

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

THE RELATIONSHIP BETWEEN VOCABULARY LEARNING  
STRATEGIES AND VOCABULARY SIZE OF IRAQI EFL  
LEARNERS IN TERMS OF RECEPTIVE  
WORD KNOWLEDGE

Master's of Arts Thesis

ADIL MAHMOOD

Gaziantep  
June, 2017

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KNOWLEDGE**

**Master's of Arts Thesis**

ADIL MAHMOOD

Supervisor: Assist. Prof. Dr. FADIME YALÇIN ARSLAN

Gaziantep  
June, 2017

## APPROVAL OF THE JURY

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**University** : Gaziantep University  
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**Department** : English Language Teaching  
**Thesis Title** : The relationship between Vocabulary Learning Strategies and Vocabulary Size of Iraqi EFL Learners in Terms of Receptive Word Knowledge  
**Thesis Date** : 21: 06: 2017

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.

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

(Assoc. Prof. Dr. M. Fatih ÖZMANTAR)  
**Director**

## RESEARCH ETHICS DECLARATION

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: \_\_\_\_\_

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Date: \_\_\_\_\_

## Dedication

I dedicate this work to my beloved parents especially to the soul of my late father, my kind and patient mother, my brothers and sisters, and my friends.



## ACKNOWLEDGEMENTS

In the name of Allah, Most Gracious, Most Merciful; praise be to Allah for giving me the health and ability to complete this work

I would like to thank some people who have contributed to this work in various ways; without their contributions this work would never see the light. Foremost among them, I would like to express my deepest appreciation to my supervisor Assist. Prof. Dr. FADIME YALÇIN ARSLAN, who kindly, patiently and professionally guided me during all the stages of my research. I would also like to thank my ex-supervisor Assis. Prof. Dr. IHSAN ÜNALDI for his valuable advices and guides to find out this topic. Thanks are also due to Assis. Prof. Dr. REZA KAFIPUOR for his generous help during analyzing data.

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## ÖZET

### İngilizceyi Yabancı Dil Olarak Öğrenen Iraklı Öğrencilerin Algı Düzeyindeki Kelime Bilgileri Açısından Kelime Öğrenme Stratejileri ve Kelime Dağarcıkları Arasındaki İlişki

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Haziran 2017, 97 sayfa

Bu çalışmanın amacı, öğrencilerin kelime öğrenme stratejileri (KÖS) ve kelime düzeyleri (KD) arasındaki ilişkiyi araştırmaktır. Çalışmanın katılımcıları Söleymaniyah Üniversitesi'nde Temel Eğitim- İngilizce Bölümü'nde okuyan ve İngilizceyi yabancı dil olarak öğrenen 118 Iraklı öğrencidir. Çalışmada veri toplamak için iki araç kullanılmıştır: Schmitt (1997) tarafından geliştirilmiş olan sözcük dağarcığı stratejilerinin kullanım aralığını ve sıklığını tanımlamak üzere kullanılan KÖS anketi ve öğrencilerin algı düzeyindeki kelime dağarcığını ölçmek için Schmitt ve diğerleri (2001) tarafından geliştirilen dört seviyeli KDBT (2000, 3000, 5000 ve akademik kelime listesi).

Katılımcıların KÖS sonuçları, öğrencilerin, yeni kelimenin sesletimini incelemek, İngiliz TV kanallarını izleyerek kelime bilgilerini geliştirmeye çalışmak, yeni kelimeyi defalarca tekrar ederek ve yeni kelimenin yazım kurallarını incelemek gibi pekiştirme stratejilerini, kelimenin anlamını çıkarma konusunda yardımcı olabilsin diye kelimenin türünü belirlemek ve tek dilli bir sözlük kullanmak gibi keşfetme stratejilerinden daha sık kullandıklarını ortaya koymuştur. Ayrıca, diğer tür stratejilerle kıyaslandığında, her iki strateji de katılımcıların en sık kullandıkları KÖS olarak ortaya çıkmıştır. Toplam KÖS değerlerine bakıldığında, sonuçlar, yabancı dil olarak İngilizce öğrenen Iraklı öğrencilerin geniş bir aralıkta KÖS kullandığını ve dahası, orta düzeyde KÖS kullanıcıları olarak kabul edilebileceğini gösterdi ( $M = 3.003$ ). Son olarak çoklu regresyon, R değerinin 0.284 olduğunu ortaya çıkardı. Bu yordayıcı değişkenin, öğrencilerin kelime düzeyleri değişkeninin %28'ini, açıklayabileceği anlamına gelmektedir.

**Anahtar kelimeler:** İngilizce'yi yabancı dil olarak öğrenen Iraklı öğrenciler, kelime öğrenme stratejisi, kelime düzeyi bilgisi testi, algı düzeyindeki kelime bilgisi

## ABSTRACT

### **The relationship Between Vocabulary Learning Strategies and Vocabulary Size of Iraqi EFL Learners in Terms of Receptive Word Knowledge**

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This study investigates the relationship between Iraqi EFL learners' vocabulary learning strategies (VLS) and vocabulary size (VS). Participants included 118 EFL learners at Sulaymaniyah University, all of whom were studying in the School of Basic-Education English Department. Two instruments were employed to collect data: a VLS questionnaire designed by Schmitt (1997) was administered in order to determine the range and frequency of VLS use, and a four-level (2000, 3000, 5000 and academic word list) vocabulary learning test (VLT) designed by Schmitt, et al. (2001) was used to measure learners' receptive vocabulary size.

In terms of participants' VLS, results demonstrated that they utilize consolidation strategies such as studying the sound of the new word, trying to develop vocabulary knowledge by watching English TV channels, repeating the new word over and over and studying the spelling of the new word more frequently than discovery strategies such as identifying the part of speech of the new word to help learners know its meaning and using a monolingual dictionary. Moreover, these strategies were found to have been utilized most frequently by participants when compared with other types of strategies. In terms of total VLS, results indicated that Iraqi EFL learners employ a wide range of strategies; moreover, they can be considered as moderate VLS users ( $M= 3.003$ ). The results of correlation revealed that there exist positive, negative and sometimes no relationships between the VLS utilized by Iraqi EFL learners and their vocabulary size. Finally, the findings of multiple regression analysis concluded that the value of R Square is (0.284). That is to say, the predicted variables were able to account for 28.4% of the variance participants' levels of receptive vocabulary size.

**Keywords:** Iraqi English as a Foreign Language learners, vocabulary learning strategies, vocabulary level test, receptive vocabulary knowledge.



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# **Chapter I**

## **Introduction**

### **1.1 Presentation**

In this chapter, the background information of this study is presented along with a statement of the underlying problems and description of the research environment. This study's significance is also elaborated, followed by the main research questions. Finally, some potential limitations to and assumptions of this study are presented. Attached to the above outline is a list of acronyms and their meanings for terms frequently employed in this paper.

### **1.2 Background of the Study**

As an international language, English plays an increasingly crucial role in the daily lives of English as a Foreign Language (EFL) learners in Iraq. These learners depend upon the English language as a communication tool, particularly for gaining access to the international community. English has been a component of the Iraqi education system for several years, and parents have prioritized its instruction as a way for their children to gain better job opportunities, as well. Nowadays, most hiring organizations in Iraq prefer those who possess excellent communication skills in English. As a result, university syllabus in Iraqi universities focuses on familiarizing students with English, motivating them to acquire it, and incorporating it at each education level. Nevertheless, despite these efforts, Iraqi EFL students remain unaware of adequate language-learning strategies (LLS), and most lack the opportunity to practice their English outside of a university setting.

Within ESL and EFL studies in general, a focus on LLS shifted during 1970 to a new emphasis on vocabulary learning strategies (VLS), a crucial aspect of language acquisition. Continuing into the present, this attention to VLS is employed by researchers, material designers, and educators in an effort to improve vocabulary



acquisition and retention among students. Unaware of appropriate VLS, most language learners tend to utilize simple strategies as memorization, repetition, and note-taking in order to retain new vocabulary terms (Schmitt, 2000). Thus, these learners require guidance on how best to utilize VLS to develop their vocabularies. Such vocabulary knowledge is essential to language acquisition, which involves the manipulation of writing, speaking, listening, and reading—all of which direct learners to have sufficient interaction (McCarthy, 1988).

The vital relationship between English language proficiency and vocabulary knowledge has been widely recognized by scholars (Laufer, 1998; Nation and Meara, 2002). It is held that learners possessing high vocabulary knowledge can better utilize the language, while learners with relatively low vocabulary knowledge are likely to experience difficulties in communication. Therefore, VLS can be regarded as the main tool for enhancing and improving learners' vocabulary size (Nation, 2001).

In terms of vocabulary knowledge, researchers have generally acknowledged that vocabulary knowledge consists of both breadth (size) and depth (Anderson & Freebody, 1981; Qian, 1999, 2002; Read, 1988, 1998; Schmitt, 2010). Moreover, several researchers have investigated methods of developing vocabulary size in different levels of L2 (Nation, 1990; Nation & Beglar, 2007). Their studies have also examined what exactly constitutes a vocabulary size adequate for smooth reading and listening. Particularly, some researchers have probed the relationship between VLS and vocabulary size in order to determine which kinds of VLS can enlarge vocabulary size (Gu & Johnson, 1996; Schmitt, 1997).

The number of unknown words in spoken and written discourse can affect learners' reading and listening skills. In this case, it is crucial for learners to know the amount of words for text coverage. Herish and Nation (1992) declare that regardless of whether students know 80% of the words in a text, they will likely have 20 unknown words in every 100 words (i.e. 2 unknown words in each line of a text).

To approximate the vocabulary size necessary for effective language use, researchers have examined the vocabulary size of various levels of learners. Some researchers have inferred that a wide range of lexical knowledge is required to achieve language proficiency. Schmitt, et al. (2001) suggest that vocabulary knowledge of 2000 word families might be suitable for oral communication and that 5000 word families are necessary for reading authentic texts. Similarly, Laufer

(1992) claims that around 5000 word families permits learners to comprehend 95% of the running words in a text as well as enables students to read authentic texts independently. On the basis of the above discussion, it is important for educators to be aware of the concepts of VLS, including how students can adopt these strategies effectively during English language learning. They should also design more efficient lesson plans and specialized instruction so as to support students' competence and performance in the classroom.

Historically, different vocabulary knowledge types have existed in the literature. For example, Henriksen (1999) categorize vocabulary knowledge into the following three dimensional models: "partial vs. precise, shallow vs. deep and receptive vs. productive word knowledge" (p.305). Laufer (1998), Nation (1990) and Schmitt (2010) defined receptive vocabulary knowledge as the ability to recognize and understand meaning-form words while listening and reading. Productive vocabulary knowledge is the ability to recall and produce words while speaking and writing. This study mainly focuses on receptive word knowledge.

As the concept of language-teaching has shifted from a predominately teacher-oriented focus to a learner-oriented one, great emphasis has been placed on learners' responsibilities for achieving their language-learning needs and becoming independent learners (O'Malley & Chamot, 1990; Oxford, 1990). Vocabulary learning and teaching is a constant challenge for both teachers and learners. For more than ten decades, grammatical rules have occupied a large space syllabus than vocabulary learning. However, in practice, vocabulary learning has more intense focus than grammar. Today, the communicative approach to foreign language learning plays a great role in ESL and EFL education, and this approach prioritizes vocabulary learning as crucial to language acquisition. According to this approach, in the process of vocabulary learning, successful students are those who can choose the most appropriate learning strategy and maneuver among strategies, as necessary.

Asian countries often gave little emphasis and attention to vocabulary learning in universities' syllabuses (Fan, 2003). Before explicating the motivations underlying this study, it is useful to examine the importance of vocabulary learning in the field of ESL and EFL more broadly. In general, when students travel, they do not carry grammar books, but they do carry dictionaries. This situation exemplifies Wilkin's (1972, p. 111) well-known saying that "without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed". In this respect, this

study highlights the importance of vocabulary to English language learning, particularly for learners who study English as a Second or Foreign Language. Vermeer (1992) firmly asserts the importance of vocabulary in terms of practice.

Knowing words is the key of understanding and being understood. Children acquire words first, and next the grammar of the language. The bulk of learning a new language consists of learning new words: grammatical knowledge does not make for great proficiency in a language (p. 147).

### **1.3 Statement of the Problem**

In recent years, ESL and EFL education globally has become increasingly popular; thus, researchers have continued to seek new strategies for enhancing and improving the process of language acquisition. As mentioned previously, learning a target language involves the manipulation of four main skills: speaking, writing, listening and reading, all of which direct learner to have effective conversation. Individuals' possession of the level of vocabulary knowledge is the prominent factor in the acquisition of each of these skills, as vocabulary knowledge forms the biggest part of the meaning of any language (McCarthy, 2001). In the last quarter century, great attention has been given to LLS and, especially, vocabulary learning strategies to support the language-learning process (Schmitt, 1997; Gu and Johnson, 1996).

VLS can be considered as a major component of general LLS. Therefore, students need to know how and when to use appropriate strategies and techniques for acquiring word knowledge, such as which kinds of strategies can be used for uncovering meaning or how to consolidate meaning from short-term to long-term memory. Schmitt (1997) determined that students use more VLS in the process of English language learning when compared to other integrated exercises to provide opportunities to progress their speaking and listening skills. However, the main problem is that they fail to choose effective VLS necessary for developing their vocabulary size (VS). Moreover, they decline to use basic VLS to comprehend a text.

The researcher's motivation in investigating VLS and VS stems from his previous experience teaching English in an Iraqi secondary school, where students frequently complained about having difficulty in memorizing new words and enlarging their vocabulary size. They stated that they had limited vocabulary knowledge, which caused some obstacles in their acquisition of English. It seemed to

the researcher that they were unaware of how to choose appropriate VLS for acquiring new words. This study aims to assist EFL teachers and students in becoming familiar with VLS during the learning and teaching processes.

In ELL perspective, many factors influence the low language proficiency of students. These include students' learning styles, teachers' teaching styles, and syllabus design and student background, among others. Moreover, a primary reason why some learners lack English proficiency is that they also lack sufficient vocabulary knowledge, which undoubtedly affects their language skills (Fan, 2003; Catalan, 2003). It is generally observed that one of the main problems in comprehending a text is related to the lack of vocabulary knowledge. Moreover, students may have problems in understanding the paragraphs of a given text, which may be due to the inability to master lexical cohesive devices. Learners have not the ability to express themselves and communicate in the English language when they have limited vocabulary knowledge (Fan, 2003; Catalan, 2003). This problem can be solved by teaching students effective techniques to improve their vocabulary knowledge during the process of English language acquisition.

Today, researchers are interested in how second language learners can develop their LLS. Formerly, scholars assumed that students are born with the inherent talent to acquire new languages; however, this notion has been contradicted by suggestions that there exists a difference between good and poor learners in utilizing LLS effectively. Good learners are conscientious and can employ LLS effectively, while poor learners can also be taught how to utilize the range of LLS (O'Malley and Chamot, 1990). To demonstrate the importance of LLS, Cook (2001) states the following:

All successful teaching depends on learning; there is no point in providing entertaining, lively, well-constructed language lessons if students do not learn from them. The proof of the teaching is in the learning. One crucial factor in L2 learning is what the students bring with them into the classroom (p. 10).

Teaching and learning vocabulary strategies concentrate on teaching material, teachers and students themselves. Studying teaching techniques is very popular among teachers and researchers, but learners have not been much focus yet in the field of language learning. One scholar who has highlight the role of learners' VLS use was Schmitt (1997) who studied the Chinese EFL learners' vocabulary

learning strategies use and his study focuses on learners. It is observed that curriculum designers and teachers have been attempting to emphasize a communicative approach in Iraqi educational settings for the sake of increasing learner participation in classrooms. While some classrooms have successfully become student-centred, most have been unable to shift successfully from being teacher-centred to being student-centred.

Vocabulary learning and teaching in many classrooms is incidental (Fan, 2003). This indicates that when particular words or phrases appear, it is not easy for learners to discover the meaning independently, and usually, they are simply told the definitions of the new words. Occasionally, teachers discuss collocations and how words can and cannot be utilized. This constitutes a problem observed within the Iraqi education system. Here, teachers generally follow the traditional pedagogy of providing a list of words which learners are expected to memorize via verbal and written repetition.

Catalan (2003) stated that the teachers' effort and learners' desire impact the processes of vocabulary learning and teaching. This ad hoc strategy of vocabulary learning may lead to learn insufficient vocabulary knowledge among Asian university students. It is also observed that the University of Sulaymaniyah is regarded as one such university employing traditional methods of teaching vocabulary rather than utilizing authentic materials for teaching vocabulary. Fan (2003) confirms that inadequacy in vocabulary knowledge causes learners to receive unsatisfactory results on their exams. This inadequacy may also hamper students' proficiency in English language and public exams. Therefore, teachers should focus on a wide range of VLS in order to enhance the vocabulary knowledge of their students. One of the problems observed at the University of Sulaymaniyah is that teachers are not measuring learners' vocabulary knowledge or considering this knowledge while choosing vocabulary materials.

#### **1.4 Purpose of This Study**

This study, which focuses on VLS within EFL education, aims primarily to identify the frequency of VLS utilized by Iraqi EFL students as well as their VS in terms of receptive word knowledge. It also attempts to identify the integration of those strategies which are most likely to result in large vocabulary size. Specifically,

this research examines the relationship between VLS and VS in terms of receptive word knowledge.

### **1.5 Research Questions**

This study will address the research questions below:

1. What are the most and the least frequently used vocabulary learning strategies by Iraqi EFL learners?
2. To what extent do Iraqi EFL learners use vocabulary learning strategies: high, moderate or low?
3. What is the vocabulary level of Iraqi EFL learners in terms of receptive word knowledge?
4. Is there a relationship between vocabulary learning strategies use and Iraqi EFL learners' receptive vocabulary size?
5. To what extent do VLS contribute to the VS of Iraqi EFL learners?

### **1.6 Significance of This Study**

The present study investigates the relationship between students' VLS and VS in terms of receptive word knowledge. It has been proven by researchers that an awareness of individual differences among language learners makes EFL teachers and curriculum designers more sensitive as well as effective in teaching the English language. The results of this research will benefit Iraqi EFL students, as they demonstrate the most and least used VLS and, as a result, increase the awareness of these students regarding VLS to improve their language acquisition process. The research will also support EFL teachers and trainers by determining what kinds of VLS are useful in their teaching contexts to improve learners' proficiency and vocabulary knowledge. Finally, the research findings will identify important tasks to aid learners in achieving greater vocabulary knowledge.

