

STUDENTS' PERCEPTION OF VOCABULARY SELF-COLLECTION STRATEGY (VSS) IN ENGLISH VOCABULARY MASTERY PROGRAMS

Finda Novianti Sopiyan*

findanovianti727@gmail.com

Department of English Education, Faculty of Teacher Training and Education, University of Singaperbangsa Karawang

doi: _____

Abstract

The aim of conducting this research was to describe students' responses toward Vocabulary Self-Collection Strategy (VSS) in learning vocabulary mastery of Vocational High School students. This strategy can be used to enrich the size of the vocabulary. In VSS, students analyzed the unfamiliar words to understand its meaning, synonyms, and its definition. The method used in this research is qualitative specifically interpretative description as the research design. The data were obtained through an interview guideline and questionnaire list. The participants of the research were 6 students of Vocational High School and the researcher itself. The findings of this research show that the vocabulary self-collection strategy (VSS) has positive responses in learning vocabulary mastery. It shows that VSS can be used by students to enhance the size of vocabulary, the students were interested in learning vocabulary, and the students were active to take a part in learning vocabulary mastery. Moreover, VSS can be one of the strategies to help students to understand the context of the text after they identify the unfamiliar words. Furthermore, VSS can be one of the strategies to be considered by the teacher to be used in vocabulary mastery teaching and learning process.

Keywords: *Student's Perception, Vocabulary Self-collection Strategy, Vocabulary mastery learning*

INTRODUCTION

Studying English language in Indonesia classroom has many difficulties in vocabulary mastery. First, students still lack knowing a size of words. The students usually use the same vocabulary regularly. It means the students communicate or interact in English with the same context only. Second, the students had problems with the meaning of those words. The students sometimes keep silent when the teacher ask something or give explanation in the English class. Then, if they know some of vocabularies that is said by teacher, but they cannot give an explanation about meaning, context, or explain further. The last, they are not actively in learning vocabulary mastery because they have no interest in learning English. The teacher should take an interesting strategy or creative ways to build students' interest to make students take a role and participate in learning process.

Priyono (2004:26) state the main problem for the student in learning English in Indonesia is the students' limited

vocabulary. In fact, students have a problem with the size of vocabulary they have. Khodary (2017) claims the lack of students' vocabulary are they unable to recognize the meaning of the vocabulary. They are not active in learning. They were unable to use new vocabulary to create sentences well. Thus, most of them are still lacking vocabulary mastery. They were not proficient of expressing opinions, ideas, and information.

In teaching vocabulary mastery, there are many strategies that can be used by the teacher in the vocabulary mastery learning process. For example, Experiential-Based Learning Strategy, Interactive Word Wall, Graphic Morphemic Analysis, Word Detective Strategy and Vocabulary Self-Collection Strategy (VSS), those strategies can be used by the teacher in vocabulary mastery learning process in English classroom successfully. Therefore, a good strategy is required to make students be more active and enjoy in teaching and learning process. Vocabulary Self-collection Strategy (VSS) is designed to help the students' needs. This strategy is introduced by Haggard

(1986) and it was developed by Antonacci & O' Callaghan (2011). This strategy is a cooperative - learning instructional strategy to identify the important words from their text and it can be shared with other classmates. It also makes students comprehend the meaning of words that they do not know from the text before. Thus, the Vocabulary self-collection strategy (VSS) attracts the student to make a choice in determining the new word, the meaning of each word, and the reason why the word should be learnt. Therefore, it gives students an opportunity to reach a huge size of words, their meaning, and how to actively in reading process. Although there are some previous studies regarding this strategy used by other researchers, this research provides different scope. Firstly, this study explores a more specific strategy in learning vocabulary mastery such as Vocabulary Self-collection Strategy. Secondly, this study conducted at Vocational High School in Karawang. This study states on a certain problem related to difficulties in mastering vocabulary. Based on the background of the study explained, the following is the formulation of the problem: "What are the students' responses toward Vocabulary Self-Collection Strategy (VSS) in learning vocabulary mastery?"

