

## Language Learning Strategies Of Iraqi EFL Undergraduates in Learning New English Vocabulary

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**Abstract**

The study tries to investigate empirically what strategies that Iraqi EFL undergraduates use in learning new English vocabulary. (60) second year-students from English Dep, College of Education-University of Babylon were chosen as the sample of the study and a questionnaire form was distributed to the sample of the study. The questionnaire consisted of the four tested vocabulary learning strategies: social, memory, cognitive and metacognitive strategies .The study concluded that Iraqi EFL undergraduates are learning new English vocabulary mainly through memory strategies.

### Chapter One

#### 1.1 Statement of the problem:

Language learning strategies (LLSs) have been the focus of an increasing number of L2/FL studies. Basically, these studies are pedagogically-oriented because it is believed that language teaching would be more effective if it is based on what learners actually do while learning a language. Language learning strategies are defined as ‘operations, techniques, steps, processes, behaviours, or thoughts’ used by learners to guide, facilitate, and solve problems in their language learning and language use.

Based on the studies identifying the strategies used by language learners, various taxonomies LLSs were proposed in the 1980s and the early 1990s . Oxford’s (1990) taxonomy is probably the most comprehensive and detailed one. Oxford classified LLSs into six categories, these are:

1-Cognitive strategies: processing information and structuring it, e.g. analyzing, summarizing.

2- Memory strategies: remembering information via making connections , e.g. grouping, using keywords.

3- Metacognitive strategies: managing the learning process and dealing with the task, e.g. planning, identifying and selecting resources. 4-

Compensation strategies: compensating for knowledge gap, e.g. guessing, gesturing. 5-

Affective strategies: identifying one’s affective traits and knowing how to manage them, e.g. reducing anxiety, self-encouraging

6- Social strategies: learning from or/and with the others, e.g. asking for cooperation, working with peers Vocabulary learning strategies are one part of language learning strategies The classification system of vocabulary learning strategies developed by Schmitt's taxonomy(1997) (which was adopted in the study) consists of four strategy groups, namely social, memory, cognitive and metacognitive strategies. Social strategies promote learning new words on the basis of interacting with other people. Memory strategies relate new words to already existing knowledge. Cognitive strategies are direct mental operations which are connected with working on new words in order to understand ,categorize and store them in the mental lexicon .Metacognitive strategies

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constitute an overall learning plan, signified by a conscious overview of the learning process including monitoring and evaluating and the decision of choosing the best way to learn.

Thus, the study tries to empirically investigate what strategies that Iraqi EFL undergraduates use in learning new English vocabulary.

## **1.2 The aim of the study**

The study aims at identifying the strategies that are used by EFL undergraduates in learning new English vocabulary

**1.3 Hypothesis:** It is hypothesized that EFL undergraduate learners relied totally on memory strategies in learning new English vocabulary.

**1.4 The limitation of the study:** The study is limited to Iraqi EFL students ,in College of education-of Babylon University during the academic year (2011-2012).

## **Chapter Two**

### **2.1 Review of related literature**

Before the mid-1980s, vocabulary learning was considered to be a “neglected” area of second language learning and teaching ( Meara, 1997:43). Richards (1976:77-89) was one of the first scholars to point out the fact that vocabulary is typically neglected in foreign or second language instruction. Zimmerman (1994:57) claims that “the teaching and learning of vocabulary have been undervalued in the field of second language acquisition (SLA) throughout their varying stages and up to the present day.” However, the late 1990s offer a completely different picture. Vocabulary studies have received increased attention judging by the number of publications in the field, there are more empirical studies on vocabulary learning strategies. Several books on the issue of second language vocabulary acquisition were also published during the past few years. Schmitt and McCarthy (1997:65) indicated that the empirical research done on vocabulary learning strategies tended to deal with individual or small numbers of strategies, with very few studies looking at the group as a whole. Some researchers have attempted to develop a framework of category of vocabulary learning strategies. O’Malley and Chamot(1985:87) divided language learning strategies into three types metacognitive strategies, cognitive strategies, and social/affective strategies. Oxford (1990:113) developed a categorization system which included a list of six major strategy categories, containing (1) memory, (2) cognitive, (3) compensation, (4) metacognitive, (5) affective and (6) social strategies