The purpose of this study is to measure Iraqi EFL learners' receptive VS. This measurement is beneficial for these learners for various reasons. For example, it can

aid educators in designing their course syllabi and/or materials for each particular group of students. When teachers recognize the receptive and productive of learners' VSvocabulary sizes of students, they are able to identify what types of vocabulary knowledge their students need to prioritize. Also, they are able to plan how much time is available while teaching. By improving English vocabulary instruction, awareness among teachers of learners' vocabulary size can improve learners' four main language skills. As mentioned previously, research on vocabulary has shown that it is a crucial component in the development of these skills. Therefore, a lack of vocabulary knowledge might cause poor performance in other language skills.

### **1.7 Limitations of This Study**

One limitation of this study is that it emphasises solely the use of VLS and VS among Iraqi EFL learners who study in northern Iraq. Another limitation is that this study has been conducted only in the School of Basic Education within one Iraqi university. Therefore, the findings of this study are valid only for the University of Sulaymaniyah and are not generalizable to other universities and contexts. The other limitation regards the data collection tools utilized in this study—VLS questionnaires and vocabulary level tests. The participants who participated in data collection can further be regarded as a limitation of this study, as they are only 118 students.

### **1.8 Assumptions of This study**

As this was a large-scale study and participants volunteered to answer the questions of the questionnaire and describe their behaviors, it is assumed that the participants' answers might be reflected on about the students' preference to choose strategies according to the teachers' expectation. In addition, regarding the vocabulary level tests, it is assumed that participants might have more opportunities to answer the questions randomly and guess the meaning of those words with which they were unfamiliar for the learners.

## 1.9 Definition of the Key Terms and Abbreviations

In order to clarify the key terms and acronyms employed in this study, the following definitions and explanations are provided:

**Language Learning Strategies:** “a set of conscious or semi-conscious thoughts and performances which are deployed by language learners to make the learning process easier and faster” (Cohen & Dornyei, 2002, p.207).

**Vocabulary Learning Strategies:** The processes, by which vocabulary knowledge and information are obtained, stored, retrieved and used (Schmitt, 1997).

**Vocabulary Size:** the number of words a learner knows, at least being familiar with some important aspects of the word meaning (Anderson & Freebody, 1981).

**Receptive Vocabulary:** “perceiving the form of a word while listening and reading and retrieving its meaning”. (Nation, 2001, p. 70)

**EFL:** English as a foreign language

**ESL:** English as a second language

**LLS:** Language Learning Strategies

**VLS:** Vocabulary Learning Strategies

**VLSQ:** Vocabulary Learning Strategies Questionnaire

**VLT:** Vocabulary Levels Test

**VS:** Vocabulary size

**L1:** First language

**L2:** Second language



## **Chapter II**

### **Literature Review**

#### **2.1 Presentation**

This chapter attempts to present the key concepts of relevant strategies related to vocabulary learning and vocabulary size of English as foreign or second language (EFL, ESL) learners. In addition, the historical trends of language learning strategies shift to vocabulary learning strategies will be concentrated. However, the main focuses of this entry pay a great attention to VLS. Besides, it analyzes the conceptualization of vocabulary size and depth, and conceptualization of vocabulary knowledge.

#### **2.2 Historical Background of Language Learning Strategies and Vocabulary Learning Strategies**

From the middle 19th century to the middle 20th century, there has been a well-known method called Grammar Translation Method (GTM) which grammar and translation initially studied in the process of language acquisition. Later, communicative approach has been used as a main method in the field of EFL AND ESL learning. The communicative approach has paid a great attention to the vital role vocabulary in language learning and teaching and it has been significant to the language learners. Hedge (2000) has stated, “in the literature of English language teaching and learning occurring theme has been the neglect of vocabulary” (p.110). She has also added that this neglect declined the important role of vocabulary by learners themselves. Moreover, the neglecting of learning and teaching vocabulary caused the lack of understandable and comprehensible communication. Schmitt (2000) has stated that the lack of vocabulary knowledge could cause the learners misunderstanding, while they are expressing themselves, their thought or feelings, as words used to send their messages and ideas to the listeners. As a result, both grammar and vocabulary have an important role for language learning and teaching,

but the vocabulary is much more important than grammar in the process of EFL and ESL learning.

In the last quarter of 19th century, researches in the field of L2 and FL learning have seen the emergence of VLS during the process of language study (Meara, 1997). The studies conducted on VLS more often tended investigate and examine the strategies in small scales or individually, with minority applied to a group of strategies as a whole. Schmitt (1997) has found out the reason of current states and problems in this area, as he addresses the lack of a comprehensive list of VLS or taxonomy of lexical-focused strategies.

Schmitt (1997) has referred to two simple strategies as shallow and complex one as deep. The first step which attracts learners' attention while they come across vocabulary learning strategies is normally memorization of new words. Most of the new learners have managed to memorize, retention, and take notes when they first attempt to learn foreign or second languages (Schmitt, 2000). On the one hand, at the elementary level of language learning, memorizing lists of words has a great role in vocabulary acquisition and also having a quiz on the list of words provide wash-back to the learning process. On the other hand, for the advanced level language learning different strategies will be performed. As the learners need to comprehend more complex of vocabulary knowledge involving the significant effort required for manipulating information (e.g., imagery, inference, Kew word) (O' Malley and Chamot, 1990; Schmitt, 2000).

The main advantages achieved from LLS and VLS is to support learners to take control in their own learning process and give them more responsibly in the learning processes. Knowing a wide range of strategies supports learners to deal with unknown words when they first meet and applying these strategies wisely promote learners' independence in the process of language learning. Nation (2001) has believed that a huge amount of vocabularies could facilitate the learning process with the help of VLS and also it has been proved that these strategies are fruitful for language learners at different proficiency levels.

### **2.2.1 Vocabulary Learning**

Some scholars have paid a great attention to explain the effect of learners' mental process while involving learning second language and particularly during

vocabulary learning. In addition, vocabulary is a vital element in the target language learning which leads both teachers and learners to focus on learning a wide range of vocabulary during the learning process. Nation (2001) has provided a distinction between ways of vocabulary learning which is called direct and indirect vocabulary learning.

In direct vocabulary learning, the learners do exercises and activities that focus their attention on vocabulary. Such exercises include word-building exercises, guessing word form in context, when this is done in class exercise, learning words in lists and vocabulary games. In indirect vocabulary learning, the learners' attention focus on some other features usually the message convey by the speaker or the writer. If the amount of unknown vocabulary is low in such messages, considerable vocabulary learning can occur even though the learner's attention is not directed toward vocabulary learning (p.2).

Direct learning vocabulary is also called intentional learning which provides word definition and word translation intentionally, but indirect learning vocabulary is called incidental learning vocabulary which learners consider learning the words from the context such as learning from extensive reading, learning in social interaction, learning from others as listening to radio or watching television programs (Nation, 2001).

### **2.2.2 Vocabulary Teaching**

Teachers and tutors are responsible for providing systematic ways of teaching target language and support learners to achieve learners' oriented approach to language learning independently. However, someone might think in this level the teachers' roles are marginal as this is nothing further from reality. In contrast, it is the role of the teachers to provide appropriate ways and tasks to receive the learners' attention to integrate the class room activities in the process of learning vocabulary. Some scholars have suggested studying the most frequent 2000 words in the initial stages of learning vocabulary (Meara, 1995; Schmitt, 2000; Nation, 2001). The next step of vocabulary learning requires coping the authentic materials in the process of vocabulary learning, demanding from 3000 to 5000-word families and academic words.

Nation (1990) has suggested a strong reason for teaching vocabulary in a systematic and principle ways. First, research on vocabulary teaching has provided

enough amount of information about how teachers can teach vocabulary and what sorts of vocabulary they should focus on, additionally, teachers can certainly realize that learners' effort on vocabulary will be beneficial. Second, there were some strategies to teach vocabulary and teachers that do not need to ignore parts of vocabulary learning strategies according to his or her viewpoint, but learners in need of studying of vocabulary in various ways to reach individual diversities during vocabulary learning process. Third, teachers and learners consider the unique role of vocabulary in the target language learning. Finally, learners with the lack of vocabulary knowledge face difficulty in communication with the target language.

### **2.3 Methods of Teaching Vocabulary**

In the literature of language teaching and learning, scholars produced many methods to make the learning process easier and applicable. From 1940 to 1940, Grammar Translation Method (GTM) was a popular method which pays more attention to reading and writing skills while listening and speaking were ignored. Stern (1983) stated that “the first language is maintained as the reference system in the acquisition of the second language” (p. 445), by which he meant that the target language was taught via learners' first language. Richards and Rodgers (2001) discussed that a typical lesson focuses on translating a sentence with the “tedious experience of memorizing endless lists of unusable grammar rules and vocabulary” (p. 6). Then, several methods designed to help learners possess better result while they are learning a language and the methods considered vocabulary as a minor component. However, the Communicative Language Teaching (CLT) aims at teaching everyday language activities through listening and reading in the initial steps and then speaking and writing. Richard and Rodgers (2001) explained that “communicative competence is the goal of language teaching and (to) develop procedures for the teaching of the four language skills” (p. 155). CLT provide learners opportunities to attain fluency and accuracy in target language. Furthermore, Lowe (2003) discussed that “accuracy work was for concentrating on learning new bits of language; fluency was for getting the students to speak freely” (p. 7). In the accuracy part, learners focus on functional exponents, words and grammatical patterns, while in the fluency, learners have more opportunities to rehearse speaking skills through classroom conversations and negotiations.

### 2.3.1 Lexical Approach

Michael Lewis' Lexical Approach tended to change the way of teaching EFL from the traditional notion to more of a new one by suggesting that the language learning comes from lexis rather than grammar. Lewis (1997) argued that "language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks" (p. 3). Lewis aimed to support the EFL teachers and encourage them to focus on their learners' attention toward learning chunks of language via providing a range of classroom activities. The lexical approach focuses on the layer of lexis in the process of language learning and teaching. It is different from the tradition ways of teaching; vocabulary is taught individually and the classrooms widely pay attention to grammar which result a gap between words and fixed meanings. (Sinclair & Renouf, 1988)

The main perspective to distinguish traditional method is its belief that language consists of grammaticalized lexis rather than lexicalized grammar. Lewis (1993) states that "grammar is not the basis of language acquisition, and the balance of linguistic research clearly invalidates any view to the contrary" (p. 133). This approach suggests that grammar and lexis are two different segments in a language and it argues that language is made up of multi-word chunks. Richards and Rodgers (2001) explained that language learning is "derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combinations" (p. 132). They also mentioned that one of the reasons learners cannot build a bulk of high frequency words and communicate is that teachers focus on teaching grammar and structures. Lewis (1997) discussed four basic types of chunk to be implemented in language learning:

The first category "words" recognized as an independent unit in a text and it may change the meaning of the text if the word is changed like "open" in a shop window, or words where a single substitution creates a whole new meaning such as "salt" or "pepper" in "could you pass the ..... please?" (Lewis, 1997, p. 8). Additionally, 'polywords', which are phrases that have a degree of idiomaticity and appear in normal dictionaries which conduct like single words, such as 'by the way or on the other hand'.

The second category, ‘collocations’ explained how “certain words co-occur in natural texts with greater than random theory” (Lewis, 1997, p. 8) and it related to a group of words which high frequently come together in a text and it depends on the context they occur. There are many forms of collocation based on the convention and frequency, in addition, some collocations are fixed such as “to catch a cold and drug addict,” while there are collocations which are not fixed and they change according to occurrences such as “blood/close/distant/near(est) relative“ (Lewis, 1997, p. 8). He mixed the final two categories, “fixed expressions” and “semi-fixed expressions”, both types can occur together and they can be distinguished. Fixed expressions such as “surf the web” or “fall in line” offer no variability. On the contrary, ‘semi-fixed expressions’ are more commonly utilized than fixed expression and it carries more than one title. Semi-fixed expressions can include certain idioms, can range from long to short, and nearly fully fixed to almost free. For example, idioms like ‘it’s the tip of the iceberg’ may come as a fixed expression but largely it used for novel expressions. Lewis (1997) claimed that expressions of both semi-fixed and fixed are stored in our mental lexicon, and he proposed that our language is actually much less original than was initially thought. He stated that much of what human utter and a prominent proportion of what we write consist of “pre-fabricated multi-word items” (p. 11). To sum up, this approach showed the importance of learning vocabulary, sentences or phrases that are most frequent in communication.

The third category was institutionalized utterances, as it mentioned by its name, they are more common in spoken form than written. They consist of all those chunks which make a conversation and they aim to express pragmatic rather than referential meaning (e.g., “I’ll get it; We’ll see; That’ll do; If I were you . . .; Would you like a cup of coffee?”) (Lewis, 1997, p. 8).

Finally, the forth category to implement Lexical Approach is sentence frames and heads. In contrast the previous one, they contribute to a large extent to written equivalent of institutionalized utterances. They are those expressions which manipulate a large discourse proportion that allows learner to decode complex written texts (e.g., “That is not as . . . as you think; The fact/ suggestion/ problem/ danger was . . .”) and even text frames (e.g., “In this paper we explore . . .; Firstly . . .; Secondly . . .; Finally, . . .”) To sum up, the first two lexical categories are more

related to referential meaning and the last two categories are more related to pragmatic meaning.

### 2.3.2 Word Grammar

Richard Hudson (1980) has designed a theory in the field of linguistics which is called Word Grammar (WG) theory. He believed that language structures that carry grammatical knowledge and information are a wide network of knowledge about words which both vocabulary and grammar integrate language with the rest of cognition. Besides, Langendonck (1987) defined Word Grammar as a general theory of language structure. Langendonck explained that WG contributes different parts of language such as syntax, semantics and some more tentative morphology, sociolinguistics, historical linguistics and language processing, but the only perspective of linguistics which this method has not examined was phonology and language acquisition. The notion of network is generally related to lexis, which facilitates the learners' minds to associate the words together and arrange the words to a network and, then, learn them. In addition, network in WG can be utilized to learn the concepts of grammar and link them while students learn a language structure.

This study focuses on learning vocabulary knowledge. One of the characters of WG theory is related to how a learner can have a better access to study morphology with syntax interchangeably. Word Grammar consists of different units and words which are considered as a main unit. Moreover, a sentence structure consists of entirely dependencies between individual words knowledge in the sentence. Based on this perspective, WG can be considered as a part of the tradition *dependency grammar* (Fraser, 1994). Words, phrases and patterns are parts of sentence structure and play a vital role in comprehending a text. The main character of Hudson (1980) theory is *default hierarchy*. This kind of hierarchy aims at overriding from the specific knowledge of both syntax and morphology into general and, consequently, capturing inflection and patterns in a sentence. To sum up, WG theory is considered as a method to support the teaching and learning process of a language by integrating the types of words and grammar patterns while they occur together naturally.

## **2.4 Studies on Vocabulary Learning Strategies (VLS)**

For more than ten decades, language learning strategies have taken priority position from the scholars' and researchers' investigations, especially in the field of teaching EFL or ESL. To some extents, researchers have been interested in paying a great attention to vocabulary learning strategies because vocabulary learning strategies have a foremost role in language learning strategies. Nation (2001) has stated that "vocabulary learning strategies are a part of language learning strategies which in turn are a part of general language strategies" (p.217).

Schmitt (1997) has provided a definition for vocabulary learning strategy which refers to the definition of LLS by Wenden and Rubin (1987), but they have adapted to VLS as the process by which vocabulary knowledge and information are achieved, stored, retrieved and used.

### **2.4.1 Taxonomies of Vocabulary Learning Strategies**

In general, this entry will pay a great attention to vocabulary learning strategies taxonomies and empirical researches in this field. In a specific domain, a particular attention will be paid to Schmitt's (1997) taxonomies of vocabulary learning strategies because the current study mainly based on it. This section has also given extra attention to the work of Stoffer (1995), Gu and Johnson's (1996) taxonomy and Nation's (2001) taxonomy who have studied in classifying vocabulary learning strategies.

#### **2.4.1.1 Stoffer's (1995) Taxonomies**

Stoffer (1995) has produced a Vocabulary Learning Strategy Inventory (VLSI) which contained a questionnaire of 53 items and clustered into 9 categories. She has designed this survey to evaluate particularly vocabulary learning strategies and she has utilized factor analysis to categorize the items. She has conducted this survey to collect data from her learners to create her taxonomy of vocabulary learning strategies; the factors might be specific to her special and unusual samples. The 53 items are clustered into nine categories:



1. Strategies involving authentic languages use.
2. Strategies used for self-motivation.
3. Strategies used to organize words.
4. Strategies used to create mental linkage.
5. Memory strategies.
6. Strategies involving creative activities.
7. Strategies involving physical actions.
8. Strategies used to overcome anxiety.
9. Auditory strategies.

#### **2.4.1.2 Gu and Johnson's (1996) Taxonomy**

In a research about Chinese' students who study ESL in the University of China, Gu and Johnson (1996) have investigated the relationships between VLS and VS and language proficiency. They have conducted a questionnaire to elicit the Chinese students' belief about vocabulary learning and their self-reported of VLS used by Chinese' students. Gu and Johnson have clustered the strategies into three main categories belief, metacognitive strategies and cognitive strategies, which have further been sub-divides into six subsets.

Table 1

*Gu and Johnson's Taxonomy of VLS*

Beliefs	Metacognitive regulation	Cognitive strategies
<b>Beliefs about vocabulary learning</b>	<b>Metacognitive regulation</b>	<b>Guessing strategies</b>
Words should be memorized. Words should be acquired in context: bottom-up. Words should be studied and put to use: top-down.	Selective attention. Self-initiation.	Using background knowledge/wider context. Using linguistic cues/immediate context.
		<b>Dictionary strategies</b> Dictionary strategies for comprehension. Extended dictionary strategies. Looking-up activities.
		<b>Note-taking activities</b> Meaning-oriented note-taking strategies. Usage-oriented note-taking activities.
		<b>Rehearsal activities</b> Using word lists. Oral repetition. Visual repetition.
		<b>Encoding strategies</b> Association/ elaboration. Imagery. Visual encoding. Using words-structure. Semantic encoding. Contextual encoding.
		<b>Activation strategies</b>

(Gu and Johnson, 1996, P.645-655)

**2.4.1.3 Nation's (2001) Taxonomy**

Nation (2001) has organized a taxonomy based on various VLS. He categorized the strategies in his taxonomy into three main classes such as; Planning, Sources, Processes. Each of these classes is divided into subsets of key strategies. The first category (planning) has dealt with the strategies rather metacognitive in nature of planning the learning process, the second category (sources) has paid

attention to the process of searching for information about lexical items and the third category (processes) has focused on the already processes of vocabulary learning.

