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Investigating Students' Strategies for Learning Vocabulary

The Case of Second Year EFL Students at Mila University Centre

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DEDICATION

I would like to dedicate this modest work to my dear Parents for their ongoing love,

that without their support my success wouldn't have been possible

To my lovely Sisters: Yasmina, Samiha, and Wafa

To my beloved Brothers: Nassredine, Hicham, and Mouad for their endless

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To my friend : Abir (Asma) with whom I shared the bad and the good times

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SOUAD

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Abstract

Vocabulary knowledge is of paramount significance in the language learning process. Vocabulary learning is among the major challenges that learners may face, as any inadequacy in vocabulary knowledge can cause difficulties in foreign language learning i.e. it may affect both production and comprehension. Hence, learners can enhance their vocabulary by applying a variety of vocabulary learning strategies. In this regard, the present study sets out to investigate students' vocabulary learning strategies, the most and the least commonly employed strategies in addition to the vocabulary learning strategies used by males and females of second year EFL students at Mila University Centre. Based on these research concerns, it is hypothesized that second year EFL students at Mila University Center use strategies to learn vocabulary, students deploy some strategies more than other ones also males and females use different strategies to learn vocabulary. The questionnaire was found a suitable tool to collect data for the present study. The results drawn from this study they reveal that students use a variety of vocabulary learning strategies, the use of some strategies at the expense of other strategies, and that gender affects the strategy choice. In the light of the data obtained from the questionnaire, it is extremely recommended to raise the awareness of vocabulary learning strategies to help learners become more effective as well teachers should encourage their students to use vocabulary learning strategies and direct them towards how to use these strategies in a way that it benefits them.

Key Words: Language learning strategies, Vocabulary knowledge, Vocabulary learning strategies, EFL students.

List of Abbreviations

COG: Cognitive

DET: Determination

FL : Foreign Language

GGL: Good Language Learner

L2: Second Language

LLSs: language Learning Strategies

MEM: Memorization

MET: Metacognitive

SOC: Social

VLSs : Vocabulary Learning Startegies

List of Tables

List of Figures

List of Graphs

Table of content **Page**

<center>**General Introduction**</center>

1. **Statement of the Problem**

      Words are extremely indispensable. They are used in everyday conversations; people use words to communicate with each other and the continuity of the communication is attached to the words one possesses. Vocabulary is highly crucial in the field of language learning. To convey a message appropriately, learners should acquire a rich vocabulary; accordingly, to better master a language, learners need to master its vocabulary. One of the problems students encounter in the language learning process is the insufficient vocabulary knowledge that affects both production and comprehension i.e. they cannot express themselves properly in English. Moreover, they encounter difficulties while reading a piece of paper and understanding what they are listening to. It is suggested that this could be due to the inadequate vocabulary, and also to the improperly chosen vocabulary learning strategies when they learn English. The current study mainly explores the vocabulary learning strategies used by learners to learn English vocabulary.

2. **Aim of the Study**

      Vocabulary, being the building blocks of language, is central to foreign language learners. The more learners are exposed to the foreign language, the more vocabulary they gain; the richer their vocabulary language will be, the more they are capable of expressing themselves effectively in both reading and writing, and to comprehend what they hear and read. A deep and rich vocabulary enables the learners to be confident, and autonomous, and thus, they are likely to succeed in language learning. On the other hand, it is of paramount importance to look for the best and the most convenient ways to reinforce the vocabulary of the learner; accordingly, the central purpose of this study is to elicit what vocabulary learning strategies students deploy when learning English as foreign language in order to strengthen

<center>1</center>

their vocabulary and also to explore what the most used vocabulary strategies are, and the least used ones by second year students of English at Mila University Centre.

3. Research Questions and Hypotheses

The following are the research questions that this work is heading up to answer:

1- What are the vocabulary learning strategies that second year EFL students use to learn vocabulary?

2- What are the most and the least used strategies to learn vocabulary?

3- What are the vocabulary strategies used by males and females?

Based on the research questions above it is hypothesized that:

1-Second year EFL students at Mila University Centre use strategies to learn vocabulary.

2- Second year EFL students at Mila University Centre deploy some vocabulary learning strategies more than other ones.

3-Males and females at Mila University Centre use different strategies to learn vocabulary.

4. Means of Research

Being among the widely utilized tools in research, the questionnaire is used for identifying learners' strategies for learning vocabulary. This study is conducted through quantitative and qualitative research.

A total of 49 Algerian EFL students, which represents 1/3 of the whole population from Mila University Centre, are chosen randomly and participated in this study. All of them were second year students who are divided into 14 males, and 35 females out of 147, their age ranges from 18-25.

5. Structure of the Dissertation

The present study is mainly divided into three major chapters. Chapter one is dedicated mainly to explore language learning strategies; it offers the definition of learning

strategies in broad terms, and that of language learning strategies. Besides, it discusses the characteristics of language learning strategies, the most important classifications found in the literature, the concept of the good language learner (GLL), the variables that affect strategy use, and finally the significance of those language learning strategies to language learners. Chapter two merely deals with vocabulary learning and vocabulary learning strategies; it starts with an introduction, followed by the definition of vocabulary. It offers a brief explanation of the process of vocabulary acquisition, as it explains the two different types of vocabulary learning. Moreover, this chapter explains how vocabulary knowledge can be important to language learners in general and English language learners in specific. Like chapter one, this chapter also explains the most important classifications of vocabulary learning strategies offered by different scholars and finally it offers the significance of vocabulary learning strategies. Concerning the last chapter, which is the practical part, it deals with the analysis of the data obtained from the questionnaire which is attempting to answer the research questions. This work ends with a general conclusion, in addition to some recommendations that, we hope, can be of great help for both teachers and students.

Chapter One: Language Learning Strategies

Introduction

In the last twenty years, a significant shift has been witnessed in the domain of language learning and teaching. The interest was paid to learners and learning rather than to teachers and teaching. Together with this new shift of interest, the researcher's main concern was placed on the way information is processed by learners, and the different types of strategies they apply for better comprehension and recalling information.

This chapter sheds light on the language learning strategies (LLSs), their definition, and their characteristics to pave the way to talk about the classification of LLSs; it also introduces who is the good language learner (GLL), including what variables can affect the use of LLSs. Finally it highlights the importance of such strategies.

1. Learning Strategies

In order to succeed in reaching the main goal of any learning process, a strategy is needed to be adopted. To have a clear idea about what the word 'learning strategy' means, it is worth defining first the term strategy by its own. According to 'Cambridge's online dictionary', the term strategy is defined as follows: "a detailed plan for achieving success in situations such as war, politics, business, industry or sports, or the skill of planning for such situation". For Oxford (1990), the term strategy has Greek origins "Strategia"; a high levelled plan for war. The term strategy recently entered the learning domain namely learning strategies. O'Malley and Chamot (1990) define learning strategies as "special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information" (p. 1). From the above definitions, it can be deduced that learning strategies are the procedures, or techniques learners may adopt to solve or analyse a problem in learning, to facilitate the learning process, so they become autonomous learners.

2. Language Learning Strategies

LLSs are playing a central role in the language learning process; accordingly, LLSs have received a significant amount of interest since the early beginning of the 1970s. LLSs have been defined differently by many scholars. Rubin (1975) sees LLSs as "the techniques or devices which a learner may use to acquire knowledge"(p. 43). Oxford (1990) proposes another definition, she sees LLSs as "steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self directed involvement, which is essential for developing communicative competence" (p. 1), Brown (2000) considers LLSs as "those specific 'attacks' that we make on a given problem. They are moment-by-moment techniques that we employ to solve 'problems' posed by second language input and output" (p. 122). For Chamot (1998), "learning strategies are the thoughts that students have and actions that they can take to assist their comprehension, recall, production, and management of their language learning" (p. 2). In a more recent definition, Chamot (2005) considers learning strategies as "procedures that facilitate a learning task" (p. 112). For Weaver and Cohen (1997; as cited in Chamot, 1999):

> Language learning strategies can be defined as the specific behaviors, steps, and actions taken to enhance one's own learning, through the storage, retention, and use of new information about the target language, they are conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target Language. They facilitate Language tasks, represent goal-directed behavior, and personalize the language learning process. (p. 1)

From the above definitions it can be deduced that language learning strategies can be defined as mental or behavioural processes taken by the learner of a FL/L2 to learn the new language successfully.

2. Characteristics of Language Learning Strategies

To illustrate LLSs more, Oxford (1990, p. 9) proposes a list of characteristics set as follows:

A. "Contribute to the main goal, communicative competence": All LLSs aim to develop communicative skills. For example, (a) the affective strategies push students to engage in the language learning situation as they build up in them self confidence, and assiduity, (b) Social strategies augment communication.

B. "Allow learners to become more self directed": i.e. they engage themselves in the learning process, without teacher's guidance, they tend to be responsible, confident, and they gain ability or skill to have a successful learning process.

C. "Expand the role of teacher": Teachers become facilitators, guiders and advisors, unlike the old roles they used to perform being the managers, directors, and the authority.

D. "Are problem-oriented": It refers to the aim behind the use of LLSs. An issue to be solved, a goal to be achieved, to complete a given task, LLSs are needed to be applied.

E. "Are specific actions taken by the learner": These specific actions improve their learning. For instance these actions can be: taking notes, and self evaluation.

F. "Involve many aspects of the learner, not just the cognitive": Learning strategies are not constrained only to the cognition, they also feature other aspects as metacognitive, and affective functions.

G. "Support learning both directly and indirectly": LLSs can be direct or indirect; the former features strategies which have direct effect in the language learning. For example, memory strategies. The latter features strategies which have indirect effect. As social strategies.

H. "Are not always observable": Some learning strategies cannot be seen and observed.

I. "Are often conscious": Yet, with the successive practice, learning strategies may be unconsciously applied.

J. "Can be taught": For Oxford (1990), LLSs can be easily taught through training, for this reason L2 Learners should be trained to enhance their learning process.

K. "Are flexible".

L. "Are influenced by a variety of factors": The use of learning strategies is affected by many variables such as age, and gender.

4. Classification of Language Learning Strategies

Many classifications of LLSs have been found in the literature proposed by different scholars such as Oxford (1990), O'Malley and Chamot (1990), and others who divided it under various categories; these different categories have been developed based on the results they reached through the use of different methods of data collection.

4.1. Oxford's (1990) Classification:

This classification is inclusive in the sense that all the LLSs fall under the umbrella of Oxford's work. Oxford (1990, pp. 15-22) classifies LLSs into two main categories direct and indirect, each of which is divided into three major groups. The former contains memory, cognitive strategies, and compensation strategies. The latter contains metacognitive strategies, affective strategies, and social strategies.

4.1.1. Direct Strategies

Direct strategies are those language strategies that are involved directly in the new language. Oxford (1990) states that "all direct strategies require mental processing of the language" (p. 37). In order to store and recall information, the direct strategies are highly crucial for students; besides, they help them fill in the emptiness in their language during communication. Direct strategies consist of the following:

4.1.1.1. Memory Strategies

Memory strategies are those which are mainly used to save information, and recall it whenever it is necessary. According to Oxford (1990, pp. 38-43), memory strategies consist of four sets: (A) "creating mental linkages (grouping, placing new information into a context, associating/elaborating" e.g. when a learner hears a piece of information, his mind directly links it to another information that she/he already has in mind, which makes it meaningful and logically set), (B) "applying images and sounds (using imagery, semantic mapping, using keywords, representing sounds in memory" ,(C) "reviewing well (structured reviewing)" e.g. the learner keeps going back to the same information after the initial learning takes place, days, weeks, or even months after, until the information will stick in his/her mind , (D) "employing action (using mechanical techniques, using physical response or sensation)" e.g. when the learner learns a new word so she/he writes it down on a note book, which is well organized and divided into parts like adjectives, adverbs, verbs, and nouns . These lately mentioned strategies are mostly used at the very first phases of acquiring a second language/foreign language, and whenever learner's level advances the awareness of its use is likely to be decreased.

4.1.1.2. Cognitive Strategies

Cognitive strategies are mental processes employed by the learners to handle, and make sense of their learning. According to Oxford (1990, pp. 43-47), they include four sets (A) "practicing" e.g. the learner keeps repeating the same information until she/he masters it, (B) "receiving and sending messages" e.g. the learner uses one of the two techniques, either by skimming or scanning, in the former she/he uses it to have a general idea about a specific topic, while in the latter she/he uses it to go deep in detail , (C) "analysing and reasoning" e.g.

whether you translate the target language to the mother language or vice versa , (D) "creating structure for input and output" e.g. the learner takes notes while the teacher is lecturing.

4.1.1.3. Compensation Strategies

Compensation strategies according to Oxford (1990, pp. 47-50) are strategies used by the learners to cover the lack in their vocabulary knowledge while communicating i.e. speaking and writing. They are further divided into two sets: (A) "guessing intelligently" e.g. the learner guesses the meaning of a word from the context of use, (B) "overcoming limitations in speaking and writing" e.g. when the learner faces difficulties in expressing his/her thoughts using the target language so she/he turns to the mother tongue or she/he asks help from peers or the teacher.

4.1.2. Indirect Strategies

From Oxford's (1990) point of view, indirect and direct strategies are going side by side, and complement each other as they both help the learners to control, and organize the learning process. Indirect strategies are called so, since they support and manipulate learning in an indirect involvement.

4.1.2.1. Metacognitive Strategies

Metacognitive strategies are employed by learners to arrange and regulate their own mental processes, and would be extremely important for learners who face problems that confuse their vocabulary learning or writing. Metacognitive strategies contain three sets Oxford (1990, pp. 136-140): (A) "centring learning" (helps learners direct their attention and concentration toward a given skill or exercise), (B) "arranging and planning learning" (learners would take advantage from their efforts, and abilities as these strategies organize their learning process), (C) "evaluating learning" e.g. a learner would like to check if his speaking skill having a significant development by asking the teacher or peers by the end of his/her presentation.

4.1.2.2. Affective Strategies

According to the online dictionary 'Your dictionary': The word *affective* is defined as follows: Something that evokes feelings or emotional actions or actions driven by feelings. In addition, Oxford (1990) sees that "The term affective refers to emotions, attitudes, motivations, and values" (p. 140). Affective strategies are procedures such as self reinforcement, and rewarding one-self. These strategies assist learners to engage themselves positively in language learning through controlling emotions, attitudes, motivation, and values. Oxford (1990, pp. 140-144), states that affective strategies consist of three sets: (A) "lowering your anxiety" e.g. some may practice sport before their viva, (B) "encouraging yourself" e.g. one can keep repeating 'I can do it', (C) "taking your emotional temperature" e.g. an English language learner who is interested in writing, she/he makes an extensive practice of it, so she/he soon feels exhausted, as a result this affects his/her productivity, in this case she/he recognizes that taking a rest would be of great benefit for him/her. To put it simply affective strategies are noticed to be concerned with learner's emotional needs.

4.1.2.3. Social Strategies

Social strategies are significant for language learning as language learners use language to communicate, and communication requires people to interact with. Oxford (1990, pp. 144-147) divided these lately mentioned strategies into three sets (A) "asking question" e.g. asking for help to complete a task, (B) "cooperation with others" e.g. working with other language learners to enhance writing skill), (C) "empathizing with others" e.g. to be aware towards people's thoughts and feelings.

DIRECT STRATEGIES

INDIRECT STRATEGIES

I. Memory strategies

A. Creating Mental Linkages

B. Applying Images and Sounds

C. Reviewing well

D. Employing action

I. Metacognitive strategies

A. Centering your learning

B. Arranging and planning your learning

C. Evaluating your learning

II. Cognitive strategies

A. Practicing

B. Receiving and sending messages

C. Analyzing and Reasoning

D. Creating structure for input and output

II. Affective Strategies

A. Lowering your Anxiety

B. Encouraging yourself

C. Taking your emotional temperature

III. Compensation strategies

A. Guessing Intelligently

B. Overcoming limitations in speaking and writing

III. Social strategies

A. Asking questions

B. Cooperating with others

C. Empathesizing with others

Figure 1: Diagram of the Strategy System Showing two Classes, Six Groups, and 19 Sets.

(Oxford, 1990 p. 17)

4.2. Rubin's (1987) Classification

Rubin's classification (1987) is among the highly developed works in the field of

learning strategies (Hardan, 2013). She follows a tripartite categorization of LLS which are "learning strategies", "communication strategies", and "social strategies".

4.2.1. Learning Strategies

Learning strategies serve in a direct way to promote learners' language system that is built by their own. Learning strategies are split into two primary types: cognitive and metacognitive learning strategies. The former indicates the procedures or steps learners utilize to learn, or to solve problems in language learning these demand direct translation, direct analysis, or synthesis of the learning material. Rubin (1987; as cited in Zare, 2012, p. 165) further divides cognitive learning strategies into six major categories:

A. "Classification/verification": It points to the strategies learners utilize to check and make their understanding of new language clearer.

