T. R.
UNIVERSITY OF GAZIANTEP
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

AN ANALYSIS OF THE RELATIONSHIP AMONG EFL LEARNER AUTONOMY, SELF-ESTEEM, AND CHOICE OF VOCABULARY LEARNING STRATEGIES

Master's of arts thesis

STAR SHERWANI

Gaziantep
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Supervisor: Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

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APPROVAL OF THE JURY

Student : Star Asad Bapeer SHERWANI

University : Gaziantep University

Graduate School : Graduate School of Educational Sciences

Department : English Language Teaching

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

(Assoc. Prof. Dr. Filiz Yalçin TILFARLIOĞLU)
Head of Department

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

(Assoc. Prof. Dr. Filiz Yalçin TILFARLIOĞLU)
Supervisor

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master's of Art.

Examining Committee Members	Signature
(Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU)	……………………….
(Asst. Prof. Dr. Fadime YALÇİN ARSLAN)	……………………….
(Asst. Prof. Dr. Fatma Şeyma ÇİFTÇİ DOĞAN)	……………………….

It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

(Assoc. Prof. Dr. M. Fatih OZMANTAR)
Director

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The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

Signature: _____

Name: Star Asad Bapeer SHERWANI

Student ID Number: 201565888

Date: 10 July 2017

DEDICATION

I dedicate this work to my beloved parents

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ÖZET

İngiliz Dili Öğrencilerinin Özerklik, Özsaygı ve Yeni Kelime Öğrenme Stratejileri Arasındaki İlişkilerin İncelenmesi

Sherwani, Star
Master Tezi, İngilizce Dili Öğretimi Bölümü
Danışman: Doç. Dr., Filiz YALÇIN, TILFARLIOĞLU
Temmuz-2017, 82 sayfa

Bu çalışma Iraklı İngiliz dili öğrencilerinin özerklik (Ö), özsaygı (ÖS) ve kelime öğrenme stratejileri (KÖS) arasında, anlamlı ilişkilerin olup olmadığını ve öğrencilerin özerkliğinin ve özsaygılarının, bu stratejilerin yordayıcısı olup olmadığını tespit etmek amacıyla yapılmıştır. Bu amaçla çalışma, betimsel araştırma deseninde planlanmıştır. Çalışmanın katılımcılarını, yaşları 17 ile 25 arasında değişen, 157 kadın ve erkek İngiliz dili öğrencisi oluşturmaktadır. Bunlar, Irak'taki Soran Üniversitesinde İngiliz Dili Edebiyatı, Dil Bilimi ve Genel İngilizce bölümlerinde İngilizce dersi alan öğrencilerdi. Katılımcılara, araştırmacı tarafından uyarlanan üç tür anket uygulanmıştır: a) Schmitt taksonomisine (1997) dayanan, 30 maddelik kelime öğrenme stratejileri anketi; b) Sakai vd. (2008) tarafından geliştirilen öğrenci özerkliği anketi ve c) Coopersmith'in (1967) özsaygı anketine dayanan 30 maddelik özsaygı anketi. Çalışmanın varsayımlarına yönelik yapılan ilk analizler sonucunda, verilerin özelliklerinin, korelasyon ve regresyon analizleri açısından geçerli olduğu kanıtlanmıştır. Korelasyon analizleri sonucunda, öğrencilerin özerklik ile yeni kelime öğrenme stratejileri arasında (r = .555, p < .05); özsaygı ile yeni kelime öğrenme stratejileri arasında (r = .678 p < .05) istatistiksel yönden anlamlı bir farklılık olduğu görülmüştür. Ayrıca, regresyon analizleri sonucunda, öğrenci özerkliği ve özsaygının, yeni kelime öğrenme stratejilerinin önemli yordayıcıları olduğu görülmüştür. Özerklik, KÖS seçimi puanlarının 30.7% sini (R = .555, R2 = .307), özsaygı ise KÖS seçimi puanlarının 45.9% (R = .678, R2 = .456) açıklamıştır. Bu bulgulara göre, hem özerklik hem de özsaygı faktörleri, kelime öğrenme stratejilerine anlamlı katkı sağlamaktadır. Sonuçlar ayrıca, öğrencilerin kelime öğrenme stratejilerinin yordanmasında, özerklik ve özsaygısı arasında anlamlı bir farkın olduğunu göstermiştir. Özerklik ve özsaygı, kelime edinimine anlamlı katkılar sağlarken, aynı zamanda kelime öğrenme stratejilerine de önemli katkılar sağlamaktadır. Son olarak, öğrencilerin özerklik ve özsaygıları ne kadar yüksekse, yeni kelime öğrenme stratejilerinden o kadar fazla sıklıkla yararlandıkları kanıtlanmıştır.

Anahtar Kelimeler: İngiliz Dili Öğrencileri, özerklik, özsaygı, yeni kelime öğrenme stratejileri, akademik başarı

ABSTRACT

AN ANALYSIS OF THE RELATIONSHIP AMONG EFL LEARNER AUTONOMY, SELF-ESTEEM, AND CHOICE OF VOCABULARY LEARNING STRATEGIES

Sherwani, Star
MA Thesis, Department of English Language Teaching
Supervisor: Assoc. Prof. Dr., Filiz YALÇIN TILFARLIOĞLU
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This study seeks to determine whether any significant relationship exists among Iraqi EFL Learner Autonomy (LA), self-esteem (SE), and choice of vocabulary learning strategies (VLS) as well as whether LA and SE are predictors of these strategies. To achieve these aims, this study employed a descriptive research design. Participants included 157 male and female undergraduate EFL learners, all within the age range of 17 to 25 years. They were studying English within the sub-disciplines of English Literature, Linguistics, and General English at Soran University in Iraq. Participants were administered the following three types of questionnaires adapted by the researcher: a) a 30-item VLS questionnaire based on that of Schmitt taxonomy (1997); b) a 30-item LA questionnaire developed by Sakai, et al. (2008); c) and a 30-item SE questionnaire based on Coopersmith's SE inventory (1967). Upon conducting preliminary analyses of this study's assumptions, the characteristics of the data were proven legitimate via correlation and regression analyses. Correlation analysis demonstrated that a statistically significant relationship existed between EFL Learner Autonomy and VLS, with (r = .555, p < .05), and SE and VLS, with (r = .678 p < .05). Furthermore, regression analysis revealed LA and SE to be significant predictors of VLS. LA predicted 30.7% of scores in the choice of VLS (R = .555, R2 = .307), and SE predicted 45.9% of scores in the choice of VLS (R = .678, R2 = .456). These findings demonstrate that both LA and SE make strong contributions to VLS. The results also reveal the existence of a significant difference between EFL Learner Autonomy and SE in their prediction of VLS. LA and SE contribute to effective vocabulary acquisition, while they also contribute significantly to VLS. Finally, it was proven that the greater the learner autonomy and self-esteem among learners, the more frequent the VLS use.

Keywords: EFL learners, autonomy, self-esteem, vocabulary learning strategies, academic achievement.

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LIST OF ABBREVIATIONS

L1: Mother tongue

L2: Second Language

FL: Foreign Language

EFL: English as a Foreign Language

VLS: Vocabulary Learning Strategy

VLSs: Vocabulary Learning Strategies

LA: Learner Autonomy

SE: Self-esteem

VLSQ: Vocabulary Learning Strategies Questionnaire

LAQ: Learner Autonomy Questionnaire

SEQ: Self-esteem Questionnaire

CHAPTER I

INTRODUCTION

1.1. PRESENTATION

This chapter provides background information pertaining vocabulary learning strategies (VLS) and their relationship to learners' self-esteem (SE) as well as Learner autonomy (LA). This is followed by a statement of the main research problem, purpose, and significance. Finally, the underlying research questions, assumptions, and its potential limitations are detailed. Attached to this section is a list of definitions for the acronyms utilized in this paper.

1.2. BACKGROUND TO THE STUDY

Vocabulary acquisition is one of the fundamental elements of language acquisition. Vocabulary is understood as a core unit of language proficiency which determines how well a student communicates via the target language (Teng, 2015). As stated by M. McCarthy (1990), "good and perfect communication is not determined by how well the communicator can use the grammar of a language or how well he/she can properly arrange the sounds of a language; however, it is determined by how well the communicator integrates the written and spoken vocabulary" (p. viii). Thus, vocabulary is more significant than grammar for determining the effectiveness of communication in a foreign language. Indeed, English as a Foreign Language (EFL) learners often complain that their communication is inadequate due to the fact that they lack necessary vocabulary. Similarly, Ellis (1994) supported the idea that lexical errors could hamper comprehension more so than grammatical errors.

Vocabulary learning involves various fundamental aspects of language development. Learning and retaining the vocabulary of a language is one of the most challenging tasks in language acquisition. However, foreign language acquisition is not only challenging at a basic level of education; rather, (Meara, 1980) argue that

difficulty persists even at tertiary levels. As learners are expected to familiarize themselves with new words and store in them in long-term memory for later retrieval, successful acquisition depends largely upon the vocabulary input strategies employed by learners. These learners are expected to acquire a complex lexical range that will not only enable them to deal with challenges experienced during the process of language acquisition but will also assist them in learning and retaining the new words.

The significance of vocabulary acquisition has influenced most scholars' efforts (Coady (1997); Griffiths (2013); Hedge (2009); Nation, and J. Newton (1997); Oxford (1994); Richards, and Renandya (2002) to identify factors influencing learners' comprehension abilities. Oxford and Scarcella (1994) argued that if teachers expect learners to enhance their vocabularies, then they should teach them how effectively to utilize VLS. Therefore, one way to lessen the burden of foreign language learners' challenges is to assist them by teaching them how to apply vocabulary learning strategies. According to Catalan (2003: 56) VLS is defined as:

> "Second language learners' knowledge about the mechanisms used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode."

Learners are expected to learn the meaning of new words and retain them in the long-term memory and retrieve it whenever it is necessary. Therefore, (Coxhead, 2006; Decarrico, 2001; Lessard-Clouston, 2008) argue that VLS is one of the processes that facilitates and enhances the language learning and promotes vocabulary knowledge.

Research indicates that foreign language acquisition is affected by various factors, for instance a learner's internal factors or VLS methods employed (Tsuchida, 2002). However, other factors related to psychological needs and personal peculiarities are also important to the learning process.

Learners should feel comfortable while learning; therefore, teachers should strive to eliminate factors hindering this possibility and promote factors enhancing the learning process. LA is believed to be one of the most fundamental internal factors affecting learner's vocabulary acquisition process (Littlewood, 1999). It enables learners to take control of the learning process. It also provides them with the

competence and confidence that they need to learn. Therefore, to be able to achieve pedagogical goals, teachers should try to promote autonomy in learners so as to reduce learners' dependence (Little, 1995). The effectiveness of the language-learning process depends greatly on the ability of learners to control this process. Little (1995) explained that knowledge is built by the learner rather than solely by the teacher. Therefore, the teacher should facilitate the learning process, while the learner should direct his/her learning. Promoting LA in the classroom is advantageous to both the teacher and the learner. For instance, it reduces the teacher's workload by reducing learner dependency. However, it is more advantageous to the learner, as it provides him/her with extensive opportunities to perform his/her chosen skills and take full control of the learning process. In other words, it promotes a learner-centered learning approach which psychologists have identified as "an effective pedagogical method" (Spratt et al., 2002). In this case, learners have the ability to shape and direct their learning. Additionally, they are able to evaluate their learning outcomes in an effort to determine whether their learning goals have been achieved.

Self-esteem is another important aspect of language acquisition, as it affects both the cognitive and affective actions of learners (Springer, 2010). Consequently, it also influences learners' self-confidence, self-knowledge, and capabilities. It is understood as the ability of one to make a judgment of his/her values and worth based on the feeling of efficacy as one interacts with the environment. Students should be able to have the internal confidence that they can successfully employ the content of their learning. In the context of foreign language learning, it is crucial to promote learners' SE so that they may perform well in the foreign language. Learners with high SE are believed to perform well, while their counterparts with low SE are known to underperform (Springer, 2010). Littlewood (1999) suggested that learners' SE is influenced by two main factors: confidence and level of motivation. He also emphasized the relationship between LA and motivation. High SE promotes motivation, thus enhancing the learning process. It is important for the teacher to understand how their students perceive of themselves and the learning process. According to Brown (2000), SE influences every aspect of human actions; therefore, there can never be a successful activity without the occurrence of some degree of self-esteem (p. 145). Learners' motivation is also claimed to have an indirect relationship

with autonomy. Therefore, the higher the learner has SE, the more autonomous the learner is.

Research has indicated that students' SE influences their learning abilities and achievement (James and Nightingale (2005). Students fail or underperform not because they lack certain abilities but because they lack SE. Further, SE is believed to directly affect LA in language learning. Both factors are equally important in language learning; therefore, one cannot separate one from the other. Improving SE enhances the learning process, and vice versa. Therefore, the teacher should ensure that both factors are strengthened equally. Learners who take responsibility for their learning have a higher probability of achieving their learning objectives.

1.3. STATEMENT OF THE PROBLEM

A topic of increasing interest among EFL researchers has been the identification of factors impacting the VLS utilized by learners. Learners' SE and LA are two of the main factors affecting VLS acquisition as well as language acquisition, in general. Effective VLS are critical for language learners, as their absence could be a stumbling block to the successful acquisition of a new language. It is expected that EFL learners should acquire a complex lexical range that will aid them in combatting language acquisition challenges (Brown, 2000).

According to Brown (2002), the study of vocabulary building has shifted scholars' focus from methodology to learners. Researchers as well as teachers have noticed differences in how students approach vocabulary building tasks and have been able to identify which methods are more or less effective. Moreover, it is learners rather than teachers who determine such variation in strategy. Language learners are no longer being viewed as passive recipients of knowledge from teachers, but rather as active participants who respond to what they are taught (Little, 1995).

Studies have indicated that successful learners tend to apply certain strategies which realize their success in language acquisition. (Chamot, 2004) has indicated that more successful foreign language learners tend to vary their VLS based on the tasks at hand. Therefore, to offer more accurate pedagogical benefits, researchers have also emphasized that particular taxonomies must be established to demonstrate the

particular strategies employed in relation to various language skills (Littlewood, 1999).

Self-esteem is also very critical when it comes to vocabulary building. Self-esteem impacts learners' cognitive as well as affective actions. This impacts their capabilities, self-confidence and knowledge of themselves. The learning of foreign language is complex and thus calls for more than good teaching technologies. The self-esteem of learners must be advanced to ensure that they perform well in foreign languages. In studying a foreign language, learners interact with vocabularies that are new to them, yet they must comprehend and uphold these words (Brown, 2000).

The largest barrier to success is believed not to be the lack of talent, but it is the lack of self-esteem. Aspects that are associated with learners' personality as far as language learning is concerned to play a critical role in enhancing the learning process. Language learners have identified vocabulary attainment as an incredible source of challenges that make them encounter great difficulties whenever they upgrade from a lower level to a more complicated level of second language acquisition (Little, 1995).

Regarding quality, effective foreign language learners are autonomous as well as active learners capable of flexibly utilizing learning strategies, steadily practicing targeted words, comprehensively systematizing their learning, paying attention to context, and skillfully employing dictionaries. Autonomy has been defined as the capacity for independent action, detachment, decision-making and critical reflection. Learners tend to become more independent at the university level. LA is very important in the employment of VLS since it offers learners numerous privileges including enhancing their motivation and thus realizing vocabulary acquisition.

Autonomy has been defined as the capacity for independent action, detachment, decision making and critical reflection. It presumes but also includes that a learner will come up with a certain kind of psychological association to this process. Learners tend to become more independent at the university level. Learner autonomy is very important in vocabulary learning strategies since it offers learners numerous privileges including; enhancing their motivation, thus realizing effective learning of vocabulary. Learners are given more free opportunities to communicate in English in a non-native environment (Nation, 2001).

Over the past two decades, EFL research has witnessed a new interest in vocabulary building. Moreover, most language practitioners believe that vocabulary acquisition is a main problem for advancing between different levels of language proficiency. Having said that, most EFL learners at Soran University in Iraq are unaware of the importance of VLS for addressing this challenge. Furthermore, EFL teachers at Soran University, like many other English language instructors more generally, adhere to textbooks and grammar while allocating little time to vocabulary learning. As a result, students here gain limited English vocabularies and thus are unable to communicate and express themselves well in the target language.

Nowadays, language learners themselves reject traditional learning methods and favor more practical or "real-world" methods such as utilizing English language resources outside the classroom via reading, phone applications, websites, and other technologies which give them the opportunity to become autonomous learners and acquire extensive vocabularies. In an EFL context, the lack of SE is another important factor which prevents learners from acquiring new vocabularies; nevertheless, most EFL learners are unaware of how this factor affects them. Indeed, no studies have examined the relationship among these aforementioned variables. Thus, this study attempts to fill this gap by investigating the relationship among the VLS, LA and SE of EFL learners at Soran University.

