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A1 Level Vocabulary Enhancement Schemes for Writing Development Among Foundation Level 1 and Level 2 Students

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Abstract
Foundation level students at University of Technology and Applied Sciences encounter great challenges when it comes to vocabulary retention to perform well in writing skills. Therefore, this study aims to examine the effectiveness of current vocabulary teaching practices for A1 and A2 level students in the General Foundation Program at the University of Technology and Applied Sciences in Oman. The purpose of the study is to find the level efficacy of the current systems of vocabulary enrichment schemes and to see how far A1 and A2 level students benefit from these schemes by finding breakthroughs for effective vocabulary enrichment practice to help students' writing skills. Employing a mixed-method approach, the research assessed the impact of existing vocabulary enhancement schemes on writing development among the respondents. Data was collected through surveys, and interviews with instructors. The findings reveal significant gaps in vocabulary enrichment and retention and indicated amendments in current practices. Prioritizing systematic vocabulary acquisition, and the integration of targeted vocabulary in lessons with an emphasis for retention and practical application in writing tasks are recommended. The study advocates for a more structured approach to vocabulary teaching, with the potential to significantly improve writing proficiency among foundation students, thereby contributing to their overall academic success.

***Keywords*:** A1 level vocabulary, curriculum, current practice, general foundation program, vocabulary acquisition, vocabulary enrichment schemes, vocabulary retention

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Introduction

The foundational stages of learning a new language are critical in developing core skills—speaking, listening, reading, and writing. Among these, writing is often considered one of the most challenging for learners at the A1 level, as it requires the ability to organize thoughts, structure sentences, and employ vocabulary accurately. In the context of English Language Teaching (ELT), vocabulary acquisition plays a pivotal role in the development of these skills, especially writing. Without a sufficient lexicon, students find it difficult to express ideas in written form, leading to fragmented sentences and incoherent narratives.

At the A1 level, according to the Common European Framework of Reference for Languages (CEFR), learners are expected to understand and use everyday expressions and very basic phrases. They can communicate in simple ways on familiar topics and can write short texts on topics of personal relevance. However, even at this early stage, writing tasks often require a foundational vocabulary that many learners struggle to acquire.

In Oman's foundation programs, specifically at the University of Technology and Applied Sciences (Ibra), writing is a key skill that students are expected to develop. Many students at Level 1 and Level 2 face challenges in writing even the most basic texts, which can largely be attributed to their limited vocabulary. Addressing this issue requires not only a focus on teaching grammar and structure but also on enhancing vocabulary in a way that is accessible and relevant to these learners.

Vocabulary is an integral part of language acquisition. Wilkins (1972, p43) wrote ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Nation (2016) asserts that knowing a word involves knowing the word form, meaning and use. Concerning word meaning, knowing a word can be further explained by knowing word form and meaning, knowing word concept and referents, and associations. According to Behforouz and Al Gaithi (2022), Omani learners do not employ different vocabulary learning strategies. Many students entering foundation programs have a very limited range of English vocabulary, often resulting from insufficient exposure to the language in their daily lives. Even though they may be familiar with basic vocabulary items, their usage is often passive, meaning they can understand the words but not use them effectively in writing. This problem is more acute in writing tasks, where vocabulary choice plays a critical role in conveying meaning, developing arguments, and ensuring overall coherence.

The current curriculum at the foundation level includes vocabulary learning, but it is often integrated into broader language instruction without a specific focus on how vocabulary impacts writing skills. This study seeks to fill that gap by focusing exclusively on vocabulary enhancement schemes that target writing development. Given that vocabulary is the building block of language, this research aims to provide a targeted approach that can be incorporated into the curriculum to improve student outcomes.

Vocabulary development is a crucial component of language learning, particularly at the A1 and A2 levels of the CEFR. These levels represent the foundational stages where learners acquire essential language skills necessary for effective communication. The General Foundation Program (GFP) at the University of Technology and Applied Sciences (UTAS), Oman, plays a significant role in preparing students for higher education by strengthening their English language proficiency. Vocabulary learning is integral to this process, as it supports other key language skills such as reading, writing, listening, and speaking. Despite the emphasis on vocabulary instruction in GFP, many students continue to face challenges in mastering even basic vocabulary, which

hampers their overall language performance and academic success. These challenges highlight the need for a comprehensive examination of current vocabulary teaching practices to ensure their effectiveness.

In recent years, vocabulary teaching methodologies have undergone significant changes, moving from traditional rote memorization to more communicative and student-centered approaches. Contemporary techniques emphasize contextual learning, task-based activities, and digital resources to engage learners actively in the vocabulary acquisition process. However, the extent to which these methods are applied in Omani GFP classrooms and their effectiveness in enhancing students' vocabulary remains an open question. The learning environment, teacher preparedness, availability of technological resources, and students' exposure to English outside the classroom are critical factors that may influence vocabulary acquisition. Additionally, cultural and educational contexts play a vital role in shaping both teaching practices and student learning outcomes.

Previous studies on vocabulary teaching in EFL contexts have stressed the importance of learner autonomy, motivational strategies, and the integration of technology in language instruction. However, there is limited research specifically focused on Omani GFP students at the A1 and A2 levels. This gap in the literature necessitates a closer investigation into the effectiveness of existing vocabulary teaching strategies at UTAS and the identification of areas for improvement.

Given the diverse academic backgrounds of GFP students, understanding their specific learning needs is essential for developing tailored instructional strategies. The findings of this study will not only provide insights into the current vocabulary teaching practices but also offer recommendations for more effective pedagogical approaches. By addressing the existing challenges and identifying potential remedies, this research aims to contribute to the enhancement of vocabulary instruction and, ultimately, the overall language proficiency of foundation-level students at UTAS.

Many students entering foundation programs have a very limited range of English vocabulary, often resulting from insufficient exposure to the language in their daily lives. Even though they may be familiar with basic vocabulary items, their usage is often passive, meaning they can understand the words but not use them effectively in writing. This problem is more acute in writing tasks, where vocabulary choice plays a critical role in conveying meaning, developing arguments, and ensuring overall coherence.

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The researchers of the current study have been teaching English at different levels for more than twenty years. During their teaching career, they observed that most of the students at the foundation level lack basic, day-to-day vocabulary knowledge and this affects their writing capabilities.

Hypotheses- The following hypotheses were tested during the current study:

1. The current practice doesn't help learners with A1 and A2 vocabulary acquisition.

2. The exposure of A1 and A2 vocabulary will aid them in improving their writing.

Research Questions

1. Are students from foundation level 1 and 2 aware of A1 and A2 vocabulary?
2. Is the current plan to achieve Vocabulary LOs sufficient?
3. Are students capable of learning and retaining a new set of vocabulary?

It is very important for students to develop strong vocabulary skills in order to express themselves clearly and meaningfully both in written and spoken formats. It is not only imperative for education, language arts, and reading, but it is also to present themselves in public as educated individuals. Developing a wide range of vocabulary and vocabulary skills begins early in a student's life and continues through their education. A good grasp of vocabulary gives the student the ability to say what he or she means. The greater number of words the students know, the more he or she can interpret ideas from others and express their own ideas. In addition to the above, it boosts students' power of persuasion. Thus, in view of the importance of vocabulary development, this study focused on the A1 level vocabulary development of the students.

The present study seeks to evaluate the factors influencing vocabulary enrichment and retention among Foundation Level 1 and Level 2 students at the University of Technology and Applied Sciences (UTAS), Oman. It aims to assess how various instructional, contextual, and learner-specific elements impact vocabulary acquisition and long-term retention. By examining the current vocabulary teaching mechanisms, this research will analyze their effectiveness in meeting the linguistic needs of A1 and A2 learners and fostering sustainable vocabulary growth. The study will also identify gaps and challenges in the existing practices, offering insights into strategies for improving vocabulary learning outcomes. Ultimately, it strives to recommend evidence-based interventions to optimize vocabulary instruction and empower learners with essential language skills for academic success and beyond.

