Vocabulary Learning Strategies Preferences by Al- Esra'a University College EFLs

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تمايز إستراتيجيات تعليم المفردات من قبل كلية الإسراء الجامعية

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Abstract

Students who study English as a foreign language use different strategies to learn new vocabulary in the course of their academic years. Yet, it is unknown which one do students use the most and which one the least. The current paper is investigating the EFLs students' use of vocabulary learning strategies at university level. The paper in hand presented the following question: "What are the most and the least used vocabulary strategies by the students of Department of English?" The paper hypothesized that "The most vocabulary learning strategies used are determination strategies (deciding which vocabulary to learn), and the least vocabulary learning strategies used are social learning strategies (incorporating others in learning vocabulary)". In order to validate the hypothesis, the paper used a five-part questionnaire, each has 3 questions, that is applied to (42) students who attended the Department of English

Language, Al- Esra'a University College, 2018-2019. The analysis of the data obtained from the questionnaire shows that most responses of the students in the determination strategy are "always" which means they tend to use the determination learning strategies the most, and the least responses of the students prefer using social related strategies, which prove the hypothesis right.

The paper is divided into two parts: the first part presents a theoretical note about vocabulary learning, along with its types, as mentioned in Schmitt (1997) taxonomy. The second part is the practical as it deals with the data analysis by using Statistics Package for Social Studies (SPSS), the paper ends conclusions, suggestions, and future studies.

Keywords: Learning English as a Foreign Language, Vocabulary Learning Strategies.

المستخلص

يستخدم الطلاب الذين يدرسون اللغة الإنكليزية كلغة أجنبية استراتيجيات مختلفة لتعلم مفردات جديدة في سياق سنواتهم الأكاديمية. ومع ذلك، فمن غير المعروف أي من هذه الاستراتيجيات يفضل الطلاب استخدامها بكثرة او بقلة. تحاول الورقة البحثية المقدمة تقصي استخدام متعلمي اللغة الإنجليزية كلغة أجنبية لاستراتيجيات تعلم المفردات على المستوى الجامعي. حيث قدمت الورقة البحثية السؤال التالي: "ما هي استراتيجيات المفردات الأكثر استخدامًا والأقل استخدامًا من قِبل قسم طلاب اللغة الإنجليزية؟" و قد افترضت الورقة أن "أكثر استراتيجيات تعلم المفردات المستخدمة هي استراتيجيات التتحديد (تحديد المفردات التي يجب تعلمها) ، وأقل استراتيجيات هي تعلم المفردات المستخدمة هي استراتيجيات التعلم الاجتماعي (دمج الآخرين في تعلم المفردات)". من أجل التحقق من صحة الفرضية ، تم استخدام استبانة مكونة من (5) اجزاء لكل منها 3 أسئلة، و تم تطبيقها على (42) طالب ملتحقين بقسم اللغة الإنجليزية، كلية الإسراء الجامعة، للعام الدراسي

2018- 2019. وقد أظهرت نتائج تحليل البيانات التي تم الحصول عليها من الاستبانة أن معظم اجابة الطلاب في إستراتيجية التحديد هي "دائمًا" مما يعني أنهم يميلون إلى استخدام هذه الاستراتيجية بكثرة، وأقل اجابة الطلاب يفضلون استخدام الاستراتيجيات الاجتماعية، والتي تثبت الفرضية الصحيحة.

و تنقسم الورقة البحثية إلى قسمين، حيث يقدم الجزء الأول ملاحظة نظرية حول تعلم المفردات أنواعها، كما هو مذكور في تصنيف شميت (1997). وأخيراً يختتم الجزء النظري بأهمية المفردات لمتعلمي اللغة الإنجليزية كلغة أجنبية. و يتعلق الجزء الثاني هو بالتطبيق العملي حيث يتعامل مع تحليل بيانات الاستبانة باستخدام برنامج SPSS ، وتختتم الورقة البحثية بالاستنتاجات والاقتراحات والدراسات المستقبلية المبنية على نتائج تحليل البيانات.

الكلمات المفتاحية : تعلم اللغة الإنجليزية كلغة أجنبية ، استراتيجيات التعلم المفردات.