1.4. PURPOSE OF THE STUDY

As stated by Scharle and Szabo (2000), the class time allocated by EFL instructors for vocabulary learning is very limited compared with the large number of lexical items required of learners. Moreover, vocabulary learning is a puzzling task for many EFL learners (Catalan, 2003; Hiebert, 2011; Read, 2000). Under these circumstances, this study encourages EFL teachers to promote VLS use and encourage LA as well as SE among their students. VLS relates directly to the mental processes and internal factors of students (Catalan, 2003), and learners' performance is profoundly influenced by such factors (Lightbown & Spada, 2006). This point validates the present student, which explores how LA and SE affect VLS (Mackey & Gass; 2005; Springer, 2010). Finally, this study investigates the association between EFL Learner Autonomy, SE and choice of VLS.

1.5. SIGNIFICANCE OF THE STUDY

An awareness of distinct VLS and the ability to apply them suitably can assist learners in determining independent methods of acquiring new vocabularies. When EFL learners utilize reliable materials, a large amount of vocabulary can be obtained with the assistance of VLS, as proven by prior studies (Richards, 2002). However, VLS alone are insufficient for effective language acquisition. That is, they must be accompanied by some degrees of SE and motivation. Students who are successful in acquiring a thorough knowledge of English are independent learners. This means that they read and listen to genuine materials and distinct English language inputs beyond their classroom tasks. In order to do so, they must have higher levels of self-esteem and diligence in the learning process (Schmitt, 1997). A discovery of a relationship among VLS, SE, and LA would support EFL teachers and students in more effectively employing VLS during the learning process. Moreover, a statistically significant correlation among VLS, SE, and LA would also be able to assist EFL learners in comprehending the significance of VLS and aid them in developing more personalized strategies.

1.6. STATEMENT OF RESEARCH QUESTIONS

Research Question #1 Does there exist a relationship between autonomy and choice of VLS among Iraqi EFL students?

Research Question #2 Does there exist a relationship between self-esteem and choice of VLS among these students?

Research Question #3 Does there exist a relationship between autonomy and self-esteem among students?

Research Question #4 Does there exist a relationship between learners' self-esteem as well as autonomy and the ability to predict the choice of VLS?

1.7. ASSUMPTION OF THE STUDY

The present research has several assumptions. First, it is assumed that the sample in this study represents the whole population of learners in the English Language Department at Soran University. Moreover, as this study investigates the relationship among VLS, SE and LA, three close-ended questionnaires were administered. It is assumed the data collection instruments of this study are valid and that participants responded sincerely to the questionnaires.

1.8. LIMITATIONS OF THE STUDY

For the present study a few limitations should be taken into consideration. First, the study was conducted in the English Language Department at Soran University; therefore, the results are valid only for the relevant students. The age of participants is another limitation: this study involved undergraduate students whose ages were between 18 and 25 years, so the results are not generalizable to other age groups. Also, gender might act as a mediating variable because the numbers of male and female subjects in the study were not equal. Moreover, the number of factors researched may also be considered a limitation. Moreover, the number of interacting mental factors (self-esteem and autonomy) researched may also be considered a limitation, as additional factors could affect the use of VLS.

1.9. DEFINITION OF THE TERMS AND ABBREVIATIONS

Defining the terms and abbreviations which will recur throughout the study would be useful for the reader. These are:

Vocabulary Learning Strategies: Actions taken by language learners to learn new vocabulary in a given language.

Learning Strategy: Learning strategies are actions and behaviors that learners use to make language learning more successful, enjoyable, and self-directed, Oxford (1990).

Vocabulary Knowledge: The knowledge of interpreting and translating the meanings of words, as well as the ability to use them.

Learner Autonomy: Learner autonomy refers to "the capacity to take charge of, or responsibility for, one's own learning" (Benson, 2001, p. 47).

Autonomous Learner: Autonomous learner "is an active agent in his own learning process, a self-activated maker of meaning. He is not someone to whom things merely happen; he is the one who causes things to happen by his own volition" (Rathbone 1971, qtd. in Thanasoulas, 2000).

Self-esteem: Self-esteem is "an attitude of approval, acceptance, and respect towards oneself, manifested by personal recognition of one's achievements and abilities" (Battles, 2002).

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CHAPTER II

REVIEW OF LITERATURE

2.1. PRESENTATION

This chapter will begin with the discussion of vocabulary knowledge. After that some vocabulary learning approaches, vocabulary learning concepts and vocabulary learning strategies will be discussed. The other matter that will be discussed is Learns' internal factors in language learning includeing Learner Autonomy and Self-esteem, their definitions, and how to promote these factors. The literature review presented below aims to discuss the strategies of language learning, experiences and perception of learner independent vocabulary learning and understanding their self-esteem in regards to these language learning frameworks. The chapter will end with a review of the related studies.

2.2. VOCABULARY KNOWLEDGE

In his work, Luu Trong Tuan (2011) indicates that vocabulary is a module that establishes a connection between the capabilities of listening, writing, speaking and reading, and therefore, learners have the ability to use the four skills to learn a language (Schmitt, 2010). Tuan (2011) explains further that vocabulary gets relevant to a learner in the sense that it develops the competence of a dialect or rather indicates mastery of a language due to the increased vocabulary in a student's language. However, vocabulary knowledge has been a challenge to students and thus, prompted much attention to the lexicon in research or second language learning (Kalajahi & Pourshahian, 2012).

Mostly, Teng Feng (2015) proposes that mastery of words is a gradual process that comprises of some sub-phases, whereby one of the phases is focused on lexical introduction. For example, lexical knowledge can be improved and perfected, and this

is what is missing among English language learners. That is to mean that, the reduced cover of vocabulary creates a barrier for students to participate in a comprehensive reading course, and subsequently, require intervention to develop a rich vocabulary (Feng, 2015). Nevertheless, Tuan (2011) adds that their amount of lexicon words available to students is a lot to be mastered all at once within teaching time. Besides, there is a high demand for autonomous and responsibility from students.

Therefore, with the evolution of policies of language (LLS) researchers have made efforts to relate these actions plans with capabilities of language learning with the agenda to improve the learning of vocabulary (Kalahaji & Pourshahan, 2012). Also, there are claims that majority of the concept of language are applied for the accomplishment of activities in learning vocabulary. It is important then to establish strategies for vocabulary learning (VLS) that are components of the general language learning concepts, and they have a positive impact on learning the language successfully (Schmitt, 2010).

According to Nation (2005), it is the significant approach that learners initiate personal VLS by sensitization to the programs of vocabulary, the reflection of appropriate learning procedures and motivation of intellectual mastery of the dictionary. Besides, acquiring a second language is fundamentally dependent on the potential advancement of vocabulary, and this sub-discipline, the previous literature indicates there is more emphasis on learners of a second language to have their knowledge in vocabulary optimised (Schmitt, 2000).

Moreover, acquisition of vocabulary has two key frameworks as proposed by Teng (2015) and these include deliberate learning and secondary learning. A review of the literature shows as in the case of Paribakht and Wesche (1997) that conscious vocabulary mastery has been reinforced because it was a more efficient approach compared to subsidiary learning of vocabulary. However, due to the short time allocation of class sessions for the intended and straightforward teaching of the word by word, the study of Scharle and Szabo (2000) indicates that secondary mastery of vocabulary has been a better option. Primarily, incidental learning comes as a "by-product" during education undertakings (Hulstijn, 2001), and thus, considerably, when students make an effort to comprehend the meaning of the subject, then vocabularies are acquired subconsciously (Teng, 2015).

Many authors seem to agree that most of the studies conducted on the

implications of important reading are linked to secondary learning of vocabulary (Horst, 2005; Webb, 2008). Notwithstanding, an incidental gain of a lexicon is restricted as discussed by Teng (2014b) and consequently, other components that influence the gain of vocabulary have been brought forward, for example, understanding of topics, the degree of acquisition, strategies and allocated time for learning (Teng, 2015).

2.3. VOCABULARY LEARNING APPROACHES

According to Tuan (2011), there are three major approaches to learning and instruction of vocabulary as postulated by Hunt and Beglar (2002) which are as follows:

2.3.1. Comprehensive Study of Vocabulary

This refers to a conventional way of teaching lexicon or new words. Tuan (2011) discusses that the approach precisely teaches learners to focus entirely on undertakings in which there is the clear gain of vocabulary. In the words of Nation (1990), it is a quick method that enables to increase the size of vocabulary between learners of a second language and native speakers. In other words, a comprehensive, direct or explicit study of vocabulary is an approach for gaining lexicon via techniques that cause the learner to focus on immediate contact with the structure and explanation of words, for example, use of translations, dictionaries or semantic mapping among others. Furthermore, this framework not only provides the proper chance to learn but also contributes to the development of vocabulary particularly to primary learners, those with reduced exposure to the deliberate gain of vocabulary at school and students with limited skills in reading vocabulary (Tuan, 2011).

2.3.2. Independent Concept Advancement

This approach is essentially concerned with learning where students reckon from the situation as well as instruct learners with a use of the dictionary. Nunan (1999) demonstrates that it is better to learn language from a contextual meaning and gain. Therefore, teachers should need to assist learners to concentrate on initiating policies for determining the interpretation of some lexical elements on a contextual basis which has been suggested individually. There is also the encouragement part for learners such as using diagrams, clues, verbal affixes and much more, to investigate the meaning

(Tuan, 2011).

2.3.3. Incidental Vocabulary Learning

As explained above in the literature review, deliberate learning of lexicon is an important approach for gaining vocabulary (Hulstijn, 2001; Nation, 2001; Teng, 2015). In details, the framework ensures that dictionary skills can be acquired indirectly, through participating in language activities; for example, activities like conversations, listening to music and stories; watching television, etc. (Nation, 2001). In other words, intended mastery of vocabulary is usually in context studying of words.

2.4. LEARNERS' INTERNAL FACTORS IN LANGUAGE LEARNING

In reference to evaluating different learning concepts, Susan Ebert and coworkers (2012) focus on the components that impact a learner's performance in English language studies. They emphasize that these factors need much consideration in initiating language learning. In essence, there are two forms of these aspects which are: the internal influence that comprises of reasoning and attitude, learning techniques and self-esteem. And, external influence which is comprised of socio-cultural issues and encouragement aspects.

Internal Aspects:

Generally, these factors represent that which comes from the learners themselves.

*Perception***:** This is one key it has influence on learning and usually unique depending on learners. Many authors have debated that consciousness is a compound procedure that enables people to communicate with their outside world (Sharwood Smith 1986). Therefore, due to lack of awareness individuals cannot respond to stimuli from the basic surrounding (Ebert et al. 2012). Consequently, a learner will conceive or comprehend their tasks according to their personal cognitive potential, whereby it could be easy as well as difficult to learners.

*Self-esteem***:** This is a significant affective aspect in the procedure for achieving success in education. However, lack of self-esteem causes mistrust of the individual student's capability that causes poor performance due to the absence of confidence (Ebert et al., 2012).

*Learning techniques***:** According to Brown (2007), temperament and approaches are regarded highly in psycholinguistics. In essence, as a learner gets a

solution to a challenge or learns how to understand things, various studying methodologies and styles are applied by each student. Furthermore, learners can all get different learning techniques however, it is important that some individuals will realize that certain approaches they apply are dominant compared to other techniques (Ebert et al., 2012).

*Intelligence***:** According to many psychologists, intelligence is an intrinsic capability that enables people to outwit others quickly and better. Brown (2007) proposed that there are some chances that reasoning could be on the basis of a language. That is language could be a significant connection with the social part of intellectual advancement and thus, be a cornerstone of brilliance in itself. Connecting reasoning to L2, it is a view of consideration of both aspects of success or nonfulfillment in English learning to judgment. Ebert et al. (2012) conclude that if the learner has a high IQ then learning another language will be a success.

2.5. VOCABULARY LEARNING STRATEGIES (VLSs)

The strategies of vocabulary studies have a general definition that is activities pursued by students of language so as to facilitate learning of lexicon items in a particular language of concern. Nevertheless, there is room to modify the definition above that it becomes comprehensive as a significance of the present research. Furthermore, a general description from the previous literature shows that VLS can be understood for various aspects, for example, VLS can be regarded as any undertaking operated by the learner to support the progress in their studies. Secondly, a concept of vocabulary action plans could be associated with specific deeds that enhance the expertise of studying vocabularies. Thirdly, a vocabulary learning concept might be linked to rational activities undergone by the student so as to allow the learning of vocabularies. Therefore, to verify the learners' activities as VLS, these activities should meet the standards of the general standards.

According to Nation (2001), VLS can be evaluated as worth teachable if they meet the outlined list as follows:

- VLS students should exercise choice considering the fact that there are many concepts to select from
- The strategies are also compound including more stages of learning
- The students applying any concept need to be knowledgeable and with a reward

- The strategies should also accelerate the learning process as well as its use.

In essence, the literature review shows that the efforts to categorize VLS and other groups have been an ongoing effort, but although, these concepts have different developers, there are some similarities of the elements. In literal, Schmitt's (1997) uses two classifications for grouping concepts as VLS. These include: discovery concept which is concerned with revealing the meaning of new words, whereas, consolidation action plan, assists learners of the language to memorize and recall the explanation of different words, including their spellings. Other more approaches include:cognitive, memory, social concept and metacognitive.

2.5.1. DISCOVERY STRATEGIES

2.5.1.1. Determination Strategies

Determination strategies comprise language learners' consistence attempts to discover and learn the meaning of new words in various ways when they come across in their study. Schmitt (1997: p. 208) describes Determination Strategies as follows:

> If learners do not know a word, they must discover its meaning by guessing from their structural knowledge of the language, guessing from L1 cognate, guessing from context, using reference materials, or asking someone else. Determination strategies facilitate gaining knowledge of a new word from the first four options.

From his perspective, we can conclude that determination strategies are a wide range of strategies from guessing the meaning of unknown words in context to discover meaning of new words with using cognates. However, some of these strategies need to be explained in a much more detailed way to understand them better.

2.5.1.2. Word Part Strategy

To discover the meaning of a new word through word part strategy embrace understanding the meaning of complex words such as "disagreement", which comprises of a root word and two affixes attached to it. To be able to use word part strategy requires a certain amount of knowledge on the learners' part about the meaning of the root word. For instance, the suffix (able) which is attached to the root word shows how to form a new word to convey a new meaning. By using this knowledge, language learners may deduce the meaning of unknown word.

Nation (2001: p. 278) sums up two steps and the necessary knowledge to perform word part-strategy in the following way:

1. Breaking the unknown word into pairs. This step requires learners to be able to recognize prefixes and suffixes when they occur in words.

2. Relating meaning of the word parts to the meaning of the word. This step requires learners to know the meanings of the common word parts. It also requires learners to be able to re-express the dictionary definition of a word to include the meaning of its prefix and, if possible, its stem and suffix.

2.5.1.3. Using Dictionaries

Language learners can use various methods to discover the meaning of unknown words such as word lists provided by their teachers and glosses in the text books. Nonetheless, English language teachers and learners know that dictionaries are the most prominent reference materials that they can rely on. Furthermore, looking up words in dictionaries provides learners with other useful information such as their pronunciations and grammatical characteristics. Markwardt (1973: p. 396) explains the features of dictionaries as following:

> The utility of the dictionary as a reliable source for word meanings, spelling, and pronunciation is widely recognized. A good dictionary also contains information about grammar, usage status, synonym discrimination, application of derivative affixes, and distinctions between spoken and written English not generally treated in text-books, even in a rudimentary fashion.

Other than offering EFL learners with the aforementioned information, summers (1988) asserts that the use of dictionary will enhance Learner Autonomy because learners would be able to find answers to their questions while their teachers are not available. From this perspective, encouraging language learners to use dictionaries seems to be in accordance with leaner-oriented approaches.

There are two types of dictionaries; monolingual and bilingual dictionaries. With monolingual dictionaries learner would be able to find the meaning of words in the target language through translation in learners' L1, and they are the most favored type of dictionaries by language learners (Baxter, 1980). On the other hand, bilingual dictionaries give the meaning of words in the L2 or target language, they also provide

learners with much more detailed information such as their grammatical forms and degree of formality.

2.5.1.4. Using Context

In the last two decades, the acquisition of the second language has witnessed new interest in vocabulary learning strategies. There is a common believe in language teaching field that contextualized learning of vocabulary is more effective compared to the learning of words in lists. It has been argued by Brown (2000) that words learned in a significant context are best incorporated and kept in mind. Sternberg (1987: p. 90) gives us the following explanation on such matter:

> Most vocabulary is learned from context. During the course of one's lifespan, one is exposed to innumerable words through seemingly countless sources-textbooks, lectures, newspapers, magazines, friends, parents, movies, etc. Even if the one learned a small proportion of the words thus encountered in contexts, in which they are presented, one could possibly develop a vocabulary of tens of thousands of words, which represents only a tiny proportion of our exposure to words.