The Importance of Learning Vocabulary Mastery

The importance of vocabulary mastery knowledge is truly needed as a medium for learners' foreign language. If the learners have narrowed a number of vocabulary mastery, it would become obstructing to deliver good communication (Alqahtani, 2015). It is needful for foreign language learners to achieve a good number of vocabulary mastery in order to be able to communicate successfully (Dolati & Mikaili, 2011). Vocabulary mastery has the main role in understanding and producing language, therefore, it is needed to learn vocabulary when learning a foreign language (Read, 2000). Furthermore, the importance of vocabulary mastery learning cited by Thornbury (2002:13) says that a little can be delivered if without grammar, but nothing can be delivered without

vocabulary. There are two types of vocabulary from Zimmerman (2004); Receptive vocabulary and productive vocabulary.

Receptive vocabulary – the learners understand when they are used in context, but they are unable to produce it. It is vocabulary that learners recognize when they hear in listening or see in reading. But cannot be used in writing or speaking (Stuart Webb, 2008).

Productive vocabulary – the learners have productive knowledge if they are able to create a suitable word when they are writing or speaking. They can pronounce correctly and deliver their thought.

Meanwhile, there are types of vocabulary according to Judy (2007), it is divided into four types such as a) Listening vocabulary means the words produced by listening speech that we can hear and understand it. b) Reading vocabulary is the words we can understand and it is usually produced by the texts. c) Speaking vocabulary is the word that usually we use every day. Sometimes it is conducted in our conversation activity naturally. d). Writing vocabulary means the words we can remind when we write. It is usually to express anything in our minds.

Vocabulary Self-Collecting Strategy (VSS)

According to Reyes (2016), Vocabulary self-collection is a manner of establishing the mindset of the students to reach the wealth of vocabulary they experience or found in learning foreign languages that exists in their every day. Ruddell (2008a, p. 171) presents that VSS focuses to words that students need to recognize likely the words that are essential and what they wonder in. According to Zahran (2018), the aim of VSS is giving opportunities for students to make a list and collect new vocabulary after reading. VSS gives chance for learners in making decisions about their own vocabulary learning. The procedure instruction for using VSS starts with the individual learners to identify a

word in a text then defining to the class the reason why he/she chooses that word (Kang & Shek, 2017). It can be summarized that VSS is a supportive learning strategy by the student with choosing or selecting important or interesting words in their reading. Then, they can identify those words by meaning, the reason why they were choosing those words, the synonyms, and in what pages they found the words. In the end, they can share with other member classmates. Thus, VSS can be utilized to facilitate students to active in learning process.

METHOD

This research involves qualitative design specifically an interpretative description research. Qualitative research is involved with explanation and understanding about something or phenomena. Qualitative has differences than quantitative. Qualitative data are more focused on process and not measured about quantity (Labuschagne (2003) cited Cronin, Coughlan, & Ryan, (2009)). An interpretative description offers the potential to deconstruct the point of view on which previous understanding has been established and to generate new insights... (Thorne, 2017:40). The researcher capable states interpretative description as a qualitative methodological to determine whether it has relation for research effectively, valuable, and appropriate understanding in real material. It forced by Thorne (2017:11), Interpretative description is utilizing the factual material and social instruction to build meaningful and relevant understanding of those ideas is essential to apply like education community development, human geography, and the health profession.

The study was conducted in Vocational High School TI Muhammadiyah which located in Cikampek, Karawang. The participants of the research are 6 students. Students participated in the interview and fill the questionnaire list to find out how their responses about learning vocabulary mastery by Vocabulary Self-collection

Strategy (VSS) in Vocational High School. Most of the students speak Sundanese and Bahasa Indonesia in their daily life. In this research, this research uses interpretative descriptions. The researcher uses two techniques of data collecting in using the VSS in learning English vocabulary mastery. There are two steps to collect the data in this research as follow:

Interview Guideline

An interview is collecting data or information about someone's experiences, perceptions, and views in a certain specific phenomenon (Lambert and Loiseau, 2007). The interview could be a flexible and meaningful method of data collecting and suitable for gathering information on someone's experiences, beliefs, views, and behaviors (Cronin, Coughlan, & Ryan, 2009). It means the researcher uses the interview to the students who participate after using VSS in learning vocabulary mastery.

Questionnaire List

The questionnaire can be conveyed to the respondents in many ways, such as sending online; email-attachment and publishing sites and web (Burgess, 2001). The questionnaire is asking a list questions to respondents with suitable procedures related to the field to be asked (Sreejesh et al., 2014). Asking question to respondents must be appropriate with the object that we looking for. It is also using the relatable instructions with the questions.

