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Faculty of Letters and Languages
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**Exploring the Relationship between EFL Learners' Use of Vocabulary Learning
Strategies and their Vocabulary knowledge**

**The Case of Second Year License Students at the Department of English,
Mohamed Seddik Ben Yahia University, Jijel**

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in
didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled “**Exploring the Relationship between EFL Learners’ Use of Vocabulary Learning Strategies and their Vocabulary knowledge**” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

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Dedication

Thanks for Allah for providing us with the power to resist in this life and to write this piece of reseach.

Great thanks and pleasure for myself to be resistant until this point writing these words.

I dedicate this work to my beloved ones:

My parents , my brothers , my sisters and my friends.

Thank you for supporting me .

A special dedication to those waiting for my failure ...

Imane

In the name of Allah, the Gracious, Most Merciful

All the praise is due to Allah alone, the Sustainer of all the worlds

I lovingly dedicate this work to:

My dear father “Abdelaziz ” and my beloved mother “ Hayet” who have always supported and helped me to realize my dreams through their encouragement, sacrifices, prayers, patience and endless love, and because of them I am here today. I love you mom and dad .

My baby daughter Afnane, who is my source of happiness and my reason to persist in this life..

My husband for his sacrifices for our little family, his support, and encouragement to continue my master’s degree.

My uncle Zinou for being the best uncle in the world.

Finally, I dedicate this work to ME for being strong enough to face all the struggles and difficulties and to balance between my new life as a MOTHER and a Master2 STUDENT.

Fatine

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Abstract

Vocabulary is the core component of language; successful communication cannot take place without sufficient vocabulary knowledge. The current study aims at exploring the relationship between vocabulary knowledge of EFL university students majoring in English and their use of vocabulary learning strategies. More specifically, it aims at investigating the students' vocabulary knowledge as well as their use of vocabulary learning strategies. Moreover, it aims at identifying any significant differences in the use of vocabulary learning strategies between two categories of students: those who have sufficient and those who have insufficient vocabulary knowledge. In order to achieve these aims and collect the needed data, adapted versions of a vocabulary test (Laufer & Nation, 1999) and a vocabulary learning strategies' questionnaire (Schmitt, 2000) were used and administered to 45 students out of 240 second year students at the department of English, Mohamed Seddik Ben Yahia, Jijel University. Following a quantitative approach to data collection and analysis, the obtained results were manually calculated based on statistical rules. The findings of the study indicated that most of second year EFL students have a poor vocabulary knowledge, especially in the 3000 word level, the 5000 word level and the University word level. Most importantly, the results revealed a medium level of use for the vocabulary learning strategies, that the most frequently used category of vocabulary learning strategies is the metacognitive, followed by the cognitive while the least frequently used one is the social category and that, surprisingly, students with poor vocabulary knowledge employ more strategies than good students. Hence, the study confirms that there is no relationship between the use of vocabulary learning strategies and vocabulary knowledge. Based on the results of the study, some pedagogical recommendations for teachers and students are suggested.

Key words: vocabulary knowledge, vocabulary, vocabulary learning strategies, metacognitive strategies , cognitive strategies.

List of Abbreviations, Acronyms, and Symbols

BASE: British Academic Spoken English Corpus

BNC: British National Corpus

COCA: Corpus of Contemporary American English

EFL: English as Foreign Language

Good VKSs: Students who have **Good** Vocabulary **Knowledge**

H: High

L: Low

L1: First Language

L2: Second Language

LLSs: Language Learning Strategies

Me: Mean

M: Medium

N: Number

Poor VKSs: Students who have **Poor** Vocabulary **Knowledge**

S.D: Standard Deviation

VLS: Vocabulary Learning Strategy

VLSQ: Vocabulary Learning Strategies 'Questionnaire

VLSs: Vocabulary Learning Strategies

VLT: Vocabulary Level Test

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- 2.** Statement of the Problem
- 3.** Aims of the Study
- 4.** Research Questions
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- 7.** Structure of the Study

1. Background of the Study

Vocabulary is an integral element to language learning. Wilkins (1972) stressed the importance of vocabulary as he stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (as cited in Lessard-Clouston, 2013, p.2). Learning a few words can be considered more useful than learning grammar rules to express meaning that helps learners to communicate. Learners, thus, need training in Vocabulary Learners Strategies (VLSs) to expand their vocabulary knowledge. VLSs constitute a part of language learning strategies, which are in return a part of general learning strategies (Nation, 2001) (as cited in Ghazel, n.d, p.84). In the last two decades, the prominent role of VLSs in learning a foreign language has been recently recognized by theorists in the field. Recent years have witnessed the emergence of two books which are Gu (2005) and Taka (2008), and a number of articles such as Barcroft (2009) and Tseng and Schmitt (2008) on learner’s deliberate and strategic efforts in learning vocabulary (Gu, 2010, p.107).

To explore the relationship between VLSs and other aspects of vocabulary knowledge, some studies have been conducted. For example, Fan (2003) conducted her study to identify the strategies that are useful for learning vocabulary in general, particularly the strategies that are conducive to learning both high and low frequency words. She administered a vocabulary test as well as a VLS questionnaire to a group of 1067 tertiary-level students from seven institutes in Hong Kong. The findings revealed that there was an incongruity concerning the frequency of use, the perceived usefulness, and the actual usefulness of applying VLS (Teng, 2015, p.44).

Another study was carried out in Iran. Kafipour et al. (2011) conducted a research on 238 Iranian Junior EFL students with the aim of investigating the relationship between the vocabulary learning and VLS. A random cluster sampling has been applied to select the participants from Semnan universities. To collect data, they used Schmitt’s vocabulary

learning strategies 'questionnaire (VLSQ) and Nation's vocabulary level test (VLT). The results showed a significant relationship between all VLSs and the overall vocabulary level of the students. However, the strongest correlation was found between memory strategy and the vocabulary level and the weakest correlation was found between social strategy and the vocabulary level.

To sum up, the aforementioned studies shed light on the importance of conducting the current study in which they had established a solid theoretical foundation for multiple hypotheses concerning the relationship between the learners' use of VLSs and their essential role in improving vocabulary knowledge.

In the Algerian context, there was a rareness of research that links VLSs and vocabulary knowledge. Nevertheless, there have been some studies that investigated each of the two variables independently. For instance, at the University of Jijel, a study carried out by Hadji (2021) aimed to explore the relationship between learning styles and vocabulary level. In her correlational study, Hadji (2021) used a questionnaire for identifying learning styles and a test for investigating the vocabulary level of fifty-eight (58) first year undergraduate LMD learners from the department of English. The results indicated that learners have different learning styles and that the majority of learners have insufficient vocabulary knowledge in the tested vocabulary levels. Moreover, the findings also revealed that there was no significant relationship between learning styles and vocabulary level.

2. Statement of the Problem

In order to fill the research gap, the present study, according to our knowledge, will be the first to be conducted to explore the relationship between VLS and vocabulary knowledge at the University of Jijel. It attempts to explore the vocabulary learning strategies used by Algerian EFL learners, to identify Algerian EFL learners' vocabulary knowledge,

to explore the relationship between vocabulary learning strategies and the vocabulary knowledge of Algerian EFL learners and to find out the most frequent vocabulary learning strategies used by the students who have a good vocabulary knowledge.

3. Research Questions

This study is conducted in order to answer the following research questions:

1. Is the vocabulary knowledge of second year EFL students at Mohamed Seddik Ben Yahia University sufficient?
2. What are the most frequent vocabulary learning strategies employed by second year EFL students?
3. Is there any significant relationship between the use of vocabulary learning strategies and the vocabulary knowledge of second year EFL students?

4. Aims of the Research

The present study aims primarily at exploring the relationship between the VLS and the vocabulary knowledge of second year EFL students. More specifically, it attempts to shed light on Algerian EFL university learners' vocabulary knowledge, to explore the vocabulary learning strategies used by Algerian EFL learners, to find out the most frequent vocabulary learning strategies used by the students who have a good vocabulary knowledge and to explore the relationship between the vocabulary learning strategies and the vocabulary size of Algerian EFL learners.

5. Methodology of the Research

In order to address the previously stated research questions and to achieve the aims of the study, the present investigation will make use of two main research instruments to gather the required data. These research instruments are a vocabulary learning strategy questionnaire (VLSQ) and a vocabulary test. The VLSQ is designed to explore the subjects' use of vocabulary learning strategies in terms of frequency while the vocabulary test is meant

to test their vocabulary knowledge. The results of both research tools will help draw the conclusion about the nature of relationship between the use of vocabulary learning strategies and vocabulary knowledge of the learners.

6. Structure of the Study

The current dissertation is divided into two main chapters. The first theoretical chapter comprises two sections dealing with Vocabulary Learning, Vocabulary knowledge and Vocabulary Learning Strategies. The second chapter, devoted to the practical part, encompasses the detailed methodology, the analysis of the results, the discussion of the findings and some suggestions and recommendations. Finally, the general conclusion summarizes the main findings and explains how the research aims were achieved.

Chapter One: Literature Review

Chapter One: Vocabulary Learning, Vocabulary knowledge and Vocabulary

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- Introduction

Section One: Vocabulary Learning and Vocabulary knowledge

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- Conclusion

Introduction

The current chapter comprises two sections. The first section sheds light on vocabulary learning exploring what vocabulary means and what its sources are. It, also, elaborates its importance and its different aspects. Furthermore, it highlights the perspectives on vocabulary learning, the factors that affect vocabulary learning, as well as vocabulary's classification and dimensions. This section ends with outlining the vocabulary size and how it could be measured or assessed. Moreover, the second section is devoted to discuss the vocabulary learning strategies in terms of definition, classification and characteristics of Language Learning Strategies and briefly explores the history of vocabulary learning strategies followed by their definition and their different taxonomies. Additionally, this section proceeds to identify the significance of the vocabulary learning strategies and the factors that influence these strategies. Finally, the second section ends with exploring the relationship between vocabulary learning strategies and vocabulary size.

Section One: Vocabulary Knowledge and Vocabulary Learning

1.1.1 Definition of Vocabulary

Vocabulary, according to Cambridge online dictionary (n.d), is "all the words known and used by a particular person, or all the words that exist in a particular language or subject". Thus, vocabulary or lexicon is composed mainly of words that have been acquired at any time (Barcroft, 2016, p.2) and which serves at explaining someone's ideas in any language or field of study. Likewise, Lessard-Clouston (2013) stated that, "...vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do"(p. 2). Hence, vocabulary encompasses not only individual words, but also phrases or group of words that impart a certain meaning.

The term 'item' is used to cover all cases of vocabulary since it is divided into grammatical items and lexical ones. The former is referred to as 'closed sets' such as pronouns, determiners; they cannot be changed or renewed in the language. However, the lexical items are 'open sets' in which the language can acquire new items, lose or change others over periods of time (Ur, 2012, p. 60). They have an unlimited number of words whilst there are a small and finite number of grammatical items (Carter, 2012, p.24).

Additionally, Schmitt (2000) asserted that the term lexical item is used interchangeably with the terms lexical unit, lexeme, and "... [They] are all defined as an item that functions as a single meaningful unit, regardless of the number of words it contains" (p.2). In other words, Barcroft (2016) stated that lexical items might refer to individual words and other multiword units that represent combinations of verbs, nouns, and adjectives with prepositions functioning as a unit. Phrasal verbs, multiword lexical phrases, collocations, idioms, and sayings are a few examples. The substitution of one word in these multiword units is unacceptable in English because they are lexicalized (i.e. their form and meaning are fixed.) (p. 4). Consequently, vocabulary is not limited to just knowing individual words, and their collections (i.e. inflections and derivatives). It also involves understanding how those words can be used together to express the intended meaning to communicate using the spoken or written discourse.

1.1.2 The Sources of Vocabulary Knowledge

Certainly, when it comes to acquiring new words, individuals draw upon different sources to expand their vocabulary knowledge. For natives learning from various contexts is a crucial source of vocabulary as it has been resulted in the research of L2 acquisition (Carter, 1992) (as cited in Pavii Taka, 2008, p.16). To exemplify, Lessard-Clouston (2017) acknowledged that whenever he met with an unknown word in a speech or writing, he tried

first to guess its meaning from that particular context then he will look for it in a dictionary (p.6).

Nagy and Anderson (1984), Coady (1979) and Adams (1982) reported a number of studies to support the approach learning L2 vocabulary from context through reading (as cited in Carter & McCarthy, 1988, p.101-103). They claimed that the use of the available context clues will enable learners to guess the meaning of words in that text.

However, the role of context is limited and negligible for beginner learners, who lacked an exposure of sufficient amount of comprehensible input (Pavii Taka, 2008). That it is to say, the beginners cannot rely on contextual referencing unless if they had enough exposure to language or a prior knowledge such as the linguistic knowledge that involves an awareness of phonetics, phonology, semantics, syntax pragmatics or the world knowledge including information about history, science, culture...etc. Nevertheless, Jenkins, Stein and Wysocki (1984) believed that "learning from context is still a default explanation" and there is a lack of evidence that prove the actual learning using contextual referencing (as cited in Carter & McCarthy, 1988, p.101).

Thornbury (2002) posited the classroom sources of vocabulary represented in written random lists, course books, vocabulary books, teacher and peers, short texts printed and electronic dictionary and corpora.

Over and above that, Web and Nation (2017) believed that due to the frequent technology advancements, the vocabulary sources need to be updated each time. Thus, they proposed a number of resources that is different from what is seen in the past. They used a range of resources to cover the explicit (intentional) learning of vocabulary. According to Tomlinson (1998), it happens when the learner is paying attention and concentrating on what

and when he is learning (as cited in Fomicheva, 2015, p.30). Their resources are word lists, tests, flash cards, corpora, concordancers and lexical profilers (p.285).

To begin with, word lists are a compilation or a collection of words organized in a specific order; typically, based on a particular theme, category, or purpose. It is a helpful tool for beginners to learn the most useful words seeking to expand their vocabulary knowledge as well as to improve the comprehension and use of the L2 words and their performance in all skills. For instance, there are high frequency word list, academic words and technical words.

Besides, vocabulary tests are another useful source for teachers and learners. They are assessments that measure the students' understanding of words knowledge. Usually, these tests involve matching words with their definitions, filling the gap with the appropriate words or choosing the correct words to complete a sentence. Vocabulary Level Test (VLT), Vocabulary Size Test (VST) and Word Parts Level Test are few examples (Web & Nation, 2017, pp.291-298).

In addition to that, they considered flash cards as popular learning tools consisting of small cards that display the target word on one side and the corresponding definition in translation or synonyms on the other side. They are used to facilitate the memory retention and they can be created using physical cards or digital platforms making them versatile and adoptable to different learning preferences such as the audio support of the words.

Another important tool is mentioned by Web and Nation (2017) which is corpora and concordancers that provide insights into vocabulary usage and help us to understand how vocabulary occurs in different contexts (pp.301-303). McCarten (2007) defined corpora as "a collection of texts which is stored in a computer". These collections can be written texts such as books, magazines, articles and web pages. As it can be spoken language transcripts of recorded conversations (p.2). A corpus can tell us about the frequency of words, differences in speaking and writing, context of use, grammatical patterns and strategic use of vocabulary, i.e." which

expressions are used to organize and manage discourse" (McCarten, 2007, p.3). In addition, Web and Nation (2017) enumerated different types of corpora for example: British National Corpus (BNC), Corpus of Contemporary American English (COCA), and British Academic Spoken English Corpus (BASE). Similarly, Concordancer is a type of software that allow intermediate and advanced learners to examine the key words or phrase used within a corpus or a text (i.e. its occurrences).

Finally, lexical profilers are the easiest software to be used to provide useful information of words in a text like the frequency levels of words, the number of occurrence of each word in the text, their proportion and which words occur at each level of frequency. A good example could be found in *TomCobb's Compleat Lexical Tutor* site, which is *VocabProfile* (Web and Nation, 2017, pp 303-304).

Despite, the incidental (implicit) vocabulary learning occurs when the learner is not concentrate or aware of the process of acquiring new words inside or outside the classroom through reading and listening (Read, 2004, p.147). Web and Nation (2017) suggested an assortment of resources to increase incidental vocabulary learning from both written and spoken input. They recommended a number of web sites for written materials for English learners of different levels such as BBC Learning English web site and Voice of America Learning English and other web sites (p .309). Also, for spoken input listening and viewing television programs, aural versions of graded readers, online videos and Ted talks are extremely beneficial (pp.310-311).

To conclude, there are numerous sources of vocabulary learning which can be printed, electronic or online versions. Yet, the learner is free to use the appropriate source that fit his needs and interests to achieve the goal of learning new vocabulary successfully.

1.1.3 Importance of Vocabulary in Foreign Language Learning

Vocabulary is a critical component of foreign language teaching; it is the key to success in foreign language learning and the basis of effective communication. These are facts that no researcher can deny (Schmitt, 2000). Learners must understand and comprehend the words used in order to understand the target language. Thus, without vocabulary learners will have difficulties to understand the foreign language. For fluency, learning vocabulary is essential for developing it because it allows learners to practise more with their tongues. For cultures, when the learners understand the context and meaning they will understand the culture of that language because words have cultural connotation the learners need to get to communicate effectively in the target language. Also having big vocabulary baggage will let and help learners express themselves, ideas, and thoughts perfectly and effectively.