1. Introduction

Vocabulary Learning Strategies (VLSs) have been considered as a site of interest in recent years as vocabulary itself is an important aspect of language; in addition, without the knowledge of the word meaning, one cannot learn the language. In this regard specialists have studied different vocabulary learning strategies, which are used by experimental groups to discover and categorize them to learn a foreign language.

The current paper investigates the use of vocabulary learning strategies among the students of Department of English language at Al-Esra'a University College by asking "What is the mostly used vocabulary learning strategy by the students of Department of English, and what is the least used vocabulary learning strategy". It is hypothesized that "The students of the Department of English tend to use determination vocabulary

learning strategies more than other strategies used in vocabulary learning, on the other hand, they tend to use the social strategies less than other strategies used in vocabulary learning". In this regard, the paper aims at finding out which vocabulary learning strategy is mostly used by the students of Department of English at Al-Esra'a University College, and finding out which vocabulary learning strategy is least used by them.

The paper shows its significance in that it contributes to the field of VLSs in the Iraqi universities in general and Al Esra'a University College/ Department of English Language in particular. It also provides insight into the use of vocabulary learning strategies among English students at Al-Esra'a University College and how do they incorporate those strategies in learning new vocabulary.

The paper is divided into two parts. The first part is theoretical about vocabulary learning and the vocabulary learning strategies. The second part deals with the practical application of the questionnaire and the data analysis. The paper is concluded with conclusions, recommendations, and further studies.

The paper is limited to those students who attend the third grade at Department of English Language, Al- Esra'a University College, during the academic year 2018-2019.

2. Vocabulary Learning Strategies: A Theoretical Note

2.1. Vocabulary Learning

In foreign language learning, it is very effective to identify students' vocabulary learning strategies, encourage them to use these strategies and teach them properly in order to improve language learning outcome. Ahmed (2012:71) states that "Vocabulary learning is an indispensable process for EFL learners to acquire proficiency and competence in target language". He further explains that the process of vocabulary learning initiates both learners' acquisition of knowledge and production of knowledge. In addition, it enriches learners' integrated language skills such as listening, speaking, reading and writing. Scott (2002: 1) puts the importance of words as the following "All languages have words. Language emerges first as words….The coining of new words never stops, nor does the acquisition of words". Language learners, in general, are of two types: good learners and poor learners. Good learners are those who are aware of the learning process, know the importance of learning words in context, and are aware of the semantic relationship between new and previously learnt L2 words. Those learners also use, beside dictionaries, other learners as a source of information on vocabulary. Poor learners, on the other hand, make use of a number of strategies, but apply them inadequately (Takac, 2008: 37). There are two types of vocabulary learning, which are known as incidental vocabulary learning, and intentional vocabulary learning.

2.1.1. Incidental Vocabulary Learning

Schmitt (2010:29) defines incidental vocabulary learning as "learning which accrues as a by-product of language usage, without the intended

purpose of learning a particular linguistic feature". He further reports that "any vocabulary learned while reading a novel simply for pleasure, with no stated goal of learning new lexical items is considered as an example of incidental vocabulary learning". With regard to incidental learning, it has been defined as the learning without intent to learn, or as the learning of one thing, e.g. vocabulary, when the learner's primary objective is to do something else.

2.1.2. Intentional Vocabulary Learning

Before 1940s, the primary emphasis of vocabulary learning strategies had been on intentional rather than incidental learning. It was usually assumed that intentional learning was important in learning. The general rationale for intentional vocabulary learning is grounded in Schmidt's (1990) noticing hypothesis, which states that noticing is the necessary condition for second language acquisition. As applied to lexical development, language learners must consciously notice L2 features in the input and pay deliberate attention to form-meaning connections of vocabulary items to optimize L2 learning. It is for this reason that vocabulary is commonly taught explicitly and directly in foreign language classrooms to compensate for the limited exposure and resources that may otherwise be available. However, Nation (2011) cautioned against over application of explicit vocabulary instruction with teacher-imposed vocabulary exercises. Among various vocabulary learning techniques, he particularly advocated that teachers should guide their students to make use

of word cards in learner-centered ways. As he argued, "Well directed deliberate vocabulary learning using word cards is very effective and much more efficient than teaching and vocabulary exercises" (ibid:536).