Table 2

*Clarify What Types of Nation's (2001) Strategies Each Class Include*

General class of strategies	Types of strategies
<b>Planning:</b> choosing what to focus and when to focus on it	Choosing words Choosing the aspects of word knowledge Choosing strategies Planning repetition
<b>Sources:</b> finding information about words	Analyzing the word Using context Consulting a reference source in L1 and L2 Using parallels in L1 and L2
<b>Processes:</b> establishing knowledge	Noticing Retrieving Generating

(Nation, 2001, p.218)

#### 2.4.1.4 Schmitt's (1997) Taxonomy

Schmitt (1997) has conducted his research on Japanese's students; he took 600 EFL learners to participate in his survey. All the students spoke Japanese as their native language and they had taken EFL classes. This survey has been performed to four groups of students, "junior high school students, high school students, university students and adult learners" (p. 32). Schmitt (1997) has designed this survey to collect a variety of data which can be compared later. According to this survey, first, questionnaires have been asked to respondents to indicate whether they have got benefit from particular strategy or not, second, the questionnaires have been asked to the respondents to indicate if a particular strategy is helpful or not. As a result, this survey has conducted to evaluate which VLS the learners utilized and how they think about existing those fruitful VLS to be in their learning process. The current survey of Schmitt's (1997) taxonomy has actually derived from Oxford (1990) "social, memory, cognitive and metacognitive categories" (P. 3). He has organized and systematically distinguished to (1) "discovery strategies" which are "useful for initial discovery of word's meaning", and (2) "consolidation strategies"

which are “useful for remembering that word once it has been introduced” (Schmitt, 2000, p.35).

This survey is classified into two categories, and these two categories are subdivided into six groups. “The discovery category includes determination and social strategies, and the consolidation category includes social, memory, cognitive and metacognitive strategies” (Schmitt, 1997, p. 35). Although, Oxford’s taxonomy has been beneficial, what made Schmitt’s taxonomy different from it because, first, Schmitt’s taxonomy has specifically paid attention to vocabulary learning strategies, second, learners can utilize his strategies when he/she first encounters the meaning of new words.

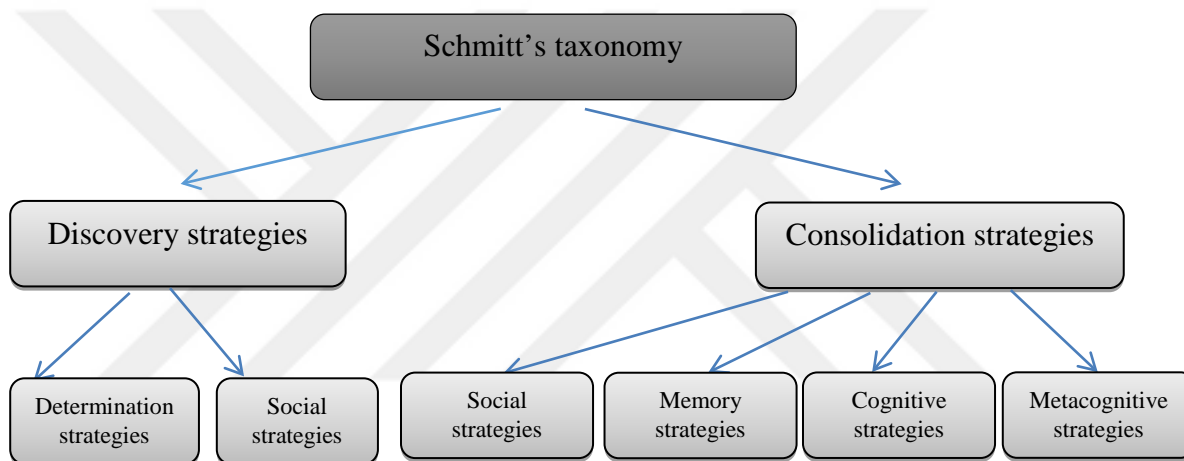


Figure 1 Schmitt's (1997) Taxonomy of VLS

## 2.5 Discussion of Schmitt's (1997) VLS

### 2.5.1 Discovery Category

As mentioned above, the category of discover strategies is concerned to understand the word meaning and unfamiliar lexical items when they came across.

#### 2.5.1.1 Determination Strategy

Learners first have used this strategy when they encounter new words. They have managed to discern the meaning by guessing from their structural knowledge, guessing from first language, guessing from context and using reference material (Schmitt, 1997). Learners might be able to realize the words part of speech, which is helpful to guess the exact meaning in context. Moreover, learners could also attain

tips about the words meaning from root or affix, but this is not reliable from most of the occurrence. Clark and Nation (1980) have warned that the guess from analyzing parts of speech may cause wrong meaning, but it is better than from getting benefit to guess the context. Although, guessing from the context in need of learners to have enough knowledge and familiar with the background of the text and also have more language proficiency to understand the words meaning reliably. “Incidental learning via guessing from context is the most important of all the source of vocabulary learning” (Nation, 2001, p.232).

Schmitt (1997) has defined cognate words as words in different languages, which have originally derived and descended from common parent words. Such as, “Matter” in German and “Mother” in English. English language has borrowed different words from the language all over the world and those loan words maintained similarity in form and meaning. As mentioned before, the first language has influenced to guess in second or foreign language; furthermore, this knowledge might have a more successful influence on guessing in case there is a relation between first and second language. Although, a variety of sources could be used as a contextual clue to guess lexical contexts such as pictures, gestures, and intonation.

The last way of initial understanding of unknown words from context is through reference material, primarily via using a monolingual or bilingual dictionary. It is clear that second and foreign language (FL or SL) learners have a great concern to work on bilingual dictionary more than their monolingual dictionary counterparts (Schmitt, 1997). In spite of the fact that monolingual dictionary includes superior information about the words knowledge meanwhile, bilingual dictionary includes inferior information because monolingual dictionary has regularly updated information and improved according to the learners’ need and expectation. To tackle this issue, Schmitt (1997) has suggested that “one way around of this contradiction is to include more and better information in future bilingual dictionary” (p.210). As a result, monolingual dictionaries are beneficial for FL and L2learners to obtain deep proficiency in word knowledge; in contrast, bilingual dictionaries are advantageous for L2 and FL learners to shallow understanding the meaning of the word.

### **2.5.1.2 Social-Discovery Strategies**

In terms of discovery strategy, social strategies are used by L2 and FL learners to discover the meaning as a word by asking their classmates or teachers who could help learners to understand the word. In doing so, (EFL, ESL) learners quite often prioritize their teachers to help them to discover the information about words meaning in variety of ways; “giving L1 translation if they know it, giving a synonym, giving a definition by paraphrase, using the new word in a sentence or any combination of these words” (Schmitt, 1997, p. 38).

### **2.5.2 Consolidation Category**

The second category of Schmitt’s (1997) taxonomy is consolidation. This category concerns strategies used to retain words which have been learned in order to encode them to long-term memory. Consolidation strategies are sub-divided into “social, memory, cognitive and metacognitive strategies” (p. 35).

#### **2.5.2.1 Social-Consolidation Strategies**

As aforementioned above, some social strategies were used to discover word meaning, furthermore, other social strategies are used by learners when the learners work in a group with their classmates and practice vocabulary. Dansereau (1988) has shed light on some benefits of social strategies while learners cooperate in group learning process, It has encouraged learners to be active in the process of exchanging information, the social context has enhanced motivation of the participants to learn and create cooperative learning supports for learners to perform team activities even outside class. In this case, teachers involve less with the students’ activities; students can have more opportunities to interact with the target language with their peers in classroom. Another social strategy which learners could prepare lists of words and show them to their teachers to check their vocabulary lists accuracy (Schmitt, 1997). However, this strategy is less frequent because the learners prepare the vocabulary lists independently by themselves such as flash cards and word lists outside classroom.

### **2.5.2.2 Memory Strategies**

Memory strategies are traditionally called (mnemonic) which create a mental linkage with the word to be learned and some previous knowledge, “using some form of imagery and grouping” (Schmitt, 2000, p.135). Although, Thompson (1987) has described “mnemonic word by utilizing some well-known principles of psychology: retrieval plan is developed during encoding, and mental imagery, both visual and verbal, are used” (p.43). He has clarified that mnemonic devices provide opportunities for learners to acquire words faster and remember vocabularies better because, first, the integration of new materials into existing mental units, second, they provide retrieval cues. The integration of newly learned knowledge and with an existing knowledge which has been learned previously involve some kind of attentions and processing which are essential for long-term retention as suggested by the Depth Processing Hypothesis ( Craik and Tulving, 1975).

Researchers have identified a considerable number of memory strategies, as Schmitt’s (1997) taxonomy includes some memory strategies. There are some terms which have been used in his survey.

#### **2.5.2.2.1 Picture and Imagery**

Second or foreign language (SL or FL) learners can enhance the process of language learning and vocabulary learning by creating and simulating a picture in their mind of words and sentences meaning instead of definition. It has been proved that imagery has more effective than word repetition in language learning (Steingart and Glock, 1979 cited in Schmitt, 1997), so this can be better performed to vocabulary learning.

#### **2.5.2.2.2 Related Words**

Another term of memory strategies involves using sense relationship. Learners can link new words to what they have been learned in the second language. This is usually linking through coordination e.g. “apple” to other kinds of fruit as “pears”, synonym e.g. “beautiful” to “gorgeous”, antonym e.g. “wide” to ‘narrow’. Also, using a scale for gradable adjective is another kind of strategies to link words with each other’s as in the examples of these adjectives in scale (huge, big, medium,

small). Related words have enhanced learners' mental linkage to remember them easily (Schmitt, 1997). In addition, when using non-sense relationships, learners can also connect non-sense words together such as; placing words and phrases into a meaningful story or sentence and create an image of it. Indeed, it is a kind of association in which new words are linked to a context.

#### **2.5.2.2.3 Words Orthographical and Phonological Form**

It is a kind of memory (mnemonic) strategies which highlight the orthographical and the phonological form of words to facilitate remembering words. Clearly, it means a study of both spelling and pronunciation of words during vocabulary learning process. This strategy has aided the learners to remember the words when they are heard and it focuses on using rhyme to remember words because pronunciation made learners to remember words easier (Schmitt, 1997). Alternatively, learners could make an image of the form and spelling of the words in their mind and rehearse saying aloud when studying vocabulary (Nation, 2001).

#### **2.5.2.2.4 Kew Word Method**

It is another memory strategy that can help the learners to recall the words better and easier. This strategy has involved identifying first language words and phrases sounding similar to second language words and phrases. For example, the English word "farmer" and the Arabic word "far mar" (a mouse passed by). Then, creating an image to combine the two concepts such as; a farmer watched a mouse passed by on the farm. Schmitt (1997) has stated that "when the second language word is later heard, the sound similarity invokes the created image which prompts the second word's meaning" (p.214).

#### **2.5.2.2.5 Other Memory Strategies**

Grouping is also an important strategy to help learners recall. Learners naturally organize group of words in many criteria, such as meaning (animal or house), grammatical categories (adjective or adverb) or terms in the same spelling or pronunciation to promote recalling them easier. Another kind of memory strategies is paraphrasing the meaning of new words which can be used to each new word.



Furthermore, it can be used as a communication tool to compensate the lack of producing vocabulary.

Multiword (chunk) is another term of vocabulary knowledge which learners tend to learn and it contains proverbs, idioms, and phrases. Learners could analyze chunk into component, one way to increase vocabulary knowledge is by memorizing each component and the whole chunk together; in addition, learners could also use the whole chunk as a mnemonic device for recalling individual words meaning (Schmitt, 1997). Moreover, physical actions are used to facilitate learning new words and recall them easily in the elementary stage of vocabulary learning process. Asher (1977) has got benefit from this as the basis of the whole methodology which is called Total Physical Response (TPR). Finally, semantic features are often used in teaching and learning vocabulary materials. The main strength of semantic mapping is in illustrating meaning and collocation difference between sets of similar words (Schmitt, 1997).

### **2.5.2.3 Cognitive Strategies**

According to Schmitt (1997), cognitive strategies are similar to memory strategies in his taxonomy, but they are less obviously related to mental manipulation. The common criteria of cognitive strategies have included repetition and using mechanical ways to study vocabulary (written or verbal repetition); so, learners repeatedly write or say the words over and over again. O' Malley and Chamot (1990) have defined cognitive strategies are "more directly related to individual learning tasks and entail direct manipulation or transformation of the learning material" (p.8).

Flash card and word list are related to cognitive strategies and they could be used as an initial exposure to learn a word. Moreover, students can easily use them to retrieve words afterward (Schmitt, 1997). The first and foremost advantage of flash card is that they can be carried to everywhere and learners could utilize and study them whenever they have free time (Brown, 1980). Another kind of cognitive strategies in Schmitt's (1997) taxonomy is Note-taking which is useful to study vocabulary. According to McCarthy (1990), taking notes of newly words promote learners to develop in spelling new words by writing them and also pave the way to rehearse the target words easily. Schmitt (1997) has suggested various ways of

taking notes which provide opportunities to students to learn new words and expanding their practices such as vocabulary note books, vocabulary cards, and simple notes along the marginal or between lines.

#### **2.5.2.4 Metacognitive Strategy**

The metacognitive strategy is the last strategies of Schmitt's (1997) taxonomy. Schmitt (1997) has defined metacognitive strategies as "a conscious overview of the learning process and making a decision about planning, maintaining, or evaluating the best ways to study" (p.205). Learners can get benefit from this strategy to evaluate their own learning process and overview the learning process in general such as the target language is English language, learners can use variety of sources, target language media like watching English channels (e.g. songs, movies, documentary, etc.), listening to radio program, reading newspaper and magazines, or interaction with native English speakers to support learners to increase their vocabulary size and also these sources provide a considerable opportunities to maximize their own exposure to the target language.

Target language learners can schedule and organize systematic ways for reviewing newly learned vocabulary rather than rehearsing randomly. Researchers have shown that forgetting newly words takes place as soon as the class session finished, so it is better to review newly words soon after initial meeting and then gradually widen intervals (Schmitt, 1997). Thus, having organized and scheduled plans with using spaced time promote remembering newly words easily. Russell (1979) has suggested a schedule for reviewing materials as follows; review 5-10 minutes after the end of the lesson session, then a day later, then seven days, a month later, and finally six months later. This spaced review helps learners to keep the newly learned words to long term memory.

One way to enlarge learners' vocabulary size is continuous reading of authentic materials. However, it is important to be selective while studying English as second or foreign language, to concentrate on the most high-frequency vocabulary rather than low-frequency vocabulary. Nation (1990) has explained some fruitful techniques, first, when learners determine to learn high-frequency words and skip low-frequency words, students can look at the words as, first, is it technical for his or her field of study, second, does it contain affix or root which help them learn the

word completely, third, is the word repeated at least twice? In addition, this strategy of skipping over unknown words is virtually important to improve learners' reading speed.

In the end, learners should assess their vocabulary knowledge (e.g. with test words). Testing helps learners to be conscious about their vocabulary size and the process of vocabulary learning. On one hand, testing helps learners to know their vocabulary size and knowledge, on the other hand, it helps learners to know about the efficacy of VLS which they utilized to learn vocabulary if they need to be changed or replaced with other effective vocabulary learning strategies.

## **2.6 Empirical Research on VLS**

Language acquisition and learning studies belonged to 1970 to investigate language learning strategies which have clarified how learners' action can enhance and improve language learning (Schmitt, 1997). In the classification of categorizing and identifying language strategies, some scholars have directly dealt with those strategies which are applicable to vocabulary learning. O' Malley and Chamot (1985) have noted that "training research on learning strategies with the second language has been limited almost exclusively to cognitive application with vocabulary task" (p.501).

As mentioned previously, studying in the field of vocabulary learning strategy is an embryonic state because there is no exact survey to include the whole aspects of vocabulary learning strategies. Therefore, some researchers have worked on categorizing VLS and the usefulness those strategies to increase learners' proficiency in vocabulary learning. Many investigator have also dealt with a specific kind of vocabulary learning strategies whether it has an effect on learners' vocabulary learning process. This section will be advocated to emphasize chronological presentation of major strategies carried out on VLS as a whole and strictly as a single strategy.

Ahmad (1989) has applied a survey of VLS to 300 EFL learners of Sudanese students to distinguish between "good" and "poor" learners' approach lexical learning. Ahmad's survey has used observation to collect data of Sudanese EFL learners while doing think-aloud task has structured interview. This survey has dealt with good-learners and low-achievers based on their school achievements and

subject assessment. This survey has shown that good-learners perform more techniques and are more cautious about what they could learn about new words, paid more attention to collocations, and spelling, and using dictionary. They are also more cautious of contextual learning. In contrast, low-achiever learners have used less vocabulary learning strategies and tended to avoid active practicing. In addition, individual differences are identified among both good and poor learners.

One of the most significant researches on vocabulary learning strategy is studied by Sanaoui (1995), who interviewed adult English learners and French-English learners in Canada about the vocabulary learning strategies they used to acquire vocabulary. She has identified two distinct approaches to L2 vocabulary learners as “structured and unstructured learners”. The learners in structured approach have been able to take control over their learning, and also have kept note books and word lists to organize newly learned words. They have regularly kept note books with them and review whenever they have time. In contrast, the learners in unstructured approach mainly focus on course material. They do not pay more attention to vocabulary note books and word lists and they do not review regularly of what they have been learned previously. The foremost of getting benefit of metacognitive strategies in terms of planning for acquiring vocabulary through structured approaches which the learners can develop language learning.

Table 3

*Features of a Structured and an Unstructured Approach to Vocabulary Study*

Structured approach	Unstructured approach
<b>Opportunities for learning vocabulary</b>	
Self-created course	Reliance on
Independent study	Minimal
independence study	
<b>Range of self-initial activities</b>	
Extensive	Restricted
<b>Record of lexical items</b>	
Extensive (tend to be systematic)	Minimal (tend to be ad hoc)
<b>Review of lexical items</b>	
Extensive	Little or no review
<b>Practice of lexical items</b>	
Self-created opportunities in and Outside classroom	Reliance on course

(Sanoui, 1995, p.24)

In conclusion, it has become clear that learners can develop their vocabulary learning via focusing on a wide range of VLS. Moreover, learners can utilize fruitful strategies which help them to organize the process of vocabulary learning.

