THE EFFECT OF VOCABULARY LEARNING STRATEGIES IN ENHANCING VOCABULARY LEARNING AMONG SECONDARY SCHOOL STUDENTS IN BANI-WALID LIBYA

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Abstrak

Kajian lepas menunjukkan bahawa strategi pembelajaran perbendaharaan kata memainkan peranan penting meningkatkan pengetahuan perbendaharaan kata dalakalangan pelajar bukan penutur jati bahasa Inggeris. Namun begitu, kajian tentang kesan penggunaan strategi pembelajaran perbendaharaan kata untuk meningkatkan pengetahuan perbendaharaan masih kurang dijalankan di Libya. Kajian lampau juga memperlihatkan bahawa penguasaan pembelajaran perbendaharaan kata dan pengetahuan perbendaharaan kata dalam kalangan pelajar sekolah menengah adalah lemah. Kajian ini meneliti kesan strategi perbelajaran perbendaharaan kata dalam meningkatkan pengetahuan perbendaharaan kata dalam kalangan pelajar sekolah menengah di bandar Bani-Walid, Libya. Kajian juga meneroka maklum balas pelajar terhadap jenis strategi pembelajaran perbendaharaan kata yang mereka gunakan sebelum dan selepas intervensi. Instrumen yang digunakan dalam kajian ini ialah soal selidik, ujian perbendaharaan kata, temu bual separa berstruktur, dan buku log. Data dianalisis dengan menggunakan sampel ujian t bebas, statistik deskriptif, dan analisis tematik.. Soal selidik VLS telah diedarkan kepada 280 orang pelajar sekolah menengah. Ujian pra dan ujian pasca perbendaharaan kata telah dikendalikan kepada 80 orang pelajar sekolah menengah yang terdiri daripada kumpulan eksperimen dan kumpulan kawalan. Kumpulan eksperimen menjalani latihan selama sebelas minggu dengan menggunakan VLS, manakala kumpulan kawalan didedahkan dengan teknik pembelajaran secara tradisional. Seramai dua belas orang pelajar terlibat dalam sesi temu bual separa berstruktur. Buku log pula diedarkan kepada enam orang pelajar. Dapatan kajian menunjukkan perbezaan yang signifikan dalam markah ujian perbendaharaan kata antara kumpulan eksperimen dengan kawalan. Dapatan kajian juga memaparkan terdapat pengaruh yang positif terhadap strategi pembelajaran perbendaharaan kata dalam meningkatkan pengetahuan perbendaharaan kata dalam kalangan pelajar di Libya. Kaedah strategi ingatan didapati memberikan kesan yang signifikan dalam meningkatkan pembelajaran perbendaharaan kata dalam kalangan pelajar ini. Kajian menyarankan agar aspek latihan para guru Libya yang menyepadukan strategi pembelajaran perbendaharaan kata dalam pembelajaran perbendaharaan kata dimasukkan ke dalam kurikulum. Pembelajaran, Perbendaharaan kata, Strategi

Kata kunci: Pembelajaran perbendaharaan kata, Pengetahuan Pembendaharaan kata, Pelajar sekolah menengah, Libya

Abstract

Studies have shown that vocabulary learning strategies (VLS) have an essential role in improving vocabulary knowledge among non-native learners of English.However in Libya, studies on the effect of using vocabulary learning strategies to enhance vocabulary knowledge are still lacking. Studies have also revealed that there is a weak performance in vocabulary learning and vocabulary knowledge among secondary school students. This study investigated the effect of vocabulary learning strategies in enhancing vocabulary knowledge among secondary school students in Bani-Walid, Libya. It also explored students' feedback on types of vocabulary learning strategies the students used before and after the intervention. The instruments used were questionnaire, vocabulary test, semi-structured interviews and logbooks. The independent sample t-test, descriptive statistics, and thematic analysis were employed to analyse the data. The VLS questionnaires were distributed to 280 secondary school students, and the pre-tests and post-tests of vocabulary were administered to 80 secondary school students in the experimental and control groups. The experimental group received the treatment for eleven weeks using VLS, whereas the control group was taught using the traditional method. Meanwhile, the semi-structured interviews were conducted with twelve students, and logbooks were distributed to six students. The findings showed a significant difference in vocabulary test scores between the experimental and control groups. The findings showed a positive influence on the vocabulary learning strategies in enhancing vocabulary knowledge among the learners in Libya. The results also indicated that the memory strategies had a significant effect in enhancing vocabulary learning among these learners. The findings propose that the curriculum include training Libyan teachers to integrate vocabulary learning strategies in the vocabulary teaching.