2.2. Vocabulary Learning Strategies (VLSs):

Vocabulary learning strategies (VLSs) are considered as a part of language learning process that has received much attention since the late seventies. A number of attempts have been made to classify (VLSs). For example, Schmitt (2002), made a number of contributions in order to classify them. He came out with two categories of L2 vocabulary learning strategies: discovery and consolidation strategies. The former referred to determination and social strategies whereas the latter included social, memory, cognitive, and meta-cognitive strategies. Taxonomy of vocabulary learning strategies in the current paper are based on Schmitt's extracted vocabulary learning strategies from Oxford's (1997) taxonomy of general learning strategies and their categorization into Social (involving cooperation with others), Cognitive (referring to language manipulation or transformation), Metacognitive (used to control the learning process) and Memory strategies (involving relating the new word with some previously learned knowledge).

2.2.1. Discovery Strategies

Discovery strategy involves determination and social strategies; it helps learners to determine the meaning of new words when encountered for the first time (Farouk, 2007).

2.2.1.1. Determination Strategies

According to Schmitt (1997), determination strategies are used when students discover the meaning of a new word without using the experience of another person. In this strategy, students try to guess and discover the meaning of the new words with the help of context, structural knowledge and reference material. That means students find the meaning of the words on their own. Determination Strategies facilitate gaining knowledge of a new word from the first four options: (i) guessing from an L1 cognate, (ii) guessing from context, (iii) using reference materials, or (iv) asking someone else. Learners may be able to discern the new word's part of speech, which can help in the guessing process (Oxford, 2003:56)

2.2.1.1.1. Using Dictionary

A dictionary is an alphabetical reference list of the words in the language (Davey and Davey: 2006). The suitable dictionary is the one which contains all the words that are needed by the reader or learner. Beside a good dictionary, there is a thesaurus which is a reference book that contains synonyms and antonyms. Gairns & Redman, (1986: 78) reported that if the student has no teacher or peer to ask, he can still solve a number of problems by using dictionary. New words are expected to be added continuously as a matter of labeling a new object or phenomena such a process would finally enlarge the vocabulary of English language and makes it bigger than before.

2.2.1.1.2. Guessing from Context

Context refers to the words and sentences that surround a particular word and help fix its meaning (Chesla, 2004: 27). Guessing from context

most commonly refers to inferring a word's meaning from the surrounding words in a written text. Guessing an unknown word's meaning from context has been widely promoted in the last two decades as it has been seen to fit in more comfortably with the communicative approach than other, more discrete, discovery strategies (Oxford, 2003). Learners using guessing strategies rely on their background knowledge and identify linguistic clues like grammatical structures of a sentence to guess the meaning of a word (Farouk, 2007: 4). Learners try to discover the meaning of a new word by guessing it with the help of context, structural knowledge of language, and reference materials or through employing the social strategies of asking someone for help with the unknown words (Schmitt, 2000). "The problem for most learners when guessing the meaning of a word in a second language is that they are less confident about their understanding of the context than they would be in their L1" (Oxford, 2003:83).

2.2.1.1.3. Analyzing Word Parts

Because a large proportion of English words are derived from French, Latin or Greek, they are made up of word parts - affixes and stems. Being familiar with the common word parts can provide a useful basis for seeing connections between related words, checking guesses from context, strengthening form and meaning connections, and in some cases working out the meaning of a word (Nation, 2001: 355). When students engage in "word analysis" or "word study," they break words down into their smallest units of meaning — morphemes. Each morpheme has a meaning that contributes to

our understanding of the whole word. As such, students' knowledge of morphemes helps them to identify the meaning of words and build their vocabulary. The ability to analyze words is a critical foundational reading skill and is essential for vocabulary development as students become college and career ready (Zorass, 2015:121)