### **Vocabulary**

learning has been found by some researchers to be L2 learners' primary focus in their use of the more general language learning strategies (LLSs) This may be because it is easier to apply learning strategies to the relatively discrete nature of vocabulary learning rather than to the more integrated language activities (e.g. listening comprehension, oral presentation). In addition, classrooms tend to encourage discrete activities over integrative ones(Schmitt, 1997:45). More importantly, L2 learners may also believe in the importance of learning L2 vocabulary and consequently pay greater attention to the use of strategies that improve the use and retention of L2 vocabulary (Horwitz, 1988:72). One of the important aspects of L2

vocabulary learning is awareness of the complex processes for learning a L2 word. If the learner has this understanding, He can select the type of vocabulary learning strategies (VLSs) that can fulfill such requirements. Below are three lists proposed by Richards (Ibid), Carter (1998:145) and Nation (2001:37-39) described what was involved in knowing a word. Richards (Ibid) produced a number of assumptions with regard to what the learner should know about L2 words in order to fully learn them. The assumptions are as follows:

1. Native speakers continue to develop their vocabulary knowledge throughout their lives.
2. Knowing a word involves knowing the degree of probability of meeting that word in spoken or written texts.

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3. Knowing a word involves knowing the limitations on the use of that word according to variation of function and situation;
4. Knowing a word involves knowing the syntactic behaviour associated with the word;
5. Knowing a word involves knowing the underlying form of a word and the derivations that can be made from it;
6. Knowing a word requires knowing the network of associations between that word and other words in the language;
7. Knowing a word involves knowing its semantic value; and
8. Knowing a word involves knowing many of the different meanings associated with it.

Carter (1998: 239) also points out that knowing a word involves the following characteristics:

1. It means knowing how to use it productively and having the ability to recall it for active use, although for some purposes only passive knowledge is necessary and some words for some users are only ever known passively.
2. It means knowing the likelihood of encountering the word in either spoken or written contexts or in both.
3. It means knowing the syntactic frames into which the word can be slotted and the underlying forms and derivations which can be made from it.
4. It means knowing the relations it contracts to other words in the language and with related words in a L1 as well.
5. It means perceiving the relative coreness of the word as well as its more marked pragmatic and discursal functions and its style-levels.
6. It means knowing the different meanings associated with it and, often in a connected way, the range of its collocational patterns.
7. It means knowing words as part of or wholly fixed expressions conveniently memorized to repeat — and adapt — as the occasion arises.

Carter also maintains that learning L2 vocabulary for receptive purposes requires using strategies that can help learners understand lexical items and store them in memory, whereas learning L2 vocabulary for production purposes relies on strategies which activate the lexical store to use items in contextually appropriate ways.

Nation (2001: 24-25) differentiates between receptive and productive aspects

of L2 vocabulary knowledge, saying that receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form.

Schmitt's (1997) taxonomy of VLSs is based on Oxford's (1990) taxonomy of LLSs which groups LLSs into social, memory, cognitive and metacognitive categories. Schmitt, however, criticizes Oxford's taxonomy for lacking a category that adequately describes the type of strategy that a learner may use in order to work out the meaning of new words without seeking help from someone else. He thus introduces a category which he calls 'Determination Strategies'. In

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addition, Schmitt remarks that Oxford's taxonomy includes some strategies (e.g. interacting with native speakers) that can be classified under more than one category depending on the varying purposes for which the strategy may be used in different situations. Moreover, Schmitt questions the categorising of some strategies as either memory or cognitive strategies, especially since the purpose of both categories is to aid word recall through some form of language manipulation. In order to solve this problem, Schmitt makes use of Purpura's classification of storing and memory strategies into six types as follows: (a) repeating, (b) using mechanical means, (c) associating, (d) linking with prior knowledge, (e) using imagery and (f) summarising. In his taxonomy, Schmitt considers the strategies that are most similar to types (a) and (b) as cognitive strategies because they involve a lesser amount of mental manipulation than the strategies that are most similar to types (c), (d) and (e) which can be categorised as memory strategies. These strategies involve either arranging mental information together or transforming it in order to make it more memorable. Schmitt's taxonomy is also based on a distinction between vocabulary activities suggested by Cook and Mayer and Nation . They divide vocabulary activities into a) the initial discovery of a word's meaning and b) remembering that word once it has been introduced (Schmitt, 1997). Schmitt labels the strategies that serve the first function 'Discovery Strategies' and those that serve the second 'Consolidating Strategies'. They are divided into four main categories: social, memory, cognitive and metacognitive strategies.

