

The Effectiveness of PAVE Strategy on Developing University Students' Vocabulary and Self-Efficacy

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Abstract

The present study aimed at investigating the effectiveness of the “PAVE” vocabulary learning strategy on developing a group of students' vocabulary and self-efficacy while studying English as a foreign language at the College of Languages and Translation, at Al-Imam Muhammad Ibn Saud Islamic University. The research sample consisted of sixteen Saudi female English language learners. A pre/post vocabulary test and a self-efficacy scale were administered to the study participants before and after the treatment. The participants were introduced to one of the vocabulary learning Strategies “PAVE strategy”, which has been used. The results provided support for the hypotheses of the study and showed that the students performed significantly better on the post administration of the vocabulary test as well as on the self-efficacy scale. Thus, it can be said that the PAVE vocabulary learning strategy had a large impact on developing students' vocabulary and self-efficacy. The study recommended that the use of vocabulary learning strategies should be given enough attention to develop students' vocabulary and self-efficacy.

Keywords

“PAVE” strategy, self-efficacy

1. Introduction

Self-efficacy simply refers to a judgment a student makes about his or her ability to accomplish a specific future task (Bandura, 1986). Educators nurture students' self-direction and sense of self-efficacy by providing them with opportunities to exercise at least some degree of control over their own learning. Thus, in addition to teaching basic concepts or skills, educators must also focus on teaching students strategies that allow them to learn skills more effectively and to develop the self-confidence needed for success in school and in all aspects of life.

The primary goal of present study is to investigate the effectiveness of (PAVE strategy) on developing

a group of students' vocabulary and self-efficacy while studying English as a foreign language at the College of Languages and Translation, at Al-Imam Muhammad Ibn Saud Islamic University.

Each aspect of the compound word (self-efficacy) has an analysis. Merriam-Webster's Collegiate Dictionary 2003 defines: Self as "belonging to one's own", or "an individual's typical character"; and Efficacy is "the power to produce an effect". Therefore, a precise definition of self-efficacy is an individual's ability to produce a desired response.

There are two types of self-efficacy. There are academic self-efficacy and social self-efficacy.

Academic self-efficacy is defined by Chemers, Hu and Garcia (2001, p. 56) as "students' confidence in mastering academic subjects". If a student is confident in doing well in college, he is more likely to succeed (Chemers et al., 2001). Instructors can also assist students to increase their academic self-efficacy through tasks they provide (Choi, 2005).

The relationship between self-efficacy and vocabulary learning first looked at by Ching (2002), Magogwe and Oliver (2007), Kormos, Kiddle and Csizér (2011) has been expanded by Mizumoto, Takeuchi and Ikeda (2012), who evaluated self-efficacy in language learning and determined that there are pedagogical implications arising from the relationship between self-efficacy and learning. In Applied Linguistics field, it has been demonstrated that self-efficacy does the effect of PAVE on developing students' self-efficacy does the following: (a) influences motivation (Kormos et al., 2011), (b) promotes learner strategy use (Magogwe & Oliver, 2007), and (c) increases the learners' autonomy (Ching, 2002). From these findings, it is evident that self-efficacy plays a major role in language learning. It becomes an important component of both teaching and learning processes, and backs up the earlier idea from Graham and Macaro (2008) that there is a symbiotic relationship between self-efficacy and vocabulary learning strategies.

2. Method

2.1 Design and Participants of the Study

The study includes twenty participants of female students in Al-In Imam Muhammad Bin Saud University. They had been learning English as a foreign language for two years in the Department of English, College of Languages and Translation, Al-Imam Ibn Saud University, Riyadh City, Saudi Arabia. The students' age ranged between 18 and 20.

2.1.1 Tools

The study made use of the following tools:

- a) A vocabulary test; and
- b) The self-efficacy scale.

A vocabulary test was used as a pre-post test. The vocabulary pre-test was used to determine students' vocabulary performance level before the experiment; hence, the progress in students' performance level on the post-test could be attributed to the PAVE strategy they have been exposed to. As for the post-test, it was used to investigate the effectiveness of the strategy on developing students'

vocabulary.

A self-efficacy scale was administered before the experiment to evaluate students' self-efficacy. Hence, the developing of students' self-efficacy on the post administration of the scale could be attributed to the PAVE strategy they have been exposed to.

The PAVE procedure (Bannon, Fisher, Pozzi, & Wessel, 1990) was developed to encourage students to check the dictionary definition against the context in which the word appeared. PAVE strategy: PAVE Map—Predication, Association, Verification, and Evaluation. PAVE map is a vocabulary strategy used to let the students predict meaning of the unknown words.

