



Exploring Learning Strategies for Vocabulary Development: A Comparative Study of Two Universities of Sindh, Pakistan

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ABSTRACT

The leading purpose of the research is to investigate the vocabulary learning strategies employed by the undergraduate students of Shah Abdul Latif University Khairpur (SALU) and university of Shaheed Benazir Bhutto (SBUSBA), Shaheed Benazir Abad, Sindh, Pakistan. The study is designed as a quantitative approach to answer two research questions of current study. The responses received from 150 students as part of this study. The base of questionnaire is on vocabulary learning strategies and it is adopted. The survey contains 40 close ended items. It covers four extensive English learning Vocabulary strategies, Memory strategy, Cognitive strategy, Metacognitive regulation strategy and Activation Strategy. The descriptive statistics is used to get results. The T-test samples used to observe the statistically significant variations in undergraduate students of two universities. However, two strategies appeared most influential in learning of English Vocabulary, Activation and Metacognitive strategy. The findings revealed that existing vocabulary learning strategies yields no statistical changes among undergraduates of SALU and SBUSBA. The recommendations' set for implications to enhance teaching and learning technique. To teach and learn English Vocabulary learning strategies that may boost up the proficiency level of second language learners.

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1. Introduction

English language is widely recognized as a national language of many parts of the world. It is used as medium of instruction in educational institutions of various countries. It is frequently used for the purpose of national and international communication. As it is believed that communication revolve around four skills including Reading Writing Speaking and Listening. In addition to it lexical knowledge and its learning plays vital role in learning a second language. It is said that language plays significant role in academic success of students. Vocabulary Acquisition enables to learn various aspects of language as spelling, pronunciation, meaning. knowledge and thought (Fan, 2003). In relation to above view Wilkins (1972) suggested that lexical knowledge is the essential tool for second language learners because something can be conveyed with grammar but nothing can be communicated without words. McCarthy and Carter (2006) argued that vocabulary learning is a hurdle for many language learners. It is observed that vocabulary learning techniques are used ineffectively in classrooms at undergraduate level.

Language is a distinctive property of human mind that makes it unique from other creatures of universe. It is global only for one reason that is power of people who speak it and power always drives language (Crystal, 2009). Today, it is used in various fields including Finance, Marketing and Banking. Particularly, in Pakistan public and private sector universities are offering English language programs in literature and linguistics (Pathan, Shahriar, & Mari,

2010; Rehman, 2009). Similarly, it is taught as subject as well as language in different organization. And it is widely used for official communication in government organizations (Rehman, 2009). The socio-economic development is also connected with the learning and teaching of English language in territory. And it is practiced at national and international level. Now, it is crucial to learn language for economic prosperity at personal and professional domain so that resistance transpires for economic downturn. Besides, national interest economic growth is mandatory component for wellbeing of society at individual level to eliminate poverty, lawlessness and inflation. It helps to eradicate national crises of class, gender, race, culture identity and resist cultural invasion.

Pakistan is multi language and multicultural civilization with quite complex map of linguistic use of languages. It is consisting of five large provinces Sindh, Punjab, Baluchistan, Khyber Pakhtunkhwa and Gilgit Baltistan. It occupies bulk of population with one or more dominant languages. In contrary, the status of English language is symbolic due to its historic association as part of colonial system. They helped in making it a prestigious language as. more prestige is associated with English as an official language in relation to Urdu as national language. Recognizing the scope of language is essential requirement of Academic purpose and an urgent public prerequisite. for government to fulfil duty. The challenge for Education system in many areas of world is in multilingual context and rectifying the problem may lead to feasible solution. These are the multifaceted facts that may create hurdles for quality education. To enhance the power of quality and identifying learners' needs are related with design syllabus. It needs proper assessment which provides data for students learning and teaching outcomes with their performance. To balance social, cultural and political demands education system needs to revise its policy and planning for language (UNESCO, 2003). Words laid the foundation stone to make the bridge of language structures. Nation (2001) states that acquisition of vocabulary plays vital role in achieving proficiency in second language and there is complete necessity to discover vocabulary research in diverse societal context. In the same view, Nunan (1999) argued that structure of second language is learnt through applying effective vocabulary development strategies.