B. "Guessing/inductive interfencing": Both strategies applied to gain language knowledge on the basis of what the learner already knows.

C. "Deductive reasoning": Entails approaching L2 through moving from the use of general to specific rules.

D. "Practice": Indicates the strategies which assist in storing and restoring the language, whilst putting forward the exactitude of usage.

E. "Memorization": It is used for the storage of the acquired knowledge in the target language.

F. "Monitoring": Refers to the strategies applied in the process of noting and seeing, it entails noticing and correcting errors being committed.

The latter indicates strategies used for autonomous language learning through which learners, direct, control, and organize their own language learning.

4.2.2. Communication Strategies

For Rubin (1987) Communication strategies are mainly employed by the participants

when being misinterpreted by the second part that handles the conversation (co-speaker), or when encountering difficulties concerning their communication.

4.2.3. Social Strategies

According to Rubin (1987) social strategies by definition are the activities learners are involved in, as they provide them the chance to put their knowledge into practice. Social strategies take part in a non-direct way in language learning, because the process of acquiring, saving, recalling, and practicing the language is done indirectly.
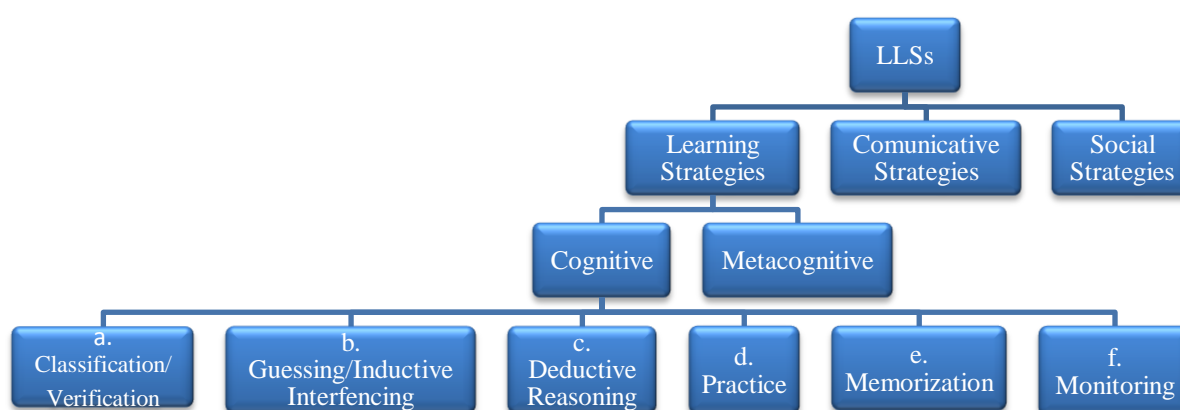
Figure 2: Rubin's (1987) Classification of Language Learning Strategies

4.3. O'Malley and Chamot's (1990) Classification

Language learning strategies have been divided by O'Malley and Chamot (1990) into three major categories: Metacognitive strategies, cognitive strategies, and socio-affective strategies.

4.3.1. Metacognitive Strategies

For O'Malley and Chamot (1990) metacognitive strategy is a " learning strategy that involves thinking about or knowledge of the learning process, planning for learning, moni-toring learning while it is taking place, or self-evaluation of learning after the task has been completed" (pp. 230-231). To put it differently, metacognitive strategies are the possible

techniques learners may apply to make their own learning optimized and efficient such as organizing, self evaluating, and planning

4.3.2. Cognitive Strategies

Cognitive strategies are tailored to a given learning task; they point to operations learners use directly to identify, obtain, store, restore, and put the language information they have into practice (O'Malley and Chamot, 1990).

4.3.3. Social /Affective Strategies

Social affective strategies are operations used within the learning process through using social interactions such as asking for clarifications to aid learners to learn and comprehend the information, cooperation with others; also, they assist learners to control some personal feelings such as, reducing anxiety when doing a learning task. O'Malley and Chamot (1990) see that "social/affective strategies represent a broad grouping that involves either interaction with another person or ideational control over affect" (p. 45). For Grenfell and Harris (1999) socio-affective strategies, refer to "the strategies involved in social contexts for example, cooperation or asking for clarification or control over emotion and affection necessarily implicated in learning a foreign language" (p. 45).

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                    ┌──────────────────────────────┐
                    │ Cognitive Strategies e.g. Process │
                    │         information.         │
                    └──────────────────────────────┘
     ┌────────┐     ┌──────────────────────────────┐
     │  LLSs  │◄────┤    Metacognitive Strategies   │
     └────────┘     │ e.g. Planning language learning. │
                    └──────────────────────────────┘
                    ┌──────────────────────────────┐
                    │   Social/Affective Strategies  │
                    │ e.g. Cooperation with others,and │
                    │       controlling anxiety.    │
                    └──────────────────────────────┘
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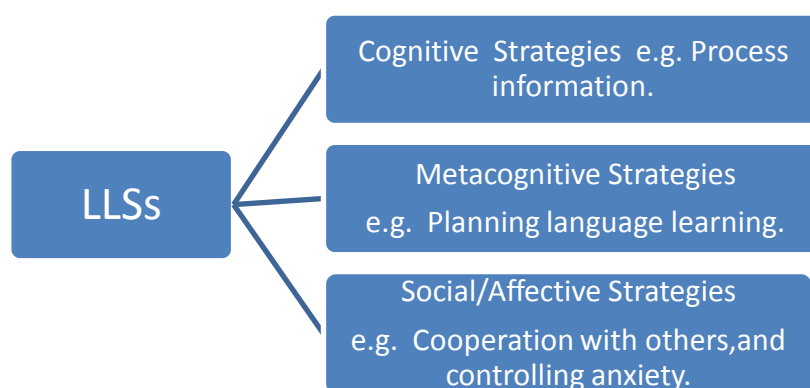
Figure 3: O'Malley and Chamot's (1990) Classification of Language Learning Strategies

5. The Good Language Learner

Succeeding in language learning lies on the appropriate use of the learning strategies. The concept of the "good language learner" refers to those learners who are believed to make

appropriate, suitable and productive use of LLSs; thus, they have a fine language learning experience. This pushes researchers to investigate the employed strategies by those successful learners, and the nature of these strategies. Research in this field surpasses 20 years (Granfell & Harris, 1999). Research about the GLL starts with that of the pioneering work of Rubin (1975), an article entitled: "What the 'Good Language Learner' Can Teach Us". In her work, Rubin offers seven strategies that distinguish the good language learner. These strategies can be abridged as follows:

A. The GLL is a good guesser; he takes pleasure from making guesses. For instance by using contextual clues, he will not feel annoyed, if any endeavor of guessing fails, and his guessing capacity changes when ever age changes.

B. The GLL is keen, in which he is in favour of communication, and gets benefit from it. He strives to convey his message properly through using techniques like paraphrasing, gestures…etc, this feeling of excitement and eagerness to take part in communication and acquiring the essential devices will be improved.

C. The GLL, inhibition is not a part of his personality, he is not shy ,and committing mistakes is not something he is afraid of; these mistakes help him to enhance his learning.

D. The GLL focuses on the language form; focusing on form can be done through, for instance analyzing, categorizing, and synthesizing. Generally, the learner will be successful in learning language based on experiences gained from the extensive practice of the previously mentioned strategies.

E. The GLL tries out many techniques and endeavors that can improve his language learning and practice; he does not miss the chance to learn. For instance he may originate talks with classmates and teachers, and often disposed to profit the maximum from every single chance to speak in the classroom.

F. The GLL has the ability to monitor his speech, and other's speech as well, he concentrates on the extent to which his speech is recognized and well understood, and if he is really applying correctly what has been learned before.

G. The GLL keeps his mind on meaning by focusing on all what assist in achieving meaning like rules of speaking, he is also aware of the fact that knowing grammar of the language unsatisfactory to understand any form of speech.

In her article, Rubin (1975) further explores the parameters that affect the use of learning strategies by learners, such as their age, context, and learning styles. And at last she proposes that knowing and discovering are what makes a learner, good language learner. Through investigating the strategies she/he deploys to learn the language, this helps in enhancing the quality of learning of the unsuccessful learners. Moreover, teachers have the ability to aid their less competent students through picking up fruitful and useful strategies.

6. Parameters Affecting Language Learning Strategies Use

A growing interest was placed on investigating the connection between LLSs, and factors that influence its use (Macaro, 2001). Language learners approach the FL/L2 in varied ways;as a result, these may afford them the possibility to maximize the language learning potentials, and foster their level in it. For Ellis (1994), Individual differences affect the learners' strategy use, as they may affect the learners themselves. For example, motivation may be increased as anxiety may be decreased. If a certain strategy is used appropriately; accordingly, the learning outcomes will be influenced by strategy use which from their part has an impact on the selection of strategy to be used. There are other several and different variables that can affect the learner's choice in selecting learning strategies such as gender, age, motivation and learning styles.

6.1. Age

It is agreed on that age plays an indispensable role in learning a L2/FL. Yet, the relation between the choice of LLSs and the age of learners is given little attention in research. It is argued that language learning and the use of LLSs is affected by the existence of the so-called critical period. According to the critical period hypothesis, which is first introduced by Lennberg (1967),it suggests that people learn particular behaviours including learning languages at a given period of their life, where the acquisition or learning takes place almost perfectly. But after this period, acquiring languages would be difficult, or even impossible. This means that young people easily acquire languages during limited years, and after this period the physiological changes cause the brain to lose its capability to presume the new functions that learning languages require. Studies interested in age differences and strategy use explored these differences between adults, adolescents, and young learners (Skehan 1998, Ortega 2009). For Oxford (1994), different strategies are deployed by different learners of different ages and phases of L2 learning. She states that there are particular strategies which are either utilized by older learners or learners with advanced level. It is believed that the deployment of different LLSs by older learners exceeds that of young ones, and thus older learners are likely to make better manipulation of their own learning than young learners. Brown et al. (1983; as cited in O'Malley and Chamot 1990) state

> The general conclusion from the developmental studies was that learning strategies develop with age, are used spontaneously with increasing sophistication by older students, result in improved task performance, and can be taught. Furthermore, with older children, strategic modes of processing have 'coherence' and 'stability' even under varying task demands, and have 'transsituational applicability', or transfer across different learning context (p. 106).

As a whole, age is considered as a significant factor which determines the strategy use by the different age categories; yet, answering the question, to what degree age is important in deciding what language strategy to use, still is open.

6.2. Gender

Gender, by definition is the state of being male or female; males and females exhibit different features in language learning, though they are equal individuals. Both girls and boys often think differently and react to different tasks in various ways. Generally, females deploy more strategies than males. Yet, males use some specific strategies more than females. It is also believed that females are sociable, so that they tend to use more strategies in specific social strategies (Oxford, 1990). Studies propose that strategies are employed more effectively by females rather than males. And also, females tend to be more interested, and motivated to learn FL/L2 by their own outside school (Macaro, 2001).

6.3. Motivation

Motivation can be indispensible in the process of language learning in specific, and in learning in general. In general, motivation is a pulse of positive energy that pushes the person to perform an action. In the field of language learning, motivation is to have the desire or the will to learn the language. Motivation is of great importance in language learning, as the use of learning strategies is highly related to it (Macaro, 2001), in which the more motivated the students are, the more strategies they would apply (Oxford, 1990). Motivation can be discussed in terms of intrinsic and extrinsic. Learners with intrinsic motivation are those who learn for their own benefits, and those with extrinsic motivation aim to achieve an objective just to be given rewards from others (Brown, 2000). Motivation can be further divided into two types integrative and instrumental motivation; learners with integrative motivation are involved in learning L2/FL because they wish to act like members of the target community or they wish to assimilate in that community. Learners with instrumental motivation are

interested in L2/Fl aiming to have advantage from putting ahead goals like being promoted in their work, find a job or to improve their educational level. It is argued that motivation and accomplishment in FL/L2 are highly related. Yet, whether motivation precedes accomplishment, or accomplishment precedes motivation,is still an unanswered question.

6.4. Learning Styles

Learning styles are one of the important factors that can have a significant effect on language learning process. As individuals learn differently, and they decide to select among learning styles and techniques what suits and interests them most. Learning styles are the different deployed ways and methods by the learner in learning a language, or how the learner perceives information, and reacts towards a learning situation based on factors such as psychological and cognitive factors. For Oxford (2003), learning styles are defined as "the general approaches […] that students use in acquiring a new language or in learning any other subject" (p. 2). It is worth mentioning that the methodology followed by the teacher may complement or contradict the learner's own learning styles and strategies. Furthermore, Kefee and Ferrell (1990) see learning styles as "complexus of related characteristics in which the whole is greater than its parts. Learning styles is gestalt combining internal and external operations derived from individual's neurobiology, personality, and development, and reflected in learning behaviours" (p. 59). In addition, Dörnyei (2005) states that "the concept represents a profile of the individual's approach to learning, a blue print of the habitual or preferred way the individual perceives, interacts with, and responds to the learning environment" (p. 121).

Oxford (2003) explores learning styles in terms of four aspects sensory preferences, personality types, desired degree of generality, and biological differences, which are summarized in the following table:

Types of Learning styles	Different areas of each type			
1. Sensory preferences	Visual e.g. Visual learners like to be taught with diagrams.	Auditory e.g. read a text aloud.	Kinesthetic and tactile e.g. taking notes.	/
2. Personality types	Extraverted e.g. they prefer to work in groups with their classmates vs. introverted e.g. they prefer to do the task by their own.	Intuitive-random e.g. they prefer to do a task without teacher's guidance. VS. Sensing-sequential e.g. completing a task in a well organized way.	Thinking e.g. they learn best when the teacher presents the material in a logical way. VS. Feeling e.g. they have fun while working with others.	Closure oriented/judging e.g. they like to do plenty of tasks in a limited time VS. Open/perceiving e.g. they feel anxious while performing tasks under time constraints.
3. Desired degree of generality	Global/holistic e.g. they like to study with others and do not feel distracted by noise.	Analytic e.g. they prefer to work alone and feel distracted by noise.	/	/
4. Biological differences	Biorhythms e.g. some students prefer to study the afternoon.	Sustenance e.g. Some students prefer to have some food while they are studying.	Location e.g. the desire to learn is decreased when the atmospere in the classroom is too hot.	/

Table 1: Types of Learning Styles Provided by Oxford (2003)

7. Significance of Language Learning Strategies

LLSs are the devices learners may employ to maximize and control their own learning. They play a vital role in the language learning process. Studies carried out in the field reveal that they assist learners to acquire knowledge (Rubin, 1975); they develop learners' independence, self engagement, and thus improve learner's ability to use language to communicate successfully. Oxford (1990) states that "learning strategies are especially important for language learning because they are tools for active, self directed involvement, which is essential for developing communicative competence" (p. 1). They aid in solving problems (brown, 2000); they are utilized as tools to understand well, remember the learned

information, and reproduce it whenever it is necessary; they also facilitate the learning process of language learning (Chamot, 1998, 2005). Oxford (2008, p. 50) further explores the importance of L2 LLSs in terms of four general groups based on their roles and functions:

A. "Metacognitive strategies": In general they help orient the learning process. They can be of a significant matter to learn L2 autonomously, for instance, self evaluation.

B. "Affective strategies": On the whole, they help in decision making, and the organization of feelings.

C. "Cognitive strategies": Reflect the internal processes that happen in the mind of L2 learners Such as, analysis.

D. "Social strategies": They assist learners in particular social situations, for instance, collaboration.

To sum up, LLSs significance lies on the fact that they are excellent indicators which give a clue of how language learners approach tasks when learning takes place. Learners would make a productive use of LLSs provided that they vary in the use of LLSs and employ them in a proper way according to their learning style and the suitable situation. Chamot (1998) claims that " in order to be successful with learning tasks, students need be aware of the strategies that lead to their success" (p. 3).

Conclusion

LLSs are the mental or behavioral processes taken by learners to learn a language successfully. They are among factors that distinguish competent from less competent learners. Previous studies on language learning strategies highly interested in discovering, and pinpointing which strategies that distinguish the good language learner, then the focus shifts to organizing ,and orchestrating language learning strategies into typologies. Furthermore, various studies carried out to discover how can parameters affect the use of LLSs such as age, learning styles and motivation.

LLSs are drastically indispensable, since they demonstrate how learners can manipulate their own learning through their conscious efforts. In this respect students need to be encouraged by teachers to use different LLSs as much as possible in the proper way to improve their language learning.