This vocabulary strategy encourages students to use context clues to predict an unknown word meaning, and to use the dictionary to verify the meaning. It also encourages students to create a personal visual clue to associate or help them to remember the definition. It also encourages the students to evaluate what they have predicted.

3. Result

It was the purpose of the present study to investigate the effectiveness of “PAVE” strategy, Prediction-Association-Verification-Evaluation of vocabulary learning on developing students' self-efficacy. The statistical analysis of the data and the results are interpreted in terms of the research hypotheses. Before implementing “the PAVE procedure, Prediction-Association-Verification-Evaluation”, a vocabulary learning strategy, a pretest on vocabulary in general and a scale for measuring self-efficacy were implemented on English language students in College of Languages and translation in Al-Imam Muhammad Ibn Saud Islamic University. After applying the (PAVE strategy), the students were submitted to a post application of the vocabulary test and the self-efficacy scale.

Table 1. T-Test Results of the Students' Performance on the Pretest vs. the Posttest of the Vocabulary Test

Application	Students Number	Mean	Standard Deviation	D.F.	T. Value	Statistical Significance
Pretest	16	43.31	2.02	15	151.00	0.000
Posttest	16	118.81	1.87	15		

Table 2. T-Test Results of the Students' Performance on the Pretest vs. the Posttest of the Vocabulary Test

Application	Students Number	Mean	Standard Deviation	D.F.	T. Value	Statistical Significance
Pretest	16	16.25	6.93	15	5.35	0.000
Posttest	16	20.25	7.84			

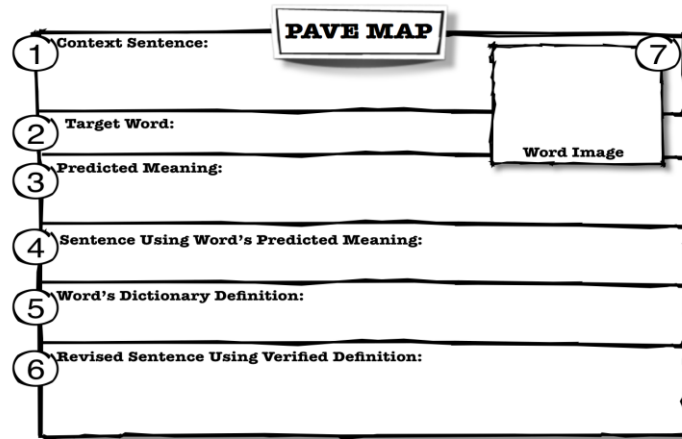


Figure 1. PAVE Map

Results of the study showed that the students performed significantly better on the post administration of the self-efficacy scale as well as on the vocabulary test. Also, the students achieved significant progress in their performance in self-efficacy and vocabulary test after using the PAVE procedure as compared to their overall performance on the previous two pretests. Thus, it can be said that the vocabulary teaching strategy (PAVE procedure) had a large impact on their self-efficacy.

4. Discussion

The present study aimed at investigating the effectiveness of the “PAVE” vocabulary learning strategy on developing a group of students’ vocabulary learning and enhancing their self-efficacy. The findings noted have obvious implications for education, and they can be broken down into two distinct items. The first one is that as self-efficacy plays a crucial part in the vocabulary learning process, it follows that increasing self-efficacy levels should be part of any teaching process. The second one is that PAVE procedure in particular had played a major role in developing the students’ self-efficacy towards vocabulary learning strategies.

Based on the results of the present study, the following conclusions can be made: Firstly, the present study provides evidence for large effect of using a PAVE procedure strategy on developing students’ self-efficacy. Secondly, vocabulary learning strategies are important tools for enhancing students’ vocabulary and self-efficacy. It becomes an important component of both the teaching and learning processes that there is a symbiotic relationship between self-efficacy and learning strategies. Thirdly, the different vocabulary strategies address different students’ needs and a combination of vocabulary strategies should be taken into considerations so that all students’ are engaged. Third, the different vocabulary strategies address different students’ needs and a combination of vocabulary strategies should be taken into considerations so that all students’ are engaged.

The following recommendations can be suggested:

- a) Instructors should vary their vocabulary teaching techniques and strategies to improve the students' performance in learning a foreign language.
- b) More studies to investigate the effectiveness of vocabulary learning strategies are recommended.

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