Utilizing Vocabulary Self-Collection Strategy Plus in Developing EFL Primary Stage Pupils' Vocabulary Learning and Risk-Taking

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Abstract

*T**he aim of this study was to measure the effect of utilizing vocabulary self-collection strategy plus in developing primary stage pupils' vocabulary learning and their level of risk-taking. It was anticipated that pupils receiving training using vocabulary self-collection strategy plus would reveal greater gains in vocabulary learning and risk-taking. Two instruments -designed by the researcher- that include: vocabulary achievement test and risk-taking scale were used for data collection. Results shown that the traditional method used to teach vocabulary is not as significant as vocabulary self-collection strategy plus that developed pupils' vocabulary learning and their level of risk-taking. It was concluded that the experimental group outperformed the control group on the post vocabulary achievement test and risk-taking scale as a result of using the vocabulary self-collection strategy plus.*

Key Words: *Vocabulary Learning, Risk-Taking, Vocabulary Self-Collection Strategy Plus.*

Introduction

Foreign language mastery requires sufficient knowledge of its lexis. Students cannot claim to have learned a foreign language without having adequate size of its vocabulary. Using vocabulary inappropriately frustrates communication, whereas the good use of vocabulary facilitates the improvement of foreign language skills: it results in better listening, speaking, reading and writing. Courtright & Wesolek (2001) asserted that pupils do not have the chance to study vocabulary in a separate context. It is instead incorporated into other classes' curriculums. Pupils do some tasks like matching words, filling in the blanks and definitions which are not enough to obtain essential vocabulary.

Accordingly, there is an urgent need for implementing new interactive methods for better vocabulary learning.

Egyptian pupils learn vocabulary passively, only to know the primary definition of new words. They ignore the fact that words have multiple meanings. Moreover, they do not want to take risks. Pupils may be aware of words on a paper or a verbal form, but they may not be able to use them appropriately in different contexts (Ali, 2017; Salama, 2016; Ghanem, 2016). Risk-taking is one of the most important features of a good language learner. It is an eagerness to try something new and different without putting the main focus on success or failure (Brown, 2001).

As stated by Brown (2001), risk-taking is a vital process for useful interaction and cooperation which are both substantial processes for mastering a foreign language. If the learner takes the risks to interact and cooperate with the teacher or peers automatically and spontaneously, s/he can master and learn the foreign language with no difficulty. Interaction requires expecting failing to understand the desired meaning, failing to produce the intended meaning, being mocked, being avoided or being discarded. The returns of the risks are greater and more worthy than negative side effects such as mockery. Brown concluded that learning from mistakes or failures is the principle which leads to risk-taking, and not simply taking the risks as most people think. A learner should be satisfied with the mistakes and failures s/he does while trying a new method, using a new approach, answering questions, or interacting with his/her teacher.

Keeping sufficient size of vocabulary as well as the decent use of it affects pupils' future capabilities (Godwin, 2010). Hence, for pupils to communicate properly, it is imperative for them to master adequate amount of reasonable vocabulary (Dolati & Mikaili, 2011). Vocabulary teaching can be accomplished before, during or after reading a particular text. The vocabulary self-collection strategy plus (VSS plus) is a post reading strategy in which different technological applications are incorporated to

help pupils comprehend the new vocabulary in the reading materials and to meet the needs of education these days (Wolsey, Smetana, & Grisham, 2015).

Though vocabulary instruction may seem restful task for teachers, learning new words has constantly been problematic for pupils. Furthermore, pupils need to take risks in order to explore their limits, venture into new experiences. The primary stage has a significant impact on the level of achievement in subsequent educational stages. Consequently, the present study comes in response to the need for helping EFL pupils, especially at their early stages of learning English language. It is assumed that using the vocabulary self-collection strategy plus may help them overcome pupils' vocabulary problems and raise their level of risk-taking.

The Context of the Problem

The researcher conducted a pilot study to identify the number of words that pupils actually have and the pupils' level of risk-taking. The following table shows the descriptive statistics of the results of a vocabulary test that was administered to the pupils.