According to Nation & Coady (1988: p.102), language learners not only make use of "morphological, syntactic, and discourse information in a given text" while learning new words from context, but also their "background knowledge of the subject matter in a given text", and good learners utilize all this information and knowledge to the utmost degree. From the above mentioned premise, language learners make use of the meaning and formal characteristics of texts such as their syntactical characteristics while learning new vocabulary.

2.5.1.5. Using Cognates

Cognate is a word that has the same origin, or that is related and in some ways similar, to a word in another language. This strategy is based on the idea that the more similarity a word in L2 shares with another word in L1, is much easier to be learned. However, it is an apparent oversimplification to recognize cognates as a certain cause of positive transfer (Swan, 1997). He also asserts that "the existence of cognates does not always result in enhancing the master of L2 vocabulary, likewise, not all dissimilarities between languages cause learning problems" (p. 161). Moreover, Schmitt (1997: p. 209) claims that "language learners do not accept cognates as equivalent even though cognates are an excellent resource for both remembering new words and guessing the meaning". Overall, scholars widely believe that cognates tend

to be avoided, or remain unnoticed, by language learners. (Banta, 1984; Oldin, 1989; Schmitt, 1997; Swan, 1997).

2.5.1.6. Social Strategies

According to Schmitt (1997: p. 210), "social strategy is a way to discover the meaning of unknown words by asking someone who knows. Teachers usually occupy this position, and they can help their students to find the meaning of new words in a variety of ways: defining the word in the L1, giving near meaning words, paraphrasing the unknown words, using unknown words in the sentence, or any combination of this kind".

2.5.2. Consolidation Approach

In this taxonomy, there are concepts that students apply so as to consolidate the explanations of lexical items in their memories.

2.5.2.1. The Memory Program

The mnemonic strategy can be applied to phonological word structures such that language learners can determine the pronunciation or even spelling of words, so as to construct the impression of the word permanently into memory (Tuan, 2011). Nevertheless, it is productive also to use affixes, classes of words and roots that are resourceful in integrating the explanation of words (Kalahaji & Pourshahian, 2012).

2.5.2.2. Application of Linked Words

Studies of new words and lexicon are done through associating words to the the language targeted. This is done through using some relationships of synonyms (e.g love, affection), hypernymy (e.g. animal and dog) or even coordination that involves words with similar hierarchical standards such as dove and squirrel.

2.5.2.3. Grouping Words

On the other hand, this approach involves categorizing lexicons in some ways in order to reinforce their explanations. This taxanomy requires that words are organized according to the available knowledge. In order for learners to understand, the grouping can be done under certain topics for example.

2.5.2.4. Phonological Word Forms

According to Schmitt (1997), students are capable of studying vocabulary insights through concentration of both written and verbal word forms. For example, learners can basically study on how to pronounce and spell words. In addition, students can also visualize orthographically different word types as an effort to recall them.

2.5.2.5. Cognitive Approach

Likewise, cognitive concepts are concerned with iterative and technical methods of learning vocabulary, as opposed to control of psychological processes. Kalahaji and Pourshahian (2012) demonstrate that the popular and fashionable illustrations would be repetitions of both verbal and written words. Moreover, activities like notes taking, use of learning aids like books and word lists flash cards, are also based on the cognitive strategy taxonomy (Tuan, 2011).

2.5.2.6. Repetition

Through consolidation of new words' explanation, repeating and saying them aloud assists students to learn new vocabularies and remember them easily. There are different ways of using the repetition strategy, such as the nonsystematic way where students study to memorize verbally the words for five, three, two and one times every week.

2.5.2.7. Metacognitive Approach

Another strategy is the metacognitive concept that learners apply to manipulate and evaluate their studies. Examples of these strategies are watching movies, communication and reading of books, to maximize the available contact with the language studied (Tuan, 2011). However, proper management of time and planning when to learn lexical items is also part of the strategy (Schmitt, 1997). Besides, Kudo's research (1999) was a combination of reminiscence and understanding action plans that brought about strategies of psycholinguistics, social and metacognition. Consequently, there were metacognitive concept due to an analysis of investigative factors but left out determination procedures as a result (Nation, 2005).

2.6. LEARNER AUTONOMY

2.6.1. Definition of Learner Autonomy

The idea of learner autonomy (LA) is a critical theoretical establishment in language acquisition. Also, it remains a significant component as referenced in the teaching of English language (Feng, 2015). Apparently, many instructors consider LA as a framework that has beneficial implications for learners, particularly EFL students. Furthermore, as supported by Borg and Al-Busaidi (2012), autonomous students are associated with a high ability in decision making about their studies.

Tuan (2011) suggests that scholars and researchers have spent great effort to explain learner autonomy and its values. For example, David Little (1991) sees LA as "the potential for objectivity, making a decision, analytical reflection, and independent work" (p. 6). He proposes that LA provides development of some mental link to the learning process and context of the learner. However, Holec (1981) demonstrated the idea of LA as "the capability to be responsible for individual learning" (p.3). Being a founder in LA of teaching second and foreign languages, he identifies that "it can acquire and control the power of every learning decision made" (p.3). Moreover, Feng (2015) indicates that between the late 1980s and the beginning of the 2000s, the popularity of learner autonomy has increasingly led to a creation of new definitions such as intrinsic inducement, learner-oriented and self-led learner.

Holec (1981) proposes that there are different dimensions of self-led learning that could be linked to a range of autonomy levels. In that regard, he lists various items to mean an exclusive self-controlled studying; these include the following:

1. Interpretation of content and develop
2. Determining what talent and procedures to use
3. Evaluation of what has been learned
4. Redefining objectives
5. The acceptance of the learner to engage in active learning is reinforced by learner autonomy.
6. Learner autonomy assists the learner in developing the general skills needed for lasting vocabulary learning. (p. 55)

Therefore, as Holec outlines the above items, they are effective strategies for studying because of their comprehensive nature. It is important that an independent

learner goes through appropriate guidelines in language learning, whereby they can decide on the goals for education, choosing the preferred mastery, observing acquisition and assessment of experience (Scharle & Szabo, 2000).

2.6.2. Autonomous Learner

According to Feng (2015), learner autonomy has rapidly shifted into a new stage that is different from the notion that learners need to manage the responsibility pertaining their decisions. However, instructors are also encouraged to evolve capabilities and ideas of LA because their roles are mainly supportive. Accordingly, an independent learner can be described as perceived by Scharle and Szabo (2000) that it is one with adequate preparation to undertake a significant amount of control for his/her personal learning. And by so doing, the learner is required to engage in decision making concerning his/her individual studies, be in a position to establish goals, plan for work schedules, create new approaches for adjustments, make assessments of his/her outcome in learning (Borg and Al-Busaidi, 2012).

For better results in learning, learners should be motivated to be more autonomous by initiating appropriate action plans. Likewise, independent learners would collaborate, learn and reflect with peers on their studies. Borg and Al-Busaidi (2012) suggest that there are fundamental characteristics that define autonomous learners, for example:

1. Have knowledge about their techniques and concepts of learning
2. Apply a dynamic strategy to learning responsibilities
3. Are risk takers
4. Create language of interest as a different reference system, and able to adjust due to any changes discovered.
5. Are excellent guessers and focus on structure and also the content of words.

These attributes are valuable to a learner because they elevate the capability of the learner to gain more control in the process. Usually, in the progression of free learning, students need to initiate knowledge about the language and studying, just because autonomous acquisition demands understanding second language as well as able to learn it. According to Borg and Al-Busaidi (2012), insight of language are a major start to advance the knowledge and learning skills. Similarly, the attitude and perception of learners and their responsibilities in studying are integral to autonomy. Feng (2015) argues that a primary factor is an attitude of the learner-directed to

personal duty to learn and secondary aspect is the learners' perception towards their competence to study and execute learning roles. (Borg and Al-Busaidi, 2012; Thanasoulas, 2000; and Tuan (2011) agree that learners' attitude has strong influences on motivation.

Contrary to a skill or talent, independent learning is an intrinsic element in a person that can be acquired by a learner. Therefore, learners should be autonomous by interests in LA. In spite of the factors affecting processes of learning like techniques, procedures and teachers involved, independent mastery requires compatibility with learners to acquire self-governance (Tuan, 2011).

2.6.3. Learner Autonomy in Learning Vocabulary

Feng (2015) agrees that LA is increasingly attracting much attention from learners of English language especially in studying vocabulary. This is mainly because of the significant of LA in evolving successful acquisition of language by learners. Besides, the current tendency in education implies that much focus is needed in motivation and learners' needs, merely because they are associated with the learner's language gain (Borg & Al-Busaidi, 2012). Due to the different learning success and experiential history of students, they have reduced autonomous placements. Usually, there are poor skills in cultivating autonomy, and that requires guidance and support from their instructors or teachers. Therefore, to improve LA in mastering vocabulary is an essential cause in the learning undertakings (Little, 1991).

2.6.4. Promote Learner Autonomy

According to Feng (2015), there are proposed approaches of 'strong' and 'weak' that provide encouragement to an independent learner. There is a top-down 'weak' framework that suggests that adequate guidance of useful concepts of learning need to be delivered to learners with deficient autonomy. For instance, it could be providing practical skills in individual access places. However, this procedure is attacked on the basis that it does not consider the disparities of individuals' ability for autonomous learning. This means that it is primarily required that learners be in a mental condition of preparedness for autonomous studies (Feng, 2015). For example, most students of EFL program have the personal history of having overly secondary characters by the time they get to educational institutions, and this causes tremendous difficulties when adjusting to a new curriculum that operates on autonomy. Consequently, in this

scenario teachers are tasked to initiate a bottom-up 'healthy' approach that pays attention to the needs of learners. In other words, the present degree of student's knowledge and skill to operate autonomously, should not be ignored by teachers (Feng, 2015). Regarding this, Nunan (1999) recommended five various degrees: intervention, development, knowledge, excellence and participation. Nevertheless, teachers have the capacity to assist learners to evolve skills in autonomous mastery and which students can control and sustain. Also, it is fundamental to assess the collaboration effort of teachers to figure out the modes of learning autonomy that is required by students, as well as the necessary intervention plans (Feng, 2015).

According to Dimitrios Thanasoulas (2000), the methods of fostering LA is precise to posit way of providing autonomy to teachers. Notwithstanding, the primary focus is on ensuring that students can acquire the adequate measure of freedom, despite the learner's effectiveness is based on the educational programs as well as the essential duties of the instructors (Thanasoulas, 2000). The following approaches would promote autonomy to learners:

- **Self-reports**

Thanasoulas (2000) indicates that a better method of gathering information about students' learning progress and assist them to acknowledge their individual strategies would be to allocate an exercise and make them report about their thoughts while carrying out the task. This approach is discussed by Wenden (1998) as introspective just because it causes the students to introspect on their studies. Ideally, self-reports are simply a verbal information of the learner's flow of consciousness and therefore, provide details about the concepts used by learners from the report. Similarly, there are the retrospective reports in which learners are asked to report about their previous thoughts or retrospect on their studies (Thanasoulas, 2000).

- **Assessment sheets and diaries**

On the same note, Thanasoulas (2000) demonstrates that one of the primary aims of learning is to modify students' convictions about themselves and reveal to them that their lack of success or misfortunes can be related to ineffective strategies as opposed to their inabilities. In essence, education is a reflective form of what was conventionally social interaction, and thus learners can assess their capabilities through interactions such as guidance from teachers. Therefore, the purpose of diaries and assessment sheets provide learners with the opportunity to make schedules,

observe and investigate on their studies (Thanasoulas, 2000).

2.6.5. Conditions for Learner Autonomy

Lockwood (2008), in his study has been attentive on listing the necessary attributes of independence. However, Thanasoulas (2000) clarifies that to achieve freedom in learning, particular conditions need to be met, such as the learner have to demonstrate cognitive and metacognitive concepts; there should be motivation, understanding and attitudes concerning the language study. Furthermore, students have guided paths to acquire autonomy thanks to the teachers and thus, considerably, autonomous learning must be guided by a teacher (Thanasoulas, 2000).

2.7. SELF-ESTEEM

2.7.1. Definitions and Knowledge of Self-esteem

The theory of self-esteem is closely associated with motivation and perception, and that is to mean individual assessment carried out by the learner about the essential learning or language of interest (Thanasoulas, 2000). Self-esteem, therefore, (Coopersmith 1967, qtd in Thanasoulas, 2000), is a self-judgment of valuableness that is shown in the perspective that the person considers to themselves. In other words, Coopersmith (1967) indicates that if a learner has a healthy regard for self, his/her association with themselves as learners is improbable to be wrecked by any different evaluations from the teacher. In contrast, the absence of self-esteem will probably cause a negative opinion towards a student's capability as well as a degradation in cognitive implementation, therefore, revealing how the learner perceive themselves as incompetent to learn (Thanasoulas, 2000). According to Rosa (1999), the acquisition of a second language is affected by intrinsic and extrinsic aspects that lead to effectiveness in language learning. Research has shown that fundamental element of self-esteem is a key individual component that is active during any affective tasks or cognitive learning of the second language. She explains that additional intrinsic components are motivation, concern, self-consciousness, and ability to take risks. It is felt that these aspects have enabled the detailed understanding of learning a language and enhancement of techniques of teaching.

Likewise, external components affecting self-esteem are comprised of socio-cultural conditions which result from the experiences of a learner of both two languages and cultures. That is, both aspects of socio-cultural and individualism have

a potential of providing success in learning of language (Rosa, 1999). Researchers on language gain indicate that the classification of self-esteem by psychologist includes, global self-esteem, task self-esteem and specific or situational self-esteem (Rosa, 2000). Global self-esteem refers to a collection of both experiences of intra and interpersonal aspects and evaluations of the outside world that people make. Situational or definite self-esteem works with special considerations of various life occurrences. Furthermore, the level of circumstantial self-esteem usually changes regarding the circumstances faced by a person. Usually, social communications which include settings such as school, home and workplace, or rather characteristics such as tolerance, ability to speak and reasoning, all combined form the situational or specific self-esteem. Besides that, task self-esteem is described as the assessment individuals make in some cases. An illustration of the occupation self-esteem in the setting of language is the individual analysis of a particular factor in the process of gaining that includes writing, oral skills, reading, and also a single language instruction (Rosa, 1999).

Therefore, from the discussion above, self-esteem cannot be overlooked due to its importance in language learning. In fact, for any sufficient cognitive or contributing activity there must be some level of self-esteem in play. Rosa (1999) and Coopersmith (1967) agree that learner's record high performance mainly because of an elevated global self-esteem, or rather due to increased global self-esteem, the outcome is the success of their activities. Rosa (2000) proposes that investigative studies on three degrees of self-esteem and score of students in the second language showed that there was a positive relationship between self-esteem levels and speaking presentation. For example, the highest correspondence was observed between the presentation of oral language and task self-esteem. Therefore, it proves that oral language presentation has the potential effect on global self-esteem.

2.7.2. Concepts of Self-esteem

According to Jennifer Campbell (1990), studies on self-esteem have various concepts that are discussed briefly as follows:

2.7.2.1. The Idea of Psychodynamic

This approach focuses on effectiveness, whereby an individual's self-esteem is based on qualification and efficacy. There is also the conviction that self-esteem and

accomplishment, results to earning respect.

2.7.2.2. The Sociological Concepts

Campbell (1990) argues that social elements have a healthy relationship to self-esteem. Therefore, she integrated both mental processes and affective process in assessing the worth of self. This theory affirms that an individual who gets analysed the need to establish principles and attitudes that contain social features and then make a comparison between the person and such values (Campbell, 1990).

2.7.2.3. Behavioral Theory Perception

According to Coopersmith (1967), this concept mirrors the acceptance and denial opinions and shows the degree to which a learner had to him/herself. Also, this approach highlights that there is a link between emotions such as apprehension and extreme despondency and self-esteem. However, Coopersmith demonstrates that an individual can acquire self-esteem or lose it by learning on how to do it. Consequently, his concept was an expression of two elements of proficiency and accomplishment, and that which he considered as important parts of self-esteem.

2.7.3. How to Promote Self-esteem

From their research, Bruno and Njoku (2014) argue that teachers have a significant role in developing self-esteem, and that means the learning climate in schools should be favorable to nurture growth for self-esteem and hence, learners' success levels and self-possession increases. The researcher also understands that success is not measured regarding techniques or materials but rather the interactions between students in the classroom (Bruno & Njoku, 2014). Ideally, by the teachers establishing a beneficial learning platform, they considerably, enhance the unique ways that students have to express their freedom and support.

As a fundamental factor for a fulfillment of learners' goals, self-esteem also enables students to have a high regard of their personality in a classroom, and therefore, encourage them to study harder and score with high points. Rosa (2000) shows that learners with an increased global self-esteem have a strong belief and conviction about themselves as important and valuable individuals who have the capability to learn a second language. Conversely, students that lack the feeling of being able to learn a new language are characterized to have reduced global-self-esteem (Feng, 2015). Therefore, students with low academic achievement usually

manifest diminished global self-esteem, and this also means that the student may as well fail school eventually. A strong language gain is gained through high levels of self-esteem, and it is also true that low self-esteem is linked to less effectiveness when learning the language (Rosa, 2000).