Data analysis conducted on the process of collecting the data and after the data collection was complete. Data analysis of this research process uses the stages as indicated by Miles, Huberman, & Saldana (2015). There are three steps in data analysis process, they are data reduction in which the researcher gathers the data from the interview and a questionnaire; data display process in which the data collected from the interview transcription and questionnaire process is showed using table and chart; and conclusion drawing and verification, which is the last step of the

RESULT AND DISCUSSION

Students’ Perceptions toward Vocabulary Self-Collection Strategy (VSS) in Learning Vocabulary Mastery

To find out the students’ perceptions to Vocabulary Self-collection Strategy in learning vocabulary mastery at vocational school in Karawang, there are findings about the result of students’ perception, such as: (1) Students feeling when using VSS in learning vocabulary, (2) VSS makes Students feel engaged to take role in learning activity, and (3) Students perceive that VSS assist them of VSS in Learning Vocabulary Mastery. The results of the

data are presented below.

Students Feeling when Using VSS in Learning Vocabulary

VSS was demonstrated that almost all Respondents have responses positively. Students feeling when using VSS in learning vocabulary mastery is students feel happy, interested and enjoy the learning. It was obvious the students were interested in using VSS strategy in learning vocabulary mastery. Moreover, Students felt enjoy to learn English vocabulary mastery of VSS. The questionnaire result of students’ feeling in using VSS which were shown in the table below.

Table 1: *Total Students’ Feeling when Using VSS in Learning Vocabulary of Questionnaire*

STATEMENT NUMBER	SCALE				
	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY DISAGREE (5)
I am interested and enjoy using this strategy in vocabulary mastery learning. This strategy also not makes me feel pressured.	0 (0%)	0 (0%)	9 (12%)	28 (36%)	40 (52%)

As viewed from the table above, It was confirmed that the result of students feeling when using VSS in learning vocabulary mastery in questionnaire, there were 9 points for “Neutral” (12%), 28 points who perceived for “Agree” (36%) , and 40 points who perceived “Strongly Agree” (52%). The total result of students’ feeling in learning vocabulary with VSS is the highest position with the total result (52%) as “strongly agree” that VSS make them feel happy, interested, and enjoy the learning.

In additional, it was found from the interview, Students’ perception of VSS in learning vocabulary mastery is students feel interested and enjoy in learning vocabulary mastery. It is related to

previous research of Ruddell (2008a, p. 171) states that VSS specifically addresses “content words that students need to know, words that are important to them and about which they expressed interest and curiosity in”. It is supported by the interview data that explained on students’ interview transcript below.

Researcher : “How do you feel when learning vocabulary mastery in using VSS? Is this strategy makes you feel interested in learning vocabulary?”

R1 : “I think learning vocabulary with VSS is interested. I have difficulties in vocabulary, so it helps me.”

R2 : “I am happy with this learning. I can choose the unfamiliar

R3 : “I enjoy learning the vocabulary of VSS. It also makes me feel happy. It also not makes me worried in learning activity”

From the Respondent transcript above, they state that they happy and interested in learning vocabulary mastery with Vocabulary Self-collection Strategy (VSS). Moreover, VSS strategy is not make them stressed or pressured in

learning process.

VSS Makes Students Feel Engaged To Take a Role in Learning Activity

Based on questionnaire, Students feel engaged in learning activity of VSS. Students take a role or contributed in learning activity, such as: First, students find the unfamiliar words, or the curious words. After they select the words, the students analyze the words by its meaning, its synonyms, its definition, and the reason why they select those words.

Table 2: Total of Students Engagement in Learning Activity of Questionnaire

STATEMENT NUMBER	SCALE				
	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY DISAGREE (5)
I feel engaged in learning while choosing the vocabulary that I really didn't know and I was participating in interpreting the meaning and definition of difficult words in the text, so that make me more aware with unfamiliar words.	0 (0%)	0 (0%)	0 (0%)	16 (28%)	40 (71%)

As seen in Table 4.2 above, the results showed that 16 points for “Agree” (28%) and 40 points for “Strongly agree” (71%). The total result of Students engagement in learning vocabulary activity with VSS is the highest position with the total result (71%) as “strongly agree” that VSS engages student to contribute in learning.

