

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

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**Keywords: Vocabulary Learning Strategies, Learning  
English as a Foreign Language, Al-Esra'a University  
English Students Department**

الكلمات المفتاحية: استراتيجيات تعلم المفردات ، تعلم اللغة الإنجليزية كلغة أجنبية  
، طلبة قسم اللغة الإنجليزية بكلية الإسراء الجامعة

DOI:10.23813/FA/79/20

FA-201909-79C-211

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### ABSTRACT

Al-Esra'a University English Students Department practice diverse approaches throughout their academic year for vocabulary items learning. However, it is unidentified that which strategy is mostly used than the other. Our present study assists in examining the strategies utilization for the vocabulary learning. This study investigates the subsequent query: "What are the most and the least used vocabulary strategies by the students of the Department of English?" The hypothesis of this study reveals that "The most vocabulary learning strategies used are determination strategies (deciding which vocabulary to learn), and the least vocabulary learning strategies used are social learning strategies (incorporating others in learning vocabulary)". To verify this hypothesis, five parts questionnaire was used which included three questions in each part. This

questionnaire was then applied to Al- Esra'a University College's forty two students from the academic year 2018 - 2019. Data analysis acquired commencing the questionnaire which illustrated the maximum students' response towards the strategy of determination. Thus, most of the student's reaction towards the determination learning strategy than social related strategy verifies the accuracy of this hypothesis. This study has been divided into two parts: a theoretical & a practical part. The theoretical part helps in learning the vocabulary using its categories according to the Schmitt taxonomy (1997). Whereas, the practical part focuses on the usage of Statistical Package for Social Studies (SPSS) for analysis of data. The current study ends at conclusions.

استراتيجيات تعلم المفردات التي تستخدمها طلبة اللغة الإنكليزية في كلية الاسراء  
الجامعة

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كلية الاسراء الجامعية \ قسم اللغة الانكليزية \ بغداد \ العراق

### الملخص

يستخدم الطلاب الذين يدرسون اللغة الإنكليزية كلغة أجنبية استراتيجيات مختلفة لتعلم مفردات جديدة في سياق سنواتهم الأكاديمية. ومع ذلك، فمن غير المعروف أي من هذه الاستراتيجيات يفضل الطلاب استخدامها بكثرة أو بقلّة. تحاول الورقة البحثية المقدمة تقصي استخدام متعلمي اللغة الإنكليزية كلغة أجنبية لاستراتيجيات تعلم المفردات على المستوى الجامعي. حيث قدمت الورقة البحثية السؤال التالي: "ما هي استراتيجيات المفردات الأكثر استخدامًا والأقل استخدامًا من قبل طلاب قسم اللغة الإنكليزية؟" وقد افترضت الورقة أن "أكثر استراتيجيات تعلم المفردات المستخدمة هي استراتيجيات التحديد (تحديد المفردات التي يجب تعلمها)، وأقل استراتيجيات هي تعلم المفردات المستخدمة هي استراتيجيات التعلم الاجتماعي (دمج الآخرين في تعلم المفردات)". من أجل التحقق من صحة الفرضية، تم استخدام استبانة مكونة من (٥) اجزاء لكل منها ٣ أسئلة، و تم تطبيقها على (٤٢) طالب ملتحقين بقسم اللغة الإنكليزية، كلية الإسراء الجامعة، للعام الدراسي ٢٠١٨- ٢٠١٩. وقد أظهرت نتائج تحليل البيانات التي تم الحصول عليها من الاستبانة أن معظم اجابة الطلاب في استراتيجيات التحديد هي "دائمًا" مما يعني أنهم يميلون إلى استخدام هذه الاستراتيجية بكثرة، وأقل اجابة الطلاب يفضلون استخدام الاستراتيجيات الاجتماعية، والتي تثبت الفرضية الصحيحة.