2.7.4. Research on Self-esteem and Learning

The affect for learning has been a great inducer in learning, and its significance is potential for engagement and sustenance of a deep interest in learning matters. Therefore, it contributes to active learning, and it is more so essential to learners. According to Fernando Rubio (2007), the structure of affect in studying a language and teaching, include two components: internal attributes that refer to the learners' personality, and the relational aspects that are concerned with students and instructors as members in a social situation. Within the learner's internal issues, the core representation one creates is about oneself or rather self-concept (Rubio, 2007). However, on assessment of the positive or negative self-aspects, requires the play of our self-esteem. Bednar, Wells, and Peterson (1995), on communication have resulted that the attitudes a learner has on him/herself have a significant effect on the processes of behavior, psychological, assessments and perception.

In language education, the focus on self-esteem assists the students to channel their energy, which in most cases were diverted from study tasks and concentrate on nonconstructive personal beliefs, formerly to a state appropriate for language gain. Nevertheless, it is fundamental to address explicitly that tasks with self-esteem are free from the unjustified acknowledgement that may cause wrong prediction as well as an incorrect perception of real life matters (Rubio, 2007). Indeed, the outcome of skillfulness is confidence. Therefore, the focus on the self-esteem of the learner in a language classroom is not established an untrue faith about of an active state to substitute the negative. But comparatively, the subject matter is ensuring that learners have the techniques to excel in the learning second language and parallel with minimising any incorrect beliefs about the students' worth or skills, that may prevent them from realising their full potential. Self-esteem in learning advocates for competence and that learner should be able to feel they are skilful. On the same note, teachers cannot guide learners to ignore the obstacles during language learning, because the existence of these challenges make students adjust and develop ways to overcome.

In their research, William and Burden (1997) learner's empowerment can elevate degrees of self-esteem and also improve reading skills. They propose that better empowerment techniques would be self-correcting and self-evaluation skills. For instance, personal correction of mistakes in learning enables them to evaluate themselves. Nevertheless, the level of self-esteem is proposed to be related to possession of a second language, particularly when it involves language skills like reading and writing, and whereby there has been positive correspondence to between these skills and self-esteem. Furthermore, as discussed above in the review, components such as apprehension, taking risks among others, are variables that determine effectiveness and success of learning (Rubio, 2007). Therefore, it is important that teachers develop methods that will improve the learners' self-esteem as an element of pedagogical theory, and this framework can be facilitated through teachers instilling abilities of self-correcting and self-observation. Consequently, learners will have the potential to self-teach and confidence in learning.

2.8. LEARNER AUTONOMY AND VLS

It is evident that autonomy in vocabulary learning is necessary. According to Tuan (2011), the study of lexical items is indeed fundamental in the acquisition of English language. It is thus, improbable for a learner to interact effectively when there is the absence of vocabulary. Besides, it is highly unlikely that a student would be able to acquire all necessary new words while in school, and therefore, he/she must invent ways to gain more vocabulary. In this regard, Tuan (2011) suggests that learner autonomy is now a huge benefit for learners of vocabulary just because it ensures that the student has the following privileges:

1. Autonomous studies improve the student's motivation and increase effectiveness in learning vocabulary.

2. Learner autonomy creates adequate opportunities to the students regarding English interaction as a foreign language.

3. The personal desires of the learner are fully met thanks to learner autonomy

4. Learner autonomy has a long-term affective ability

5. The acceptance of the learner to engage in active learning is reinforced by learner autonomy.

6. Learner autonomy assists the learner in developing the general skills needed for lasting vocabulary learning.

Therefore, Tuan (2011) concludes that when students achieve autonomy in vocabulary learning, it means that they will benefit from a long-term learning capacity and character of independent decision making as well as the study that will guarantee success in the classroom.

2.9. SELF-ESTEEM AND VLS

Mansour Koosha and coworkers (2016) have identified that self-esteem as a significant variable in learning skills, has a lot of influence towards the acquisition of vocabulary. Regarding the self-concept of the learner, it is essential to acknowledge how students consider themselves as learners and the vocabulary. Koosha et al. (2016) indicate that in the relationship between learning lexical items and self-esteem, there will be no progress in the absence of some level of self-concept.

Likewise, Asadifard and Biria (2013) have argued that it has influence as an integral component of language learning strategies, which has been so popular due to its related constituent such as self-esteem that has proved useful in strategic learning of vocabulary. Asadifard and Biria seem to agree with Koosha et al. (2016) that as a universal human attribute self-concept facilitates adequate cognitive and activities of affect in vocabulary learning that are the outcome of certain degrees of knowledge of oneself including the skills to undertake tasks, self-confidence and self-concept. For example, situational self-concept and task self-esteem have been investigated in consideration to vocabulary acquisition, whereby learners have diverse skills and perceptions towards different activities (Asadifard & Biria, 2013).

2.10. LEARNER AUTONOMY AND SELF-ESTEEM

Mansour Koosha, Azam Abdollahi, and Fatemeh Karimi (2016) and Nosratinia and Mohammadzamani (2014), have been conducted researches to assess how self-esteem relates to learner's autonomy, as there is a general conviction that students with increased self-esteem are deemed successful and efficient in their progress in learning. Joseph Seabi (2011) points out that learners who have a positive regard of oneself, usually are more resilient to challenging tasks, are satisfied and tend to excel in their studies. Also, autonomous learners with high self-concept carry out riskier goals and endure to overcome obstacles more than low self-esteem learners. Indeed, the

understanding that learners are performing well contributes to increased self-esteem.

However, autonomous learners are not able to control their tasks until there is clarity about their actions, and this calls for the self-examination by comparing the individual objectives with current progress in learning. Moreover, another component of autonomy is the self-reaction which is an attribute of self-concept, which entails evaluating oneself. Therefore, the link between autonomy and self-esteem in learners of language acquisition involves self-assessment activities that eventually result into increased self-efficacy to fulfil individual tasks, engage more often, intensify own studies without relenting upon encounter with obstacles (Cubuku, 2009)

Kooshi et al. (2016) mention the fact that autonomy is a fundamental issue in learning of a second language, both self-concept and self-reliance are interactive factors. Furthermore, it was acknowledged that autonomous students have the skills to modify and control learning activities, and assess their studies as well as comparing it with objectives and aims of education.

2.11. THE LOCATION TO STUDY PROGRAMS FOR VOCABULARY GAIN

The upskill of vocabulary is a process that involves activities in small proportions (Gu, 2003). According to Gu (2003), metacognitive reasoning, preference, and implementation of concepts for learning vocabulary are the key phases that require among other things, lexicon explanations, use of a dictionary, automatic repetition, writing of notes, etc. Furthermore, for a single strategy employed by the students, it investigates the degree of progress of learning and understanding (Gu, 2003).

A review of literature from various authors has shown that vocabulary studies can be improved in under a learner's attention which gets shifted to strategies of vocabulary (Nation, 2001). Schmitt's (1997) study has revealed that students reported more operations of concepts for vocabulary mastery far much better compared to any additional task such as verbal performance, listening awareness, and social interactions.

2.12. THE CLASSIFICATION OF VOCABULARY LEARNING ACTION PLANS

The strategies for vocabulary learning has received various development. For instance, (Gu and Johnson 1996 cited in Nationa, 2001) initiated a similar

classification from their comprehensive study in Chinese studies. They supplied a list of VLS that is based on the separation into cultural norms about VLS, strategies of dictionary use, opinionated, repetition, memory, and note-taking.

A recent publication by Gu (2003) highlights two significant elements that could be applied in the separation of lexical words study ideas, that is through individual and activities, for instance, a business-oriented strategy operated by learners regarding the different proportions of the events. Also, the concepts developed by students like taking notes, dictionary schemes, guessing or even repetition performances. Moreover, Gu adds that there are crucial areas of concern when referring to interpreting of words, that is the use of memory, structure, explanation and application.

About the most modern concept, mnemonics or reminiscence concept takes the lead and more so because of the belief that mnemonic techniques are best applied due to their capability to reinforce memory and important as vocabulary is primarily based on real memory (Gu, 2003). Nevertheless, mnemonics suffer equally on the downside as discussed by Gu (2003): the strategic aim for retaining involves only paired-associates. Thus, new words of a second language learner have a potential for the gathering of pairs of words like L1 – L2. The concept of mnemonics to lexical items highlights a one-to-one link between structure and explanation, and hence, ignores the various degree of meanings. In essence, mnemonic devices are best suited for contingencies as opposed to substituting other frameworks involved in vocabulary studies.

Semantic is also a very attractive field associated with VLS and in details more about meanings. Here the semantic connection is perceived as a psychological control of vocabularies as well as disseminate the implications and figure out their relationships. In addition to these strategies, Gu (2003) reveals two more strategies linked to the hard lexical words: awareness and retention concepts and this forms part of the individual-dependent learning frameworks of vocabulary. Usually, there are personal variations regarding the factors that affect the selection of a strategy, to illustrate this, there are learning history and technique, gender, encouragement, and self-efficacy. Therefore, Schimitt (1997) developed a classification of VLS that featured the following components: Memory (MEM), Compensation (COM), Cognitive (COG), Social (SOC), Affective and Metacognitive (MET). On the other

hand, Gu (2003) described VLS as inclusive of the following key steps:

1. There are sources of experiencing vocabulary
2. Provide clarity on the structure of new words
3. Understand the meaning of vocabulary
4. Maintain a high memory link between the explanation and structure of words.
5. Apply vocabularies.

2.13. THEORIES OF VOCABULARY LEARNING

According to the findings of Mania Nosratinia and coworkers (2013), the students of foreign languages are prompted to use several approaches to gain the knowledge of the actual language word. The main reason has been emphasized by Nation (2005) that despite the effort of teachers and guidance from the course books, eventually, it is the students that do the learning. That is to say that, it is estimated that it is from the learner's position that challenges of small vocabularies can be underpinned, and ultimately, the students' goals will assess the effectiveness of the process of mastery involved. Although learners of language have ideas of the importance of lexicon words in a language, they may be unaware of the vocabulary learning policies (VLS) that could assist them in the acquisition of vocabularies actually (Kalajahi & Pourshahian, 2011).

Therefore, according to Nation (1990), the most appropriate method to gain vocabulary is for the students to initiate their independent concepts. Furthermore, instructing on vocabulary mastery is viewed as a component of the vocabulary advancement program. Subsequently, Schmitt and Schmitt (1995) recommend that an effective teaching procedure for vocabulary would be to present several VLS to students and then they can make the judgment on which strategy they prefer. It is important to appreciate the students' need for evolving personal knowledge of VLS (Kalajahi & Pourshahian, 2011). Concepts of vocabulary learning have been described by Intaraprasert (2005) as

> "A group of skills or learning characteristics that language students applied
> so as to derive the meaning of complex and new terms, to preserve that
> knowledge gained from understanding the words as well as to broaden
> their skills of vocabulary" (p.165).

However, Nosratinia et al. (2013) discuss the two distinct concepts as part of the comprehensive list of strategies of lexicon acquisition advanced by Schmitt (1997).

On the one hand there is the idea to assess the explanation of new words which have been experienced for the first time, and on the other hand, words that would reinforce the meaning when they are experienced again. Apparently, the first policy is comprised of strategies of both social and determination, while the latter concept is concerned with strategies of psychological, memory, metacognitive and social (Nosratinia et al, 2013).

2.14. STUDIES ON VOCABULARY LEARNING CONCEPTS

According to Kalahaji and Pourshahian (2012), effort has been invested in researching on the adjustments learners make to endure the language learning challenges. However, they have found that the outcome of these studies has various learning concepts, but the inventory of VLS includes somewhat similar classifications. For example, Oxford (1990) recommended that applying a concept on average indicated that learners are knowledgeable of the idea, but they require encouragement for continued use during studies. For example, repetitive methods can be encouraged to students to learn new words. Kalahaji and Pourshahian (2012) note that studies on VLS in learning English as a foreign language (ELF) have been very general studies for decades. Nevertheless, the characteristics of some studies are exploratory that focus on particular VLS while others are comparative research which attempts to elaborate on ELF learners about VLS.

According to Tuan (2011), the establishment of VLS application in Chinese institution of higher learning, with students of English and the link between their action plans and results in learning English, indicates that there is a widespread use of metacognitive concepts of vocabulary. Similarly, it was observed that psycholinguistic and metacognitive action plans have been in play to most learners with high vocabulary mastery (Celik & Toptas, 2010). On the contrary, Zarafshan (2002) postulates that ELF students in Iran rarely used metacognitive strategies and this evaluation has shown that the curriculum structure fails to encourage social and participatory learning. There is the lack of adequate metacognitive opportunities such as communication approach in institutions. It is important that teaching becomes learner-centered to encourage interaction and social learning techniques (Kalahaji & Pourshahian, 2012).

An investigative research conducted by Wu (2005) on VLS usage by ELF

learners from Taiwan, highlighted that the majority of the students applied discovery programs such as the use of bilingual dictionaries, asking fellow students, and guessing from the context. Whereas, strategies for consolidation observed among learners were studying phonetics of words and word structure repetition. Ideally, there are correlations between different VLS applied by students and consistent results from researchers as well.

The reviews focused on the relationship that exist between learner autonomy which is the act of planning and setting goals to take charge of the learning process; vocabulary learning strategy which is a step applied by English students to acquire new English words and self-esteem which is the emotional evaluation of self-worthiness. The chapter indicated that vocabulary is used to provide the link between reading, listening, speaking, and the writing skills. The four skills are therefore useful in the art of learning language by the learners. Learner autonomy is the act of planning and setting goals to take charge of the learning process; vocabulary learning strategy is step applied by English students to acquire new English words while self-esteem is the emotional evaluation of self-worthiness.

The relationship that exists between vocabulary learning strategies and learner autonomy is that to learn vocabularies; the learner needs to be autonomous and make significant efforts towards learning. Learning autonomy assists students and also gives them certain privileges like independence from the teacher and also enhances the motivation of the learner hence good vocabulary learning and also improves the will of the learner towards learning. Linguistic scholars argue that vocabulary knowledge is not a single construct but a multidimensional construct that involves understanding various word knowledge and aspects (Amirian et al., 2015). Meaning, form, register, and collocation are some of the word knowledge and aspects that are involved in vocabulary knowledge.

The student is always responsible for all the decisions made in the learning process. Blachowics and Fisher (2000) put a lot of emphasis on the necessity of autonomy. They indicated that a student should be willing and have confidence in their learning ability so as to achieve good vocabularies. Autonomy is understood as the willingness of the learner to participate in the study independently (Samaie et al., 2015). Nasratinia and Mohammadzamani (2014) explain, one must learn to take

responsibility for his/her learning so as to enhance the autonomy, independence and also self-direction during the learning process. The learner has the responsibility of applying the different vocabulary learning strategies so as to improve his/her achievement. Additionally, the ability to apply the strategies effectively can also help the learner deal with the new vocabularies without necessarily involving the instructor or the teacher (Rabadi, 2016).

Self-esteem also contributes to vocabulary learning strategy very significantly. Rubio (2007) cited that there are difficulties in vocabulary and pronunciation whereby self-esteem improves self-perception whether the vocabulary or the pronunciation is right or wrong. Mohammad Abad and Baradaran (2013), in their study shows that the more one uses the vocabulary strategies, the higher the level of autonomy one has. Ming Wei (2007) indicates that autonomous learners can make proper use of dictionaries, they can also guess or make good use of perceptions, and in so doing, they enhance good vocabularies. According to Nasratinia and Mohammadzamani (2014), high self-esteem enhances the learners' learning behavior and promotes inculcation of positive learning behavior. Positive learning behavior also promotes the learner's autonomy.

CHAPTER III

METHODOLOGY

3.1. PRESENTATION

This chapter details the research design of this study, which is followed by an elaboration of the data collection process and instruments as well as participant demographics. This section concludes with an analysis of the data obtained.

3.2. RESEARCH DESIGN

This study was quantitative in nature and utilized three types of questionnaires adapted by the researcher. These included a 30-item VLS questionnaire based on Schmitt's taxonomy of VLS (1997); a 30-item LA questionnaire developed by Sakai, et al. (2008); and a 30-item SE questionnaire designed by Stanley Coopersmith (1967). As mentioned previously, this study investigates the relationship among LA, SE, and VLS in English Language Department at Soran University. In order to achieve this aim, a descriptive research design was employed. Data was collected via the above-mentioned instruments and subsequently analyzed quantitatively via SPSS (version 21) software.