### 2..1.1 Social strategies

Social discovery strategies entail interacting with others in order to learn about the meaning of new words (Schmitt, 1997). This can be done by, for example, asking a teacher, a classmate, a friend or a native speaker about a L1 translation, L1 or L2 explanation, a L2 synonym or antonym, a sentence including the new word, etc. Using this strategy depends on the availability of outside sources of help and the possibility of utilising this source. For example, learning another language among its native speakers will, of course, allow much more opportunity for interacting with native speakers than learning it in one's home country where native speakers of the L2 are not available or scarce. Similarly, teachers might be unenthusiastic about cooperating with their students or unable to provide learners with proper training or instruction due to lack of knowledge or nature of work requirements.

### 2.1.2 Memory strategies

Memory strategies 'involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping' (Schmitt, 1997: 211). Oxford maintains that all the simple principles reflected by memory strategies involve *meaning* and aim to help learners cope with the difficulty of remembering the most sizable and unmanageable component of L2, namely vocabulary. Here, memory strategies include creating mental linkages by grouping, associating/elaborating and placing new words into a context (e.g. a sentence) and applying images (e.g. semantic maps, the keyword method).

Studies on English word associations show that native speakers start during their childhood with the so-called 'clang associations', where the relationship between the associated words involves some kind of sound similarity. Subsequently, their word associations begin to develop principally into syntagmatic lines (e.g. ship—abandon) where the associations could be described as being sequential. As their

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language becomes more mature, their word associations become predominantly paradigmatic. Schmitt (ibid.) recommends the application of this phenomenon to L2 learners. He says that large degree of agreement in native responses suggests that the lexicons of different native speakers are organised along similar lines. If natives have a "normal" or "preferred" organizational pattern, then it seems reasonable that non-natives would benefit if their lexicons were organized similarly. Schmitt (2000:117) also found that L2 learners do undergo the same progress in their acquisition of L2 lexis. He noticed that beginning learners tend to make clang associations, but that when they move into more advanced levels their clang associations are gradually replaced by syntagmatic associations. Schmitt also observes that L2 learners need a significant amount of time to develop their syntagmatic associations into paradigmatic ones. Thus he says: it seems that native-like association behaviour, and by implication native like lexical organization, is something that is not easy to acquire' (ibid: 42). The fact that L2 learners undergo the same progression of word associations as L1 speakers means that L2 vocabulary acquisition necessarily takes a long time. L2 learners need to realize this fact because they may become disappointed with the length of time it takes them to move on to the stage of paradigmatic associations.

Organized material is easier to learn and recall (Schmitt 1995:19). Since L1 native speakers have the lexical items of their language mentally organized in associative networks, L2 learners can also benefit from a number of memory strategies that can effectively activate their mental semantic processing of many L2 words. There are a number of memory strategies. These strategies can be used by L2 learners when they record L2 vocabulary in a notebook. The efficiency of each strategy depends largely on the degree of deep processing which it involves (Sokmen, 1997:66). The decontextualised memory strategies that involve deep semantic processing of target words are found to be more effective than memory strategies that involve shallow processing (Atkinson and Raugh, 1975:126-133)

A good memory strategy is making use of available pictures, especially the illustrative pictures available in some dictionaries (Scholfield, 1997:41). Pairing new words with pictures has been found to be more effective than pairing them with L1 equivalents or L2 synonyms or antonyms (Schmitt, 1997). Using imagery has also

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been found to be more effective than mere repetition . The "dual coding" theory of human knowledge asserts the usefulness of combining both the verbal and imagined pictorial representations of vocabulary items in our minds. Connecting a new word to an image will enhance its retention compared to merely memorizing its meanings. Imagined representations can be made through pictures and other semantic charting techniques.