و تنقسم الورقة البحثية إلى قسمين, حيث يقدم الجزء الأول ملاحظة نظرية حول تعلم المفردات أنواعها، كما هو مذكور في تصنيف شميت (١٩٩٧). وأخيراً يختتم الجزء النظري بأهمية المفردات لمتعلمي اللغة الإنجليزية كلغة أجنبية. و يتعلق الجزء الثاني بالتطبيق العملي حيث يتعامل مع تحليل بيانات الاستبانة باستخدام برنامج SPSS ، وتختتم الورقة البحثية بالاستنتاجات ونتائج تحليل البيانات.

## **Introduction**

In few latest years, the vocabulary learning strategies (VLSs) were deliberated by means of a fascinating research topic. Since the vocabulary is considered as a significant language fragment, therefore, the language cannot be understood devoid of the understanding of meaning of words. This concerned the professionals to study various kinds of vocabulary learning strategies. These VLSs are preferred by different investigational groups for their categorization & discovery to acquire a foreign language (Read, 2000) .

This present study inspects the usage of vocabulary learning strategies amongst Department of English language Al- ESra'a University College students by means of enquiring "What is the mostly used vocabulary learning strategy by the students of Department of English, and what is the least used vocabulary learning strategy". It is postulated that "The students of the Department of English tend to use determination vocabulary learning strategies more than other strategies used in vocabulary learning, on the other hand, they tend to use the social strategies less than other strategies used in vocabulary learning". The purpose of this recent paper is to find out mostly used and minimum used vocabulary acquiring strategy by Al-Esra's University College's English Department students. This paper demonstrates its significance as it particularly contributes to Al-Esra'a University College English language department and generally contributes to the Iraqi Universities for VLSs. The study further highlights the usage of vocabulary learning strategies by English language students of Al-Esra'a University. More integration of strategies by these students for new vocabulary learning is indicated.

The current study is divided into two parts. The primary measure is the seeking knowledge of the vocabulary items as well as strategies in a theoretical way. Whereas, the second part is the data analysis and questionnaire application in a practical way. This study is established through recommendations, conclusion and future goals. The scope of the study is limited to the third grade students of academic year 2018-2019 of English Language Department Al-Esra'a University College.

## **2. Vocabulary Learning Strategies: A Hypothetical Note**

### **2.1. Vocabulary Learning**

The identification of the usage of vocabulary learning strategies by the students of foreign language learning is effective. As it teaches different methods to improve outcomes of learning & inspires these to use several strategies. It was indicated by Ahmed (2012:71) such as "Vocabulary learning is an indispensable process for EFL learners to acquire proficiency and competence in target language". Additionally it was clarified "the process of vocabulary learning initiates both learners' acquisition of knowledge and production of knowledge. In addition, it enriches learners' integrated language skills such as listening, speaking, reading and writing" (ibid: 72). The researcher shows the significance of subsequent words like "All languages have words. Language does not emerge first as words....The coining of new words never stops, nor does the acquisition of words" (Scott, 2002: 1). Generally, language students are categorized in two kinds; weak and good pupils. The learners who are conscious of the process of learning as they are fully responsive of the significance of context based and the sequestered words learning. These learners know the semantic association among the old and new L2 items of vocabulary. Such students also prefer other learners for vocabulary information source than that of dictionaries. However, poor learners practice different quantity of strategies then again use them ineffectively (Takac, 2008: 37). Moreover, vocabulary learning can be of two categories intended or incidental.

### **2.1.1. Incidental Vocabulary Learning**

According to the Schmitt (2010:29) the incidental vocabulary learning is "learning which accrues as a by-product of language usage, without the intended purpose of learning a particular linguistic feature". Additionally it explained "any vocabulary learned while reading a novel simply for pleasure, with no stated goal of learning new lexical items is considered as an example of incidental vocabulary learning". In reverence to incidental learning of vocabulary, the method of learning has been expressed contrast to some who adjust learning a singular entity for example, the learner attends to achieve some other goals.