3.3. POPULATION AND SAMPLING

Participants included 157 male and female EFL learners between the ages of 17 and 25, though most were 20-22 years of age. Since more females than male participated in the study, a gender imbalance was expected. Participants were selected based on convenient sampling of undergraduate students majoring in General English, English Literature, and Linguistics at Soran University in northern Iraq. They were enrolled in four different levels of study. First- and second-stage participants were majoring in General English, while third- and fourth-stage students were majoring in English Literature and Linguistics. The demographic information component of the

surveys contained questions regarding students' age, gender, majors, and levels of study. It is worth mentioning that the initial number of participants was 212, but 55 participants were excluded due to careless or incomplete answers of the questionnaires. The number of participants from each university level is presented in the table below:

Table 1 *Descriptive Statistics Frequency for Each Level of Study*

Level of Study	Frequency	Percent
First-Stage	48	30.6
Second-Stage	34	21.7
Third-Stage	29	18.5
Fourth-Stage	46	29.3
Total	157	100.0

Of the participants, 48 (30.6%) participants were in their first stage of EFL study, 34 (21.7%) were in their second stage, 29 (18.5%) were in their third stage, and 46 (29.3%) were in their fourth stage.

After students in English Language Department of Soran University complete their second stage of study, they can choose either English Literature or English Linguistics for their topic of study during their third and fourth stages. The frequency of participants' majors is represented by the table below:

Table 2 *Descriptive Statistics for Participants' Majors*

Major	Frequency	Percent
English Literature	26	16.6
English Linguistics	48	30.6
General English	83	52.9
Total	157	100.0

Among the participants, 26 (16.6%) participants were majoring English Literature, 48 (30.6%) were majoring in English Linguistics and 83 (52.9%) were majoring in General English, all of whom comprise first- and second-stage students (see Table 2).

Out of 157 participants, 85 (54.1%) were 20-22 years of age, 57 (36.3%) were between 17 and 19 years, 14 (8.9%) were between 23 and 25 years, and only 1 was above 25 years of age.

Out of 157 participants, 99 (63.2%) were female and 58 (36.8%) were male. As mentioned previously, gender acted as a mediating variable because the numbers of male and female participants were not equal.

3.4. DATA COLLECTION INSTRUMENTS

3.4.1. Vocabulary Learning Strategies Questionnaire (VLSQ)

A 30-item VLS questionnaire (see Appendix II) adapted from Schmitt's (1997) taxonomy of VLS was utilized in this study. Schmitt's taxonomy of VLS is one of the most practical and comprehensive taxonomies in the domain of second-language VLS. Moreover, in several other studies, Schmitt's taxonomy has been cited as a credible inventory of second-language learning strategies. It contains the following five categories of strategies: determination, memory, cognitive, metacognitive, and social. Schmitt's original instrument included 58 items asking the subject to indicate category by using a 5-point scale ranging from "never" to "always". The researcher adapted a 30-item VLS questionnaire from Schmitt's taxonomy (1997) and then translated this questionnaire from English to the participants' mother tongue in order to ensure full comprehension. It was observed that the process of adaptation made the questionnaire seem shorter; moreover, the adapted questionnaire correlated better with the other two questionnaires employed in this study. The 30-item VLSQ was utilized to investigate the VLS of participants. The subjects were asked to rate the frequency of strategy categories they practice on a 5-point Liker-type scale including the options of "never" (one point), "seldom" (two points), "sometimes" (three points), "often" (four points), and "always" (five points). Thus, the participants' scores ranged between 30 to 150. The time allocated for the completion of the 30-item questionnaire was 15 minutes. The reliability of the VLS questionnaires in the current study was .859, which was determined by using Cronbach's alpha coefficient. This score indicated a high degree of reliability.

3.4.2. Learner Autonomy Questionnaire (LAQ)

To assess participants' levels of autonomy, a questionnaire of LA including 30 items (see Appendix III) was administered. The original questionnaire developed by Sakai, et al. (2008), contained 48 items, but in order to fit the particular objectives of this study, the researcher adapted a 30-item LA questionnaire which was divided into

three sections: responsibility, ability, and autonomous activities both within and outside the classroom. Students were asked to answer the item of the first and third section on a 5-point Likert scale (1=never, 2=seldom, 3=sometimes, 4=often, 5=usually), and the item of the second section on a 2 scale "until now" and "from now on". The first section of the model contained 6 items focusing on learners' perceptions of responsibilities towards the learning process. The second section of the model contained 8 items focusing on learners' past views of responsibility towards learning in the past and future. Finally, the third section of the model contained 16 items focusing on students' autonomous activities both within and outside the classroom. By using Cronbach's alpha coefficient, the LA questionnaire proved to have a high reliability of .818.

3.4.3. Self-esteem Questionnaire (SEQ)

Coopersmith's 1967 self-esteem inventory model was another instrument employed in this study. The original model contained 58 items. As was the case with the other two questionnaires in this study, the researcher adapted this model to form a 30-item questionnaire (see Appendix IV), three of which were placebo items (7, 15, and 18). If a participant marked "like me" for three of these items, it suggested that he/she was dedicated too much effort to presenting him/herself in a positive way. Thus, these participants were excluded from the analysis component.

Each of the 30 items was scored on 2 points, ranging from 0 to 1, which represented the most negative attitudes and the most positive attitudes. High self-esteem items were (1, 3, 4, 6, 10, 11, 12, 16, and 29). They were awarded one point if they are answered by "like me"; however, the item received no point if they were marked by "unlike me". The rest of the items numbered (2, 5, 9, 13, 14, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30) were considered to represent low self-esteem and were awarded one point upon responding "unlike me" and no point upon responding "like me." The maximum score for the questionnaire was 27, and the minimum was 0. Scores between (14 and 27) were associated with high self-esteem, while lower scores indicated low self-esteem. The reliability of the SE questionnaire was determined to be .744 by using Cronbach alpha coefficient.

The three sets of questionnaires were gathered in one delivery package. The researcher translated the English version of these questionnaires into participants'

native language to ensure full comprehension; moreover, the translation was validated by an English languge professor at Soran University.

3.5. DATA COLLECTION AND ANALYSIS

This section presents the piloting procedures of the instruments, data collection, and data analysis.

3.5.1. Piloting Procedure

A pilot study was conducted by the researcher to determine the administration procedures, including the expected length of time, and to ascertain the reliability of the research instruments. Before conducting the pilot study, the researcher obtained permission from English Language Department of Soran University. After permission was granted, the researcher proceeded with the administration procedures by informing the participants regarding the aim of this study and the data collection instruments. The participants were required to answer the questionnaires anonymously. No problems were encountered regarding the time taken to complete the questionnaires or with the length of questionnaires; moreover, no problems were encountered with the language, i.e. participants' mother tongue, and/or structure used in them. The piloting procedure helped to validate questionnaire items. The allocated time for participants to complete the instruments was approximately 40 minutes. Using Cronbach's alpha coefficient, all three instruments proved to have reliability of .778 for the VLS Questionnaire, .840 for the LA Questionnaire, and .810 for the SE Questionnaire.

3.5.2. Data Collection

For this study, three main data collection instruments were together employed—a VLSQ, LAQ, and SEQ. The researcher visited the English Language Department at Soran University during the first week of the second semester of the 2016-17 school year and explained the aim of the study to participants as well as obtained their consent to participate.

The quantitative data collection instruments—referred to as self-reported questionnaires—were jointly administered at a particular time to the available classes. After explaining the purpose of the study, the researcher and English language professors cooperatively administered the packaged questionnaire to participants in

one session for each class. The entire class duration of 45 minutes was dedicated to administrating the questionnaires. The researcher oversaw this process to ensure that students fully understood the questions and responses. Furthermore, sufficient instructions regarding the procedures of completing the instruments were given to the participants. The researcher informed respondents that collected data would only be used for the research purpose and would not influence their grades. The students were also assured concerning the confidentiality of their responses.

3.5.3. Data Analysis

Following data collection, SPSS software (Version 21) was employed to analyze the data. For the SE questionnaire, those respondents who had marked "like me" for three placebo items numbered (7, 15, and 18) were detected. Moreover, for VLS as well as LA questionnaires, due to careless or missing questionnaires and unanswered items, 55 participants were excluded.

Statistical analyses were conducted to address the research hypothesis in this descriptive study. First, the assumptions of the study had to be met before the researcher could decide to run the correlation and regression analysis. After testing the initial assumptions, a Pearson's correlation coefficient test was used to address the first three research questions. Since there was a significant correlation between three variables, a multiple regression analysis was conducted in order to answer the fourth research question.

CHAPTER IV

FINDINGS

4.1. PRESENTATION

This chapter illuminates the findings obtained from the questionnaires to investigate respondents' use of VLS. First, the mean scores of VLS and its subcategories will be presented alongside the mean scores of LA and SE; in addition, the minimums, maximums, and standard deviations will be unfolded. Next, the preliminary assumptions of this study will be elucidated. Finally, the results of correlation and linear regression analyses will be presented to determine the extent to which LA and SE can predict the choice of VLS.

4.2. RESULTS OF THE STUDY

The purpose of this study was to investigate the relationship among EFL learners' VLS, LA and SE. In order to address the underlying research questions, data was measured on an interval scale. The subjects of the study performed independently on the questionnaires, i.e. their performance on the test was not affected by that of other participants.

4.2.1. Testing Assumption

According to Tabachnick and Fidell (2007), the following assumptions should be checked when running correlations between variables:

1. Normality of the distribution of variables;
2. Linear relations between each pair of variables;
3. And homoscedasticity

4.2.1.1. Checking the Assumption of Normality of Distributions

In order to check the normality of distributions, descriptive statistics of the data were obtained and calculated separately for each variable. They are presented in the next three sections.

The descriptive statistics of the VLS questionnaires and its subcategories are displayed in Table 3 below:

Table 3 *Descriptive Statistics of the Score of VLS and Its Subcategories*

	N	Min	Max	Mean	Std. Deviation	Variance
VLS	157	1.97	4.73	3.1773	.54383	.296
Determination	157	1.67	5.00	3.2357	.70561	.498
Social	157	1.33	4.83	3.1656	.79001	.624
Memory	157	1.50	5.00	3.2389	.70136	.492
Cognitive	157	1.33	5.00	2.9968	.67975	.462
Metacognitive	157	1.33	4.83	3.2495	.78958	.623
Valid N (list-wise)	157					

Table 3 shows the descriptive statistics for the VLSs and its subcategories scores. The distribution of the scores on VLSs is shown by Figure 1.

Figure 1*: Distribution of Scores on the Vocabulary Learning Strategies*
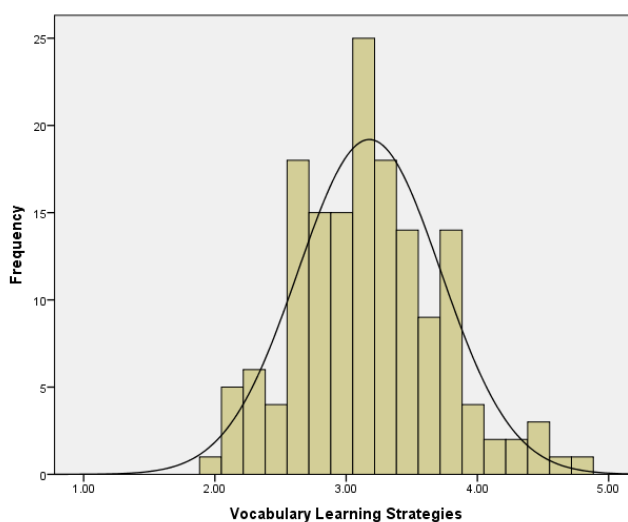
As displayed in Figure 1, the histogram of distribution shows that the scores on vocabulary learning strategies questionnaire are normally distributed.

A Descriptive Statistics review of learner autonomy questionnaires is presented in Table 4.

Table 4 *Descriptive Statistics of the score of Learner Autonomy*

	N	Min.	Max.	Mean	Std. Deviation
Learner Autonomy	157	1.97	3.97	3.0251	.39992
Valid N (listwise)	157				

Table 4 shows the descriptive statistics for autonomy scores. The distribution of scores on learner autonomy is displayed by Figure 2.

Figure 2*: Distribution of Scores on Learner Autonomy*
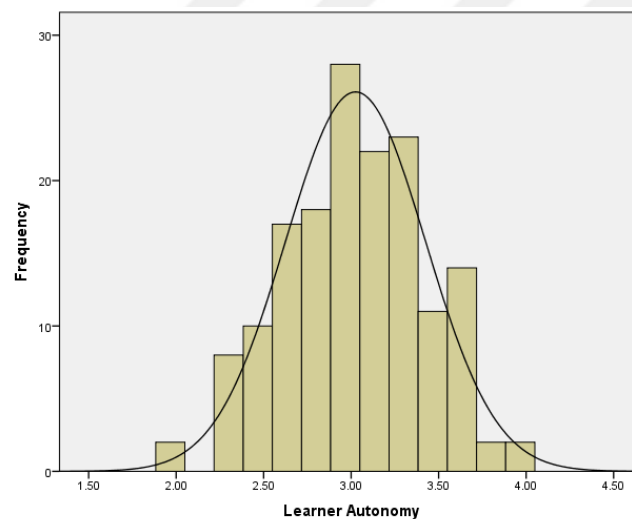
As displayed in Figure 2, the histogram of distribution shows that the scores on learner autonomy questionnaire are normally distributed.

A Descriptive Statistics review of self-esteem questionnaires is presented in Table 5.

Table 5 *Descriptive Statistics of the score of Self-esteem*

	N	Min.	Max.	Mean	Std. Deviation
Self-esteem	157	.15	1.00	.6020	.17060
Valid N (listwise)	157				

Table 5 displays the descriptive statistics for the SE scores. The distribution of scores on self-esteem is displayed by Figure 3.

Figure 3: *Distribution of Scores on Self-esteem*
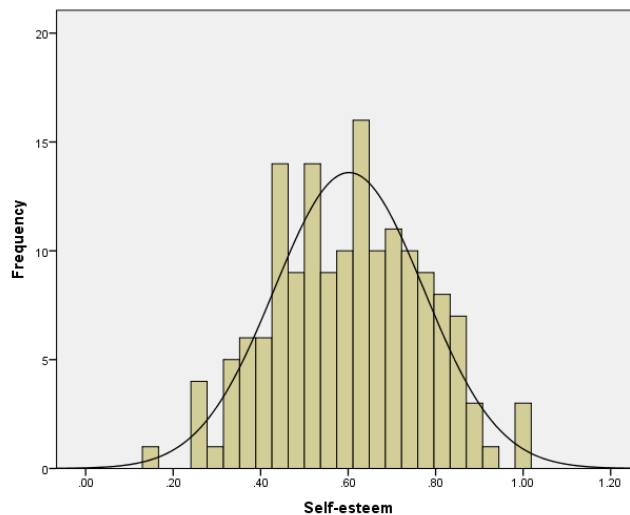
As displayed in Figure 3, the histogram of distribution shows that the scores on self-esteem questionnaire are normally distributed.

Descriptive statistics of the scores of both skewedness and kurtosis ratio for VLS, LA, and SE were obtained to check the normality assumption. These are presented in the table below:

Table 6 *Normality Assumption; Vocabulary Learning Strategies, Learner Autonomy and Self-esteem*

	N	Skewedness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Vocabulary Learning Strategies	157	.344	.194	.090	.385
Determination	157	.139	.194	-.458	.385
Social	157	-.020	.194	-.649	.385
Memory	157	.019	.194	-.338	.385
Cognitive	157	.080	.194	-.101	.385
Metacognitive	157	-.184	.194	-.659	.385
Self-esteem	157	-.011	.194	-.436	.385
Learner Autonomy	157	-.135	.194	-.348	.385
Valid N (list-wise)	157				

As illustrated in Table 6, the distribution of the data for vocabulary learning strategies, learner autonomy, and self-esteem was normal, as both the skewedness for "standard error of skewness" (VLSs; .344/.194 =1.7, LA; -.135/.196 = -.68 and, SE; -.01/.196= -.05) and Kurtosis ratio were within the acceptable range of +1.96 and -1.96. This means the distribution did not determine a significant deviation from normality. Furthermore, the researcher checked the shapes of distributions for the three variables by visually inspecting the histograms of distributions which supported the normality of the distributions.

4.2.1.2. Checking the Assumption of Linear Relation Between Each Variable and Homoscedasticity

Descriptive statistics of the data were calculated to test the assumption of linear correlation. To check the linear relationship between each variable, the researcher created scatterplots in order to visually inspect the data. Since there were multiple variables, the researcher created multiple scatterplots for learner autonomy, self-esteem, and vocabulary learning strategies.