One of the prominent studies in the vocabulary learning strategy perspective is performed by Gu and Johnson (1996). In their study of (850) Chinese' EFL learners, they have administrated a questionnaire triangulate Chinese university EFL learners' belief about vocabulary learning, vocabulary level and vocabulary learning strategies. Beliefs about vocabulary learning have been classified into three dimensions which are "vocabulary should be memorized", "vocabulary should be picked up naturally" and "vocabulary should be studied and used", then sub-divided into 17 statements. The research then has correlated the beliefs about vocabulary learning with those vocabulary level test and language proficiency test.

The three beliefs which are mentioned in this research have proved that learners mostly preferred studying vocabulary can be acquired in a real context, then they believed that vocabulary should be carefully studied and used, but they less

admired to memorize vocabulary. This survey has shown that there is a positive correlation among guessing from reading context, using dictionary, note taking, and practice of newly learned words with both students' test scores. On the other hand, the strategies of memorization and visual repetition of newly learned words have a negative correlation with learners' vocabulary size and language proficiency. The result of this survey preferred that vocabulary learning has related more meaning-oriented than rote strategies.

A major milestone survey in vocabulary learning strategies research on a large scale is conducted by Schmitt (1997) in Japan. This survey has consisted of 600 Japanese English as foreign language (EFL) learners which divided into four groups "junior high school students, high school students, university students and adult learners" (p. 32). He has used a questionnaire which included discovery and consolidation strategies to ask the students which VLS those students have been using. The students have been asked to answer "yes" or "no" to indicate the strategy which they used. They have been asked to rate the most helpful strategies to them regardless of their use.

The discovery strategies column marked it clear that Japanese EFL learners are more attractive in using (descendant order) bilingual dictionary %85, guessing from lexical context %74, asking classmates for meaning %73, but checking first language cognate is the least frequent strategies in discovery categories. As for consolidation categories, the students have mostly preferred to use verbal and written repetition %76, studying spelling %74, saying new words aloud %69, taking notes %64, studying the sound of the words %60, word list %54, but the least frequent strategy of consolidation strategies which Japanese EFL learners' use is asking teachers for flash cards accuracy %03.

## **2.7 Conceptualization of Word Knowledge**

In EFL and ESL perspective, learners have been attempting to learn a wide variety of words which support them to communicate by sending and receiving their messages. It is salient for learners to choose the appropriate words in a context and to use the words in the correct position in a context. Target language learners must be aware what is involving knowing words? Or what is word? Nation (2001) has

suggested some criteria that can be counted and involved in word knowledge such as token, types, lemma, and word families.

### **2.7.1 Token**

Token refers to all the words that come in discourse can be considered as token. If a word repeats twice in a sentence, it is counted as two words. Learners can use this criterion (Token) to know how many words a line or a passage include.

### **2.7.2 Types**

There is a considerable distinction in counting types and token. Types are different from token in which a repeated word in a sentence is not counted again. According to Nation and Meara (1993), some problems can be appeared while counting words as types for example when two words which have the same spelling and pronunciation, but they have different meaning such as generation (for electricity) or (for young generation). In this case, English language learners may come to see lots of these kinds of words during vocabulary learning process.

### **2.7.3 Lemma**

Lemma is different from both of types and token because lemma includes different aspect of words in counting words. Nation (2001) has provided a definition for lemma “consisting of head words and some of it is inflected and reduced (not form)” (p.7). “Inflection in English language contained plural, third person singular, present tense, past tense, past participle, present participle, comparative, superlative and possessive” (Bauer and Nation, 1993, p. 255). Linguists have worked in measuring words frequency such as Thorndike and Lorge (1994) have depended on lemmas for counting words. A strong reason to choose lemma in measuring vocabulary size is because the learners’ mind has stored the base form of lemma then adds affixes when it is required.

### **2.7.4 Word Families**

“A word family consists of a head word, it is inflected, it is closely derived forms” (Nation, 2001, p.8). Also, in word families like lemma, there is a problem of what word knowledge belongs to word families. Word families are the most difficult

items to count words and it is also difficult to agree whether a word is included as word family or excluded.

### **2.7.5 Lexeme, Lexical and Multi-Word**

Carter (1998) has provided a definition for lexeme as “a lexeme is the abstract unit which underlines some of the variants we have observed in connection with words”. For example, “give” is a lexeme carrying varieties of grammatical aspects “give”, “gave”, “given” which can be referred and called word form, in another term, lexeme refers to words’ morphology and form” (p.8). Also, Schmitt (2000) has explained another aspect of this term, he clarified that to deal with and investigate of English multi words, terms such as lexeme, lexical units or lexical items are used. He has also stated “to handle these multiword units, the term lexeme (also lexical unit or lexical item) was coined. These three interchangeable terms are all defined as an item that functions as single meaning units, regardless of the number of words it contains” (p.1).

### **2.8 Receptive and Productive Word Knowledge**

Melka-Teichroew (1982) has suggested different terms which are substantially utilized as an indication to receptive and productive word knowledge and presented a range of terms to clarify this dichotomy: “first, active vs. passive; second, comprehension vs. production; third, understanding vs. speaking; fourth, recognition of vocabulary vs. actual and possible vocabulary use” (p. 18). From this description, it will be clear that vocabulary knowledge contains different aspects and dimensions. One way to assess learners’ vocabulary knowledge is to measure learners’ vocabulary size in terms of receptive and productive word knowledge. Nation (2001) has concluded that there are two kinds of word knowledge relating to different mental process in the of vocabulary learning process which is called receptive word knowledge and productive word knowledge. Apparently receptive word knowledge refers to the learners’ ability to receive input and comprehend, while productive word knowledge refers to learners’ ability to carry and idea and produce language forms to express and convey information in language. In concise, receptive word knowledge was the ability to receive a message and productive word



knowledge is the ability to send a message understandably (Laufer and Goldstein, 2004). It is generally believed that receptive words are acquired first and only after incidental or intentional learning becoming available for productive use. Therefore, vocabulary knowledge should be growing first from receptive and then developing to productive use.

Essentially, receptive vocabulary use involves perceiving the form of a word while listening and reading and retrieving its meaning. Productive vocabulary use involves wanting to express a meaning through speaking and writing and retrieving and producing the appropriate spoken and written word form. (Nation, 2001, p. 24-25)

Table 4

*Nation's (2001) Description for the Range of Vocabulary Knowledge Aspects*

Aspects	components	Receptive knowledge	Productive knowledge
<b>Form</b>	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelt?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express this meaning?
<b>Meaning</b>	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concept and referents	What is included in the concept?	What items can the concept refer to?
	Association	What other words does make us think of?	What other words could we use instead of this one?
<b>Use</b>	Grammatical function	In what patterns does the word occur?	In what patterns must we use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must we use with this one?
	Constrains of use (register, frequency)	Where, when and how often would we expect to meet this word?	Where, when and how often can we use this word?

Note. R= receptive knowledge, P= productive knowledge. (Nation, 2001, p.347)

According to his description of the word knowledge, he has shown that the aspects were not just consolidate between form-meaning link, but this has enhanced word knowledge by improving other types of word knowledge while words have been met different times in different context in order that learners can master developing word knowledge.

## **2.9 Conceptualization of Vocabulary Size and Depth**

Vocabulary knowledge considered as one component of language skills such as reading, speaking etc. The amount of vocabulary knowledge of target language learners has required using the language for communication and comprehension is not fixed. Some scholars argued that there is a little difference between vocabulary size and depth, but regression analysis has shown that depth typically adds unique explanatory power compare to size (Qian, 1999). Therefore, researchers have compared size and depth based on how each conceptualized and measured. This critical synthesis has identified studies to measure both size and depth. Anderson and Freebody (1981) have stated that the terms of vocabulary size knowledge mean “how many words are known and depth or quality of vocabulary knowledge means how well those words are known” (p, 98). In empirical investigation, there is a correlation between size and depths of vocabulary knowledge (Vermeer, 2001).

Schmitt (2014, p. 5) has reviewed the conceptualization of size and depth of vocabulary knowledge as following aspects. Vocabulary size knowledge is straightforward and conceptualized as it is essentially counting of “lexical items (typically operationalized as knowledge of the form-meaning link connection)”, and mostly measurement and researches of vocabulary to date are based on size rather than depth. Also, there are numbers of ways that overlapping depth knowledge could be conceptualized, but it is the diversity of depth knowledge which has made it theoretically perspective how to approach conceptualizing depth. Schmitt (2014, p. 5) stated that the conceptualized of depth is related to “the knowledge of lexical aspects (e.g. knowledge of multiple polysemous meaning sense) as well as more holistic mastery (e.g. having a rich associative network formed around the word)”. Widespread ways of conceptualizing depth are by breaking dawn into separate elements such as components or dimensions approach (Read, 2000). The richest mastery of depth of word knowledge of individual aspects (collocation, derivation

form, polysemous sense) has conceptualized aspects of word knowledge which usually includes more explicit aspects, particularly form-meaning link, which are measured by size test, but implicit aspects of contextualized vocabulary use, for example, a word collocation, register constraint, and frequency may well vary in different usage context that is measured by depth test.

Meara (1997) has suggested that lexical organization might be at the root of the lexical organization of receptive and productive mastery; “receptive mastery indicates being able to comprehend lexical items when listening and reading while productive mastery entails being able to produce the items when speaking and writing” (p. 112). Read (2000) has noted an interesting threshold issue, “is there a certain minimum amount of word knowledge that is required before productive use possible?” (p.154). Researchers have mostly compared between the ratio of receptive and productive word knowledge, but very few of them have investigated the type and amount of lexical items that are required to enable learners to become productive. For receptive purpose may be enough to know the form-meaning of the word, the use of form of the word knowledge in speaking and writing, and then recall the meaning to attach it. Word knowledge information for productive include (part of speech, derivation forms, and collocation, etc.) which are already provided by the context to express the word knowledge aspects, that already know the meaning and want to create appropriately in context. From this perspective, productive mastery is more complexes and advanced because, first more word knowledge component are required, second many of these components are contextual in nature that takes a long time to develop.

Fluency is regarded as a mastery of language users to use the language automatically and fluency in four skills (listening, speaking, reading, and writing). Vocabulary can be used as an expedient to measure fluency of users, and it has just been addressed to measure vocabulary by Pellicer- S´anchez and Schmitt (2012) and Read and Shiotsu (2010). Fluency is important because of conceptualization of lexical proficiency progresses from raw knowledge to control knowledge in comprehension and production and also fluency increases overtime, and can be considered as a part of depth knowledge.

The various ways of conceptualizing depth are not discrete, but they are overlapped and interrelated, and it depends on how one defines and operationalizes each conceptualization. The reason why depth cannot be measured is because it is a

very broad construct and there is no valid test to measure. So, the relationship between size and depth can be easily measured instead of the distinction between size and depth. Within a certain measurement, size and depth may be similar, but in different measure, there may be a large gap between them (Schmitt, 2014). Vemeeer (2001) has suggested that for practical purpose size is indistinguishable from depth. Researchers have investigated the relationship between size and depth by reviewing as much extant research as possible for measuring both size and depth. Many researchers have claimed that the distinction between receptive and productive is rather small. Fan (2000) has concluded that one-half of three-quarter of receptive vocabulary is known productively.

In terms of the relationship between size and depth of receptive and productive mastery of vocabulary knowledge, researches have shed light on, first, knowing form-meaning link to recall and recognition level of mastery; it is always easy to recognize and understand form and meaning rather than to recall form and meaning, second, comparing form recall and meaning recall, the gap between both written form recall versus recognition and recall versus recognition meaning is rather small in a high-frequency level; hypothetically because the large amount of exposure of the words helps to fill in more difficult types of knowledge, third, knowledge of written versus of spoken word form, there is an imbalance between the level of proficiency in spoken and written vocabulary use. In high-frequency level, learners might know more words in speaking than writing and vice versa. Researchers have concluded that there is no clear distinction between size and depth, as size is a number of lexical items know to some criterion of level mastery, meanwhile criterion would always be some measures of depth (Schmitt, 2014).

### **2.9.1 Vocabulary Frequency Level**

Word frequency would be useful for both target language teachers and learners and they utilize the occurrence of words used by native English speakers. Researchers have a diversity of consensus for vocabulary frequency such as Nation (1990) and West (1953) who created the most suitable list for high frequency words which is 2000 word levels. Word knowledge of the list of 2000 words level support learners to realize lexical knowledge and can core with every day communication. Nation (2001) has stated that the 2000 words level is renowned as the best high

frequency list words by Michal West's General Service List (GSL) which includes 2000 word families. GSL derived from a corpus of 5 million words and this list contains the most widely 2000 word families in English. West (1953) utilized different criteria to choose the words including frequency, ease of learning coverage useful concepts and stylistics. This list has contained almost 165 function words (e.g. a, some, because, and to), and the other words are content words (e.g. nouns, adjectives, verbs, and adverbs). In addition, Read (2000) has claimed that "one of the strengths of West's list (General Service List) included the information about the relative frequency of different forms and meanings within word families, along with the recommendations as to which meaning should be taught to learners just as acquiring knowledge of the vocabulary frequency" (p.228). Singleton (1999) has created a definition to content words as "those which are considered to have substantial meaning even out of context" and function words as "those considered to have little or no independent meaning and to have largely grammatical role" (p.11).

Nation (1997) has categorizing vocabulary frequency into four categories, "high frequency words, academic words, technical words, and low frequency words" (p. 172). According to Nation, "high-frequency" words are 2000 word families and "low-frequency" words are beyond 8000-9000 word families. He has also given priority to the 2000 high frequency word families to be studied in the beginning stage of language learning. On the one hand, academic words are useful for those learners who wish to study English in general; on the other hand, technical words are beneficial for those learners who want to study in a specific domain and purpose. Furthermore, low frequency words also occur infrequently which are not worth for teachers to spend time on teaching them, but instead direct them to utilize different vocabulary learning strategies to which facilitate learners learn those words by their own and independently.

Schmitt, Norbert Schmitt and Diana (2012) have argued about how to conceptualize vocabulary frequency based on description of English language. In one side of the flip, how teachers could teach thousands of word families which came between high and low frequency vocabulary, on another side of the flip, how teachers could handle academic and technical word categories among those thousands of word families. They have suggested a new vocabulary frequency to cope the boundary between high and low vocabulary frequency, they have also introduced a new categories called mid-frequency to describe knowing words

between high and low frequency groups and argued the need for this band in a principled way in language pedagogy. Finally, researchers and teachers have been conducting vocabulary tests which are based on frequency word levels to measure vocabulary size in terms of receptive and productive word knowledge.

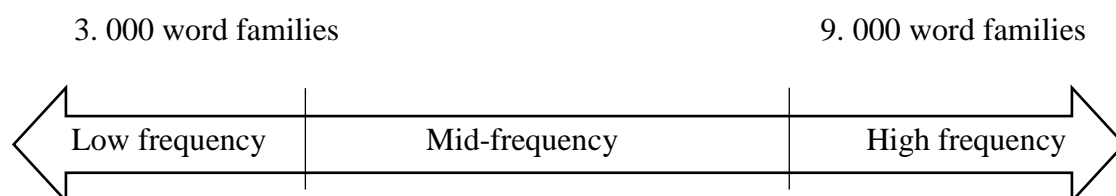


Figure 2 The nature of benefiting Mid- Frequency vocabulary

To know how much vocabulary does the language learners in need of the target language? Nation (2004) has stated three kinds of information to answer the above question.

### **2.9.1.1 The Amount of Words There Are In English**

The appropriate solution to know the amount of vocabulary is to look at the words in the largest dictionary. Also, this may not be easy as every day new words are coming to language and old ones are falling to use any longer. It is also problem to decide whether a particular word is used as noun (walk) or it is used as verb (walk). One of the most prominent studies diagnosed the number of English words is performed by (Goulden, Nation and Read, 1990). They have investigated to find out the number of vocabularies in the largest non-historical dictionary up to now which is Webster's Third International Dictionary (1963); they categorized the words into word families consisting of base, form, infection, and derivation. According to their study, this dictionary included 54 000 word families of English language.

### **2.9.1.2 The Amount of Words Native Speakers Use**

English native speakers use a wide variety of words and chunks in their daily life. That is why, it is salient for second language learners to know the amount of the vocabularies which native speakers use in communication. These researchers Goulden, Nation and Read (1990) have guessed that an educated native English speaker knows about 20 000 word families. Because it has been expected that one native English speaker adds 1000 words a year of their vocabulary size. So, a five

years old child before goes to school knows about 4000-5000 word families. In sum, a university graduate native English speaker might know approximately 20 000 word families. However, it was also suggested that this estimation might be lower than the actual use of 20 000 word families because some proper nouns and derivations included in this research and also there is individual diversity in vocabulary size. Furthermore, no distinction is studied between receptive and productive of word knowledge, it is clear that the former is much larger than later even for the native and non-native English speakers.

### **2.9.1.3 The Amount of Words ESL Learners Required to Use the Language Successfully**

Every language contains a considerable number of words, but all the words are not equally used in discourse. The number of English words as aforementioned have previously consisted of approximately about 54 000 words while lots of those words are not frequently used in daily life communication. Waring and Nation (1997) have suggested that the best way to measure the useful vocabulary in daily life discourse is word frequencies i.e. how often a word occurred in the normal use of language in discourse. As a result, the second language teachers and learners should concentrate on the most frequent words during the process of language learning and teaching. Even though, a small number of English words occur frequently in daily life discourse that is why it is important to ESL to know those words and they can know a large proportion of running words in written and spoken context. The words are mainly content words while learners know enough of them which allow second language learners to comprehend the majority of discourse. Hirsh and Nation (1992) have studied to look at the young and adult learner's novel writing. They have concluded that second language learners in need of 3000 to 5000 word families for basic comprehension in listening and reading, but they also in need of 2000 to 3000 word families for production in speaking and writing.

### **2.9.2 Vocabulary Level Test (VLT)**

The first dimension to measure vocabulary knowledge is through testing vocabulary size or breadth. Researchers have studied a variety of measurements to assess learners' vocabulary size. In the initial stage of measurements, the attempts

have been made to estimate Native speakers' vocabulary sizes by sampling word from dictionaries and challenging test-takers to provide a definition for the selective words. As aforementioned before, vocabulary size divided into productive and receptive mastery of vocabulary knowledge. However, this study mainly provides a great deal to focus on receptive of vocabulary knowledge and those tests which have been used to measure vocabulary size in terms of receptive of vocabulary knowledge.