Table 1: Descriptive statistics of the results of vocabulary test of 5th year primary pupils.

N	Test score	Mean	Standard deviation	Percentage
50	20	6.3	3.1	33.7%

As shown in table 1, the average size of vocabulary that pupils have mastered is 33.7%. This percentage is rather low and illustrates that their current vocabulary size is not adequate enough to help them become fluent listeners, speakers, readers, or writers.

Additionally, the researcher conducted a risk-taking scale to be more certain about the existence of the problem. The pilot risk-taking scale consists of 10 statements. It is adapted from Ely (1986) and Elhilaly (2001). Statements of the scale were simplified to fit young learners. Pupils had to respond to each statement by choosing one of the three alternatives: agree,

neutral, or disagree. The following table shows the descriptive statistics of the results of the risk-taking scale.

Table 2: Descriptive statistics of the results of risk-taking scale of 5th year primary   pupils.

N	Scale score	Mean	Standard deviation	Percentage
50	20	11.7	1.4	38.5%

Table 2 shows that the percentage of pupils' risk-taking is 38.5%, which is below average. This result indicates that the pupils have a problem in risk-taking behavior. This problem makes them hesitant about using a newly learned linguistic item, unwilling to use difficult or complex linguistic items, intolerant of possible mistakes in using language, and afraid of performing in front of their peers.

Based on the results of the vocabulary test and risk-taking scale, it can be concluded that the pupils have a problem and weakness in vocabulary learning and risk-taking. Thus, there is a real need for developing primary stage pupils' EFL vocabulary learning and their level of risk-taking.

Statement of the Problem

Fifth year primary stage pupils seem to face difficulty in learning English vocabulary. Their level in both vocabulary mastery and risk-taking is relatively low. Therefore, the researcher suggests using the VSS Plus to develop vocabulary learning and risk-taking so as to enable them to communicate effectively using English.

Questions

The study aims at answering the following questions:

1. What are the characteristics of the VSS Plus that helps developing primary stage pupils' vocabulary learning and risk-taking?
2. What is the effect of using the VSS Plus in developing primary stage pupils' vocabulary learning?
3. What is the effect of using the VSS Plus in developing primary stage pupils' risk-taking?

Significance

The study attempts to achieve the following:

1. Training pupils on new strategies for developing vocabulary learning and risk-taking.
2. Providing EFL teachers with a new strategy based on incorporating technological applications to facilitate the enhancement of vocabulary learning for pupils.
3. Raising the awareness of English language curricula developers to the importance of using the VSS Plus.

Hypotheses

1. There is statistically significant difference between the mean score of experimental group and the control group on the post- administration of vocabulary test favoring the experimental one.
2. There is statistically significant difference between the mean score of the experimental group and the control group on the post- administration of risk-taking scale favoring the experimental one.
3. There is statistically significant difference between the mean score of the experimental group on the pre- and post- administration of the vocabulary test favoring the post administration scores.
4. There is statistically significant difference between the mean score of the experimental group on the pre- and post- administration of the risk-taking scale favoring the post administration scores.

Delimitations

1. A sample of the fifth year pupils from Abo-Bakr Elsedeq Primary School at Awish Elhagar, Dakahlia Governorate, Egypt.
2. The second semester of the academic year 2017/2018.
3. The five selected reading texts for teaching vocabulary.

Literature Review

Vocabulary learning is not mere remembering meaning of words; it includes knowing, identifying, grasping and using words in comprehensible contexts (Daniels & Zemelman, 2004). Strategies that emphasis the word use and word recognition in communication confidently enable pupils to increase their vocabulary. As reported by a number of studies (e.g., Ali, 2017; Salama, 2016; Ghanem, 2016), classroom interaction is limited to pupils' responding to teacher's questions as a result of using the traditional teaching method in the Egyptian classrooms that involves using black or white boards which make teachers busy in providing long lists of words for pupils to study, asking pupils to repeat again and again, writing the new words on the board and asking pupils to answer the related exercises. Consequently, traditional method shouldn't be regarded, no longer, as the main method of teaching. Using the vocabulary self-collection strategy plus, as a new method, may help teachers present the new material in an attractive way and to prepare interactive exercises for pupils to develop their vocabulary and risk taking.