In the interview, VSS makes Students feel engaged in learning activity while they identify or analyze the unfamiliar words. It is supported by the interview data that explained on students' interview transcript below.

Researcher : “Do you feel engaged to take a part or participated in learning vocabulary with VSS?”

R4 : “Obviously, I feel

participated in this learning. I can choose the words that I still don't know, and then I analyze those unfamiliar words. So, I can clearly understand the whole text.”

R2 : “I feel engaged myself to learn vocabulary in using VSS. I'm looking for the definition, meaning, and synonyms. I know the process to identify the unfamiliar words”

In general, the students confirmed that they had a role to gain the language (vocabulary) with VSS. Vocabulary has a role for learners to obtain the language because vocabulary is one of understanding in the language (Cameron, 2001 in Alqahtani, 2016). Therefore, the students also had a positive perception of Students engaged of VSS in learning vocabulary mastery. With VSS, students contributed their self in learning process.

Identifying the unfamiliar words helps students actively in increasing the size of vocabulary. In VSS, the students clearly focused with the categories what they looking for, namely the definition, the meaning, and the synonyms of the unfamiliar words. Thus, they cannot make students confused.

Students Perceived that VSS Assists Them in Learning Vocabulary Mastery

As identified in questionnaire, students perceived that VSS assists them in learning vocabulary mastery. A good strategy will achieve the goal of learning and assists the students to their needs. We can see the result of questionnaire below.

Table 3: *The Total of Students Perceived that VSS assists them in Learning Vocabulary of Questionnaire*

STATEMENT NUMBER	SCALE				
	STRONGLY DISAGREE (1)	DISAGREE (2)	NEUTRAL (3)	AGREE (4)	STRONGLY DISAGREE (5)
I perceived that VSS helped me understand the content of the reading text. VSS has benefit to get new vocabulary and to understand the text.	0 (0%)	0 (0%)	6 (8%)	28 (35%)	

As viewed in the table above, It was confirmed that the result “Neutral” is 6 points (8%), 28 points for “Agree” (35%), and 45 points for (57%) as “Strongly Agree”. The total result of Students engagement in learning vocabulary activity with VSS is the highest position with the total result (57%) as “Strongly agree” that VSS assists students in learning vocabulary mastery activity.

Based on the total result above, the students perceived that students assist them with Vocabulary Self-collection Strategy (VSS) in learning vocabulary mastery present a positive description. It can be proved by students’ responses in the interview.

In interview, it was discovered that Respondent 5, Respondent 6, and Respondent 1 perceived that VSS assists students in learning vocabulary mastery. It is supported by the interview data that explained on students’ interview transcript below.

Researcher : “VSS help you to understand the whole text and get new vocabulary. Do you feel that is true?”

R 5 : “Yes, VSS helps me so much. The table of this strategy is helpful. I can understand the content of the text”

R 6 : “In my opinion, VSS can assist me in learning vocabulary. Especially, I found out new words. I think this strategy can develop more advanced, and then can be applied in English learning in school.”

R1 : “Of course, this strategy is essential for student like me, especially to enrich the vocabulary.”

Vocabulary Self-collection Strategy (VSS) has positive responses because students perceived that VSS assists students in learning vocabulary mastery. As seen in the transcript interview above, the students state that they were helped by VSS in learning new words, not only for those meaning but they can find out the synonyms of the word, and its

Students' feeling when using VSS in learning could be a consideration for the teacher to teach vocabulary mastery. The students are enjoyable to learn vocabulary. It is also could increase students' interest in learning vocabulary. This was supported to positive responses of students' feeling of VSS was conducted by Juwita & Sunaryo (2013), Vocabulary Self-collection Strategy (VSS) can be used to help students enhance interested to the language.

VSS makes students feel engaged in learning activity as viewed in the findings above, most of the students had a good description of their roles of VSS in learning vocabulary mastery. They contributed their selves to identify the words which they have selected. Khodary (2017, p. 142) VSS can make students write new vocabulary and say correctly and explore the new words to correct meaning. It means students were engaged in learning vocabulary mastery process namely, they were analyzed and identify the unfamiliar words, they were really careful in interpreting the meaning of difficult words in the text, and if they don't understand the materials provided, then they asked the teacher. It is related to previous research by Haryani (2014), Students actively in the process of learning and involved their selves in learning vocabulary. Students also engage to determine how to understand interesting or unfamiliar words from their text to improve their vocabulary mastery and become aware of the vocabulary.