Keywords: Vocabulary learning, Vocabulary learning strategies, Vocabulary knowledge, Secondary school students, Libya

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Vocabulary is central to any language and of critical importance to the typical language learner (Şener, 2009). According to Nation (2001), vocabulary help learners listen, speak, read or write more effectively. Without having sufficient vocabulary, students find it difficult to communicate in any language. Wilkins (1972) also states, "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed" (p. 111). These statements stress upon the importance of vocabulary in conveying meanings and expressing ideas, emotions, and feelings to others during communication. This means, without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse. The knowledge of vocabulary is essential when using a second or foreign language owing to the fact that one is unable to communicate with others without having a sufficient repertoire of words at one's disposal. In light of this, vocabulary becomes the primary concern for language teachers and applied linguists who put much emphasis on vocabulary teaching making it as a very significant factor in language teaching (Anderson & Nagy, 1992).

In Libya where the present research was conducted, English is taught as a foreign language (Altaieb, 2013). The need for communication in English has played an important role in curricular restructuring at both the middle and the high school levels. The widespread use of English has left a significant impact on education and business. For the reason that nowadays most universities in the world use English language as

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the medium of instruction, learning English language may help students to perform better in their academic studies (Kirkpatrick, 2011). Following the reintroduction of English teaching in Libya, the national educational policy has been focused on the English language and technology since the early 2000s. The globalization and easy access to the internet also promoted English for engaging information resources; therefore, acquiring the skills to utter fluently in English has become a necessity in Libya. Thus, the new English language curriculum in Libyan high schools is primarily based on communicative language teaching.

In terms of English language teaching, vocabulary teaching has been given due attention in the new curriculum (see Appendix A). Despite the new curriculum being focused on teaching vocabulary, the traditional English tuition method of Grammar Translation is still being followed, since it accommodates teachers' established classroom-management approaches while being economical in terms of both effort and time. As the whole textbook must be completed within the allocated term time, the teachers' efforts are directed to covering the entire content irrespective of whether the students acquire the language in a communicative manner. Consequently, the students are more accustomed to the memorization of word lists and sentence pattern drilling as opposed to engaging with the language in an interactive and communicative manner. Therefore, the majority of the students are unable to communicate in English when they commence university, notwithstanding that they have studied the language for six years in total through their middle and high-school education (Altaieb, 2013; Radwan, 2013).

In addition, Savignon (2002) asserts that Libyan students are claimed to be passive participants who tend to merely listen and follow the lead of their teachers. This is attributed to Libyan learners being directly affected by the traditional method of teaching that teachers apply in classrooms (Radwan, 2013). This explains why the concern of Libyan secondary school students in learning English becomes only passing the exams, because students adopt only memorization strategy to save in their minds lists of words in order to pass the exams and to obtain high marks (Alhmali, 2007).

Therefore, the interest to focus in the present study on vocabulary learning strategies (henceforth VLS) springs from some valid reasons. In the first place, the present study explores the level of awareness of secondary school students towards English language learning strategies, and secondly, since teaching of different vocabulary learning strategies is very vital in language learning, the present study is an investigation into their teaching in Libyan schools.

Accordingly, the objective of this study is to investigate the use of VLSs by the Libyan secondary school students. It also aims to determine the effec of the VLS use on vocabulary learning. This is significant since in Libya, the new curriculum has shifted prevalent classroom practices and the role of teachers towards more of a student-cantered approach, and thus, it is important to know how these VLSs contribute to helping learners improve their vocabulary knowledge.

1.2 Background of the Study

The previous section discussed the factors that inspired the researcher to conduct the present study. In this section, the researcher will throw some light on the other