1.1.4 Aspects of Vocabulary Knowledge

Vocabulary knowledge means the knowledge of words and their meaning all together; in other words, vocabulary knowledge is more than the definition of words but also how they fit into the world in different contexts. Vocabulary knowledge has different aspects, Nation (2001) brought up three main categories of the aspects of vocabulary knowledge that are form, meaning, and use (as cited in Albousaif, 2011).

First, Form, involves pronunciation (spoken form) and spelling that means written form, and word part like prefix, root, and suffix. Second, meaning, it includes form and meaning how they work together concepts, and reference and associations, which means what comes to mind when people think about a specific word. Finally, use, it is composed of grammatical functions, allocations that come with it, and constraints on its use.

According to Schmitt (2000, p.5), aspects of vocabulary knowledge includes word meaning, written and spoken form, morphology, locations, register, associations, and frequency. According to Nation (2001), knowing the aspects of vocabulary knowledge is

crucial for affective comprehension, communication, and especially for effective language proficiency.

1.1.5 Perspectives on Vocabulary Learning

No one can fully master all the existed vocabulary in language but he can elaborate it all over lifetime. Hierbert and Kamil (2005) outlined a perspective on vocabulary learning related to the reading of text. They argued that children learn vocabulary through the beginning of reading instruction which is concerned with "teaching children a set of rules to decode [and recognize] printed words to speech" (or oral language) (p.3). The success of this instruction will depend on the learner's proficiency at the decoding task, commonality and familiarity of words, which all will lead to oral comprehension of the text.

Hierbert and Kamil (2005) informed that effective vocabulary instruction is that kind of instruction that build students generative word knowledge (i.e. their ability to apply the prior knowledge to generate the new words), their knowledge of individual words, and serve to an exposure to rich oral and written language as well as a wide range of reading . He admitted that this instruction is a long-term comprehensive approach because it has to start early and to be kept over years. It improves student comprehension taking into consideration the complexities of the relationship between vocabulary knowledge and reading comprehension. So far, it is a good way to describe how vocabulary is learned.

Moreover, independent reading and reading aloud for children who cannot read themselves are another perspective discussed by Cunningham on how vocabulary is learned. He thought that vocabulary knowledge and the comprehension will augment when a practice of reading aloud occur coupled with a discussion of word meanings between the children and an adult before the reading takes place.(as cited in Hierbert and Kamil, 2005)

Besides, Schmitt (2007) highlighted that "learning a word must be an incremental process, as the various types of word knowledge are mastered at different rates"(p.831). It means that vocabulary learning is a gradual process as some aspects of vocabulary knowledge are learned before others and not at the same time. He argued that a person can only have the gist of word meanings not all possible meanings as well as he could know one aspect of vocabulary and not all other aspects. Another perspective that he believed in is about recycling, revision, memory, incidental and intentional learning of vocabulary that a learner must meet and use the words several time to master them accurately.

1.1.6. Factors Affecting Vocabulary Attainment

According to Pavii Taka (2008), there are many Factors affecting vocabulary attainment; researchers have agreed on some frequent factors, some of which are provided below.

First, the linguistic features of lexical items which include word length, word frequency, high frequency word, and others. They include some problems like defining a word.

Second, the influence of first and other languages, because the learners have developed the conceptual and the semantics systems of their first language.

Third, the instrumental nature a vocabulary acquisition, which refers to the dimensions and the knowledge of conceptual foundations that would be reflected in the ability to react in the manner of an educated native speaker.

Fourth, the source of vocabulary input (exposure to linguistic input), researchers showed that the source of acquiring first language of vocabulary for native speakers is the main reason to develop their lexical net. Some studies confirmed that second language vocabulary also could be acquired by exposure to different contexts.

Finally, individual learner differences, here vocabulary learning strategies play a crucial role in vocabulary learning, they activate explicit learning that require many aspects like making efforts in order to notice new lexical items however other factors influence like motivation must not be neglected for individual Lerner differences.

1.1.6 Classification of Vocabulary Knowledge

Vocabulary could be divided into receptive / passive vocabulary and productive / active vocabulary. Another alternative is used by Schmitt (2010) referring to receptive vocabulary as meaning recognition and meaning recall while form recognition and form recall is for productive vocabulary (as cited in Nation, 2013, p.47). Nation (2013) provided a clear definition of the two terms stating that:

...receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. On the other hand, Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form (p.47).

In other words, the active vocabulary is concerned with a range of the familiar and the most used words that a person will utilize in speech and writing. Contrarily, the passive vocabulary is the less frequent and less well-known words, which are understood when read or heard (Hiebert, Kamil , 2005 & Milton, 2009).

Another definition is provided by Webb and Nation (2017) noting that receptive knowledge is about "the knowledge required to understand words through listening or reading" that enable an individual to recognize the different aspects of a word. Conversely, productive knowledge deals with "the knowledge required to use a word, for example, its spoken or written form... and collocations." (p.401). One can understand that passive

vocabulary knowledge means receiving the input through listening and reading. Nevertheless, the active vocabulary knowledge stands for producing the output through speaking and writing.

Correspondingly, Hiebert and Kamil (2005) , Pavii Taka (2008), Milton(2009), Web and Nation (2017) agreed on the notion that productive vocabulary knowledge is smaller than receptive vocabulary knowledge and Melka (1997) added that the production begins after the recognition ends (as cited in Pavii Taka, 2008). Thus, it could be said that active vocabulary knowledge occurs after passive vocabulary knowledge because the passive knowledge is the easiest and shortest to be obtained (Web and Nation, 2017). Whereas reception and production can be viewed as a continuum, this is not the only approach to consider the dichotomy between them (Nation 2013 p.47).

Last but not least, Waring (1997) and Schneider et al. (2002) revealed that the decay of the receptive vocabulary knowledge is slower than the productive vocabulary knowledge (as cited in Boggar and Laufer, 2014).

1.1.7 Dimensions of Vocabulary Knowledge

Researchers were interested in L2 vocabulary for a long period of time, and because it is important for learning a second language (Nation, 2013). They came up with a number of suggestions of how vocabulary knowledge should be modelled, and vocabulary dimensions is one of the terms describing vocabulary knowledge. Two of the most known, widely assumed, and investigated dimensions are breadth and depth of vocabulary knowledge.

According to Nation (2013), breadth of vocabulary knowledge refers to the number and quantity of words learners of a second language know at a certain stage. A learner needs to know a minimum of 3000 or more of frequency words in order to understand about 95% of a running text, and when we understand more words, we will understand the context more.

Therefore, a small number of words allow the learner to understand a written or spoken context.

Depth of vocabulary knowledge refers to how well words are known which means the aspects of knowledge like other meaning of words, allocations, and to the large variety of word character like shade of meaning a word can have... So, it is about how words are interact and associate with each other, or perhaps restricted in use.

According to Milton (2009) and so many other researchers, these two dimensions are linked to each other. It is crystal clear that knowing 'Oh' word is more than new in its single meaning in specific context, learners need to know more than that; they need to know its spelling pronunciation call location synonyms antonyms. So each one of Depth and Breadth of knowledge is valuable as the other one.

1.1.8 Vocabulary size

For a start, the size of English vocabulary differs from one report to another in the popular press because of the variation in word' definitions and the counting units. For instance, it varies from 400,000 to 600,000 words and from half of a million to over 2 millions (Schmitt, 2000, p.2). As well as McCarten argued the "counting words is a very complicated business" (2007, p.1) since it is not known what to count as words. To solve this problem, Schmitt (2000) advised the use of word families as a unit of counting (i.e. head words, inflections and derivation are counted as one word) because they truly lead to a growth in vocabulary knowledge; not like when using the word type and lemmas as units, an accumulation of word parts. Therefore, Schmitt (2000) and Nation (2013) assumed that the number of words in English is 54,000 word families (proper nouns and other spellings are excluded) counted by Goulden, Nation and Read (1999) in one of the largest non-historical dictionaries of English which is called *Webster's Third New International Dictionary*. This big number is recommended to be taught by teachers in classes. The

vocabulary size is referred to as the number of words, it is then regarded as the breadth vocabulary.

Moreover, Goulden et al. (1990) and Zechmistre et al. (1995) apprised from their studies that the vocabulary size of literate adult native speakers is around 20,000 word families (as cited in Nation, 2013, p.13). And Schmitt (2000) mentioned that the goal of fully master of all the vocabulary knowledge of English is difficult to learners of L2 as well as for native speakers(p.3).

Furthermore, Read (2004) and Nation (2013) distinguished three kinds of vocabulary based on the criteria of frequency and coverage, which are High-frequency vocabulary, Mid-frequency vocabulary and Low-frequency vocabulary. Bogaard and Laufer (2004) referred to the coverage as "the percentage of tokens in a text which are accounted for (covered by) particular word lists"(p.22). Furthermore, High-frequency words are the most frequent words and the technical and academic vocabulary is also included as the most frequent words in specific purpose of vocabulary (Read, 2004, p.150); hence, this classification will help learners / teachers to decide which words should be learned or taught.

As a result, the vocabulary size of a L2 learner need to reach is the high-frequency vocabulary which is around 2,000 word families with proper nouns and covers a huge proportion (90% coverage) of the running words in spoken and written texts and occur in different language uses. Similarly, Milton (2009) estimated as a rule of thumb that the most frequent 2000 words are considered the most useful ones in English that a learner need to acquire (p.47). To illustrate, comprehending 2,000 words enables up to 90% coverage of written text. However, it is mentioned that mid-frequency vocabulary is around 7,000 word families (9% coverage) which is less frequent than the high-frequency vocabulary. Around

50,000 words (1% coverage) of low-frequency vocabulary. In other words, they are the least frequent of all and it is rarely a learner come across with them.

1.1.9 Assessing/Measuring Vocabulary Size

As stated by Paul Nation and Anthony (2016), what the learner can do with a language is directly affected by his vocabulary size. So, if the person has a huge amount of vocabulary is definitely make it easy for him with the foreign language situations and contexts that means determining the person knowledge of a certain topic or situation is can be measured by knowing how many words are related to that topic or situation the learner knows. As a deduction, knowing vocabulary is a reflection of knowing the world (as cited in Hinkel, 2017).

Read (2000) was concerned with the nuts and bolts of vocabulary. He insisted on exploring the practices and designs of writing tests for many purposes such as diagnosis, placement, achievements and proficiency rather than discussing the studies of vocabulary test. He pointed out that vocabulary assessment is "both necessary and reasonably straightforward"(p.1) because the language is built on the basis of vocabulary and the assessment is based on selection of words from the ready-made word list. Likewise, the same idea is the stated by Nation (2016) that now the writers are using well-made vocabulary lists instead of using dictionary's as it was earlier because of the bias.

Besides, There are many types of vocabulary tests including multiple choice (i.e. Choose the correct answer), completion (i.e. Complete with the missing word), translation by given the L1 equivalent of the underlined word, and matching each word with its meaning or synonym (Read, 2000, p.02). These types of tests are easy to diagnose students' areas of weakness of vocabulary knowledge, and to assess their learning progress (Read, 2004, p.02).

Moreover, the role of vocabulary in language assessment is outlined in two simple complementary perspectives: the first one is about testing the learner's knowledge of the

meaning and usage of independent words whilst the second is for testing knowledge of words in context.

Additionally, in order to expand the scope, Read (2004) presented three dimensions of vocabulary assessment that have different testing procedures. He divided them into discrete vs embedded, Selective versus comprehensive, context independent versus context dependent. These dimensions are presented in Figure 1 that explain them briefly. However, a definition of the term "construct" is needed to understand this figure. Hence, Read (2000) Defined a contract as "the ability that test is designed to measure"(p.8).

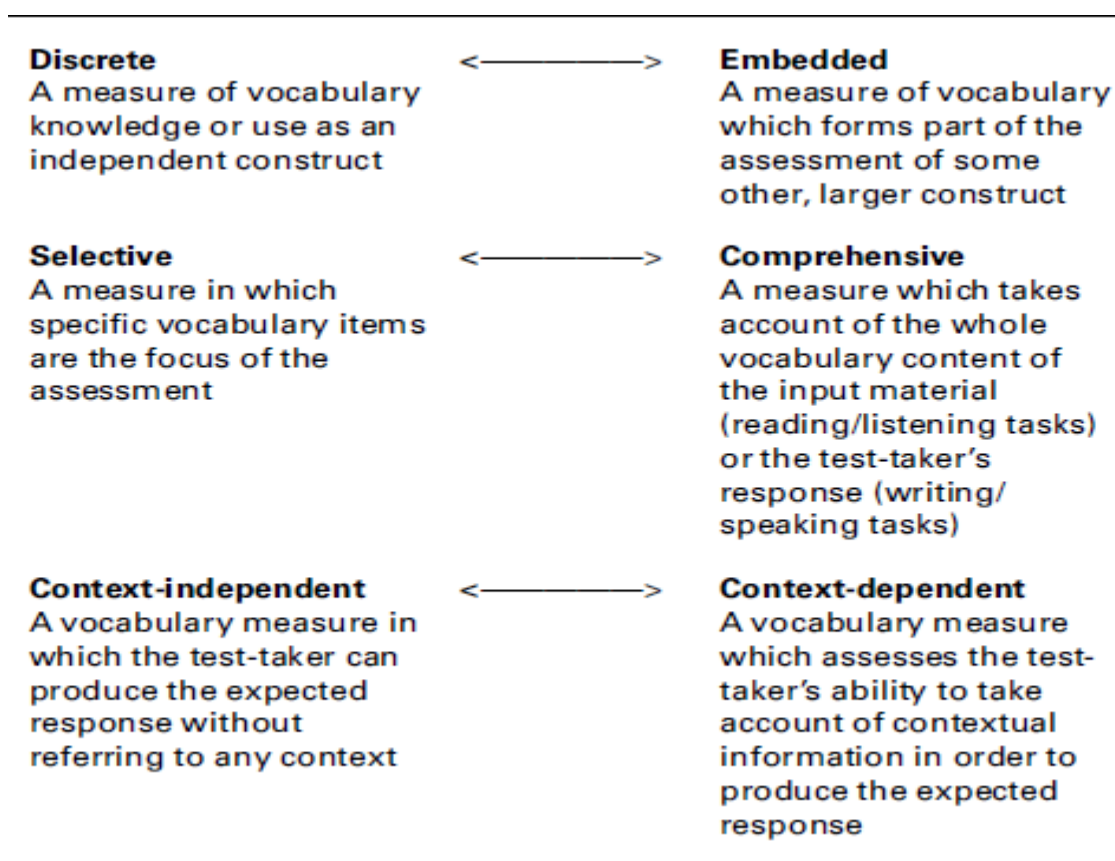


Figure 1. Dimensions of Vocabulary Assessment (Read, 2000, p.9)

Nevertheless, Milton (2009) discussed widely many kinds of vocabulary knowledge measurements including measuring vocabulary breadth and its other aspect, the vocabulary depth and the productive vocabulary knowledge, which this current study will emphasize on. He claimed that the checklist test is designed to measure the vocabulary breadth size. In

contrast, it is difficult to measure the vocabulary depth since it is about the quality of words that have many definitions. Therefore, it is supposed to measure individual elements of vocabulary depth such as idioms or collocation knowledge without including the other elements of vocabulary (p.105). Additionally, the translation test, elicitation test, associated test, c-test and fill the gap test are tests recommended to measure the productive vocabulary knowledge (Milton, 2009, pp.117-118).

Moreover, Web and Nation (2017) cited other types of vocabulary tests, which are vocabulary level test and vocabulary size test. The former receptive vocabulary knowledge at different levels. It has old and new versions. For instance, Nation (1983); Schmitt, Schmitt and Clapham (2000); Web, Sasao and Balance (2017). Whereas, the last one measures productive vocabulary knowledge such as Nation and Belgar (2007); Laufer and Nation (1995). Vocabulary size test could give information such as how much the lexical development of L1 and L2. As well as, Nation (2016) revealed that the application of vocabulary size tests and vocabulary level tests are highly valuable in evaluating L2 learners' development in vocabulary learning (p.7).

In short, assessing the vocabulary knowledge depends on the type of the vocabulary and on the goals of the test-writer.

Section Two: Vocabulary Learning Strategies

1.2.1. Definition of Language Learning Strategies

The term Strategy came from the ancient Greek word *strategia* which means generalship or the art of war (Oxford, 1990, p. 07). Because of its characteristics, the word strategy in the field of education was put for learning as a learning strategy (Oxford, 1990, pp. 7-8). According to Weinstein and Moyer (1986), VLSs are actions, attitudes, and thoughts of learners which affect their process of learning (as cited in Ellis, 1994, p. 31). Oxford (1990) also defined LLSs, for him LLSs are what the learner does from behaviors

and actions that make the process of learning more self-directed, entertaining, rapid, and fit other contexts. Therefore, it is crystal clear that LLSs are crucial for learners in spite of the different researcher's perspectives, in a broader sense and for enhanced comprehension. Thus, LLSs refer to specific actions employed while assimilating new information and undertaking tasks in order to advance one's proficiency in a foreign language.

1.2.2. Classification of Language Learning Strategies

There are several classifications of LLS because they are controversial and the researchers did not agree on one classification (Griffiths & Oxford, 2014, p. 4). Nevertheless, the classification of O'Malley and Chamot (1990) and that of Oxford (1990) have received a lot of attention and have been remarkably used and seen in LLSs scholarly literature.