This proved that this strategy makes any progression to understand the vocabulary. The result of data in the findings above was reflected in the positive responses of students' engagement. The students do a part of their roles to be active in learning vocabulary mastery. Through active participants in the learning process, they can increase their knowledge of understanding vocabulary by selecting certain words (Indriani, 2016).

Then, students perceive that VSS

assist them of VSS in Learning Vocabulary Mastery. Vocabulary Self-collection Strategy (VSS) makes students a better understanding and knowledge of unfamiliar words. Haggard (1986, p.642) claims that VSS is an effective strategy because it makes students construct and increases their knowledge, encourages and eagerness of learning, and creates independent behavior of learning. Vocabulary Self-collection Strategy (VSS) offers a typical strategy for learning vocabulary then it is greatly beneficial and simply taught (Haggard, 1986, p. 641-642). Identifying the unfamiliar words becomes one of the strategies that could help students in the difficulties to understand the text. Based on the result of the findings data, there are some benefits of VSS for students in learning vocabulary mastery; they can understand its meaning, synonyms, and its definition. According to Gregersen, VSS assists the students to become a lot of attention to unfamiliar words and more aware of general words. Its mean VSS can help students to be familiar with general English vocabulary and more recognize to unknown words.

VSS becomes clues for students to relate any words in the sentences which they did not know yet the context of the text. Some of the students did not know what the text tells about at the first but after they identified the unfamiliar words, they had understood the content of the text after they analyzed the unfamiliar words.

The previous research who take the same research was conducted by Fatonah (2015), When the students found so many difficulties in words of the text, defining the unfamiliar words is one of the solutions. It means, defining the unfamiliar words could be a good strategy to help students in learning vocabulary mastery. It reinforced by Yanto (2018), VSS assists students to comprehend the context, including understanding the vocabulary for its meaning and its definition.

CONCLUSION

Vocabulary Self collection Strategy

(VSS) can be used to enrich the size of the vocabulary. In VSS, students were analyzed the unfamiliar words to understand its meaning, synonyms, and its definition. The use of VSS gains positive responses from the students. It includes three findings of this research. Firstly, Students' perception of VSS was demonstrated that almost all of the respondents have responses positively. The students were interested of using VSS strategy in learning. It is reinforced by questionnaire, the total result of students' feeling in learning vocabulary with VSS is the highest position with the total result (52%) as "strongly agree" that VSS make them feel happy, interested, and enjoy the learning. Secondly, the students also had a positive perception of Students engagement to take a role of VSS in learning vocabulary mastery. In general, the students confirmed that they had a role to gain the language with VSS. It is reinforced by questionnaire of Students' engagement with the total result (71%) as "Strongly agree" in the highest position that VSS engages student to contribute in learning activity. The last, Students feel VSS assists them in learning vocabulary mastery also presents positive responses. Students perceived that VSS assists students in learning vocabulary mastery. It is included to gain and enrich the vocabulary by their selves. The result of the questionnaire of students' perception VSS assists them in learning vocabulary mastery with the total (57%) as "Strongly agree" in the highest percentage.

VSS can be facilitated students in learning vocabulary mastery. The student can be participated and interested in learning. They can get new vocabulary and other information such as, its definition, its meaning, and its synonyms. It also they can obtain the size of vocabulary. The student can learn independently to understand the text in reading. VSS can be considered by teacher to teach vocabulary mastery learning and it helped students' problem in learning vocabulary mastery.