contributory factors in formalizing the present study. Thus, the following paragraphs discuss the background of Libya as a nation, the system of education in Libya, the background of teaching of English in Libya and the English language curriculum in Libyan Schools. Furthermore, the researcher illuminated the previous and current English language curricula, while focusing on the methods for the tuition of English employed in Libyan schools. The last aspect of the background discussed is the situation of teaching vocabulary and how the learners learn new English words during their lessons. It also investigated the role of teachers in teaching vocabulary and the methods they used to teach new English words.
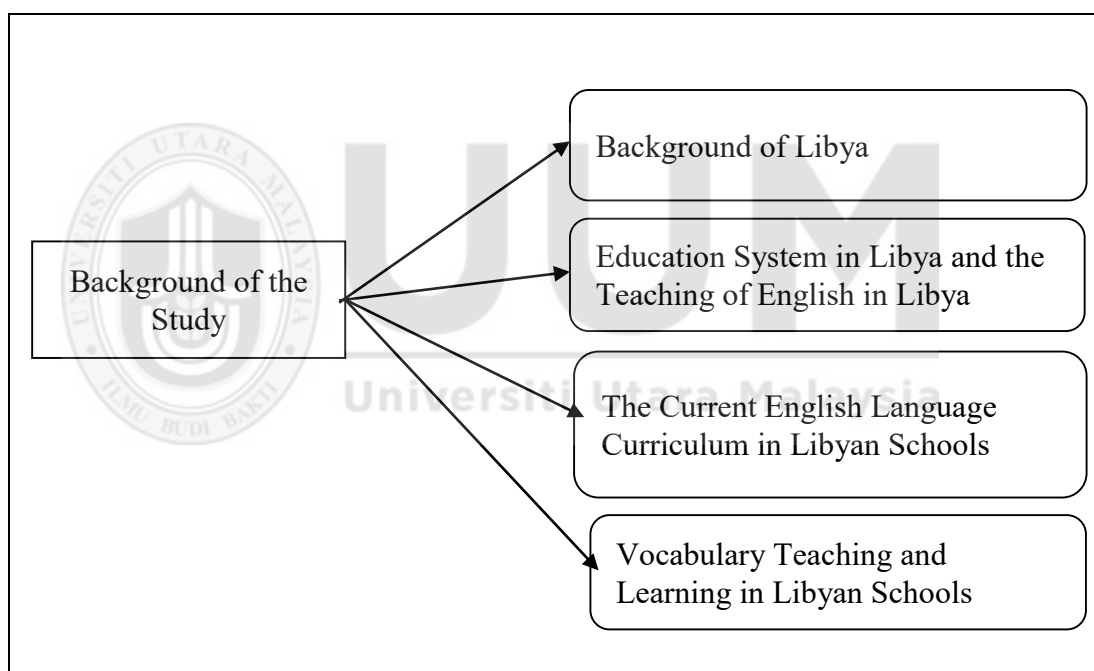
Figure 1.1. Overview of the Background of the Study

1.2.1 Background of Libya

Libya is situated in North Africa. It is bordered on the north by about 2000 kilometres of sea coast along the Mediterranean Sea, by Egypt on its eastern border, by Chad, Niger and Sudan on its southern border, and by Algeria and Tunisia on its western border (see Figure 1.2) According to a 2013 survey, the total population of Libya is

listed as 6,002,347 (Country Profile, 2013). The country has a total area of 1.8 million square kilometres, which makes it the fourth largest country by area in Africa (Tantani, 2012). Islam is the main religion of the country and Arabic is the official language of administration and education. Libya is considered to be a monolingual country, regardless of the fact that 10% of the inhabitants speak Berber as their first language (L1) and Arabic as their second language (L2) (Asker, 2011). Apart from English, the Libyans speak no other foreign languages. In fact, although the country was occupied by Italy from 1911 to 1942, this does not appear to have had a noticeable impact on the Libyan culture or on the present sociolinguistic structure. Generally, very few Libyan people, most of whom are elderly, speak fluent Italian (Asker, 2011).
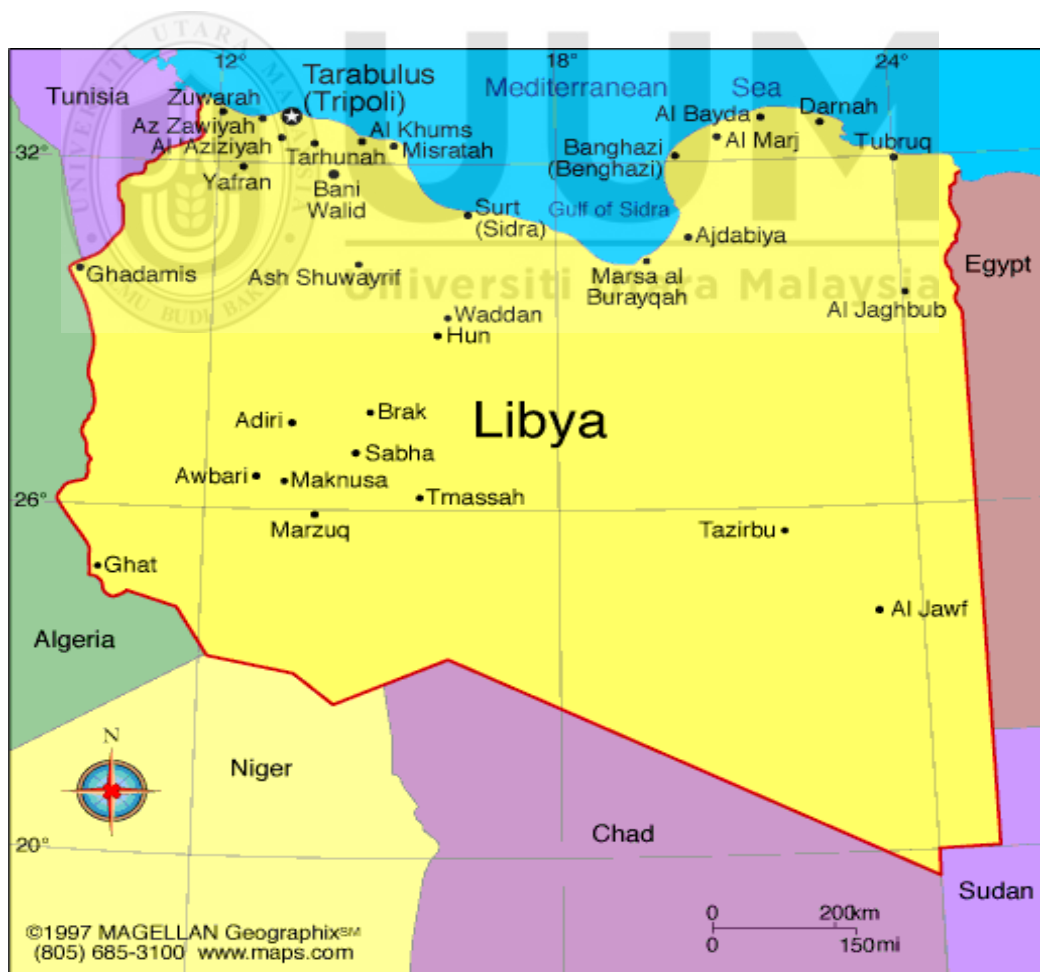
Figure 1.2. A Map of Libya
(*Source:* InfoPlease, n.d.)