### **2.1.2. Intentional Vocabulary Learning**

Main focus of learning approach is intentional and not incidental and it is generally assumed that with respect to incidental learning intension learning is more fruitful. The overall intentional vocabulary learning foundation was well explained in hypothesis of Schmidt (1990: 191) who explained that the "noticing is the necessary condition for second language acquisition. As applied to lexical development, language learners must consciously notice L2 features in the input and pay deliberate attention to form-meaning connections of vocabulary items to optimize L2 learning." Because of this motive, the limited exposure of language classroom is compensated while commonly teaching a language as well as the resources which are available in the classroom. Nation (2011) proposes some important pointers with respect of application of explicit vocabulary instruction in vocabulary exercise form basically from the perspective of an instructor. There are many such exercises but the researcher has specifically mentioned that the tutors must put effort in guiding their students to utilize the words in the manner of learner. He claimed that "Well directed deliberate vocabulary learning

using word cards is very effective and much more efficient than teaching and vocabulary exercises” (ibid:536).

## **2.2. Vocabulary Learning Strategies (VLSs):**

Deliberated by means of the measure of language learning strategies the vocabulary learning strategies have gained more attention from last seventies and even some efforts have been put to further categorize VLSs. In this regard, the Schmitt 2002 has contributed to classify these in many ways. Schmitt has revealed two chief classes like discovery and consolidation strategies. This particular consolidation strategy comprises of metacognitive, social, quality, cognitive, and memory strategies. Whereas, the discovery strategy is stated as consolidation and social strategies.

As mentioned previously, the study represents the vocabulary learning strategy’s taxonomy on the basis of Schmitt’s vocabulary learning strategy which was extracted from general strategy and its category ‘social strategy’ of Oxford’s (1997) taxonomy. Both these categories cooperate with each other very well. In addition to this, metacognitive strategies are utilized to control procedure of learning, memory strategies comprises the relation of new word with former knowledge of learning while, cognitive strategies involves the transformation or manipulation of language.

### **2.2.1. Discovery Strategies**

Social and Determination strategies contain the discovery strategy. These are helpful for beginners to discover the new sense of the words which they came across initially (Farouk, 2007).

#### **2.2.1.1. Determination Strategies**

The determination strategy is considered to be ideal in accordance with Schmitt (1997) where student learns a new word deprived of the usage of some alternative person’s experience. In determination strategy, a guess is made by the student and thus s/he discovers a fresh word with an accurate

context usage along with an application of word in a sentence. Hence, it can be said that the students have used / understood a new word on their own and without any external help. The knowledge gain of the student is also initiated in determination strategy by using the following four options (i) making a calculated guess about the context, (ii) analyzing the sentence from L1 cognate, (iii) by using materials weather (iv) by taking help from someone else. The users can study & further evaluate the new world's part of speech and it helps them in guessing and discovering the meaning of the word ( Oxford, 2003).

#### **2.2.1.1.1. Using Dictionary**

The alphabetical reference words list in language is termed as a dictionary (Davey and Daveylist: 2008). The words that a proper dictionary holds are desired by the learners or readers. A thesaurus alongside an excellent dictionary is called a reference book which restrains the all the antonyms and synonyms. A research work testified that a learner can resolve their problems through dictionary even if no tutor or peer presents (Garins and Redman, 1986: 78). Every then and now new words are anticipated to constantly add to label new phenomenon or object in English language. Thus, this procedure helps in extending the vocabulary bigger than the previous.

#### **2.2.1.1.2. Guessing from Context**

The sense of an innovative word is ascertained by guesstimating the context and interpreting the sentences around a precise word. Thus, predicting the meaning in regard to that interpretation (Chesla, 2004:27). In the last two decades this method has been highly advocated as it is conversed that learners determine new words more quickly and efficiently by using this technique with respect to other discovery strategies (Oxford, 2003). The learners use their background knowledge and hence identify the clues which are in the form of grammatical structure and by using their linguistic skills

learners can estimate the new word (Farouk, 2007: 4). By taking help of the structure and knowledge, reference matter and context, students can determine new meaning & utilize expertise associated with social strategy for instance inquiring the meaning of the word from someone else (Schmitt,2000)

"The problem for most learners when guessing the meaning of a word in a second language is that they are less confident about their understanding of the context than they would be in their L1" (Oxford, 2003).