The study shed light on the areas of students' weakness in basic vocabulary power by examining their struggle to use the content vocabulary in context across varied language skills. The study suggests measures for both the tutors and students to follow to enable the learners to use the A1 vocabulary with much comfort. Also, it provides some scholastic activities for students throughout the semester to reinforce A1 vocabulary. The study aims to benefit the Omani student and teaching communities as the main population of the study is the same. Also, the study focusses on the prevailing foundation courses at UTAS. It is hoped that the findings will encourage students to revitalize the current strategy of vocabulary enrichment among Level 1 and Level 2 students.

Literature Review

Vocabulary acquisition is a critical component of language learning, particularly at the A1 level, where learners begin to develop foundational language skills. Research has consistently highlighted the importance of vocabulary knowledge for language proficiency. According to Nation (2013), it plays a vital role in language acquisition particularly in writing. To add to this note, Schmitt (2008) opined that A1 level vocabulary encompasses basic words and phrases essential for everyday communication, and its mastery is crucial for developing writing competence. However, Alqahtani (2015) commented that vocabulary retention and enrichment remain challenging, especially among students in foundation programs, where English serves as a second language.

The Role of Vocabulary in Writing Development

Research underscores that vocabulary is a foundational component for writing development, particularly for learners at the A1 level of the CEFR framework. Nation (2001) emphasized the strong correlation between vocabulary size and writing competence, asserting that a limited vocabulary constrains students' ability to express ideas and construct meaningful texts. Learners at lower proficiency levels often struggle with lexical choices, which can hinder coherence and complexity in their writing. Building a robust vocabulary base is therefore essential to enhancing written communication skills for beginner learners.

Effective Vocabulary Enhancement Strategies

Numerous studies have highlighted strategies for vocabulary enhancement in EFL contexts, including explicit vocabulary instruction, incidental learning, and technology-supported approaches. Thornbury (2002) advocated for the use of explicit teaching techniques, such as direct word explanations, word mapping, and context-based examples. These techniques help reinforce vocabulary retention and comprehension, particularly among learners with limited language exposure. Additionally, Hulstijn and Laufer (2001) argued that task-induced involvement, which requires learners to actively manipulate vocabulary in meaningful contexts, promotes better vocabulary retention.

Contextual Learning and Task-Based Approaches

Task-based language teaching (TBLT) has proven to be an effective approach for vocabulary acquisition, particularly for developing writing skills (Ellis, 2003). When learners engage in writing tasks that require the use of new vocabulary, they not only practice lexical retrieval but also develop contextual understanding. This dual engagement strengthens vocabulary retention and facilitates the transfer of lexical knowledge to authentic writing contexts. Additionally, contextual vocabulary learning fosters deeper semantic processing, making it easier for students to use words accurately in written texts.

Role of Digital Tools in Vocabulary Development

The integration of digital tools and mobile-assisted language learning (MALL) platforms has revolutionized vocabulary teaching and learning. Studies by Stockwell (2010) and Godwin-Jones (2011) revealed that learners exposed to interactive vocabulary apps demonstrated better vocabulary recall and improved writing fluency. These tools provided personalized learning experiences through gamification, spaced repetition, and multimedia content, which make vocabulary acquisition engaging and accessible for A1 learners.

Writing-focused Vocabulary Enhancement Programs

Research by Coxhead (2000) highlighted the effectiveness of vocabulary lists tailored to writing needs, such as the Academic Word List (AWL). For A1 learners, simplified versions or targeted word lists aligned with writing tasks can help scaffold learning and foster confidence in writing development. Additionally, Storch (2013) argues collaborative writing activities and peer feedback have been shown to encourage vocabulary usage and improve writing fluency.

Existing literature suggests that vocabulary teaching methods in foundation programs often rely on traditional rote memorization and isolated word lists. Newton and Nation (2020) warn that these are insufficient for deep learning and retention. In the context of Oman's higher education,

Al-Mahrooqi and Denman (2018) point out that vocabulary instruction often lacks systematic approaches that integrate vocabulary into meaningful contexts, thereby limiting students' ability to apply newly learned words in writing tasks. As suggested by Webb and Nation (2017), vocabulary teaching should involve strategies such as spaced repetition, contextual learning, and active use of vocabulary in writing. The sociocultural context significantly influences language learning, including vocabulary acquisition. In Oman, observe Al-Issa and Al-Bulushi (2012), English is a second language, and students often have limited exposure to English outside the classroom. This context necessitates more robust vocabulary instruction within academic settings to compensate for the lack of natural language exposure. Furthermore, Syed (2003) claims that studies in the Gulf region have highlighted the need for culturally relevant materials that connect with students' everyday experiences, making vocabulary more memorable and meaningful.

Benge & Robbins (2022) rightly observed that positive impact of using the integrated method based on the Mind-Mapping Strategy (MMS) and Key-Word Strategy (KWS) for developing/enriching and retaining vocabulary knowledge. EFL teachers, learners and educational curriculum developers are recommended to integrate KWS and MMS in the Saudi context.

Schmitt (2010) is of the opinion that vocabulary retention is a significant challenge among A1 learners due to the lack of reinforcement and practical application in their curriculum. Studies have shown that vocabulary knowledge directly impacts writing quality, influencing factors like coherence, fluency, and lexical variety. Read (2000) hinted to this grave issue. For students in foundation programs, inadequate vocabulary retention impedes their writing development and as Milton (2009) observes, this leads to simplistic and repetitive language use that fails to meet academic standards. Roediger & Butler (2011) suggested that implementing retrieval practice, where students actively recall words in varied contexts, can significantly enhance retention and improve writing fluency. This approach is especially important at the A1 level, where foundational vocabulary needs to be reinforced consistently.

Collaboration among students can have a lead. According to Zamanian et al., 2022, p. 62, the two groups involved in literature-based interactive (collaborative and collaborative-cooperative) reciprocal input-output activities showed significantly higher levels of vocabulary retention compared to the group exposed to individual/non-reciprocal processing.

As Creswell (2014) stated, mixed methods research, which combines qualitative and quantitative approaches, offers a comprehensive understanding of vocabulary acquisition and its impact on writing. Quantitative data, such as test scores, provide measurable outcomes of vocabulary retention, while qualitative insights from interviews and classroom observations reveal the underlying challenges and needs of learners. Dörnyei (2007) emphasized on qualitative analysis of data to reach flawless conclusions. This approach allows for a holistic analysis of vocabulary teaching effectiveness, highlighting areas for curriculum improvement.

The current literature emphasizes the need for curriculum designs that prioritize vocabulary learning and retention as a core element of language instruction. A set of researchers such as Nation (2013) and Laufer and Hulstijn (2001) said that integrating vocabulary into writing tasks, using authentic materials, and employing technology-based tools like flashcards and language apps can significantly enhance vocabulary acquisition. For foundation programs, such as those in Oman, developing targeted vocabulary courses that focus on practical usage can bridge the gap between learning and application, ultimately improving students' writing skills.

The literature reveals a consistent call for more effective vocabulary teaching strategies in foundation programs, highlighting the direct impact of vocabulary knowledge on writing

proficiency. As the current study investigates the existing practices in the UTAS in Oman, it aligns with broader findings that emphasize the need for vocabulary enrichment and retention within the curriculum. The findings of this research could inform the development of targeted interventions that address these gaps, ultimately enhancing writing development among A1 level students.

Curriculum interventions that emphasize vocabulary acquisition can significantly impact students' writing skills. Integrating vocabulary into all language skills—listening, speaking, reading, and writing—ensures that words are learned in a comprehensive, interconnected manner. Stahl and Fairbanks (1986) are of this point of view. Additionally, Graves (2006) advocates that vocabulary instruction should be systematic, involving deliberate planning, explicit teaching, and continuous assessment of learners' vocabulary progress. Programs that incorporate vocabulary-focused writing tasks, where students apply new words in various writing genres, according to Webb (2005), have shown positive effects on both retention and writing quality.