The study proposed by Khatib, Hassanzadeh, and Rezaei (2011) investigated strategies of learning vocabulary from students of Iran majoring in English. Questionnaire developed on learning strategies and was run amongst 380 students. Data was scrutinized with SPSS using numerous regression analysis Tests. The findings of the study discovered that self-determination for learning word is essential factor because learning of words requires time devotion and encouragement for learning a language. The organization of word according to its appropriate use and purpose emerged most influential vocabulary learning practice strategy. Gu and Johnson (1996) conceded another study in China in which vocabulary frequency Test and proficiency Test was conducted from students of second year through questionnaire. The questionnaire was divided in to the six broader strategies. including self-determination strategy, undivided attention strategy, using dictionary strategy, note-taking strategies. activation strategy and memory strategy. The findings initiated that selective attention strategy and self-initiation strategy emerged effective strategy as best predictors for EFL learners.

The empirical studies are clear evidences of research focused in areas of learning vocabulary that it is crucial for learning any new language (Schmitt & Schmitt, 2020). Because process of learning is involved in it. And it is conscious process that is sometime slow and fast. In relation to academic learning lexical knowledge plays important role in second language learning, where words are considered as building blocks of language. Reading a single paragraph needs 98% coverage of knowledge about words for the reading comprehensions. It is suggested that learning of unknown words is ongoing process that is uninterrupted. The impact of vocabulary learning creates proficiency in learners of English as a foreign language. Because it provides an opportunity to individuals to practice the skills of language in reading, writing, speaking and listening and it develops an ability to be a proficient reader, writer, speaker and listener. When he compared scores of vocabularies, several errors were found in other areas of language. Consequently, he argued that proficiency of vocabulary is needed for development of skills of language. A study proposed that specific meanings are required for particular words, mere focus on grammar may not yield consistent results for effective communication of a message.

The prime function of learning language is to build communicative competence for exchange of clear message from one person to another. And scarcity in learning vocabulary skills creates a barrier in communicative competence. The seven Cs plays necessary role in development of language because lacks in words may hinders the process of communication; For instance, if you are looking for a specific term while you are talking, it may cause an interruption in the natural flow of the conversation. Likewise, an insufficient amount of vocabulary creates barriers for second language learners, making it difficult for them to effectively convey their ideas and arguments while writing (Zhan-Xiang, 2004). When most of the words that are met are unknown to the learner, there is a greater likelihood that the learner will not grasp what they are listening to or reading.

Language skills are interconnected to each other, mutual relationship ship is found between them like reading skills supports writing skills, listening skills polishes speaking skills. Hence, one beneficial activity during classroom teaching is reading skills. It offers new input in language. The objectives of the study are to (1) discover the vocabulary learning strategies utilised by undergraduates of shah Abdul Latief University (SALU) and Shaheed Benazir Bhutto University (SBUSBA); and (2) determine whether there are any statistically significant differences between SALU and SBUSBA, Pakistan in the utilisation of vocabulary learning strategies. It is observed that pupil encounter various hindrances in learning English vocabulary at undergraduate level. The role of vocabulary is crucial in connecting concepts and ideas for language expressions. When it comes to Academic English language classes most of students struggle to grasp the theme of text and main idea of relevant text. Words and English phrases used by authors in recommended books create hurdles for many students during classroom learning. The current study aims to answer the lexical barriers they face during course of vocabulary.

2. Literature Review

English language is widely recognized as a national language throughout a world. It is used as medium of instruction in educational institutions of numerous countries. English language is frequently used for purpose of communication among various countries. As it is believed that communication is comprises of four forms including Reading Writing Speaking and Listening skills (Jenkins, 2006). In addition to it lexical knowledge and its learning plays a vital role in learning a second language. It is said that language plays significant role in academic success of students. Vocabulary Acquisition enables to learns various aspects of language as spelling, pronunciation, meaning. knowledge and thought (Fan, 2003). In relation to above view Wilkins (1972) suggested that lexical knowledge is the essential tool for second language learners because something can be conveyed with grammar but nothing can be communicated without words. McCarthy and Carter (2006) argued that vocabulary learning is a hurdle for many language learners. Educational organizations claim that they are using vocabulary learning techniques, where students are unable to learn it effectively. Vocabulary acquisition provides a ground to master proficiency in target language but researching vocabulary is one of the neglected aspect three decade's back.

