/10.1007/978-94-007-4822-4

O'Malley, J., & Chamot, A. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9781139524490

Paulus, M. (1999). The Effect of Peer and Teacher Feedback on Student Writing. *Journal of Second Language Writing, 8*(3), 265-298. https://doi.org/10.1016/S1060-3743(99)80117-9

Richard, J., & Rodger, S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press. https://doi.org/10.1017/CBO9780511667305

Saigh, K., & Schmitt, N. (2012). Difficulties with Vocabulary Word Form: The Case of Arabic ESL Learners. *System, 40*, 24-36. https://doi.org/10.1016/j.system.2012.01.005

Schmitt, N. (2000). *Vocabulary in Language Teaching*. New York: Cambridge University Press.

Smith, P., & Pellegrini, A. (2000). *Psychology of Education*. USA: Routledge Falmer. https://doi.org/10.4324/9780203455029

Spears, C., & Turner, V. (2011). Rising to New Highest of Communication and Learning. London: Library of Congress.

Takas, V. (2008). *Vocabulary Learning Strategies and Foreign*. Great Britain: Cromwell Press Ltd.

William, R. (1983). *A Vocabulary of Culture and Society*. UK: Oxford University Press.

Williams, R. (2011). *A Vocabulary of Culture and Society*. USA: Routledge.

Xing, P. (2009). *Chinese Learning and the Lexis Learning Rainbow*. Germany: Peter Lang Publisher.

Copyright Disclaimer