Figure 4: *Testing Linearity Assumption; Linear Relation between Autonomy and Vocabulary Learning Strategies*
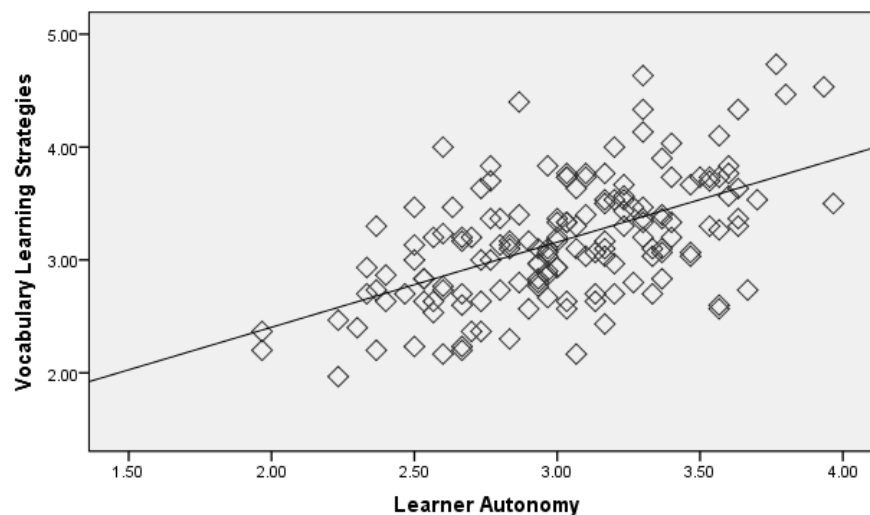
Figure 4 displays the relationship between learner autonomy and vocabulary learning strategies. The dispersion of the dots represents a significant correlation between the two variables.

Figure 5: *Testing Linearity Assumption; Linear Relationship between Self-esteem and Vocabulary Learning Strategies*
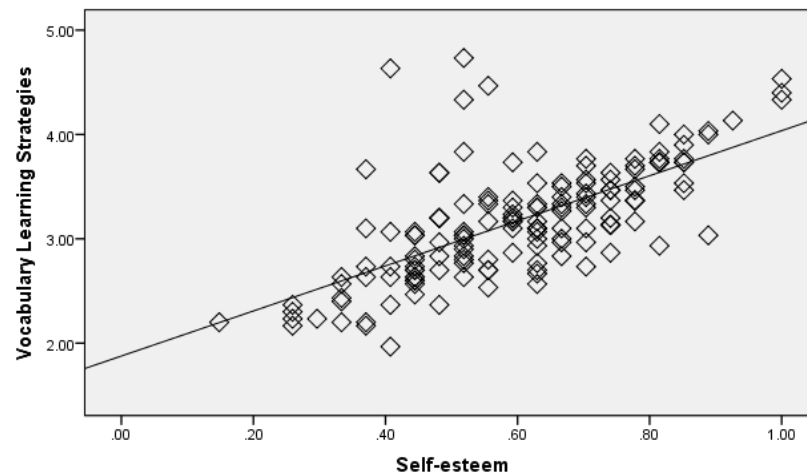
The relationship between self-esteem and vocabulary learning strategies, as displayed in Figure 5, was also linear. The dispersion of dots along the diagonals clarifies that the relationship between the two variables are linear.

Figure 6: *Testing Linearity Assumption; Linear Relationship between Self-esteem and Autonomy*
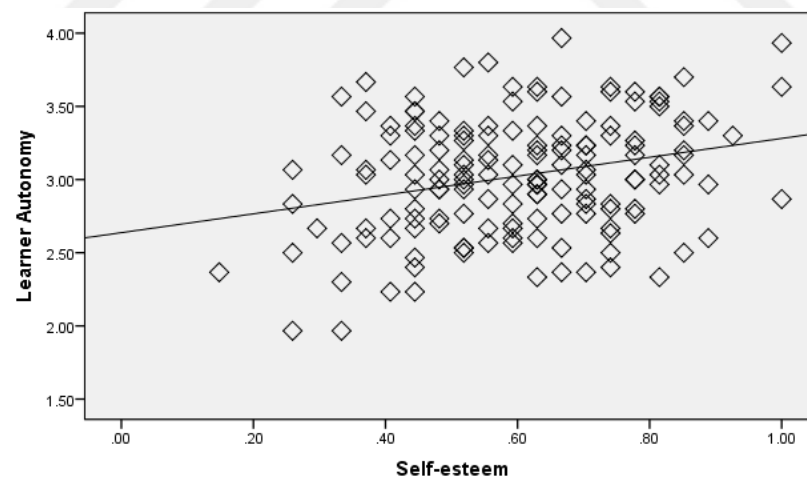
As shown in Figure 6, the relationship between learner autonomy and self-esteem is linear. The spread of the scores displays a moderate to high correlation between the two variables.

Therefore, it can be concluded that there was no kind of non-linear relation between the overall scores on the three variables, such as a curvilinear or a U-shaped

distribution. Moreover, the distribution of variables was not funnel shape, that is to say narrow at one end and wide at the other; thus, the assumption of homoscedasticity was met. The assumption of homoscedasticity is discussed more when presenting the results of regression and correlation.

4.3. Addressing the Research Questions

The First Research Question: Does there exist a statistically significant relationship between autonomy and choice of VLS among Iraqi EFL learners?

A Pearson's correlation coefficient was conducted to identify whether any statistically significant relationship existed between EFL Learner Autonomy and VLS. Results are displayed in the table below:

Table 7 *Pearson Correlation Coefficient: Autonomy and Vocabulary Learning Strategies*

		Learner Autonomy
Vocabulary Learning Strategies	Pearson Correlation	.555[**]
	Sig. (2-tailed)	.000
	N	157

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the findings above, it can be concluded that there existed a statistically significant relationship between EFL Learner Autonomy and VLS (*r = .555, p < .05*).

Table 8 *Correlation between Subcategories of Vocabulary Learning Strategies and Autonomy*

		Learner Autonomy
Learner Autonomy	Pearson Correlation	1
	N	157
Determination	Pearson Correlation	.411
	Sig. (2-tailed)	.000
	N	157
Social	Pearson Correlation	.387
	Sig. (2-tailed)	.000
	N	157
Memory	Pearson Correlation	.351
	Sig. (2-tailed)	.000

	N	157
Cognitive	Pearson Correlation	.347
	Sig. (2-tailed)	.000
	N	157
Metacognitive	Pearson Correlation	.544
	Sig. (2-tailed)	.000
	N	157

**. Correlation is significant at the 0.01 level (2-tailed).

As demonstrated by Table 8, the following statistically significant relationships existed between EFL Learner Autonomy and subcategories of VLS:

A. Autonomy and determination (r = .411, p < .05), which signifies a large effect size.

B. Autonomy and social (r = .387, p < .05), which signifies a large effect size.

C. Autonomy and memory (r = .351, p < .05), which signifies a large effect size.

D. Autonomy and cognitive (r = .347, p < .05), which signifies a large effect size.

E. Autonomy and metacognitive (r = .544, p < .05), which signifies a large effect size.

The results of the data analyses in this study indicate a large effect size for the correlation between each pair of variables. That is, a statistically significant relationship was observed between learner autonomy and subcategories of vocabulary learner strategies.

The Second Research Question: Does there exist a statistically significant relationship between EFL learners' self-esteem and choice of VLS?

A Pearson's correlation coefficient was utilized to determine whether any statistically significant relationship existed between EFL learners' self-esteem and VLS.

Table 9 *Pearson's Correlation Coefficient; Self-esteem and Vocabulary Learning Strategies*

		Self-esteem
Vocabulary Learning Strategies	Pearson Correlation	.678**
	Sig. (2-tailed)	.000
	N	157

**. Correlation is significant at the 0.01 level (2-tailed).

The findings of the correlation analysis in Table 9 demonstrate a statistically significant relationship between EFL learners' self-esteem and vocabulary learning strategies (r = .678 p < .05).

Table 10 below reports the results of correlation between SE and subcategories of VLS:

Table 10 *Pearson's Correlation Coefficient; Self-esteem and Subcategories of Vocabulary Learning Strategies.*

		Self-esteem
Self-esteem	Pearson Correlation	1
	N	157
Determination	Pearson Correlation	.385
	Sig. (2-tailed)	.000
	N	157
Social	Pearson Correlation	.543
	Sig. (2-tailed)	.000
	N	157
Memory	Pearson Correlation	.539
	Sig. (2-tailed)	.000
	N	157
Cognitive	Pearson Correlation	.516
	Sig. (2-tailed)	.000
	N	157
Metacognitive	Pearson Correlation	.523
	Sig. (2-tailed)	.000
	N	157

∗∗. Correlation is significant at the 0.01 level (2-tailed).

Based on the findings displayed in Table 10, it can be concluded that self-esteem demonstrated the following statistically significant relationships with subcategories of VLS:

A. Self-esteem and Determination (r = .385, p < .05), which signifies a large effect size

B. Self-esteem and Social (r = .543, p < .05), which signifies a large effect size

C. Self-esteem and Memory (r = .539, p < .05), which signifies a large effect size

D. Self-esteem and Cognitive (r = .516, p < .05), which signifies a large effect size

E. Self-esteem and Metacognitive (r = 523, p < .05), which signifies a large effect size

The results of the data analyses yield a large effect size for the correlation between LA and subcategories of VLS, which was statistically significant.

The Third Research Question: Does there exist a statistically significant relationship between EFL Learner Autonomy and self-esteem?

In order to address this question, data was analyzed using a Pearson correlation coefficient to investigate any statistically significant relationship between the two variables. The results are presented in Table 11 below:

Table 11 *Pearson's Correlation Coefficient; Learner Autonomy and Self-esteem*

		Learner Autonomy	**Self-esteem**
Learner Autonomy	Pearson Correlation	1	.275[**]
	Sig. (2-tailed)		.000
	N	157	157
Self-esteem	Pearson Correlation	.275[**]	1
	Sig. (2-tailed)	.000	
	N	157	157

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results demonstrated in Table 11, it can be concluded that there existed a statistically significant and positive relationship between learner autonomy and self-esteem (r = .275, < .05).

The Fourth Research Question: Does there exist a statistically significant relationship between EFL learners' self-esteem as well as autonomy and the ability to predict the choice of VLS?

Since the main assumption of running regression—normality of distribution and correlation between each pair of variables—was observed to be significant, the researcher conducted a multiple regression analysis among three variables to answer the fourth research question. The researcher conducted regression analysis to determine the extent to which autonomy and self-esteem scores can predict EFL learners' choice of VLS. The regression model was implemented in two steps:

In the first step, multiple regression analysis was employed to probe the power of autonomy in predicting EFL learners' choice of VLS. Results are displayed below:

Table 12 *Model Summary, Regression Analysis; Predicting Choice of Vocabulary Learning Strategies by Using Learner Autonomy*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.555[a]	.307	.303	.45402

a. Predictors: (Constant), Learner Autonomy
b. Dependent Variable: Vocabulary Learning Strategies

As demonstrated in Table 12, LA predicted 30.7 percent of scores in the choice of VLS (R = .555, R^2 = .307). That is to say that AU can significantly contribute to the degree of VLS among EFL learners.

Table 13 *ANOVA Test of Significance of Regression Analysis Model; Predicting Choice of Vocabulary Learning Strategies by Using Learner Autonomy*

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	14.187	1	14.187	68.821	.000[b]
1	Residual	31.951	155	.206		
	Total	46.138	156			

a. Dependent Variable: Vocabulary Learning Strategies
b. Predictors: (Constant), Learner Autonomy

As illustrated by Table 13, the results of an ANOVA test of significance of the regression model for the first step [F (1.155) = 68.821, $p < .05$] yielded the significance of the regression model.

Table 14 *Regression Coefficients*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.896	.277		3.232	.002
	Learner Autonomy	.754	.091	.555	8.296	.000

a. Dependent Variable: Vocabulary Learning Strategies

As demonstrated by the table above, LA signified a large standardized beta coefficient (B1 = .754, t = 8.296, $p < .05$). Standardized Beta Coefficient represents the degree to which predictor variables contribute to the prediction of the predicted variable. Thus, it can be concluded that LA makes a strong statistically significant contribution to VLS.

In the second step, a multiple regression model was utilized to probe the power of SE in predicting EFL learners' choice of VLS. Results are displayed below:

Table 15 *Model Summary, Regression Analysis; Predicting Choice of Vocabulary Learning Strategies by Using Self-esteem*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678[a]	.459	.456	.40122

a. Predictors: (Constant), Self-esteem
b. Dependent Variable: Vocabulary Learning Strategies

As demonstrated by Table 15, self-esteem predicted 45.9 percent of scores in the choice of VLS (R = .678, $R^2 = .456$). This means SE can significantly contribute to the degree of VLS among EFL learners. It was also confirmed that SE makes the largest unique contribution to explaining VLS among EFL learners and would function as a reliable predictor of VLS.

Table 16 *ANOVA Test of Significance of Regression Analysis Model; Predicting Choice of Vocabulary Learning Strategies by Using Self-esteem*

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.187	1	21.187	131.614	.000[b]
	Residual	24.951	155	.161		
	Total	46.138	156			

a. Dependent Variable: Vocabulary Learning Strategies
b. Predictors: (Constant), Self-esteem

As illustrated above, the results of the ANOVA test of significance of the regression model for the second step [F (1,155) = 131.614, p < .05] indicated that SE significantly predicts VLS.

Table 17 *Regression Coefficient*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.877	.118		15.933	.000
	Self-esteem	2.160	.188	.678	11.472	.000

a. Dependent Variable: Vocabulary Learning Strategies

As demonstrated by the table above, SE signified a large standardized beta coefficient of (B1 = 2.160, t = 11.472, $p < .05$). Thus, it can be concluded that SE makes a strong significant contribution to VLS.

In order to inspect the homoscedasticity based on the regression model, the researcher created a simple scatter plot for all three variables to visually check how the residuals were distributed, as displayed by Figure 7 below:

Figure 7: *Plot of Standardized Residuals; Predicting Vocabulary Learning Strategies by Using Autonomy and Self-esteem*
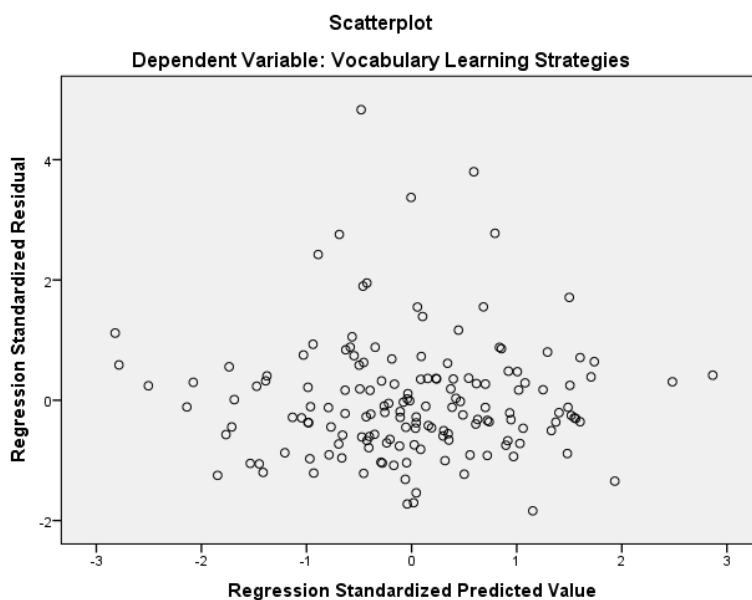
As displayed above, the data exhibited a great dispersion and scattered randomly across the plot. Thus, the variance seemed to be homogenous and the assumption of homoscedasticity was met.

Although, in the previous sections, the normality of distributions was examined for correlation, the residuals statistics of the data were checked to determine whether there existed any statistically significant outliers, as demonstrated below:

Table 18 *Residuals Statistics; Cook's Distance*

	Min	Max	Mean	Std. Deviation	N
Cook's Distance	.000	.183	.008	.023	157

a. Dependent Variable: Vocabulary Learning Strategies

As demonstrated by the residuals table above, the results also displayed the absence of significant outliers, as the Cook's distance values did not surpass 1 (Tabachnick & Fidell, 2007).

Therefore, with reference to the correlation and regression analyses of the data, it can be concluded that the researcher was able to prove that there does exist a statistically significant relationship between EFL learners' self-esteem and LA in predicting the choice of VLS. On the one hand, a significant correlation was found to exist among participants' LA, SE, and VLS, but on the other hand, the regression analysis indicated that LA and SE make strong significant contributions to VLS and were also a significant predictor of VLS.

CHAPTER V

DISCUSSION

5.1. PRESENTATION

This study investigated the relationship among EFL Learner Autonomy, self-esteem, and choice of vocabulary learning strategies. In this chapter, the results are compared with those of previous studies conducted by other researchers. Moreover, supportive and opposing arguments concerning this study will clearly be presented.

5.2. DISCUSSION OF THE FIRST RESEARCH QUESTION

The first research question probed whether there existed a statistically significant relationship between LA and choice of VLS among Iraqi EFL students. The results analysis yielded that there does exist a significant relationship between the two variables (r = .555). The findings align with those of Mohammad Abad and Baradaran, 2013; Naraghi and Seyyedrezaei, 2015; Nosratinia and Zaker, 2013, 2015; Abassi, 2015, who similarly concluded that there existed a significant relationship between LA and VLS.