The vocabulary level test (VLT) is originally developed by Nation (1990) which is used as a tool to measure receptive vocabulary knowledge as well as to estimate L2 learners vocabulary size of general and academic English i.e. mostly acquiring to know words during reading and listening. The vocabulary level test has consisted of five frequencies levels 2000, 3000, 5000, and 10 000, and also Academic Word List, which assesses learners' word knowledge in different frequency level. The frequency of Schmitt et al (2001) VLT based on the West (1953) General Service List, West compiled this list to English for a Special Purpose (ESP) and this list is the most well-known and widely used word list to establish EFL learners start studying vocabulary with. According to Schmitt et al. (2001, p. 58),

The frequency counts used were ones commonly available in Thorndike and Lorge (1944), Kucera and Francis (1967) and the General Service List (GSL) (West, 1953). Words were taken in a stratified sampling from the Thorndike and Lorge list, with reference to frequency data from Kucera and Francis and the GSL. The only exception to this is the 2000 section, where words from 1000 level and the 2000 level were sampled at 1:2 ratio. (The first thousand words of the GSL are usually those with frequency higher than 332 occurrences per 5 million words, plus months, days of the week, numbers, titles (Mr, Mrs, Miss, Ms, Mister), and frequent greeting (Hello, Hi, etc.). The words in the Academic section were sampled from the University Word List (Xue and Nation, 1984). (Because the University Word List was not yet available when Nation wrote the original Levels Test, the Academic section of the original test was sampled from Campion and Elley, 1971.)

The original vocabulary level test which is created by Nation has contained matching 36 words in the left column and 18 definitions in the right column as for each five frequency levels aforementioned. Schmitt, Norbert Schmitt and Clapham (2001) have revised vocabulary level test and they have written two equivalent versions of vocabulary level test sampling 60 words and 30 definitions in 10 groups



for each five frequency bands. They have revised the first 2000-word list and academic words, as they have re-organized the new version of 2000 frequency words which consisted of 28 items of the first 1000 frequency words and 32 items in the second 1000 frequency words which makes the proportion approximately 1:1 ratio. And also, academic word list is compiled by Coxhead (2000) which is used instead of academic word list created by Xue and Nation (1984). English for Academic Purpose (EAP) is the one of the salient aspects for EFL learners. Learners faced a great deal of difficulties in learning EAP words as they are generally not as familiar with it as technical words in their fields and academic lexical words occur less frequently than GSL words. To make the process of learning and teaching academic vocabulary ease, Coxhead (2000) designed Academic Word List (AWL), which compiled from 3.5 million of words from written texts; this corpus included more than 400 academic texts including journal articles, course syllabuses and laboratory manual. Those academic words are outside the most 2000 frequency words developed by West (1953). The words ratio for each frequency level tests consists of three noun clusters, two verb clusters and one adjective cluster. The advantages of vocabulary level test are short definitions and clusters in which designed to tap into the initial stages of form-meaning link and to minimize aids of guessing. In contrast, the disadvantages of vocabulary level test were not designed to provide an estimated persons' overall vocabulary size. In addition, vocabulary knowledge has many dimensions which researchers cannot measure in one single test. As a result, researchers conduct vocabulary level test to measure and diagnose learners' vocabulary size in terms of receptive word knowledge (i.e. breadth and width of word knowledge).

## **Chapter III**

### **Methodology**

#### **3.1 Presentation**

The purpose of this chapter is to report the methodology of this research. First, the research design is mentioned, and then the instruments of collecting data are identified. In addition, the population and the sampling of the subjects are described, as they involved in the process of data collection. Finally, the piloting study, data collection, and analysis of collected data are explained.

#### **3.2 Research Design**

A descriptive research design is employed in the current study. Descriptive study is a kind of research paradigm which refers to investigating and utilizing already-existing data or non-experimental research as well as a preconceived hypothesis and research questions (Selinger and Shohamy, 1989). The research method of the present study utilizes the data collection instruments associated with descriptive research design (questionnaire and test). In the current study, descriptive statistics are applied in order to discover the range and frequency of VLS used by Iraqi EFL learners and to analyze the results of the VLT. Moreover, inferential statistics were utilized to reveal which VLS of Iraqi EFL learners correlate with their receptive vocabulary size.

A quantitative paradigm is utilized in this study in order to analyze the data collected through VLS and VLT. Larsen-Freeman and Long (1991) stated that researchers prefer to conduct quantitative studies because they can best typify the test hypothesis through object tools, and the data is analyzed by an appropriate statistical analysis program. Both questionnaires and tests are conducted to identify, investigate, describe and interpret quantitatively the findings concerning the VLS utilized by Iraqi EFL learners and how they relate to vocabulary size in terms of

receptive word knowledge. Pearson Product-Moment Correlation Coefficient is applied to examine the correlation between VLS used by Iraqi EFL learners and their VLT's.

Pallant (2013) has asserted that standard multiple regression analysis can be utilized for exploring how much variance in a criterion variable can be explained by a group of predictor variables as well as how much variance in the criterion variable can be explained by each of the predictor variables separately. Standard multiple regression analysis is employed in this study to determine the contribution and influence of each item of VLS which participants use for their VLT's.

### **3.3 Research Population and Sampling**

The population of the current study is comprised of EFL students at a university in northern Iraq. Sulaymaniyah University has the following four departments to study English: English Literature, English Language, the School of Education English Department and the School of Basic-Education English Department. The participants of this study were juniors attending the School of Basic-Education English Department. The head of this department gave permission to research to conduct his study upon their students. The students in this department are trained to become teachers in basic schools. Later, they will be responsible for teaching students from the first class of primary school to the ninth class of basic school. There were 118 participants, including 63 females and 55 male students. Purpose sampling was conducted in this research to choose the participants. All participants began learning the English language at primary school, and their ages range from 21 to 35 years.

All participants have some common features. First, they are learning English as a foreign language. Second, they have two years' experience of studying English at university. Third, they have taken courses related to vocabulary learning in their first and second years of university. Finally, their mother tongue is Kurdish.

### **3.4 Data Collection Instruments**

The data collection tools include (1) Vocabulary Learning Strategies Questionnaire (VLSQ), which was composed by Schmitt (1997) and (2) Vocabulary Level Test (VLT) which was produced by Schmitt et al (2001).

### 3.4.1 Vocabulary Learning Strategies Questionnaire

Questionnaires are regarded as reliable data collection tools in the field of statistical works (Dörnyei, 2003). The VLS questionnaire was chosen to gauge the frequency and range of VLS of Iraqi EFL learners. It consists of two major parts: the first part includes demographic information about participants, whereas the second part includes 44 items of VLS aiming to discover learners' VLS use during the language learning process. The format of this questionnaire is based on Schmitt's (1997) taxonomy of VLS, which was designed to elicit students' beliefs about vocabulary learning and their self-reported preferences of vocabulary learning strategies.

The VLSQ items, adapted by Aljdee (2007), have been applied in some studies and proven to be effective in collecting data about learners' VLS use. Moreover, the reliability of this questionnaire was .88 in his study. This VLSQ was conducted to discover the VLS used by Iraqi EFL learners. The items of VLSQ seek information within six categories of VLS: determination, social-discovery, and social-consolidation, memory, cognitive and metacognitive. The VLSQ was formulated as a Likert-scale (Appendix, A).

### 3.4.2 Vocabulary Level Test (VLT)

Vocabulary knowledge commonly is divided into two main types: size (breadth) and depth. Vocabulary size has been used by researchers to measure the vocabulary proficiency of learners (Fan, 2003; Gu and Johnson, 1996). Nation (1983, 1990) designed a VLT to measure students' vocabulary size. This test was originally designed to discover learners' general and academic vocabulary size. VLT is used to measure receptive vocabulary knowledge. Later, a VLT was produced by Schmitt, et al. (2001). It was considered as a tool for measuring participants' vocabulary size. The reliability in their study was .92, while they conducted this test to different English language learners. They proved that there is a positive correlation between the ability to use English in a variety of ways and learners' vocabulary size. The VLT is "proven to be highly reliable and to correlate very well with tests of reading comprehension as well as psychometric measures of intelligence" (Read, 1997, p. 304).

This study employs the VLT designed by Schmitt, et al. (2001) to measure learners' vocabulary size. It differs from the previous version of the VLT designed by Nation (1983), which includes 36 words and 18 definitions for each frequency level. The VLT of Schmitt, et al. (2001) includes 60 words and 30 definitions. They are categorized into five groups and four respectively at each frequency level of 2000, 3000, 5000 and Academic Word List. However, this research excludes the 10,000-frequency word level which is not suitable for the participants' proficiency levels.

### **3.5 Data Collection Procedures**

#### **3.5.1 Piloting Procedure**

The pilot study was administrated before conducting the main research to discover the reliability of the VLSQ and VLT. Both the VLSQ and VLT were piloted to prove the reliability of the research. The participants chosen for the pilot study were students within the School of Basic Education English Department at the University of Salahadin in Erbil city and researcher took permission from the students' head department orally. There were 55 participants, including 23 males and 32 females and they were between 21 to 33 years old. First, the VLSQ was conducted and the VLT was applied on the following day. The pilot study demonstrated that students can answer both the questions of the VLSQ and the VLT in a proper time without facing any difficulties. The answers of the 55 students in the pilot study revealed that these tools are reliable (reliability for VLSQ was .85 and reliability for VLT was .92).

#### **3.5.2 Data Collection**

Before commencing data collection, the researcher took permission from the head of the School of Basic Education English Department at both the University of Salahadin and the University of Sulaymaniyah. The students from the University of Salahadin were chosen in order to determine the reliability, validity and practicality of both VLSQ and VLT. Later, the students from the University of Sulaymaniyah participated in the data collection of the main study. Firstly, a VLSQ was

administered, followed by a VLT on the next day. The participants were assured that their answers would be kept confidential.

### **3.5.3 Data Analysis**

The process of analyzing the collected data in this study was implemented in a variety of ways. Descriptive analysis was used to determine the most and the least frequently utilized VLS. It was also applied to decipher whether Iraqi EFL learners are high, moderate, or low VLS users. Moreover, descriptive statistics were used to measure the learners' vocabulary levels. Then, Pearson Product-Moment Correlation Coefficient was performed to investigate the relationship between participants' receptive vocabulary size and VLS. Finally, multiple regression analysis was applied to determine the contribution and influence of VLS on the VS of participants.

## **Chapter IV**

### **Findings**

#### **4.1 Presentation**

This chapter presents how to analyze the collected data of the VLSQ and VLT. Besides, it presents how to analyze the relationship between Iraqi EFL learners VLS and levels of receptive word know with the total level scores.

#### **4.2 Descriptive Data Analysis**

Descriptive statistics were applied to discover the mean and standard deviation of each individual strategy to students' respondent of the VLSQ. Also, descriptive statistics were utilized again to analyze the students' results of the VLT's in accordance with each of four levels: the 2000 level, the 3000 level, the 5000 level and the academic word level. The total score for each participant of the VLT was out of 120 points. Finally, correlation was conducted to expose the relationship between students' VLS use and their VLT's.

#### **4.3 Descriptive Statistics to Analyze VLSQ**

The aim of this section is to analyze VLSQ from bottom to top, which means first to examine each individual learning strategy most and least used by the participants and then to discover the frequency of VLS categories used by Iraqi EFL learners. Finally, the total mean score of VLS used by Iraqi EFL learners will be determined to show whether Iraqi EFL learners are high, moderate or low VLS users.

##### **4.3.1 Descriptive Statistics to Analyze Research Question One**

The first research question regarded the most and the least frequently used VLS among Iraqi EFL learners. To analyze this research question, the mean and

standard deviation of each individual strategy were considered. As a result, the most and least used strategies were determined. Table 5 shows the findings of the VLS most frequently utilized by Iraqi EFL learners.

Table 5

*Descriptive Statistics for the Most Used of VLS*

Strategy	Category	Sub-category	M	SD
Studying the sound of the new word.	Consolidation	Memory	3.79	1.131
Trying to develop my vocabulary knowledge by watching English TV channels (e.g. movies, songs, documentary).	Consolidation	Metacognitive	3.68	1.139
Repeating the new word over and over.	Consolidation	Cognitive	3.66	1.040
Studying the spelling of the new word.	Consolidation	Memory	3.62	1.116
Identifying the part of speech of the new word (verb, noun, adjective) to help me know Its meaning.	Discovery	Determination	3.56	1.026
Saying the new word aloud when studying.	Consolidation	Memory	3.46	1.145
Using a monolingual Dictionary (English / English).	Discovery	Determination	3.42	1.180
Trying to develop my vocabulary knowledge by using computer games (e.g. internet).	Consolidation	Metacognitive	3.41	1.111

As seen in Table 5, in terms of consolidation category, memory strategies such as *studying the sound of the new words* constituted the most frequently used VLS by Iraqi EFL learners compared with the other strategies (M=3.79, SD=1.131). In addition, *studying the spelling of the new words* (M=3.62, SD=1.116) and *saying the new word aloud when studying* (M=3.46, SD=1.145) were also among the most commonly utilized memory strategies. In the consolidation category, metacognitive strategies such as *trying to develop vocabulary knowledge by watching English TV*



*channels (e.g. movies, songs, documentary) (M=3.68, SD=1.139) and trying to develop vocabulary knowledge by using computer games (e.g. internet) were among most frequently employed VLS (M=3.41, SD=1.111). In addition, only one cognitive strategy was performed most frequently by Iraqi EFL learners, and this was repeating the new word over and over (M=3.66, SD=1.040). However, in the discovery category, the two determination strategies most frequently used were identifying the part of speech of the new word (verb, noun, adjective) to help learners know its meaning (M=3.56, SD=1.026) and using a monolingual dictionary (English/English) (M=3.42, SD=1.180).*

Descriptive statistics were utilized to determine the least frequently used VLS among Iraqi EFL learners. Table 6 shows the findings of participants' respondent of the least used VLS.

Table 6

*Descriptive Statistics for the Least Used of VLS*

Strategy	Category	Sub-category	M	SD
Working in group to discover meaning of a new word.	Discovery	Social	2.21	1.013
Using the Keyword Method. Using this strategy involves finding an LI word sounding like the L2 word then creating an Image combining the two concepts.	Consolidation	Memory	2.39	1.046
If you use word lists, do you ask a teacher whether they are accurate?	Consolidation	Social	2.44	.082
Asking a teacher for a sentence including the new word.	Discovery	Social	2.46	1.036
Studying and practice meaning of the new words in a group of students.	Consolidation	Social	2.46	1.145
Asking a teacher for a paraphrase of the new word.	Discovery	Social	2.49	1.976
Asking a teacher for translation of the new word into Kurdish.	Discovery	social	2.65	1.081
Associating the new word with its coordinates (e.g. apples with oranges, peaches and etc.).	Consolidation	Memory	2.68	.960

As depicted in Table 6, the results of the least frequently used VLS by Iraqi EFL learners indicated that all social strategies from the discovery category were the least frequently utilized strategies. These included *working in a group to discover the meaning of a new word* (M=2.21, SD=1.013), *asking a teacher for a sentence including the new word* (M=2.46, SD=1.036), *asking a teacher for a paraphrase of the new word* (M=2.49, SD=1.976), and *asking a teacher for translation of the new word into (the Kurdish language)* (M=2.65, SD=1.081). Moreover, the social strategies belonging to the consolidation category also have less frequency. These included *if you use word lists, do you ask a teacher whether they are accurate?* (M=2.44, SD=0.082) and *studying and practising meaning of the new words in a group of students* (M=2.46, SD=1.145). Besides, in the consolidation category, memory strategies such as *associating the new word with its coordinates (e.g. apples with oranges, peaches, etc.)* (M= 2.68, SD=0.960) and *using the Keyword Method, using this strategy involves finding an L1 word sounding like the L2 word then creating an image combining the two concepts* (M=2.39, SD=1.046) were less frequently used by our participants.

#### 4.3.2 Descriptive Statistics to Analyze Research Question Two

The second research question regarded the extent to which Iraqi EFL learners' use VLS in terms of high, moderate and low frequencies. Descriptive statistics were utilized to determine whether Iraqi EFL learners were high, moderate, or low VLS users. The mean and standard deviation of all strategies were calculated to determine the total VLS use of participants. Then, the strategies were categorized into six sub-categories as mentioned in (3.4.1). According to the scoring system constructed by Oxford (1990) and applied by Schmitt (1997, 2000), a mean score below 2.5 indicates low strategy use, a mean score between 2.5 and 3.5 indicates moderate strategy use, and a mean score above 3.5 indicates high strategy use. Table 7 shows the descriptive statistics used to determine whether Iraqi EFL learners were high, moderate or low VLS users.

Table 7

*Descriptive Statistics to Analyze VLS Categories Use*

VLS	Categories	Minimum	Maximum	M	SD	Strategies use
Discovery	Determination	1.57	5.56	3.14	0.51	Moderate
	Social	1.00	3.83	2.55	0.57	Low
	Social	1.00	5.00	2.88	0.92	Moderate
Consolidation	Memory	1.53	2.33	3.13	0.48	Moderate
	Cognitive	1.83	5.00	3.25	0.63	Moderate
	Metacognitive	1.67	4.33	3.05	0.53	Moderate

As illustrated by Table 7, cognitive strategy with the score ( $M=3.25$ ,  $SD=0.63$ ) was determined to be the most frequently used strategy by Iraqi EFL learners. Social-discovery strategy's score ( $M=2.55$ ,  $SD=0.57$ ) was found as the least frequently used strategy by the participants in the current study. Cognitive strategy was followed by determination ( $M=3.14$ ,  $SD=0.51$ ), memory ( $M=3.13$ ,  $SD=0.48$ ), metacognitive ( $M=3.05$ ,  $SD=0.53$ ) and social-consolidation ( $M=2.88$ ,  $SD=0.92$ ). According to Oxford (1990), the range between 2.5 and 3.5 can be regarded as moderate strategy use. In this study, the VLS of all categories were moderately used by Iraqi EFL learners, except the social-discovery category 2.55, which was regarded as low strategy use. However, the findings showed that Iraqi EFL learners at Sulaymaniyah University employed the determination and memory categories at the same level. Table 8 describes the rate of total VLS use by Iraqi EFL learners at Sulaymaniyah University.