After 1990 few research studies conducted in the field of vocabulary learning related strategies appeared at different levels. It is revealed from those learning strategies of vocabulary that strategies play its central role in learning cycle of language along with receptive and productive skills (Read, 2000; Schmitt & Schmitt, 2020). The development of vocabulary is related by the usage of beneficial strategies of learning vocabulary at undergraduate level. Because system of learning vocabulary will be activated in result Sökmen (1997), The skill of learning English vocabulary is developed by motivation and encouragement through exposure of language. There are various strategies used by learners to learn vocabulary but among other strategies use of dictionary is a primary source of learning words. Because Dictionary provides many aspects of language besides its literal meaning. phonetic transcription and class of word. It is used as effective learning strategy by learners of English vocabulary (Schmitt & Schmitt, 2020).

The output of learning a language is to learn its skills including writing, reading, speaking, and listening. In relation to it lexical knowledge and content knowledge is learnt through reading skills. Reading is a primary source of learning English vocabulary at undergraduate level (Nation & Nation, 2001). Ineffective method of learning strategies of vocabulary create hindrance in learning reading writing listening and speaking skills (Nation, 2003). The primary purpose of

learning English as a second language is to communicate effectively and communication is related with power of words. Communication skills are essential for academic and professional success (Schmitt & Schmitt, 2020). According to scientific research communication of five minutes in a day enhance human socializing ability to a greater extent. its presence or absence effects human health. In extreme cases communication can even become the matter of life or death. Vocabulary plays dominant role in learning second language pedagogy research. The problems related to learning strategies at undergraduate level should be addressed that how vocabulary is learned in an influential way. So that second language learners enable itself to get command over the course vocabulary in target language (Brown, Waring, & Donkaewbua, 2008; Nassaji, 2003). The matter of the fact is that vocabulary learning strategies are given less importance in universities of Sindh province. It happens due to lack of attention given on designing lexical syllabus for students at university level where glossary and words list should be communicated (Fan, 2003).

The four strands serve as a framework for developing one's vocabulary as well as learning ways to improve one's vocabulary. According to what is said in Nation and Nation (2001), a well-balanced language course should include equal amounts of four different strands: language-focused learning, meaning-focused learning, output-focused learning, and fluency development. Researchers have discovered a disconnect between what undergraduate students studying literature as a main focus of their education and what they learn about English language. They have not addressed the development of the following four crucial aspects of vocabulary. Because of its essential role in the acquisition of a first language, acquiring a sufficient vocabulary should be the primary focus of students who wish to acquire the language efficiently. The Nation and Nation (2001) suggested that any well-rounded curriculum incorporate all four of these stances. The first component is called the meaning focus input, and it includes activities like listening to audiobooks and reading books to increase vocabulary. The second strand of this approach is called language-focused learning, and it includes both the intentional teaching and learning of vocabulary. The second component is called "meaning-focused output," and it is supposed to improve students' language skills by having them participate in activities that involve speaking and writing that can be consolidated.

Generally, vocabulary learning is a complicated process in which learner has to learn a word from another language. It requires two approaches slow and fast to learn about a word from second language. Learning a word involves' some other aspects of words like pronunciation, spelling, word class and meaning of word (Nassaji, 2003). In first phase learner only memories about literal meaning of word and in next step learner learns about use of word in sentence for contextual meaning. In second phase learners learn about pronunciation and spelling of word. Hence it is observed that learning a single word is a complex process which engage learners to pass through different stages. Vocabulary is categorized in to different specialized fields some words are Academic words, some words are technical words and some words are general words. Academic learning of words is intentional and conscious learning and it needs particular concentration, environment and place to practice it. But general words are learnt through the approach of incidental learning and most often the words which are preserved for long period of time are learnt through incidents.

In the instruction of a foreign language, vocabulary and grammar are given equal weight and importance. It is absolutely necessary for the instructors to place equal focus on the instruction of grammar and vocabulary. It is the responsibility of the teacher to ensure that pupils both practice and are knowledgeable in the appropriate use of language. Dictionary use is another skill that should be taught to both students and teachers (Allen, 1983). In addition, undergraduate students have an average vocabulary of five hundred words and an understanding of how those words are used in a foreign language. These pupils will occasionally look for contextual hints in order to learn new terms based on the context. It is essential for them to have a working knowledge of at least 90% of the terms in any given literature. If a text contains more than fifty percent words that the reader already knows, there is a greater likelihood that the student will be able to make an intelligent guess based on the context.