Methodology

The present study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to gain comprehensive insights into vocabulary enhancement for Omani Foundation Level 1 and Level 2 students. The quantitative component involved the administration of surveys aimed at capturing a descriptive understanding of the students' existing English vocabulary competence. This data provided a snapshot of the current linguistic capabilities and challenges faced by learners. Descriptive analysis of the quantitative findings allowed for a detailed assessment of the prevailing status of vocabulary acquisition among the target population.

Complementing the quantitative inquiry, the qualitative aspect focused on evaluating the effectiveness of intervention strategies for vocabulary improvement. Data was collected through structured interviews and open-ended questionnaires, gathering insights from both tutors and learners. Tutors' perceptions were explored to understand instructional approaches, challenges, and observed outcomes, while learners' responses shed light on their experiences, engagement, and progress with the intervention strategies. The integration of both data types enabled a holistic evaluation of the current vocabulary teaching practices, learner outcomes, and potential areas for pedagogical improvement

Structure of the Study

The current study was undertaken by following the steps mentioned below:

Stage one: In the first stage, the researchers, after the approval from the RCD (Research and Consultancy Department), prepared the research instruments such as surveys, interview questions etc. The stake holders, students, and teachers were approached, and responses were collected online (quantitative data) and face-to-face (qualitative data).

Stage two: In the next stage, the data was processed by using the latest version of SPSS for qualitative data and Nvivo for qualitative data analysis (thematic analysis).

Stage three: The data was carefully evaluated, and the data analysis was done more intensively at this stage, and the researchers have furnished the discussion points to finalize the recommendations.

Sample Size

Fifty level 1 and level 2 students were randomly selected as the subjects for the present study. These students are just beginners at the foundation level at the Preparatory Studies Centre of the University of Technology and Applied Sciences-Ibra, Oman.

In addition, five teachers, each from level 1 and level 2, were approached for interviews to get highlights of their professional experience in connection with the study topic. All the participants in the study showed their consent in a signed consent form which was collected by the researchers.

Table 1. *Age group of respondents.*

Age		Frequency	Percent
18- 21		50	78.1
Under 18		14	21.9

Method of Data Collection and Data Analysis

The core learner respondents administered a structured survey comprising 20 questions designed to capture their perspectives on vocabulary acquisition and the effectiveness of existing enhancement strategies. The quantitative data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) to derive meaningful patterns and trends for formal discussion.

To complement the quantitative findings, qualitative data were gathered through one-on-one interviews with educators. A set of 20 open-ended questions guided the interviews, which were fully voice-recorded and subsequently transcribed using the Otter application. The audio recordings and transcripts were meticulously reviewed multiple times to ensure accuracy and capture nuanced insights. Emerging themes were carefully identified and aligned with the study's objectives.

The qualitative data were then subjected to thematic analysis using NVivo. The similarities and differences in educators' opinions were examined and categorized under five key themes, which provided a structured framework for evaluating the current vocabulary enhancement practices. This rigorous methodological approach ensured that both learner and educator perspectives were integrated, yielding a balanced and in-depth understanding of vocabulary development efforts at the university.

Results

The current study has reached interesting findings related to vocabulary enrichment practices that exist at the University of technology and applied sciences, Ibra.

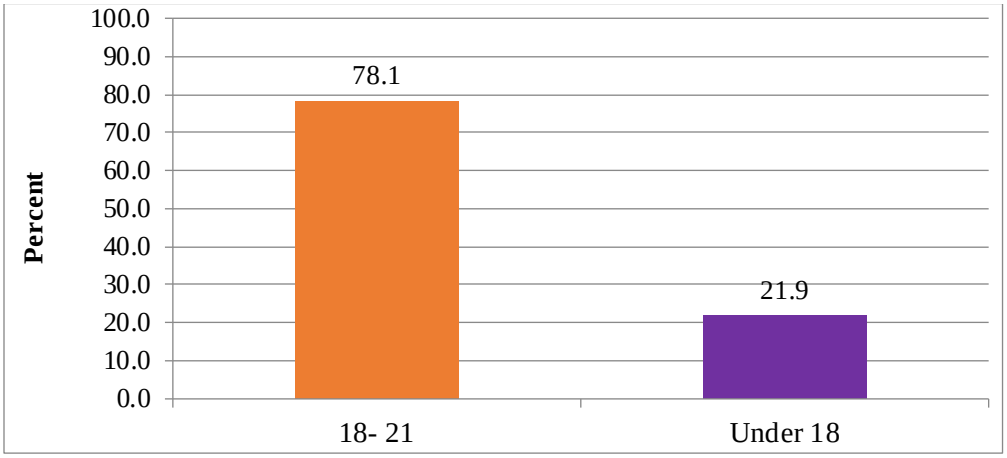


Figure 1. Age group of respondents

Most of the respondents from students' core who participated in this study fall under the age group 18-21. They stand at 78.1 percent compared to 21.9 percent of those who are under the age of 18. This is significant as the learners whose responses were examined were young adults who should have ample range of A1 and A2 level vocabulary.

Table 2. *Duration of Respondents' Language learning?*

	Frequency	Percent
5-7 years	5	7.8
Less than 3 years	29	45.3
More than 7 years	23	35.9
Years 3-5	7	10.9
Total	64	100.0

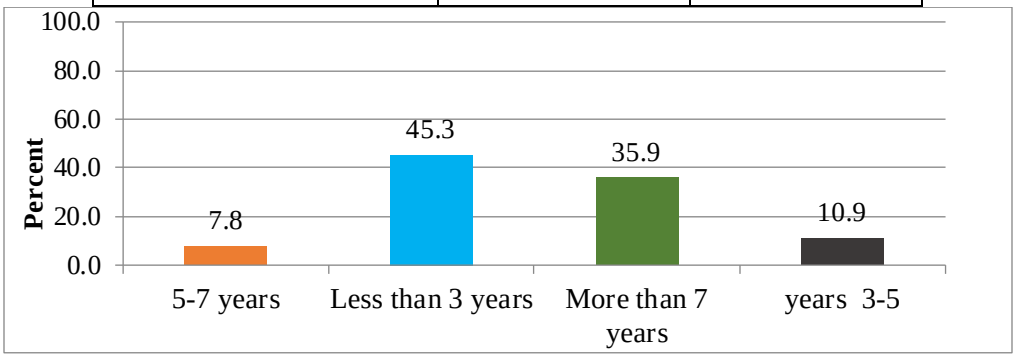


Figure 2. Duration of Respondents' Language Learning

It is noted that 35.9 percent of students have been learning English for more than seven years. More than half of the respondents have been learning the language for more than five years. It means the learners have got enough time to acquire the primary vocabulary. However, this is not the reality. Only 3.1 percent of the respondents stated that they get frequent exposure to English language usage in their everyday life. (See Figure 3 below)

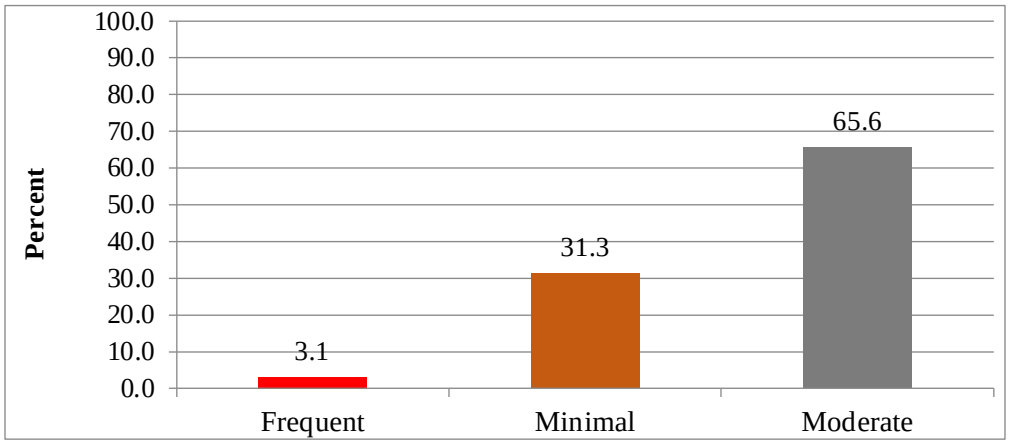


Figure 3. Frequency of exposure to language usage in everyday life

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Interestingly, 62.7 percent of the students haven't enrolled in any sort of vocabulary enrichment schemes or training program. This data tells us that tailor-made training schemes should be provided to the learners to make them active in vocabulary enhancement. Moreover, students should be taken to everyday practice of vocabulary as the data reveals the number of everyday users of content vocabulary is only below 15 percent.