Another mnemonic technique is making a mental presentation of the word pronunciation. This is the keyword method which was first described by Atkinson (1975). It is a strategy of applying images and sounds in Oxford's (1990) memory strategies. This method involves attaching a word from L1 to a word in L2 which is close in pronunciation to the L2 word. Then an image is created to combine the meanings of the two words. Consequently, when the learner hears or reads the L2

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word, the L1 word will jump into his/her mind along with the created image that links the meanings of the two words. This method has been found very effective for word recall by several researchers (Atkinson and Raugh, 1975). Yet, this method may have some deficiencies. For example, it may not be easy to find L1 words which are close in pronunciation to many new L2 words and create a strong imaginable link between the two. Even if the keyword is possible with many new words, it is quite hard to retain keyword images for a large number of L2 words . In addition, Schmitt (1997) assumes that effective use of the keyword method depends on individual instruction because Pressley & Levin (1982:145) found that group instruction was not effective. The merely acoustical similarity and the interlinking associative image produced by the keyword method do not activate semantic processing (Pressley, Ibid). Though this technique could be used by learners of all ages, studies have shown that it is more suitable for young learners . Carter (1998) also maintains that the keyword method is difficult to apply to abstract words, that it is time-consuming and that it can cause spelling-pronunciation interference. Nonetheless, the keyword method should be seen as one of many vocabulary learning techniques (*ibid.*) Concreteness also facilitates retention. Concreteness in vocabulary learning takes different forms. A learner may combine a new word with a real experience, with a specific occasion, or even with an experience with the word itself .

Other strategies promoting a deeper level of semantic processing involve some types of sense relationship such as coordination (similar items: glass, cup, saucer, plate, dish), synonymy (similar meanings: irritated, annoyed), antonyms (opposite meanings), hyponymy and meronymy . Making use of semantic fields in which words are conceptually mapped can facilitate word recall in long-term memory because they require a deep level of encoding (Carter, Ibid). Such exercises include making semantic feature grids (semantic feature analysis), making semantic maps and making semantic scales (Channel, 1981:34). These exercises correspond to Oxford's (1990) strategies of grouping and applying images.

According to Schmitt (1997), word recall can also be aided by focusing on the orthographical or phonological form of new words. This may involve directly

studying the spelling or pronunciation of new words and saying new words aloud. This is an essential requirement for using L2 words receptively (in reading and listening) or productively (in speaking and writing). Another consolidation strategy suggested by Schmitt is studying a new word's affixes and root. For example, the word 'refinery' could be learnt and consolidated by recognizing it as being the noun form of the verb 'refine'. Word consolidation can also be achieved by linking a word to a personal experience or to someone else's experience.

### 2.1.3 Cognitive strategies

The third category of consolidation strategies is cognitive strategies. Schmitt (1997: 215) explains that the difference between memory and cognitive strategies saying that 'cognitive strategies ... are similar to memory strategies, but are not focused so specifically on manipulative mental processing'. Cognitive strategies include verbal repetition, written repetition, repeated listening and using revision

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materials such as word lists, flashcards, class-notes, vocabulary sections in textbooks and the learner's vocabulary notebook. Revision may involve already published material or the material designed by the learner along the lines of the memory strategies discussed in the previous section. Repetition strategies facilitate word recall as they involve focusing on the written or spoken forms of a new word and consequently help learners associate meaning and form. Repeating a new word aloud facilitates word recall . Repeated listening allows more focus on the individual sounds, number of syllables and stress (Channell, 1981). Similarly, repeated writing allows more focus on the spelling of new words and as a result aids recognizing them in reading. Previous research reports that repetition strategies are among the most frequently used strategies by L2 learners. Some learners may depend chiefly on repetition strategies and pay little, if any, attention to other strategies. O'Malley(1985; cited in Schmitt, 1997) reported that students who are used to repetition strategies often resist giving them up to try other kinds.