Table 8

*Descriptive Statistics to Analyze Total VLS Use*

Total VLS	Minimum	Maximum	M	SD	VLS use
	1.89	4.15	3.003	0.39	Moderate

The mean and standard deviation of all VLS were calculated to determine whether Iraqi EFL learners were high, moderate or low strategy users. The data analysis in Table 8 shows the mean score of total VLS used 3.003 as well as the standard deviation 0.39. For the current study, the overall mean score of strategies indicates that Iraqi EFL learners are moderate strategy users during the process of language acquisition.

#### 4.4 Descriptive Statistics to Analyze Research Question Three

The third research question regarded the level of Iraqi EFL learners' VS in terms of receptive word knowledge and the overall score is out of 120. Table 9 represents the receptive vocabulary.

Table 9

##### *Descriptive Statistics for Each Levels of Receptive Word Knowledge*

VLT	Minimum	Maximum	Mean	SD
Level 2 000	5	30	19.92	5.992
Level 3 000	3	29	13.52	6.678
Level 5 000	0	30	7.41	5.479
Academic Level	2	30	13.25	6.676

As seen in Table 9, descriptive statistics for each vocabulary level were conducted. The descriptive statistics comprised the minimum, maximum, mean and standard deviation of each level to measure learners' receptive vocabularies knowledge. Table 9 shows the vocabulary level of students at each level of frequency. It also shows that the learners knew a sufficient number of vocabulary terms at the 2000 level (M=19.92, SD=5.99), and the score of the 3000 level was (M=13.52, SD=6.67). However, they did not know a large number of vocabulary terms at the 5000 level (M=7.41, SD=5.47); moreover, the academic level was close to the range of the 3000 level (M=13.25, SD=6.67). The mean score of VLT at the 2000 level was higher when compared to other levels. It showed that Iraqi EFL learners knew a wide range of receptive vocabulary knowledge at the 2000 level, while the mean score of the 5000 level was lower. This indicated that they did not know a sufficient number of vocabulary terms. Table 10 shows the total receptive vocabulary size of Iraqi EFL learners at the School of Basic Education at Sulaymaniyah University.

Table 10

##### *Descriptive Statistics to Analyze Total Receptive VS*

VLT	Minimum	Maximum	M	SD
Total levels	3.75	29.75	13.52	5.54

As seen in Table 10, the overall minimum score of the VLT was 3.75 and the maximum was 29.75. The total mean score of receptive vocabulary size was 13.52, and the standard deviation is 5.54.

#### 4.5 Pearson Correlation to Analyze Research Question Four

This section aims to find the relationship between VLS and the levels of Receptive Word Knowledge with the total VLT score. The relationship between six categories of VLS and four levels VLT and total score of VLT will be discussed. Later the relationship between overall VLS and four levels VLT and total score of VLT will be dealt with.

##### 4.5.1 The Relationship between VLS and Levels of Receptive Word Knowledge

The fourth research question aimed to determine whether there existed any relationship between VLS and Iraqi EFL learners' receptive vocabulary size. The relationship between each VLS category and levels of Receptive Word Knowledge as well as total VLT score were taken into consideration. Table 11 describes the relationship between determination strategies and the VLT of learners.

Table 11  
*Relationship between Determination Strategies and Levels of Receptive Word Knowledge*

Statements	2000L	3000L	5000L	A-W-L	Total -VS
Identifying the part of speech of the new word (verb, noun, adjective) to help me know Its meaning.	.03	-.02	-.00	-.08	-.02
Analyzing affix and roots to discover its meaning. (Unsafely, un-safe-ly).	.00	-.02	-.04	-.18	-.07
Checking for Kurdish words that are similar in form and meaning to the new word.	.10	-.00	-.04	.03	.02
Analyzing any available pictures to help me understand new words.	-.19*	-.16	-.09	-.17	-.17
Analyzing any available gestures to help me understand new words.	-.09	-.03	.05	-.07	-.04
Using a bilingual dictionary (English / Kurdish).	.01	.10	.09	.03	.07

Using a bilingual dictionary (Kurdish / English).	.06	.03	.04	-.03	.03
Using a monolingual Dictionary (English / English).	.14	.05	-.02	-.04	.03
Guessing the meaning of the new word from the context in which it occurs.	-.01	-.06	-.4	.00	-.03
Determination category	.02	-.02	-.01	-.12	-.04

**Note: \*significant at  $p \leq .05$ : r = Correlation**

Regarding the respondents from the School of Basic Education at the University of Sulaymaniyah, as presented in Table 11, in terms of determination strategies there were weak and negative significant relationships between VLS and VLT scores. *Analyzing any available picture to help me understand new words* ( $p \leq .05$ ,  $r = -.19$ ,  $r = -.16$  respectively) had a significantly negative relationship with all VLT levels, *but using bilingual (English to Kurdish or Kurdish to English)* showed negative correlations with VLT levels except with the academic level ( $r = -.03$ ,  $-.04$  respectively), which was negatively correlated. Most of the other determination strategies had negative relationships with the frequency levels of Receptive Word Knowledge and total VLT score. In short, the determination category was considered as having no statistically with the 2000 level, but as having a significant negative one with other levels ( $r = .02$ ,  $-.02$  respectively). Table 12 depicts the relationship which existed between the social-discovery strategies and VLT of participants.

Table 12

*Relationship between Social-Discovery Strategies and Levels of Receptive Word Knowledge*

Statements	2000L	3000L	5000L	A-W-L	Total-VS
Asking a teacher for translation of the new word into Kurdish.	-.03	.10	.08	.03	.05
Asking a teacher for a paraphrase of the new word.	-.05	.08	.06	.00	.02

Asking a teacher for a sentence including the new word.	-.03	.05	.08	.09	.05
Working in group to discover meaning of a new word.	.02	.05	.01	-.01	.02
Asking classmates for the meaning of the new word.	.08	.14	.15	.06	.12
Social-discovery category	-.03	.10	.08	.03	.05

As demonstrated by Table 12, pertaining social-discovery, *asking a teacher for translation of the new word into Kurdish, asking teacher for paraphrase or sentence include of new words* were considered as having no relationship with any level except the 2000 level, with which they were negatively correlated ( $r = -.03, -.05$ , respectively). However, *working with a group to discover the meaning* was negatively correlated with the academic word level while it demonstrated no relationship with other levels ( $r = .02, .05$  respectively). In conclusion, the social-discovery category had a statistical negative relationship with the 2000 level ( $r = -.03$ ), while it had no statistical relationship with other VLT levels ( $r = .10, .08$ , respectively). Table 13 describes the relationships between the social-consolidation strategies and VLT of participants.

Table 13

*Relationship between Social-Consolidation Strategies and Levels of VLT*

Statements	2000L	3000L	5000L	A-W-L	Total-VS
Studying and practicing meaning of the new words in a group of students.	-.06	-.02	-.00	.03	-.01
If you use word lists, do you ask a teacher whether they are accurate?	-.05	-.00	.05	.01	.00
Social-consolidation category	.00	.01	.05	.07	.02

As illustrated by Table 13, the social-consolidation category consisted of two strategies. *Studying and practising meaning of the new word in a group of students* was negatively correlated with the levels of Receptive Word Knowledge ( $r = -.06, -.022$  respectively) except the academic word ( $r = .03$ ) with which there existed no statistical relationship. *Asking teachers to check learners word list accuracy* showed negative relationship with 2000 and 3000 ( $r = -.05, -.00$ ) and showed no relationship

with other levels of Receptive Word Knowledge and total VS ( $r = .05, .01, .00$ ). However, the social consolidation category demonstrated no relationship with any VLT level or total VLT. Table 14 depicts the relationship between Iraqi EFL learners' memory strategies and their VLT.

Table 14

*Relationship between Memory Strategies and Levels of VLT*

Statements	2000L	3000L	5000L	A-W-L	Total-VS
Making a picture in my mind of the new word's meaning.	.07	.04	.09	-.02	.05
Studying the spelling of the new word.	.00	.07	.06	-.00	.03
Studying the part of speech of the new word (verb, noun, adjective) to remember it.	-.09	-.05	-.09	-.11	-.10
Connecting the new word to a personal experience.	.02	.02	.04	.06	.04
Paraphrasing the meaning of the word I am learning in another way.	.03	.11	.07	-.02	.03
Studying the sound of the new word.	.14	.19*	.20*	.16	.19*
Associating the new word with its coordinates (e.g. apples with oranges, peaches and etc.).	-.12	-.01	-.02	-.10	-.07
Saying the new word aloud when studying.	-.02	.03	.07	-.01	.02
Connecting the new word to Its synonyms and antonyms.	.08	-.00	.03	.01	.03
Learning the words of an idiom together.	-.02	.06	.06	.00	.03
Making an image in my mind of the form of the new word.	.03	.07	.09	-.07	.03
Using "scales" for gradable adjectives (e.g. huge, big, medium, and small)	-.10	-.02	-.08	-.08	-.08
Using the Keyword Method.	.04	-.01	-.01	-.01	-.00
Using the new word in sentences and conversation to remember them.	-.01	.04	.08	.06	.05
Repeating the new word over and over.	.03	.06	.06	.08	.07
Writing the new word many times.	-.01	-.06	-.06	-.07	-.04
Memory category	.00	.07	.06	-.09	.03

**Note: \*significant at  $p \leq .05$ :**



In terms of memory strategies Table 14, *Making a picture in students' minds of the new word's meaning* showed no relationship with any VLT level except with the academic word level ( $r = .07, .04$ , respectively), with which it was negatively correlated ( $r = -.02$ ). *studying the part of speech, associate the new word with its coordinates, using scales for gradable adjectives and also writing new words many times* demonstrated no relationship between any VLT level, while *studying the sound of new word* ( $p \leq .05$ ,  $r = .14$ ,  $r = .19^*$  respectively) showed a relationship with VLT levels and total VLT. However, most other memory strategies demonstrated a negative relationship, while few of them had no relationship with VLT levels. In short, the memory category showed no correlation with VLT levels ( $r = .00, .07$ , respectively), but it showed a negative relationship with the academic word level ( $r = -.09$ ). Table 15 illustrates findings related to the relationship between cognitive strategies and VLT.

Table 15

*Relationship between Cognitive Strategies and Levels of Receptive Word Knowledge*

Statements	2000L	3000L	5000L	A-W-L	Total-VS
Making my own lists of new words.	-.07	-.07	-.12	-.10	-.10
Keeping a vocabulary notebook for expanding rehearsal.	-.09	-.09	-.09	-.10	-.10
Taking notes of the newly learned words in my class.	-.05	.06	.04	-.00	.01
Trying to develop my vocabulary knowledge by watching English TV channels (e.g. movies, songs, documentary).	-.02	-.08	.01	.11	.00
Trying to develop my vocabulary knowledge by using computer games (e.g. internet).	-.00	.04	.07	.01	.03
Trying to develop my vocabulary knowledge by listening to English radio programs (songs, news).	.03	-.06	-.05	-.08	-.04
Cognitive category	-.06	-.06	-.06	-.05	-.05

The cognitive strategies showed in Table 15, *making lists of new words and keeping vocabulary notebooks for expanding rehearsal*, were negatively correlated

with VLT levels and total VLT score ( $r = -.07, -.09$  respectively). Moreover, other strategies identified no relationship or negative relationship with VLT levels and total VLT score. *Trying to develop vocabulary knowledge by using computer games* showed a weak relationship with levels of Receptive Word Knowledge ( $r = .04, .07$  respectively). The results indicated that the cognitive category had a negative relationship with all levels of Receptive Word Knowledge and total VLT ( $r = -.06, -.06$  respectively). Table 16 depicts the relationship between the use of VLS by Iraqi EFL learners and their VLT.

Table 16

*Relationship between Metacognitive Strategies and Levels of Receptive Word Knowledge*

Statements	2000L	3000L	5000L	A-W-L	Total-VS
Trying to develop my vocabulary knowledge by reading English newspapers and magazines.	-.08	-.15	-.16	-.13	-.15
Revising the newly learned words soon after the initial meeting.	-.05	-.07	-.05	-.06	-.07
Continuing to study the word over time.	.00	-.02	-.01	-.04	-.02
Revising the newly learnt words using spaced repetition.	-.04	-.01	-.07	-.20*	-.09
Skipping the new word.	-.03	.01	-.07	-.01	-.01
Trying to assess my vocabulary knowledge (e.g. with word tests.)	-.09	-.06	-.07	-.06	-.08
Metacognitive category	-.07	-.09	-.12	-.17	-.13

With the respect to the metacognitive strategies represented by Table 16, *trying to develop vocabulary by reading newspapers and magazines, revising the newly learned words and trying to assess vocabulary knowledge* were negatively correlated with all levels of Receptive Word Knowledge ( $p \leq .05, r = -.06, -.05$  respectively). Other strategies showed both negative and no relationship with VLT levels. However, the metacognitive category demonstrated a statistical negative relationship with all levels of Receptive Word Knowledge and total VLT ( $r = -.07, -$

.09 respectively). Table 17 presents findings regarding the relationship between total VLS and levels of Receptive Word Knowledge as well as total VLT.

Table 17

*Relationship between Overall VLS and Levels of Receptive Word Knowledge*

Vocabulary Learning Strategies	2000L	3000L	5000L	A-W-L	Total-VS
Overall VLS	-.03	-.02	.01	-.07	-.02

In general, the means of all VLS were calculated, and then Pearson Correlation Production Moment was used to determine the relationship between all VLS and levels of Receptive Word Knowledge as well as total VLT score. The overall VLS used by Iraqi EFL learners had a negative relationship with the 2000, 3000, and academic word levels and total VLT ( $r = -.03, -.02, -.07, -.02$ ). Nevertheless, it demonstrated no relationship with the 5000 level ( $r = .01$ ).

#### 4.6 Multiple Regression to Analyze Research Question Five

This section addresses the fifth research question regarding the extent to VLS which contributes to the VS of Iraqi EFL learners.

To demonstrate whether there was a prediction between the independent variable (VLS) and dependent variable (total VLT scores), Multiple Regression Analysis was utilized. Table 17 represents the results of the multiple regression analysis of VLS which contributed to the receptive VS of Iraqi EFL learners.

Table 17

*Multiple Regression Analysis of VLS Which Contribute to VS*

Model	R	R Square	Adjusted R square	Std. Error of the Estimate	Durbin Watson
44 items of vocabulary learning strategies	0.533 <sup>a</sup>	0.284	-0.154	5.98	2.100

a. Predictors: (Constant)

b. Dependent Variable: VS

As seen in Table 17, multiple regression analysis identified to what extent criterion variance in the criterion variable (VS test scores) was explained by the model of predictor variables (44 items of VLS). This can be explained through the regression model which is the value of R Square to determine how much the

criterion variable (receptive vocabulary size test scores) was explained by predicted model variables (44 items of VLS). The value of R Square is (0.284); which signifies the obtained model was explained 28.4% of the variance in Iraqi EFL learners' levels of receptive vocabulary size. In another word, it means the predictor variables were able to account for 28.4% of the variance of VLT scores. The findings of multiple regression showed that VLS was predicted to moderate extent to increase and contribute Iraqi EFL learners' receptive vocabulary size.



## Chapter V

### Discussion

#### 5.1 Presentation

This section discusses the results of the research questions. First, the key findings of VLS will be discussed to diagnose the most and least frequently utilized VLS among Iraqi EFL learners and also to describe whether they are low, moderate or high VLS users. In addition, the receptive VS of learners will be discussed. Later, the relationship between learners' VLS use and their levels of Receptive Word Knowledge will be considered, followed by a discussion of the contribution of VLS to the VS.

#### 5.2 The Most and the Least Frequently Used VLS among Iraqi EFL Learners

This section examines the most and least commonly employed strategies of Iraqi EFL learners and compares these results with those of other similar studies. The VLS will be discussed in terms of two categories: (1) discovery and (2) consolidation.

Regarding discovery strategies, two determination strategies as depicted in Table 11 were regarded as being frequently used by the participants. One of these strategies was *identifying the part of the speech of new words to comprehend the meaning of new words*, and the second one was *using a monolingual dictionary*. The findings contradict those of Schmitt (1997), who regarded the bilingual dictionary as the main determination strategy used by Japanese learners. This discrepancy might owe itself to the fact that the participants of the current study had already been taught enough grammar and taken enough grammar lessons during their English language education in school. Moreover, grammar is emphasized in Iraqi schools,

which might have led participants to become more acquainted with the parts of speech of vocabulary terms.

A monolingual dictionary was also used frequently by participants when they first attempted to discover the meaning of new words. Owing to the fact that the participants were EFL students in the School of Basic Education, they also might have been more curious to acquire new vocabulary by researching the synonyms and antonyms of words. Moreover, they might have been more motivated to determine the correct pronunciation of words. Using such strategies would better enable learners to encode the newly acquired words into long-term memory, as has been proven by researchers who assert that thorough learning depends upon the extent to which information has been processed (Bahrick, 1984).

On the other hand, social strategies were utilized infrequently by the participants at Sulaymaniyah University. The findings, which showed that all social strategies were least used by Iraqi EFL learners, are in line with those of Zarafshan (2002) and Sarani and Kafipour (2008). Zarafshan (2002) investigated why Iranian EFL learners did not prefer to use social strategies. Zarafshan stated that curriculum design did not promote collaborative and social learning. One reason behind this could be the fact that their teachers adhered to traditional, teacher-centered methods rather than collaborating or group learning. Moreover, the number of students (40 or more) in one class could be a reason for the infrequent use social strategies such as working in a group to discover the meaning of new words. Moreover, *asking teachers to take the new words into sentences* was a social strategy utilized infrequently by Iraqi EFL learners. This might be attributed to the Iraqi education system (teacher-oriented), in which students view themselves as passive learners. They might want to ask their teachers questions, but they often hesitate for fear of embarrassment in front of their peers.

*Asking teachers to paraphrase* and *asking teachers to translate the new words into students' native language* were also infrequently used by participants. This might be attributed to the fact that participants were in their third year of study and, thus, likely possessed sufficient vocabulary knowledge in order to understand the meaning of words based on synonyms, antonyms, gestures, and context. Another potential reason behind the infrequent use of the above strategies concerns the

specific university system of students, which requires learners to use English during class rather than their native language.