2.2.1.2. Social Strategies

Schmitt (1997:36) notes that another way of discovering a new meaning is to ask the unknown words to others by using social strategies. When students discover words, they use various strategies at first. They use social strategies, memory strategies, cognitive strategies, metacognitive strategies to combine their vocabulary knowledge. An example of a social strategy group used to consolidate the word is a collaborative learning group in which students practice the meaning of a new word. Nation (1997: 24) states that group work can also be used to practice words as well as discovering words. Language is a form of social behavior; it is communication, and communication occurs between and among people. Cooperative learning shows higher self-esteem, increased confidence and enjoyment greater and more rapid achievement, more respect for the teacher, the school, and the subject (Oxford, 1990: 140) Asking questions like "What do these words have in common? How are they different?" When studying a word list. Asking questions will test comprehension of the material. It also puts the information into words, which will help remembering what have been learned. This can be especially helpful when learning definitions

(Chesla, 2004: 11). Another way to discover a new meaning employs the Social Strategy of asking someone who knows.

2.2.1.2.1. Asking Teacher

Asking the teacher about the meaning of unknown word is social strategy used by some students. Some of the students tend to ask their teacher more often than asking classmates because they trust their teacher more than their classmates. A student can ask the teacher or another student to explain the meaning of an item which he has just encountered. The best strategy is to make the context sufficiently clear so that the listener can provide the student with the word he is looking for (Gairns & Redman, 1986: 77). Teachers are often in this position, and they can be asked to give help in a variety of ways: giving the L1 translation if they know it, giving a synonym, giving a definition by paraphrase, using the new word in a sentence, or any combination of these. L1 translations have the advantage of being fast, easily understood by students, and make possible the transfer of all the knowledge a student has of the L1 word (collocations, associations, etc.) onto the L2 equivalent.

2.2.1.2.2. Asking Classmate

It refers to working with other language learners to improve language skills (Oxford, 1990: 147). This strategy can involve a regular learning partner of a temporary pair or a small group. This strategy frequently involves controlling impulses toward competitiveness and rivalry. (ibid) This

social strategy helps students feel relaxed and confident with their classmates rather than their teachers.

2.2.1.2.3. Asking Native-speaker

Native speaker is the one who speaks the language as his mother tongue, or in other words, the one who speaks his first language (L1). It is an important social strategy for the learners particularly those who study English as a foreign language (EFL). If input is a key element in language acquisition (Krashen, 1982), then it would seem that interacting with native-speakers would be an excellent way to gain vocabulary. Although it would be hard to prove this empirically, there is indirect evidence to support this intuitive assumption.

2.2.2. Consolidation Strategies

Consolidation is a stage where new material is reviewed, and hopefully learning is reinforced. It normally occurs at the end of the lesson. Consolidation can be compared with revision, which takes place at a later time and serves to remind learners.

2.2.2.1. Memory Strategies

Memory strategies are classified into rehearsal and encoding categories. Repetition, memorizing word lists and imitating other people's pronunciation of words are examples of rehearsal strategies. Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic, and contextual encoding as well as word-structure (Farouk, 2007).

2.2.2.1.1. Using Images

New words can be learned by studying them with pictures of their meaning instead of definitions. Pairing L2 words with pictures has been shown to be better than pairing them with their L1 equivalents. Alternatively, learners can create their own mental images of a word's meaning. Imagery has been shown to be more effective than mere repetition for reading passages and sentences. It could also be more effective for vocabulary too.

2.2.2.1.2. Linking Words

Students can learn new words by linking them to L1 Usually this involves some type of sense relationship, synonymy, or antonymy. Word association paper has shown that coordinates in particular have very strong connective bonds (Aitchison, 1987). These and other sense relationships (hyponymy and meronymy) can be illustrated with semantic maps, which are often used to help consolidate vocabulary (Oxford, 1990:83).

2.2.2.1.3. Using Vocabulary Knowledge

Without adequate knowledge of vocabulary, students are generally impeded in their academic activities. Vocabulary knowledge is also instrumental in reading comprehension (Read, 2000; Qian, 2002). It is shown that knowledge of vocabulary is closely related to reading comprehension and Vermeer (2001) suggests that it can be used as one of the best estimation of language proficiency at school.