### 2.1.4 Metacognitive Strategies

Metacognitive strategies permit language learners to control their cognitive learning through coordinating the process of learning. This can be done through a number of activities such as self-monitoring and self -evaluation which gives indications as to an effective choice of strategy (Schmitt, 1997). That is, a learner can decide which type of VLSs he/she should focus on according to his/her vocabulary knowledge assessment.

Nation (2001) found that monitoring L2 performance was one of the main strategies used by successful learners. Monitoring vocabulary improvement is, of course, an important aspect of L2 performance. Oxford (1990) also counts the strategy of evaluating L2 learning through self-monitoring and self-evaluation as a metacognitive strategy.

## 2.2 Previous Studies

These studies are not adequate empirical studies on the same topic but they refer generally to the topic of the study. They are arranged chronologically as follows:

### 2.2.1 Brown (1991)

This study which is entitled '*A Comparison of Three Learning Strategies for ESL Vocabulary Acquisition*' aimed to compare three learning strategies—differentiated according to Craik & Lockhart's 1972 "depths of processing" theory—for ESL vocabulary. Six intact ESL classes at two levels of proficiency were divided into three treatment groups (keyword, semantic, and keyword-semantic). These Arabic-speaking students then received 4 days of instruction. Both recognition and cued-recall instruments were used to measure effects both 1 day and 9 days after treatment. Cued-recall results immediately after treatment revealed that the keyword method facilitated vocabulary acquisition for lower proficiency students. The delayed results for both the recognition and cued-recall tests suggested that the combined keyword semantic strategy increased retention above the other strategies.

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### 2.2.2 Gu (1996)

This study which is entitled *Vocabulary Learning Strategies and Language Learning Outcomes* aimed to establish the vocabulary learning strategies used by Chinese university learners of English and the relationship between their strategies and outcomes in learning English. The researcher asked 850 sophomore non-English majors at Beijing Normal University to complete a vocabulary learning questionnaire. The researcher correlated replies to the questionnaire with results on a vocabulary size test and on the College English Test. Participants reported using a wide variety of vocabulary learning strategies. In a multiple regression analysis, Self-Initiation and Selective Attention, two metacognitive strategies, emerged as positive predictors scores. Contextual guessing, skillful use of dictionaries, note taking, paying attention to word formation, contextual encoding, and activation of newly learned words also positively correlated with the two test scores. However, visual repetition of new words was the strongest negative predictor of both vocabulary size and general proficiency. Furthermore, strategies aiming at vocabulary retention only related more to vocabulary size rather than to English proficiency. He identified 5 approaches to learning. These strategy combinations, rather than individual strategies, may have made the difference in these people's learning.

### 2.2.3 Wei (1999)

This study, which is entitled *An Examination of Vocabulary Learning of College-level Learners of English in China* aimed to: 1) identify the pattern of vocabulary learning strategies; 2) to look at the differences in vocabulary learning strategy by gender and self-rated English proficiency; and 3) to find out the vocabulary learning problems, attitudes and beliefs in relation to strategy use. A vocabulary learning strategy questionnaire was used for data collection. Statistical analysis revealed that contextualized activation and management strategies were seldom used. This may lead to difficulties in long-term retention and use of vocabulary, the top two problematic areas in vocabulary learning rated by the participants. Significant differences existed in strategy use by field of study and self-rated proficiency level, not by gender. While strategy use was closely related to students' attitude, there were discrepancies between strategy use and beliefs about vocabulary learning.



## 2.2.4 Erten (2008)

This study which is entitled *A Comparative Look into how to Measure The Effectiveness Of Vocabulary Learning Strategies Through Using Percentage Correlation Coefficients* aimed to compare the appropriateness of two statistical procedures for measuring the effectiveness of vocabulary learning strategies: percentages and correlation coefficients. To do this a group of 20 learners of English were asked to study 12 words in a written list, with their pronunciations, dictionary definitions, and example sentences. Data was collected through introspection where students were asked to verbalize their mental processes as they studied the target words. A pre-test and post-test were given to measure the task achievement. The qualitative data was transcribed verbatim and content-analyzed for tokens of

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strategy use as well as by noting whether each use of strategies led to successful recall of the words on which they were used. To calculate the strategy effectiveness, both simple percentage calculation and correlation coefficients were employed for comparison. The findings indicated that percentage calculation could give a more realistic picture of strategy effectiveness than correlation coefficients.