Since 1969 Libya has changed in the political section. The first independence of Libya was acknowledged on 1951. Before the name of the Libyan country was named 'The Libyan Kingdom' and was announced a legal and inherited dominion under King Idris (Country Profile, 2013). In September 1969, Al-Fatah revolution was operated by Muammar Al-Qaddafi which led to in the downfall of the kingdom. In 1977 the authorized name of Libya was broadcasted to be the 'Great Socialist People's Libyan Arab Jamahiriya.' Al-Qaddafi's government led Libya for 42 years.

1.2.2 Education System in Libya

In 1911, Italy occupied Libya for about three decades. According to the Libyan National Report (General Peoples' Committee of Education; henceforth GPCE), the first step that the Italian invaders took when they landed in Libya was burn down the existing Islamic schools and libraries and close down all schools (Gulinao, 2013). Gulinao states that the Italian authorities aimed at re-establishing a new education system that would serve the Italian invasion policy in Libya. Thus, in 1939 about 100 schools were built across the country. However, ordinary Libyans in both urban and rural areas were not allowed to attend these schools (Gulinao, 2013). In fact, as is stated in the Libyan National Report (GPCE, n.d.), only 5% of Libyan people were permitted to join these Italian schools. Italian language was the basic medium of classroom instructions, and Arabic language was a second language in the country. Moreover, there was a policy made by Italian invaders to prevent Libyan pupils studying beyond the 4th year at the primary level. As a result, the majority of the country was left illiterate, as only a few children were able to obtain the basic education (GPCE, n.d.).

In 1969, the government of Al-Qaddafi commenced the construction of educational institutions throughout the country, inclusive of middle and high schools, universities and technical institutes. There is no charge for education in Libya and it is compulsory for all citizens, while there is no male/female segregation from the elementary to tertiary levels. The report of the GPCE (2008) declares that the significance in the education programme in Libya was focused on to '*support education*' through a '*comprehensive policy of education for all*' (p. 20). According to this announcement, this policy was put emphasis on by the rule of law (Education Law of 1971) which acknowledged that learning was free and obligatory for all levels of school systems for males and females "without any difference whether social or in superiority" (GPCE, 2008).

According to GPCE (2009), the number of students who study abroad reached 5,734. The Ministry also declared that the academic year 2009/2010 saw 110,488 students enrolled as first graders, the number of schools throughout the country in 2007 was 4,298, and the number of students in these schools was 1,043,653. Students enrolled in institutes and universities numbered 377,823.

The Libyan education system is represented into two main constructions: the school system and the college system. This system has been considered to comprise all the age collections from young children to adult learners in graduation studies. It shows the next phases:

1. **Elementary School**: El-Hawat (2006) reports that elementary schooling in Libya consists of six years, and it starts from the age of 6 years until 12 years. (pp. 207-208).

2. **Middle Level:** This level entails three years of study and enrols the age group 12-15 years.