### **2.2.1.1.3. Analyzing Word Parts**

There are many words in English language which are derived from other languages such as Gary, Latin, French and these are made new words out of stems and affixes, It is always beneficial to be familiar with common words as they provide useful basis for understanding the connections between related words and does it helps in getting the meaning of the word by making the connections (Nation, 2001: 355). In the process where the students are engaged in word study as well as word analysis, the students tends to break down the sentence into small units called morphemes and each search unit helps considerate the word meaning in context of its usage in a sentence. It is important that the student must have a good understanding of this smaller units as this will assist in considering the word meaning quickly those help them in increasing your vocabulary. This is a very critical skill for the ladder and it is very important for increasing the strength of the vocabulary of the learner when the learners becomes ready to dive into real world where they may need to use words for proper communication (Zorass,2015).

### **2.2.1.1.2. Social Strategies**

Alternative method for discovery of a different meaning is to ask others about unknown words through social strategies usage. The discovery of novel words lead the students to utilize different strategies initially. In addition, the strategies that are preferred for merging the vocabulary knowledge by learners



include cognitive social strategy, memory strategy, metacognitive strategies. For instance, through a cooperative learning assemblage that assist students to exercise a new word meaning is basically an illustration of the social strategy group for amalgamation of the words. It's been stated that this group effort can also be utilized for discovering and practicing the new words (Nation, 1997: 24). Language is the type of a social behavior form of individuals or it describes the communication quality between peoples which helps them (to) exchange the idea in a clear and concise manner. There are many studies which confirms that proper communication which helps in increasing confidence and those increase the self-esteem of individuals and helps them in gaining rapid achievement as well as getting a respect from their schoolmates, teachers as well as become proficient in their subject (Oxford, 1990: 140).

To ask questions such as "What do these words have in common? How are they different?" While reading the list of words, understanding the material can be tested by asking questions and it also helps in putting the information into words and this helps in remembering the information which has been learnt by the student. This process is very helpful for learning and understanding definitions (Chesla, 2004: 11). One of the most favourable way of learning new meanings is by using social study skills such as asking someone who is already familiar with the meaning and the usage of a specific word.

#### **2.2.1.2.1. Asking Teacher**

Various students use this social strategy of inquiring about unknown words' meaning from their teacher. Approximately some students repeatedly ask their teacher than their class fellows because their trust level is more on their tutor than students. After a new word comes along the way of the student then he can take help from their teacher or their schoolmates to get an explanation about word's meaning. The student must make the contents of the word very clear so that the listener can reply back to them in in a clear way (Gairns & Redman, 1986: 77). It is best to take help from a teacher rather than a student as

because they are more adapted to this and they can help the student by giving a proper example as well as providing the definition of the word as well as using the word in a sentence or by combining both the method and make sure that the students is capable to understand the meaning of a specific word. The L1 translations are more beneficial is there faster and hence they are easily understood by the students and it becomes easier to transfer the knowledge of the student on the L1 word by using quality such as associations, collections etc. into the corresponding L2 correspondent.

#### **2.2.1.2.2. Asking Classmate**

This technique is used when a learner ask a help from other learners whom learning the same language in order to progress the skills of a language (Oxford, 1990 : 147). This technique is applicable for an average learning partner in a small group or temporary pair. It has been seen that one of the ill effects of the strategy is that it induces rivalry and competitiveness (ibid). The societal approach keeps learners comfortable and self-assured with their friends as compared to their educators.