Chapter Two: Vocabulary Learning

Introduction

For a long time, vocabulary has been largely marginalized; however, the interest in it has mushroomed recently. Vocabulary being the sum of the words that one knows is indispensable in learning a language, hence language learners should work on improving and developing their vocabulary size, so they can communicate effectively. One of the means that assist in enlarging the vocabulary luggage is VLSs; the different techniques used to determine the meaning of the unknown words, and memorize the newly learned ones.

This chapter is heading to treat issues related to vocabulary, it gives its definition, discusses to what degree it is important, and how vocabulary acquisition is done, it further describes at length the most important classifications that dealt with VLSs, and finding the importance of VLSs.

1. Definition of Vocabulary

Vocabulary is one of the micro-skills that it is central to language learning, as words are the building blocks of language and without them there is no language (Milton, 2009). Various definitions of vocabulary are found in the literature, according to the Online Dictionary "Oxford Dictionaries", vocabulary is the body of words used in a particular language, or the body of words known to an individual person. For Neuman and Dwyer (2009), "vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (P. 385). According to Richards and Schmidt (2002), vocabulary is a "set of lexemes, including single words, compound words, and idioms" (p. 580). For Ur (1998, as cited in AlQahtani, 2005)

Vocabulary can be defined, roughly as the words we teach in the foreign language. However, a new item of vocabulary maybe more than just a single word: for example, post office, and mother-in-low, which are made up of two or three words but, express

a single idea, a useful convention, is to cover all such cases by talking about vocabulary 'items' rather than words (p. 25).

With reference to the definitions of the term "vocabulary" above, it can be deduced that the term vocabulary has been used to refer to as the words that the person knows. This package of words grows by time and through exposure to the language. It is mainly used as a mean to pass messages to others; the richer the vocabulary is, the clearer the messages will be.

2. Vocabulary Acquisition

As a general process, language acquisition is widely defined as being one of the human's characteristics whereby they can understand and produce the language in order to communicate or pass messages. Second language acquisition is the ability to learn another language in addition to the first language, in a given period of time (Ortega, 2009). Without a shred of doubt, words are central to language learning as if there are no words; it means there is no language (Milton, 2009). Meara (1996) states that despite the importance of words, "a few years ago it was fashionable to describe vocabulary acquisition as a neglected aspect of language learning; however, interest in this area has unexpectedly grown at an enormous rate" (p. 1). For Jiang (2004), the process of learning a new vocabulary is complicated that it requires multiple sub-processes and tasks. For her "before a word becomes a part of one's automatic linguistic competence it has to be recognized as a word, its morphosyntactic and semantic properties have to be learned, as it has to be integrated into one's mental lexicon, so that it can be retrieved automatically when needed" (p. 12). According to many scholars (e.g. Schmitt, 2000), there is no universal theory that supports or illustrates how vocabulary acquisition is done and there is no sufficient explanation of it. Schmitt (2000) states that "we do not have a global theory that can explain vocabulary acquisition; models have been proposed that attempt to describe the mechanics of acquisition for more limited aspects of lexis such as how meaning is learned" (p. 117). Yet, what is confirmed is that vocabulary

acquisition is incremental in nature i.e. it is learned through being exposed to the language throughout time (Schmitt, 2000).

3. Intentional vs. Incidental Vocabulary Learning

Learning various words may not be done exclusively in the formal environment, for instance,. school; accordingly, some knowledge may be also gained when one is exposed to language whilst the language is being utilized. Hence, vocabulary acquisition can be done through two processes: incidental and explicit learning (Schmitt, 2000).

The first to use the concept of implicit learning was Arthur Reber (1967). He used this term aiming to explain how knowledge is obtained without awareness from the part of the acquirer. On the other hand, there is the concept of explicit learning which is a procedure, in which the individual acquire the knowledge through paying attention to the intended element (Rebuschat, 2015).

Intentional (explicit) and incidental (implicit) are types of learning that have been defined by many scholars. Schmitt (2000) sees that incidental learning may take place when the language is utilized in order to communicate; consequently, it offers more advantage for the time spent in learning the vocabulary item; yet, it is regular and slow. He further adds that there are two ways to learn incidentally, either by being not concentrated on the words intentionally, this can be easy by the employment of VLSs or by maximizing the exposure to the language. Explicit learning, for him takes place when one directs his attention towards the information that she/he wants to learn. It would be protracted for the majority of learners that it takes a lot of time, despite all of that, they have the possibility to acquire it.

For Hulstijin (2003), incidental learning refers to "learning vocabulary as the by-product of any activities not explicitly geared to vocabulary learning" (p. 8). R. Ellis (2009) sees that "implicit language learning takes place without either intentionality or awareness" (p.7). Whereas, "explicit is necessarily a conscious process and is generally intentional as

well" (p.7). In a more recent definition by N. Ellis (2015), "implicit learning is the acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations" (p. 3) while "explicit learning is a more conscious operation where the individual makes and tests hypotheses in a search for structure" (p. 3).

From the above definitions provided by different scholars, it can be deduced that learning intentionally or incidentally is a matter of awareness. Hence, the two approaches to learning can be defined as follows: incidental learning is learning a vocabulary item without learner's awareness, and intentional learning is learning a vocabulary item when the learner is aware of doing so.

To conclude, the two learning types incidental (implicit) and intentional (explicit) are two indispensible ways which give a clear understanding of how the acquisition of the language takes place, how language pedagogy is developed , and how tests are planned for languages (R. Ellis, 2009).

It is agreed on that both intentional and incidental learning are two harmonized and complementary activities that every part of them fills in the missing pieces of the other part (Schmitt, 2000; Nation, 2000; Hulstijin, 2003; Klapper, 2008).

4. Word Knowledge

It happens to everyone to know the meaning of the word that is encountered through reading or listening, but it cannot be used. This common situation reveals that there are different degrees of word knowledge (Schmitt, 2000). It is agreed on that knowing a word entails the ability to recognize it (receptive knowledge) and the correct employment of it (productive knowledge) (Pignot-Shahov, 2012). Not to forget to state that these concepts receptive "listening, reading"/ productive "speaking, writing" and passive "listening, reading"/active "speaking, writing" are used interchangeably (Schmitt, 2000; Pignot-Shahov,

2012). Yet, some others opposed arguing that both listening and reading are not distinguished by the same features that are related to the concept of "passive" (Nation, 2000). Receptive knowledge refers to the ability to comprehend the vocabulary item while reading or listening. On the other hand, productive knowledge refers to the ability to produce a word willingly by either speaking or writing (Schmitt, 2000).

Nation (2000) sees that, receptive refers to language input that is received through the two skills, either listening or reading with the attempt to comprehend it. While productive implies that, in order to pass messages, one may output the different language forms by either speaking or writing.

Nation (2000) further proposes aspects needed to know a word namely:

1. Form, it includes spoken form, written form, and word parts.

2. Meaning, it includes form and meaning, concept and referents, and associations.

3. Use, it includes grammatical functions, collocations, and constraints on use (e.g. frequency).

In the following table, Nation (2000) puts together all what is involved in knowing a word in terms of receptive and productive vocabulary.

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R P	What does the word look like?
			How Is the word written and spelled?
		R	What parts are recognizable in this word?

	word parts	P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express the meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words occur must we use with this one?
	Constraints on use (register, frequency...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

In column3. R=receptive knowledge, P=productive knowledge.

Table 2: What is Involved in Knowing a Word (Nation, 2000, pp. 40-41)

Generally speaking, to learn and use receptive vocabulary is much easier than learning

and using productive vocabulary (Nation, 2001). It is also believed that receptive vocabulary

is way wider than productive vocabulary. Moreover, productive vocabulary comes after receptive (Takač, 2008; Milton, 2009).

5. Significance of Vocabulary Knowledge

As it is discussed before, vocabulary was marginalized but nowadays, it is no longer the Cinderella of FL/L2 learning, as it recently attracted the attention of many researchers (e.g. Ahmed, 1989; Schmitt, 1997, 2000; Nation, 2000). The significance of vocabulary is undeniable; it is considered one of the important components that builds up a language, representing the heart of communication (Cengizhan, 2011). For Schmitt (2000), "lexical knowledge is central to the communicative competence and the acquisition of a second language" (p. 55). Without words, communication would be difficult, if it is not impossible (Nayon and Krishnasamy, 2015). According to Quinley (2002), "word power makes it easier to understand everything you read and hear […] a word power obviously increases your effectiveness as a communicator […] the vocabulary you use when you speak or write always significantly adds or detracts from what you have to say" (p. 4). Any inadequate vocabulary results in poor communication; students will have difficulties in expressing themselves properly, and understand others (Nayon and krishnasamy, 2015; Mittal, 2017). This also affects the process of language learning negatively (Craven, n. d). While a rich vocabulary package can support the whole four skills "speaking, writing, reading, and listening", as it is stated by Alemi and Tayebi (2011) that "vocabulary is a basic component of language proficiency which provides the basis for the learner's performance in other skills such as speaking, reading, listening and writing" (p. 81).

6. Definition and Classifications of Vocabulary Learning Strategies

One way to foster vocabulary learning that has gained much attention is by the employment of VLSs (Schmitt, 2000). For Cameron (2001), VLSs are defined as follows: "By vocabulary learning strategies we mean the actions that learners take to help themselves

understand and remember vocabulary" (p. 92). VLSs have also been defined by Catalán (2003) as "knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode" (p. 56).

VLSs have been classified differently by different scholars such as (Ahmed, 1988; Schmitt, 1997, 2000; Nation, 2000).

6.1. Ahmed's (1988) Classification

Ahmed (1988) is among the first researchers in the field of VLSs; he introduces two major kinds of strategies namely "Macro and Micro" strategies. Every Macro strategy embraces various different micro strategies. To Ahmed (1988) the former referred to as "holistic" which are the "general learning behaviours" (p. 28), and the latter which is referred to as "atomistic" which are "the learner's specific behaviours" e.g. writing the newly English learned word many times is a micro strategy that is held under the macro strategy "memorization in his classification. Ahmed (1988) suggests that the learning process of a word is done as follows:

1. The learner would have a desire to learn it.

2. Then decide to learn it based on his /her needs, either to communicate or succeed in an English exam.   .

3. Then plan to organize his learning, in this regard plan refers to the learning process.

Accordingly, these needs influence which strategy to use among the two "macro or micro" strategies (Ahmed, 1988).

It is worth mentioning that each example in the following explanation of Ahmed's (1988, p. 165) classification represents a micro strategy.

1-"Behaviour before finding extra info about different words": Before trying to have information about the unfamiliar word for example, its meaning, functions, etc. The learner first needs to learn some concepts about the word, for instance spelling.

2-"Using sources for getting information": What learner employs as sources, e.g. dictionary to have information about the unfamiliar word.

3-"Note taking": The student willingly may take notes about the word's characteristics, which on their part need to match their needs.

4-"Memorization": A learner would memorize the word to remember it. E.g. writing the word many times.

5-"Practice": To maximize the ability to remember the word for a long time, the learner may practice it. E.g. he may use the newly learned word in communication with his friends.

Macro strategies					Micro strategies
Behaviour before finding extra info about different words	Using sources for getting information	Note taking	Memorization	practice	The learner's specific behaviours e.g. employing the new learned words in real world situations

Table3 : Ahmed's (1988) Classification of Vocabulary Learning Strategies

6.2. Schmitt's (2000) Classification

Schmitt (1997) introduces a list of 58 vocabulary learning strategies (VLSs) which are divided into chief groups namely: discovery, and consolidation strategies. The former denotes those strategies that serve to discover the meaning of the word when it is first encountered. The latter denotes those which strategies serve in assisting learners to remember the newly learned word. Each of which is further subdivided into five groups. Discovery includes social

(SOC) and, determination (DET), consolidation strategies include cognitive strategies (COG), metacognitive strategies (MET), memory strategies (MEM) and social strategies (SOC). It is worth noting that the social strategies are included in the two already mentioned strategies above, consolidation and discovery, as they serve both of them.

6.2.1. Discovery Strategies:

a- DET strategies: They comprise those strategies that assist learners to discover the meaning of unfamiliar word without the help of others; this can be achieved for instance through guessing from context (Schmitt, 2000).

b- SOC strategies: Enhanced language learning can be achieved through communication with other people. For instance, when the learner faces difficulty in understanding a word so she/he may ask the teacher or the peers to provide him/her with extra information like synonyms or translation (Schmitt, 2000).

6.2.2. Consolidation Strategies

a- SOC strategies: They strengthen the learner's vocabulary through either studying in a group, or seeking communication with native speakers (Schmitt, 2000).

b- MEM strategies: (previously labeled mnemonics): Schmitt (2000) sees that MEM strategies entails linking what has been learned before to the newly learned words, this facilitates recalling them. One way for making it easy to remember words is through concentrating on orthographic or phonological word's form.

c- COG strategies: Schmitt (2000, 1997) sees that COG strategies look like MEM strategies, yet they do not involve specific emphasis on manipulative mental processing. COG strategies encompass (1) repetition e.g. writing a word many times (2) mechanical means e.g. saying the newly learned word loudly many times.

d- MET strategies: They refer to those operations required to make a decision, to monitor and to evaluate their own development. MET strategies assist learners in their learning

whereby they can direct and evaluate it. One can foster the acquisition of L2/FL by

exposing as much as possible to it, for instance by watching movies or reading books

(Schmitt, 1997).

Strategy group	*Strategy*

Strategies for the discovery of a new word's meaning

DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for Ll cognate
DET	Analyze any available pictures or gestures
DET	Guess meaning from textual context
DET	Use a dictionary (bilingual or monolingual)
SOC	Ask teacher for a synonym, paraphrase, or Ll translation of new word
SOC	Ask classmates for meaning

Strategies for consolidating a word once it has been encountered

SOC	Study and practice meaning in a group
SOC	Interact with native speakers
MEM	Connect word to a previous personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Image word form
MEM	Image word's meaning
MEM	Use Keyword Method
MEM	Group words together to study them
MEM	Study the spelling of a word
MEM	Say new word aloud when studying
MEM	Use physical action when learning a word
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newscasts, etc.)
MET	Use spaced word practice (expanding rehearsal)
MET	Test oneself with word tests
MET	Skip or pass new word

Table 4: Schmitt's (2000) Taxonomy of Vocabualry Learning Strategies (p. 134)

6.3.Nation's(2000) Classification

Nation (2000, pp. 354-358) from his part proposed another categorization of VLSs in which it "tries to separate aspects of vocabulary knowledge" (p. 353). The taxonomy at hand splits apart features of vocabulary knowledge, labeled "planning, sources, and process''.

1- "Planning": Nation (2000) states that this type of strategies entails deciding, where, how, and how often to focus attention on vocabulary item. The depended strategies in the current group are choosing words, choosing aspects of word knowledge, choosing strategies and planning strategies.

     a- "Choosing words": In this type of strategy, language learners need to specify their aims first, and then they decide on what vocabulary items to concentrate, taking into considerations these aims.

     b- "Choosing aspects of word knowledge to focus on": Learners are not required only to know what the word means, but also they need to take into account some other aspects of word knowledge; the form and use, to use the word properly in both speaking and writing.

     c- "Choosing strategies": This implies learners to choose among the variety of options what best suit them, and decide on the way this strategy will be carried out and changing the strategy whenever it is necessary.

     d- "Planning repetition": There is a wide range of information about each vocabulary item; accordingly, repetition is inherent to learn vocabulary, since "one meeting of it is not sufficient to gain this information" (Nation, p. 114).

2- "Sources": Nation (2000) suggests that learners need to have information which are related to the word. These information can be sprang from four sources :

a- "Analyzing word parts".

b- "Using context".

c- "Consulting a reference source", indicates different sources to expand their vocabulary, for example using dictionary.

d- "Using parallels with other languages" (relating the unfamiliar word to different languages).

3- "Processes": Nation (2000) sets this category as the final one in his classification, which encompasses three categories: (a) noticing, (b) retrieving, and (c) generating.

a- "Noticing", implies that the word is perceived as an item to be learned, one example of the strategies included in this category; is to set the learned vocabulary items in a note book. Nation (2000) sees that noticing is very important in the very first phases of learning.

b- "Retrieving", this implies remembering what has been already noticed, according to Nation (2000) retrieving is of different types: receptive/ productive, oral/visual, overt/covert, in context/decontextualized. Furthermore, the one can retrieve a vocabulary item through listening, speaking, reading, and writing as well as the information to be remembered should be the same as it has been memorized before.

c- "Generating": Generating is similar to retrieving in which vocabulary knowledge can be built up through many generations as aural/visual, overt/covert, in context/decontextualized. One of the important strategies included in generating category is linking the new learned knowledge to what have been learned before. To Nation (2000) this can be achieved through "instantiation (visualizing examples of the word), word analysis, semantic mapping and using scales and grids" (p. 357).