Importance of Vocabulary Teaching and Learning

Vocabulary is one of the most important areas within comprehension and should not be neglected (NICHD, 2000). It is difficult for children to understand what they read without a strong oral vocabulary foundation (Neuman & Wright, 2014). Understanding definitions of a word is the knowledge of what a word exemplifies and comprehending the concepts that are connected to that word, and it is the interconnection of knowledge that drives comprehension (Neuman & Dwyer, 2009). Accordingly, it is a prerequisite for students to learn words implications and inferences to be able to comprehend the specified text (Chen, 2014). Neuman and Dwyer (2009) defined vocabulary as the words students must know to communicate effectively. Vocabulary operationally defined as pupils' ability to define, know and use the correct meaning of words to acquire knowledge and communicate.

Vocabulary can define pupils' future potentials. Before children even enter school their reading ability can be almost predetermined by their vocabulary knowledge (Beck & McKeown, 2007). Experts agree that when a reader knows at least 90-95% of the words in a text, that reader can achieve acceptable levels of comprehension (Pullen et al., 2010). Vocabulary has a vital role in understanding and producing language, therefore, it is necessary to learn vocabulary when learning a foreign language (Read, 2000). Mohammed (2011) attempted to examine developing 5th grade students' writing and speaking skills through using active learning strategies in vocabulary instruction and their attitudes towards EFL. The researcher used the pre- post experimental design. The results verified that there was significant difference between the experimental group and the control one on the post test of writing, speaking, and attitude scale in favor of the experimental group. The findings proved that teaching vocabulary through using active learning strategies developed students' writing, speaking skills and attitude towards EFL.

Furthermore, developing a large and rich vocabulary is central to effective reading (Jalongo & Sobolak, 2011). When examining strategies used to teach vocabulary, it is important to first understand how vocabulary is learned. It is often believed that learning vocabulary happens in an "explosion," referring to the time in a child's life during the toddler years where children begin to orally express new words in a 2- to 3-week period (Neuman & Wright, 2014). Studies have shown that mastering vocabulary is considered an important factor in learning a foreign language. According to Sibold (2011), vocabulary instruction can directly improve students' reading comprehension of textbook content. The lack of vocabulary knowledge is the main barrier for learners to understand texts and participate in classroom activities. Vocabulary is basic of language. Communication, fluency and reading cannot be achieved without that basic (Bowen & Marks, 2002). Snow and Oh (2011) considered vocabulary a true indicator of early and later literacy consequences.

What has been mentioned above reveal that learning vocabulary is very essential for mastering a foreign language and that learning vocabulary should be given a top priority. The present study examines the effect of vocabulary self-collection strategy plus in developing EFL primary pupils' vocabulary and risk-taking.

Principles of Vocabulary Learning for Primary Pupils

Harris, Golinkoff, and Hirsh-Pasek (2011) introduced six principles of young children's vocabulary learning which are as follows: (a) the most common heard words are easy to learn; (b) words of children's own interests can be learned easily; (c) interactive contexts develop vocabulary learning; (d) words are learned better in meaningful contexts; (e) clear information about each word's meaning is needed for better vocabulary learning; and (f) grammatical development and vocabulary learning are highly correlated processes.

Depending on the principles of word learning for young children, Neuman (2011) suggested instructional principles to promote vocabulary learning in primary levels which are as follows: (a) produce self-teaching strategies which enable pupils to learn new vocabulary on their own; (b) teach new vocabulary in sets of associated words; (c) teach rich content words; (d) provide pupils with informational texts to ease comprehension and to promote prior knowledge; (e) use multimedia; and (f) progressively release control to pupils during teacher-pupil interactions by encouraging pupils to elaborate on and use what they have learned and by encouraging open-ended discussions. Mastering vocabulary depends on several factors. One of the most important factors which have a considerable influence on vocabulary learning is the memory. According to Zimmerman (2009), the criteria of planning vocabulary activities inside the classroom should include teaching pupils dictionary skills, practicing using each word, making a link between new and previously taught vocabularies and using different procedures that enable pupils to take part in the educational process.