3. **The Secondary School:** This includes three years of study and enrols the age group of 16-19 years. This system is called 'General Secondary' which is divided into two main specialties, Arts and Sciences.

4. **University Education**: The study period at the university lasts from four to six years. It includes three-year university education centres, higher institutions, and higher technical and vocational centres.

Table 1.1

Basic Education System in Libya

Stage	School (Grade)	Age	Duration of Schooling
Primary	1-6	6-12	6 years
Middle	7-9	13-15	3 years
High (Secondary Schools)	10-13	16-18	3 years
University Level	14-17	19-22	4 years and some faculties spend 5 years

(*Source*: Elabbar, 2014, p. 75)

In comparison to the education systems found in Europe, the United States and Japan, the Libyan counterpart remains considerably standardized, with the Ministry of Education retaining complete control of all school-related aspects, as well as all policies and decisions related to curricula and administrative regulation. However, in order to ensure that the policies and decisions are applied effectively, the Ministry

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maintains direct contact with all the administrators in the regions, who are responsible for the implementation. The Ministry's Department of Curricula and Instruction deals with all the curricula-related decisions, inclusive of establishing the goals and objectives, and producing the textbooks, teachers' guides, and other instructional materials. Consequently, teachers use the guides as prescribed by the Ministry to teach the textbooks within a specific period. The Ministry of Education's Department of Evaluation and Assessment is also responsible for the writing and distribution of the standardized exams that must be taken by every high-school student at the senior level at the end of the academic year. These exams are distributed simultaneously to all schools nationwide.

1.2.3 Teaching of English in Libyan Schools

This section in this study describes teaching of English language in Libya, and the kind of curriculum followed in Libyan schools.

1.2.3.1 The Old English Language Curriculum in Libyan Schools

Since 1970 to the mid-1990s learning English was started in spread in Libyan schools and universities (Sawani, 2009, pp. 5-13). The English language curriculum was teacher-centered and taught by instructors based on the Grammar Translation approach (Finocchiaro & Brumfit, 1983). The curriculum consisted of some passages and it was mainly focused on teaching reading and grammar. Teaching English language began in the seventh grade in Libyan schools at that time. The period for the tuition of English, as per other subjects, was forty-five minutes on a daily basis.

The *Living English for Libya* textbooks were utilized in public schools at the intermediate and secondary levels, and included themes that focused on the different facets of life in Libya; for example, the life of the Libyan farmer was the focus of some units (For an example lesson of the textbook, see Appendix B). The textbook units began with a reading passage in order to serve as an introduction to the new lexis, and then followed by questions testing the students' comprehension of the passage. Also included were tasks that involved sentence completion, as well as drilling in order to practice the grammatical structures introduced in the lesson.

The way of teaching that teachers used to employ to teach these textbooks was by applying the following steps:

- Commence the lesson by introducing words on the blackboard, and then produce it orally to present the pronunciation.

- Teachers asked the students to repeat the words after them to make sure that the students pronounced the words correctly; teachers also wrote down the new English words with their Arabic equivalents to help the students memorize their meanings.

- Teachers read out the reading passage to the students.

- Teachers asked some students to read the passage aloud to make sure that students pronounced the words correctly.

- To test on the students' comprehension of the passage, the teachers asked the students to give the Arabic translation of these words.

- In respect to the grammar, the teacher placed the respective structures on the board, providing examples and explicit explanations, while posing questions to check the students' comprehension.

Therefore, notwithstanding the emergence of globalization and the necessity for communicative competency in the medium of English, the curriculum led to students graduating from high school without the required knowledge and competency in written or spoken English. The Libyan ministry has addressed many judgements to progress the excellence the teaching and learning of English language. Among them, however, was the significant decision issued in the mid-1990s establishing the adoption of Communicative Language Teaching (henceforth CLT) (Orafi & Borg, 2009, p. 244).

1.2.3.2 The New (Current) English Language Curriculum in Libyan Schools

Libya brought in a new English language curriculum in 2000, with the focus on the preparatory and secondary school levels and representing a national drive to develop the standard of English language tuition. The curriculum is presented in the *English for Libya* textbook series, published by a UK-based English Language Teaching (henceforth ELT) company called 'Garnet', in collaboration with Libya's Ministry of Education and Research Centre. The curriculum is grounded in principles that reflect a considerable shift for English language teachers in Libya in respect to the methodology of tuition, materials, and language teaching and learning theories. The teaching of this curriculum is primarily based on the communicative approach, which emphasizes the teaching of language in authentic contexts while underscoring the communicative and social components of the language (Orafi & Borg, 2009).

In addition, the curriculum designers and policy makers have allocated an adequate time and weightage to the skills of English language teaching syllabus, and considered the teaching of four skills as an essential part of their curriculum policy and design.