According to Henrickson (1999), a pupil has little possibility of understanding the meaning of a word if the learner only knows one out of 10 possible words. The process of picking up new vocabulary is an ongoing activity. Sometimes kids understand the literal meaning of

words, sometimes they understand the conceptual meaning, and sometimes they understand the incidental meaning of words. The range extends from zero all the way to partial, and then continues on to more specific and compact language. After the year 1990, scholars all around the world began to focus the majority of their attention and interest on a new topic. Because of the large number of publications that have been produced in the field of vocabulary learning and teaching methods pertaining to vocabulary Schmitt and Schmitt (2020), there are a lot of publications.

In Japan, Schmitt and Schmitt (2020) carried out case study of 700 students related with different levels, with slow medium and fast level aptitude. This high-level quantitative research design questionnaire occupied forty vocabulary learning strategies. The findings calculated particular portion of weight age that each major strategy occupies, use of multi-lingual dictionary (94%) derived as the most frequent strategy used by students of Japan. Another strategy employed by students by asking synonyms from teachers (85%). It is second most experienced vocabulary learning strategy. On the other hand, skipping difficult words up to the (20%) were the minimum adapted strategy among EFL learners. Concluding the opinion, lexical learning provides a base for learning ability and skills of second language. The complex structures of language demand to break the cover of words to understand meaning. That why the study is based on covering lexical practices adopted by the undergraduate students of university of Shah Abdul Latif (SALU) and Shaheed Benazir Bhutto University (SBUSBA). The model of study is based basically on recommendation of (Gu & Johnson, 1996). The current study sidelight on strategies of vocabulary in light of the model. It is divided into four categories; Met cognition, Cognitive strategy, Activation and Memory strategy.

In addition to recent studies on instructions of course of vocabulary, opportunities to learn strategies are limited in target language because social interaction, input and output is necessary consideration for motivation and encouragement. In fact, learning at classroom level, Mizumoto and Takeuchi (2009) focuses on effective teaching strategies can change vocabulary learning perspectives of learners to get positive washback related to language performance. The objective is to identify the features and practices of effective language learners in relation to less effective language learners (Plonsky, 2011). To understand the worth and value of knowledge related to vocabulary. and its connection with reading abilities is crucial (Gardner, 2013). Similarly, insufficient level of vocabulary leads multiple language learners in educational context to a cycle of discouragement and frustration and consistent failure (Khany & Khosravian, 2014). During the systematic process of vocabulary growth explicit emphasis on morphology of word should be given (Rogers, 2018). It is obvious that variation occurs in attributes of learners like strategies followed by weak and strong learner are different to each other because various variables are involved in areas of vocabulary learning Ghalebi et al., Cogent Psychology (2020). According to a study, instruction in vocabulary should be prioritized in each and every domain, including reading, writing, speaking, and listening. When attempting to acquire a new language, a person's level of vocabulary will determine whether or not they are successful. When a person has a wider vocabulary, they are better able to comprehend more of what they read or hear, which in turn makes it easier for them to employ words when they are communicating verbally or in writing.

Researching vocabulary is basically the interested area of researcher. Because it provides foundation in learners' performance in learning process. It requires certain tactics for learning vocabulary at undergraduate level. Learners are exposed with various language courses they read but fail to accomplish learning goals due to inadequate level of required vocabulary. To measure skills of language in different forms of communication speaking, reading, writing and listening need vocabularies to perform.

3. Research Methodology

In current study utilizes both quantitative and qualitative analysis to interpret relevant data. The approach benefits to address the research questions. It provides intrinsic data and comprehensive understanding of research questions by integrating this method in to it. It provides complete procedure of understanding and analyzing large scale of population with deep inside (Newby, 2010). In their study, Gu and Johnson (1996) identified four different methods of vocabulary learning, which served as both the theoretical framework and the guide for this research.