Primarily, O'Malley and Chamot (1990) made the first taxonomy of LLSs based on research conducted in the basis of cognitive psychology (szyszka, 2017, p. 35). Therefore, they build three classifications of LLSs (three-cluster categorization system):

Metacognitive strategies: they refer to the process of planning, monitoring, and evaluating the success of a learning task.

Cognitive strategies: they are composed of rehearsal, organization, and elaboration processes; they work on target language materials to be learned.

Socioaffective strategies: they guide learning into interaction with others or with one's on attitudes

Besides, Oxford's classification (1990) is more elaborated and developed; it is relied on the direct/indirect classification made by Roben (1980). Oxford divided the two categories into six groups. Under the direct category we find memory, cognitive, and comprehension strategies; they focus on the direct use of second language with processing the information mentally (Oxford, 1999, p. 135). Whilst, under the indirect category there are the metacognitive, effective, and social strategies. These strategies focus on not directly

involving the second language during the process of learning language learning (Oxford, 1990, p.135).

In short, O'Malley and Chamot and Oxford's taxonomies are not fully different, they have some similarities and both are the most followed taxonomies in LLSs research.

1.2.3. Characteristics of Language Learning Strategies

The role of language learning strategies is very important and positive. As Oxford (1990) stated, the use of language learning strategies is crucial as they play a key role in developing students' communication skills and boosting students' language skills that also affects their self-confidence. LLSs have several key characteristics which Oxford (1990) summarized as follows: they contribute to the main focus of communicative competence, and enable students to become more independent, they also explain the role of the teacher, they are problem oriented where the learner takes certain actions, and covers many aspects of the learner, not just perception. Learning strategies support learning both directly and indirectly, and they are not always noticeable but they are often conscious. They can be learned because they are flexible; however, they are influenced by many factors (Oxford, 1990, p.9).

1.2.4 A Brief History of Vocabulary Learning Strategies

Since the late 1970s, a great interest have been seen in vocabulary learning strategies. There is an important improvement in the understanding of the learners' process to use their skills in second language or foreign language acquisition. Many researchers become curious and had passion to study, define and classify vocabulary learning strategies (Letchuman, Muthusamy, Potchelvi, & Farashaiyam, 2016, p.174). As well as, Schmitt (2000) stated that the use of vocabulary learning strategies is required in second language vocabulary learning because it serves to facilitate the learning process. Furthermore, Schmitt (1997) said that learners do use more vocabulary learning strategies particularly in the tasks that integrate

linguistic skills such as listening and speaking (as cited in Theresiawati, 2012, p.4). In other words, the learners prefer to use vocabulary learning strategies instead of the listening and reading tasks in order to learn new vocabulary.

1.2.5. Definition of Vocabulary Learning Strategies

Vocabulary learning strategies are "a part of language learning strategies which in turn are part of General learning strategies "(Nation, 2013, p.326). VLSs are defined as special thoughts or behaviors that individuals used to comprehend, learn or retain information (O' Malley, Chamot, 1990, as cited in Letchumanan et al., 2016, p. 174). In addition, Gu (2005) explained that VLSs are "what's learners utilize when confronted with a learning task" and these strategies are dependent on the Learners themselves (as cited in Letchumanan et al., 2016, p.174). Thus, VLSs are a set of actions that learners use to understand, learn and remember the new words' meaning taking into account that each learner could use the strategy that fits him and seems necessary to achieve his needs and goals. Another definition of VLSs mentioned that they are "what learners do to learn and regulate their learning"(Rubin, 1987, as cited in Letchumanan, 2016, p.174). It means that VLSs are useful to organize the steps and methods that a learner will go through to acquire new vocabulary.

1.2.6. Taxonomies of Vocabulary Learning Strategies

VLSs had been classified in multiple taxonomies. Rubin and Thomson (1994), Cohen (1987, 1990), Schmitt (2000) and Nation (2001) are few examples of VLSs Taxonomies.

1.2.6.1. Rubin and Thomson's Taxonomy (1994)

Rubin and Thompson (1994) presented a classification of vocabulary learning strategies (as cited in Siriwan, 2007, p.47), they can be divided into three main categories:

- The first category is the direct Approach. Here the learners engage in activities such as creating flashcards with word definitions, repeating words orally or in writing, recording

audio for auditory learning, constructing sentences using words, and color-coding words based on their parts of speech.

- The second category is the use mnemonics approach. It involves employing techniques like rhyming, alliteration, associating words with real-world objects or their functions, using word associations like opposites, learning word classes and related words, grouping words by grammatical class, and linking words to context.

- The third category is the indirect approach. Here the learners read texts on related topics, infer word meanings from context, and analyse word components.

These strategies have been proven effective based on feedback from language learners. In the direct approach, the learners focus on studying word lists and completing vocabulary exercises, while mnemonics aid memorization by organizing items into patterns and creating associations. The indirect approach emphasizes learning vocabulary through reading and listening, thus highlighting the importance of strategies for understanding unfamiliar words indirectly rather than relying on rote memorization (as cited in Mayuree Siriwan, 2007, p. 47).

1.2.6.2. Cohen's Taxonomy (1987, 1990)

VLSs classified by Cohen (1987; 1990) were presented under 03 main categories (as cited in Siriwan, 2007, p.47) which are:

1/ Strategies for remembering words: by repeating the word and its meaning until it is memorized in the learner's brain and using mnemonic associations for example by visualizing the word in isolation or in written context.

2/ Semantic strategies: to have so many synonyms for one word or connect the word to the sentence it was found in.

3/ Vocabulary learning and practicing strategies: like using dictionaries and flashcards or analyse the word and its structure.

1.2.6.3. Schmitt's Taxonomy (2000)

Another comprehensive taxonomy of VLSs is developed by Schmitt (2000), adopted from Oxford's taxonomy (1990) of LLSs (as cited in Thiendatong & Sukying, 2021). Schmitt (2000) classified VLSs into five groups which are determination, social, memory, cognitive, metacognitive, and these five strategies are categorized under two main classes which are discovery and consolidation. The discovery category contains determination strategies while consolidation category includes memory, cognitive and metacognitive strategies. But, the social strategies are classified in both discovery and consolidation categories. Schmitt (1997) enumerated a list of 58 different VLSs (as cited in Schmitt, 2000, p.134). Some of them are shown in Appendix IV.

Schmitt (2000) explained his VLSs 'taxonomy as following:

1. Determination strategies are individual learning strategies, which enable learners to discover the new words' meaning for the first time by themselves without asking for others 'assistance. These strategies can occur through guessing from Context or from L1 cognates, analysing parts of speech or using dictionaries ...etc.
2. Social strategies involve learners' interaction with peers and teachers to learn the new words such as asking them for a synonym or translation of new words. In this situation they are used for the individual discovery of new items as they may also consider to be a consolidation strategy when a person will study and practice meaning in groups
3. Memory strategies or mnemonics referred to the retention and recall of words relating them to a prior existing knowledge in mind such as using images, grouping words, previous experiences and using physical actions. These physical actions are so helpful in the retrieval of words meaning that became later on the basis of Total Physical Response method (TPR) (Asher, 1977) (as cited in Schmitt, 2000, p. 135).

Schmitt (2000) noted that the elaborative mental processing are involved in the memory strategies because it promotes the long-term retention.

4. Cognitive strategies are concerned with learner's manipulation and transformation of the target words (Oxford, 1990) (as cited in Schmitt, 2000). They do not insist on the use of mental processing; however, they require a verbal or written repetition and the use of mechanical means (e.g. notebooks).
5. Metacognitive strategies are related to the awareness of the learning processes and decision-making in planning, monitoring the best ways to study and evaluating one's progress. For instance, a learner may use English social media like movies or testing himself with the word tests.

1.2.6.4. Nation's Taxonomy (2001)

Moreover, Nation (2001) created a general classification of VLSs, which is planning, sources, and processes (as cited in He, 2010). Firstly, planning in which VLSs involve choosing words based on goals and having a clear strategy for focusing on specific aspects of a word. Using various strategies and strategies can enhance the learning process and improve efficiency. Secondly, VLSs involve sources. The learners need to analyse word parts, understand stems and affixes, and consult reference sources for vocabulary acquisition. This helps in understanding connections, context, form, and meaning. Thirdly, VLSs involve processes, establishing vocabulary knowledge through memory, retrieval, and generation. Noticing, retrieving, and generation are essential steps in the learning process, enhancing word processing and production.

1.2.7. The Significance of Vocabulary Learning Strategies

The use of learning strategies is vital in speeding up language acquisition. Particularly, when it comes to acquiring new vocabulary. So that, it facilitate the vocabulary learning process. Studies have emphasized the significance of vocabulary learning strategies in

different aspects including promoting their use, developing learner autonomy, and enhancing the independence of EFL/ESL learners. It is crucial to have an understanding of these strategies for successful language learning, in general and for improving vocabulary learning of items and knowledge base in particular. Consequently, they should be integrated into educational programs and syllabuses (Ahmed, 2017). This means that language teachers should incorporate these strategies into their teaching methods to help students acquire vocabulary more efficiently.

1.2.8. The Affecting Factors of Vocabulary Learning Strategies

VLSs, as other concepts, have factors that affect them; hence, there are different factors effecting VLSs (Boonkongsaeen, 2012) and the most important ones are:

Initially, the learner individual difference factors, which include belief as one of the obvious factors affecting the learners' vocabulary learning strategies use. It means what learners believe in. Sixiang and Srikhao (2009) discovered that Miao students (China), who believed that word should be studied and put to use, employed a lot of different VLSs. Along with the belief factor, there is the attitude which directly affects vocabulary learning strategy use. Wei' study (2007) on Chinese college students showed that students who have positive attitude towards vocabulary learning strategies, use them more frequently than those who have negative attitude. The motivation also affects positively the use of vocabulary learning strategies. Consequently, the high motivation lead to a wide range of vocabulary learning strategies use.

Subsequently, there are social and situational factors, which include gender and the class level. Firstly, gender attracted huge number of researchers; however, the outcomes of those researchers are not accurate according to the use of vocabulary learning strategies. Secondly, the class level that is a strong and a clear factor affecting VLSs use. The results of Mongkol' study (2008) showed that the second year EFL university students use VLSs to

analyse affixes and roots to understand the meaning of words more than the first year students do.

Finally, the learners learning outcomes factor that include language achievement, in which Gidey (2008) showed the high achievers or the good students with high results use more VLSs than the students with low outcomes. There are other factors like language proficiency and language-learning environment...All of them have a strong impact on the use of the VLSs specially the number and the type.

1.2.9. Vocabulary Learning Strategies and Vocabulary Size

The concept of Vocabulary Knowledge encompasses two dimensions: depth and breadth. Depth refers to the extent of one's understanding and familiarity with individual words, while breadth pertains to the total number of words known and actively used by a learner in a foreign language. It is undeniably evident that acquiring vocabulary is a crucial aspect of achieving proficiency in any language. Additionally, vocabulary learning strategies are employed by students to effectively acquire foreign language vocabulary. The relation between these two concepts vocabulary size and vocabulary learning strategies is complex and multi-faced. As Salim, N., & Yamat, H. (2022) have mentioned ; understanding the students overall vocabulary size is valuable because it's related to the level of vocabulary required for engaging with learning materials (Le & Nation, 2011). As Waldvogel (2013) has argued, Learning strategies are the instruments employed by learners to engage in active and self-directed language learning. Studies indicate that employing conscious, purposeful, and tailored strategies in language learning is closely linked to the attainment of language proficiency and success (O'Malley & Chamot, 1990). That is why a study was conducted in 2010 at a U.S. military undergraduate academic institution. This institution is fully accredited and has around 4,400 students. The foreign language (FL) courses offered at this institution are categorized into three

levels: 100-level courses for beginners, 200-level courses for intermediate learners, and 300-level courses focused on advanced conversation skills. The study was conducted involving 475 students enrolled in Spanish courses at these three levels. Placement of the students in the respective course levels was based on the students prior language experience and results of a placement test taken before their freshman year. Additionally, during the first four weeks of instruction, the instructors and professors reassessed the students' proficiency levels and moved them to the appropriate course level if needed. 80% of the participants were male, and 20% were female. All participants were between the ages of 18 and 24. The research specifically focused on vocabulary learning in Spanish as a foreign language. Two assessment tools were utilized : the spanish L2 Vocabulary Learning Questionnaire (VLS) and a demographics survey. Additionally, a Spanish Yes-No Vocabulary Checklist tesy was administered. Each participant was given two Scantron sheets—one for the demographics survey and VLQ, and the other for the vocabulary test. To ensure accurate correlation, each Scantron sheet was assigned a unique three-digit number for merging responses from both assessment instruments.

The findings of this research contribute to existing literature on the utilization of virtual learning systems (VLS) for foreign language vocabulary learning. The study emphasizes the common challenge faced by FL students in learning vocabulary and their desire for more controle over vocabulary development. It also highlights the need foe effective learning strategies, which many inexperienced learners may be aware of, and for FL teachers to possess expertise in teaching language and vocabulary learning strategies across different proficiency levels. The research suggests that novice Spanish FL learners may lack the necessary metacognitive knowledge, skills, and experience to effectively manage their vocabulary learning. Therefore future studies should explore the impact of explicit instruction on the use of learning strategies and its influence on FL vocabulary

acquisition. Furthermore, there is a need for standardized and valid FL VLS model that takes into account language proficiency, experience, and metacognitive knowledge of language learning.

Conclusion

Overall, this chapter had tackled both vocabulary learning, vocabulary size and vocabulary learning strategies into sections. The first section dealt with defining vocabulary and highlighting its importance in language learning. Along with, the sources, aspects of vocabulary and the perspectives on vocabulary learning had been reviewed. As well as, it explores its affecting factors, its classification and dimensions. Besides that, this section discussed the vocabulary size and its assessment. The second section started by defining LLSs and their classification and characteristics then it discussed VLSs' history and definition, classification, importance, the different factors affecting them, and finally the relation between them and vocabulary size.

Chapter Two: Field Work

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2.3.2.1. Description of the Questionnaire

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Introduction

The current chapter is devoted to the practical part of this research work, which aims at investigating EFL learners' use of vocabulary learning strategies and their vocabulary knowledge. It begins with the research methodology, then the identification of the population and sampling of the research work. Additionally, it provides a detailed description and administration of the instruments used in this study, which are a vocabulary test and a vocabulary learning strategies' questionnaire, together with the discussion of the main findings. Finally, the chapter provides some recommendations and suggestions for further research.

2.1. Research Methodology

The present study adopts a deductive quantitative approach to explore the relationship between EFL learners' use of vocabulary learning strategies and their vocabulary knowledge. Dörnyei (2007) stated that quantitative research paradigm is concerned with the statistical procedures for analysing the numerical data that were gathered. To collect the data for this study, an adapted vocabulary test is used to assess vocabulary knowledge of the learners and an adapted vocabulary learning strategies 'questionnaire is administered to 1/5 of the population (45 students out of 238 students) to explore the subjects' use of vocabulary learning strategies (i.e., their type and level of use) .

2.2. Sampling and Population

The population targeted in the study consists of second year License students at the department of English, University of Mohammed Seddik Ben Yahia, Jijel. Dörnyei (2007) defined a sample as a group of participants who are representative of the targeted population in the conducted research. Thus, the representative sample of this study was selected randomly including both males and females. Initially, it was 48 participants out of 238. Then the number was reduced to 45 because some students seemed not interested in taking the

test, as they did not answer most items of the test and the questionnaire. Second year license students were selected as a population because they are supposed to have sufficient English vocabulary knowledge since they have been instructed in English starting from their first year middle school. This means they have been studying English for at least 9 years. Moreover, it is expected that since those students are majoring in English, they follow some strategies to develop their vocabulary knowledge.

2.3. Data Gathering Instruments

Since the aim of the present research is to investigate EFL learners' use of vocabulary learning strategies and their vocabulary knowledge, two main research tools are considered suitable to collect the data needed for this study, namely a vocabulary test and vocabulary learning strategies' questionnaire. These instruments were chosen as they effectively facilitate the process of gathering the data necessary to meet the study's aims. The data were gathered on the 17th of April during the academic year 2022/2023.

2.3.1 The Vocabulary Test

2.3.1.1. Description of the Test

In order to measure the vocabulary knowledge of the EFL students in this study, a test format is adapted from Laufer and Nation's vocabulary size test of controlled productive ability (1999) and which was previously employed in an examination of lexical richness in writing by Laufer and Nation (1995). Hence, the vocabulary test employed in the current research is valid and reliable. The original test is a completion test that comprises 90 words classified into five (5) levels: the 2000, 3000, 5000 and 10,000 word levels plus a university word level. In this study, the researchers adopted four levels out of five levels of the VST, namely, the 2000, the 3000, the 5000 word levels and the university word level. These four levels were selected because the 2000 and the 3000 word levels measure the most frequent vocabulary for beginners, the 5000 word level word level measures wider vocabulary

knowledge and the university level measures the academic vocabulary used at the university level. Hence, these levels are suitable for assessing the productive vocabulary of second year English majors. In addition, the number of words included is reduced to 8 words per level which were randomly selected, instead of 18 for practical considerations. These 8 words. Accordingly, the vocabulary test used in the present study is a completion test comprising 8 words per level giving a total of 32 words presented in meaningful sentences.