In terms of consolidation strategies, the three memory strategies indicated by Table 14, *studying the sound of the new word*, *studying the spelling of the word* and *saying the new words aloud* were employed most frequently by participants. Schmitt (2000) claimed that learners with lower proficiency levels prefer to use memory strategies because memorization techniques will have better results for them. The following metacognitive strategies were frequently used by Iraqi EFL learners: *trying to improve vocabulary knowledge by watching English TV channels* and *using computer games to improve their vocabulary knowledge*. Finally, the only cognitive strategy frequently used by our respondents was *saying the new word over and over*.

In terms of memory strategies, *studying the sounds of the new words* had the highest mean score among the total 44 VLS. This might be due to the fact that participants had been taught vocabulary examining a list of words with synonyms, antonyms, or definitions. This encourages students initially to “check” to the sounds of the words using a smartphone dictionary. Another reason behind using this strategy might be due to the Kurdish alphabet and phonics, in which each letter gives the same sound. This is different from the English alphabet and phonics, in which some letters are written but they are read silently and some letters together give one single sound. That is why when Iraqi EFL learners first experience a new word, they try to know the sound of the word and encode this in their minds.

Iraqi EFL teachers typically have their beginner students say new vocabulary words aloud and write the words several times to master their spelling. O’ Malley and Chamots’ (1990) suggest that these kinds of strategies become deeply rooted in learners’ minds, and they become less willing to utilize new strategies. This indicates that the students continue to utilize rote memorization during the English language-learning process. Moreover, these strategies concentrate particularly on the form rather than the use of the new words.

The frequent use of the metacognitive strategies *watching English TV channels* and *using computer games* can be partially attributed to the fact that some learners watch English TV channels for pleasure and spend their spare time on the computer. Nowadays, learners can benefit from internet use during the process of vocabulary learning because they can easily watch English movies with English

subtitles, listen to podcasts and play different vocabulary games. Moreover, when learners encounter new words, they easily may consult their mobile dictionaries to look up the words' meanings and forms. As a result, the use of technology can have a great influence on students' vocabulary knowledge development.

The only cognitive strategy frequently used by the participants was *studying the new word over and over*, which can be regarded as a traditional method of encoding words into long-term memory. This frequent use can be attributed to the Iraqi educational system, in which students participate in numerous drilling activities and mechanical repetition to encode the information into their minds with the aim of passing exams. These results are in alignment with those of Gu and Johnson (1996) as well as Schmitt (1997), who assert that repetition strategies are among the most frequently used strategies.

Regarding consolidation strategies, the two memory strategies infrequently used by participants were *Key Word Method* and *associating the new words with their coordinators*. The remaining infrequently used strategies belonged to the social-consolidation category, and these were *using word lists*, and *studying and practicing the new words with a group of students*.

On the one hand, social-consolidation strategies such as *asking teachers to check word lists accuracy* were the least frequently used strategies in this study. The infrequent use of making word lists can be attributed to the fact that participants were in their third year of university study. Thus, they might be possessed greater learning exposure to English language texts, in which they may highlight or underline unknown words, then use a monolingual dictionary to better understand the words. Moreover, their teachers might already have given the students prepared word lists and taught them how to use those words. These findings are in line with those of Gu and Johnson's (1996) study, in which using a word list was one of the least frequently employed strategies among Chinese EFL learners.

On the other hand, *studying and practicing the meaning of new words in a group of students to discover the meaning* was an infrequently used strategy of the participants in this study, which is consistent with the findings of O' Malley and Chamots' (1990) study that students' performances of social strategies are extremely bounded. This is an indicator that Iraqi learners are unfamiliar with group work because of the vast numbers of students in one class as well as the time constraints of each lesson. Moreover, the students are usually receptive learners until they are



called upon to participate in class activities. Unfamiliarity with group work and its benefits limits learners from gaining information from peers and overall interaction with peers in the classroom.

Regarding memory strategies, *Key Word Method* was infrequently used by participants, which is in line with the findings of Schmitt (1997). The reason behind this might be a lack of awareness on behalf of teachers concerning how to encourage the use of this strategy among learners. Students should be taught how to utilize this strategy for their benefit.

The participants in this study reported that they infrequently associate new words with coordinators such as synonyms and antonyms. This finding is also congruent with that of Schmitt (1997). The lack of teaching vocabulary knowledge in detail in Iraqi EFL classes disables learners from being able to process vocabulary knowledge in detail; thus, they are unable to associate new words with their coordinators.

In general, participants did not employ social strategies from either the discovery or consolidation category while they were processing a foreign language. This could be attributed to the backgrounds of students, as they have been taught English language through traditional methods. Besides, their teachers might lack the sources and materials necessary for creating a communicative environment inclusive of social strategies. Schmitt (1997) emphasized that social strategies often are not employed in an EFL environment in which communicative social situations do not occur. In sum, Iraqi EFL learners mostly prefer to use consolidation strategies rather than discovery strategies.

### **5.3 Iraqi EFL Learners' Use of VLS in Terms of High, Moderate and Low Frequencies**

The data analysis revealed the total mean score of VLS used by Iraqi EFL learners in this study was moderate level. Moreover, the findings of this study also revealed that Iraqi EFL learners are moderate VLS users in the process of vocabulary learning. The moderate usage level of Iraqi EFL learners concerning VLS does not exceed 3.0, and it is close to the low level. The finding of total VLS use is consistent with the findings of Zarafshan (2002), Kafipour (2010), who found that Iranian EFL learners moderately use VLS in the process of vocabulary learning.

However, the total level of students' VLS use in this study was moderate in all five VLS categories, except in the social-discovery category. As seen in Table 9, among the moderate use of VLS, the cognitive category had a higher mean score when compared to the use of other VLS categories. These findings are inconsistent with the results of Zarafshan (2002), Kafipour (2010) and Kafipour, et al. (2011), who investigated VLS use among Iranian undergraduates and Sahbazian (2004) who investigated VLS use among Turkish learners. They discovered that determination and memory strategies were most frequently used by their participants. Gu and Johnson (1996) mentioned that those learners who prefer to use cognitive strategies have insufficient general language proficiency, which might have affected the participants of the current study, as well. Cognitive strategies require learners to use high mental processing, and the activities entail more exercise and repetition. One reason behind using cognitive strategies at Sulaymaniyah University might be the methods of vocabulary teaching in the School of Basic Education at Sulaymaniyah University, which is attached to reading comprehension. After teachers finishing the reading texts, they give their students a list of words with their synonyms and definitions. Later, the students only need mechanically to do some verbal and written repetition in order to encode the vocabulary into their long-term memory. Cognitive strategies are similar to memory strategies, but they require less mental processes to memorize words, as teachers have already provided the words and their meanings. The social-discovery category was a low-level strategy of Iraqi EFL learners, which is in line with the findings by Oxford and Ehrman (1995) as well as Wharton (2000).

### **5. The VS of Iraqi EFL learners in Terms of Receptive Word Knowledge**

Schmitt, et al. (2001) described a criterion mastery level of receptive vocabulary knowledge of 87% for each frequency of VLT. The mean percentage of vocabulary knowledge in the current study for each frequency level includes the following: 2000L= 66%, 3000L= 45%, 5000= 24% and academic level= 44%. The percentage of vocabulary knowledge of Iraqi EFL learners was, to a great extent, below the criterion mastery level.

The learners' levels of Receptive Word Knowledge scores in this study declined across the frequency levels from highest to the lowest, as indicated by Table 9. This could have been an anticipated result of participants, as they were used to encountering more high-frequency words at the 2000 level and low-frequency words at the 5000 level. This finding is consistent with those of Read, (1988), Nation, (1990) and Schmitt, et al., (2001). In the present study, the participants lacked sufficient vocabulary knowledge even in their third year of study; therefore, it is crucial to enrich their vocabulary knowledge at each frequency level in order to enable them to understand authentic texts. According to Nation (1990), students who have sufficient knowledge of 2000-level and 3000-level word families are able to understand the authentic material. They can also easily guess the meaning of unknown words from context. This might be a reason why Iraqi EFL learners did not prefer to use this strategy. The students in this study had the least vocabulary knowledge at the 5000-level; therefore, they need to read authentic materials in order to be able to achieve the vocabulary knowledge belonging to this level. Besides, the students' academic level in this study is below 50%, which means that the students could not understand half of the texts that were given to them by their university. This is why these students must concentrate more on learning unknown words when they encounter them in their texts. To sum the learners in this study has lower receptive vocabulary size and the same result was found by Faraj and Albodakh (2017) as the Iraqi EFL learners have small vocabulary size while small number of participants got a reasonable size.

### **5.6 The Relationship between Iraqi EFL Learners' VLS and Their Levels Receptive Word Knowledge**

The fourth research question examined the relationship between Iraqi EFL learners' VLS and their receptive word knowledge. The results revealed that there was no relationship or negative relationship and few weak relationships between Iraqi EFL learners' VLS use and their VLT.

In terms of determination strategies, *analyzing any available picture to help student understand the new words* showed a negative relationship with different frequency levels of Receptive Word Knowledge and total VS. This might be due to

the fact that there are no pictures in Iraqi EFL classrooms, and the teachers do not use pictures to support the learning process. Students might independently use these strategies, but they do not know how to use them systematically. This is why they might also have a negative relationship with learners' vocabulary knowledge. However, using a monolingual dictionary demonstrated no relationship with learners' levels of Receptive Word Knowledge and total VS. This can be attributed to the fact that the participants have lower levels of vocabulary knowledge, which influences them to consult bilingual dictionaries from English to Kurdish or from Kurdish to English when they face new words in reading activities. The students searched for the meanings of unknown words in bilingual dictionaries to compensate their inefficiencies in vocabulary knowledge and their lack of knowledge for utilizing other strategies such as guessing from context or monolingual dictionary use.

In terms of social-discovery strategies, *asking classmates for meaning of the new words* showed no relationship with the levels of Receptive Word Knowledge and total VS. This means that the learners with low levels of vocabulary knowledge generally ask peers for supports in order to solve their daily tasks. However, in terms of social consolidation strategies, *studying and practising meaning of the new words in a group of students* exhibited a negative relationship with VLT.

Concerning memory strategies, *studying the sound of the new word* was moderately correlated with levels of Receptive Word Knowledge and learners' total vocabulary size, while this strategy was the most frequently used strategy of our participants. *Connecting new words with personal experience and repeating the words over and over* showed no relationship with the learners' levels of Receptive Word Knowledge and total VLT. These memory strategies are mnemonic, as they aid students in learning the words and remembering them for later use in communication (Schmitt, 1997). This might be attributed to the fact that learners gain benefit from these strategies, such as passing their quizzes and exams. The findings of memory strategies are in line with those of Gu and Johnson (1996), who found that mnemonic devices were correlated with the VS of Chinese EFL learners.

Regarding cognitive categories; *making my own list of new words and keeping vocabulary notebook to expand rehearsal* demonstrated a negative relationship with the levels of Receptive Word Knowledge and total VLT. This might be due to the fact that participants are still dependent learners and they must

be taught how to best develop their methods for learning vocabulary terms. While cognitive strategies were used more frequently by participants, this might be due to their using these strategies insufficiently and in unsystematic ways (O'Malley and Chamot, 1990).

With respect to metacognitive strategies, *revising the newly learned words and using spaced repetition* had a negative relationship with the levels of Receptive Word Knowledge and students' total VLT. This can be attributed to the fact that students only aim to revise the newly learned words and use repetition of the new words when they have quizzes and exams of the vocabulary terms assigned to them. However, this might not reflect on their vocabulary knowledge as the students only perform these strategies to pass their exams and quizzes.

### **5.7 The Contribution of VLS to the VS for Iraqi EFL Learners**

Multiple regression analysis showed in Table 17 that the amount of prediction variances of predicted variables toward the participants' criterion variable (VS). The findings revealed the amount of prediction and contribution of VLS to learners' VLT. The regression model in this study indicates that VLS contribute an average extent to Iraqi EFL learners' receptive word knowledge. Fan (2015) found that VLS used by Chinese EFL learners predict lower extent toward VS which is inconsistent to the finding of this study.

The effective and the direct relationship between VLS and total levels of learners' receptive word knowledge, in addition to the contribution of the VLS to the learners' level test scores showed that the vocabulary knowledge of the students can be increased quickly by correct and extensive use of VLS (Schmitt, 1997). Cognitive, memory and determination strategies were the most frequently employed strategies of participants in the current study, and they were moderate VLS users. However, this might not have caused learners' VLS to have a positive relationship or contribute to learners' total VS. Such findings are one of the reasons why Oxford (2001) claimed that the frequency use of strategy and its contribution and percentage should be determined at the beginning of the course to enable teachers to achieve the best outcomes of their instruction. She also emphasized making students aware of the strategies use as well as to use those strategies effectively supports them to manage their strategy use and improve their learning process.

## **Chapter VI**

### **Conclusion and Recommendations**

#### **6.1 Presentation**

This chapter discusses the findings regarding VLS and VLT among Iraqi EFL learners. First, a research summary for the entire study will be presented. Later, the conclusion of the study based on the results of all research questions will be discussed. In addition, the implications will be explained. Finally, a recommendation for further research will be presented.

#### **6.2 Summary of the Research**

The current research was conducted in northern Iraq at the School of Basic Education of the University of Sulaymaniyah during the 2016-17 academic years. The participants were 118 students in their third year of English study. They were between 21 and 35 years old. They consisted of 55 males and 63 female students. The data were collected by an adapted version of Schmitt's (1997) questionnaire and the VLT of Schmitt, et al. (2001). The questionnaire consisted of 44 items, and the VLT consisted of four frequency levels: 2000, 3000, 5000 and academic word levels. The questionnaire had previously been conducted as a pilot study at the School of Basic Education of Salahadin University to determine the reliability of the present study. The pilot study showed the reliability of the questionnaire to be (.858), which meant the main study was able to be conducted. Then, the data were calculated and analyzed using SPSS (Version 23) Program.

To examine participants' VLS use and to measure participants' VLT, the mean and standard deviation were considered. Moreover, descriptive statistics for VLS showed that Iraqi EFL learners are moderate VLS users during the process of language learning. Finally, Pearson Product-Moment Correlation was conducted to

determine the correlation between total VLS and participants' levels of receptive vocabulary knowledge. The results showed (Section 4.8) that participants' use of VLS was both negatively and positively correlated with levels of Receptive Word Knowledge. Finally, multiple regression analysis was implemented to examine the contribution of VLS on the VLT of the participants. The results indicated that the independent variance of VLS contribute to VS in an average extent to Iraqi EFL learners' receptive word knowledge.

### **6.3 Conclusions of the Study**

This study investigated the relationship between Iraqi EFL learners' VLS and their receptive VS. The current research was based on five research questions: two research questions dealt with participants' use of VLS, one measured receptive word knowledge through VLT, and the last examined the relationship between participants' VLS and VS as well as the contribution of VLS to enlarging learners' VS.

The findings of research question one demonstrated that the most frequently used strategies were consolidation strategies (studying the sound of the new words and developing vocabulary knowledge by watching English TV channels). The least frequently employed strategies were social discovery and social consolidation strategies. The participants focused on consolidation strategies rather than discovery strategies. They can be described as passive learners, as they require their teachers and surrounding sources to provide vocabulary knowledge for them; then, they attempt to learn words through mechanical repetition and traditional ways. Iraqi EFL learners can be described as dependent learners who always depend on their course books and teachers to provide them with sufficient vocabulary sources. It has been observed that the participants of this study devote their time to the repetition of new words utilizing short-term memory in order to pass their exams. They do not seek new ways to suit their individual differences to help them learn vocabulary more effectively. To find better strategies, these learners must be taught how they can be independent learners and how they can better discover the meaning of new words when they first encounter them in texts. The social strategies of both discovery and consolidation were infrequently used by participants. It can be inferred that

traditional, teacher-centered ways of teaching in an Iraqi education system make learners passive; therefore, they are not the key players in fulfilling classroom tasks. In such classrooms, the teacher talking time (TTT) is predicted to be more than the student talking time (STT), and learners use social strategies less frequently, as most of the class time is devoted to the teacher talk. In addition, the numbers of activities requiring interaction are not enough in these classrooms. The learners need to work in groups inside and outside the classroom in order to get more opportunities to use the language in social activities. Group or pair work activities might provide opportunities in terms of using the language in a social context.

The findings of research question two showed that Iraqi EFL learners at the University of Sulaymaniyah are moderate VLS users. This indicates that they require more training on VLS, especially in terms of discovery strategies since a good learner is someone who prefers all strategies during his or her learning process to a high degree (Oxford, 2001). Even though they use a wide range of VLS, Iraqi EFL learners do not know how to utilize VLS in order to gain more vocabulary knowledge.

The findings of research question three indicated that Iraqi EFL learners had sufficient vocabulary knowledge at the 2000 levels, 3000 levels, and academic levels, but they had insufficient vocabulary knowledge of 5000-level word families. The results revealed that the scores of vocabulary tests declined across the frequency level from the highest to the lowest of vocabulary level tests. Moreover, the students' vocabulary size can be described as a low proficiency level of mastering vocabulary knowledge. Hence, it is necessary for teachers to employ appropriate activities to enhance students' participation in the classroom and thus enabling learners to practice their receptive vocabulary knowledge. In addition, the third research question sought to determine the internal relationships between levels of Receptive Word Knowledge and total VS. The findings showed that there was a high positive internal correlation between levels of Receptive Word Knowledge and total VS. However, the correlation of frequency levels with total VLT was higher when compared to the correlation between levels of Receptive Word Knowledge.

The findings of research question four demonstrated that Iraqi EFL learners' VLS were negatively, moderately and positively in correlation with their VLT. However, there is not a strong positive correlation between Iraqi EFL learners' VLS use and their VLT. The results mainly showed that the Iraqi EFL learners' VLS was



negatively and moderately correlated with VLT. Besides, memory strategies indicated that there is a better correlation with VS when compared to other strategies.

The findings of research question five indicated that the extent of VLS which predict and contribute to Iraqi EFL learners' VS. 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.

#### **6.4 Implications of This Study**

The results of this study showed that Iraqi EFL learners use VLS moderately. A valuable recommendation for these learners is to be aware of the advantages of using different kinds of VLS. Moreover, Iraqi EFL learners can attempt to use various VLS in order to enrich their vocabulary knowledge. This study also has pedagogical implications related to Iraqi EFL learners' vocabulary knowledge. According to the findings of this study, the participants' vocabulary knowledge is low; therefore, a recommendation for Iraqi EFL learners is to concentrate on learning high-frequency words. These words can be included in their curriculum through daily texts and discourse in order to develop their receptive vocabulary knowledge. Another possible recommendation for those students who have low levels of vocabulary knowledge is that they should try to maximize their vocabulary size through using direct VLS such as word lists of frequency words. Moreover, teachers should provide particular English courses to practice vocabulary and they should involve learners in the process of learning and provide opportunities to practice VLS.