More specifically, Mohammad Abad and Baradaran (2013) observed a significant correlation between LA and VLS among students of different language proficiency levels. Similarly, Naraghi and Seyyedrezaei (2015) observed a significant relationship between the two abovementioned variables among Iranian intermediate EFL students. However, among the elementary EFL leanrers, they did not observe any significant correlations between LA and VLS, suggesting that learners who are more proficient use more VLS than those who are less proficient. Furthermore, the findings of Nosratinia, Shakoori, and Zaker (2013) reported a significant correlation between these two variables (r= .77). Lastly, another study concerning LA and VLS (Nosratinia & Zaker, 2015) concluded that there existed a strongly significant relationship (r = .685).

5.3. DISCUSSION OF THE SECOND RESEARCH QUESTION

Regarding the second research question, "Does there exist a statistically significant relationship between EFL learners' self-esteem and choice of VLS?", correlation analysis indicated a significant relationship, (r = .678 $p < .05$). The findings of this study correspond with those of Nosratinia and Mohammadzamani' s study (2014), which (to the researcher's knowledge) is the only study conducted on this matter and suggested a statistically significant relationship to exist, (r = .563). In their study they indicated that improving learners' self-esteem could be effective in the progression of their vocabulary learning strategies use.

Taken the learner self-esteem into consideration, one needs to realize in what way learners reckon about themselves while learning a language (Gestwicki, 1999). Thus, it is observed that there could be a link or relation between self-esteem and language learning. Demo and Parker (1987) argue that self-esteem and autonomy share common value for language learning. It is a fact that the self-esteem degree of a learner could be affected by language learning and vice versa.

5.4. DISCUSSION OF THE THIRD RESEARCH QUESTION

The third research question sought to determine whether there existed a statistically significant relationship between EFL Learner Autonomy and SE. Correlation analysis indicated that there did exist a significant relationship between the two variables (r = .275). These results are supported by those of Koosha, M., Abdollahi, and A., Karimi, (2016), who similarly asserted to a significant relationship to exist between self-esteem and autonomy (r=.919).

The findings of this study suggested that autonomy is a key concern in foreign or second language learning (Dafei, 2007; Wenden, 1998; Zhang & Li, 2004). Little and Dam (1998) autonomous learners is someone who has the ability to shape direct and shape his/her learning process. Further, one of his/her major task is the evaluation of the learning and, consequently, compare it with the goals they have set to achieve.

Furthermore, Little (2003) argues that the learners creates a tight relationship with the learning process and its contents. Therefore, this move leads their autonomy in learning process. She believes, "autonomy is a capacity or behaviour; whether it is characterised by learner responsibility or learner control; whether it is a psychological

phenomenon with political implications or a political right with psychological implications." (Little, 2003: p.1)

According to O'Malley and Chamot (1995), it is necessary for the teachers to help their learners in achieving the learner autonomy goal and enforce their ability to depend on themselves. It is believed that this goal can be achieved by introducing the learners to different vocabulary learning strategies that could be employed in developing learning process. Many researchers (Richards, 1985; Abraham and Vann, 1987; Nation, 1990; 2001; Arnaud and Bejoint, 1992; Long and Richards, 1997; Schmitt, 2000; Thornbury, 2002; Nassaji, 2006; Yali, 2010) studied about vocabulary learning Strategies a response to the mentioned change. These studies concluded that it is normal if the learners have difficulties in receptive and productive language because their vocabulary level is limited. It is claimed that language teaching and learning in an autonomous phenomena and it has accumulated over a long period (Quinn, 1974). As he affirmed, the language learning and teaching process needs to be autonomous because it is a long journey. While engaged in this process, the learners should learning how to be autonomous and take the responsibility of learning process (Tilfarlioglu & Ciftci, 2011).

5.5. DISCUSSION OF THE FOURTH RESEARCH QUESTION

The fourth research question was the following: "Does there exist a statistically significant relationship between EFL learners' self-esteem as well as autonomy and the ability to predict the choice of VLS?" After analyzing the data through regression analysis to determine the extent to which SE and LA can predict EFL learners' choice of VLS, the results demonstrated that LA is a significant predictor of VLS ($R = .555$, $R^2 = .307$). A number of studies have also revealed links between LA and VLS. For example, a study conducted in an Iranian EFL context by Zaker (2013) concluded that LA was an eligible predicator of VLS ($R = .24$, $R2 = .068$). That is to say, LA could predict around 6.8% of participants' VLS. Another study conducted by Abbasi (2015) observed that LA is a significant predictor of VLS ($R = .448$, $R2 = .20$). Moreover, another study between the two variables, but reversely—i.e., LA as a dependent variable and VLS as a predictor—concluded that VLS is a strong significant predictor for LA (Nosratinia & Zaker, 2015).

Regarding the results of this study on SE as a predictor of VLS, it was found that SE predicted 45.9 % of scores in the choice of VLS ($R = .678$, $R2 = .456$). The

findings aligned with those of Nosratinia and Mohammadzamani (2014). As mentioned previously, to the researcher's knowledge, this has been the only other study exploring the relationship between SE and VLS. In their study, they found SE to be a significant predictor of VLS, with 31.7% of scores for VLS (R = .563, R2 = .317).

The findings of this study are also in line with the study of (Adel, 2017) conducted among Iraqi EFL learners. In his study, he found that Iraqi EFL learners VLS were negatively, moderately and positively in correlation with their vocabulary learning test. However, it was concluded that there was no strong positive correlation between Iraqi EFL learners' VLS use and their VLT. Based on his findings, it was mainly observed that the Iraqi EFL learners' VLS was negatively and moderately correlated with VLT.

Furthermore, based on his findings, memory strategies showed that there is a better correlation with vocabulary size as compared with other strategies. In addition, it was indicated that the extent of VLS predict and contribute to Iraqi EFL learners' vocabulary size. It showed the VLS predict an average extent to learners' receptive word knowledge. As a result, learners can utilize to diversity of VLS to have better extent in increasing their VS

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1. PRESENTATION

This chapter abridges the findings of the study, its key findings, and its conclusion. It also offers suggestions for further research.

6.2. SUMMARY OF THE STUDY AND KEY FINDINGS

As mentioned previously, this study investigated the relationship among the LA, SE, and VLS of Iraqi EFL learners. In addition, it sought to determine whether a statistically significant relationship exists between LA and SE in predicting their choice of VLS. A package of three questionnaires related to LA, SE, and VLS adapted by the researcher was utilized in this study to evaluate the levels of LA and SE for overall use of VLS. The package included a 30-item VLS questionnaire based on Schmitt's (1997) taxonomy; a 30-item LA questionnaire developed by Sakai et al, (2008); and a 30-item self-esteem inventory designed by Stanely Coopersmith (1967). Using Cronbach's alpha coefficient, in the piloting procedure, all three instruments proved to have reliability of .778 for the VLS Questionnaire, .840 for the LA Questionnaire, and .810 for the SE Questionnaire.

Participants included 157 conveniently selected male and female undergraduate EFL students from Soran University in northern Iraq. Participants were majoring in General English, English Literature and Linguistics in an English Language department. Ninety-nine (63.2%) participants were female, while only fifty-eight (36.8%) were male, all of whom were between the age range of 17 and 25. In terms of their majors, twenty-six (16.6%) were majoring in English Literature, forty-eight (30.6%) in English Linguistics, and eighty-three (52.9%) in General English. Following data collection SPSS software (Version 21) was employed to analyze the

data. The reliability scores of the VLS, LA, and SE questionnaires were estimated to be .859, .818, and .744, respectively by utilizing Cronbach's alpha coefficient.

When the assumptions of the present study were met by calculating descriptive statistics of the scores for LA, SE, and VLS, the researcher conducted a correlation and multiple regression analysis among all three variables. The results of the correlation analysis between LA and VLS revealed a significant relationship between the two variables ($r = .555, p < .05$). Furthermore, the results of the regression analysis indicated that LA predicted 30.7% of scores in the choice of VLS. Beta values also revealed that LA makes a strong significant contribution to VLS (B1 = .754, t = 8.296, $p < .05$).

It was the same case with self-esteem. That is, the results of the correlation analysis indicated that there is a significant relationship between EFL learners' SE and VLS (r = .678 $p < .05$). Furthermore, the results of the regression analysis yielded that SE could predict 45.9% of scores in the choice of VLS. Beta values also showed that SE makes a strong significant contribution to VLS (B1 = 2.160, t = 11.472, $p < .05$).

6.3. RECOMMENDATION FOR FURTHER STUDIES

The current study attempted at investigating any possible relationship among EFL Learner Autonomy, self-esteem, and vocabulary learning strategies. It also probed any significant relationship between EFL learners' AU and SE in predicting their choice of VLSs. Which means that promoting learners' AU and improving their SE enhance student VLSs. It is a fact that in the process of learning, when teachers design activities to encourage student to increase their level of AU and SE, this increase may have a positive effect on their academic achievement.

According to Fan (2003), the significance of helping EFL leaners to understand the important of vocabulary learning strategies, and asking them to improve effective learning strategies of their own. Therefore, EFL teachers are suggested to encourage EFL leaners of the ways in which AU, SE, and VLS can contribute to the process of learning. Due to this fact, language learners are asked to play their role well to optimize and facilitate the process of learning. Thus, to successfully establish a good relation among vocabulary learning strategies learner autonomy and self-esteem, it would be of great help for the teachers to incorporate a fact-finding stage.

As language learning is a multidimensional phenomenon, it is recommended that further studies be conducted to inspect the way other personalities and mental factors interact with the variables of the present study. The participants of the study were from Soran District, therefore, the results could not be generalized to other groups in the region. Thus, the same study can also be replicated with a larger sample size and among different age groups of participants and possibly a particular number of universities. A large sample size could have given more confidence to generalize the population among Iraqi EFL leaners. It could also be worthy to conduct a longitudinal survey when researching vocabulary learning strategies, and assessing the learners' level of autonomy and self-esteem, across different proficiency levels to examine their relationship and development.

Since the findings of the current study are based solely on what participants reported through the quantitative instruments, which was limited its investigation toward learners' attitude, further studies can also be conducted with some qualitative instruments involving face-to-face interviews to rise the validity of findings. In addition, the method of gathering data should contain open-ended items into the questionnaires in order to give participants more space to state their valuable point of views which might assist the researcher to understand their strategies of VLS. And this way, the researcher will be able to have a better knowledge of students' attitudes towards AU and SE.

6.4. IMPLICATIONS OF THE STUDY

From the obtained findings of this study, some practical and theoretical implications can be observed to achieve better results for language learning and teaching goals, especially in Iraqi context. It is an undeniable fact that limited time for vocabulary goal is thoroughly vital comparing with a class that time and vocabulary materials are not of concerns (Scharle and Szabo, 2000). Bearing the above fact in mind, it is a must for the EFL learners to study vocabulary on their own. Furthermore, teachers can play an essential role in encouraging their learners to become more independent. The teachers, therefore, encouraged to inform EFL learners the techniques which learner autonomy, self-esteem and vocabulary learning strategies could provide learners to have an effective independent atmosphere. In addition, educators can study the learners' level of a questionnaire prior to start the course to discover how EFL learners utilize VLS. Since learners may have differences in

vocabulary size, it is of important necessary for teachers to find a wide range of VLS in order to meet the needs of the learners.

Since language learning process is considered to be a multi-dimensional phenomenon, both learners and teachers should realize how effective their role is to optimize and facilitate this complicated process. After all, learners who are strategically guided to become independent in the learning process and have internal confidence are seemed to be more successful in their academic achievements.

It is not only teachers who are essential in providing necessary VLS strategies to lead the learners to become autonomous, but the stakeholders can also play an important role in this regard. That is, Ministry of Higher Education may facilitate in providing workshops and courses regarding this process. Further, test-based curricula needs to be replaced with a more student-oriented one. Furthermore, stakeholders can instruct the teachers to encourage their learners to engage more in language learning, i.e. their role should be 'facilitator' and 'guide' not the 'controller' of the whole situation inside the classroom.

6.5. CONCLUSION

Based on the abovementioned findings, it can be concluded that there exists a statistically significant relationship among the LA, SE, and VLS of Iraqi EFL students at Soran University. These findings also confirm that LA and SE contribute to effective vocabulary acquisition, while they also contribute significantly to VLS. Considering the relationship among these three variables, it can also be concluded that the higher the LA and SE, the higher is VLS use. Learners who are autonomous and have a high self-esteem have tools to make learning new vocabularies easier and more practical. They observe their own learning and determine solutions for overcoming problems associated with vocabulary acquisition.

In light of the above findings, it is recommended that EFL teachers promote means of authentic engagement on behalf of learners. This means that learners are able to recognize immediate value in their language-learning tasks with clear purposes and outcomes; thus, they are more likely to participate in learning activities. A few practical ways that EFL teachers might stimulate such engagement in their classrooms is by providing frequent and effective feedback to students regarding their language performance, whether it be verbal or written; incorporating movement into their

lessons on the part of both students and teachers; providing opportunities for students to facilitate lesson components themselves, where appropriate; and creating opportunities for students to converse regarding course content, especially in the context of reading activities and personal application. In terms of vocabulary learning, it is especially important for teachers to facilitate activities in which students may utilize newly acquired vocabulary terms in sentences while at the same time explaining the contingency of these terms' uses and sometimes meanings based on context. Some studies which support these recommendations are those of Nematipour (2012), who emphasizes visual and auditory learning as a means of increasing learner autonomy; and SheikhiBehdani (2011), who demonstrates the relationship between EFL learners' autonomy and critical thinking ability. Future research in terms of particular learning strategies that are more or less effective in increasing learner autonomy is necessary, as are more context-specific studies on how student demographics change the nature of learner autonomy itself and related learning strategies in the EFL classroom. One study that asserts the necessity of examining particular student characteristics is that of Koosha, Ketabi, and Kassaian, Z. (2001), who revealed that professional and marital status impacts learner autonomy. Depending on the cultural norms and ages of students, such studies may influence the methods employed by EFL teachers. In elaborating the concept of self-directed learning, Zhe (2009) described a process in which an individual accepts responsibility for most decisions related to his/her learning. Zhe explains that learners who have the willingness and ability to take responsibility for their learning also have the ability to improve their learning strategies; hence, they are more likely to be successful in achieving their language-learning goals. Alongside increased independence in the learning process is a greater level of self-esteem on behalf of students. As they realize the potential to direct their learning independent of a teacher figure, thus they become more confident in creating new strategies for acquiring the foreign language.

The primary goal of language instruction is to enhance the learners communicate competence. This endeavor can prove to be a challenging; however, the task can be made to be a pleasant experience given that there is ample planning, active engagement in the learning process as well as monitoring the progress of the student. As success is ultimately based on the extent to which a language learner uses the learning strategies. Syllabus designers as the providers of a profound portion of the

language learning, have an essential role in order to make the learning and teaching process easier. They need to take into account the learners' differences, particularly their AU and SE level, and their vocabulary learning strategies fondness in their courses, which could consequently result in intellectual, active and motivated learner (p, 405). An understanding of the learners' differences in the process can make EFL teachers to be more aware of their roles in learning and teaching. Furthermore, it will assist teachers to develop leaners' potentials in learning a foreign language as well as to help students to consider of the ways that they learn more effectively. The findings of the study can also make EFL learners aware of the significance of Learner Autonomy and self-esteem on the expansion of their VLSs as well as their academic achievement.

In its demonstration of the influence of self-esteem on students' employment of vocabulary learning strategies and inextricable relationship to learner autonomy, this study has further contributed to research concerning psychological constructs influencing learners' strategies for acquiring a new language. Studies such as that of Jackson (2002) have examined constructs such as learner disposition, "know-how," and behavioral as well as attitudinal predisposition, all of which affect students' aptitude. A fundamental issue with generalizing these studies is that they have focused exclusively on learners themselves; thus, it is necessary that future studies broaden their perspectives to include teachers and related factors such as course materials, institutional policies (e.g. attendance), and time constraints in order to determine how these play a role in shaping learner attitudes regarding the classroom environment, their abilities to acquire the target language, and the necessity of acquiring target language in the first place. For example, one study might examine how an EFL teacher's self-presentation style among learners affects their willingness to participate in class activities. Another might extend further and examine teachers' own experience in the target language, e.g. his/her purpose for acquiring the language, experience in the target language culture, and frequency of utilizing the language in daily life. All of these factors, and more, crucially shape learners' ability to develop autonomy in the classroom, confidence in language use, and overall success in language acquisition. A final and more direct recommendation to the English department involved in this study is to provide extended opportunities for its teachers to reflect on their teaching methods and subsequent student attitudes/behaviors. Such reflections might take place via

departmental trainings, informal discussion groups, or peer-review. Not only is this important for sharing success and failures in promoting autonomous learning environments but also is it significant for comparing how similar methods among teachers produce different student attitudes and behaviors. This comparison might illuminate how more particular circumstances beyond the teaching methods themselves (e.g. teacher attitudes, demographics, and presentation style) impact the effectiveness of given methods.