2.3.1.2. Administration of the Test

After getting the permission, the researchers administered the test with the class teacher in one day. They explained to the students how to answer the test and gave them the opportunity to ask questions. After finishing the test, the participants were given time to revise their answers. All students handed back their papers to the test administrators on the spot. The test, which lasted for about 15 minutes, took place at the end of the session. It is worthy to mention that the students' papers were coded to be able to compare the results of the test and those of the questionnaire.

2.3.2. The Vocabulary Learning Strategies 'Questionnaire

2.3.2.1. Description of the Questionnaire

The questionnaire employed in the current study is divided into two sections. The first section, entitled "General Information", contains three questions that aim to collect general information concerned with the students' perceptions of the importance of vocabulary to students and the difficulty of vocabulary learning, and their self-evaluation of vocabulary knowledge. The second section, entitled a "Vocabulary Learning Strategies", is adapted from Schmitt (2000) who made an innovative contribution in the investigation of the strategies used by learners. It comprises a Likert scale with 47 statements. In this section, the learners are requested to indicate the strategies they use to acquire new words by ticking one word of frequency. As an interpretation of the values of the Likert scale, 1 stood for "Never", 2

corresponded to “Rarely” , 3 stood for “Sometimes” , 4 signified “Often”, and 5 corresponded to “Always”.

The 47 statements were grouped into five categories, these five strategies are categorized under two main classes which are discovery including 11 statements (What do you do to learn the meaning of new words?). Moreover, consolidation comprising 36 statements (What do you do to study and remember new words?). The discovery category contains determination strategies (statements from 1 to 8) while consolidation category includes memory (statements from 15 to 31), cognitive (statements from 32to 36) and metacognitive strategies (statements from 37 to 47). It is worth mentioning that the social strategies (statements from 9 to 14) are classified in both discovery and consolidation categories.

2.3.2.2. Administration of the Questionnaire

The questionnaire was randomly administered to 45 second year English majors at Mohamed Seddik Ben Yahia University, Jijel. The administration of the questionnaire took place the same day the test was taken. The students were asked by their teacher to fill in the questionnaire. Both the researcher and the teacher explained to the students how to answer it, paying attention to the codes; for example, the student whose test paper was coded with "A" handed questionnaire "A". The students were informed that their participation would be a contribution for a research project.

2.4. Data Analysis and Interpretation

The current section provides a comprehensive overview of the data analysis and presents the results of the Vocabulary Test, along with the students’ answers in the questionnaire. The researchers first corrected the students' test papers. Then, they divided the students into two groups. The researchers presented the results in terms of frequency,

percentages, the means, standard deviations and level of strategy use. These results were manually calculated by the use of statistical rules.

2.4.1. Analysis of the Vocabulary Test

The researchers analysed and corrected the participants' answers one by one, marking each correct answer, wrong answer given by students for each word as well as marking the no answers of the words, and counting the test' scores per level and final score for each student. It is worth mentioning that the students' minor spelling mistakes were ignored. After correcting the students' papers of the test, the overall results of their scores in the four levels: the 2000, the 3000, the 5000 word levels and the university word level are presented (see Appendix III). Table 1 displays the final scores with their frequencies.

The students' scores are summarized in Table 1.

Table 1.

Students' Scores in the Vocabulary Test

Score(/ 32)	F
26	1
25	1
22	1
21	1
20	2
19	1
18	3
15	6
14	5
13	4
12	4
11	8
10	2
9	4
8	2
Mean	= 13.39

The table above illustrates the learners' scores and frequencies in the test. What can be seen from the table is that the scores varied from the highest score "26" to the lowest score "8" and none of the students could provide all correct words in the test. It is clear that the most frequent score is 11 that is achieved by 8 students out of 45. The table shows that only 2 participants who got the scores "26" and "25" manage to write almost the correct answers followed by 2 students who got the scores "22", "21" which could be considered to be as good scores in the test. Another 2 students got the score 20, and the score 19 is obtained by only one student, "18" as well was achieved by 3 participants. All the remaining scores are under the average 16, varying from 15, 14, 13, 12, 11, 10, 9 till 8 obtained by 35 students. When calculating the mean of the students' scores, it is found "13.39" which is under the average "16". That means, most of the students got bad scores and did not perform well in the test. Moreover, the total number of correct words exceeds the total number of the incorrect words produced by the students.

As for the students' scores in the four levels: the 2000, the 3000, the 5000 word levels and the university word level, they are outlined in Figure 2 below:

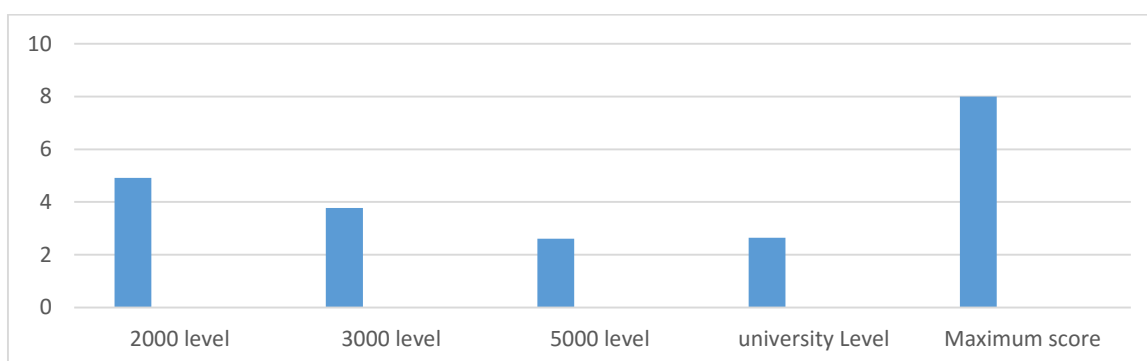


Figure 2. The Students' Scores in the Four Levels of the Vocabulary Test

Figure 2 exhibits the order of the students' scores in the four levels of the test that the highest scores are achieved in the 2000 word level followed by the scores that are obtained in the 3000 level; then, those are got in the university word level. Finally, the lowest scores are found in the 5000 level. Therefore, the means of the students' scores per

level indicate the classification of the levels of this vocabulary test in terms of their difficulty. The easiest level for the students is the 2000 level (Me = 4.91) and the difficult one is the 5000 level (Me=2.6). It is worth mentioning that the students achieved the maximum score 8 in the 2000, 3000, and in university word level.

Based on the students' results in the test above, the students are classified into two categories as shown in Table 2.

Students having Good Vocabulary Knowledge (Good VKSs): those who scored 16 (the average) or more

Students having poor Vocabulary Knowledge (Poor VKSs): those who scored less than 16.

Table 2.

Students' Classification According to their Scores

Categories	N	(%)
Good VKSs	10	22.22%
Poor VKSs	35	77.78%
Total	45	100%

As shown in Table 2, only 10 students (around 22.22%) are considered to have a sufficient vocabulary knowledge and the majority of the students (35) representing 77.78% have a low vocabulary knowledge. These results indicate that second year students have an insufficient productive vocabulary knowledge; hence, they need to improve their vocabulary using different strategies.

After classifying the students into the two categories (**Good VKSs** category and **Poor VKSs** category). The results are summarized in Table 3 below.

Table 3.*The Results of the Two Categories per Level*

Levels	Good VKSs				Poor VKSs			
	Max	Min	M	S.D	Max	Min	M	S.D
2000 Word Level	8	4	6.6	1.35	7	2	4.43	1.31
3000 Word Level	8	3	5.4	1.65	6	2	3.31	1.26
5000 Word Level	6	3	4.5	0.97	4	0	2.06	1.19
University Word Level	8	2	4.2	1.81	6	0	2.2	1.29
The Vocabulary Test	26	18	20.7	2.87	15	8	12	2.18

Table 03 displays the results of the two categories per level concerning their maximum and minimum scores, the means of the correct words (scores), and their standard deviations in each level of the test as well as in the whole vocabulary test. To begin with describing the results of Good VKSs category per level, this table shows that some students of Good VKSs achieved the full score 8 out of 8 in the 2000, 3000 and university word levels but in the 5000 word level the score 6 is the maximum one. Concerning the minimum scores of the Good VKSs category is 4 in the 2000 word level and 3 in both 3000 and 5000 word level followed by the score 2 in the university word level. Hence, it could be understood that the students know more words in the level 2000 than the other levels. Additionally, the highest score in the whole vocabulary test is 26. In contrast, 18 is the lowest score in this test.

Likewise, the means of their scores decrease from 6.6 > 5.4 > 4.5 until 4.2 whenever switching from the 2000 word level to the university word level. Thus, the 2000 word level is the easiest one for the Good VKSs and the university word level is the difficult one for them. Moreover, the mean of all overall scores in the test is 20.7 (above the average "16") which implies that they have a sufficient and a good vocabulary knowledge. For the same

reason, the standard deviations of the Good VKSs' scores per level are far from their means and ordered from the least dispersed (the least variant) to the most dispersed as follows $0.97 < 1.35 < 1.65 < 1.81$ with their correspondents levels : 5000 word level, 2000 word level, 3000 word level and university word level. That is to say, the scores in the 2000 word level have a strong dispersion because their standard deviation "0.97" is less than "1" and all the remaining scores in the other levels have very strong dispersions because they exceed the value "1". However, the scores in the 5000 word level are the least variant and the most homogeneous compared to the other levels and their scores are so closed to each other as well as to their mean "4.5" in this level. Besides, this table exhibits that the overall scores in the vocabulary test for the Good VKSs dispersed from their mean by 2.87 that is a very strong dispersion (i.e. $2.87 > 1$).

Furthermore, for the Poor VKSs ' results, as Table 3 displays the maximum score is 7 out of 8 in the 2000 word level then the score 6 is obtained as the maximum score in both 3000 and university word levels followed by the score 4 in the 5000 word level. However, it is seen that the minimum score 2 is achieved in both the 2000 and 3000 word levels on the one hand. On the other hand, zero "0" is the minimum score in the 5000 and university word levels. Along with the vocabulary test' maximum score obtained is 15 and the minimum one is 8. Similarly, the means of the Poor VKSs category decrease when the word levels increase in the sense of difficulty as the following: $4.43 > 3.31 > 2.2 > 2.06$ with their correspondent levels: the 2000, 3000, university word levels, and the 5000 word level. Consequently, the word levels in the vocabulary test are ordered according to the students from the easiest to the most difficult based on the means' scores order. In addition to that, the mean of the Poor VKSs' scores in the vocabulary test is 12 (under the average 16). Therefore, the 5000 word level is considered the most difficult word level for this category and it has an insufficient and a low vocabulary knowledge. Concerning the standard

deviations of the scores, they are all very dispersed from their means. They could be order as follows from the least dispersed to the most dispersed: $1.19 < 1.26 < 1.29 < 1.31$ with their correspondent levels: 5000, 3000, university word level and then the 2000 word level. As it is shown that the scores in the 2000-word level are the most dispersed compared to the three remaining levels. Thus, they are so far, variant and dispersed from each other at this level and they are the least homogenous one. Moreover, all the scores in the four levels of the test along with the overall vocabulary test' scores (their standard deviation is 2.18) have very strong dispersions from each other since they exceed the value "1". The results are shown in Figure 3.

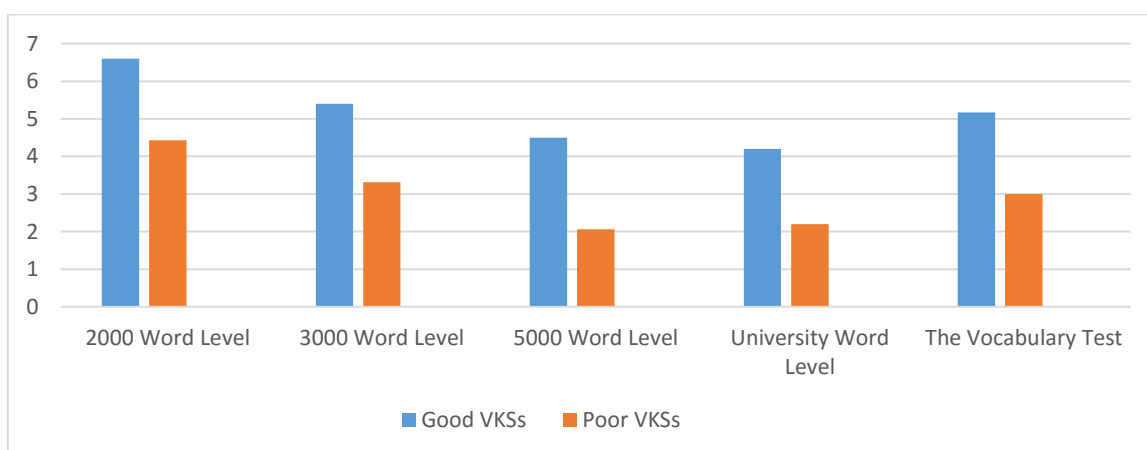


Figure 3. The Mean Scores of the Two Categories in the Test.

Figure 3 presents the mean scores of the two categories in the test to have a clear understanding of the differences between the Good VKSs category and the Poor VKSs category. As it is displayed in this figure, the means of the Good VKSs category are always the highest ones in the four levels and in the overall results of the test compared to those of Poor VKSs. For instance, the mean "6.6" of Good VKSs is higher than the mean "4.43" of the Poor VKSs ($6.6 > 4.43$) in the 2000 word level which indicates that the Good VKSs scores are better than those of the Poor VKSs. Likewise, in the 3000 word level, the Poor VKSs category obtains the mean' scores less than the good VKSs category ($3.31 < 5.4$).

Accordingly, 2.06 and 2.2 are the means of the Poor VKSs that are lower than the means of the Good VKSs (4.5 and 4.2) in the 5000 level and in the university level following the same order. Similarly, it is seen that the vocabulary test' scores of the Good VKSs are better than those of the Poor VKSs because the mean of the first category is higher than that of the second category (20.7>12).

2.4.2. Analysis of Vocabulary Learning Strategies' Questionnaire

In this section, the learners' responses to the questions and statements are presented. These tables showcase the frequencies and percentages of the learners choices, along with their corresponding vocabulary learning strategies (VLSs) identified, based on the total number of choices made by the learners for each statement.

Section one: General Information

Q1. How important is vocabulary learning to you?

Table 4.

Students' Perceptions of the Importance of Vocabulary

Options	Very Important	Important	Somewhat Important	Not Important	Total
Number	33	11	1	0	45
%	73.33	24.45	2.22	0	100

The first question's aim is to know to what extent second year learners of English are interested in vocabulary, and how much it is important to them. Table 4 displays that vocabulary is very important for 73.33% of the students and none of them considers vocabulary learning as not important (0%), the other 24.45% consider vocabulary learning as important, while just 2.22% considered it as somewhat important. This means that the majority of the students consider vocabulary learning very important. Therefore, it can be concluded that second year English students are truly aware of the crucial importance of vocabulary in order to acquire a foreign language.

Q2. How do you find learning English vocabulary?

Table 5.

Students' Perceptions of the Difficulty of Learning English Vocabulary

Options	Very Difficult	Difficult	Fairly Easy	Very Easy	Total
Number	1	25	18	1	45
%	2.22	55.56	40	2.22	100

The second question is about students' perceptions on the degree of the difficulty of learning English vocabulary. The goal of this question is to discover how students perceive learning English vocabulary, and it is an important question because it helps knowing the approximate size of English vocabulary that students have. It means the amount of English vocabulary they know. As it is shown in Table 5, most of second year students (55.56%) find learning English vocabulary difficult, and just 2.22% find it very easy, 40% find it fairly easy while just 2.22% find it very difficult. These results clearly show that the majority of the learners find learning English vocabulary difficult. Hence, it can be assumed that most of the second year English students are facing difficulties during their English learning vocabulary journey, and it is easy for them to admit this difficulty. This could lead to a deduction that the students are making efforts in order to learn the English vocabulary.

Q3. How would you evaluate your vocabulary Knowledge in English?

Table 6.

The Students Self-Evaluation of their Vocabulary Knowledge

Options	Excellent	Good	Acceptable	Poor	Very Poor	Total
Number	0	9	28	8	0	45
%	0	20	62.22	7.78	0	100

The third question is about how students would evaluate their vocabulary. It attempted to make students think of their English vocabulary knowledge. The majority of them (62.22%) declared that they have an acceptable vocabulary knowledge, none of them considers himself excellent nor very poor; while 20% said that they are good and just 7.78% consider themselves poor. This implies that most of the students believed they had an acceptable vocabulary knowledge. It can be concluded from the above results that the second year English students know that they are still in need of more English vocabulary in order to acquire this language, also another deduction is that the students are not afraid of admitting their vocabulary evaluation which means that they want to elaborate and improve it.

Section Two: Vocabulary Learning Strategies

The following tables represent answers of 45 students on the questionnaire in vocabulary learning strategies (determination, social, memory, cognitive, and metacognitive). The students are divided into two categories: Good VKSs and Poor VKSs, and this division was set according to their test scores. The tables show the students' answers in numbers and in percentages, the mean of each strategy of both Good and Poor VKSs, and the level of strategy use depending on the mean. Oxford's (1990; 291) guidelines for the use of language learning strategies are employed as the basis of measuring of the strategy' level of use (as cited in Rouabah, 2018). These guidelines are presented in Table 7.

Table 7.