2.2.2.2 Cognitive Strategies

Cognitive strategies are similar to memory strategies but do not focus on mental processing. They include repetition and mechanical methods such as word lists, flash cards, word books to study vocabulary. The basic rule of this strategy is repetition. Cognitive strategies include guessing strategies, skillful use of dictionaries and note-taking strategies. Cognitive Strategies in this taxonomy are similar to Memory Strategies, but are not focused so specifically on manipulative mental processing; they include repetition and using mechanical means to study vocabulary. Examples of this strategy include: written and verbal repetition, repeatedly writing or saying a word over and over again. (O'Malley and Chamot, 1990).

2.2.2.2.1. Repetition

Repeating words over and over is another way of learning vocabulary. Most people use this strategy in their daily life, for instance, when they want to remember something last for a few seconds. Repetition helps keep things in short-term memory, and it also helps move information into long-term memory. In everyday life, people use repetition to remember something that is not written down.

2.2.2.2.2. Taking Notes

Another kind of cognitive strategy is using study aids. Taking notes in class invites learners to create their own personal structure for newly learned words, and also affords the chance for additional exposure during review. Students can also make use of any special vocabulary sections in their textbooks to help them study target words.

2.2.2.3. Metacognitive Strategies

Metacognitive strategies are to decide which words are worth learning, plan consciously, and find the most effective learning method. It is the type of strategy that learners use to control and evaluate their own learning. It plays an important role in choosing a learning strategy because it is a positive reinforcement if progress, or a strategy change. Metacognitive strategies include planning, monitoring and evaluation. It provides a conscious overview of the learning process.

Oxford (1990:136) reported that "Metacognitive means beyond, beside, or with cognitive. Therefore, metacognitive strategies are actions which go beyond cognitive and which provide away for learners to coordinate their own learning process" Metacognitive strategies consist of selective attention and self-initiation strategies. Learners who use selective attention strategies recognize the relative importance of words they can learn for their comprehension. Learners employing self-initiation strategies use a variety of means to make the meaning of vocabulary items clear (Farouk, 2007). Metacognitive strategies in Schmitt's taxonomy help learners to control and evaluate their own learning, by having an overview of the learning process in general as such, they are generally broad strategies, concerned with more efficient learning. Studies papering the number of exposures necessary to learn a word have results ranging from 5 to 16 or more (Nation, 1990:43-45). This means that the conscious decision to persevere may be one of the most important strategies of all.

2.2.2.3.1. Decision-Making

This cognitive strategy includes deciding which words are worth studying and which words are not, as well as preserving with the words that are chosen to learn (Schmitt, 2000).

2.2.2.3.2. Assessment

Evaluating one's own progress in the new language, for instance, checking whether one is reading faster and understanding more that 1month or 6 months ago, or whether one understands a greater percentage of each conversation (Oxford, 1990: 40)

2.3. Importance of Vocabulary Learning

During the past decade, the importance of vocabulary has become obvious, especially when papers have shown interest in searching vocabulary and its effect in second language learning (L2) (Allen, 1983:65). The focus on the grammatical structure is basically to enhance communication among students who learn English as a foreign language until the advent of communicative approach in 1970s which made a noticeable change to that view, then the focus shifted to vocabulary learning and scholars began to re-think the role of vocabulary in language communication instead (Thornbury 2002). Carter (1998: 185) confirmed this point by stating that "since the late 1970s, however, there has been a revival of interest in vocabulary teaching". Acquiring vocabulary in a foreign language is one of the most challenging tasks for second language (L2) learners, particularly those who rely almost solely on L2 classroom experience in environment where the target language

is not widely spoken outside of the classroom. However, Nunan (1991: 152) argues that "no one seriously interested in the development of second and foreign language has ever suggested that learners do not need to master the grammatical system of the target language: the debate has been over how learners can best acquire the target grammar. Applying the correct grammatical rules make the language sounds good, on other hand failure on the use of grammar make language sounds awkward and inconsistent. Nunan (ibid) further added that "acquiring the grammatical system of target language is of central importance, because an inadequate knowledge of grammar would severely constrain linguistic creativity and limit the capacity for communication" However, EFL students must learn the vocabulary of the target language in terms of word by word translation technique, they translate an English item into mother tongue counterpart, neglecting all other aspects of word knowledge. Takac (2008: 61) explained that a great number of learners adopt the traditional rote learning strategy, which required a list of L2 words and their L1 translation which seems to be a 'natural' strategy, particularly for novice who relies on lexical associations in vocabulary learning. The majority of teachers and paperers said that such a strategy does not enhance long-term memorization of vocabulary acquisition, and this fact goes on the line with the assumption which says that learning words in context is effective than learning isolated items.