## 2.2.5 Abdullah (2009)

This study which is entitled *Vocabulary Learning Strategies of Iranian Undergraduate EFL Students and its Relation to their Vocabulary Size* aimed to evaluate undergraduate EFL learners' vocabulary learning strategies and its relation to the learners' vocabulary size. There were five different categories of vocabulary learning strategies as determination, memory, social, cognitive, and metacognitive. These categories covered an overall 35 strategies included in vocabulary learning strategies questionnaire. The reliability index obtained for vocabulary learning strategies showed a reliability coefficient of 0.74. The other instrument used in the current study, vocabulary size test, is a standardized test developed by Nation (2007). A total of 125 Iranian undergraduate students majoring in TEFL participated in the study. Cluster sampling was used to select participants of the study. The data were analyzed by using descriptive statistics (mean, standard deviation) and statistical multiple regression at significant of  $p < 0.05$ . The findings of this study led to some suggestions to enhance students' vocabulary learning, increase their vocabulary size, and subsequently improve their English learning.

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### Chapter Three Procedures

3.1 The population: It consists of Iraqi EFL students ,in College of Education-of Babylon University during the academic year (2011-2012).

3.2 The sample: (60) male and female first year and second- year students from English Dep. were chosen as the sample of the study.

3.3 The research instrument: A questionnaire form was chosen as the tool of the study.

#### 3.3.1 Constructing the questionnaire items

The questionnaire form consists of (12) items representing the four tested vocabulary learning strategies; social, memory, cognitive, and metacognitive

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each of which is represented by three distinctive items distributed in the questionnaire form. Each item is weighted in accordance to the frequency of respondents' use. Four degrees of frequency were tested for each item represented by the weights(always, sometimes ,rarely& never).

**3.3.2 Face validity:** A preliminary form of the test was submitted to a jury to face the validity of the test items. Some of the test items were modified in accordance with the jury’s notes. The jury members whom the preliminary form of the test was submitted are arranged alphabetically as follows:

Name	Degree	position
Asst.pro Asim Al- Duleimi	PhD in English methods of teaching	English Dep., College of Basic Education, Babylon Univ.
Pro. Hameed Hassson	PhD in English translati on	English Dep., College of Education, Babylon Univ.
Dr. Wafa Mukhlus	PhD in English methods of teaching	English Dep., College of Education, Babylon Univ.

**3.4 Statistical means:** Fisher Formula was adopted to obtain results for the study which is as follows:

$$\sum f*w/n$$

$\sum$ =summation

n=number of respondents

w=weight

f=frequency

## Chapter Four The Analysis of Results

To obtain the reseach results, statistical means were used to check the frequency use of each item of the tested vocabulary learning strategies as shown in the following tables:

Table(1) Frequency & power of social strategies items

Items	Frequency	power
1- I learn new English words by asking my teacher about their meaning and uses inside the class.	10	0.6
2-I learn new English words by interacting with native speakers through	8	0.5

internet service.		
3- I learn new English words by practicing them in spoken English when I interact with classmates.	6	0.4

Table(2) Frequency & power of cognitive strategies items

Items	Frequency	power
1-I learn a new English words by making mental picture of a situation in which they are used	13	0.8
2-I learn a new English words by using them while writing reports or summaries or notes	11	0.7
3-I learn new English words by guessing their meaning through contexts.	12	0.8

Table(3) Frequency & power of memory strategies items

Items	Frequency	power
1- I learn new English words by spelling them silently in mind several times.	43	2.8
2- I learn anew English words by writing them several times.	41	2.7
3- I learn new English words by associating them with words that I previously learnt.	45	3