Oxford's Guidelines to Measure the Level of Use of Strategies Depending on the Mean

Mean scores	Level of use
1.0 – 2.4	Low
2.5 – 3.4	Medium
3.5 – 5.0	High

1. Students' Use of the Determination Strategies

Eight Statements are used to cover determination strategies. They are included to explore how individual learning strategies enable learners to discover the new words' meaning for the first time by themselves without asking for others' assistance. These strategies can occur through guessing from context or from L1 cognates, analysing parts of speech or using dictionaries ...etc. The results are demonstrated in Table 8.

Table 8.

Students' Use of the *Determination Strategies*

Statements			N	R	S	O	A	No Answer	Total	M	Level
1. I analyse the part of speech of the unknown words.	Good	N	0	3	1	2	4	0	10	3.7	H
	VKSs	%	0	30	10	20	40	0	100		
	Poor	N	1	8	12	2	12	0	35	3.45	M
	VKSs	%	2.85	22.85	34.28	5.71	34.28	0	100		
2. I analyse their affixes and roots.	Good	N	1	2	5	1	1	0	10	2.9	M
	VKSs	%	10	20	50	10	10	0	100		
	Poor	N	7	16	10	1	1	0	35	2.22	L
	VKSs	%	20	45.71	28.57	2.85	2.85	0	100		
3. I check for French cognates of the new word.	Good	N	1	1	1	4	2	1	10	3.55	H
	VKSs	%	10	10	10	40	20	10	100		
	Poor	N	4	11	13	3	2	2	35	2.63	M
	VKSs	%	11.42	31.42	37.14	8.57	5.71	5.71	100		
4. I analyse any available pictures or gestures.	Good	N	1	1	2	4	1	1	10	3.33	M
	VKSs	%	10	10	20	40	10	10	100		
	Poor	N	7	6	9	5	6	2	35	2.9	M
	VKSs	%	20	17.14	25.71	14.28	17.14	5.71	100		
5. I guess meaning of the word from textual context.	Good	N	0	0	3	3	4	0	10	4.1	H
	VKSs	%	0	0	30	30	40	0	100		
	Poor	N	3	1	6	6	17	2	35	4	H
	VKSs	%	8.57	2.85	17.14	17.14	48.57	5.71	100		
6. I use a bilingual dictionary (English/Arabic) to know its meaning.	Good	N	2	3	1	0	3	1	10	2.88	M
	VKSs	%	20	30	10	0	30	10	100		
	Poor	N	3	4	6	10	11	1	35	3.64	H
	VKSs	%	8.57	11.42	17.14	28.57	31.42	2.85	100		
7. I use a bilingual dictionary (English/French) to know its meaning.	Good	N	5	3	1	0	0	1	10	1.55	L
	VKSs	%	50	30	10	0	0	10	100		
	Poor	N	9	6	9	4	5	2	35	2.69	M
	VKSs	%	25.71	17.14	25.71	11.42	14.28	5.71	100		
8. I use an English dictionary (monolingual dictionary)	Good	N	0	2	3	3	2	0	10	3.5	H
	VKSs	%	0	20	30	30	20	0	100		
	Poor	N	7	7	4	7	9	1	35	3.11	M
	VKSs	%	20	20	11.42	20	25.71	2.85	100		

As shown in Table 8, the most used strategy from determination strategies by Good VKSs and Poor VKSs is strategy number 5 (*I guess the meaning of the word from textual context*). Its mean is (4.1) for Good VKSs and it is (4) for Poor VKSs. The (40%) of Good VKSs choose "always"; while (0%) choose "never and rarely". As well as (48.57%) of Poor

VKSs choose "always, whereas (2.85%) choose "rarely". Moreover, the least used strategy by Good VKSs is strategy number 7 (*I use a bilingual dictionary (English/French) to know its meaning*), its mean is 1.55. (50%) of students choose "never", and (0%) choose "often and always". However, the least used strategy by Poor VKSs is strategy number 2 (*I analyse their affixes and roots*), its mean is 2.22. The majority of the students (45.71%) choose "rarely" and only (2.85%) of them choose "often and always". From the table, it is displayed that both categories of the students used strategy number 4 (*I analyse any available pictures or gestures*) at a medium level. Other strategies like strategies number 1, 3, and 8 have a high level of use by Good VKSs but a medium level by Poor VKSs, so there is a difference in using this strategies by good and Poor VKSs. While strategy number 2 is used at a medium level by Good VKSs and at a low level by Poor VKSs. In contrast, strategy number 7 has a medium level of use by Good VKSs and a Low level of use by Poor VKSs.

The mean scores of determination strategies are outlined in Table 9.

Table 9.

Students' Use of the Determination Strategies Category

	Mean Score	Level of Strategy Use
Good VKSs	3.18	Medium
Poor VKSs	3.08	Medium
All Students	3.13	Medium

From the above given data outlined in Table 9, it appears that the overall use of determination strategies category is reported to be at a medium level of use by both Good VKSs (mean score is 3.18) and Poor VKSs (mean score is 3.08). Consequently, all students fall into a medium level of strategy use in which their mean score is 3.13.

2. Students' Use of the Social Strategies

Social strategies' statement are used to know if the learners involve interaction with peers and teachers to learn the new words such as asking them for a synonym or translation of new words. In this situation they are used for the individual discovery of new items as they may also considered being a consolidation strategy when a person will study and practice meaning in groups. The social strategies category composed of six statements whose results are displayed in Table 10.

Table 10.

Students' Use of the Social Strategies

Statements			N	R	S	O	A	No Answer	Total	Me	Level
9. I ask my teacher for a synonym, a paraphrase or an L1 translation of new word.	Good	N	0	2	2	3	3	0	10	3.7	H
	VKSs	%	0	20	20	30	30	0	100		
	Poor	N	3	8	12	9	3	0	35	3.02	M
	VKSs	%	8.57	22.85	34.28	25.71	8.57	0	100		
10. I ask my teacher for a sentence including the new word.	Good	N	1	4	0	3	2	0	10	3.1	M
	VKSs	%	10	40	0	30	20	0	100		
	Poor	N	4	9	7	9	6	0	35	3.11	M
	VKSs	%	11.42	25.71	20	25.71	17.14	0	100		
11. I ask my classmates for the meaning.	Good	N	1	1	4	1	3	0	10	3.4	M
	VKSs	%	10	10	40	10	30	0	100		
	Poor	N	1	6	14	8	6	0	35	3.34	M
	VKSs	%	2.85	17.14	40	22.85	17.14	0	100		
12. I study and practice meaning of words in a group.	Good	N	4	4	2	0	0	0	10	1.8	L
	VKSs	%	40	40	20	0	0	0	100		
	Poor	N	1	6	14	8	6	0	35	3.34	M
	VKSs	%	2.85	17.14	40	22.85	17.14	0	100		
13. I discover new meaning through group work activity.	Good	N	1	3	3	3	0	0	10	2.8	M
	VKSs	%	10	30	30	30	0	0	100		
	Poor	N	2	9	13	9	2	0	35	3	M
	VKSs	%	5.71	25.71	37.14	25.71	5.71	0	100		
14. I interact with native speakers to learn new words.	Good	N	1	6	0	1	2	0	10	2.7	M
	VKSs	%	10	60	0	10	20	0	100		
	Poor	N	7	10	4	8	5	1	35	2.82	M
	VKSs	%	20	28.57	11.42	22.85	14.28	2.85	100		

According to the data provided in Table 10, the most used strategy from social strategies by Good VKSs is strategy number 09 (*I ask my teacher for a synonym, a paraphrase or an L1 translation of new word*), its mean is 3.7. Thus, (30%) of Good VKSs choose "always", another (30%) choose "often"; while (0%) choose "never". Moreover, the least used strategy in social strategies by Good VKSs is strategy number 12 (*I study and practice meaning of words in a group*), its mean is 1.8. (40%) of Good VKSs choose "never and rarely", while (20 %) choose "sometimes", and (0%) for "often and always". However, the most used strategy by Poor VKSs is number 11 (*I ask my classmates for the meaning*) as well as strategy number 12 (*I study and practice meaning of words in a group*), and their mean is 3.34. In these two strategies (number 11 and 12), (40%) of Poor VKSs choose "sometimes", and just (2.85%) choose "never". Contrary, Poor VKSs use strategy number 14 (*I interact with native speakers to learn new words*) at a medium level in which its mean is 2.82 and it is considered to be the least used strategy.

It is seen that there is a medium level of use by both Poor and Good VKSs in vocabulary learning strategies: number 10 (*I ask my teacher for a sentence including the new word*), number 11 (*I ask my classmates for the meaning*), number 13 (*I discover new meaning through group work activity*), and number 14 (*I interact with native speakers to learn new words*). The differences at the level of use are exhibited in the two strategies: strategy number 9 (*I ask my teacher for a synonym, a paraphrase or an L1 translation of new word*) that is used at a high level by Good VKSs but at a medium level by Poor VKSs, and strategy number 12 (*I study and practice meaning of words in a group*) is used at a low level by Good VKSs and at a medium level by Poor VKSs.

The social strategies' mean scores can be found in Table 11.

Table 11.

Students' Use of Social Strategies Category

	Mean Score	Level of Strategy Use
Good VKSs	2.91	Medium
Poor VKSs	3.1	Medium
All Students	3	Medium

The above statistics reveal that all students have a medium level of strategy use in the social strategies in which the overall mean score is resulted as 3. Particularly, Good VKSs and Poor VKSs obtain the mean scores ordered as follows 2.91 and 3.1.

3. Students' Use of the Memory Strategies

Memory strategies' statements were set to refer to the retention and recall of words relating them to a prior existing knowledge in mind such as using images, grouping words, previous experiences and using physical actions. The memory strategies contain the big number of sub strategies, which are seventeen. Table 12 highlights the results of the measurement.

Table 12.

Students' Use of the Memory Strategies

Statements		N	R	S	O	A	No Answer	Total	Me	Level	
15. I connect new words to a previous personal experience.	Good	N	1	1	4	2	2	0	10	3.3	M
	VKSs	%	10	10	40	20	20	0	100		
	Poor	N	4	5	9	7	8	2	35	3.3	M
	VKSs	%	11.42	14.28	25.71	20	22.85	5.71	100		
16. I study the word with a pictorial representation of its meaning.	Good	N	1	4	3	2	0	0	10	2.6	M
	VKSs	%	10	40	30	20	0	0	100		
	Poor	N	3	7	14	7	3	1	35	3	M
	VKSs	%	8.57	20	40	20	8.57	2.85	100		
	Good	N	0	1	3	2	4	0	10	3.9	H
	VKSs	%	0	10	30	20	40	0	100		
17. I imagine the word's meaning.	Poor	N	2	3	10	9	9	2	35	3.6	H
	VKSs	%	5.71	8.57	28.57	25.71	25.71	5.71	100		
18. I associate the word with its coordinates (e.g., fruit = pears, cherries, peaches...)	Good	N	1	2	3	2	1	1	10	3	M
	VKSs	%	10	20	30	20	10	10	100		
	Poor	N	4	9	13	3	5	1	35	2.88	M
	VKSs	%	11.42	25.71	37.14	8.57	14.28	2.85	100		
19. I connect the words to its synonyms and antonyms.	Good	N	1	1	1	2	4	1	10	3.77	H
	VKSs	%	10	10	10	20	40	10	100		
	Poor	N	3	11	7	8	5	1	35	3.02	M
	VKSs	%	8.57	31.42	20	22.85	14.28	2.85	100		
20. I use semantic maps.	Good	N	5	2	3	0	0	0	10	1.8	L
	VKSs	%	50	20	30	0	0	0	100		
	Poor	N	8	11	3	6	4	3	35	2.59	M
	VKSs	%	22.85	31.42	8.57	17.14	11.42	8.57	100		
21. I use the new word in a sentence.	Good	N	0	1	4	3	2	0	10	3.6	H
	VKSs	%	0	10	40	30	20	10	100		
	Poor	N	2	3	9	10	8	3	35	3.59	H
	VKSs	%	5.71	8.57	25.71	28.57	22.85	8.57	100		
22. I put an image of word form and word's meaning in my mind	Good	N	1	0	4	3	2	0	10	3.5	H
	VKSs	%	10	0	40	30	20	0	100		
	Poor	N	2	5	8	11	9	0	35	3.57	H
	VKSs	%	5.71	14.28	22.85	31.42	25.71	0	100		
23. I use keyword method	Good	N	1	2	2	3	0	2	10	2.87	M
	VKSs	%	10	20	20	30	0	20	100		
	Poor	N	4	11	9	8	3	0	35	2.85	M
	VKSs	%	11.42	31.42	25.71	22.85	8.57	0	100		

24. I group words together to study them.	Good	N	3	4	3	0	0	0	10	2	L
	VKSs	%	30	40	30	0	0	0	100		
	Poor	N	2	14	8	5	6	0	35	2.97	M
	VKSs	%	5.71	40	22.85	14.28	17.14	0	100		
25. I study the spelling of a word.	Good	N	1	3	2	3	1	0	10	3	M
	VKSs	%	10	30	20	30	10	0	100		
	Poor	N	1	7	5	9	11	2	35	3.66	H
	VKSs	%	2.85	20	14.28	25.71	31.42	5.71	100		
26. I study the sounds of the word.	Good	N	1	2	3	1	1	2	10	2.87	M
	VKSs	%	10	20	30	10	10	20	100		
	Poor	N	2	7	11	9	3	3	35	3.12	M
	VKSs	%	5.71	20	31.42	25.71	8.57	8.57	100		
27. I say new word aloud when studying.	Good	N	1	2	3	0	4	0	10	3.4	M
	VKSs	%	10	20	30	0	40	0	100		
	Poor	N	4	3	5	9	13	1	35	3.7	H
	VKSs	%	11.42	8.57	14.28	25.71	37.14	2.85	100		
28. I use physical actions when learning a word.	Good	N	0	1	5	3	1	0	10	3.4	M
	VKSs	%	0	10	50	30	10	0	100		
	Poor	N	7	3	4	8	12	1	35	3.44	M
	VKSs	%	20	8.57	11.42	22.85	34.28	2.85	100		
29. I group words together within a storyline.	Good	N	0	4	2	3	1	0	10	3.1	M
	VKSs	%	0	40	20	30	10	0	100		
	Poor	N	6	7	6	7	6	3	35	3	M
	VKSs	%	17.14	20	17.14	20	17.14	8.57	100		
30. I create a grid to match the meaning or collocation differences of similar words.	Good	N	4	1	3	1	1	0	10	2.4	L
	VKSs	%	40	10	30	10	10	0	100		
	Poor	N	6	4	10	8	5	2	35	3.06	M
	VKSs	%	17.14	11.42	28.57	22.85	14.28	5.71	100		
31. I learn the new words in an idiom together at the same time.	Good	N	0	3	3	3	1	0	10	3.2	M
	VKSs	%	0	30	30	30	10	0	100		
	Poor	N	7	6	9	8	3	2	35	2.81	M
	VKSs	%	20	17.14	25.71	22.85	8.57	5.71	100		

As table 12 displays, the most used strategy by Good VKSs from the memory strategies is *imagining the words meaning* (strategy number 17) that has the highest mean (3.9) among all other strategies. (40%) of the students choose "always" and (30 %) of them select "sometimes" whereas none of them chooses "never". Conversely, the least used strategy by Good VKSs is *when the learners use semantic maps including diagrams that show the connection between words and phrases* (strategy number 20) in which its mean is

1.8. In this strategy, (50%) of Good VKSs pick "never" and (30%) choose "sometimes" while (0%) opt for "often and always ". Additionally, Good VKSs use other strategies at a high level including strategies number 17, 19, and 21. Along with, they use strategies number 24 and 30 at a low level. The remaining strategies have a medium level of use.

However, for Poor VKSs, the strategy that is mostly used is *saying new words aloud when studying* (strategy number 27) that has the mean of 3.7. In this strategy, (37.14%) of Poor VKSs select "always" and (25.71%) pick "often" whereas (8.57%) choose "rarely". Poor VKSs also use three other strategies highly: strategies number 17, 21, 22, and 25. Moreover, the least used strategy by Poor VKSs is strategy number 20 (*I use semantic maps*) that has a mean of 2.59. (31.42%) of Poor VKSs choose "rarely" and (8.57%) opt for "sometimes". Moreover, the other strategies have a medium level of use. These include *connecting the words to a previous personal experience* (strategy number 15) that has 3.3 as a mean, *studying the word with a pictorial representation of its meaning* (strategy number 16) with a mean of 3, and *using physical actions when learning a word* (strategy number 28) which its mean is 3.44, and many others.

In addition to that, this table reveals that strategy number 17 (*I imagine the word's meaning*), strategy number 21 (*I use the new word in a sentence*), and strategy number 22 (*I put an image of word forms and word's meaning in my mind*) are highly used by both Good and Poor VKSs.

Furthermore, the findings depicted in Table 12 indicate that both Good VKSs and Poor VKSs agree on a medium level of use of some strategies although their most used strategies (except strategies number 17, 21, and 22) and their least used ones in the memory strategies are different from each other. These mutual strategies at the medium level of use are *connecting the words to a previous personal experience* (strategy number 15), *studying*

the words with a pictorial representation of its meaning (strategy number 16), *associating the words with its cognates* (strategy number 18), using a keyword method (strategy number 23), *studying the sounds of the word* (strategy number 26), *using physical actions when learning a word* (strategy number 28), *grouping words together within a storyline* (strategy number 29), *learning the new words in an idiom together at the same time* (strategy number 31).