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For example, the English as a Foreign Language (henceforth EFL) teachers in Libyan secondary schools teach English reading skills according to the prescribed standards and strategies, following the teaching materials in their course books. Moreover, curriculum specialists have included special techniques in the syllabus in order to help the EFL teachers in making the learning flexible. Teachers have guide books (Teachers' books) which include key answers of the questions set in students' books. The guide books also provide EFL teachers with strategies and instructions to apply in the class for successful teaching. The textbook consists of eight units, and each unit is further divided into two sections (for a sample from unit one of the textbook, see Appendix C).

The first section is an essential one that all learners should learn. There is a particular theme for each unit, which is then developed in respect to the functions of vocabulary, grammar and communication. A unit comprises of 11 lessons, with six in the essential part. 5 for the specialization. There are six pages in the core section of the unit, with this section following an identical format and comprising of four stages:

- Lessons 1 & 2: Reading: Topic sentences, Reasons and Examples

- Lesson 3: Vocabulary: Phrasal Verbs 2

- Lesson 4: Grammar 1: Comparatives with Much and Many

- Lesson 5: Grammar 2: Must, May, Might and Can't

- Lesson 6: Speaking: Giving Opinion

- Lesson 7: Writing: Paragraphs with Topic Sentences

Meanwhile, the second section is a specialized one that differs according to the area the student may be following, such as Social or Basic Science, for example. The

specialised section is four pages which describes a phenomenon in science or a lesson in social scienceLesson 8: Searching the Skies

- Lesson 9: The Galaxy

- Lesson 10: Earth and space quiz

- Lesson 11: Famous Astronomers

- Lesson 12: Listening: Conversations in a Public Place.

1.2.3.3 Comparison between the Old and New Curriculums of English Language in Libyan Schools

The government's policies on education focused on the English language and technology from the early 2000s. The increased prevalence of globalization and easy-access Internet also forwarded the English language as a primary prerequisite for engaging with resources related to information; thus, the acquisition of spoken and written skills in English has become a necessity in Libya, with this shift having a significant influence on the restructuring of the curriculum in Libya for both middle and high schools. Therefore, new English curriculum was adopted to overcome the weaknesses of the old one. In other words, there was a shift in the new curriculum away from receptive skills, for example, the repetition of grammatical rules and memorizing new lexis, to an emphasis on productive skills that allow students to engage with English appropriately from the functional and communicative perspectives (Orafi, 2008). Thus, these are the major differences between the two curricula:

- The new curriculum's principles were targeted towards facilitating students' communicative use of the elementary forms of spoken and written English rather than being focused only on memorizing the grammar rules.

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- It changed the learners' role in language learning, since the nature of the classroom activities that the students are expected to participate actively in the learning process, such as, sharing and connecting the activities with their own experiences and personal lives, entail problem-solving tasks, discussions in the classroom, presenting their opinions and collaborating on their answers.

- The teachers are provided with the teachers' book. This book provides the teacher with instructions on classroom management, while offering the student guidance, explanations, and feedback to enable the effective achievement of the specified tasks.

- Another significant difference is that it encourages students to learn a series of complex skills, such as the interpretation of the meaning of the text through the application of skimming and scanning techniques. For example, reading lesson usually goes through three stages: before reading, while reading and after reading. With the new curriculum students can express their ideas, and predict and interpret.
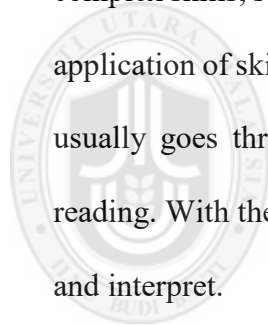
Table 1.2

Comparison between Old and New Curricula of English Language in Libyan Schools

	Old Curriculum	New Curriculum
Approach	Teacher-centred approach	Learner-centred approach, communicative language teaching approach
Method of Teaching	Grammar-Translation Method	Communicative language teaching
Objectives	The basic rules of English language grammar such as forming questions and using present tense.	To enable learners to use the language effectively and appropriately in real communicative contexts
Skills	Grammar Reading	Reading Vocabulary Writing Grammar Listening Speaking
Content	Focused on the lives of the Libyan farmers, and how these farmers managed their daily life	It consists of: Core section which covers *Reading, Vocabulary, Writing, Grammar, Listening* and *Speaking*
		A specialised section which covers the specialization of a student (e. g. Basic science, Economics, Social science).
Number of textbooks	Only one textbook	Two textbooks for students Guidebook for teachers

Overall, compared to the previous curriculum, the new English curriculum reflects a considerable shift in comparison with the previous curriculum, in terms of the principles of language learning and teaching. The next part of the background of the study discusses the situation of teaching English vocabulary in new curriculum in Libyan schools.