Table 3. *Methods used to learn new vocabulary*

Method	Frequency	Percent
Flashcards	2	3.1
Interactive apps	10	15.6
Other	21	32.8
Reading exercises	15	23.4
Vocabulary list	16	25.0
Total	64	100.0

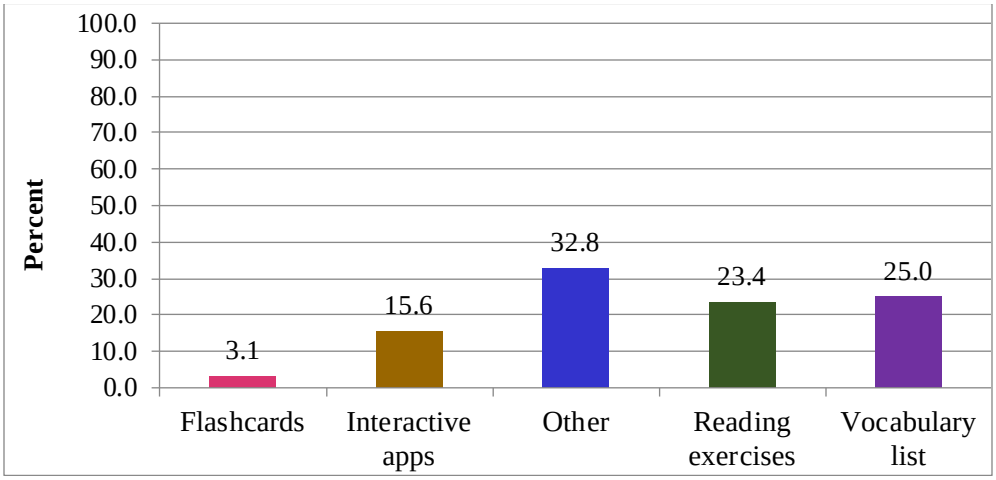


Figure 4. Methods used to learn new vocabulary

Digital learning is a thing of the day, and it must be brought into vocabulary learning. Around half of the respondents revolve around the traditional ways of learning vocabulary with a vocabulary list and reading exercises with numbers of 25 percentage and 23. 4 Percentage respectively whereas users of interactive applications stand at only 15.6 percent. It indicates that the institution should provide more digitized learning experience to bring learners to the environment of e-learning.

Table 4. *Effectiveness of current vocabulary learning methods*

Effectiveness	Frequency	Percent
Neutral	27	42.2
Somewhat effective	16	25.0
Somewhat Ineffective	5	7.8
Very effective	9	14.1
Very ineffective	7	10.9
Total	64	100.0

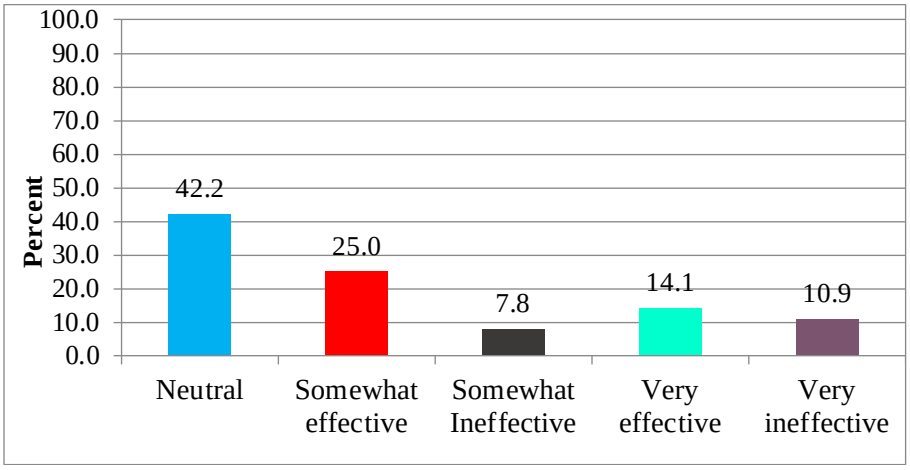


Figure 5. Effectiveness of current vocabulary learning methods

The data from Table No. 4 reveals mixed perceptions among respondents regarding the effectiveness of their current vocabulary learning methods. The largest proportion, 42.2%, stands at a neutral stance, indicating that a significant number of learners are undecided or feel uncertain about their strategies. Meanwhile, 25.0% found their methods somewhat effective, and 14.1% rated them as very effective, suggesting that about 39.1% of the respondents experience some tint of success. However, 18.7% of the participants indicated ineffectiveness, with 7.8% finding their methods somewhat ineffective and 10.9% rating them as very ineffective. Overall, the data suggests a need for improvement in vocabulary learning strategies, as a notable portion of learners either remain neutral or express dissatisfaction with their current approaches. Contextual usage of the content vocabulary should be encouraged as the number of students who use this strategy is less than three percent currently.

Table 5. *Vocabulary enhancement schemes and improvement in writing skills*

Extent	Frequency	Percent
Neutral	18	28.1
Not at all	2	3.1
Slightly	10	15.6
Somewhat	27	42.2
Very much	7	10.9
Total	64	100.0

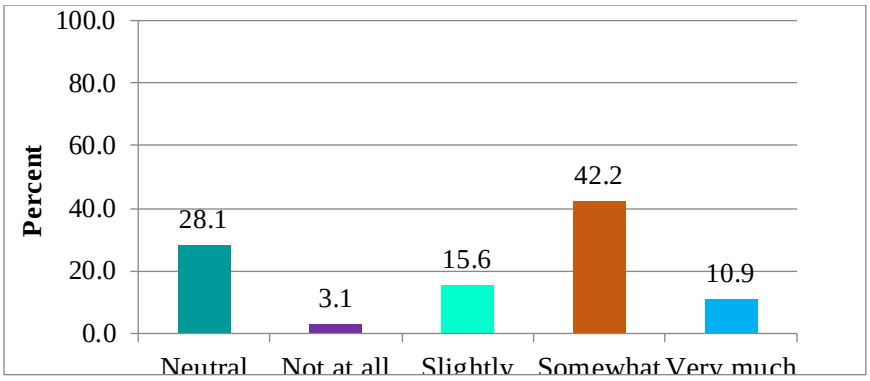


Figure 6. Vocabulary enhancement schemes and improvement in writing skills

Around 42.2% respondents are of the opinion that vocabulary enhancement schemes like vocabulary logs somewhat improve their writing skills while 28.1% remain neutral, indicating uncertainty about their effectiveness. Only 10.9% report that these schemes improve their writing skills very much, while 15.6% observe only slight improvement. A minimal of 3.1% students find no benefit at all. Overall, while many acknowledge some positive impact, the data suggests that the perceived effectiveness of vocabulary logs is limited, highlighting potential areas for refining these strategies. Students need to use the learned vocabulary in their writing assignments. Learners' confidence level must be boosted by giving constructive feedback on the usage of content vocabulary in their writing tasks.