General class of strategies	Types of strategies
Planning: Choosing what to focus on and when to focus on it.	Choosing words Choosing the aspects of word knowledge Choosing strategies Planning repetition
Sources: Finding information about words	Analyzing word Using context Consulting a reference source in L1 or L2 Using parallels in L1 and L2
Processes: Establishing word knowledge.	Noticing Retrieving Generating

Note: In column 3, R = Receptive knowledge, P = productive knowledge

Table 5: A TAXONOMY OF KINDS OF VOCABULARY LEARNING STRATEGIES (Nation,2000, pp. 353-354)

To conclude, all the classifications described above at length as those of (Ahmed, 1988; Schmitt, 1997, 2000; Nation 2000), are among the indispensible classifications in the field of Vocabulary acquisition. They all share the same interest that is eliciting what learners deploy as strategies to learn vocabulary, but each one of them comes out with different results.

6.4. Significance of Vocabulary Learning Strategies

Recently, VLSs gain interest from the part of researchers, taking into account its importance and the role it is playing in learning FL/L2. VLSs are central in learning and teaching (Gu, n. d) in the sense that they enable learners to be autonomous; they can control their own learning without the help of the teacher (Nation, 2000). Furthermore, VLSs assist in discovering the meaning of the unfamiliar words, the retention of them, and the ability to employ the learned words to express oneself either orally, or via writing (Catalàn, 2003). The appropriate use of VLSs enables its users to develop the communicative competence and their use of language.

According to Schmitt (2000), learners are aware of the strategy use to learn vocabulary rather than language tasks that entail various linguistic skills e.g. performing an oral task. Schmitt (2000) explaines that being due " to relatively discrete nature of vocabulary learning compared to more integrated language abilities , making it easier to apply strategies effectively , it may be also due to the fact that classrooms tend to emphasize discrete activities over integrative ones , or that students particularly value vocabulary learning" (p. 132). Schmitt further states that VLSs facilitate the process of learning vocabulary, in the sense that they help learners choose wisely what, and how to learn (Gu, n. d).

To sum up, VLSs are effective during all phases of learning vocabulary (Nation, 2000). Yet, determining the best strategy to use depends on the context, Politzer and McGroarty (1985, as cited in Schmitt, 1997) "strategies should not be inherently good but are dependent on the context in which they are used" (p. 3).

Conclusion

Vocabulary, being the overall words found in someone's language, is undeniably indispensable in the process of FL/L2. Vocabulary learning is a hard task for language

learners, who they need to conquer such an issue through using different VLSs. VLSs are the techniques learners employ during the process of learning words to reinforce their lexical competence.

Strategies like rehearsal, setting words in groups, uttering the words loudly, guessing meaning from the context, asking the teacher or the classmates for the meaning of the unfamiliar word, are of great importance in the sense that they facilitate the process of vocabulary learning through aiding learners in finding out the meaning of the unknown words, and boosting the ability of recalling them. This enlarge the students' vocabulary package, and enable them to have access to the learned words easily when they try to express themselves .To recap, VLSs develop communicative competence and they are effective at all phases of vocabulary learning.

Chapter Three: Data Collection and Analysis …..………..…………….……..43

Chapter Three

Data Collection and Analysis

Introduction

The chapter at hand discusses the data related to the study. Using the questionnaire as the main data gathering tool of the study. The current research aims at investigating students' strategies for learning vocabulary, this study as well is heading up to find out the most and the least used VLSs, also the strategies applied by males and females of second year EFL students at Mila University Centre. The data analysed in terms of descriptive studies (frequency and percentage) using Microsoft Excel Program.

1. Description of Students' Questionnaire

For the sake of eliciting what VLSs that second year students at Mila University Centre employ, the questionnaire of the current study was based on the taxonomy of Schmitt (1997) (see Appendix). The questionnaire is divided into 3 main parts: the first part is devoted to the background information of the participants (age,and gender); the second part was devoted to VLSs that students employ; and the second part is further divided into two main parts, the first for eliciting strategies used to determine the meaning of the vocabulary items when encountered for the first time (1-7); whereas, the latter was devoted to discover which strategies students find most useful to remember the newly learned word (8-23); the third part is an isolated question to determine whether the VLSs have positively affected their vocabulary size or not. It is worth mentioning that the items included in the second part were classified under 5 different categories: 5 statements on DET strategies (1-5), 4 statements on SOC strategies (6-9), 5 on MEM strategies (10-14), 4 on COG strategies (15-18), and 5 on MET strategies (19-23). The frequency of items included in the questionnaire were measured by likert scale, in which respondents are requested to choose the appropriate option for them out of the choices given, from *never* to *always*.

2. Administration of Students' Questionnaire

The questionnaire was handed to a sample of 49 second year EFL students at Mila University Centre. Students were kindly requested to answer the questionnaire with sincerity as they were also informed that it is voluntary to participate in answering it. The process of the administration of the questionnaire took two days to collect the right number of the treated questionnaires: 28 were answered in the first day, and 21 in the second day, and it is worth mentioning that the data are collected from different groups. Moreover, the respondents were very welcoming and have shown huge warmth.

3. Analysis of the Students' Questionnaire

The questionnaire is composed of three parts, the first is dedicacted for the background information,the second is dedicated mainly to VLSs; whereas,the last one is an isolated question which aims to know whether VLSs contribute positively in the development of Vocabulary size or not.

Part One. Background Information

Item 1: Age

Age	Participants	Percentage
18-22	43	87.75
23-25	6	12.24
Total	49	100

Table6:Students'Age   **Graph1: Students'Age**
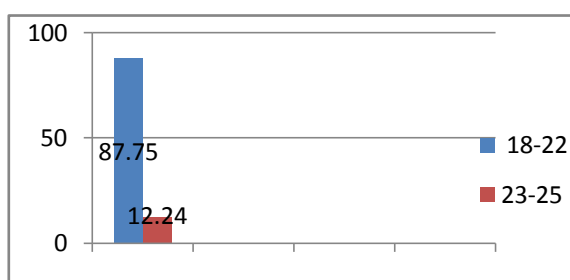
As the sample is second year students, the majority of them , their ages ranged from 18 to 22 years old, (43) representing the percentage of 87,75%.The rest ranged from 23 to 25 representing the percentage of 12, 24 % (6).

Item2: Students 'Gender

	Number of participants		Percentage
Gender	Males	14	28.57 %
	Females	35	71.42 %
Total	49		100 %
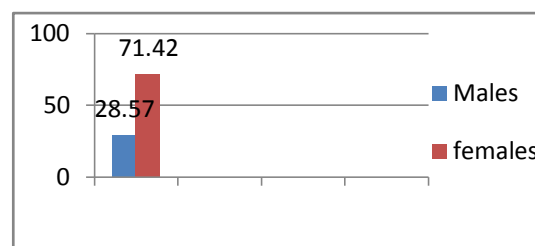
Table7: Students'Gender   **Graph2: Students'Gender**

The table and the graph above show that the overall number of participants in the present study is 49 students divided into 14 males, presenting a percentage of (28.57 %), and 35 females presenting a percentage of (71.42 %). As it can be noticed, the majority of participants are females, this is maybe because of the different preference orientations among females and males, in which females prefer the literary streams, in particular languages rather than males.

Part Two:

- **Students 'Use of Vocabulary Learning Strategies**

  - **Determination Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I break down the new word into root and affixes (e.g. Enjoyable: enjoy/able, unstoppable: un/stop/able)	7 14.28%	11 22.44%	18 36.37%	4 8.16%	9 18.36%
2. I use dictionary to check words (electronic or print dictionary).	0 0%	2 4.08%	6 12.24%	12 24.28%	29 59.18%
3. I check new words in English-Arabic dictionary	4 8.16%	3 6.12%	12 24.28%	6 12.24%	25 51.02%
4. I check new words in English-English dictionary.	1 2.04%	1 2.04%	16 32.65%	14 28.57%	17 34.69%
5. I guess the meaning of the word depending on the context (e.g. while the mother **loved** him deeply, she **despised** his sister)	0 0%	4 8.16%	18 36.37%	15 30.61%	12 24.28%

Table8: Students' Use of Determination Strategies
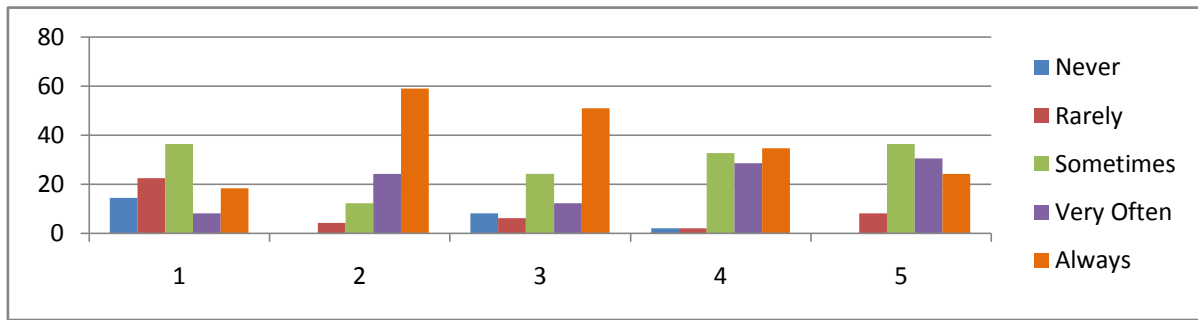
Graph3: Students' Use of Determination Strategies

Results in the table (8) show students' responses concerning DET strategies, i.e. the strategies that assist in discovering the meaning of the unfamiliar words, as indicated by the likert type scale. The most used strategy in this category is 'using dictionary to check words'. It is noticed that more than half of the sample (59.18%) *always* use this strategy; 12 respondents reported that they use it *very often*, 6 *sometimes*, only 2 claimed that they use it *rarely*, while no respondent reported that he/she *never* uses 'dictionary to check unfamiliar words'. The results show that this strategy is common among students, perhaps because the dictionary is the first solution that they recourse to since it is mostly affordable all the time whether on their smart phones or as pocket dictionary.

Concerning 'checking words in English-Arabic dictionary', it is ranked as the secondly used strategy in which 25 respondents, representing the percentage of (51.02%), reported that they *always* use this strategy; *sometimes* has been selected by 12 respondents (24.28%), while *very often* has been selected by 6 respondents accounting for (12.24%); 4 respondents claimed that they *never* use it, and finally 29 (59.18%) students responded that they use it *rarely*.

Regarding the third strategy which is 'checking word in the bilingual dictionary i.e. English-English dictionary'; the percentages were approximately equal in which *always* got the highest score (34.69%), followed by *sometimes* (32.65%), *very often* (28.57%); whereas, *never* and *rarely* received the lowest percentage (2.04%) i.e. 1 respondent for each.

The strategy which is ranked as the forth in terms of the frequency of its use is 'guessing the meaning of the word from context'; *sometimes* recorded the highest percentage (36.37%), followed by *very often* (30.61%),*always* (24.28%),*rarely* 4 respondents, while no respondent claimed that she/he *never* 'guesses meaning of the word from context'.

For the first stated statement in the table n°8 which is about 'breaking down the word into root and affixes, ranked as the fifth and the least used strategy; *Sometimes* accounts for (36.37%), *rarely* (22.44%), *always* (18.36%),*never* (14.28%) while *very often* received the lowest percentage (8.16%) .The results show that this strategy is not common among students perhaps it is due the fact that they are not aware of the importance of such strategy, or they think it is boring so they do not recourse to it.

➢ **Social Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I ask the teacher to help me (e.g. I ask for translation to the mother tongue, ask for paraphrase or synonym of the new word).	8 16.32%	18 36.73%	14 28.75%	6 12.24%	2 4.08%
2. I seek help from peers to know the meaning of the unfamiliar word.	3 6.12%	12 24.48%	19 38.77%	3 6.12%	12 24.48%
3. I find out the meaning of the word when I cooperate with others doing a given task.	3 6.12%	6 12.24%	23 46.93%	7 14.28%	9 18.36%
4. I communicate with English native speakers. (E.g. through Facebook).	17 34.69%	9 19.36%	14 18.57%	5 10.20%	4 8.16%

Table9 : Students' Use of Social Strategies
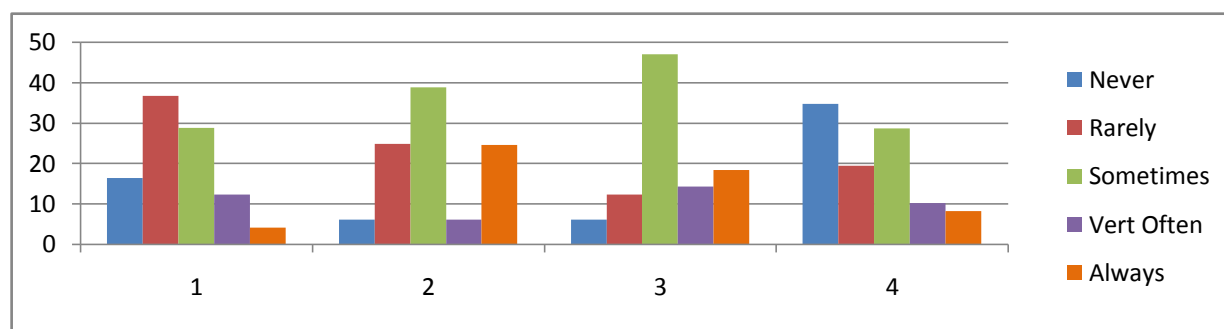
Graph4: Students' Use of Social Strategies

The SOC category in the table N°9 consists of four strategies. The most used strategy according to the results, is that of 'seeking help from peers to know the meaning of the unfamiliar word'; *Sometimes* recorded the highest percentage 38.77% (19), *rarely* and *always* occupied a middle position with the percentage of 24.48%(12), and finally *very often* and *never* with the percentage of (6.12%) i.e. (3) respondents for each. Results obtained from this statement show that students are sociable; they like exchanging language with each other, and probably this is the best means to get the meaning of the word instead of using the dictionary or asking the teacher all the time.

The following is the second used strategy 'I find out the meaning of the word when I cooperate with others doing a given task'. Almost half of the sample (46.93%) opted for *sometimes*. *Always*, very *often*, and *rarely* recorded nearly the same scores, which are as follow: 9(18.36%), 7 (14.28%), 6(12.24%), and only 3(6.12%) respondents stated that they *never* use it.

Regarding the third strategy which is 'communicating with English native speakers (E.g. through Facebook)', *never* recorded the highest percentage.17 respondents claimed that they *never* communicate with native speakers even via internet'; 14 chose *sometimes*,5 chose *very often*, and only 4 students do *always* communicate with native speakers.

The remaining strategy which is 'I ask the teacher to help me (e.g. I ask for translation to the mother tongue, ask for paraphrase or synonym of the new word)'; it is noticed that 18, respondents accounting for 36.73%, which is the highest percentage, *rarely* 'ask the teacher to get the meaning of the unknown word'; 28.75%(14) chose *sometimes*, 8(16.32%) *never* use it, and only 2 respondents reported that they *always* ask the teacher to help them get the meaning of the difficult word they are looking for. This strategy is the least-used one, maybe because students feel embarrassed when they ask the teacher to help them, or they like to depend on themselves to get the meaning, which is something positive.