Besides, there are other differences at the level of use by Good and Poor VKSs. Good VKSs use the strategy *connecting the words to its synonyms and antonyms* (strategy number 19) at a high level but Poor VKSs use it at a medium level. Oppositely, two strategies are used at a medium level by Good VKSs and at a High level by Poor VKSs, which are strategies number 25 and 27. Additionally, the strategies such as *using semantic maps* (strategy number 20) and *grouping words together to study* (strategy number 24), *creating a grid to match the meaning or collocation differences of similar words* (strategy number 30) have a low level of use by Good VKSs though they have a medium level of use by Poor VKSs

Table 13 provides the mean scores of memory strategies.

Table 13.

Students' Use of the Memory Strategies Category

	Mean Score	Level of Strategy Use
Good VKSs	3.04	Medium
Poor VKSs	3.18	Medium
All Students	3.11	Medium

The data in Table13 illustrates that the students reported a medium level of use of the total sub strategies (3.11 as a mean score) in the memory strategies category. Remarkably,

it is found that Good VKSs and Poor VKSs have a medium level of memory strategies use based on their mean scores (3.04 and 3.18)

4. Students' Use of the Cognitive Strategies

Cognitive strategies' statements used to see if the students do not insist on the use of mental processing however they require a verbal or written repetition and the use of mechanical means like using notebooks. The following table reports the statistics calculated for the five statements of the cognitive strategies.

Table 14.

Students' Use of the Cognitive Strategies

Statements		N	R	S	O	A	No Answer	Total	Me	Level
32. I do verbal repetition (or I keep saying the words orally several times).	Good VKSs	N 0	0	2	6	1	1	10	3.88	H
	%	0	0	20	60	10	10	100		
	Poor VKSs	N 4	3	8	6	10	4	35	3.48	M
	%	11.42	8.57	22.85	17.14	28.57	11.42	100		
33. I do written repetition (I keep writing the words many times.)	Good VKSs	N 3	2	2	0	3	0	10	2.8	M
	%	30	20	20	0	30	0	100		
	Poor VKSs	N 3	3	16	3	9	1	35	3.35	M
	%	8.57	8.57	45.71	8.57	25.71	2.85	100		
34. I take notes of the newly learned words in class.	Good VKSs	N 1	1	4	2	2	0	10	3.3	M
	%	10	10	40	20	20	0	100		
	Poor VKSs	N 2	4	7	9	11	2	35	3.69	H
	%	5.71	11.42	20	25.71	31.42	5.71	100		
35. I put English labels on physical objects.	Good VKSs	N 2	4	3	0	1	0	10	2.4	L
	%	20	40	30	0	10	0	100		
	Poor VKSs	N 7	9	7	4	5	3	35	2.71	M
	%	20	25.71	20	11.42	14.28	8.57	100		
36. I keep a vocabulary notebook.	Good VKSs	N 3	1	0	1	5	0	10	3.4	M
	%	30	10	0	10	50	0	100		
	Poor VKSs	N 5	5	7	9	8	1	35	3.29	M
	%	14.28	14.28	20	25.71	22.85	2.85	100		

The statistics displayed in Table 14 illustrate that Good VKSs use strategy number 32 (*I do verbal repetition*) which its mean is (3.88) as the most used strategy in the cognitive strategies. (60%) of the students pick "often" while (20%) of them choose "sometimes" and

none of the Good VKSs select "rarely or often". The least used strategy by Good VKSs is strategy number 35 (*I put English labels on physical objects*), its mean is 2.4. (40%) of Good VKSs choose "rarely" and (10%) opt for "always".

In contrast, for Poor VKSs, they *take notes of the newly learned words in class* (Me=3.69) as the most used strategy in the cognitive strategies. (40%) of the students choose "sometimes", (20%) of them opt for "often and always", and (10%) of them pick "never and rarely". However, the least used strategy in this category is strategy number 35 that has the mean of 2.71. (25.71%) of the students select "rarely" and (20%) of them choose "never and sometimes".

It is clear that there is a difference of using cognitive strategies by Good and Poor VKSs. For instance, their most used strategies in this category by Good VKSs and Poor VKSs are different. Additionally, one strategy is highly used by Good VKSs but it is considered to be at a medium level of use by Poor VKSs, which is *doing verbal repetition*. Another strategy, Good VKSs use it at a medium level that is *taking notes of the newly learned words in class*; however, Poor VKSs use it at a high level.

Moreover, some strategies have a medium level of use by both Good VKSs and Poor VKSs such as *doing written petition repetition*, *putting English labels on physical objects*, and *keeping the vocabulary notebook*.

The mean scores of the cognitive strategies are exhibited in Table 15.

Table 15.

Students' Use of the Cognitive Strategies Category

	Mean Score	Level of Strategy Use
Good VKSs	3.15	Medium
Poor VKSs	3.3	Medium
All Students	3.22	Medium

The aforementioned data indicate that all students possess a medium level of strategy use in cognitive strategies category, with an overall mean score of 3.22. Specifically, students with good vocabulary knowledge achieved a mean score of 3.15, while those with Poor vocabulary knowledge obtained a mean score of 3.3.

5. Students' Use of the Metacognitive Strategies

Metacognitive strategies' statement are related to the learners' awareness of the learning processes and decision-making in planning, monitoring the best ways to study and evaluating one's progress. For instance, a learner may use English movies or testing himself with the word tests.

The result of the statistical analysis is summarized in Table 16.

Table16.

Students' Use of the Metacognitive Strategies

Statements			N	R	S	O	A	No Answer	Total	Me	Level
37. I use English-language media (songs, movies, newscasts, etc.).	Good	N	0	0	2	2	6	0	10	4.4	H
	VKSs	%	0	0	20	20	60	0	100		
	Poor	N	0	2	2	6	22	3	35	4.5	H
VKSs	%	0	5.71	5.71	17.14	62.85	8.57	100			
38. I use spaced word practice (expanding rehearsal).	Good	N	0	2	2	4	1	1	10	3.44	M
	VKSs	%	0	20	20	40	10	10	100		
	Poor	N	5	5	11	5	3	6	35	2.86	M
VKSs	%	14.28	14.28	31.42	14.28	8.57	17.14	100			
39. I test myself with word tests (written in books or online versions).	Good	N	0	3	3	2	2	0	10	3.3	M
	VKSs	%	0	30	30	20	20	0	100		
	Poor	N	2	10	6	8	7	2	35	3.24	M
VKSs	%	5.71	28.57	17.14	22.85	20	5.71	100			
40. I develop a schedule to review the words at various intervals.	Good	N	5	1	1	2	0	1	10	2	L
	VKSs	%	50	10	10	10	0	10	100		
	Poor	N	8	7	9	5	3	3	35	2.62	M
VKSs	%	22.85	20	25.71	14.28	8.57	8.57	100			
41. I practice by doing vocabulary exercises.	Good	N	0	5	2	2	1	0	10	2.9	M
	VKSs	%	0	50	20	20	10	0	100		
	Poor	N	3	2	14	7	5	4	35	3.29	M
VKSs	%	8.57	5.71	40	20	14.28	11.42	100			
42. I play vocabulary games.	Good	N	0	4	1	2	3	0	10	3.4	M
	VKSs	%	0	40	10	20	30	0	100		
	Poor	N	4	9	7	5	9	1	35	3.17	M
VKSs	%	11.42	25.71	20	14.28	25.71	2.85	100			
43. I continue to study the word over time.	Good	N	0	1	5	3	1	0	10	3.4	M
	VKSs	%	0	10	50	30	10	0	100		
	Poor	N	4	3	10	7	9	2	35	3.42	M
VKSs	%	11.42	8.57	28.57	20	25.71	5.71	100			
44. I make up my own sentences using the words I just learned	Good	N	0	0	5	2	3	0	10	3.8	H
	VKSs	%	0	0	50	20	30	0	100		
	Poor	N	5	8	7	3	11	1	35	3.20	M
VKSs	%	14.28	22.85	20	8.57	31.42	2.85	100			
45. I try to use newly learned words as much as possible in speech and writing.	Good	N	0	0	1	3	6	0	10	4.5	H
	VKSs	%	0	0	10	30	60	0	100		
	Poor	N	2	4	7	11	10	1	35	3.67	H
VKSs	%	5.71	11.42	20	31.42	28.57	2.85	100			

46. I try to use newly learned words in real situations.	Good	N	0	1	2	3	4	0	10	4	H
	VKSs	%	0	10	20	30	40	0	100		
	Poor	N	1	7	6	8	13	0	35	3.71	H
	VKSs	%	2.85	20	17.14	22.85	37.14	0	100		
47. I try to use newly learned words in imaginary situations in my mind.	Good	N	0	0	1	1	8	0	10	4.7	H
	VKSs	%	0	0	10	10	80	0	100		
	Poor	N	2	3	8	5	17	0	35	3.91	H
	VKSs	%	5.71	8.57	22.85	14.28	48.57	0	100		

The most used strategy from the metacognitive strategies by Good VKSs is strategy number 47 (*I try to use newly learned words in imaginary situations in my mind*), its mean is 4.7. (80%) of Good VKSs choose "always" and (10%) of them opt for "often and sometimes". However, the most used strategy by Poor VKSs is strategy number 37 (*I use English-language media (songs, movies, newscasts, etc.)*). (62.85%) of Good VKSs select "always", but only (5.71%) of the students pick "rarely and sometimes". Moreover, the least used strategy by Good VKSs is strategy number 40 (*I develop a schedule to review the words at various intervals*). Its mean is 2. In this strategy, (50%) of Good VKSs choose "never", but none of them opts for "always". Moreover, the least used strategy by Poor VKSs is strategy number 40 (mean=2.62). (25.71%) of Poor VKSs pick "sometimes", (22.85%) choose "never" and (8.57%) of the students select "often".

It could be seen from Table 16 that there is no difference of using some strategies by both Good VKSs and Poor VKSs at a high level of use. They are strategy number 37 (*I use English-language media*), strategy number 45 (*I try to use newly learned words as much as possible in speech and writing*), strategy number 46 (*I try to use newly learned words in real situations*), and strategy number 47 (*I try to use newly learned words in imaginary situations in my mind*). In addition, some strategies such as those number 38, 39, 41, 42, 43 are used equally by Good and Poor VKSs at a medium level. Otherwise, there is a difference at the level of use in some strategies by the two categories of the students. To illustrate, strategy number 44 (*I make up my own sentences using the words I just learned*) has a high level of

use by Good VKSs and a medium level of use by Poor VKSs. As well as Good VKSs use strategies, number 40 (*I develop a schedule to review the words at various intervals*) at a low level while Poor VKSs use them at a medium level.

The mean scores of *metacognitive* strategies are outlined in Table 17.

Table 17.

Students' Use of the Metacognitive Strategies Categories

	Mean Score	Level of Strategy Use
Good VKSs	3.62	High
Poor VKSs	3.41	Medium
All Students	3.51	High

Based on the data provided in Table 17, it is evident that the utilization of metacognitive strategies falls into a high level of use by Good VKSs with a mean score of 3.62. However, these strategies have a medium level of use by Poor VKSs in which the mean score is 3.41. As a result, all students can be classified as having a high level of using metacognitive strategies that the overall mean score is 3.51.

The results of the different categories are summarized in Table 18.

Table 18.

The Means of Vocabulary Learning Strategies

Strategies	Good VKSs		Poor VKSs		All Students	
	Mean	Level	Mean	Level	Mean	Level
Determination	3.18	Medium	3.08	Medium	3.13	Medium
Social	2.91	Medium	3.1	Medium	3	Medium
Memory	3.04	Medium	3.18	Medium	3.11	Medium
Cognitive	3.15	Medium	3.3	Medium	3.22	Medium
Metacognitive	3.62	High	3.41	Medium	3.51	High
All Strategies	3.18	Medium	3.21	Medium	3.19	Medium

Table 18 indicates that the most used strategies by 2nd year EFL learners are metacognitive strategies (Mean = 3.51), then the cognitive strategies (Mean = 3.22), while the least used ones are the social strategies. The overall students' use of vocabulary learning strategies is at a medium level with a mean score of 3.19. On the one hand, Good VKSs use the metacognitive strategies as the most used ones (Mean=3.62), followed by the determination strategies (Mean=3.18), then the cognitive strategies (Mean=3.15), and the memory strategies (Mean=3.04). Finally, the least used strategies by this category are the social strategies (Mean=2.91). On the other hand, Poor VKSs also prefer to employ the metacognitive strategies as the most utilized strategies (Mean=3.41) while they are followed by the cognitive strategies, the memory strategies, the social strategies, and the least used strategies which are the determination strategies. They are ordered according to their means (3.3>3.18>3.1>3.08). Nevertheless, Table 18 displays that the mean of all strategies used by Poor VKSs is higher than that of Good VKSs (3.21>3.18). These results implies that Poor VKSs use many strategies more than Good VKSs.

Figure 4 presents the means scores of Good VKSs and Poor VKSs to shed light the differences of the strategies use between them.

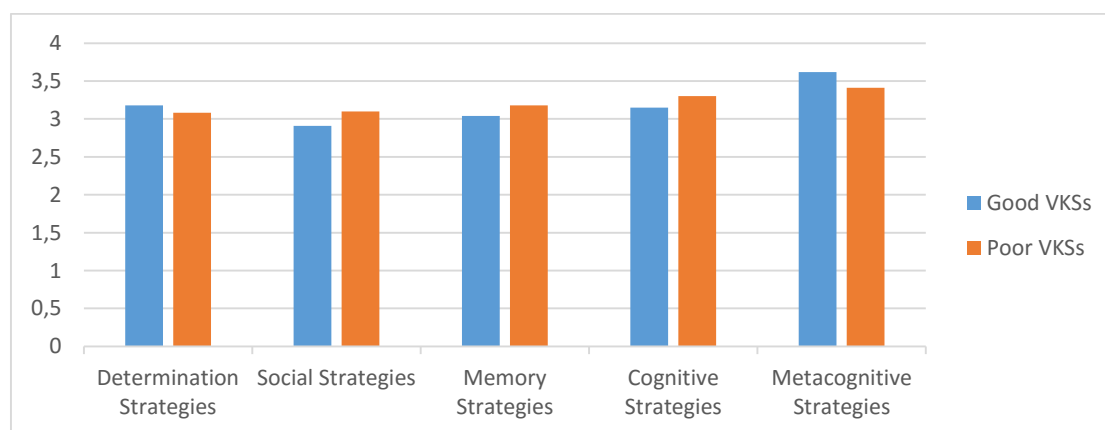


Figure 4. The Mean Scores of the Strategies Use by the Two Categories

As it is displayed in Figure 4, the metacognitive strategies are the most used strategies by both Good and Poor VKSs. Although, they differ on the least used strategies

that are the social strategies for the Good VKSs and the determination strategies for the Poor VKSs as well as Good and Poor VKSs differ on the order of the strategies 'use. This figure also shows that the Poor VKSs use cognitive, memory, and social strategies more than Good VKSs; however, they use metacognitive and determination strategies less than Good VKSs. Even though the Good and Poor VKSs' mean scores of the strategies use are approximate to each other, they show the slight differences in using the several vocabulary learning strategies.

A comparison between the most frequently used strategies by the Good VKSs and Poor VKSs is summarized in Table 19.

Table 19.

Comparison between the Most Frequently Used Strategies

Good VKSs			Poor VKSs		
Strategy	Type	Mean	Strategy	Type	Mean
47. I try to use newly learned words in imaginary situations in my mind.	Meta-cognitive	4.7	37. I use English-language media (songs, movies, newscasts, etc.).	Meta-cognitive	4.5
45. I try to use newly learned words as much as possible in speech and writing.	Meta-cognitive	4.5	5. I guess meaning of the word from textual context.	Determination	4
37. I use English-language media (songs, movies, newscasts, etc.).	Meta-cognitive	4.4	47. I try to use newly learned words in imaginary situations in my mind.	Meta-cognitive	3.91
5. I guess meaning of the word from textual context.	Determination	4.1	46. I try to use newly learned words in real situations.	Meta-cognitive	3.71
46. I try to use newly learned words in real situations.	Meta-cognitive	4	27. I say new word aloud when studying.	Memory	3.7

As displayed in Table 19, there is a variation on the most frequently used strategies by Good VKSs and Poor VKSs. On the one hand, Good VKSs consider four metacognitive strategies and one determination strategy as the most frequently used strategies. Hence, the most frequently used strategy by Good VKSs is a metacognitive strategy number 47 (*I try to use newly learned words in imaginary situations in my mind*) with its mean "4.7". It is followed by another metacognitive strategy number 45 (*I try to use newly learned words as much as possible in speech and writing*) which has "4.5" as a mean. Then, the metacognitive strategy number 37 (*I use English- language media*); its mean is "4.4". After that, the determination strategy number 5 (*I guess meaning of the word from textual context*); "the mean = 4.1". Finally, the metacognitive strategy number 46 (*I try to use newly learned words in real situations*); "the mean= 4". On the other hand, the Poor VKSs utilized more frequently three metacognitive strategies and one determination strategy as well as one memory strategy. As a result, from the comparison above, the metacognitive strategy number 37 (*I use English- language media*) is the most frequently used strategy among Poor VKSs with a mean of "4.5". This is followed by a determination strategy number 5 which involves *guessing the meaning of a word from textual context* (mean=4). Metacognitive strategy number 47, which involves *using newly learned words in imaginary situations in my mind* (mean=3.91). Then, the metacognitive strategy number 46, which involves *using newly learned words in real situations*, has a mean of "3.71". Finally, the memory strategy number 27 (*I say new word aloud when studying*) with its mean "3.7".