Table *6. Overall writing grades and vocabulary enhancement schemes*

Response	Frequency	Percent
No change	7	10.9
Not applicable	1	1.6
Significant improvement	12	18.8
Some improvement	44	68.7
Total	64	100.0

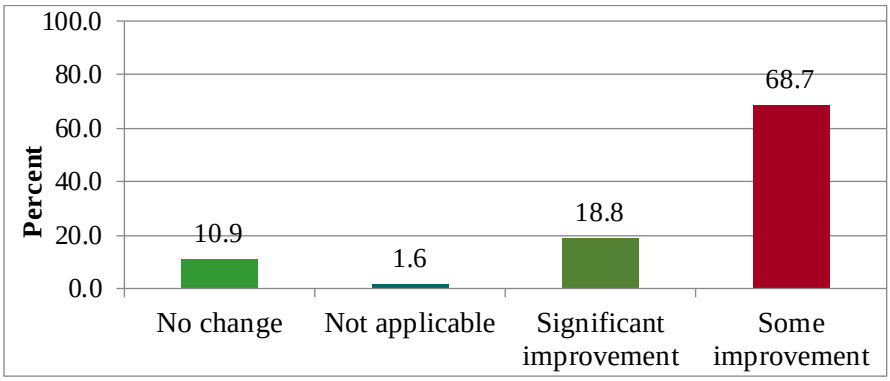


Figure 7. Overall writing grades and vocabulary enhancement schemes

It is interesting to see that 68.7% of respondents have found some improvement in their overall writing grades due to vocabulary enhancement schemes, whereas 18.8% report significant improvement. This suggests that these schemes are generally effective in enhancing writing performance for most learners. However, 10.9% of participants observed no change in their writing grades, and 1.6% considered the question not pertinent. The data points out that while vocabulary enhancement strategies are beneficial for most students, a small portion does not experience a fruitful impact. As the number of students who take additional vocabulary enhancement training is less and it affects the rate of vocabulary retainment.

Table7. *Vocabulary development activities in My ELT/Moodle and writing needs*

Response	Frequency	Percent
Agree	22	34.4
Disagree	3	4.7
Neutral	26	40.6
Strongly agree	12	18.8
Strongly disagree	1	1.6
Total	64	100.0

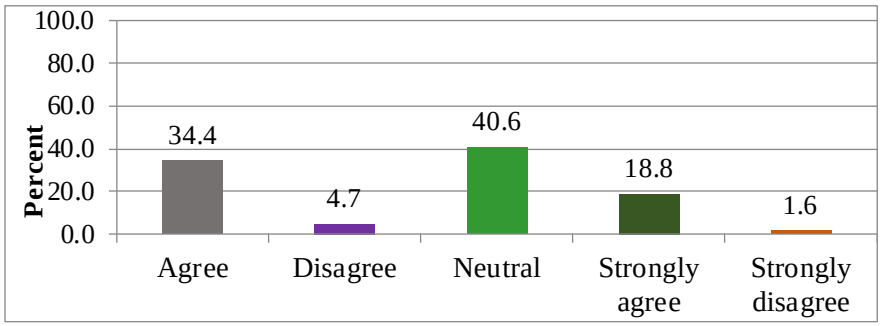


Figure 8. Vocabulary development activities in My ELT/Moodle and writing needs

Mixed responses were given regarding the alignment of vocabulary development activities in My ELT/Moodle with writing needs. 53. 2% is in favor of the statement with 34.4% agree and 18.8% strongly agree. However, a considerable 40.6% stay neutral, suggesting doubt or indifference. Only a small percentage express dissatisfaction, with 4.7% disagreeing and 1.6% strongly disagreeing. This suggests that while more than half find the activities relevant, educators need to cater a considerable group that is either unsure or unconvinced of their alignment with writing requirements.

Suggestions For Improving the Current Vocabulary Enhancement Schemes.

Table 8. *Improving the current vocabulary enhancement schemes*

Response	Frequency	Percent
Greater variety of resources	12	18.8
More focus on writing application	18	28.1
More interactive activities	23	35.9
Other	7	10.9
Regular feedback on progress	4	6.3
Total	64	100.0

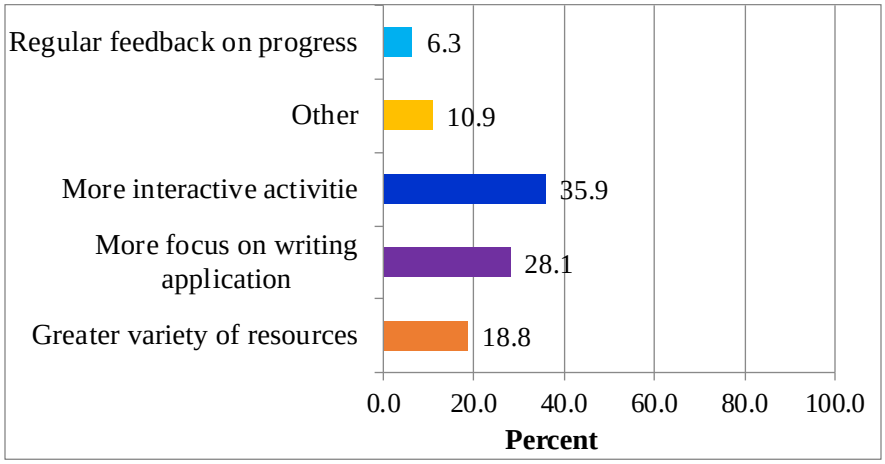


Figure. 9. Improving the current vocabulary enhancement schemes

Figure 9 explains that the most appealing improvement in current vocabulary enhancement schemes is the inclusion of more interactive activities, chosen by 35.9% of respondents. Another 28.1% of participants would like a greater focus on applying vocabulary to writing, emphasizing the need for practical integration. A notable 18.8% ask for a larger range of resources, indicating

a demand for diverse materials while regular feedback on progress is demanded by 6.3% of respondents. Overall, the emphasis on interactivity and writing application points to a preference for more engaging and practical vocabulary learning methods. Currently, most of the vocabulary enhancement materials are largely given on printed materials. Online platforms should be encouraged largely to enable learners to learn and practice new vocabulary on the go.

Additional Support (Tutoring or Workshops) For Vocabulary Enhancement

Table 9. *Additional support (tutoring or workshops) for vocabulary enhancement*

Response	Frequency	Percent
Helpful	27	42.2
Neutral	15	23.4
Not helpful at all	2	3.1
Not very helpful	6	9.4
Very helpful	14	21.9
Total	64	100.0

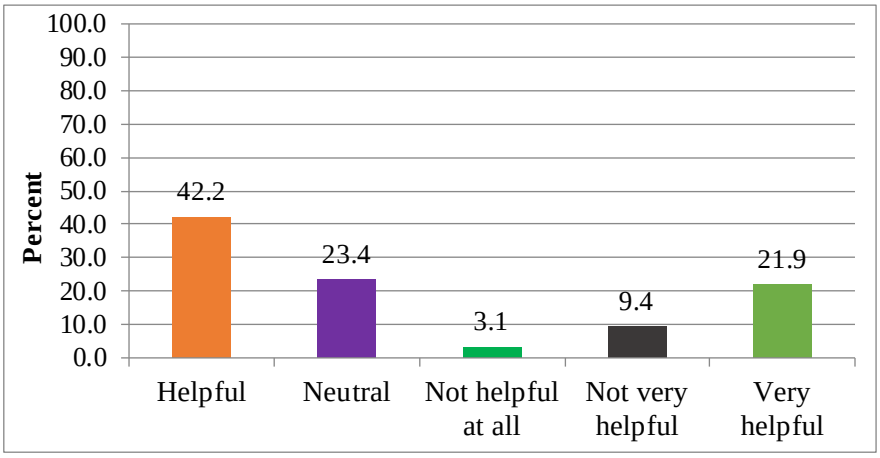


Figure 10. Additional support (tutoring or workshops) for vocabulary enhancement

The data suggests that additional support, such as Academic Support Program (ASP) or workshops, is generally perceived positively for vocabulary enrichment. A combined 64.1% of respondents believe it would be helpful or very helpful, with 42.2% rating it as helpful and 21.9% as very helpful. Meanwhile, 23.4% remain neutral, suggesting that some are unsure about the impact of such support. This poses a serious concern regarding such initiatives. Only a small minority find it unhelpful, with 9.4% considering it not very helpful and 3.1% deeming it not helpful at all. This implies that most learners see value in extra support, though a portion remains skeptical of its necessity.