> **Memory Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I draw image of the word in my mind to remember it	4 8.16%	12 24.48%	18 38.37%	9 16.32%	6 12.24%
2. I set words in groups in a way that it makes me remember them well. (E.g. pen, school, teacher will be set in the same group).	15 30.61%	12 24.48%	13 26.53%	6 12.24%	6 3.12%
3. I utter the new learned word out loud.	3 6.12%	13 26.53%	18 36.73%	4 8.16%	11 22.44%
4. I memorize the spelling of the new learned word.	4 8.16%	6 21.24%	10 20.40%	5 10.20%	18 36.73%
5. I memorize the pronunciation of the new learned word.	2 4.08%	1 2.04%	14 28.57%	8 16.32%	23 46.93%

Table10: Students' Use of Memory Strategies
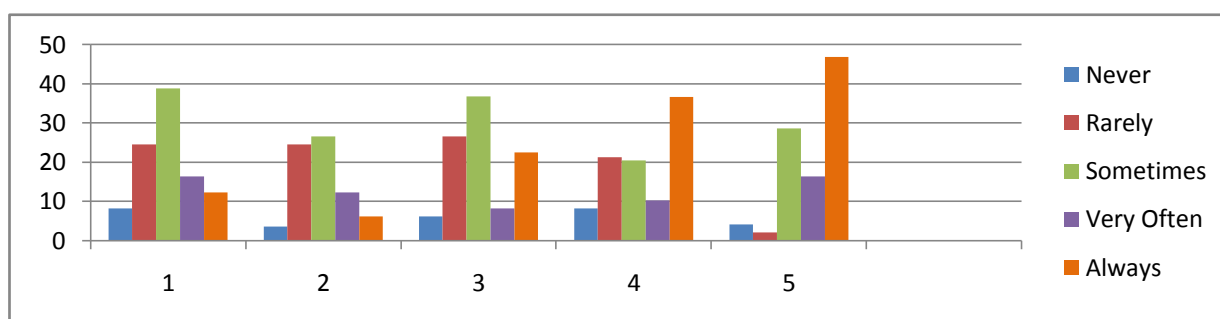
Graph5: Students' Use of Memory Strategies

As it is shown in the table above, the MEM category consists of five strategies. For the fifth strategy, which is 'memorizing the pronunciation of the new learned word', it represents the most-frequently used strategy, in which nearly half of the whole sample (46.93%) tend to use this strategy *always*, 8 (16.32%) *very often*; whereas, *never* and *rarely* recorded equal percentages; they are as follow: 4.08% (2), 1 (2.04%). The probable explanation for students' interest in uttering the newly learned word correctly is their desire is to perform language as native speakers. 'Memorizing the spelling of new learned word' is ranked as the second frequently used strategy ; in which 18 respondents reported that they *always* 'memorize the spelling of the new learned word' ,followed by *rarely* which received 21.24%(6),then 5(10.20%) *very often*, and finally 4 (8.16) *never*.

The third frequently used strategy is 'uttering the newly learned word many times to remember it'. 18 respondents who they represent (36.73%) from the whole sample reported that they *sometimes* 'utter the newly learned word many times to remember it'; whereas, 13 (26.53%) respondents claimed that they use it *rarely*. 11 respondents accounting for (22.44%) claimed that they use it *always*; only 4 (8.16%) opted for *very often*, and 3 (6.12%) claimed that they *never* use it.

The forth strategy in terms of frequency is 'I draw image of the word in my mind to remember it'. 19 respondents (31.77%) answered *sometimes*, 12(24.48%) *rarely*, only 6 (%) answered that they *always* use it, and 4 respondents (8.16%) answered that they *never* draw image of the word in their mind in order to remember it.

The last frequently-used strategy in this category 'is setting words in groups in a way that it helps them remembering them well'; 30.61% (15) which represents the highest percentage in this statement is received by *never,* followed by *sometimes* which received 26.53% (18), *rarely* 24.48% (13), *very often* 12.24%, and only 3 (6.12%) claimed that they *always* use it. This strategy is the least-used strategy maybe because students think that this strategy is not that useful and it suits only beginners which is not their case since they are second year students.

> **Cognitive Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I keep with me a note book to write new words that I want to remember.	22 44.89%	10 20.40%	4 8.16%	3 6.12%	10 20.40%
2. I utter the new word many times, in order to remember it	2 4.08%	5 10.20%	15 30.61%	7 14.28%	20 40.81%
3. I write the new word many times.	13 26.53%	15 30.61%	12 24.28%	6 12.24%	2 4.08%
4. I form sentences by myself using words I lately learned	6 12.24%	8 13.32%	22 44.89%	1 2.04%	11 22.44%

Table11: Students' Use of Cognitive Strategies
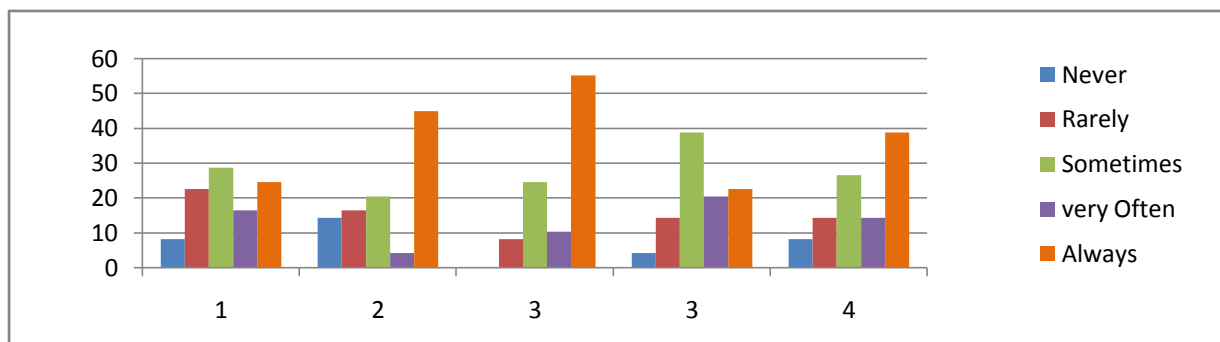
Graph6: Students' Use of Cognitive Strategies

The COG category involves four strategies. As it is shown in the table (11), the second startegy which is 'uttering the word many times in order to remember it' is the most frequently-used strategy; 20 respondents reported that they *always* use this strategy perhaps because it is one of the useful strategies as it aids learners in passing the information to long term memory,15(30.61%) *sometimes,* 7(14.28%) *very often*, 5(10.20%) *rarely*, and only 2 claimed that they *never* use it.

Concerning the second frequently used strategy which is 'forming sentences using words lately learned'; 22 (44.89%) reported that they *sometimes* use this strategy, 11(22.44%) opted for *alwa*ys, 8(13.32%) *rarely*, 6 *never* and only 1 reported that he/she uses it *very often.*

The third strategy is 'keeping notebook to write new words'; *never* recorded the highest percentage' 44.89%, *always* and *rarely* received the same percentage (20.40%), *sometimes* 4(8.16%), and *very often(6.18%)*.

The least used strategy in this category is ' writing the word many times to remember it'; 15(30.61%) opted for *rarely*, 13(26.53%)opted for *never*, 12(24.28%) respondents opted for *sometimes*, while 6(12.24%) opted for *very often* and only 2 for *always*. The probable explanation for this, is that writing the word many times as a stretegy to remember the newly learned word takes times, needs patience and effort.

➢ **Metacognitive Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always

1.I listen to English audio books, recorded conversations, lectures or audio books	4 8.16%	11 22.44%	4 8.16%	8 16.32%	12 24.48%
2. I listen to English songs.	7 14.28%	8 16.32%	10 20.40%	2 4.8%	3 21.42%
3. I watch English TV/YouTube channels (e.g. shows, movies, and podcasts).	0 0%	4 8.16%	12 24.48%	5 10.20%	27 55.10%
4. I skip unfamiliar words, when I can comprehend the whole meaning of the sentence or the passage.	2 4.08%	7 14.28%	19 38.77%	10 20.40%	11 22.44%
5. I surf on the net (e.g. I join Facebook or WhatsApp groups, Skype to practice the new learned words.	4 8.16%	6 12.24%	13 26.53%	7 14.28%	19 38.77%

Table12: Students' Use of Metacognitive Strategies
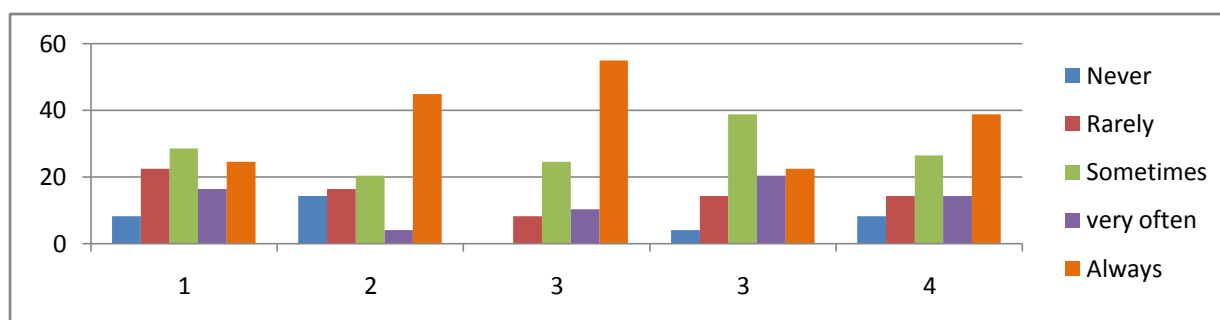
Graph7: Students' Use of Metacognitive Strategies

MET strategies involve five strategies. The most frequently-used strategy, according to the results shown in the table(12) and the graph(7), is 'I watch English TV/YouTube channels' in which more than half of respondents claimed that they *always* use this strategy: 12 *sometimes*,5 *very often*,4 *rarely*; whereas, no one claimed that he/she *never* 'watches English TV/YouTube channels'. Students' prefer this strategy maybe because they consider it an important means to learn, and expand their vocabulary as it offers them the chance to learn directly from native English speakers.

The second frequently-used strategy is 'listening to English songs' in which (44.89%) reported that they *always* listen to English songs,10 claimed that they use it *sometimes*, *rarely* and *never* received nearly similar percentages 8 (16.32%), 7 (14.20%), and finally only 2 claimed that they *very often* 'listen to English songs'.

The next frequently-used strategy is 'surfing on the net'; 19(38.77%) reported that they use it *always*, 13 *sometimes*, 7 *very often*, 6 *rarely* and 4 *never*.

The forth ranked strategy is 'listening to audio books, recorded conversations, or lectures'; in which 14 respondents claimed that they *sometimes* use this strategy, 12 *always*, 11 *rarely*, 8 *very often* and only 4 claimed that they *never* listen recorded conversations, or lectures.

The fifth and the last frequently-used strategy in this category is 'skipping unfamiliar words, when comprehending the whole meaning of the sentence or the passage'; 19 reported that they *sometimes* use this strategy, 11 opted for *always*, 10 *very often*, 7 *rarely* and only 2 reported that 'they *never* skip unfamiliar words even if they comprehend the whole meaning of the sentence. The results drawn from this statement can be considered positive because they show that students really care about getting the exact meaning of the unfamiliar word, though this strategy can be useful in some cases when they cannot or they do not have time to use dictionary.

From all results that have been shown concerning all the categories above, it is revealed that the most-used strategy belongs to the DET category which is 'using dictionary to check word' that accounts for 59.18%; whereas, the least used strategies are 'witting the newly learned many times' which belongs to the MEM category, and 'asking the teacher for help' which belongs to the SOC category, which they received equal scores 4.08% i.e. 2 respondents for each.

- **Females' Use of Vocabulary learning Strategies**

  - ➢ **Determination Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I break down the new word into root and affixes (e.g. Enjoyable: enjoy/able, unstoppable: un/stop/able)	4 11.42%	9 25.71%	9 25.71%	4 11.42%	9 25.71%

2. I use dictionary to check words (electronic or print dictionary).	0 0%	1 2.85%	3 8.57%	5 14.28%	26 74.28%
3. I check new words in English-Arabic dictionary	2 5.71%	2 5.71%	9 25.71%	5 14.28%	18 51.42%
4. I check new words in English-English dictionary.	1 2.85%	1 2.85%	10 28.57%	10 28.57%	13 37.14%
5. I guess the meaning of the word depending on the context (e.g. while the mother **loved** him deeply, she **despised** his sister)	0 0%	2 5.71%	16 45.71%	9 25.71%	8 22.85%

Table13: Females' Use of Determination Strategies
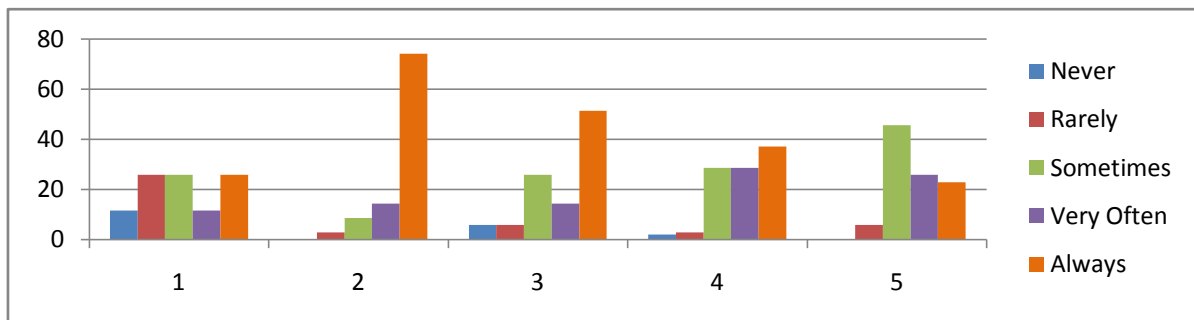
Graph8: Females' Use of Determination Strategies

The table above contains five statements that fall under the strategy group DET strategies, in which females were asked about the diffrent srategies they use to discover the meaning of the unfimliar word. In the first statement which is about 'breaking down the word into roots and affixes', (25.71%) was the same percentage for *always*, *sometimes* and *rarely* i.e. 9 respondents for each, and (11.42%) was the same percentage also for both *never* and very *often* i.e. 4 respondents for each. It is possible that female respondents avoid such strategy because either it is boring or they think it is not that useful for them.

Regarding the second statement which is about 'dictionnary use', *always* received the highest score (74.28%), (14.28%) for *very often*, (8.57%) for *sometimes*,and only (2.85%) which represents 1 respondent answred *rarely*, while *never* received no answer. Results obtained from this statement reveal that, 'using dictionnary' as a strategy is valued by female respondents as it assists them to have well defined and explained words .

In the third statement, the majority of the respondents (51.42%) claime that they *always* 'check new words in English-Arabic dictionnary' maybe because of its simplicity and brevity as it allows a direct translation of the word in the native language, 25.71%(9) replied *sometimes*, (14.28%) *very often*; whereas, both *never* and *rarely* got the same percentage 5.71% i.e 2 respondents for each.

In the forth statement which is 'I check new word in English-English dictionary'; *always* registred the highest score (37.14%), maybe because it provides more comprehensive information about the target language as it provides additional meanings, and more examples of how the word is used in context, both *sometimes* and *very often* registred the same percentage (28.57%), and also both *never* and *always* with the percentage of (2.85%) i.e. 1 respondent for each.

The last statement in the DET category is 'guessing the meaning from conext'; nearly half of the sample answered *sometimes* (45.71%) which is 16 respondents, *very often* and *always* got nearly the same percentage, for the first 25.71% (9), and the latter 2.85% (8), *never* has not been chosen by any female respondent, this indicates that 'guessing meaning from conext' is not a popular strategy among female students maybe because it causes confusion for them.

➢ **Social Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I ask the teacher to help me (e.g. I ask for translation to the mother tongue, ask for paraphrase or synonym of the new word).	6 17.14%	13 37.14%	9 25.71%	4 11.42%	2 5.71%
2. I seek help from peers to know the meaning of the unfamiliar word.	2 5.71%	9 25.71%	16 45.71%	3 8.57%	5 14.28%
3. I find out the meaning of the word when I cooperate with others doing a given task.	2 5.71%	4 11.42%	18 51.42%	4 11.42%	6 17.14%

4. I communicate with English native speakers. (E.g. through Facebook).	17 48.57%	6 17.14%	10 28.57%	1 2.85%	1 2.85%

Table14:Females' Use of Social Strategies
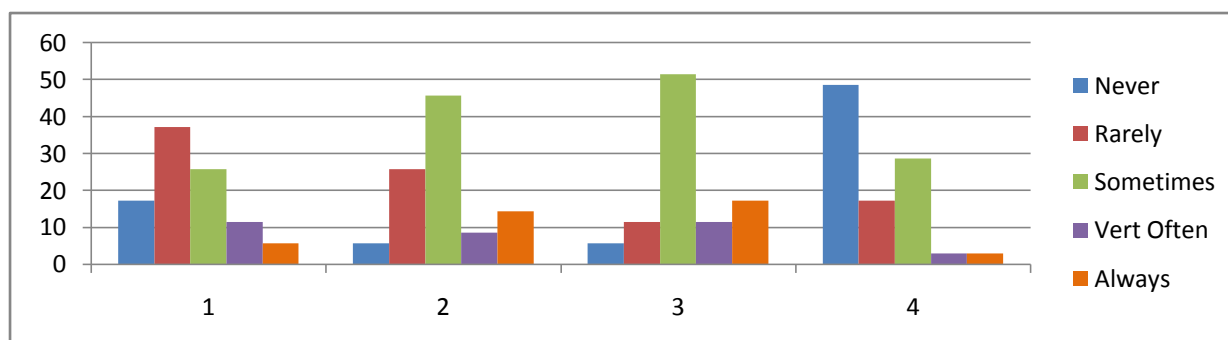
Graph9: Females' Use of Social Strategies

Female students were asked to answer the SOC category for the sake of knowing what strategies students employ when they are in front of an unfamiliar word and from whom they seek help. The first statement in the SOC category is 'I ask the teacher to help me (e.g. I ask for translation to the mother tongue, ask for paraphrase or synonym of the new word)'; *rarely* registered the highest score (37.14%), *sometimes* (25.71%), *never (*17.14%*)*, and *always* has been answered by only 2 respondents accounting for (5.71%), and finally 1 female respondent didn't answer this statement. The results obtained from this statement demonstrate that students avoid asking their teachers, this can be because they know the fact that finding words'meaning on their own helps in storing them in the long term memory.