#### **2.2.1.2.3. Asking a Native-speaker**

The presenter expresses himself through mother tongue is called as native speaker, i.e., the first language speaker (L1) is a native speaker. This is considered to be a significant social strategy for the foreign language learners especially English learning as foreign language (EFL). The cases where input is one of the primary element in the acquisition of a language this technique can be used (krashen, 1982) and it has been found that it is one of the most efficient method of learning a language by chatting with the native speakers and it does increasing the vocabulary of the language. It is quite difficult to prove this by empirical techniques but there are indirect ways to prove this intuitive assumption.

Consolidation Strategies

This is a stage where the learner comes face to face with new material for strengthening the learning at the conclusion of lesson. Alliance with the revisions can be related as it occurs at a later period and it also works as a learning reminders for the students.

### **2.2.2.1. Memory Strategies**

The strategies of memory have been divided into two main categories which are encoding and rehearsal categories. In this technique the learner memorizes the words and imitates the pronunciation of the word by learning it from another person and hence it is called as a reversal strategy. There are many ingredients of this disease such as imaginary, association, contextual auditory, visual encoding along with word structure and semantic strategy (Farouk, 2007).

#### **2.2.2.1.1. Image Usage**

To Farouk ( ibid) the fresh words are able to be learnt by revising and examining the pictures for meaning of the word rather than reading the definition of it. It has been seen that by pairing L2 word with pictures, the students can efficiently and rapidly presume the meaning of the word. Students can independently create their own version of mental images by using the meaning of the word and this technique is found to be more successful with respect to the process of repetition and reversing the word. This helps in increasing the vocabulary of the student as well.

#### **2.2.2.1.2. Linking Words**

The connection of L1 to the word can be studied by dollar notes. This is done by creating relationship, anatomy and synonymy of the world. In word association paper, it is seen that there are very strong connective bonds in the case of coordinates (Aitchison, 1987). The other varieties of relationships as hyponymy and meronymy can be described by using semantic maps and this helps in learning the word and in increasing the vocabulary of the student (Oxford, 1990).

### **2.2.2.1.3. Using Knowledge of Vocabulary**

It is very common for the student to get embedded in their academic activities due to their lack of knowledge of vocabulary. It is very important to have a very strong vocabulary in order to be proficient in interpreting the comprehension (Read, 2000; Qian, 2002). This says that a sound awareness of vocabulary is very diligently associated to the capacity of reading comprehension of student. It has been suggested by Vermeer (2001) that the vocabulary of a student can be taken as a measurement of the proficiency of the language of a student.

### **2.2.2.2 Cognitive Strategies**

Nearby a close relationship among the memory and cognitive strategy have been observed. However, the focus of cognitive strategy is not on mental processing but on the mechanical repetition of the word by using Flashcards, word books, lists for increasing the vocabulary of the student. The fundamental property of cognitive strategy is simple reputation of the word. The cognitive strategy is composed of strategies such as skillfully using the dictionary and taking notes and estimate the meaning of the word. For student it is mainly required to repeat the word as much as possible without focusing on the process of metal processing and memorizing the world in order to increase the vocabulary. The student need to write the word E and repeat the word verbally without fully understanding the meaning of the word and it has been seen that most of the student open choose to use this method due to is rigid nature and they choose to you crack other methods. (O'Malley and Chamot, 1990).

#### **2.2.2.2.1. Repetition**

Another way of vocabulary learning is the words repetition again and again. Maximum of the students prefer

using this strategy in daily life as it helps them remember the vocabulary for some time. This technique helps the student incoming the word in their short term memory as well as it helps them to keep the word in long term memory and this technique is used by several people in learning new words in their everyday life where they find it difficult to write down the word in question.

### **2.2.1. Taking Notes**

The study aids are used in a cognitive strategy and taking notes is one of its category. This technique helps the student to create a personalized structure of the word which they want to learn. The students have the option of using any special vocabulary section taken from the textbook which might help them to learn the words.