Table 1: Vocabulary Learning Strategies (VLS) Taxonomy suggested by Gu and Johnson (1996)

Metacognitive Strategies	Cognitive Strategies	Memory Strategies	Activation Strategy
Selective Attention	Guessing	Rehearsal; word List	Using New words
Self -Initializing	Using Dictionary	Repetition, Association	In different context

The participants of this study are graduates of two largest public sector universities of Sindh province; large scale of random population was selected for the research project. The total 200 numbers of language learners were part of this study (100 from SALU and 100 from SBUSBA University). The students were selected from different departments of university (SALU) and (SBUSBA). They offered English courses as compulsory course, Functional English course, Communication and presentation skills course and English as an International Language course. It is obvious that learning of Language is meaningless without learning of its skills; so far, the compulsory course covers all the four skills of English as a language, Reading, Writing, speaking and listening. It is pre-requisite requirement for all the undergraduate students to qualify the above-mentioned courses by putting their boundless exertions for summative assessment. Finally, the study recommends undergraduate students who can give valid data for practicing learning strategies of vocabulary at their disposal. The age of participants was between 19 to 26. The designed questionnaire on vocabulary learning strategies was adopted from Noor and Amir (2009) projected by (Gu & Johnson, 1996). The questionnaire contained 30 Items; five questions gave accurate data for each single vocabulary learning strategy. The five points Likert scale, variety of choices, strongly Agree, Neutral, Agree, disagree and strongly Disagree used.

3.1. Data Collection Procedure

First, the instructions were given in multilingual context in Urdu and English to undergraduate students for understanding questionnaire. Next maintaining the reliability and authenticity of questionnaire natural as possible language was used to avoid ambiguity. Finally, allotted time limit of 25 to 30minutes were given to respondents.

3.2. Data Analysis

Statistical information from the SPSS software (version 22) was obtained for the purpose to offer responses to the research questions. As far as the first study question is concerned, descriptive statistics were utilized to measure what effective learning strategies are utilized by undergraduate students at two institutions in Pakistan.

4. Data Analysis and Discussion

In order to address the research questions: the first research question descriptive statistics were used to measure what are the beneficial learning strategies that are utilised by undergraduates at two different universities in Pakistan, and the results are summarized in table 2.

Table 2: Descriptive Statistics for SALU and SBUSBA Students on Practice of VLS

Variables	Students	Mean	SD
Metacognitive Strategy	SALU	1.95	1.18
	SBU	3.90	2.09
Cognitive strategy	SALU	2.21	1.45
	SBU	2,17	1.16
Memory Status	SALU	3.57	2.43
	SBU	3.21	2.37
Activation Strategy	SALU	3.33	1.40
	SBA	2.39	1.24

Table 2, demonstrates that from four assembled learning strategies of vocabulary, the mean score of SALU graduates were greater than those of SBU graduates. The graduates of SALU use Memory strategy in learning Unknown words in English language more than the graduates of SBU. Similarly, students of SALU use frequently cognitive strategy to learn words, whereas, smaller number of students of SBU use it. On the other hand, SALU students mean score is greater than SBU students in terms of using activation strategy. The findings reveled that students of SALU generously adopt Cognitive strategy which is comprises of making handouts of unknown words a word list and dictionary use as a strategy of learning meaning of

words, identification and structure of word Prefix, suffix and Part of word. In addition, graduates of the University of Shaheed Benazir Bhutto SBUSBA tend to utilize an activation technique that involves the usage of unfamiliar terms in order to turn their inactive vocabulary into an active one by employing it in the reading and writing skills of the language. However, students at both universities engage in the practice of both of these metacognitive processes in order to acquire new vocabulary.

To answer the second research question inferable statistics was performed on the basis of independent samples. T- tests were run in SPSS (version, 22). To find out essential statistical difference in using vocabulary learning strategies in comparison of two large sector public universities of country.

Table 3: Independent-Samples t-test Results for the Undergraduates of SALU and SBUSBA.

VLS	SALU		SBUSBA		t	df	p
	Mean	SD	Mean	SD			
Memory Strategy	2.92	.768	2.78	.815	.523	76	.801
Activation Strategy	2.486	2.4515	2.67	1.70	.641	54	.366
Cognitive Strategy	1.30	2.040	1.08	2.07	.534	54	56
Met cognitive Strategy	1.40	2.273	1.15	2.15	.545	56	.411

As can be seen in the aforementioned Table 3, the data indicate that there was not a statistically significant difference at the p.05 level between the undergraduate students of SALU and SBUSBA in their use of VLS. According to Pallant (2013), the moment at which the significant value of the t-test is less than p.050 is the time when it is possible to decide whether or not there is a difference between the groups. Undergraduate students from SALU and SBUSBA did not show any significant statistical differences in their use of VLS, as shown in table 3, which verifies those findings and discloses no fundamental statistical differences at the p .05 level. In addition, Pallant (2013) stated that the significant value of the t-test should be less than p.050 in order to evaluate whether or not there is a difference between the groups being compared.