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APPENDICES

APPENDIX I:

Background Information

Dear participants:

You are invited to participate in a research study designed to investigate the relationship among vocabulary learning strategies, Learner Autonomy and self-esteem.

Participation in the study involves responding to some background information and three sets of questionnaires i.e. VLSs questionnaire, Learner Autonomy questionnaire and Self-esteem questionnaire.

The study is confidential and the data of the study will be kept private. I would highly appreciate if you would answer and return the form.

Thank you for your kind assistance

1. What is your age?
   ☐ 17 - 19
   ☐ 20 - 22
   ☐ 23 - 25
   ☐ above 25

2. What is your gender?
   ☐ Male
   ☐ Female

3. Your major:
   ☐ English Literature
   ☐ Linguistics
   ☐ General English
   ☐ Others (describe): ……………….

4. Your stage:
   ☐ First
   ☐ Second
   ☐ Third
   ☐ Forth

APPENDIX II

SCHMITT'S VLSs QUESTIONNAIRE

Instructions:

Please, put a tick (✓) in the box which describes your use of vocabulary learning strategies where, **1 = never, 2 = sometimes, 3 = often, 4 = usually, or 5 = always use**

Items	Strategies used in learning English vocabulary	Degree of using strategies				
	Determination					
1	I guess the meaning of a new word from the textual context. من ماناى ووشەيەكى نوێ بەپێى دەقى نوسراوەكە لێكدەدەمەوە.	5	4	3	2	1
2	I use a bilingual dictionary (English-Kurdish or Kurdish English). من فەرهەنگى دوو زمانى بەكار دەهێنم (ئینگلیزى – كوردى یان كوردى – ئینگلیزى).	5	4	3	2	1
3	I use a monolingual dictionary (English-English). من فەرهەنگى یەك زمانى بەكاردەهێنم (ئینگلیزى – ئینگلیزى)	5	4	3	2	1
4	I analyze parts of speech of words in sentences. من بەشەكانى ئاخاوتنى ووشەكان لە رستەدا شیدەكەمەوە.	5	4	3	2	1
5	I analyze prefixes, suffices and roots. من پێشگرەكان، پاشگرەكان و رەگەكانى ووشە شیدەكەمەوە.	5	4	3	2	1
6	I analyze any gestures or images to consider the meaning of word. من هەر جوولەیەك یان وێنەیەك بۆ تێڕامانى ماناى ووشەكە لێكدەدەمەوە.	5	4	3	2	1
	Social strategies					
7	I ask the teacher for first language translation (English into Kurdish) من داواى وەرگێڕانى ماناى ووشەكە بۆ زمانى یەكەم (ئینگلیزى بۆ كوردى) لە مامۆستاكە دەكەم.	5	4	3	2	1
8	I ask the teacher for the synonyms of the new word. بۆ ووشەیەكى نوێ، من داواى هاوواتاى ووشەكە لە ماموستاكە دەكەم.	5	4	3	2	1
9	I ask the teacher for a sentence example of the new word. من داواى نموونەى رستەیەك بۆ ماناى ووشە نوێیەكە لە مامۆستا دەكەم.	5	4	3	2	1
10	I ask classmates for word meaning or definition. بۆ ماناى ووشە یان پێناسەكەى، من پرسیار لە هاوپۆلەكانم دەكەم.	5	4	3	2	1
11	I discover the new meaning of the word from group work activity. من ماناى ووشە نوێیەكە لە راهێنانەكانى كارى گروپ دا دەدۆزمەوە.	5	4	3	2	1

12	I study and learn word meaning from group work activity. من ماناى ووشه له راهێنانهكانى كارى گروپى دهخوێنمهوه و فێردهبم.	5	4	3	2	1
	Memory strategies					
13	I connect the word with the background knowledge. من ووشهكه دهبهستمهوه به زانينى وێناى پشتهوهى ووشهكه.	5	4	3	2	1
14	I imagine the word's meaning. من ماناى ووشهكه دێنێمهوه بهر چاوى خۆم.	5	4	3	2	1
15	I say the new word aloud when studying. كاتێك دهخوێنم، ووشه نوێيهكه به دهنگێكى بهرز دهڵێمهوه.	5	4	3	2	1
16	I use physical action when learning a word. كاتێك فێرى ماناى ووشهيهك دهبم، من كرداره جهستهيهكان بهكاردههێنم.	5	4	3	2	1
17	I group words together to study them. من ووشهكان پێكهوه گروپ دهكهم بۆئهوهى بيانخوێنمهوه.	5	4	3	2	1
18	I connect the word to its synonyms and antonyms. من ووشهكه به هاوواتايى و دژه واتاى خۆى دهبهستمهوه.	5	4	3	2	1
	Cognitive strategies					
19	I use verbal repetition. من دووبارهكرنهوهى زارهكى بهكاردههێنم.	5	4	3	2	1
20	I use written repetition. من دووبارهكرنهوهى نووسين بهكاردههێنم.	5	4	3	2	1
21	I use flash cards. من فلاش كارد بهكاردههێنم.	5	4	3	2	1
22	I take notes in class. من له ناو پۆڵدا تێبينيهكان دهنووسمهوه.	5	4	3	2	1
23	I listen to English CD of word lists. بۆ ليستى ووشهكان، من گوێ له سى دى ئينگليزى دهگرم.	5	4	3	2	1
24	I do word lists. من ليستى ووشه بهكاردههێنم.	5	4	3	2	1
	Metacognitive strategies					
25	I read English newspapers. من رۆژنامهى ئينگليزى دهخوێنمهوه.	5	4	3	2	1
26	I watch and listen to English news. من گوێ دهگرم و تهماشاى دهنگوباسى ئينگليزى دهكهم.	5	4	3	2	1
27	I browse through English websites. من بهناو وێبسايته ئينگليزييهكان دا دهگهرێم.	5	4	3	2	1
28	I watch English movies and English TV programs. من تهماشى فليم و بهرنامه تهلهفزيونهكانى ئينگليزى دهكهم.	5	4	3	2	1
29	I listen to English songs. من گوێ له گۆرانى ئينگليزى دهگرم.	5	4	3	2	1
30	I test myself with word tests. من خۆم به تاقيكرنهوهى ووشهكان تاقى دهكهمهوه.	5	4	3	2	1

APPENDIX III

LEARNER AUTONOMY QUESTIONNIARE

Section 1－Perception of responsibilities toward learning

When you are taking classes, how much responsibility should you take concerning the following items?

For each of the questions below, tick (✓) the response that best suits you.

No.		Never	Seldom	Sometimes	Often	Usually
1	To decide your goal of study in one semester بڕیار له ئامانجەکانی یەک وەرزی خوێندنت بدەی.					
2	To decide topics and activities you learn in class بڕیار بدەی لەو بابەت و ڕاهێنانەی که تۆ له پۆڵ فێردەبیت.					
3	To decide the type of classroom activities, such as individual, pair and group work بڕیار له جۆری ڕاهێنانەکانی پۆڵ، وەک ڕاهێنانی تاکی، جووت یان کاری گروپ بدەیت.					
4	To decide ways of assessment, such as attendance, essay and self-evaluation بڕیار بدەت له ڕێگاکانی خەمڵاندن، وەک بەشداربوون، وتار و خۆ هەڵسەنگاندن.					
5	To assess your study بۆ خەمڵاندنی خوێندنەکەت					
6	To evaluate the course بۆ هەڵسانگاندنی خولەکە.					

Section 2－Responsibilities toward learning in the past and the future.

Until now: To what extent, have you got involved in the following items in the English classes you have taken since you entered the university?

From now on: To what extent, would you like to get involved if you are given opportunities in the future? **Put an "X" in the column that best suits you.**

No.	Until now	From now on	
7			To decide your goal of study in one semester. بریار له ئامانجەکانی یەک وەرزی خوێندنت بدەی.
8			To decide your class's goal of study in one semester. بریار بدەیت لەسەر ئامانجەکانی خوێندی پۆلەکەت له یەک وەرزی خوێندندا.
9			To check how much progress, you make. چاودێری ئەوه بکەی چەند پێشەوەچوون بەخۆوه دەبینێت.
10			To decide topics and activities you learn in class. بریار بدەی لەو بابەت و راهێنانەی که تۆ له پۆڵ فێردەبیت.
11			To decide the pace of the lesson in one lesson. بریار بدەیت له هەنگاوەکانی وانەکه له یەک وانەدا.
12			To decide the amount, type and frequency of homework. بریار بدەیت له بڕ، جۆر و چەندجاره بونەووەی ئەرکی مالەوه.
13			To assess your study. بۆ خەملاندنی خوێندنەکەت.
14			To evaluate the course. بۆ هەلسانگاندنی خولەکه.

Section 3- English learning activities outside the class

Questions **15-22**: How often have you **done** the following English learning activities voluntarily since you entered the university?

No.		Never	Seldom	Sometimes	Often	Usually
15	To read English newspaper خوێندنەوەی رۆژنامەی ئینگلیزی					
16	To read web pages in English خوێندنەوەی لاپەرەی مالپەرەکان به زمانی ئینگلیزی					
17	To watch and listen to TV and radio programs in English سەیرکردن و گوێگرتنی بەرنامەکانی تەلەفزیۆنیی و رادیۆیی به زمانی ئینگلیزی					
18	To listen to English songs گوێگرتن له گۆرانی ئینگلیزی					
19	To watch English movies without subtitles in your language سەیرکردنی فلیمه ئینگلیزیەکان بەبێ ژێرنووسی زمانی دایک.					
20	To talk to foreigners in English لەگەل بیانیەکان به زمانی ئینگلیزی گفتوگۆ بکەی.					

		Never	Seldom	Sometimes	Often	Usually
21	To learn English grammar فێری ڕێزمانی ئینگلیزی بیت					
22	To learn English vocabulary words فێری ووشەکانی زمانی ئینگلیزی بیت.					

Questions **23-30:** How often would you like to do this **from now on**?

No.		Never	Seldom	Sometimes	Often	Usually
23	To read English newspaper خوێندنەوەی ڕۆژنامەی ئینگلیزی					
24	To read magazines and books in English. خوێندنەوەی گوڤار و پەرتووکی ئینگلیزی					
25	To watch and listen to TV and radio programs in English سەیرکردن و گوێگرتنی بەرنامەکانی تەلەڤزیۆنی و ڕادیۆیی بە زمانی ئینگلیزی					
26	To listen to English songs گوێگرتن لە گۆرانی ئینگلیزی					
27	To watch English movies without subtitles in your language سەیرکردنی فلیمە ئینگلیزیەکان بەبێ ژێر نووسی زمانی دایک.					
28	To talk to foreigners in English لەگەل بیانیەکان بە زمانی ئینگلیزی گفتوگۆ بکەی.					
29	To learn English grammar فێری ڕێزمانی ئینگلیزی بیت					
30	To learn English vocabulary words فێری ووشەکانی زمانی ئینگلیزی بیت					

APPENDIX IV

THE COOPERSMITH SELF-ESTEEM QUESTIONNAIRE

Instructions: On this inventory you will find a list of statement about feelings. If a statement describes how you usually feel, put an (X) in the column "**Like Me**". If the statement does not describe how you usually feel, put an (X) in the column "**Unlike Me**". There are no right and wrong answers.

Like Me **Unlike Me**

☐ ☐ 1. I find it very hard to talk in front of the class.

زۆر پێم زەحمەتە لە بەردەم هاوپۆلەکانم بدوێم.

☐ ☐ 2. There are lots of things about myself I'd change if I could.

زۆر شت هەن لە بارەی منەوە ئەگەر بمتوانیبایە دەمگۆڕین.

☐ ☐ 3. I can make up my mind without too much trouble.

من دەتوانم بە ئاسانی بڕیار بدەم.

☐ ☐ 4. I'm a lot of fun to be with.

من کەسێکی خۆشدووم.

☐ ☐ 5. It takes me a long time to get used to anything new.

کاتێکی زۆرم پێویستە تا لەسەر شتێکی نوێ ڕادێم.

☐ ☐ 6. I give in very easily.

من زۆر بە ئاسانی خۆم بە دەستەوە دەدەم.

☐ ☐ 7. Things are all mixed up in my life.

هەموو شتێک لە ژیانمدا شێواوە.

☐ ☐ 8. I have a low opinion of myself.

من کەم بۆ خوم دادەنێم.

☐ ☐ 9. I often feel upset in University.

من لە ناو زانکۆ دا بە زۆری هەست بە بێزاری دەکەم.

☐ ☐ 10. If I have something to say, I usually say it.

ئەگەر قسەیەکم هەبێت بۆ گووتن، من هەردەم دەیلێم.

☐ ☐ 11. I often get discouraged in University.

من بە زۆری بێووره دەبم لە ناو زانکۆ دا.

☐ ☐ 12. I often wish I were someone else.

من بەزۆری هیوادەخوازم کە کەسێکی تر بم.

☐ ☐ 13. I can't be depended on.

من کەسێکم کە خەلک ناتوانێت پشتم پێ ببەستن.

☐ ☐ 14. I never worry about anything.

من هەرگیز لەبارەی هیچ شتێک نیگەران نابم.

Like Me	**Unlike Me**	
☐	☐	15. I'm pretty sure of myself.

<div dir="rtl">من زۆر له‌ خۆم دلنیام.</div>

| ☐ | ☐ | 16. I always do the right thing. |

<div dir="rtl">من هه‌میشه‌ کاره‌ دروسته‌که‌ ئه‌نجام ده‌ده‌م.</div>

| ☐ | ☐ | 17. I'm proud of my university work. |

<div dir="rtl">من شانازی به‌ ئه‌رکی زانکۆکه‌مه‌وه‌ ده‌که‌م.</div>

| ☐ | ☐ | 18. Someone always has to tell me what to do. |

<div dir="rtl">ده‌بێت هه‌میشه‌ که‌سێک هه‌بێت پێم بلێت چی بکه‌م.</div>

| ☐ | ☐ | 19. I'm never happy. |

<div dir="rtl">من هه‌رگیز دلخوش نیم.</div>

| ☐ | ☐ | 20. I'm doing the best work that I can. |

<div dir="rtl">من ئه‌وپه‌ڕی هه‌ولی خۆم ده‌ده‌ن له‌ به‌جێگه‌یاندنی کاره‌کان.</div>

| ☐ | ☐ | 21. I can usually take care of myself. |

<div dir="rtl">من ده‌توانم هه‌رده‌م چاودێری خۆم بکه‌م.</div>

| ☐ | ☐ | 22. I'm pretty happy. |

<div dir="rtl">من زۆر دلخۆشم.</div>

| ☐ | ☐ | 23. I like to be called on in class. |

<div dir="rtl">من حه‌زده‌که‌م له‌ پۆلدا بانگ بکرێم.</div>

| ☐ | ☐ | 24. I understand myself. |

<div dir="rtl">من له‌ خۆم تێده‌گه‌م.</div>

| ☐ | ☐ | 25. I'm not doing as well in University as I'd like to. |

<div dir="rtl">من له‌ زانکۆ وا باش نیم که‌ ده‌مه‌وێت.</div>

| ☐ | ☐ | 26. I'm never shy. |

<div dir="rtl">من هه‌رگیز شه‌رمن نیم.</div>

| ☐ | ☐ | 27. My teachers make me feel I'm not good enough. |

<div dir="rtl">مامۆستاکانم وام لێده‌که‌ن که‌ من هه‌ست بکه‌م وه‌ک پێویست باش نیم.</div>

| ☐ | ☐ | 28. I'm a failure. |

<div dir="rtl">من که‌سێکی شکستخواردووم.</div>

| ☐ | ☐ | 29. I get upset easily when I'm scolded. |

<div dir="rtl">من به‌ ئاسانی توڕه‌ ده‌بم کاتێک سه‌رزه‌نشتم ده‌که‌ن.</div>

| ☐ | ☐ | 30. I always know what to say to people |

<div dir="rtl">من هه‌میشه‌ ده‌زانم چی به‌ خه‌لک بلێم.</div>

VITAE

Star Sherwani was born in Erbil, the Northern part of Iraq, in 1987. He graduated from English language and Translation department at Salahaddin University in 2010. He started working as a teacher in 2011. He worked as an interpreter in 2014. He speaks English and Persian fluently, and has basic Turkish, Arabic skills.

ÖZGEÇMİŞ

Star Sherwani, 1987'de Irak'ın kuzeyinde Erbil'de dünyaya geldi. 2010 yılında Salahaddin Üniversitesi İngilizce ve Tercüme bölümünden mezun oldu. 2011 yılında öğretmenlik yapmaya başladı. 2014 yılında tercüman olarak çalıştı. İngilizce Ve Farsça akıcı bir şekilde konuşan, temel Türkçe ve Arapça becerilere sahip.