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1.2.4 Vocabulary Teaching in Libyan Schools

As a matter of fact, the ultimate goal of second language (L2)/ foreign language (FL) learning is communication, i.e. to enhance the learners' ability to participate in a non-native language interaction and achieve successful communication (Rababah & Bulut, 2007). Therefore, the new curriculum of English language in Libyan schools is based on communicative approach. In communication-based curricula, the purpose of language learning and the goal of language teaching is communication. The curriculum focuses on reading, writing, speaking, listening, vocabulary and grammar. For example, in the textbook for second year of secondary school, the syllabus is divided into eight units. In each unit, there is a section for teaching vocabulary, and there are also some instructions on vocabulary teaching in Teacher's Guidebook (see Appendix D). But, in fact, what the curriculum is based on is different from what is actually being implemented in classrooms. In other words, the method that the teachers still apply inside the classroom is Grammar-Translation Method (Ibrahim, 2015, p. 76). Altaieb (2013) also conducted a study on similar lines titled, "An investigation and assessment of implementation process of English curriculum in Libyan public high schools." Altaieb (2013) concluded that the method of teaching, which Libyan teachers use in classes, is Grammar-Translation Method for the reason that it fits their own way of managing the class and saves time and effort. He also encourages teachers to cover the syllabus, irrespective of whether the students have acquired the language in a communicative manner (Altaieb, 2013, pp. 4- 5).

As regards vocabulary teaching, Najeeb (n.d.) states that, "The teachers use Arabic (the first language) to explain grammar and the meaning of EFL texts, and the students are asked to translate English sentences into Arabic or vice versa." Thus, the teachers

usually offer list of English words, or ask students to underline the unknown words in the passages, and they sometimes translate words or asks students to use dictionary to find meanings of words. As a result, students have to memorize the words in order to enhance their vocabulary and to pass the exams. Aldabbus (2008) argues that the preference for such a method of teaching in the Libyan schools has been problematic, because a mechanical process of learning is aimed solely at passing exams and moving onto the next stage; this focuses on memorization and repetition. Consequently, students are both unmotivated and reluctant to participate in communicative activities. Besides, classroom vocabulary instruction is confined to providing learners with a long list of English words adjacent to their Arabic translations.

As a result, the learners face problems with memorizing many new words all through the whole course and students are unable to communicate in English, despite six years of study at the middle and high school levels. Ultimately, the students proceed to university ill-equipped with the skills required to communicatively employ English m2013). Moreover, "communicative proficiency does not result from mechanical drill and memorization" (Guntermann & Phillips, 1982, p. 1). Clearly, it is evident that any the learning strategies of vocabulary being acclaimed or presented in lesson period by a trainer are absent; only the common strategy of recurrence is likely to be used as an aid to remembering the words (i.e. saying the English word aloud, with the L1 meaning many times, reading the words silently frequently, etc.). To conclude, no vocabulary learning strategies are explicitly introduced in class, and the learners are asked to memorize the vocabulary in isolation. Consequently, this study is aimed at investigating to what extent Libyan EFL students are aware of different vocabulary learning strategies that they apply in learning new English words.

1.3 Statement of the Problem

Vocabulary acquisition has consistently been regarded as one of the most important components in learning a second language (Meara, 1980; Nation, 2001; Schmitt, 2000). Though English is considered as a foreign language in Libya, the increased awareness held by Libya's government and people about its global importance has led Libya's Ministry of Education to set its main objective in ELT as enabling the students to competently communicate in English. As a result, the Ministry developed English language curriculum on this goal (Orafi & Borg, 2009, p. 251). Therefore, the new English textbooks include different communication activities and learning tasks which have been primarily designed to be performed through pair and group work, role-play, problem solving and language games (Phillips et al., 2008). All these activities in the curriculum are mainly focussed on developing the four language skills (reading, writing, speaking, and listening) besides enhancing grammar and vocabulary. According to the teachers' book, the textbooks are "designed to consolidate and further develop understanding of learning vocabulary and to extend their ability in the four language skills of reading, listening, speaking, and writing" (Macfarlane, 2000, p. 1). Clearly the contemporary English language curriculum deployed in Libyan classrooms has a place accorded to the teaching of vocabulary.