Concerning the second statement which is 'I seek help from peers to know the meaning of the unfamiliar word', the results are as follow: *sometimes* (45.71%) which is the highest score, *rarely* (25.71%), *always* (14.28%), *very often* (8.57%), and finally *never (*5.71%*)*.

In the third statement which is 'I find out the meaning of the word when I cooperate with others doing a given task', again *sometimes* got the highest score (51.52%), both *rarely* and *very often* (11.42%), *always* (17.14%), only 2 females respondents (5.71%) replied *never*, while one female student didn't answered this statement.

56

Regarding the last statement in this category 'I communicate with English native speakers (E.g. through Facebook)' which was expected to receive the highest score, the results showed completely the opposite; nearly the majority of them 48.75% (17) replied *never*, this is maybe because females prefer face to face conversations with English native speakers, yet in Mila region it is very rare to find them and particularly at Mila University Centre, *sometimes* 10 (28.57%), maybe those students use internet as a means to communicate with English native speakers, 6 (17.14%) answered *very often*, while 2.85% (1) is the same score for both *very often* and *always* .

➢ **Memorization Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I draw image of the word in my mind to remember it	2 5.71%	7 20%	17 48.59%	5 14.28%	4 11.42%
2. I set words in groups in a way that it makes me remember them well. (E.g. pen, school, teacher will be set in the same group).	12 34.28%	7 20%	10 28.57%	4 11.42%	2 5.71%
3. I utter the new learned word out loud.	2 5.71%	8 22.85%	13 37.14%	3 8.57%	8 22.85%
4. I memorize the spelling of the new learned word.	0 0%	4 11.42%	8 22.85%	5 14.28%	18 51.42%
5. I memorize the pronunciation of the new learned word.	2 5.71%	0 0%	10 28.57%	7 20%	15 42.85%

Table15: Females' Use of Memorization Strategies
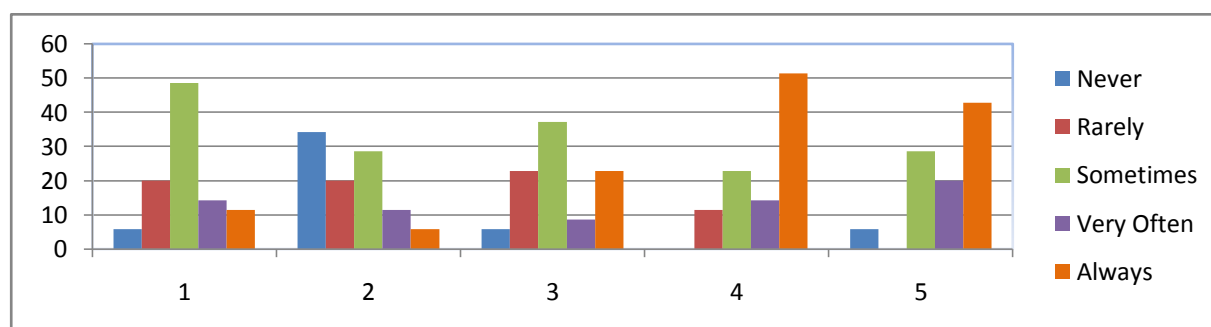
Graph10: Females' Use of Memorization Strategies

In order to elicit the strategies female respondents employ to memorize the newly learned word, they were asked the following question: 'what are the strategies you find useful to remember the new learned word?' This category includes five items, nearly half of the sample 48, 59% (17) picked *sometimes* as an option to answer the first statement 'I draw image of the word in my mind to remember it', *Very often* and *always* received nearly similar scores for the first 14, 28 %(5);whereas, the latter 11, 42% (4).

 Regarding the second item, 'I set words in groups in a way that it makes me remember them well. (E.g. pen, school, teacher will be set in the same group)'; *never* registered the highest score 34.28% (12) as it can be a frustrating task for them, or maybe they think it is not that helpful as they won't go back to read them again.

In the third item, female respondents were asked 'how frequently they utter the new learned word'; 37.14% (13) chose *sometimes*, *always* and *rarely* received the same percentage 22.85% i.e. 8 respondents for each, the lowest scores received by *very often* 8.57% (3), *never* 5.71%(2), while this statement left unanswered by one respondent. The results drawn from this statement reveal that this strategy can be of great help in remembering the pronunciation of the word.

The forth statement says 'I memorize the spelling of the new learned word'; the majority of females respondents claimed that they *always* 'memorize the spelling of the new learned word', perhaps this strategy assists them in avoiding the orthographic mistakes and maybe because they think that they are academically obliged to write words appropriately.

Concerning the last statement in this category, which says 'I memorize the pronunciation of the new learned word'; *always* occupied the lions' share with the percentage of 42.85%, *very often* 20%, only 2(5.71%) claimed that they *never* use this strategy, no one opted for *rarely*, and this statement also left unanswered by one female respondent. The

results show that female respondents besides carrying about the correct form of the word, they also care about the correct pronunciation of it.

➤ **Cognitive Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I keep with me a note book to write new words that I want to remember.	16 45.71%	7 20%	2 5.71%	2 5.71%	8 22.85%
2. I utter the new word many times, in order to Remember it	0 0%	2 5.71%	13 37.14%	7 20%	13 37.14%
3. I write the new word many times.	6 17.14%	12 34.28%	9 25.71%	5 14.28%	2 5.71%
4. I form sentences by myself using words I lately learned	4 11.42%	4 11.42%	16 45.71%	0 0%	10 28.57%

Table16: Females' Use Cognitive Strategies
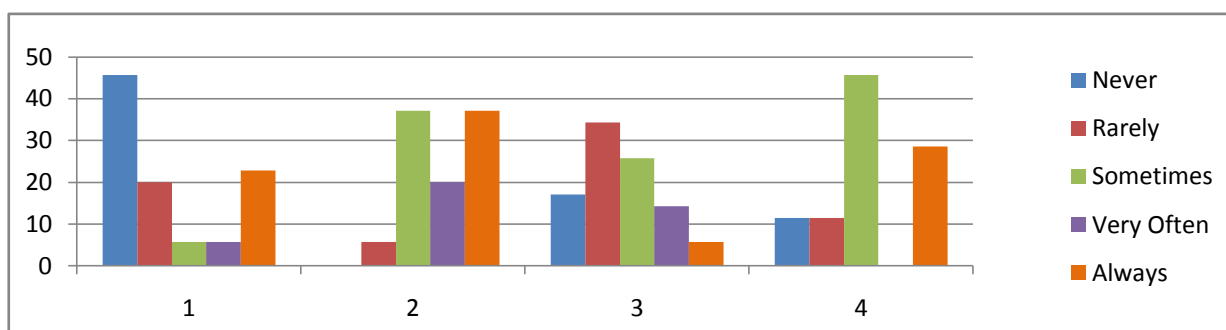
Graph11: Females' Use Cognitive Strategies

The table above contains four statements which belong to the COG category. The first statement says 'I keep with me a note book to write new words that I want to remember'; almost half of the sample 45.71% (16) selected *never*, this shows that this strategy is not a well used strategy among females perhaps this is due to the technology development as many students nowadays use phone applications instead, *always* received (22.85%), *rarely* 7 (20%); whereas, *sometimes* and *very often* received the least score 5.71% i.e. 2 participants for each.

The second item which is about 'remembering the word via repeating it many times'; the highest percentage recorded by both *sometimes* and *always* (37.14%) i.e. 13 respondents for each, only 2 respondents (5.71%) opted for *rarely* and no one selected *never*, this shows that 'repeating the word many times in order to remember it', is a well used strategy among

females perhaps because, it is one of the strategies that they are familiar with since the very first stages of their learning career.

'Writing the word many times', which is the third strategy, has been selected as the *rarely* used strategy 34.28% (12), *sometimes* 25.71% (9), *never* 7.14% (6), while only 2 female respondents accounting for (5.71%) answered *always*, and one respondent hasn't answered this item perhaps she forgot or ignored it. This strategy is not well used perhaps because it needs patience and it is tiresome for them.

The forth statement is 'forming sentences using words lately learned in order to remember it'. *Sometimes* got the highest percentage 45.71% (16) which is approximately half of the sample as they perhaps use it only when they feel that this word won't be easily remembered, no one answered *very often,* 4 (11.42%) for *rarely* and the same goes for *never*, probably because they are not aware of the fact that, using new words in sentences helps them storing them in their long term memory. It is worth noting that this statement also has not been answered by only one female respondent.

> **Metacognitive Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I listen to English audio books, recorded conversations, or lectures.	1 2.85%	9 25.71%	12 34.28%	5 14.28%	8 22.85%
2. I listen to English songs.	5 14.28%	4 11.47%	9 25.71%	0 0%	17 48.57%
3. I watch English TV/YouTube channels (e.g. shows, movies, and podcasts).	0 0%	2 5.71%	11 31.42%	5 14.28%	16 45.71%
4. I skip unfamiliar words, when I can comprehend the whole meaning of the sentence or the passage.	2 5.71%	7 20%	12 34.28%	6 14.4%	8 22.85%
5. I surf on the net (e.g. I join Facebook or WhatsApp groups, Skype to practice the new learned words.	4 11.47%	4 11.47%	12 34.28%	5 14.28%	10 28.57%

Table17: Females' Use of Metacognitive Strategies
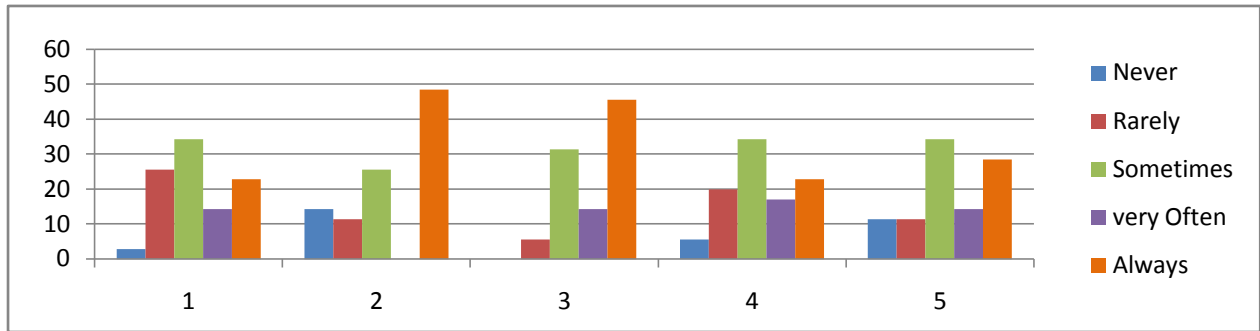
Graph12: Females' Use of Metacognitive Strategies

The table (17) shows the MET strategies provided with five statements. The first statement is 'I listen to English audio books, recorded conversations, or lectures'; 12 female respondents opted for *sometimes* accounting for (34.28%), the probable explanation for this, is that this strategy requires concentration from the part of the listener and being far from noise, *rarely* 25.71% (9), *always* 22.85% (8), *very often* 14.28% (5), while only one respondent (2.85%) opted for *never*.

In the second statement which is 'listening to English songs', approximately half of the sample 48.57% (17) selected *always*, perhaps because it gives them the chance to learn in an entertaining way; new words, their pronunciation and even how these words should be used. 9 respondents answered *sometimes*. *Never* and *rarely* received approximate percentages, the former 14.28 %(5), and the latter 4(11.47%), while no one selected *very often*.

In the third item, female respondents were asked to give their answers in terms of frequency concerning 'watching English TV/YouTube channels (e.g. TV shows, movies, and podcasts)'. *Always* has been selected by nearly half of the sample (45.71%) as it is also an entertaining strategy that offers the chance to learn more via listening, and watching, *sometimes* received (31.42%), only 2 respondents (5.71%) answered *rarely*, and no one opted for *never*, perhaps because it does not suit their learning style i.e. maybe they are not visual learners. This statement is left unanswered by one respondent.

'I skip unfamiliar words, when I can comprehend the whole meaning of the sentence or the passage'. *Sometimes* recorded the highest percentage 31.28%(12), as it may be

61

sometimes efficient to skip an unfamiliar word as long as it will not result in confusion or lack of comprehension of key sentences or entire paragraphs, while *always*, *rarely* and *very often* registered approximate percentages and they are as follow 8 (22.85%),7(20%), 6 (14.4%), while *never* received lowest percentage 2 (5.71%).

Concerning 'I surf on the net (e.g. I join Facebook or WhatsApp groups, Skype to practice the new learned words)', 12 (34.28%) female respondents declare that they *sometimes* use this strategy, it should be pointed that is the highest registered strategy, followed by *always* which received (28.57%), while *very often* 5(14.28), *never* (1.47%), and the same goes for *rarely*. The probable explanation for these variants results is that they do not have access to internet all the time ,or probably because they think that surfing on the net is not always an efficient strategy for consolidating the new learned word.

- ▪ **Males' Use Vocabulary Learning Strategies**

  - ➢ **Determination Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I break down the new word into root and affixes (e.g. Enjoyable: enjoy/able, unstoppable: un/stop/able)	3 21.42%	2 14.22%	9 64.28%	0 0%	0 0%
2. I use dictionary to check words (electronic or print dictionary).	0 0%	1 7.14%	3 21.42%	7 50%	3 21.42%
3. I check new words in English-Arabic dictionary	2 14.28%	1 7.14%	3 21.42%	1 7.14%	7 50%
4. I check new words in English-English dictionary.	0 0%	0 0%	6 42.85%	4 28.57%	4 28.57%
5. I guess the meaning of the word depending on the context (e.g. while the mother **loved** him deeply, she **despised** his sister)	0 0%	2 14.28%	2 14.28%	6 42.85%	4 28.75

Table18: Males' Use of Determination Strategies
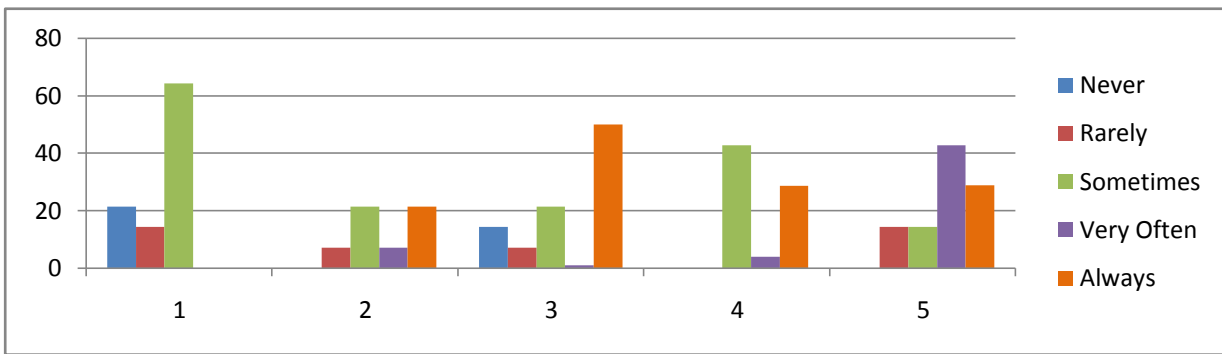
Graph13: Males' Use of Determination Strategies

In order to know how male participants determine 'the meaning of a word when first encountered', the five statements shown in the table (18) were handed to them to be answered. The first statement says 'I break down the new learned words into roots and affixes'; the majority of students answered 64.28%, (9) answered *sometimes*, 2 (14.28%) respondents answered *rarely*; whereas, 3(21.42%) answered *never*, while none of male respondents picked *very often*, and *always*, maybe because they are not aware of how can 'splitting apart a word' be helpful to get the meaning of an unfamiliar word .

The second statement is 'I use dictionary to check words (electronic or print dictionary)'. Half of the respondents use it *very often*, while *sometimes* and *always* got the same score representing the percentage of (21.42%), and only one subject claimed that he *rarely* uses it, while none of them chose *never*.

In the third statement which is 'I check new words in English-Arabic dictionary', half of the sample claimed that they use it *always*, the reason behind this perhaps is that males prefer to get the exact equivalent of the word in their first language, (21.42%) answered *sometimes*, 2 males respondents answered *never* (14.28%), whilst *rarely* and *very often* got the lowest percentage which is 7.14% i.e. 1 respondent for each.