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Table(4) Frequency & power of metacognitive strategies items

Items	Frequency	power
1- I look for oportunities to read as much as possible to get new English words	14	0.9
2- I monitor my mistakes in uttering, writing, and using new E\nglish words	12	0.8
3- I try to find as many ways as I can to learn new English words successfully	15	1

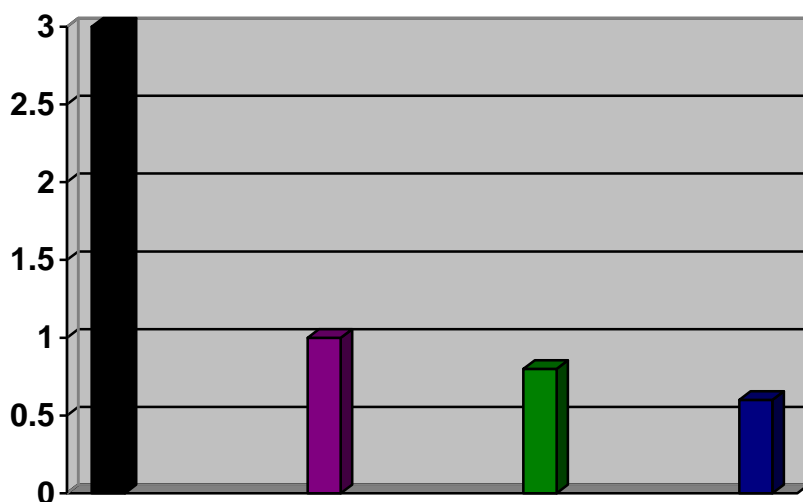
According to Fisher, there are three degrees to test the power of item's frequency use as shown in the line below:



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The items that fall between (3) and (1) are more powerful than those that fall between (1) and (0). The diagram below shows the ranking of the strategies as memory strategies are ranked first since their items reached the top of the rank according to the power of the frequency use of the respondents as hypothesized in this study, metacognitive strategies are as second, cognitive and social strategies are as third and fourth successively.



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The above results indicate the following:

1-The respondents rely heavily on memory strategies in learning new English vocabulary and more specifically word association strategy is highly adopted rather than other memory strategies.

2-The respondents showed their intention to find opportunities to learn new English vocabulary ; yet they need to be instructed to use varied strategies to reach successful learning such as how to plan for reading as much as they can so as to get new English words and with their uses in texts.

3-Cognitive strategies related to the use of new English words showed low frequency use on the part of the respondents because of their incapacity to link words to the contexts or the situations they are used in.

4-Social strategies are the least used strategies by the respondents since they are little or no opportunities provided to mix or interact with native speakers .Using new English words while interacting with others demands knowing the degree of meeting of those words with the spoken situations which can be facilitated when they are used with native speakers who develop their vocabulary knowledge throughout their lives.

Chapter Five  
Conclusions

The study has come up with the following conclusions:

1-Iraqi EFL undergraduates are learning new English vocabulary mainly through memory strategies.

2-There is no apparent effort in the teaching situation to devise tasks so as to train Iraqi EFL undergraduates how to learn new English words by using varied strategies rather than to stick to one type.

3- New English vocabulary should not be learnt apart from the situation or the context in which they are used

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## The questionnaire form

Items	Frequency			
	alwa ys	someti mes	rare ly	nev er
1-I learn new English words by asking my teacher about their meaning and uses inside the class.				
2-I learn new English words by interacting with native speakers through internet service.				
3- I learn new English words by practicing them in spoken English when I interact with classmates.				
4-I learn new English words by making mental picture of a situation in which they are used				
5-I learn new English words by using them while writing reports or summaries or notes				
6-I learn new English words by guessing their meaning through contexts.				
7- I learn new English words by spelling them silently in mind several times.				
8- I learn new English words by writing them several times.				
9- I learn new English words by associating them with words that I previously learnt.				
10- I look for oportunities to read as much as possible to get new English words				
11- I monitor my mistakes in uttering, writing, and using new E\nglish words				
12- I try to find as many ways as I can to learn new English words successfully				