Table 20 outlines a comparison between the least frequently used strategies by the Good VKSs and Poor VKSs.

Table 20.*Comparison between the Least Frequently Used Strategies*

Good VKSs			Poor VKSs		
Strategy	Type	Mean	Strategy	Type	Mean
12. I study and practice meaning of words in a group	Social	1.8	2. I analyse their affixes and roots.	Determination	2.2
20. I use semantic maps.	Memory	1.8	20. I use semantic maps.	Memory	2.59
24. I group words together to study them.	Memory	2	40. I develop a schedule to review the words at various intervals.	Metacognitive	2.62
40. I develop a schedule to review the words at various intervals.	Metacognitive	2	3. I check for French cognates of the new word.	Determination	2.63
30. I create a grid to match the meaning or collocation differences of similar words.	Memory	2.4	7. I use a bilingual dictionary (English/French) to know its meaning.	Determination	2.69

Table 20 exhibits that the least frequently used strategies by Good VKSs and Poor VKSs are distinct. Good VKSs tended to use the social strategy number 12 (*I study and practice meaning of words in a group*) along with the memory strategy number 20 (*I use semantic maps*) less frequently with the same mean of "1.8". Subsequently, they utilized the memory strategy number 24 (*I group words together to study them*) and the metacognitive strategy number 40 (*I practice by doing vocabulary exercises*) that have the same mean = 2. At last, they used the memory strategy number 30 which involves *creating a grid to match the meaning or collocation differences of similar words* (mean=2.4).

Conversely, the least frequently used strategy by Poor VKSs is the determination strategy number 2 that involves *analysing their affixes and roots*. This is pursued by the memory strategy number 20 that involves *using semantic maps*. Additionally, Good VKSs also less frequently used metacognitive strategy number 40, which involves *developing a schedule to review the words at various intervals*. It is subsequent with the determination strategy number 3 (*I check for French cognates of the new word*). Lastly, Poor VKSs used the determination strategy number 7 (*I use a bilingual dictionary (English/French) to know its meaning*). These least frequently used strategies are ordered according to their means as follows: $2.2 < 2.59 < 2.6 < 2.63 < 2.69$

2.5. Discussion of the Results

In the present research, an investigation of EFL university students' vocabulary knowledge, their use of Vocabulary learning strategies and the differences in the use of these strategies among students with good and those with poor vocabulary knowledge. The analysis of the students' performance in the vocabulary test, along with the analysis of the student's questionnaire brought out a set of interesting results.

The main findings yielded from the analysis of the students' performance in the test provided the answer to the first research question: Is the vocabulary knowledge of second year EFL students at Mohamed Seddik Ben Yahia University sufficient? This study revealed that most of the participating students have a low and an insufficient vocabulary knowledge because 35 out of 45 students have scored under the average (16). The total number of incorrect words that exceeds the total number of correct words and the participants' final scores in the test clearly revealed that only a few participants (10) succeeded in producing correct words. Accordingly, the sample was divided into two categories according to the participants' performance: Good VKSs and Poor VKSs. The analysis of the answers showed that number of correct words, their means, and the standard deviations decrease with the

increase in the difficulty of the levels for both categories except for Poor VKSs which their correct words slightly increased in the university word level; however, the standard deviations of Good VKSs which are varied are not correlated with the increase in the difficulty of the levels. These alarming results provide a clear evidence that second year EFL students at Mohammed Saddik ben Yahia University have insufficient vocabulary knowledge. Nevertheless, the analysis of the students' performance in the vocabulary test and the first section of the VLS Questionnaire indicated that most of the learners were not aware that their vocabulary knowledge was very limited as they evaluated their vocabulary level as acceptable or good despite of the fact that most of them considered vocabulary learning important and over a half believed learning English vocabulary was difficult.

Moreover, the results obtained from the second section focusing on the vocabulary learning strategies provide an answer to the second research question which is "What are the most frequent vocabulary learning strategies employed by second year EFL students?". The findings revealed that second year English majors at the university of Jijel use the overall strategies and also each category at a medium level except for the metacognitive strategies, which are characterized by a high level of use. Additionally, while some of the strategies belong to the high level of use (*I guess meaning of the word from textual context*) and some others to the low level (*I use semantic maps*), the majority fell into the medium level of use. In particular, the analysis at the level of individual strategy use showed that the most frequently used strategies are guessing meaning of the word from textual context, using English-language media (songs, movies, newscasts, etc.), trying to use newly learned words in imaginary situations in the mind and saying new word aloud when studying.

Regarding the third research question, Is there any significant relationship between the use of vocabulary learning strategies and the vocabulary knowledge of second year EFL students?, the findings of the comparison between the two categories of students revealed

there is no or a weak relationship. The two categories of the students use different sub strategies of the vocabulary learning strategies. For example, in the social strategies Good VKSs ask the teachers for synonym, a paraphrase, and L1 translation of new word while Poor VKSs ask their classmates . This may be the reason for that Poor VKSs could not get the right meaning of words from their classmates. Likewise, the Good VKSs imagine the words meaning in the memory strategies however the Poor VKSs say words aloud when studying .These are the most used strategies for both categories. Besides, in the cognitive strategies, doing a verbal position is the most used strategy according to Good VKSs and it is about taking notes of the newly learned words in class for Poor VKSs. Nevertheless, the Good and Poor VKSs share the same most frequently used metacognitive and determination strategies. In Particular, they use mostly guessing the meaning of the words from textual context as a determination strategy to learn new words. For metacognitive strategies, both categories of students use more frequently English- language media (songs, movies, newscasts, etc.), the newly learned words in imaginary situations in mind as well as using these words in real situations. Eventually, it is highlighted that the metacognitive strategies as the most used strategies by both categories; however, it is followed by the determination strategies for Good VKSs and by cognitive strategies for Poor VKSs. while the least frequently used one is the social category.

Additionally, the study showed that the Poor VKSs use a lot of VLSs more than Good VKSs do, while the majority of VLSs are at a medium level of use and only a few VLSs are used more frequently by Good VKSs than the Poor VKSs. Accordingly, it is fair to conclude that the use of VLSs does not have a relationship with the vocabulary knowledge of the EFL learners.

2.6. Limitations of the Study

Throughout the course of this research project, several constraints emerged that impeded the successful completion of the study. Specifically, the following limitations deserve attention:

- Because of time limitations, the researcher primarily utilized quantitative data collection methods. Consequently, employing an additional qualitative research instrument, such as interviews, would likely provide further insights into the utilization of vocabulary learning strategies.
- The calculations of results in the present study were manually done by the use of statistical rules. This may affect the analysis of data.
- Due to the limited sample size (only 45 students due to time constraints), the findings from this study may not accurately represent the entire population under the study.
- The accuracy of the learners' responses to the vocabulary test may not truly reflect their tendencies. As a result, the test results are reliant on the learners' honesty and their capacity to evaluate their own vocabulary knowledge capacities.

2.7. Suggestions and Recommendations for Future Research

Based on the discussion of the findings of both the vocabulary test and the vocabulary learning strategies' questionnaire, some pedagogical recommendations are suggested:

- Teachers should encourage their students to speak in English and enhance their self-confidence in order to enrich their vocabulary knowledge. Also the VLSs need to be taught by the teachers, and in order to do so, teachers have to improve their knowledge of the different vocabulary learning strategies and their sub strategies.
- In order to obtain accurate results that serve to explore the relationship between EFL learners use of vocabulary learning strategies and their vocabulary knowledge, it is suggested for future researchers to use the Statistical Package of Social Sciences (SPSS).

- Students should prioritize their English vocabulary learning and employ a diverse range of strategies. Additionally, learners are encouraged to enhance their vocabulary breadth by memorizing words within meaningful contexts and real-life situations.

- Future researchers are encouraged to explore the impact of vocabulary learning strategies on vocabulary knowledge. Furthermore, this case study offers readers, particularly teachers, an overview of different vocabulary learning strategies utilized in the acquisition of new vocabulary for foreign language learners. However, it is important for teachers to assess the applicability of these findings to their own unique circumstances and requirements.

- The results of this research can serve as a valuable reference for future researchers seeking to explore the correlation and the relationship between the utilization of vocabulary learning strategies and vocabulary knowledge.

Conclusion

The second chapter discussed the field work of this study in which a representation of the research methodology , sampling and population and research instruments are described. Moreover, it focuses on the analysis and interpretation of the results . It ends with a discussion of these findings, limitations of the study and suggestions for further research.

General conclusion

The current study aimed at exploring the relationship between of EFL learners' use of vocabulary learning strategies. Accordingly, it tackled three main research questions: the first one is asked if the vocabulary knowledge of second year EFL students at Mohamed Seddik Ben Yahia University sufficient. The second one is about the most frequent vocabulary learning strategies employed by second year EFL students. And the third one is questioning if there any significant relationship between the use of vocabulary learning strategies and the vocabulary knowledge of second year EFL students.

This dissertation is composed of two main chapters. The first one, covering the theoretical part, was divided into two sections: one provides an overview of vocabulary knowledge and the other is devoted to a detailed discussion of vocabulary learning strategies. The second chapter was devoted to the practical part. It represents the field of investigation that is based on the administration of a vocabulary test and a students' questionnaire.

The findings of the study showed that most second year EFL learners at the department of English, University Mohammed Seddik Ben Yahia have an insufficient vocabulary knowledge based on their performance in the vocabulary test. Additionally, they revealed that the average mean score of the participants use of the overall vocabulary learning strategies fell into the medium level of use and that the metacognitive strategies , followed by the cognitive ones , are the most frequently used strategies by both those who have good vocabulary knowledge and those who have poor knowledge. while the least frequently used one is the social category. Concerning the relationship , it is concluded from the comparison of the findings of both groups of students that that the use of VLSs does not have a relationship with the vocabulary knowledge of the EFL learners. Yet, relying on few effective strategies together with personal efforts helps students more to develop and improve their vocabulary knowledge.

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Appendices

Appendix I: Vocabulary Test

Dear 2nd year EFL students, we would sincerely appreciate your contribution to this research by answering the following test and questionnaire for the sake of collecting data that is necessary to explore the students' vocabulary knowledge and their vocabulary learning strategies. Your identity would remain confidential and your results will be used for research purposes only.

Complete the sentences with the right word.

For examples: He was riding a bic..... (He was riding a **bicycle**).

1. I'm glad we had this opp..... to talk.
2. Every working person must pay income t.....
3. The pirates buried the trea..... on a desert island.
4. Her beauty and cha..... had a powerful effect on men.
5. Laof rain led to a shortage of water in the city.
6. He takes cr..... and sugar in his coffee.
7. The differences were so sl..... that they went unnoticed.
8. The dress you're wearing is lov.....
9. He has a successful ca.....r as a lawyer.
10. The thieves threw ac..... in his face and made him blind.
11. To improve the country's economy, the government decided on economic ref.....
12. The government tried to protect the country's industry by reducing the imp..... of cheap goods.
13. The children's pranks were funny at first, but finally got on the parents' ner.....
14. The lawyer gave some wise coun..... to his client.
15. Sudden noises at night sca..... me a lot.
16. She has been changing partners often because she cannot have a sta..... relationship with one person.

17. Soldiers usually swear an oath..... of loyalty to their country.
18. The voter placed the ballot..... in the box.
19. The small hill was really a burial mound.....
20. We decided to celebrate New Year's Eve..... together.
21. This is a complex problem which is difficult to comprehend.....
22. The boss got angry with the secretary and it took a lot of tact to soothe..... him.
23. We do not have adequate..... information to make a decision.
24. She is not a child, but a mature..... woman. She can make her own decisions.
25. Spending many years together deepened their intimacy..... .
26. He usually read the sports section..... of the newspaper first.
27. Because of the doctors' strike the clinic..... is closed today.
28. The suspect had both opportunity and motive..... to commit the murder.
29. They inspected..... all products before sending them out to stores.
30. A considerable amount of evidence was accumulated..... during the investigation.
31. He finally attained..... a position of power in the company.
32. The story tells us about a crime and subsequent..... punishment.

Appendix II:

A Vocabulary Learning Strategies' Questionnaire

This questionnaire is administrated to find out how YOU learn foreign language vocabulary. Please answer how you really learn and not how you think you should learn or how somebody else learns. Please be honest and choose answers that you consider more appropriate. Thank you in advance for your time, cooperation and participation.

Section One: General Information

1. How important is vocabulary learning to you ?

Very important Important somewhat important not important at all

2. How do you find learning English vocabulary?

Very difficult Difficult Fairly easy very easy

3. How would you evaluate your vocabulary knowledge in English?

Excellent good acceptable poor very poor

Section Two: Vocabulary Learning Strategies

Read the statements stated below and circle the **ONE** response which indicates how often you use each strategy for the purpose of learning new English language words according to the following scale: **1-Never 2-Rarely 3-Sometimes 4-Often 5-Always**

<u>What do you do to learn the meaning of new words?</u>	N	R	S	O	A
1. I analyse the part of speech of the unknown words.	1	2	3	4	5
2. I analyse their affixes and roots.	1	2	3	4	5
3. I check for French cognates of the new word. (Words in different languages which come from the same "parent" word and may have a similar meaning and form. e.g., <i>dictionary – dictionnaire</i>).	1	2	3	4	5
4. I analyse any available pictures or gestures.	1	2	3	4	5
5. I guess meaning of the word from textual context.	1	2	3	4	5
6. I use a bilingual dictionary (English/Arabic) to know its meaning.	1	2	3	4	5
7. I use a bilingual dictionary (English/French) to know its meaning.	1	2	3	4	5
8. I use an English dictionary (monolingual dictionary).	1	2	3	4	5
9. I ask my teacher for a synonym, a paraphrase or an L1 translation of new word.	1	2	3	4	5
10. I ask my teacher for a sentence including the new word.	1	2	3	4	5
11. I ask my classmates for the meaning.	1	2	3	4	5
<u>What do you do to study and remember new words?</u>	N	R	S	O	A
12. I study and practice meaning of words in a group.	1	2	3	4	5
13. I discover new meaning through group work activity.	1	2	3	4	5
14. I interact with native speakers to learn new words.	1	2	3	4	5

15. I connect new words to a previous personal experience.	1	2	3	4	5
16. I study the word with a pictorial representation of its meaning.	1	2	3	4	5
17. I imagine the word's meaning.	1	2	3	4	5
18. I associate the word with its coordinates (e.g., fruit = pears, cherries, peaches...)	1	2	3	4	5
19. I connect the words to its synonyms and antonyms	1	2	3	4	5
20. I use semantic maps (i.e., diagrams that show the words and phrases which are connected to each other).	1	2	3	4	5
21. I use the new word in a sentence.	1	2	3	4	5
22. I put an image of word form and word's meaning in my mind	1	2	3	4	5
23. I use keyword method [i.e., to think of a L1 word (the keyword) which sounds like the beginning or all of the unknown word. Then, you create a visual image that combined the meaning of the unknown word and the meaning of the keyword.]	1	2	3	4	5
24. I group words together to study them.	1	2	3	4	5
25. I study the spelling of a word.	1	2	3	4	5
26. I study the sounds of the word.	1	2	3	4	5
27. I say new word aloud when studying.	1	2	3	4	5
28. I use physical actions when learning a word.	1	2	3	4	5
29. I group words together within a storyline.	1	2	3	4	5
30. I create a grid to match the meaning or collocation (e.g., take an exam, take a break, take a bus etc.) differences of similar words.	1	2	3	4	5
31. I learn the new words in an idiom together at the same time.	1	2	3	4	5
32. I do verbal repetition (or I keep saying the words orally several times).	1	2	3	4	5
33. I do written repetition (I keep writing the words many times.)	1	2	3	4	5
34. I take notes of the newly learned words in class.	1	2	3	4	5
35. I put English labels on physical objects.	1	2	3	4	5
36. I keep a vocabulary notebook.	1	2	3	4	5
37. I use English-language media (songs, movies, newscasts, etc.).	1	2	3	4	5
38. I use spaced word practice (expanding rehearsal).	1	2	3	4	5
39. I test myself with word tests (written in books or online versions).	1	2	3	4	5
40. I develop a schedule to review the words at various intervals.	1	2	3	4	5
41. I practice by doing vocabulary exercises.	1	2	3	4	5
42. I play vocabulary games.	1	2	3	4	5
43. I continue to study the word over time.	1	2	3	4	5
44. I make up my own sentences using the words I just learned	1	2	3	4	5
45. I try to use newly learned words as much as possible in speech and writing.	1	2	3	4	5
46. I try to use newly learned words in real situations (in chatting for e.g.).	1	2	3	4	5
47. I try to use newly learned words in imaginary situations in my mind.	1	2	3	4	5

Thank you for completing this survey and submitting your invaluable responses.

They are gratefully accepted.