### **2.2.2. Metacognitive Strategies**

The decision about the words that are worth learning is made through metacognitive strategies. In which consciously a plan is made to discover the learning method that is most operative. The form of strategy which is used to control and evaluate the learning of the students. Metacognitive strategy performs a significant part in the learning strategy choice as it support positively with the change in progress or strategy. It is basically comprised of plan formulation, intensive monitoring and estimation. It further offers a sensible summary of the learning method.

Oxford (1990:136) stated such as "Metacognitive means beyond, beside, or with cognitive. Therefore, metacognitive strategies are actions which go beyond cognitive and which provide away for learners to coordinate their own learning process". The metacognitive strategies for learning vocabulary comprises self-initiation & selection attention strategies. The students choose to you utilize selection attention strategies realize the comparative importance of the world which they learn in their comprehension. The students use self-initiation approaches employ a diversity of methods of

understanding the significance of the word and the vocabulary items (Farouk, 2007). As per Schmitt's taxonomy, this version of strategy can help the learner to evaluate and control their personal learning by getting a bird eye view of their learning course and realise their position in the process of learning the meaning of words. This method is found to be very effective and efficient for the students.

### **2.2.3. Decision-Making**

Decision making is the cognitive strategy which decides what words are considered worth studying and what are not. It further chooses what words need to be preserved (Schmitt, 2000).

### **2.2.4. Assessment**

The evaluation of any one's improvement in the practice of new language learning is called assessment. It also estimates the learning capability of someone in the six month period as well as it evaluates the greater understanding of the conversation percentage (Oxford, 1990: 40).

#### **Importance of Vocabulary Learning**

Significance of vocabulary has become evident in the previous decade particularly when current research showed concerns on vocabulary searching and its consequences on learning of second language L2 (Allen, 1983). Students who learn English as a foreign language were being emphasized essentially for the grammatical structure to improve communication till the communicative approach advertisement in 1970s. It showed an evident change and at that moment attention got "shifted to vocabulary learning and scholars began to re-think the role of vocabulary in language communication instead" (Thornbury, 2002:36). This idea was inveterate by testifying that "since the late 1970s, however, there has been a revival of interest in vocabulary teaching" (Carter, 1998: 185). The most thought provoking chore is the attainment of new vocabulary through a continuous process. As the students of the foreign language totally depend on the classroom L2 which was not spoken outside the classroom made it a difficult task.

Nunam (1991:52) has argued “if someone is seriously interested in the development of the second language then they must master the grammar of the language with complete efficiency and accuracy” and hence it is only thing which needs to be discussed is the best method to learn the 2nd language grammar by the student.

The accurate application of the grammatical rules marks the language good. Whereas, incorrect grammar usage can make the language unreliable and obstinate. Further addition by Nunan (ibidi) explained that "acquiring the grammatical system of target language is of central importance, because an inadequate knowledge of grammar would severely constrain linguistic creativity and limit the capacity for communication". Moreover, the target language vocabulary is learnt by EFL students using technique “word by word” translation. With the help of this technique, English word is translated into their mother language while ignoring all other word knowledge features. It’s been explicated in a study that traditional rote strategy of learning is adopted by large number of students comprising lists of L2 words and translations in L1. This is considered a natural strategy as fresh learners have to specifically rely on verbal association for learning vocabulary (Takac, 2008: 61). However, the mainstream research papers and teachers declared that this strategy is not helpful in long-lasting memorization of vocabulary procurement. Thus, this explains the statement that context words learning is most effective than isolated items learning.

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

#### **3.1. Methodology**

The current study follows a descriptive methodology. Questionnaire is chosen as the data collection instrument as well as a sample of students who have been chosen for its application and are presently studying at Al-Esra’a university college English department (2018-2019). And this is done to figure the frequently used strategies aimed at possible meaning

of a word via the students. To authenticate the hypothesis, data have been evaluated for the current study.

### 3.2. Sample

To achieve the goals of the study, a sample of forty- two students study in English language department in Al-Esra'a university college at academic year 2018-2019 were chosen.