Interest In Peer-Led Vocabulary Enhancement Group

Table 10: *Interest in peer-led vocabulary enhancement group*

Response	Frequency	Percent
Maybe	24	37.5
No	10	15.6
Yes	30	46.9
Total	64	100.0

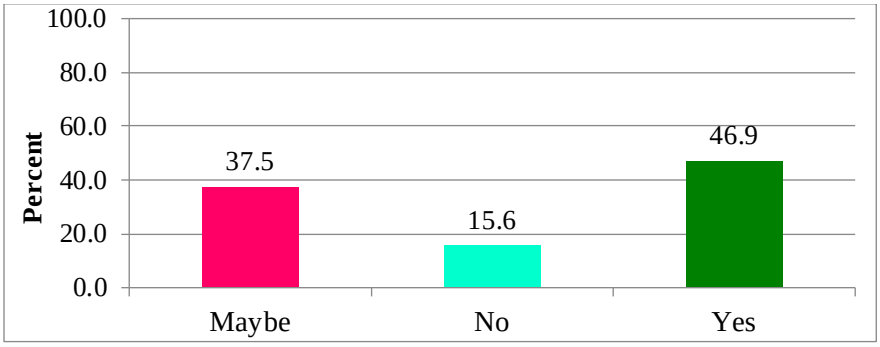


Figure 11. Interest in peer-led vocabulary enhancement group

Interest in participating in a peer-led vocabulary enhancement group is fairly strong, with 46.9% of respondents expressing willingness. Another 37.5% are receptive to the idea but remain unsure, indicating potential engagement if the conditions are attractive. Only 15.6% are not interested, suggesting a relatively small group of definite non-participants. Overall, as there is considerable interest, peer-led vocabulary enhancement groups must be encouraged more.

Overall Effectiveness of the Current Vocabulary Enhancement Schemes in Improving Writing Skills

Table11. *Overall effectiveness of the current vocabulary enhancement schemes*

Rating	Frequency	Percent
Average	18	28.1
Excellent	16	25.0
Good	27	42.2
Poor	2	3.1
Very poor	1	1.6
Total	64	100.0

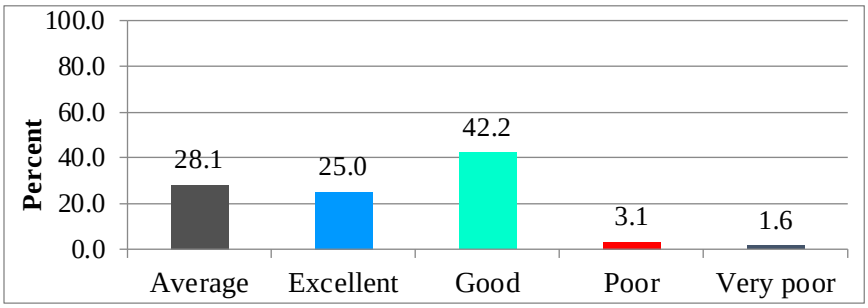


Figure 12. Overall effectiveness of the current vocabulary enhancement schemes

Discussions

The study's findings reveal a notable paradox: while a large majority of students at the UTAS, Ibra have had significant exposure to English, their vocabulary acquisition and application are perceived as insufficient. With 78.1% of respondents aged 18-21 and 35.9% having learned English for over seven years, the cohort consists of young adults with a long history of language education. Despite this extensive background, only a small fraction, 3.1%, reported frequent exposure to English in their daily lives. This low level of practical application outside the classroom is a critical factor undermining vocabulary development and suggests that traditional, school-based learning alone is not enough to build robust language skills.

The data on learning methods highlights a strong reliance on traditional approaches. Approximately half of the respondents, 48.4%, use vocabulary lists and reading exercises as their primary methods, with 25% for vocabulary lists and 23.4% for reading exercises. In contrast, the use of interactive apps, a key component of modern digital learning, is significantly lower at 15.6%. This preference for conventional methods over digital tools may contribute to the perceived ineffectiveness of current learning strategies, as a combined 42.2% of students felt neutral about their methods, and an additional 18.7% found them ineffective. This points to a need for integrating more engaging and technology-driven approaches to cater to the digital-native student population.

Despite the mixed perceptions of current methods, there is a clear consensus on the value of targeted vocabulary enhancement schemes. The study found that 68.7% of students experienced "some improvement" in their writing grades from these schemes, and another 18.8% reported "significant improvement." This strong correlation underscores the positive impact of dedicated vocabulary practice on writing skills. Moreover, a substantial number of students, 64.1%, view additional support such as tutoring or workshops as helpful or very helpful. This indicates a strong demand for structured, extracurricular support to complement their in-class learning and directly address their vocabulary needs.

Student suggestions for improving vocabulary schemes align with the observed gaps in current practice. The top three suggestions are for more interactive activities (35.9%), a greater focus on writing application (28.1%), and a wider variety of resources (18.8%). This feedback reinforces the need to move beyond static, printed materials and toward dynamic, practical, and varied methods. The emphasis on writing application specifically highlights the desire for learners to not just memorize words but to actively use them in context, addressing the low daily exposure rates revealed earlier in the study.

Finally, the survey reveals a strong interest in peer-led learning. 46.9% of respondents are willing to join a peer-led vocabulary group, with an additional 37.5% expressing potential interest. This high level of receptiveness suggests that peer collaboration could be a highly effective, low-

cost strategy for vocabulary enhancement. Implementing such groups would not only provide a platform for interactive practice but also foster a sense of community and shared responsibility for learning, helping to bridge the gap between traditional learning and the practical application of vocabulary in a social, engaging context.

Conclusion and Recommendations

Both the quantitative and qualitative analysis shed important insights related to the current study. Interviews done with the selected educators emphasize the effectiveness of existing materials, the challenges of student motivation, and the importance of supplementary and engaging teaching strategies to improve vocabulary acquisition. The current vocabulary enrichment and retention schemes at UTAS such as vocabulary logs are effective, but they suffer from lack of keen interest in learners, Therefore, it is teacher responsibility to get the learner to mind the vocabulary log in consideration to boost language.

The findings are consistent with and reinforce several key arguments from the existing literature on vocabulary acquisition and its relationship to writing skills. The data reveal a critical disjuncture between learners' prior language education and their practical language usage, confirming observations by Al-Issa and Al-Bulushi (2012) that a lack of exposure outside the classroom is a major challenge in the Omani context. This limited daily use of English (3.1% of respondents) directly supports the claims of Schmitt (2010) and Nation (2013) that without consistent reinforcement and practical application, vocabulary retention and its use in writing will be minimal, leading to the simple and repetitive language use noted by Milton (2009).

The results of the study on learning methods and effectiveness further align with the literature. The finding that half of the students still rely on traditional methods like vocabulary lists and reading exercises echoes the concerns raised by Newton and Nation (2020) and Al-Mahrooqi and Denman (2018) about the prevalence of rote memorization, which is insufficient for deep learning and retention. The low adoption of interactive apps (15.6%) contradicts the benefits highlighted by Stockwell (2010) and Godwin-Jones (2011), who advocate for technology's role in making vocabulary acquisition more engaging and accessible. The mixed or neutral perceptions of effectiveness among a significant portion of the student body (42.2% neutral, 18.7% ineffective) indicate a clear need to move away from these static methods and embrace more dynamic, interactive strategies that involve learners in the active application of words, as advocated by Hulstijn and Laufer (2001).

These findings lead to several key recommendations, grounded in the principles of effective vocabulary instruction outlined in the literature. First, the university should establish targeted vocabulary programs that are integrated into the curriculum, focusing on practical usage to bridge the gap between learning and application, as suggested by Webb and Nation (2017). These programs should move beyond traditional methods and incorporate interactive, technology-based tools to make learning more engaging. Second, the curriculum must emphasize contextual learning and task-based approaches (Ellis, 2003). By integrating vocabulary-focused writing tasks into all assignments, students can actively apply new words, thereby strengthen retention and improve writing fluency, as proposed by Webb (2005). This directly addresses the study's findings that students want to see more focus on writing applications (28.1%).