The results of this study demonstrated that the learners' VLS use was not sufficiently correlated with their vocabulary knowledge. As a result, this study suggests that more strategic training should be included in curriculum and learners should be taught VLS in a systematic way. Nation (1990) suggested a strong reason for teaching vocabulary in a systematic and principle way: English language teachers should apply appropriate VLS and materials in their classrooms in order to support their learners in increasing their vocabulary knowledge.

The findings of this study confirm that the correlation between VLS and VS is more a matter of the quality of using VLS than the quantity of using VLS. This indicates that the learners' range of VLS use is more related to the quantity and mis-use of the strategies rather than the use of high-quality and appropriate strategies that positively correlate with VS.

### **6.5 Recommendation for Further Research**

The participants of this study were mainly chosen from the University of Sulaymaniyah in northern Iraq. Therefore, based on the sample size of participants, the findings are hardly generalizable. Moreover, the participants of this research are restricted to EFL learners in their third year of university study in a basic education department. As a result, this study suggests using different participants at different universities in order to generalize the results. The participants can be chosen from different levels of English proficiency to investigate whether the use of VLS and their VS significantly differ based on proficiency level. In this study, only quantitative research method was employed, so it is suggested to use a mixed method future research to glean more detailed information.

This study was conducted at one point in time; thus, it is suggested to undertake a longitudinal or experimental study to monitor changes in the use of VLS and vocabulary knowledge over time. This would enable researchers to determine which strategies can best predict vocabulary growth.

The findings of this research showed that social-discovery and social consolidation strategies were less frequently used by participants. Other experimental studies can be conducted to discover whether or not the use of these strategies enlarges or impacts' learners' vocabulary knowledge.

This research did not examine closely the effect of motivation on utilizing vocabulary learning strategies. Motivation can be regarded as a vital way for learners to try new strategies with the aim of developing their vocabulary size. This is why future researchers might employ the work of Tseng, and Schmitt, (2008), who constructed a questionnaire involving the effects of motivation on VLS.

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## **Appendices**



## Appendix- I-

### Vocabulary Learning Strategies Questionnaire:

Your participation in this survey would be greatly appreciated and this survey aims to find out how you learn words. This is not a test, so there is no “right” or “wrong” answer. You are kindly requested to indicate how often you have used a certain strategy. Please choose the answer that exactly describes your vocabulary learning habit. Your answers will be kept strictly confidential and will not affect your academic scores, so please try to choose answers as accurately as possible.

#### Levels of Your Own Vocabulary Learning Actions

“**Always**” means that you use the action 100% of the time.

“**Often**” means that you use the action 75% of the time.

“**Sometimes**” means that you use the action 50% of the time.

“**Seldom**” means that you use the action 25% of the time.

“**Never**” means that you use the action 0% of the time.

**Example:** If you always use the following action, please mark as

Strategy	Never	Seldom	Sometimes	Often	Always
I guess the meaning of the word from its part of speech (e.g. whether it is a noun, a verb, an adjective or an adverb).					✓

**Part one:** Please answer these questions first, before you continue on to the following questionnaire.

1. Name (optional):.....
2. Sex: male / female (circle one)
3. Age:.....years old
4. Mother tongue \_
5. How long have you been studying English? .....years
6. If you have studied English or lived in an English-speaking country, please indicate how long it was. Years: .....and months: .....

### Part two: Vocabulary Learning Strategies Questionnaire

Statements	Never (%0)	Seldom (%25)	Sometimes (%50)	Often (%75)	Always (%100)
1. I identify the part of speech of the new word (verb, noun, adjective) to help me know Its meaning.					
2. I analyze affix and roots to discover its meaning. (unsafely, un-safe-ly).					
3. I check for Kurdish words that are similar in form and meaning to the new word.					
4. I analyze any available pictures to help me understand new words.					
5. I analyze any available gestures to help me understand new words.					
6. I use a bilingual dictionary (English / Kurdish).					
7. I use a bilingual dictionary (Kurdish / English).					
8. I use a monolingual Dictionary (English / English).					
9. I guess the meaning of the new word from the context in which it occurs.					
10. I ask a teacher for translation of the new word into Kurdish.					
11. I ask a teacher for a paraphrase of the new word.					
12. I ask a teacher for a sentence including the new word.					
13. I work in group to discover meaning of a new word.					
14. I ask classmates for the meaning of the new word.					
15. If you use word lists, do you ask a teacher whether they are accurate?					
16. I study and practice meaning of the new words in a group of students.					
17. I make a picture in my mind of the new word's meaning.					
18. I study the spelling of the new word.					
19. I study the part of speech of the new word (verb, noun, adjective) to remember it.					

20. I connect the new word to a personal experience (e.g., connecting the word research, with the final project).					
21. I paraphrase the meaning of the word I am learning in another way.					
22. I study the sound of the new word.					
23. I associate the new word with its coordinates (e.g. apples with oranges, peaches and etc.).					
24. I say the new word aloud when studying.					
25. I connect the new word to its synonyms and antonyms.					
26. I learn the words of an idiom together.					
27. I make an image in my mind of the form of the new word.					
28. I use "scales" for gradable adjectives (e.g. huge, big, medium, and small)					
29. I use the Keyword Method. Using this strategy involves finding an L1 word sounding like the L2 word then creating an Image combining the two concepts.					
30. I use the new word in sentences and conversation to remember them.					
31. I repeat the new word over and over.					
32. I write the new word many times.					
33. I make my own lists of new words.					
34. I keep a vocabulary notebook for expanding rehearsal.					
35. I take notes of the newly learned words in my class.					
36. I try to develop my vocabulary knowledge by watching English TV channels (e.g. movies, songs, documentary).					
37. I try to develop my vocabulary knowledge by using computer games (e.g. internet).					
38. I try to develop my vocabulary knowledge by listening to English radio programs (songs, news).					
39. I try to develop my vocabulary knowledge by reading English newspapers and magazines.					

40. I revise the newly learned words soon after the initial meeting.					
41. I continue to study the word over time.					
42. I revise the newly learnt words using spaced repetition.					
43. I Skip the new word.					
44. I try to assess my vocabulary knowledge (e.g. with word tests.)					



## Appendix-II-

### Vocabulary Level Tests

#### Student instruction sheet of Vocabulary Level Test

This is a vocabulary test. You must choose the right word to go with each meaning. Write the number of the word next to its meaning,

Here is an example.

- |    |          |                                  |
|----|----------|----------------------------------|
| 1. | Business |                                  |
| 2. | Clock    | ----- part of house              |
| 3. | Horse    | ----- animal with four legs      |
| 4. | Pencil   | ----- something used for writing |
| 5. | Shoe     |                                  |
| 6. | wall     |                                  |

**You answer it in the following way.**

- |    |          |                                  |
|----|----------|----------------------------------|
| 1. | Business |                                  |
| 2. | Clock    | __6__ part of house              |
| 3. | Horse    | __3__ animal with four legs      |
| 4. | Pencil   | __4__ something used for writing |
| 5. | Shoe     |                                  |
| 6. | wall     |                                  |

**Note:** some words are in the test to make it more difficult. You don't have to find a meaning for these words. In the example above, these words are business, clock, and shoe.

If you have no idea about the meaning of a word, do not guess. But if you think you might know the meaning, then you should try to find the answer.

## Version 2 The 2,000 word level

1 copy

2 event \_\_\_\_\_ end or highest point

3 motor \_\_\_\_\_ this moves a car

4 pity \_\_\_\_\_ thing made to be like

5 profit \_\_\_\_\_ another

6 tip

1 admire

2 complain \_\_\_\_\_ make wider or longer

3 fix \_\_\_\_\_ bring in for the first time

4 hire \_\_\_\_\_ have a high opinion of

5 introduce \_\_\_\_\_ someone

6 stretch

1 accident

2 debt \_\_\_\_\_ loud deep sound

3 fortune \_\_\_\_\_ something you must pay

4 pride \_\_\_\_\_ having a high opinion of

5 roar \_\_\_\_\_ yourself

6 thread

1 arrange

2 develop \_\_\_\_\_ grow

3 lean \_\_\_\_\_ put in order

4 owe \_\_\_\_\_ like more than something

5 prefer \_\_\_\_\_ else

6 seize

1 coffee

- 2 disease \_\_\_\_\_ money for work  
 3 justice \_\_\_\_\_ a piece of clothing  
 4 skirt \_\_\_\_\_ using the law in the right  
 5 stage \_\_\_\_\_ way  
 6 wage

- 1 blame  
 2 elect \_\_\_\_\_ make  
 3 jump \_\_\_\_\_ choose by voting  
 4 manufacture \_\_\_\_\_ become like water  
 5 melt  
 6 threaten

- 1 clerk  
 2 frame \_\_\_\_\_ a drink  
 3 noise \_\_\_\_\_ office worker  
 4 respect \_\_\_\_\_ unwanted sound  
 5 theatre  
 6 wine

- 1 ancient  
 2 curious \_\_\_\_\_ not easy  
 3 difficult \_\_\_\_\_ very old  
 4 entire \_\_\_\_\_ related to God  
 5 holy  
 6 social

- 1 dozen  
 2 empire \_\_\_\_\_ chance  
 3 gift \_\_\_\_\_ twelve  
 4 opportunity \_\_\_\_\_ money paid to the  
 5 relief \_\_\_\_\_ government  
 6 tax

- 1 bitter



- 2 independent \_\_\_\_\_ beautiful  
 3 lovely \_\_\_\_\_ small  
 4 merry \_\_\_\_\_ liked by many people  
 5 popular  
 6 slight

## Version 2 The 3,000 word level

- 1 bull  
 2 champion \_\_\_\_\_ formal and serious manner  
 3 dignity \_\_\_\_\_ winner of a sporting event  
 4 hell \_\_\_\_\_ building where valuable  
 5 museum \_\_\_\_\_ objects are shown

6 solution

- 1 blanket  
 2 contest \_\_\_\_\_ holiday  
 3 generation \_\_\_\_\_ good quality  
 4 merit \_\_\_\_\_ wool covering used on  
 5 plot \_\_\_\_\_ beds  
 6 vacation

- 1 comment  
 2 gown \_\_\_\_\_ long formal dress  
 3 import \_\_\_\_\_ goods from a foreign  
 4 nerve \_\_\_\_\_ country  
 5 pasture \_\_\_\_\_ part of the body which  
 6 tradition \_\_\_\_\_ carries feeling

- 1 administration  
 2 angel \_\_\_\_\_ group of animals  
 3 frost \_\_\_\_\_ spirit who serves God  
 4 herd \_\_\_\_\_ managing business and  
 5 fort \_\_\_\_\_ affairs  
 6 pond

1 atmosphere

- 2 counsel        \_\_\_\_\_ advice  
3 factor        \_\_\_\_\_ a place covered with grass  
4 hen            \_\_\_\_\_ female chicken  
5 lawn  
6 muscle

- 1 abandon  
2 dwell        \_\_\_\_\_ live in a place  
3 oblige        \_\_\_\_\_ follow in order to catch  
4 pursue        \_\_\_\_\_ leave something  
5 quote                permanently  
6 resolve

- 1 assemble  
2 attach        \_\_\_\_\_ look closely  
3 peer            \_\_\_\_\_ stop doing something  
4 quit            \_\_\_\_\_ cry out loudly in fear  
5 scream  
6 toss

- 1 drift  
2 endure        \_\_\_\_\_ suffer patiently  
3 grasp        \_\_\_\_\_ join wool threads together  
4 knit            \_\_\_\_\_ hold firmly with your hands  
5 register  
6 tumble

- 1 brilliant  
2 distinct        \_\_\_\_\_ thin  
3 magic        \_\_\_\_\_ steady  
4 naked        \_\_\_\_\_ without clothes  
5 slender  
6 stable

- 1 aware  
2 blank        \_\_\_\_\_ usual

- 3 desperate \_\_\_\_\_ best or most important  
 4 normal \_\_\_\_\_ knowing what is happening  
 5 striking  
 6 supreme

## Version 2 The 5,000 word level

- 1 analysis  
 2 curb \_\_\_\_\_ eagerness  
 3 gravel \_\_\_\_\_ loan to buy a house  
 4 mortgage \_\_\_\_\_ small stones mixed with  
 5 scar sand  
 6 zeal

- 1 cavalry  
 2 eve \_\_\_\_\_ small hill  
 3 ham \_\_\_\_\_ day or night before a  
 4 mound holiday  
 5 steak \_\_\_\_\_ soldiers who fight from  
 6 switch horses

- 1 circus  
 2 jungle \_\_\_\_\_ musical instrument  
 3 nomination \_\_\_\_\_ seat without a back or  
 4 sermon arms  
 5 stool \_\_\_\_\_ speech given by a priest in  
 6 trumpet a church

- 1 artillery  
 2 creed \_\_\_\_\_ a kind of tree  
 3 hydrogen \_\_\_\_\_ system of belief  
 4 maple \_\_\_\_\_ large gun on wheels  
 5 pork  
 6 streak

- 1 chart  
 2 forge \_\_\_\_\_ map

- 3 mansion \_\_\_\_\_ large beautiful house  
 4 outfit \_\_\_\_\_ place where metals are  
 5 sample \_\_\_\_\_ made and shaped  
 6 volunteer  
 1 contemplate  
 2 extract \_\_\_\_\_ think about deeply  
 3 gamble \_\_\_\_\_ bring back to health  
 4 launch \_\_\_\_\_ make someone angry  
 5 provoke  
 6 revive

- 1 demonstrate  
 2 embarrass \_\_\_\_\_ have a rest  
 3 heave \_\_\_\_\_ break suddenly into small  
 4 obscure \_\_\_\_\_ pieces  
 5 relax \_\_\_\_\_ make someone feel shy or  
 6 shatter \_\_\_\_\_ nervous

- 1 correspond  
 2 embroider \_\_\_\_\_ exchange letters  
 3 lurk \_\_\_\_\_ hide and wait for someone  
 4 penetrate \_\_\_\_\_ feel angry about something  
 5 prescribe  
 6 resent

- 1 decent  
 2 frail \_\_\_\_\_ weak  
 3 harsh \_\_\_\_\_ concerning a city  
 4 incredible \_\_\_\_\_ difficult to believe  
 5 municipal  
 6 specific

- 1 adequate  
 2 internal \_\_\_\_\_ enough  
 3 mature \_\_\_\_\_ fully grown

- 4 profound \_\_\_\_\_ alone away from other  
 5 solitary \_\_\_\_\_ things  
 6 tragic

## Version 2 Academic Vocabulary

- 1 area  
 2 contract \_\_\_\_\_ written agreement  
 3 definition \_\_\_\_\_ way of doing something  
 4 evidence \_\_\_\_\_ reason for believing  
 5 method \_\_\_\_\_ something is or is not true  
 6 role

- 1 debate  
 2 exposure \_\_\_\_\_ plan  
 3 integration \_\_\_\_\_ choice  
 4 option \_\_\_\_\_ joining something into a  
 5 scheme \_\_\_\_\_ whole  
 6 stability

- 1 access  
 2 gender \_\_\_\_\_ male or female  
 3 implementation \_\_\_\_\_ study of the mind  
 4 license \_\_\_\_\_ entrance or way in  
 5 orientation  
 6 psychology

- 1 accumulation  
 2 edition \_\_\_\_\_ collecting things over time  
 3 guarantee \_\_\_\_\_ promise to repair a broken  
 4 media \_\_\_\_\_ product  
 5 motivation \_\_\_\_\_ feeling a strong reason or  
 6 phenomenon \_\_\_\_\_ need to do something

- 1 adult  
 2 exploitation \_\_\_\_\_ end  
 3 infrastructure \_\_\_\_\_ machines used to move

- 4 schedule \_\_\_\_\_ people or goods  
 5 termination \_\_\_\_\_ list of things to do at  
 6 vehicle \_\_\_\_\_ certain times  
 1 alter \_\_\_\_\_  
 2 coincide \_\_\_\_\_ change  
 3 deny \_\_\_\_\_ say something is not true  
 4 devote \_\_\_\_\_ describe clearly and exactly  
 5 release \_\_\_\_\_  
 6 specify \_\_\_\_\_

- 1 correspond \_\_\_\_\_  
 2 diminish \_\_\_\_\_ keep  
 3 emerge \_\_\_\_\_ match or be in agreement  
 4 highlight \_\_\_\_\_ with  
 5 invoke \_\_\_\_\_ give special attention  
 6 retain \_\_\_\_\_ to something

- 1 bond \_\_\_\_\_  
 2 channel \_\_\_\_\_ make smaller  
 3 estimate \_\_\_\_\_ guess the number or size  
 4 identify \_\_\_\_\_ of something  
 5 mediate \_\_\_\_\_ recognizing and naming  
 6 minimize \_\_\_\_\_ a person or thing

- 1 explicit \_\_\_\_\_  
 2 final \_\_\_\_\_ last  
 3 negative \_\_\_\_\_ stiff  
 4 professional \_\_\_\_\_ meaning `no' or `not'  
 5 rigid \_\_\_\_\_  
 6 sole \_\_\_\_\_

- 1 abstract \_\_\_\_\_  
 2 adjacent \_\_\_\_\_ next to  
 3 controversial \_\_\_\_\_ added to  
 4 global \_\_\_\_\_ concerning the whole world  
 5 neutral \_\_\_\_\_

6 supplementary

## **CURRICULUM VITAE**

Adil Muhammd Ameen Mahmood was born from Zarayan district at Sulaymanyah City. He was graduated from faculty of education at Garmian University in 2011. He started working as a teacher in in a public high school in the same year. He has been working as a volunteer teacher in his district. He speaks English fluently and has basic Persian and Arabic skills.



## ÖZGEÇMİŞ

Adil Muhammd Ameen Mahmood, Süleymaniye Şehrindeki Zarayan semtinde dünyaya geldi. 2011 yılında Garmian Üniversitesi Eğitim Fakültesi'nden mezun oldu. Aynı yıl bir devlet lisesinde öğretmen olarak çalışmaya başladı. Şu an İlçesinde gönüllü öğretmen olarak görev yapıyor. İngilizceyi akıcı bir şekilde Konuşmasının yanı sıra düzeyde temel Farsça ve Arapça biliyor.