3. Vocabulary Learning Strategies (VLSs): A Practical Implication

3.1. Methodology

The current paper adopts a descriptive approach to carry out the paper. The instrument used for data collection is a questionnaire that is applied to a sample of students, who study in the Department of English Language at Al-Esra'a University College in the academic year 2018- 2019, in order to state their strategies used in figuring these words. The data have been analyzed in order to validate the hypotheses made for the sake of the paper.

3.2. Sample

The sample chosen to carry out the paper comprises (42) students who study English language at the Department of English Language, Al- Esra'a University College, third stage, in the academic year 2018- 2019.

3.3. Instrument of Data Collection

The data of the paper were collected from the participants via the administration of a questionnaire. The questionnaire was distributed to (42) participants. It was based on the framework of instruments proposed by (Goundar, 2015). The questionnaire was divided into five sections corresponding to the five strategies of vocabulary learning. Within each section there are three statements each asking about the use of a particular strategy. For each statement, respondents have to choose one from the five options of frequency according to Likert-type scale 'always', 'often', 'sometimes', 'rarely' and 'never'.

4. Data Analysis

4.1. Discovery Strategies

4.1.1. Determination Strategies

The results in table (4.1) show the responses made by participants for the three questions as indicated by the Likert-type scale as follows: "Always" (43%- 47%- 52%), "Often" (28%- 28%- 14%), "Sometimes" (38%- 23%- 47%), "Rarely" (0-0.04%-0) and "Never" (0-0-0).

Table (4.1) Frequency and Percentage of Determination Strategies

No	Item	Always		Often		Sometimes		Rarely		Never	
		N	P	N	P	N	P	N	P	N	P
1	I use a monolingual/bilingual dictionary.	18	43%	12	28%	16	38%	-	-	-	-
2	I use the dictionary to find only the meaning of the word.	20	47%	12	28%	10	23%	2	0.04%	-	-
3	I use the dictionary to find the appropriate usage (example sentence) of the word.	22	52%	6	14%	20	47%	-	-	-	-

4.1.2. Social Strategies

The results in Table (4.2.) show the responses made by participants as indicated by the Likert-type scale for the three questions as follows: "Always"(52%-19%-0.09%), "Often" (0.04%-23%-19%), "Sometimes" (28%-28%-57%), "Rarely" (14%-14%-0.09%), and "Never" (0-0.09%-0.02%).

Table (4.2) Frequency and Percentage of Social Strategies

No	Item	Always		Often		Sometimes		Rarely		Never	
		N	P	N	P	N	P	N	P	N	P
4	I ask the teacher for the meaning of a new word.	22	52%	2	0.04%	12	28%	6	14%	-	-
5	I ask my classmate for the meaning of a new word.	8	19%	10	23%	12	28%	6	14%	4	0.09%
6	I ask a native speaker for the meaning of a new word.	4	0.09%	8	19%	24	57%	4	0.09%	2	0.04%

4.2.1. Memory Strategies

The results in table (4.3) show the responses made by participants as indicated by the Likert-type scale for the three questions as follows: "Always" (57%-38%-14%),"Often" (38%-19%-19%), "Sometimes" (0.04%,-28%- 43%),"Rarely" (0.04%- 0.04-0.09), and "Never" (0-0.04%-19%).

Table (4.3) Frequency and Percentage of Memory Strategies

No	Item	Always		Often		Sometimes		Rarely		Never	
		N	P	N	P	N	P	N	P	N	P
7	To remember a word, I repeat it aloud to myself.	24	57%	16	38%	2	0.04%	2	0.04%	-	-
8	To remember a word, I write it repeatedly.	16	38%	8	19%	12	28%	2	0.04%	2	0.04%
9	I create a mental image of the new word to help me to remember the word	6	14%	8	19%	18	43%	4	0.09%	8	19%

4.2.2. Cognitive Strategies

The results in table (4.4.) show the responses made by participants as indicated by the Likert-type scale for the three questions as follows: "Always" (38%-47%-33%),"Often" (43%-0.09%-0.09%), "Sometimes" (19%-38%-14%), "Rarely" (0.04%-0-23%) and "Never" (0-0-14%).