Finally, the study’s findings on student interest in peer-led groups (46.9% expressing interest) and additional support (64.1% finding it helpful) provide a strong basis for implementing collaborative and supportive learning initiatives. This aligns with Storch's (2013) argument that

collaborative writing activities encourage vocabulary usage and improve fluency. Offering peer-led enhancement groups and workshops would not only cater to students' preferences for more interactive activities (35.9%) but also provide the regular reinforcement and constructive feedback that students need to build confidence and apply their vocabulary effectively. This approach would help address the challenges of limited external exposure and inadequate classroom practice, ultimately enhancing students' overall writing proficiency.

Challenges

Students' perception that vocabulary is unimportant must be actively addressed. Teachers should instill the habit of using newly acquired vocabulary in students' daily communication while emphasizing that vocabulary forms the backbone of language proficiency. The data reveal that students dedicate minimal time to practicing learned vocabulary, and their use of the language beyond classroom settings is infrequent. This lack of consistent engagement poses significant challenges to vocabulary retention and long-term language development.

To address this issue, educators are encouraged to design customized assignments that facilitate the practical application of vocabulary in real-life contexts. By integrating authentic and meaningful tasks, students can develop a sense of relevance and purpose in using the language. MyELT exercises can serve as a foundational resource for crafting tailored assignments, particularly for speaking activities conducted outside the classroom. These tasks should prompt learners to apply their vocabulary in social, academic, or professional situations, thereby strengthening retention and fostering a more natural, confident use of language.

Handling Variations

Monotonous practices can result in lethargic learning of vocabulary and finally end in catastrophic results. In most cases, teachers can overcome the issue of dull attitude among the learners by adopting varied modes of delivery and practice of the vocabulary. One important suggestion is that teachers need to focus on Meaning, form and pronunciation (MFP) when teaching vocabulary and by bringing interesting activities for these three aspects of vocabulary learning.

Motivation and Learners' Background

Motivation plays a pivotal role in vocabulary learning, significantly influencing students' ability to acquire, retain, and effectively use new words. Motivated learners tend to engage more actively in vocabulary activities and show greater long-term retention. To nurture this motivation, teachers should foster a dynamic and interactive learning environment that emphasizes the practical application of vocabulary in meaningful, real-life contexts.

Given the influence of socio-economic status and prior schooling on language acquisition, it is essential to provide tailored support to bridge learning gaps for students from less privileged backgrounds. This can be achieved through targeted interventions such as offering supplementary learning resources, establishing mentorship programs, and implementing differentiated instruction strategies. By ensuring equitable access to vocabulary development opportunities, educators can create a more inclusive environment where all students, regardless of their socio-economic background, can thrive and build a strong foundation for language proficiency.

Socio-Economic Status and Schooling Impact Students' Vocabulary Knowledge

The socio-economic status and schooling background of foundation students at the Preparatory Studies Center, UTAS Ibra, have a significant impact on their vocabulary knowledge. Students from higher socio-economic backgrounds or well-resourced schools often arrive with a stronger vocabulary base, giving them an advantage in language learning. To address these disparities, it is vital to beef up the existing supportive measures, such as Academic Support Program (ASP) and writing center initiatives. In addition, access to diverse vocabulary resources, and mentorship programs should also be introduced. Vocabulary log should be more intensified, and students should prepare and maintain a bank of verbs with three inflexions (V1, V2 and V3). These initiatives can help level the playing field and ensure that all students, regardless of their background, have an equal chance to succeed in building their vocabulary.

Use of Technology

The integration of technology, such as the MyELT app, has proven highly effective in enhancing vocabulary learning for foundation students by providing interactive and visually appealing methods that sustain their interest and engagement. These digital tools allow students to learn at their own pace, reinforce vocabulary through repetition, and access multimedia content that aids memory retention. Additionally, gamified elements such as quizzes and challenges foster motivation and encourage students to practice more frequently.

However, to fully leverage the potential of these technological resources, greater institutional support is essential. This includes investing in premium educational apps that offer comprehensive content tailored to different proficiency levels, including A1 and A2. Equally important is the provision of continuous training for teachers on how to effectively integrate digital tools into their teaching strategies, ensuring that technology complements traditional methods rather than merely replacing them.

Reliable access to technological infrastructure, such as high-speed internet, sufficient devices, and tech support, is crucial for seamless implementation. Educational institutions must prioritize the development of a well-equipped digital learning environment to eliminate technical barriers that may hinder student engagement and learning continuity.

In addition, tutors need to play an active role in monitoring and guiding students' progress with vocabulary acquisition and retention. This includes tracking student engagement on apps, analyzing data on vocabulary usage, and providing timely feedback to reinforce learning. Personalized interventions based on app-generated insights can help address specific learner challenges and ensure more effective outcomes. Through such coordinated efforts, technology can significantly enhance vocabulary teaching and learning outcomes, ultimately leading to better language proficiency among foundation students.

Peer Interaction

Peer interaction is highly effective for vocabulary development among foundation students. However, Preparatory Studies Center, UTAS Ibra needs to conduct vocabulary games other than Kahoot or WordWall exercises which have been played during lessons. Department or level wise vocabulary contests should be propagated and administered to encourage teams or peers of students to participate. In this way, more interaction can be promulgated. By pairing stronger students with those who need more support, both groups benefit stronger students by reinforcing their knowledge through teaching, while weaker students gain from peer assistance and increased

exposure to vocabulary use in context. This collaborative learning approach fosters a supportive environment, encourages active communication in English, and promotes mutual improvement. To maximize its effectiveness, structured peer activities and teacher monitoring can ensure meaningful and productive interactions.

Curriculum

The current curriculum at the Preparatory Studies Center, UTAS Ibra, has the issue of higher graded vocabulary set for the lessons. However, the focus should be on shifting student attitudes rather than making extensive curriculum changes. The current curriculum already includes comprehensive vocabulary enhancement components though some of the vocabulary items presented are far above the level of the learners. Many students lack the motivation and commitment to engage fully with these resources. Efforts should be directed towards encouraging students to value vocabulary learning, perhaps through awareness sessions, motivational workshops, and practical applications of language skills. By fostering a positive and proactive approach to vocabulary acquisition, students can better utilize the existing curriculum to improve their language proficiency.

Enrichment Schemes

The existing vocabulary enrichment schemes at the center, such as vocabulary logs, are valuable tools for reinforcing word retention and usage. However, their effectiveness is often hindered by students' lack of self-motivation. While motivated students actively engage with these logs, writing their own sentences and reviewing vocabulary regularly, others merely complete the task superficially. To address this, strategies such as gamifying vocabulary logs, incorporating peer reviews, and providing incentives for consistent usage could help boost student engagement and make vocabulary learning a more dynamic and rewarding experience.

Limitations of the Study

The present study is delimited to the Omani students of Foundation level – 1 and level 2, University of Technology and Applied Sciences, Ibra only. In addition to this, the study considered student's vocabulary knowledge vis-à-vis English language. The study was carried out at a single college. The responses of the students during the survey were based on their experience, and exposure to learning environments and activities related to their knowledge acquisition throughout their education. Since these aspects were likely to be different for different respondents, it was considered as a limitation. Lack of complete control over the factors affecting students' response was also a limitation. The personal habits of the students which affect their response were not under control of the researchers.

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Authenticity: This research paper is written with full authenticity of its content and is done basically with the data collected from the participants.

Artificial Intelligence Statement: In conduction of the study and preparation of this research paper, the authors had minimal assistance from AI to check information. However, with the nature of this study, this dependence needs to be limited.