The forth statement says 'I check new words in English-English dictionary'. The majority of male respondents answered *sometimes* (42.85%), *always* and *very often* got equal percentage, which is (28.57%), while *never* and *rarely* have not been selected by none of them.

63

The results obtained from the forth statement reveal that male respondents are aware of the importance of the use of the bilingual dictionary, maybe because they find it useful as it helps them to their vocabulary luggage.

The fifth and the last statement in the DET category is 'I guess the meaning of the unfamiliar word depending on context'; the highest score in this statement belongs to *very often* with the percentage of (42.85%) i.e. 6 respondents perhaps they find that 'using context' is useful especially in cases as exams, where they cannot use the dictionary or ask others to get the meaning of the difficult word, *always* received 28.75%(4), while *sometimes* and *rarely* received equal percentage which is 14.28%, and none of opted for *never*.

➢ **Social Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1.I ask the teacher to help me (e.g. I ask for translation to the mother tongue, ask for paraphrase or synonym of the new word).	2 14.28%	5 35.71%	5 35.71%	2 14.28%	0 0%
2.I seek help from peers to know the meaning of the unfamiliar word.	1 7.14%	3 21.42%	3 21.42%	0 0%	7 50%
3.I find out the meaning of the word when I cooperate with others doing a given task.	1 7.14%	2 14.28%	5 35.71%	3 21.42%	3 21.42%
4.I communicate with English native speakers. (E.g. through Facebook).	0 0%	3 21.42%	4 28.57%	4 28.57%	3 21.42%

Table19: Males' Use of Social Strategies
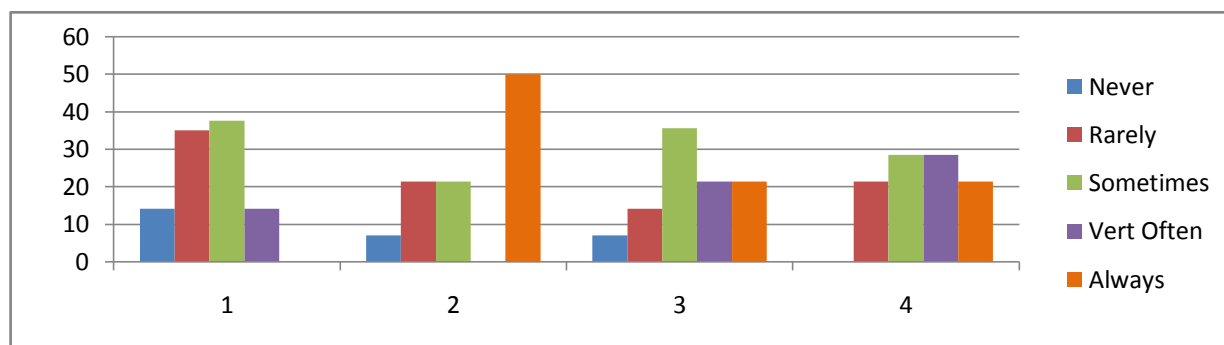
Graph14: Males' Use of Social Strategies

The first statement in the SOC category says that 'I ask the teacher to help find out the meaning of a given word'; *rarely* and *sometimes* are chosen by the majority of males with the percentage of 35.71% (5) per each one, 2 males chose *never* with the percentage of 14.28% and the same for *very often*, while none of them picked *always*, this is maybe because of they have a lack self esteem or they are introverted students.

The second statement says "I seek help from peers to know the meaning of the unfamiliar word"; 7 participants which represent half of males' sample (50%) picked up *always* as an answer to the statement, this is perhaps because they are sociable by nature, *rarely* was chosen by 3 males (21.42%) and the same for *sometimes,* in addition to that only one male chose *never* (7.14%) while, no one picked *very often* as an answer to the statement (0%).

In order to know if cooperation with others help find out the meaning of unfamiliar word, the following statement is proposed 'I find out the meaning of the word when I cooperate with others doing a given task'; 5 participants which account for (35.71%) answered *sometimes*, (21.42%) 3 chose *very often* as an answer to the statement, and the same for *always*, 2 males only (14.28%) chose *rarely*, while only one (7.14%) picked *never* as it suits their opinion best.

The last statement in this category says 'I communicate with English native speakers'; *sometimes* and *very often* achieved the highest scores (28.57%) i.e. 4 respondents for each,this is maybe because of the availability of internet for most of students,that they have the chance to meet English native speakers on social media.Followed by *rarely* and *always* with the percentage of (21.42%) representing 3 males, while *never* got (0%)

➢ **Memorization Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always

1.I draw image of the word in my mind to remember it	2 14.28%	5 35.17%	2 14.28%	3 21.42%	2 14.28%
2.I set words in groups in a way that it makes me remember them well. (E.g. pen, school, teacher will be set in the same group).	3 21.42%	5 35.71%	3 21.42%	2 14.28%	1 7.14%
3.I utter the new learned word out loud.	1 7.14%	5 35.71%	5 35.71%	1 7.14 %	3 21.42%
4.I memorize the spelling of the new learned word.	4 28.57%	2 14.28%	2 14.28%	0 0%	6 42.85%
5.I memorize the pronunciation of the new learned word.	0 0%	1 7.14%	4 28.57%	1 7.14%	8 57.14%

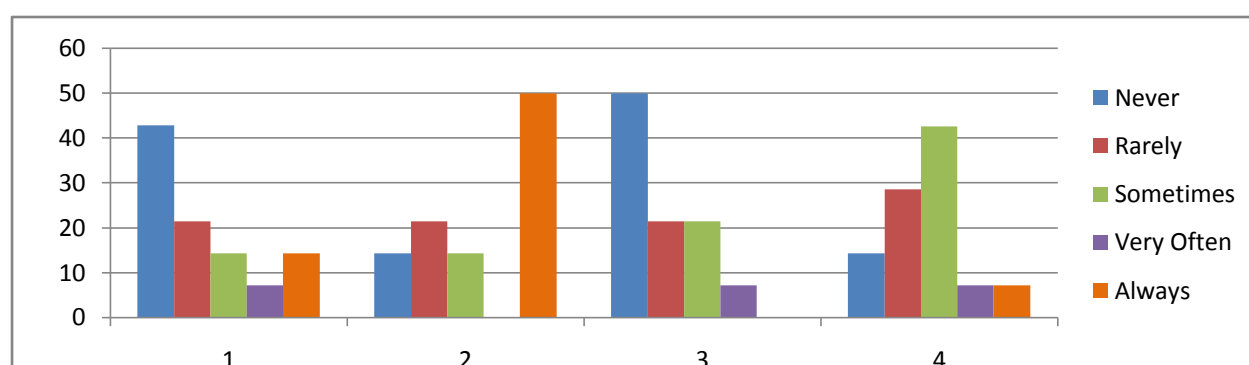**Table20: Males' Use of Memorization Strategies**

Table15: Males' Use of Memorization Strategies

In the first item 'I draw image of the word in my mind to remember it', the biggest number of participants 5 (35.17%) picked *rarely* as it suits their opinion best, this is probably because such strategy is not well known for them, 3 participants (21.42%) chose *very often*, while *never*, *sometimes* and *always* have been chosen by an equal number of participants, 2 males which represent (14.28%) per each.

The second item is 'I set words in groups in a way that it makes me remember them well'; *never* and *sometimes* are chosen by an equal number of participants, 3 males for each one of them, they represent (21.42%), *rarely* got the highest score concerning the number of participants who chose it which is 5 males, who represent (35.71%), 2 males (14.28%) for *very often*, while *always* has been picked up by 1 participant only (7.14%). The results obtained from this statement demonstrates that, this strategy is not common among male

participants maybe because it is time consuming strategy and also probably they won't come back to use them later on.

In the third item, students were asked if they 'utter the new learned word loudly'; the highest score was recorded by the two options; *rarely* and *sometimes* 5 males (35.71%) per each one of them, *never* and *very often* have the same scores as well, 1 participant (7.14%) for each option, while *always* has been chosen by 3 participants only with the percentage of (21.42%). From the results of the third item, it can be noticed that, this is not a well used strategy among males, maybe because it is exhausting.

In the fourth statement, the participants are asked if they 'memorize the spelling of the new learned word'; nearly half of the sample (6) males picked *always* as an option to answer the statement (42.85%), this is perhaps because they are aware of the importance of writing, 4 participants who represent (28.57%) chose *never*, *rarely* and *sometimes* picked up by just two respondents (14.28%) for each one of them, while no one picked *always* as an option (0%).

The last strategy in this group is about 'memorizing the pronunciation of the newly learned word'. As it was expected more than half of the whole sample 8 (57.14%) reported that they *always* 'memorize the pronunciation of the newly learned words', 4 (28.57%) of male participants reported they use it *sometimes*, while *rarely* and *very often* received equal percentage which is (7.14%), i.e. one participant for each. The results drawn from this statement are positive as they reveal that, males are interested in the correct pronunciation of the newly learned word so they make themselves understood, and avoid embracement when communicating with others especially in classroom.

➢ **Cognitive Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I keep with me a note book to write new words that I want to remember.	6 42.85%	3 21.42%	2 14.28%	1 7.14%	2 14.28%

2. I utter the new word many times, in order to remember it	2 14.28%	3 21.42%	2 14.28%	0 0%	7 50%
3. I write the new word many times.	7 50%	3 21.42%	3 21.42%	1 7.14%	0 0%
4. I form sentences by myself using words I lately learned	2 14.28%	4 28.57%	6 42.85%	1 7.14%	1 7.14%

Table21: Males' Use of Cognitive Strategies
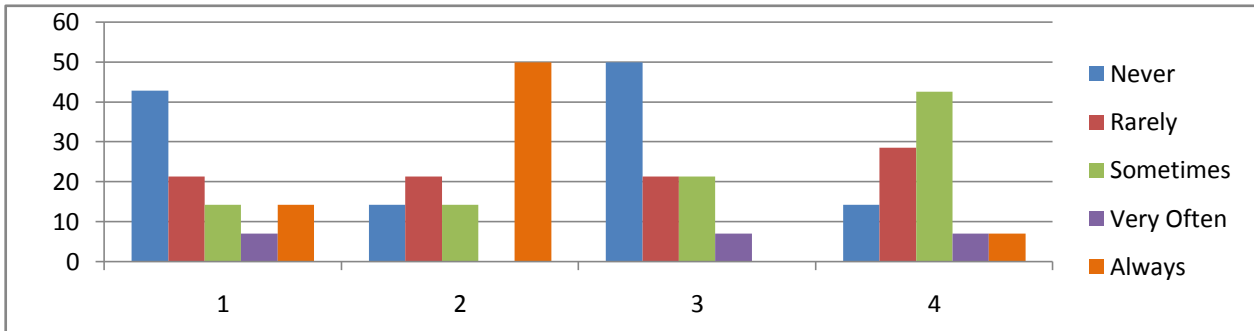
Graph16: Males' Use of Cognitive Strategies

In the first statement, male participants are asked if 'they keep a note book with them to write new words that they want to remember'; almost half of the sample 6 participants with the percentage of (42.85%) chose *never*. This may be due to males' laziness, 3 respondents (21.42%) chose *rarely* as an option, and 2 respondents chose *sometimes* (14.28%) as well as for *always*, and only 1 respondent (7.14%) picked *very often*.

The second item says 'I utter the new word many times, in order to remember it'; half of the sample which is 7 respondents (50 %) chose *always* as an answer to the statement, this is maybe because, it is well known and the most used strategy, 3 respondents picked *rarely* (21.42 %), 2 respondents picked *never* (14.28 %) and the same for *sometimes*, while no one chose *very often* (0 %).

The third item says 'I write the new word many times'; half of the males' sample, 7 males chose *never* (50 %), this is maybe because it's a tiresome process, 3 which represents (21.42 %) for both *sometimes* and *rarely*, only one male chose *very often*, while none of them picked *always* (0 %).

The last statement says 'I form sentences by myself using words I lately learned'; *sometimes* got the highest score 6 respondents that represents (42.85%), 4 respondents chose *rarely* as an answer to the statement (28.57%), and *never* is picked up by 2 males only (14.28%), while *very often* is chosen by just one participant (7.14%), and the same result for *always*. The results drawn from this statement show that students are not really aware of the importance of such strategy as it may help them a lot in remembering the newly learned word.

➢ **Metacognitive Strategies**

Items	Never	Rarely	Sometimes	Very Often	Always
1. I listen to English audio books, recorded conversations, lectures or audio books	3 21.42%	2 14.28%	9 64.28%	0 0%	0 0%
2. I listen to English songs.	0 0%	1 7.14%	3 21.42%	7 20%	3 21.42%
3. I watch English TV/YouTube channels (e.g. shows, movies, and podcasts).	2 14.28%	1 7.14%	3 21.42%	1 7.14%	7 50%
4. I skip unfamiliar words, when I can comprehend the whole meaning of the sentence or the passage.	0 0%	0 0%	6 42.85%	4 28.57%	4 28.57%
5. I surf on the net (e.g. I join Facebook or WhatsApp groups, Skype to practice the new learned words.	0 0%	2 14.28%	2 14.28%	6 42.85%	4 28.57%

Table22: Males' Use of Metacognitive Strategies
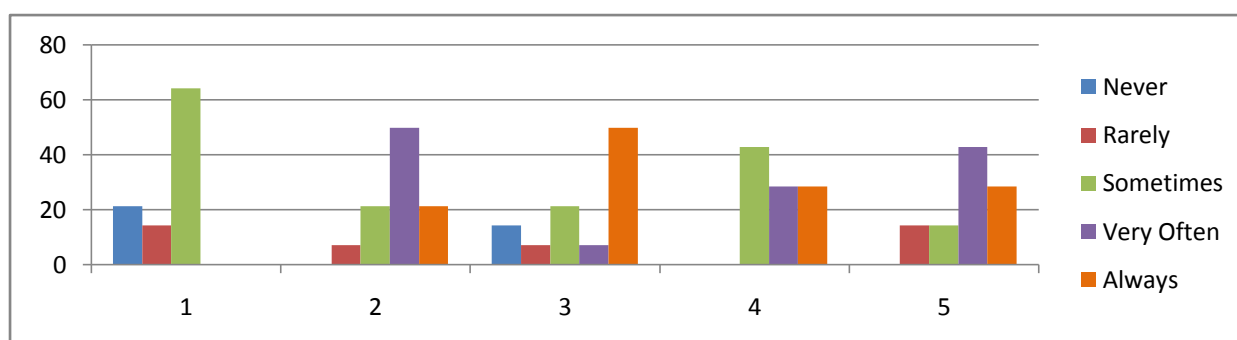
Graph17: Males' Use of Metacognitive Strategies

In the first item, the participants were asked if they 'listen to English audio books, recorded conversations, lectures'; 9 respondents who are more than half of the sample chose

sometimes as an option (64.28%), this is maybe because they know how much important the listening skill is, though the task takes quite some time, 3 participants picked *never* as it suits their opinion (21.42%), 2 participants chose *rarely* (14.28%), while none of the participants chose *very often* and *always*.

The second statement says 'I listen to English songs'; half of the participants 7 chose *very often* (50%), this is maybe because our sample are young and they like to stay up to date with the newly released songs, as well the English songs are a trend nowadays, 3 participants which represent (21.42%) from the whole sample, is the result for both *always* and *sometimes*, *rarely* has been chosen by only one participant (7.14%), while none of the respondents picked *never* to answer the item.

The third item says 'I watch English TV/YouTube channels'; half of the sample 7chose *always* as it probably matches their preferences (50%), this perhaps because we are in a time in which technology is available for everyone, 3 participants (21.42%) chose *sometimes*, 2 of them chose never with the percentage of (14.28%), while only 1 of them chose *rarely* (7.14%) and the same for *very often*.

The fourth item says 'I skip unfamiliar words when I can comprehend the whole meaning of the sentence or the passage'; nearly half of the male's sample 6 chose *sometimes* (42.85%) that probably because they feel it is useless to know the exact meaning of each word since the context makes it understandable, *very often* have been chosen by 4 respondents which represent (28.57 %) and the same for *always*, while no respondent chose *never* and *rarely* (0%).

In the last statement, the participants are asked if they 'surf on the net, for example joining Facebook groups to practice the new learned word'; almost half of males' sample picked *very often*, 6 males which represent (42.85%) answered *very often*, and 4 of them (28.57%) chose *always*, this is maybe because of the availability of these websites for

everyone, so they get attached with other people to practice the language, also there are two

males only picked *sometimes* to answer the statement (14.28%), as well as for *rarely* which

received the same score, while *never* was not picked by any of the respondents (0%).