REFERENCES

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, Vol. III (3), pp. 21-34., <https://dx.doi.org/10.20472/TE.2015.3.3.002>.
- Antonacci & O' Callaghan. (2011). Promoting literacy development: 50 research-based strategies for k-8 learners (Online). *Thousand Oaks: Sage Publications, Inc.* DOI: <https://dx.doi.org/10.4135/9781452230634>
- Burgess, F., T. (2001). Guide to the design of questionnaire: A general introduction to the design of questionnaire for survey research edition 1.1. *Information System Services: University of Leeds.* info-officer@leeds.ac.uk.
- Cameron. (1983). *A searching profession? The growth of classroom action research*. Moray House College of Education: Scotland.
- Cronin, P., Coughlan, M., & Ryan, F. (2009). Interviewing in qualitative research. *International Journal of Therapy and Rehabilitation. International Journal of Therapy and Rehabilitation*, Vol. 16(6): 309-314
- Fatonah, S., N. (2015). *Using vocabulary self-collection strategy (VSS) to improve reading comprehension of the seventh grade students of smpn 4 kalasan*. Yogyakarta State University.
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English language learners. *Exceptional Children*, 66 (4), 454-470. <https://doi.org/10.1177/001440290006600402>.
- Gregersen, L., Vocabulary self-collection strategy for primary readers: *Texas State University*.

Haggard, M. (1986). The vocabulary self-collection strategy: using student interest and world knowledge to enhance vocabulary growth. *International Reading Association*. 29 (7). <http://www.jstor.org/stable/40029691>

Haryani, R. (2014). *The vocabulary mastery of seventh students of smp 4 kodus in academic year 2013/2014 taught by using vocabulary self-collection strategy (VSS)*

Indriani, S. (2016). *The effectiveness of self collection strategy and motivation on students' English vocabulary mastery*. Bung Hatta University.

Jones, R. D. (2008). Strengthening students engagement. *International Center for Leadership in Education*: New York. literacytakesflight.com

Judy, K. (2007). *The bride of vocabulary: Evidence based activities for academic success*. NCS Pearson Inc. ISBN: 9780749160999.

Kang, N. & Shek, J. (2017). Teaching vocabulary at the upper primary levels with the vocabulary self-selection strategy. *Beyond Words*, Vol. 5 No. 2: Singapore.

Khodary, M. (2017). Using the Vocabulary Self-Collection Strategy Plus to Develop University EFL Students' Vocabulary Learning. *English Language Teaching*, Vol. 10, No. 8. ISSN 1916-4742. DOI: 10.5539/elt.v10n8p135 URL: <http://doi.org/10.5539/elt.v10n8p135>

Lambert S, Loiselle C. (2007). Combining individual interviews and focus to enhance data richness. *J Adv Nurs* 62(2): 228-37.

The Coastal Services Center. (2007). Introduction to survey design and delivery. National. *Oceanic and Atmospheric Administration (NOAA)*

: South Hobson Avenue. www.csc.noaa.gov/cms/human_dimensions/focus_socialsci.html.

Thornbury, S. & Harmer, J. (2002). *How to teach vocabulary*. Pearson Education Limited: UK. ISBN13: 9780582429666.

Ruddell, M. R. (2008). Post-reading Instruction: The Vocabulary Self Collection Strategy (VSS) Teaching Content Reading & Writing (5th Edition). *John Wiley & Sons*: USA (pp. 171- 185).

Santoso, Y., T., (2008). *Students' perceptions on vocabulary weekly tests in vocabulary I class*. Sanata Dharma University: Yogyakarta.

Sarkol, K., (2016). Perception involves the way one sees the world. Sanata Dharma University: Yogyakarta.

Sarkol, K., (2016). *Students perception of learning English in senior high school of kaimana, west papua*. Sanata Dharma University: Yogyakarta.

Sreejesh, S., et al. (2014). *Business research methods*. Springer International Publishing: Switzerland. ISBN 978-3-319-00538-6.

Stuart, W., (2008). Receptive and productive vocabulary size of L2 learners, *Studies in Second Language Acquisition / Volume 30 / Issue 01 / March*, pp 79 – 95.

Zahran, F. (2018). Utilizing vocabulary self-collection strategy plus in developing efl primary stage pupils' vocabulary learning and risk-taking. *JRCIET: Horus University in Egypt*. Volume 4, Issue 4, P. 82-108.

Zimmerman, K., J. (2004). The role of vocabulary size in assessing second language proficiency. *Theses and Dissertation*. Provo: Brigham Young

ELT in Focus, Vol. 7(1) June 2024

Copyright © 2024 ELT in Focus

University.

<https://scholararchive.byu.edu/etd/578>.