These criteria must be followed when designing vocabulary activities. Also, vocabulary activities should be suitable to the objectives of the curriculum and the age of the learners. Young learners learn vocabulary differently. Consequently, it is important to consider the principles of word learning for young children and how to develop vocabulary in primary schools.

Vocabulary Learning Strategies

Research shows that pupils should be taught how to predict the meaning of unknown vocabulary instead of a relying on dictionaries because pupils are constantly encountering unfamiliar words in texts (Fisher et al., 2008). Primary pupils need to learn how to pull words apart, use other words that give the same meaning, make connection between previously taught words and new ones (Kelley et al., 2010). Jalongo and Sobolak (2011) advocated active involvement on the part of the learner to promote greater learning. For primary pupils, vocabulary instruction should use collaborative learning activities, more in-depth learning of words, and the opportunity to practice with words (Kelley et al., 2010). Primary pupils may benefit from rich explanations of newly encountered words that include as much information about the words as possible (Neuman & Wright, 2014). This may include defining words, providing synonyms, pointing to illustrations, and using the words in other contexts.

The subjected course book should not be the only material for the development of vocabulary knowledge as it is insufficient in aiding classroom effective instruction (Wood et al., 2009). Repeated exposure to vocabulary material is important for learning gains, as well as extended and rich instruction of vocabulary (NICHD, 2000). Mastery of vocabulary requires providing students with collaborative activities and inspiring environment inside classrooms (Sobolak, 2011).

Zentner (2016) investigated the strategies that are effective for teaching vocabulary in the primary stage. The researcher explained different types of vocabulary instruction in the primary stage and their effectiveness on pupils with low vocabulary development, English language learners (ELL), and

learners with special needs. The researcher also clarified the effectiveness of the instruction on receptive, expressive and productive vocabularies of pupils, as well as the influence on student comprehension. Nation (2001 & 2005) distinguished three strategy classes: planning, sources, and processes. The planning strategy involves selecting words, choosing word knowledge aspects, deciding on strategies, and organizing repetitions. The sources strategy consists of analyzing the word, using word cards, using reading texts and using a dictionary. The processes strategy includes detecting, retrieving, and producing.

Teachers are often confronted with the difficulty of how to comprehensively teach vocabulary to students and enable them to retain vocabulary they learned when the situation requires that (Sokmen, 1997). Nation (2001) thinks that using vocabulary learning strategies can help language gain a great amount of vocabulary knowledge. Additionally, learning skills can be helpful for language learners with different levels. Besides, methods of teaching vocabulary ought to involve schemes that train students on practicing new words and increase their vocabulary knowledge (Hulstijn, 2001). Clark (2013) assured using technological applications in teaching vocabulary. A number of studies (e.g., Dalton & Grisham, 2011; Perez, Peters, Clarebout, & Desmet, 2014) reached effective results of integrating technological applications in vocabulary instruction. According to Gersten & Baker (2000) and Arenseth (2008), technological applications support the development of vocabulary which is essential for EFL pupils' academic development.

The Vocabulary Self-Collection Strategy Plus

Harmon and Hedrick (2005) stated that giving students the opportunity to self-select words to be taught result in effective development of vocabulary. They defined vocabulary self-collection strategy (VSS) as a method that enables learners to select words which they need to study. VSS initiated to assist the continuing attainment of vocabulary (Stoddard, 2006). Likewise,

Calderon et al. (2005) proved that EFL students exposure to specified text result in vocabulary development.