Table (4.4) Frequency and Percentage of Cognitive Strategies

No	Item	Always		Often		Sometimes		Rarely		Never	
		N	P	N	P	N	P	N	P	N	P
13	I think about my progress in vocabulary learning	16	38%	18	43%	8	19%	2	0.04%	-	-
14	I try to find out all I can about the new words I learn	20	47%	4	0.09%	16	38%	-	-	-	-
15	I only focus on things that are related to examination	14	33%	4	0.09%	6	14%	10	23%	6	14%

4.2.3. Metacognitive Strategies

The results in table (4.5.) show the responses made by participants as indicated by the Likert-type scale for the three questions as follows: "Always" (38%-47%-33%),"Often" (43%-0.09%-0.09%), "Sometimes" (19%-38%14%), "Rarely" (0.04%-0-23%), and "Never" (0-0-14%).

Table (4.5) Frequency and Percentage of Metacognitive Strategies

No	Item	Always		Often		Sometimes		Rarely		Never	
		N	P	N	P	N	P	N	P	N	P
13	I think about my progress in vocabulary learning	16	38%	18	43%	8	19%	2	0.04%	-	-
14	I try to find out all I can about the new words I learn	20	47%	4	0.09%	16	38%	-	-	-	-
15	I only focus on things that are related to examination	14	33%	4	0.09%	6	14%	10	23%	6	14%

4.3. Discussion

The paper focuses on the main question, "what are the most and least used vocabulary strategies by the students of Department of English?" The types taken into considerations were determination, social, memory, cognitive and metacognitive strategies. To answer the paper's question, the total of the "always" statements for each part of the questionnaire are counted. The strategies are arranged from the highest to the lowest as follows: Determination (60), Metacognitive (50), Memory (46), Cognitive (36), and Social (34). It is shown from the data analysis that the most used strategies by the students of the Department of English Language, Al-Esra'a University College are the determination strategies, and the least used strategies are the social strategies. This proves that the hypothesis is right.

5. Conclusions, Recommendations, and Future Studies

5.1. Conclusions

In this paper, it is aimed to determine the most and least used vocabulary learning strategies of foreign students learning English at Al-Esra'a University College. A questionnaire consisting of 15 items was presented to (42) subjects to collect data. The questionnaire is adapted from the vocabulary learning strategy classification based on Schmitt's Taxonomy (1997). The data was analyzed by SPSS. According to the questionnaire's results, the following conclusions are made:

1-   The most used vocabulary strategies are determination strategies. The reason for this is that the students are at level A1. As students have just

started learning the language, they use determination strategies. Students in this period act timidly and study independently.

2- The type of strategy that students use the least is social strategies. Social strategies include activities such as asking a teacher, a classmate, or a native speaker, etc. Since the students are at the beginner level, they learn words by themselves with simple methods without using different sources. As students reach higher levels, they become more social, increasing the use of social strategy.

5.2. Recommendations

In teaching English as a foreign language, the following suggestions can be made about the vocabulary learning strategies used by foreign students:

1. Students should be taught vocabulary learning strategies from the beginning at university level, strategies such as using flash card, note taking, repeating the new word many times to remember them, etc.

2. Students should be trained to guess the meaning from context, depending on contextual clues while reading textbooks.

3. Students should be aware of the importance of social strategies, but they should not always depend on asking classmates because classmates may sometimes provide inaccurate meaning.

4. Students should not only focus on things that are related to examination but they should be honest and realize that knowledge does not stop at passing the exam.

5.3. Further Studies

Further studies are proposed for the sake of more insight into the field of vocabulary learning:

1- The effect of memory strategies on learners' retention and attrition of target lexical items is needed.

2- Examining the effect of VLSs on learners' vocabulary measurement in terms of depth, breadth and fluency.

3- A paper on receptive and productive vocabulary is needed to investigate the effect of vocabulary learning strategies on writing skill.

4- It is also suggested to do some papers on the intentional and incidental learning skills used by EFL students, whether strategies or application.

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