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Appendix A

Students' Questionnaire

Section 1. Demographic Information

1. **What is your age?**
ما هو عمرك؟
o Under 18
أقل من 18
o 18-20
18-20
o 21-23
21-23
o 24 and above
24 فأكثر

2. **What is your current level of study?**
ما هو مستواك الدراسي الحالي؟
o Foundation Level 1
المستوى التأسيسي 1
o Foundation Level 2
المستوى التأسيسي 2

3. **How long have you been studying English?**
منذ متى وأنت تدرس اللغة الإنجليزية؟
o Less than 3 years
أقل من 3 سنوات
o 3-5 years
3-5 سنوات
o 5-7 years
5-7 سنوات
o More than 7 years
أكثر من 7 سنوات

4. **How would you describe your exposure to English outside the classroom?**
كيف تصف تعرضك للغة الإنجليزية خارج الفصل الدراسي؟
o Minimal
ضئيل
o Moderate
متوسط
o Frequent
متكرر
o Extensive
كبير

5. **Have you participated in any formal vocabulary enhancement programs before?**
هل شاركت في أي برامج رسمية لتعزيز المفردات من قبل؟
o Yes
نعم
o No
لا

Section 2. **Current Vocabulary Learning Methods**

6. How often do you engage in vocabulary-building activities?
كم مرة تنخرط في أنشطة بناء المفردات؟

o Daily
يوميًا
o Weekly
أسبوعيًا
o Monthly
شهريًا
o Rarely
نادرًا

7. **Which method do you primarily use to learn new vocabulary?**
ما هي الطريقة الأساسية التي تستخدمها لتعلم مفردات جديدة؟
o Flashcards
بطاقات الذاكرة
o Vocabulary lists
قوائم المفردات
o Reading exercises
تمارين القراءة
o Interactive apps
التطبيقات التفاعلية
o Other
أخرى

8. **How effective do you find your current vocabulary learning methods?**
ما مدى فاعلية طرق تعلم المفردات الحالية التي تستخدمها؟
o Very effective
فعالة جدًا
o Somewhat effective
فعالة إلى حد ما
o Neutral
محايدة
o Somewhat ineffective
غير فعالة إلى حد ما
o Very ineffective
غير فعالة جدًا

9. **Do you use any specific strategies to remember new vocabulary?**
هل تستخدم أي استراتيجيات محددة لتذكر المفردات الجديدة؟
o Yes
نعم
o No
لا

10. **If yes, which strategies do you use?**
إذا كانت الإجابة بنعم، فما هي الاستراتيجيات التي تستخدمها؟
o Memory
الذاكرة
o Association with images
الربط بالصور
o Repetition
التكرار
o Contextual usage
الاستخدام في السياق
o Other
أخرى

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Section 3. **Impact of Vocabulary Enhancement Schemes**

11. **To what extent do vocabulary enhancement schemes like vocabulary logs improve your writing skills?**
إلى أي مدى تحسن برامج تعزيز المفردات، مثل سجلات المفردات، مهاراتك الكتابية؟
o Very much
كثيرًا جدًا
o Somewhat
إلى حد ما
o Neutral
محايد
o Slightly
قليلاً
o Not at all
ليس على الإطلاق

12. **How often do you use newly learned vocabulary in your writing assignments?**
كم مرة تستخدم المفردات التي تعلمتها حديثًا في مهامك الكتابية؟
o Always
دائمًا
o Often
غالبًا
o Sometimes
أحيانًا
o Rarely
نادرًا
o Never
أبدًا

13. **How confident are you in using new vocabulary in your writing?**
ما مدى ثقتك في استخدام المفردات الجديدة في كتاباتك؟
o Very confident
واثق جدًا
o Confident
واثق
o Neutral
محايد
o Unconfident
غير واثق
o Very unconfident
غير واثق تمامًا

14. **Do you believe that vocabulary enhancement schemes help you express ideas more clearly in your writing?**
هل تعتقد أن برامج تعزيز المفردات تساعدك على التعبير عن الأفكار بوضوح أكبر في كتاباتك؟
o Strongly agree
أوافق بشدة
o Agree
أوافق
o Neutral
محايد
o Disagree
لا أوافق
o Strongly disagree
لا أوافق بشدة

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15. **Have you noticed an improvement in your overall writing grades due to vocabulary enhancement schemes?**
هل لاحظت تحسنًا في درجات كتابتك العامة بسبب برامج تعزيز المفردات؟
o Significant improvement
تحسن كبير
o Some improvement
بعض التحسن
o No change
لا يوجد تغيير
o Decline
تراجع
o Not applicable
غير قابل للتطبيق

Section 4. **Engagement with Vocabulary Enhancement Schemes**

16. **How engaged are you with the vocabulary enhancement activities provided in your course?**
ما مدى تفاعلك مع أنشطة تعزيز المفردات المقدمة في دورتك؟
o Very engaged
متفاعل جدًا
o Engaged
متفاعل
o Neutral
محايد
o Disengaged
غير متفاعل
o Very disengaged
غير متفاعل تمامًا

17. **How often do you participate in additional vocabulary enrichment activities outside of class?**
كم مرة تشارك في أنشطة إضافية لإثراء المفردات خارج الصف؟
o Frequently
بشكل متكرر
o Occasionally
أحيانًا
o Rarely
نادرًا
o Never
أبدًا

18. **How satisfied are you with the variety of vocabulary enhancement activities available to you during your course?**
ما مدى رضاك عن تنوع أنشطة تعزيز المفردات المتاحة لك خلال دورتك؟
o Very satisfied
راضٍ جدًا
o Satisfied
راضٍ
o Neutral
محايد
o Dissatisfied
غير راضٍ
o Very dissatisfied
غير راضٍ تمامًا

19. **Do you think the vocabulary development activities in MyELT/Moodle align well with your writing needs?**
هل تعتقد أن أنشطة تطوير المفردات في MyELT/Moodle تتماشى مع احتياجاتك في الكتابة؟
o Strongly agree
أوافق بشدة
o Agree
أوافق
o Neutral
محايد
o Disagree
لا أوافق
o Strongly disagree
لا أوافق بشدة

20. **How likely are you to recommend the vocabulary improvement schemes to your peers?**
ما مدى احتمالية أن توصي ببرامج تحسين المفردات لزملائك؟
o Very likely
من المحتمل جدًا
o Likely
محتمل
o Neutral
محايد
o Unlikely
غير محتمل
o Very unlikely
غير محتمل على الإطلاق

5. **Suggestions for Improvement**

21. **What improvements would you most like to see in the current vocabulary enhancement schemes?**
ما هي التحسينات التي تود رؤيتها في برامج تعزيز المفردات الحالية؟
o More interactive activities
المزيد من الأنشطة التفاعلية
o Greater variety of resources
تنوع أكبر في الموارد
o More focus on writing application
تركيز أكبر على تطبيق الكتابة
o Regular feedback on progress
ملاحظات منتظمة على التقدم
o Other
أخرى

22. How do you prefer to receive vocabulary enhancement content?
كيف تفضل تلقي محتوى تعزيز المفردات؟
o Online platforms
المنصات الإلكترونية
o Printed materials
المواد المطبوعة
o In-class activities
الأنشطة الصفية
o One-on-one sessions
جلسات فردية
o Other
أخرى

23. **How helpful would additional support (e.g., tutoring or workshops) be for your vocabulary enhancement?**
ما مدى فائدة الدعم الإضافي (مثل التدريس الخصوصي أو الورش) في تعزيز المفردات؟
o Very helpful
مفيد جدًا
o Helpful
مفيد
o Neutral
محايد
o Not very helpful
غير مفيد جدًا
o Not helpful at all
غير مفيد على الإطلاق

24. **Would you be interested in participating in a peer-led vocabulary enhancement group?** هل تهتم بالمشاركة في مجموعة لتعزيز المفردات يقودها الأقران؟
o Yes
نعم
o No
لا
o Maybe
ربما

25. How would you rate the overall effectiveness of the current vocabulary enhancement schemes in improving your writing skills?**
كيف تقيم فعالية برامج تعزيز المفردات الحالية في تحسين مهاراتك الكتابية؟
o Excellent
ممتاز
o Good
جيد
o Average
متوسط
o Poor
ضعيف
o Very Poor
ضعيف جدًا

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