4.1. Findings and Discussion

Findings in section 6.1 above, Memory strategy emerged as leading strategies for students of SALU University. It is also reported that students of SALU employ Rehearsals of words and word lists. These participants also adopt Association of words, visual and auditory aspects of words. These findings are in line Lefrancois, (2006) Thornbury, (2002) and Kersten where they found Memory strategy is crucial for learning second language, it helps to re-call words. The element of memory is crucial and it is deeply attached with communication of language. There are two types of memories, short term memory and long-term memory both are precarious for acquisition of language. New vocabulary learning demands space to store lexicons in their cognitive sight with help of long-term memory. In relation to memory, it has a wide capacity to store data in to it but sometimes it retains in to short term memory. This loss of vocabulary is known as attrition.

It is clear that students have remembered previously learned material when they are able to successfully recall newly acquired vocabulary. Because learning vocabulary is an accumulative process, coming into contact with new vocabulary on multiple occasions is essential for establishing a new word as a permanent part of one's lexicon (Schmitt & Carter, 2000). Majority of graduates from SALU University reported that they learn different aspects of language by learning words (spelling, pronunciation, and meaning) by using memorization of words. The students conveyed that they preserve list of words with note marking on background meaning of word so that it communicates depth of knowledge as synonym and antonym. However, majority of the students from Nawab shah (SBUSBA) preferred using Metacognitive strategy to enhance their vocabulary in the target language. They further reported that undivided attention is given to every word in case if teacher prefers to use vocabulary teaching techniques. Moreover, they narrated that identifying essential meaning of words is unavoidable to understand various texts they read at undergraduate level, because every course keeps unknown vocabulary with it. Therefore, it is pre-requisite requirement to qualify examination at university level. This practical evidence reveals that a graduate of mutual universities understands the critical challenge. They know the scope of vocabulary learning and its usage during communication in their classrooms. The status of English language is endorsed as a fact that it is official language of country. The outcome of the independent samples t- test discovered

that no any statistical significance found in employing of vocabulary learning strategies among students of both universities. This finding was in contrast to what Jiménez (2003) and Grace (2000) discovered in their investigations, where they found that female learners make significantly more use of VLS than male learners do. On the other hand, this finding is consistent with the findings that Arjomand, Sharififar, Arjomand, and Sharififar (2011) found in their research. It's possible that this conclusion was reached due to the fact that both of these educational institutions are located in the same province and share a similar academic and cultural atmosphere. According to Gu and Johnson (1996)'s hypothesis, students at both colleges made comparable use of VLS methods.

5. Conclusion

The findings revealed that approaches related to vocabulary learning and teaching are crucial for course of study. It needs proper practice and roadmap for retaining information related with words. Similarly, learning strategies of vocabulary are directly related with choice of learner at their settings. The findings revealed these are the vocabulary learning strategies memorization strategy including Rehearsal of words, repetition, encoding of words Association of words and Metacognitive strategy like selective attention and identifying essential meaning of words are frequently used by learners at their context. Likewise, Cognitive strategy like guessing word meaning by the context, Identification strategy of word class, note taking, dictionary strategies are also employed by the undergraduates of mutual SALU University and SBUSBA University of Nawab shah. These studies by Fan (2003); Gu and Johnson (1996); Nassaji (2003) rely heavily on the study that was discussed above as their primary source of information. The research unequivocally demonstrates that the vocabulary learning practices that were cited by undergraduates at SALU and SBU were equivalent in application of the independent-samples t-test. The only thing that changed was the mean score, and that only occurred when the logical order of the vocabulary acquisition strategies was messed with. The role of Pakistani teachers in identifying learning strategies of vocabulary plays crucial part in learning because teaching of vocabulary contributes in improving students' performance in second language learning. Therefore, teachers have to incorporate VLS in their teaching to help learning. Finally, the finding of this study provides a benefit to those researchers who are currently working on vocabulary as significant applied linguistic issue. Future researchers may study some other aspects of VLS through literature, plays Novels and through models given by (Gu & Johnson, 1996).

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