Appendix III: Students Total Scores and Scores per Level in the Vocabulary Test

Student	2000 Word Level	3000 Word Level	5000 Word Level	University Word List	Score
A	7	7	4	8	26
B	8	6	5	6	25
C	4	2	2	1	9
D	6	5	1	3	15
E	5	2	0	1	8
F	5	2	3	3	13
G	4	3	1	1	9
H	3	3	3	2	11
I	6	4	3	0	13
J	3	3	3	6	15
K	4	3	4	2	13
L	3	4	2	2	11
M	7	2	2	1	12
N	7	2	2	3	14
O	7	2	2	3	14
P	8	3	5	2	18
Q	6	2	3	3	14
R	6	3	2	2	13
S	6	2	0	2	10
T	7	6	4	5	22
U	6	6	3	5	20
V	4	6	2	3	15
W	4	6	1	3	14
X	4	2	4	4	14
Y	5	4	5	4	18
Z	3	2	3	4	12
A'	5	4	2	1	12
B'	5	4	0	2	11
C'	4	4	3	4	15
D'	8	5	3	3	19
E'	3	3	1	2	9
F'	4	8	6	3	21
G'	3	3	0	2	8
H'	4	2	1	3	10
I'	5	3	1	0	9
J'	4	5	4	2	15
K'	6	6	5	3	20
L'	4	3	2	2	11
M'	7	3	5	3	18
N'	5	6	4	0	15
O'	4	4	2	1	11
P'	2	3	3	3	11
Q'	3	5	1	3	12
R'	4	4	2	1	11
S'	3	3	3	2	11

Appendix VI

The frequencies of the students' answers per strategies in the questionnaire

Determination Strategies								
Statement	Category	Frequency						Total
		N	R	S	O	A	No Answer	
1	Good VKSs	0	3	1	2	4	0	10
	Poor VKSs	1	8	12	2	12	0	35
2	Good VKSs	1	2	5	1	1	0	10
	Poor VKSs	7	16	10	1	1	0	35
3	Good VKSs	1	1	1	4	2	1	10
	Poor VKSs	4	11	13	3	2	2	35
4	Good VKSs	1	1	2	4	1	1	10
	Poor VKSs	7	6	9	5	6	2	35
5	Good VKSs	0	0	3	3	4	0	10
	Poor VKSs	3	1	6	6	17	2	35
6	Good VKSs	2	3	1	0	3	1	10
	Poor VKSs	3	4	6	10	11	1	35
7	Good VKSs	5	3	1	0	0	1	10
	Poor VKSs	9	6	9	4	5	2	35
8	Good VKSs	0	2	3	3	2	0	10
	Poor VKSs	7	7	4	7	9	1	35

Social Strategies								
Statement	Category	Frequency						Total
		N	R	S	O	A	No Answer	
9	Good VKSs	0	2	2	3	3	0	10
	Poor VKSs	3	8	12	9	3	0	35
10	Good VKSs	1	4	0	3	2	0	10
	Poor VKSs	4	9	7	9	6	0	35
11	Good VKSs	1	1	4	1	3	0	10
	Poor VKSs	1	6	14	8	6	0	35
12	Good VKSs	4	4	2	0	0	0	10
	Poor VKSs	1	6	14	8	6	0	35
13	Good VKSs	1	3	3	3	0	0	10
	Poor VKSs	2	9	13	9	2	0	35
14	Good VKSs	1	6	0	1	2	0	10
	Poor VKSs	7	10	4	8	5	1	35

Memory Strategies								
Statement	Category	Frequency						Total
		N	R	S	O	A	No Answer	
15	Good VKSs	1	1	4	2	2	0	10
	Poor VKSs	4	5	9	7	8	2	35
16	Good VKSs	1	4	3	2	0	0	10
	Poor VKSs	3	7	14	7	3	1	35
17	Good VKSs	0	1	3	2	4	0	10
	Poor VKSs	2	3	10	9	9	2	35

18	Good VKSs	1	2	3	2	1	1	10
	Poor VKSs	4	9	13	3	5	1	35
19	Good VKSs	1	1	1	2	4	1	10
	Poor VKSs	3	11	7	8	5	1	35
20	Good VKSs	5	2	3	0	0	0	10
	Poor VKSs	8	11	3	6	4	3	35
21	Good VKSs	0	1	4	3	2	0	10
	Poor VKSs	2	3	9	10	8	3	35
22	Good VKSs	1	0	4	3	2	0	10
	Poor VKSs	2	5	8	11	9	0	35
23	Good VKSs	1	2	2	3	0	2	10
	Poor VKSs	4	11	9	8	3	0	35
24	Good VKSs	3	4	3	0	0	0	10
	Poor VKSs	2	14	8	5	6	0	35
25	Good VKSs	1	3	2	3	1	0	10
	Poor VKSs	1	7	5	9	11	2	35
26	Good VKSs	1	2	3	1	1	2	10
	Poor VKSs	2	7	11	9	3	3	35
27	Good VKSs	1	2	3	0	4	0	10
	Poor VKSs	4	3	5	9	13	1	35
28	Good VKSs	0	1	5	3	1	0	10
	Poor VKSs	7	3	4	8	12	1	35
29	Good VKSs	0	4	2	3	1	0	10
	Poor VKSs	6	7	6	7	6	3	35

30	Good VKSs	4	1	3	1	1	0	10
	Poor VKSs	6	4	10	8	5	2	35
31	Good VKSs	0	3	3	3	1	0	10
	Poor VKSs	7	6	9	8	3	2	35

Cognitive Strategies

Statement	Category	frequency						Total
		N	R	S	O	A	No answer	
32	Good VKSs	0	0	2	6	1	1	10
	Poor VKSs	4	3	8	6	10	4	35
33	Good VKSs	3	2	2	0	3	0	10
	Poor VKSs	3	3	16	3	9	1	35
34	Good VKSs	1	1	4	2	2	0	10
	Poor VKSs	2	4	7	9	11	2	35
35	Good VKSs	2	4	3	0	1	0	10
	Poor VKSs	7	9	7	4	5	3	35
36	Good VKSs	3	1	0	1	5	0	10
	Poor VKSs	5	5	7	9	8	1	35

Metacognitive Strategies

Statement	Category	Frequency						Total
		N	R	S	O	A	No answer	
37	Good VKSs	0	0	2	2	6	0	10
	Poor VKSs	0	2	2	6	22	3	35
38	Good VKSs	0	2	2	4	1	1	10
	Poor VKSs	5	5	11	5	3	6	35
39	Good VKSs	0	3	3	2	2	0	10
	Poor VKSs	2	10	6	8	7	2	35

40	Good VKSs	5	1	1	2	0	1	10
	Poor VKSs	7	9	7	4	5	3	35
41	Good VKSs	0	5	2	2	1	0	10
	Poor VKSs	3	2	14	7	5	4	35
42	Good VKSs	0	4	1	2	3	0	10
	Poor VKSs	4	9	7	5	9	1	35
43	Good VKSs	0	1	5	3	1	0	10
	Poor VKSs	4	3	10	7	9	2	35
44	Good VKSs	0	0	5	2	3	0	10
	Poor VKSs	5	8	7	3	11	1	35
45	Good VKSs	0	0	1	3	6	0	10
	Poor VKSs	2	4	7	11	10	1	35
46	Good VKSs	0	1	2	3	4	0	10
	Poor VKSs	1	7	6	8	13	0	35
47	Good VKSs	0	0	1	1	8	0	10
	Poor VKSs	2	3	8	5	17	0	35

Appendix V: The original version of the test

One of two equivalent versions of the A LEVELS TEST OF PRODUCTIVE
VOCABULARY: Parallel Version 1 (Version C)

Complete the underlined words. The example has been done for you.

He was riding a bicycle.

The 2000-word level

1. I'm glad we had this opp to talk.
2. There are a doz ...eggs in the basket.
3. Every working person must pay income t
4. The pirates buried theon a desert island.
5. Her beauty and cha..... had a powerful effect on men.
6. Laof rain led to a shortage of water in the city.
7. He takes crand sugar in his coffee.
8. The rich man died and left all his we.... to his son.
9. Pup..... must hand in their papers by the end of the week.
10. This sweater is too tight. It needs to be stret..... .
11. Ann intro..... her boyfriend to her mother.
12. Teenagers often adm..... and worship pop singers.
13. If you blow up that balloon any more it will bur.... .
14. In order to be accepted into the university, he had to imprhis grades.
15. The telegram was deli..... two hours after it had been sent.
16. The differences were so sl..... that they went unnoticed.
17. The dress you're wearing is lov..... .
18. He wasn't very popu..... when he was a teenager, but he has many friends now.

The 3000-word level

1. He has a successful car..... as a lawyer.
2. The thieves threw ac..... in his face and made him blind.
3. To improve the country's economy, the government decided on economic ref
4. She wore a beautiful green go..... to the ball.
5. The government tried to protect the country's industry by reducing the imp..... of cheap goods.

6. The children's games were funny at first, but finally got on the parents' nerves
7. The lawyer gave some wise counsel..... to his client.
8. Many people in England mow the lawns..... of their houses on Sunday morning.
9. The farmer sells the eggs that his hen..... lays.
10. Sudden noises at night scaredme a lot.
11. France was proclaimed..... a republic in the 18th century.
12. Many people are injured..... in road accidents every year.
13. Suddenly he was thrown..... into the dark room.
14. He perceiveda light at the end of the tunnel.
15. Children are not independent. They are attached..... to their parents.
16. She showed off her slender..... figure in a long narrow dress.
17. She has been changing partners often because she cannot have a stable..... relationship with one person.
18. You must wear a bathing suit on a public beach. You're not allowed to be nude..... .

The 5000-word level

1. Soldiers usually swear an oathof loyalty to their country.
2. The voter placed the ballot..... in the box.
3. They keep their valuables in a vault..... at the bank.
4. A bird perched at the window ledge..... .
5. The kitten is playing with a ball of yarn
6. The thieves have forced an entrance..... into the building.
7. The small hill was really a burial mound..... .
8. We decided to celebrate New Year's Eve..... together.
9. The soldier was asked to choose between infantry and cavalry..... .
10. This is a complex problem which is difficult to comprehend
11. The angry crowd showed..... the prisoner as he was leaving the court.
12. Don't pay attention to this rude remark. Just ignore..... it.
13. The management held a secret meeting. The issues discussed were not disclosed..... to the workers.
14. We could hear the sergeant belting..... commands to the troops.
15. The boss got angry with the secretary and it took a lot of tact to soothe..... him.
16. We do not have adequate..... information to make a decision.
17. She is not a child, but a mature..... woman. She can make her own decisions.
18. The prisoner was put in solitary..... confinement.

The University Word List level

1. There has been a recent tr..... among prosperous families towards a smaller number of children.
2. The ar..... of his office is 25 square meters.
3. Phil..... examines the meaning of life.
4. According to the communist doc..... , workers should rule the world.
5. Spending many years together deepened their inti..... .
6. He usually read the sport sec..... of the newspaper first.
7. Because of the doctors' strike the cliis closed today.
8. There are several misprints on each page of this te.... .
9. The suspect had both opportunity and mot..... to commit the murder.
10. They insp..... all products before sending them out to stores.
11. A considerable amount of evidence was accum..... during the investigation.
12. The victim's shirt was satu..... with blood.
13. He is irresponsible. You cannot re..... on him for help.
14. It's impossible to eva these results without knowing about the research methods that were used.
15. He finally att..... a position of power in the company.
16. The story tells us about a crime and subs..... punishment.
17. In a hom..... class all students are of a similar proficiency.
18. The urge to survive is inh..... in all creatures.

The 10 000-word level

1. The baby is wet. Her dia..... needs changing.
2. The prisoner was released on par
3. Second year University students in the US are called soph
4. Her favorite flowers were or..... .
5. The insect causes damage to plants by its toxic sec
6. The evac..... of the building saved many lives.
7. For many people, wealth is a prospect of unimaginable felic..... .
8. She found herself in a pred..... without any hope for a solution.
9. The deac..... helped with the care of the poor of the parish.
10. The hurricane whi..... along the coast.
11. Some coal was still smol..... among the ashes.
12. The dead bodies were mutibeyond recognition.

13. She was sitting on a balcony and bas..... in the sun.
14. For years waves of invaders pill..... towns along the coast.
15. The rescue attempt could not proceed quickly. It was imp..... by bad weather.
16. I wouldn't hire him. He is unmotivated and
17. Computers have made typewriters old-fashioned and obs..... .
18. Watch out for his wil..... tricks.

Appendix IV: Schmitt's Taxonomy (1997) (As Cited in Schmitt, 2000, p.134)

<i>Strategy group</i>	<i>Strategy</i>
<i>Strategies for the discovery of a new word's meaning</i>	
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 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 L1 translation of new word
SOC	Ask classmates for meaning
<i>Strategies for consolidating a word once it has been encountered</i>	
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
MET	Continue to study word over time

Résumé

Le vocabulaire est le composant principal de la langue ; une communication réussie ne peut avoir lieu sans une connaissance suffisante du vocabulaire. La présente étude vise à explorer la relation entre la connaissance du vocabulaire des étudiants universitaires spécialisés en anglais et leur utilisation des stratégies d'apprentissage du vocabulaire. Plus précisément, elle vise à étudier la connaissance du vocabulaire des étudiants ainsi que leur utilisation des stratégies d'apprentissage du vocabulaire. De plus, elle vise à identifier les différences significatives dans l'utilisation des stratégies d'apprentissage du vocabulaire entre deux catégories d'étudiants : ceux qui ont une connaissance suffisante et ceux qui ont une connaissance insuffisante du vocabulaire. Afin d'atteindre ces objectifs et de collecter les données nécessaires, un test de vocabulaire adapté (Laufer et Nation, 1999) et un questionnaire adapté sur les stratégies d'apprentissage du vocabulaire (Schmitt, 2000) ont été utilisés et administrés à 45 étudiants sur 240 étudiants de deuxième année au département d'anglais de l'université Mohamed Seddik Ben Yahia, à Jijel. En suivant une approche quantitative pour la collecte et l'analyse des données, les résultats obtenus ont été calculés manuellement en fonction des règles statistiques. Les résultats de l'étude révèlent que la plupart des étudiants de deuxième année en EFL ont une connaissance médiocre du vocabulaire, en particulier au niveau des mots de 3000, 5000 et du niveau universitaire. Plus important encore, les résultats révèlent un niveau moyen d'utilisation des stratégies d'apprentissage du vocabulaire, que la catégorie de stratégies d'apprentissage du vocabulaire la plus fréquemment utilisée est la métacognitive, suivie de la cognitive, tandis que la moins fréquemment utilisée est la catégorie sociale. Et que, de manière surprenante, les étudiants ayant une connaissance médiocre du vocabulaire emploient plus de stratégies que les bons étudiants. Ainsi, l'étude confirme qu'il n'y a pas de relation entre l'utilisation des stratégies d'apprentissage du vocabulaire et la connaissance du vocabulaire. Sur la base

des résultats de l'étude, des recommandations pédagogiques pour les enseignants et les étudiants sont suggérées.

Mots clés : connaissance du vocabulaire, vocabulaire, stratégies d'apprentissage du vocabulaire, stratégies métacognitives et cognitives.

ملخص

تعد المفردات المكون الأساسي للغة؛ فلا يمكن إجراء تواصل ناجح دون وجود معرفة كافية بالمفردات. يتمثل الهدف من الدراسة الحالية في استكشاف العلاقة بين معرفة المفردات لطلاب الجامعة الذين يتخصصون في اللغة الإنجليزية واستخدامهم لاستراتيجيات تعلم المفردات. كما انها تهدف على نحو أكثر تحديداً، إلى التحقق من معرفة الطلاب بالمفردات والاستراتيجيات المستخدمة في تعلم هذه المفردات. وعلاوة على ذلك، فإنها تهدف إلى تحديد أي اختلافات مهمة في استخدام استراتيجيات تعلم المفردات بين فئتين من الطلاب: أولئك الذين لديهم معرفة كافية وأولئك الذين لديهم معرفة غير كافية بالمفردات. من أجل تحقيق هذه الأهداف وجمع البيانات اللازمة، تم إجراء اختبار مفردات معدل عن اختبار لوفر و نايشن 1999، بالإضافة إلى استعمال استبيان لاستراتيجيات تعلم المفردات معدل عن استبيان شميت 2000، وتقديمهم إلى 45 طالبًا من أصل 240 طالبًا في السنة الثانية لقسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى، جيجل. وبعد اتباع نهج كمي في جمع البيانات وتحليلها، تم حساب النتائج المحصل عليها يدويًا بناءً على القواعد الإحصائية.

وتكشف نتائج الدراسة أن معظم طلاب السنة الثانية في تعلم اللغة الإنجليزية لديهم معرفة ضعيفة بالمفردات، خاصة على مستوى 3000 كلمة، و5000 كلمة، ومستوى كلمات الجامعة. والأهم من ذلك، فإن النتائج تكشف عن مستوى متوسط في استخدام استراتيجيات تعلم المفردات، وأن أكثر الاستراتيجيات استخدامًا هي الاستراتيجيات المعرفية، تليها الاستراتيجيات ما وراء المعرفية، بينما الاستراتيجيات الاجتماعية هي الأقل استخدامًا. وبشكل مفاجئ، تم اكتشاف أن الطلاب الذين لديهم معرفة ضعيفة بالمفردات يستخدمون استراتيجيات أكثر من الطلاب الذين لديهم معرفة جيدة بالمفردات. وبالتالي، تؤكد الدراسة عدم وجود علاقة بين استخدام استراتيجيات تعلم المفردات ومعرفة المفردات. استنادًا إلى نتائج الدراسة، تم اقتراح بعض التوصيات التربوية للمعلمين والطلاب.

الكلمات المفتاحية: معرفة المفردات، المفردات، استراتيجيات تعلم المفردات، الاستراتيجيات المعرفية وما وراء المعرفية.