The vocabulary self-collection strategy plus (VSS plus) is a strategy that depends on the basics of the VSS, that was initiated by Haggard in 1982. It is a strategy which works after reading a certain text for developing vocabulary (Haggard, 1982; 1986). Collecting words, defining them, deciding the vocabularies list and increasing words knowledge are the basic phases of VSS (Wulansari, 2016). The vocabulary self-collection strategy plus is based on the basics of vocabulary self-collection strategy. It is a post reading strategy but unlike vocabulary self-collections strategy, the VSS Plus requires incorporating several applications of technological tools. It is operationally defined as post reading strategy that is based on using technology aimed at developing primary pupils' vocabulary and risk-taking.

The aim of VSS Plus is giving pupils opportunities to make a list and collect new vocabulary after reading a specific text in order to increase their vocabulary. Moreover, it helps pupils to develop their previous knowledge of the collected vocabulary, increase their understanding and stimulate the development of vocabulary knowledge (Lester & Elliot, 2002). Inside VSS plus classrooms, several technological applications are integrated to enable pupils to enhance their comprehension of new vocabulary and satisfy their interest in learning as well (Grisham & Smetana, 2011).

Risk-Taking

Risk is the probability of failure and how individuals act towards that probability (Assailly, 2013). Fear hinders risk. The fear of loss, failure, dissatisfaction, criticism from others, and doubt have significant effect on behaviors and actions of risk-takers. Ponticell (2003) assured that fear of failure is the most effective factor that hinders risk. Inside the classrooms, students decide to participate in the educational process according to the consequences of the academic (Robinson & Bell, 2013). Alshalabi (2003) defined risk-taking behavior as students' tendency to try something without thinking of the consequences. Risk-taking

operationally defined as eagerness of primary pupils to develop their vocab using VSS plus and learning from their mistakes without putting the main focus on success or failure.

Meyer and Turner (2002) examined academic risk taking behaviors of pupils in an upper elementary classroom during several project-based activities to understand how the students' beliefs were related to pupils' actions. The researchers used two surveys; a survey that measured academic risk taking and the extent of pupils response to failure and another survey that measured pupils goals, self-efficacy and strategy use. They found that the risk takers move toward the project with positive emotional state. On the other hand, the risk avoiders showed more undesirable feelings, partial social support and different goals and approaches for their project.

Risk-taking leads to creativity. Learners who offer ideas in learning a language, without fear of risks, are more ready to apply imaginations, create unique ideas, and search for alternatives (Richard, 2007). Wen and Clément (2003), Dewaele (2012), and Stott and Neustaedter (2013) stated that risk-takers are tolerant of ambiguity; they concentrate on meaning instead of on form. Consequently, risk-takers turn into active language speakers who overcome their fear and anxiety in order to communicate fluently and efficiently. Shatz (2015) performed a study, in which participants completed a memorization assignment of foreign language vocabulary, followed by a questionnaire designed to evaluate anxiety, self-confidence, and task motivation. Learners also answered questions evaluating their risk-taking behavior. They were divided into three groups based on a tertiary split of their language risk taking grade. A multivariate analysis of covariance using gender, age, instruction group, and native language as covariates indicated that there was a significant difference between the groups across anxiety, self-confidence, and performance. The results proved the positive association that risk-taking behavior has with other related factors in EFL.

Pupils' fear of risk-taking derives from fear of punishment, getting low score, failing the exam and teacher's criticism. If they do not promote their level of risk-taking, pupils lose valuable learning gains. Subsequently, EFL teachers should create an environment of acceptance and support pupils to contribute in classroom activities.

Vocabulary Self-Collection Strategy Plus for Developing Vocabulary and Risk-Taking

Since communication cannot occur without adequate size of words, vocabulary development is indispensable for EFL students (Kilickaya & Krajka, 2010). It is impossible to acquire a foreign language without learning its vocabulary. Undeniably, 90% of the time spent learning the language should be spent on learning vocabulary (AlSheikh, 2003). Through VSS Plus, opportunities are given to pupils to collect words, make a list of the collected vocabulary, read the specified text many times, work with their mentor, take part in oral dialogues and use the technological applications (Grisham & Smetana, 2011).