▪ **Gender Differences in Strategy Use**

➢ **Least Used Strategies by Males and Females**

	DET Strategies	SOC Strategies	MEM Strategies	COG Strategies	MET Strategies
Males	breaking down the new word into root and affixes (0%)	asking the teacher for help is least used strategy (0%)	setting words in groups (7.14%)	I write the new word many times (0%)	listening to English audio books, recorded conversations, lectures (0%)
Females	guessing meaning of the word depending on the context (22,85%)	communicating with native speakers (2.85%)	setting words in groups (5.71%)	I write the new word many times(5.71%)	listening to English audio books, recorded conversations, lectures' (0%), skipping unfamiliar words, when comprehending the whole meaning of the sentence or the passage' (22.85%).

Table23 : Least Used Strategies by Males and Females
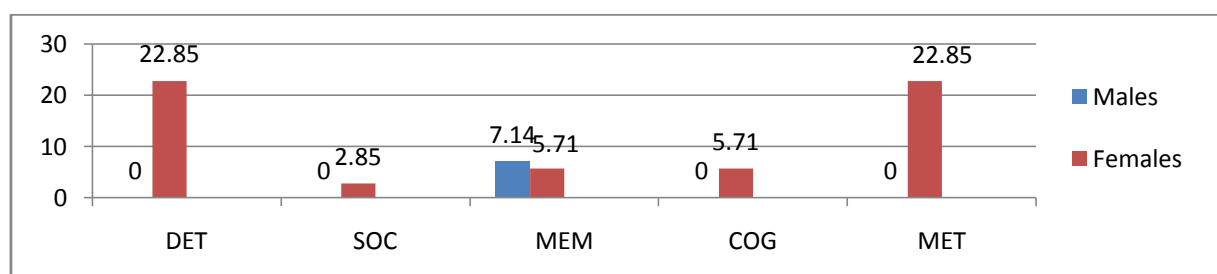
Graph18: Least Used Strategies by Males and Females

The data shown above in graph and the table, reveal some distinctions between male

and female participants in the use of VLSs in terms of the least used strategy in each category.

Regarding DET category, the least frequently used strategy for males is 'breaking down the

new word into root and affixes', which received (0%), but the females' least frequently-used strategy is 'guessing meaning of the word depending on the context'(22,85%).

Concerning the SOC strategy, the males' least used strategy in the category is 'asking the teacher for help is least used strategy' (0%); in contrast, the least-used strategy for females is, 'communicating with native speakers' (2,85%).

The third category is MEM strategies, the least-utilized strategy in this category for males is 'setting words in groups '(7,14%), it was the same for females too (5,71%) .

Regarding the fourth category, which is the COG one, it is noticed that the least used strategy was the same for males and females which is 'I write the new word many times', but with different percentages for females (5.71%), and for males (0%).

 The last category is the MET one; the least frequent strategy for males is 'listening to English audio books, recorded conversations, lectures' (0 %), and it was the same for females but with different percentage'(22.85%), in addition to 'skipping unfamiliar words, when comprehending the whole meaning of the sentence or the passage' (22.85%).

➢ **Most Used Strategies by Males and Females**

	DET Strategies	SOC Strategies	MEM Strategies	COG Strategies	MET Strategies
Males	checking the new words in English-Arabic dictionary (50%)	seeking help from peers to know the meaning of the unfamiliar word' (50%)	memorizing the pronunciation of the new learned word (57.14%)	is uttering the new learned word many times (50%)	watching English TV/YouTube channels (50%)
Females	using dictionary to check words',	finding out the meaning of the word when cooperating with others doing a given task(17, 14%)	memorize spelling (51.42%)	is uttering the new learned word many times (37.14%)	listening to English songs (48.57%)

	(74,28%).				

Table24: Most Used Strategies by Males and Females
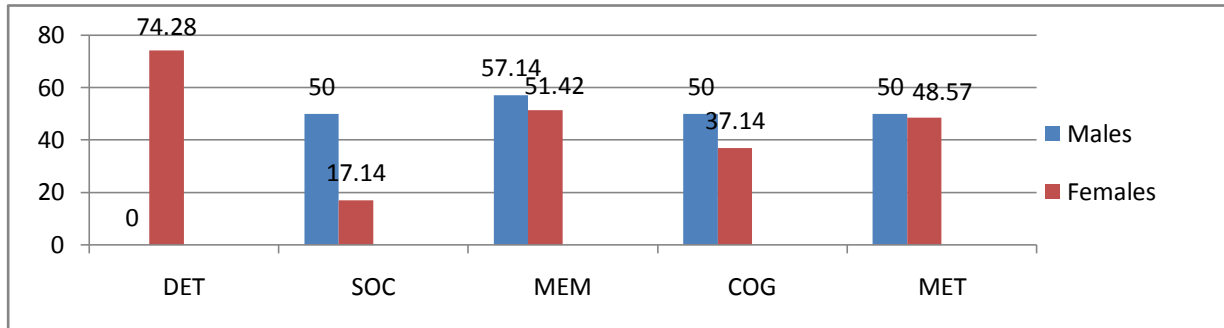
Graph19: Most Used Strategies by Males and Females

According to the data shown in graph (19) and the table (24) concerning gender differences in the use of VLSs, it is observed also that there are some distinctions between male and female participants in the use of VLSs in terms of the most used strategies . Regarding DET category, the most frequently used strategy by males is 'checking the new words in English-Arabic dictionary', which received (50%), while for females the most frequently-used strategy in this category is 'using dictionary to check words', this lately mentioned strategy received (74,28%).

Regarding the SOC strategy, the males' most used strategy in this category is 'seeking help from peers to know the meaning of the unfamiliar word' (50%); whereas, females' most frequent strategy concerning usage is 'finding out the meaning of the word when cooperating with others doing a given task' (17, 14%).

The third is MEM strategies, the most-utilized strategy in this category for males is 'memorizing the pronunciation of the new learned word' (57, 14%); whilst, for females they 'memorize spelling' most (51, 42%).

Regarding the fourth category which is the COG one, the most frequent strategy in the category for males 'is uttering the new learned word many times' (50%), it is noticed that females most used strategy in this category is the same of that of males (37.14%).

The last category is the MET one, the most utilized strategy in this category for males is 'watching English TV/YouTube channels' (50%), while for females the most frequently used strategy is 'listening to English songs' (48.57%) .

Item3: Development of Vocabulary'size after the Use of Vocabulary learning Strategies

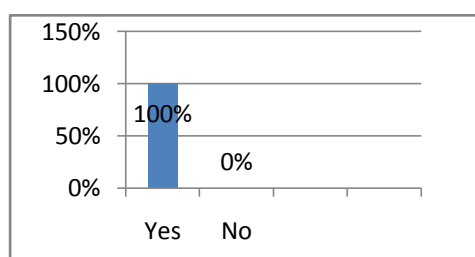| Options	Percentage
Yes	100%
No	0%

Table25: Development of Vocabulary'Size After the Use of Vocabulary Learning Strategies

Graph20: Development of Vocabulary'Size After the Use of Vocabulary Learning Strategies

Results in the table and the figure above show that all students (100%) reported 'yes' they have noticed a development in their vocabulary package after deploying the different vocabulary learning strategies. The positive results drawn from this question reveal that, VLSs are truly helpful in maximizing the vocabulary size of students and that students are aware of their progress.

4. Discussion

After eliciting the students'responses of the questionnaire, there comes their interpretation. Based on the results drawn from the questionnaire, it is noticed that there are more females than males, because the population as a whole contains a small number of males. Concerning the age variable, it is found that it doesn't affect the results. Regarding the second part of the questionnaire, which is about VLSs that students utilize, it demonstrates that students use different VLSs, and thus they are aware of its use and role in enlarging the vocabulary package. In the DET strategies, students stated that they mostly prefer 'dictionary

to check the new words' as it is a quick and easy way that students recourse to find out the meaning of the ambiguous words; however, they claimed that 'breaking down the new word into root and affixes' is the least-used strategy for them.

Moreover, in the SOC strategy, the majority of students admitted that they prefer to 'ask their peers rather than their teachers to get the meaning of the unknown words'. In addition, 'memorizing the pronunciation of the new learned word took precedence' over the other memorization strategies, while 'setting words in groups to remember them' is the least-utilized strategy for the students.

Furthermore, in the COG strategy, students acknowledged the usefulness of 'uttering the new word many times, in order to remember it', whereas they acknowledged that 'writing the new word many times' is the least used strategy. Finally, 'watching English TV/YouTube channels, for example; shows, movies, and podcasts' is reported as the most preferred strategy in the MET category, but the least preferred strategy is 'skipping unfamiliar words when they comprehend the whole meaning of the sentence or the passage'.

Results obtained from the present study revealed that males mainly show interest in the MEM strategy 'memorizing the pronunciation of the new learned word', While females mainly show interest towards the DET strategy 'using dictionary to check words'. And for the least-used strategies, males demonstrate less preference towards these strategies 'breaking down the new word into root and affixes (DET)', 'asking the teacher to help (SOC)', 'writing the new word many times (COG)', and 'listening to English recorded conversations (MET)'. Females demonstrate less preference towards SOC strategies like 'communicating with native speakers'. Concerning the results obtained from the last question of the questionnaire it revealed that all students agreed that VLSs are of great significance in improving and developing their vocabulary.

Conclusion

The results obtained from the questionnaire give us an insight into the way VLSs support the learner to optimize his/her vocabulary size. In this investigation, it is deduced that students use VLSs with a tendency towords using some strategies rather than others. The study's main finding was that 'using dictionary to check words and checking new words in English-Arabic dictionary (DET)', 'watching English TV/YouTube channels and listening to English songs (MET)' were the most popular strategies. The least-used ones are the social strategies as 'asking the teacher', and 'communicating with native speakers'. Also according to the data obtained, it is confirmed that gender affects the strategy use, in the sense that males and females tend to use different strategies. Males prefer 'memorizing the pronunciation of the new learned word' (MEM), but they show less preference to 'breaking down the new word into root and affixes' (DET), 'asking help from the teacher' (SOC), 'writing the new word many times' (COG), and 'listening to English recorded conversations' (MET). Females prefer to use 'dictionary to check words' (DET); they show less preference of the SOC strategy 'communicating with native speakers'. Finally, the students admitted the importance of VLSs as they offer a great help in maximizing the vocabulary size.

Recommendations

Regarding the significance of VLSs, various suggestions can be offered:

1. Students first need to know how to select the VLSs that best suit their learning style; thus students should take into consideration that all strategies are important in some way; all they need is trying them, and decide which strategies are best for them.

2. Some strategies need to be given some importance as the one of keeping a note book to write down some new words as it can be of great help in remembering them and facilitate its use.

3. They also need to be aware of the importance of writing the word many times as it helps remembering its spelling.

4. They should give some attention to the listening skill which can be enhanced through listening to English recorded conversations.

5. It is highly recommended that students should be trained on how to use VLSs since it help them boost the learner's autonomy.

6. The teacher who should direct his students to know how to evaluate and check on their vocabulary learning progress.

7. Teachers need to sensitize their students about the importance of VLSs and what they are for, as they should encourage their use and all what is effective in increasing the vocabulary size as; extensive reading, communication with native speakers and watching English TV and YouTube channels.

General Conclusion

The present study is based on an investigation about students' VLSs. Besides eliciting VLSs that students use, this study also attempts to identify the most and the least used strategies, and how gender affects strategy use. The theoretical part which is composed of two chapters, it was necessary that the discussion of LLSs precedes that of VLSs, as VLSs is a part of LLSs, both chapters present different classifications and specific terminology related to the subject of the study. This study took place at the department of foreign languages at Mila University Centre, the questionnaire was mainly dedicated to second year LMD students, the data obtained from analysing the questionnaire confirm the hypotheses mentioned before in the general introduction, that students at Mila university Centre use VLSs, and they use certain strategies at the expense of others. Moreover, there is a significant difference in strategy use between males and females. VLSs being the different techniques used to learn new words and how to remember them. VLSs are indispensible tools for learners, particularly English language learners, as they enable them to be autonomous learners, in which they can control their learning by their own;moreover, they assist learners to discover the meaning of the unknown words and the retention of them.

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Dear student,

 This questionnaire is a part of master degree dissertation entitled "Investigating students' vocabulary learning strategies". Your ideas are highly valued and your cooperation genuinely appreciated. The data collected serves only this research and will remain confidential. We will be grateful if you help us to answer these questions whose aim is to gather data about vocabulary learning strategies you use. Please feel free to share your opinion

 Researchers.

Part 1: **Background Information**:

You are kindly requested to provide the following information:

Gender	Male ☐	Age	18-22 ☐
	Female ☐		23-25 ☐
			26-29 ☐
			30- ☐

Part 2: Vocabulary learning strategies. Please tick (√) on the items that best represent your strategies.

1. How do you determine the meaning of vocabulary items, when encountered for the first time?	Never	Rarely	Sometimes	Very Often	Always
I break down the new word into root and affixes (e.g. Enjoyable: enjoy/able, unstoppable: un/stop/able)					
I use dictionary to check words (electronic or print dictionary).					
I check new words in English-Arabic dictionary.					
I check new words in English-English dictionary.					
I guess the meaning of the word depending on the context (e.g. while the mother **loved** him deeply, she **despised** his sister)					
I ask the teacher to help me (e.g. I ask for translation to the mother tongue, ask for paraphrase or synonym of the new word).					

	Never	Rarely	Sometimes	Very Often	Always
I seek help from peers to know the meaning of the unfamiliar word.					
2. What are the strategies you find useful to remember the new learned word?	**Never**	**Rarely**	**Sometimes**	**Very Often**	**Always**
I find out the meaning of the word when I cooperate with others doing a given task.					
I communicate with English native speakers. (E.g. through Facebook).					
I draw image of the word in my mind to remember it.					
I set words in groups in a way that it makes me remember them well. (E.g. pen, school, teacher will be set in the same group).					
I utter the new learned word out loud.					
I memorize the spelling of the new learned word.					
I memorize the pronunciation of the new learned word.					
I keep with me a note book to write new words that I want to remember.					
I utter the new word many times, in order to Remember it.					
I write the new word many times.					
I form sentences by myself using words I lately learned.					
I listen to English audio books, recorded conversations, lectures or audio books.					
I listen to English songs					
I watch English TV/YouTube channels (e.g. shows, movies, and podcasts).					
I skip unfamiliar words, when I can comprehend the whole meaning of the sentence or the passage.					
I surf on the net (e.g. I join Facebook or WhatsApp groups, Skype to practice the new learned words.					

3. Have you noticed any development in your vocabulary after using these strategies?

- Yes ☐
- No ☐

Thanks for your cooperation

الملخص

تعتبر معرفة المفردات ذات أهمية قصوى في عملية تعلم اللغة، كما أن تعلم المفردات تعد من بين التحديات الرئيسية التي قد يواجهها المتعلمون ، حيث أن أي قصور في معرفة المفردات يمكن أن يسبب صعوبات في تعلم اللغة الأجنبية ، أي أنه قد يؤثر على إنتاج وفهم اللغة على حد سواء . وبالتالي، يمكن للمتعلمين تعزيز مفرداته م من خلال تطبيق مجموعة متنوعة من استراتيجيات تعلم المفردات. في هذا الصدد ، تهدف هذه الدراسة للتحقيق في الاستراتيجيات المستخدمة من طرف الطلاب لتعلم المفردات ,الاستراتيجيات الأكثر و الأقل استخدامًا . بالإضافة إلى استراتيجيات تعلم المفردات المستخدمة من قبل طلاب السنة الثانية للغة الإنجليزية, ذكور و إناث في المركز الجامعي ميلة . استنادًا إلى أسئلة البحث هذه ، يُفترض أن طلاب اللغة الإنجليزية كلغة ثانية في المركز الجامعي ميلة يستخدمون استراتيجيات لتعلم المفردات ، ويقوم الطلاب باستعمال بعض الاستراتيجيات أكثر من غيرها ، كما يستخدم الذكور والإناث استراتيجيات مختلفة لتعلم المفردات . لقد تبين أن الاستبيان هو الأداة المناسبة لجمع البيانات للدراسة الحالية . تكشف النتائج المستقاة من هذه الدراسة أن الطلاب يستخدمون مجموعة متنوعة من استراتيجيات تعلم المفردات ، واستخدام بعض الاستراتيجيات على حساب الأخرى ، وأن الجنس يؤثر على اختيار الاستراتيجية . في ضوء البيانات التي تم الحصول عليها من الاستبيان ، يوصى بشدة برفع مستوى الوعي باستراتيجيات تعلم المفردات لمساعدة المتعلمين على أن يصبحوا أكثر فعالية ، كما يجب على المعلمين تشجيع طلابهم على استخدام استراتيجيات تعلم المفردات وتوجيههم نحو كيفية استخدام هذه الاستراتيجيات . بطريقة تفيدهم .

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