### 3.3. Instrument of Data Collection

Information was gathered by administrating the distributed questionnaires of 42 participants. The data collection was centered upon the Goundar's (2015) framework for instruments. The questionnaire was based on the five segments conforming the five vocabulary learning strategies. Every segment was comprised of three statements which inquired about the particular strategy usage.

Every item could be responded by choosing one out of five different options of the questionnaire by the applicant. These 5 options of occurrence were set to the Liker- conferring type scale including "Rarely", "Always", "Sometimes", "Often", and "never".

## 4. Data Analysis

### 4.1. Discovery Strategies

#### 4.1.1. Determination Strategies

Reaction of applicants for three questions have been shown in the table (4.1). Likert-type scale designated these responses as 'Often' (28%- 28% -14%), Always' (43%- 47%- 52%), 'Never' (0-0-0) & 'Rarely' (0-0-0.04%).

**(Table 4.1. Percentage & Frequency of Determination Strategies)**

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

### Social Strategies



Likert-type scale indication for 3 questions are represented as ‘Always’ (52%- 19%-0.09%), ‘Sometimes’ with percentages 28%-28%-57%, ‘Often’ with 0.04%-23%-19%, ‘Rarely’ as 14%-14%-0.09% while ‘Never’ as 0-0.09%-0.02%. However, the responses of the participants are specified in the table (4.2).

**(Table 4.2. Social Strategies ‘s Frequency & Percentage)**

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

### Consolidation Strategies

#### Memory Strategies

The responses of participants for 3 questions designated by Likert-type scale have been signified in table (4.3). These responses are presented with percentages as “Always” (57%-38%-14%), “Rarely” (0.04-0.04-0.09%), “Often” (38%-19%-19%) and “Never” (0-0.04%-19%) and “Sometimes” with (0.04%-28%-43%) respectively.

**(Table 4.3. Memory Strategy Percentage and Frequency)**

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

### Cognitive Strategies

The outcomes of participants’ reactions for cognitive strategy have been showed in table 4.4. Likert-type scale for those questions present the data in percentages as “Often” (43%-0.09%-0.09%), "Always" (38%-47%-33%), "Rarely" (0.04%-0-23%) "Sometimes" (19%-38%-14%), & "Never" (0-0-14%).

**(Table 4.4. Frequency as well as Percentage of Cognitive Strategies)**

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

### Metacognitive Strategies

Likert-type scale's indicated results reactions for applicants' three questions are shown as Sometimes (19%-38%-14%), Always (38%-47%-33%), Often (43%-0.09%-0.09%) rarely (0.04%-0.23%) & Never (0-0-14%) in table 4.5

### **4.3.Discussion**

Main emphasis of this paper was on the query, "what are the most and least used vocabulary strategies by the Department of English students?" The kinds of strategies that were considered included determination, metacognitive, cognitive, memory & social strategies. As per answer of study question, all of the 'always' statements from the questionnaire were counted. The counted 'Always' answers were further arranged the highest determination (60 %), metacognitive (50 %), memory (46 %), cognitive (36 %) to the least social (34 %). The data analysis specified the determination vocabulary learning strategies as mostly used whereas, social vocabulary learning strategies were less used through the students of the English Language department Al-Esra'a university college and this proved our hypothesis correct.

### **5. Conclusions**

The purpose of present paper is investigating the least & mostly used VLSs by overseas\ foreign students' English learning at Al-Esra'a University. Our designed questionnaire comprised of fifteen elements for data collection purpose. The questionnaire was inspired from Schmitts' Taxonomy 1997 and analysis of data was done using SPSS. The results obtained from the questionnaire have resulted in the following conclusions.

1- Determination strategies are the format for most of the strategies because of the college student's level. The basic skills of the language has already been learnt by the students but despite this fact it is difficult for them to memorize new vocabulary item which is coming in their way.

2- The study indicated that the social strategy is the minimum used strategy. There is easy accessibility of technology and

accommodating means on which the students rely on while searching various items of vocabulary.

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