Regarding the positive effect of VSS plus on developing vocabulary, Khodary (2017) investigated the efficiency of using the vocabulary self-collection strategy plus on developing university EFL students' vocabulary. The experimental group received training based on using the VSS plus while the control group received training using the vocabulary self-collection strategy. A statistically significant difference was found between the mean scores of the experimental group and the control group on the post vocabulary test in favor of the experimental group. The researcher determined that the VSS Plus positively enabled students to develop vocabulary.

Furthermore, risk-taking is one of the most important affective factors which may enhance or hinder foreign language learning. For developing pupils' level of risk-taking, teachers need to be sensitive to the affective factors that inhibit risk-taking behavior. These factors include anxiety about using L2, anxiety of not knowing what to do, awkwardness, general lack of

confidence, and uncertainty about their own competence (Dörnyei & Murphey, 2003). Consequently, in place of developing pupils' level of risk-taking, appropriate educational environments must therefore be taken into account. With regard to the positive effect of VSS plus on developing risk-taking, the teacher role during applying the VSS Plus is to act as an organizer who simplifies the verbal communication, helps in making a list of new vocabulary besides distributing pupils into minor groups (Wolsey et al., 2015). Hence, being facilitators inside VSS plus classrooms, teachers accordingly encourage interaction and cooperation among pupils which in turn create safe and comfortable environment inside classrooms where pupils can easily develop their level of risk-taking. Ghanem (2016) investigated the effectiveness of a computer-based games program for developing vocabulary learning as well as risk-taking among primary stage pupils. Two instruments were used: a vocabulary achievement test and a risk-taking scale. Results of the study indicated that the experimental group pupils outdone their counterparts in the control group on the vocabulary achievement test and on the risk-taking post- scale. The researcher concluded that friendly atmosphere inside the classroom helped pupils develop their level of risk-taking that in turn positively affected the development of their vocabulary.

Two studies only that used the VSS plus to teach vocabulary, to the researcher's knowledge, were carried by Khodary (2017) who examined the efficiency of using the vocabulary self-collection strategy plus on developing EFL students' vocabulary and Grisham, Wolsey and Smetana (2014) who proposed techniques for using the VSS Plus in vocabulary teaching. No previous researches were done on examining the efficacy of the VSS plus on promoting vocabulary and risk-taking among primary pupils in Egypt. Consequently, the present study is a trail to examine the possibility of developing primary pupils' vocabulary learning and risk-taking using the VSS plus.

Methodology
Participants

A feasible sample of pupils from Abo-Bakr Elsedeq Primary School was selected. Pupils were assigned randomly to an experimental group (N =35), and a control one. Pupils' age ranged from eleven to twelve years. The researcher selected that school for some reasons:

1. The instructress of the experimental group was the researcher herself.
2. The researcher received support and facilities from school administration.

Design

Adopting the quasi-experimental structure, the experimental and control group were pre-tested on their vocabulary and risk-taking. The experimental group was taught using VSS plus, while the control group received the regular teaching. Then, both the experimental and control groups were post-tested in vocabulary and risk-taking to determine any possible development.

Instruments

For achieving the aim of the study, the researcher constructed the following instruments:

1. Vocabulary achievement test.
2. Risk-taking scale.

Validity of the instruments was established through jury validation. Alpha Cronbach was used to measure the amount of internal consistency for the vocabulary achievement test and risk-taking scale. The value of alpha coefficient for the test was 0.710, which means that the test is reliable. The value of alpha coefficient for the risk-taking scale was 0.745, which indicates a high value of the scale reliability.

The Treatment: Vocabulary Self-Collection Strategy Plus for Developing EFL Pupils Vocabulary Teaching and Risk-taking

Objectives

Based on vocabulary test, risk-taking scale, the literature and related studies review, a training program was constructed. The program aims at promoting primary pupils' vocabulary learning and increasing their levels of risk-taking.

Description, Duration and Content

Based on adopting the VSS plus procedures established by Grisham et al. (2013), the researcher designed the program. Five reading texts were selected to be used for implementing the training sessions and the pupils were trained on using Wordsift application. The researcher helped the pupils to distribute themselves into small groups of 5 pupils in each group. The program consisted of ten sessions. Each session was 45 minutes alongside one semester. The application of the program lasted for 11 weeks (February, March and April) during the academic year 2017/2018 from 25/2/ 2018 till 30/4/2018. The researcher used the pre-post vocabulary test and risk-taking scale to calculate the differences between the mean scores of the experimental and control group on application of the pre-post-test and scale.

Results and Discussion

It was hypothesized that there is statistically significant difference between the mean score of experimental group and the control group on the post- administration of vocabulary test favoring the experimental one. t-test was used to compare the differences between the mean scores of pupils in the vocabulary achievement test in the experimental and control group as shown in table 3.

Table 3: Comparing the control and experimental group on the post vocabulary achievement test.

Groups	N	Test	Mean	SD	DF	t value	Sig.
Experimental	35	Pre-test	23.09	6.47		12.407	0.001
		Post-test	35.80	2.72			
Control	35	Pre-test	23.87	3.05	78	4.045	0.485
		Post-test	27.76	4.21			

Results in table 3 shows that the higher mean score is for the post administration of the experimental group post-test. These findings are consistent with the findings of Kelley et al. (2010) who assured that primary pupils develop their vocabulary learning when strategies that are used inside the classrooms for teaching vocabulary include cooperative activities that help pupils to actively practice new words. Hence VSS plus include using technology, the researcher used Wordsift application in which the researcher divided pupils into several groups and gave them chances to cooperate and actively be involved in vocabulary learning process. Moreover, Stoddard (2006) and Wulansari (2016) proved that pupils participation in collecting words and defining them increase their knowledge of words which are the same procedures of VSS plus. Additionally, these findings are consistent with the findings of Khodary (2017) who proved statistically that the VSS plus enabled students improve their vocabulary learning.

It was hypothesized that there is statistically significant difference between the mean score of the experimental group and the control group on the post- administration of risk-taking scale favoring the experimental one. t-test was used to compare the differences between the mean scores of pupils in the risk-taking scale in the experimental and control group as shown in table 4.

Table 4: Comparing the control and experimental group on the risk-taking post scale.

Groups	N	Mean	SD	DF	t value	Sig.
Experimental	35	25.86	1.47		10.621	0.001
Control	35	19.07	2.93	78		

Results in table 4 shows that the higher mean score is for the post administration of the experimental group. The increase in students' level in the experimental group could be interpreted that pupils examined VSS plus that gave them opportunities to cooperate and interact inside small groups with each other to collect new words and improve their vocabulary knowledge. Consequently, this interaction and cooperation among pupils enabled them to participate without fear of risk. This result is consistent with the results of Richard (2007), Dewaele (2012), Stott and Neustaedter (2013) and Ghanem (206) who assured that learners who are risk-takers offer alternatives and create new ideas without fear. They added that overcoming their anxiety and fear, pupils become positively involved in the learning process and consequently become active language learners.

Third hypothesis states that there is statistically significant difference between the mean score of the experimental group on the pre- and post- administration of the vocabulary test favoring the post administration scores. t-test was used to compare the differences between the mean scores of pupils in the pre-posttest as shown in table 5.

Table 5: Comparing the pre and post administration of the vocabulary test of the experimental group.

Groups	N	Test	Mean	SD	DF	t value	Sig.
Experimental	35	Pre-test	23.09	6.47			0.001
		Post-test	35.80	2.72	34	12.407	

Results in table 5 shows that the mean score of the experimental group post-test is higher than the pre-test score. The increase in students' level in the experimental group could be interpreted that pupils examined VSS plus which is based on giving opportunities to pupils to read the text, collect words, cooperate, interact and use technological applications to increase their vocabulary knowledge as proved by Grisham and Smetana (2011) and Wulansari (2016).

It was hypothesized that there is statistically significant difference between the mean score of the experimental group on

the pre- and post- administration of the risk-taking scale favoring the post administration scores. t-test was used to compare the differences between the mean scores of pupils in the risk-taking pre and post-scale as shown in table 6.

Table 6: Comparing the experimental group on the pre and post-risk-taking scale.

Groups	Risk-taking Scale	Mean	SD	t value	Sig.
Experimental	Pre	17.38	2.97	11.105	0.001
	Post	25.86	1.47		

Results in table 6 shows that the mean score of the experimental group risk-taking post-scale is higher than the pre-scale score. The increase in pupils' level of risk-taking in the experimental group could be interpreted that VSS plus enabled pupils to overcome most factors which inhibit risk-taking manners that assured by Dörnyei & Murphey (2003) as anxiety, lack of confidence, fear of failure and awkwardness. Following the procedures recognized by Grisham et al. (2013) during applying the VSS plus, the researcher acted as a facilitator who divided pupils into small groups and helped them within Wordsift application which in turn supported pupils with comfortable, safe and encouraging environment inside the classroom. Hence, pupils could positively develop their level of risk-taking and accordingly developed their vocabulary knowledge.

Discussion

The aim of this study was to measure the effectiveness of utilizing VSS plus in developing EFL primary pupils' vocabulary learning and risk-taking. The results proved statistically significant difference between the mean score of the experimental and control group on the pre- and post-administration of the vocabulary test and risk-taking scale favoring the post administration scores of the experimental group. Those significant differences reflect the effectiveness of VSS plus on developing primary pupils' vocabulary learning and risk-taking. The current study made use of a number of studies (e.g., Ali, 2017; Salama, 2016; Ghanem, 2016) that revealed the

problems which Egyptian pupils face in learning new vocabulary as incorporating vocabulary into curriculum. Moreover, pupils do not get any opportunities to study vocabulary in separate contexts. The focus is on doing activities that include matching words and filling in the blanks. Additionally, Egyptian pupils' fear of being mocked, being avoided and fear of failure inhibit pupils' risk-taking behaviors. Accordingly, taking into account the recommendations of those studies and the principles of young children's vocabulary learning that introduced by Zimmerman (2009) and Harris, Golinkoff, and Hirsh-Pasek (2011), the researcher integrated VSS plus with technological tools in teaching unfamiliar vocabulary collected from texts to motivate pupils' previous information to make multiple meanings for new vocabulary and therefore improve pupils' vocabulary. It is worth pointing out that pupils of the experimental group showed a manifest and apparent degree of enthusiasm, positive attitudes, motivation, interest and self-confidence throughout the administration of the treatment. Furthermore, the researcher noted that most of the shy, risk-averse and problematic pupils began gradually to participate in the classroom. VSS plus enabled pupils to collect vocabulary, read the text several times, cooperate with the researcher and with each other, use Wordsift application, achieve deep comprehension of vocabulary and depend risk-taking behaviors moreover overcoming their fear of being mocked or avoided, anxiety and showing self-confidence attitudes.

Conclusions

The data gathered in this study showed that the VSS plus helped pupils increasing their vocabulary learning and risk-taking. The current study findings specified that the experimental group outperformed the control group on the post vocabulary test as well as the post risk-taking scale because of their use of the VSS plus. Furthermore, the results shown that the VSS plus confirmed to be applicable and functioning strategy for promoting vocabulary and risk-taking. Although manners such as pupils' fear of being mocked, lack of self-confidence,

awkwardness and anxiety might influence the results, the current study proved that VSS plus enabled pupils to overcome most of the problems that might inhibit the development of vocabulary learning and risk-taking.

Additional studies required to explore the influence of using the VSS plus on increasing vocabulary knowledge among the higher educational stages students. Moreover, upcoming studies are needed to examine the efficacy of using other technological applications in enhancing vocabulary learning. Finally, it is highly recommended that textbook designers should take into account involving the techniques of the VSS plus in the course assumed to the primary pupils.

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