However, even after many years of the introduction of this curriculum, Libyan EFL teachers in secondary schools still follow teacher-centred approach (Ahmad, 2004; Ali, 2008). As a result, it is argued, that there is a gap between what is expected in the new curriculum and what is actually being followed in classrooms. Libyan EFL teachers still follow the Grammar-Translation Method (Altaieb, 2013; Grada, 2014; Orafi, 2008). According to Altaieb (2013), 88% of the respondents mentioned that

focusing on rote memorization and repetition as one of inhibitive factor for applying new curriculum. In addition , Najeeb (2013) asserts that teachers explain grammatical structures and define the meaning of English language texts through Arabic (i.e. the native language), with the students then requested to engage in interpreting sentences from English to L1, or L1 to English.

In the same thread, Shihiba (2011) found out that Libyan secondary students often finish their secondary education phase with weakness in English speaking and listening skills, which affect their English education at the university. This iusse is obviously reflected in Libyan students' inability to communicate orally in university courses. It is significant to note that this issue is critical in the literacy literature (Alahirsh, 2014), snice some academic majors where English is used as the medium of instruction and communication. Moreover, Alahirsh (2014) declares that in Libyan universities students with English as a major frequently struggle to recall the meanings of even words that are in common usage. Therefore, the more traditional methods of vocabulary instruction, which focus on memorization of isolated words, seem not to have been effective (Orafi & Borg, 2009). Moreover, Nation (1990) emphasizes that the way words are taught can affect the learning burden of a word […] and accordingly, owing to bad organization the difficulty in learning a word is increased" (p. 19).

Furthermore, in an empirical research conducted by Radwan (2013). It showed that there is a gap between Libyan EFL learners' needs and what they are exposed to in their course books. In terms of teaching vocabulary, according to teacher's guide book vocabulary should be taught by using synonmys antonyms or collocations of words. However, 80% of teachers responded that they utilized the traditional method that

focuses on memorization words. At the same time, they argued that one of problems that Libyan learners face in learning English is forgetting the words taught to them. The learners cannot recall the words taught, or their meanings. The findings of interview showed that the students reveal that using only memorization does not generate any interest or enthusiasm in them to learn more new words. In line with that, Alahirsh (2006) revealed that both Libyan EFL teachers and learners lacked knowledge of different approaches for improving learners' lexical knowledge. Altaieb (2013) also states that, "To learn English during my middle and high school, I had to memorize the lists of new words and grammatical rules given to me by my teachers on a daily basis… I always wondered if there were other ways for me to learn English than by the traditional memorization" (pp. 1-2).

Moreover, Alkhawaldeh (2012) and Hamouda (2013) found out that one of the major challenges and difficulties encountered by the Libyan secondary school EFL learners learning in terms of the four language skills is confined to a limited vocabulary. Thus, lacking of an adequate knowledge of vocabulary makes using English more challenging for all Arab EFL learners in general and Libyan EFL learners in particular, and this frustrates them to use English, especially in speaking and writing (Radwan, 2013). Therefore, the challenges faced by both EFL learners in learning English vocabulary suggest that urgent steps need to be taken to address these challenges in Libyan secondary schools.

Libyan EFL learners need to master vocabulary. Sokmen (1997) advocates for helping learners learn to acquire vocabulary on their own, noting that it is "not possible for students to learn all the vocabulary they need in the classroom" (p. 225). Schmitt

(2010) argues that the importance of vocabulary in language learning is recognized by learners, who "carry around dictionaries and not grammar books" (p. 4). Despite the crucial part played by vocabulary acquisition, this important language skill has not yet gained a status of priority among the curricula of English departments in Libyan universities (Alahirsh, 2014, p. 5). Therefore, the issue of improving students' word knowledge acquires greater significance for Libyan EFL learners, which needs serious steps to take to be figured out in detail.

A review of literature shows that there is scarcity of research on English language vocabulary learning strategies used by Libyan students. However, there are a few studies on the subject worth mentioning. There is conducted by Aljdee (2011) who investigated the relationship between vocabulary knowledge and vocabulary learning strategies. He attempted to ascertain the range and frequency of some vocabulary learning strategies students commonly use. Consequently, this study contributes to the literature in this field by giving a better understanding of the type of vocabulary strategies used by Libyan students.

Due to lack of research regarding integrating the vocabulary learning strategies into the EFL curriculum to help students improve their vocabulary knowledge, the aim of this study is to investigate the effece of vocabulary learning strategies use in enhancing the vocabulary knowledge among Libyan secondary school students. Thus, this study will help to shed light and provide a better understanding of the effect of these strategies on EFL learners' word knowledge. The study will also consider how learners perceive on the use of the vocabulary learning strategies in improving EFL vocabulary learning.

1.4 Objectives of the Study

In line with the background of the study and the statement of the problem discussed in the preceding section, this study is mainly designed to achieve the following objectives:

1. To determine the vocabulary learning strategies employed by high achievers among secondary school leavers.

2. To determine the vocabulary learning strategies most employed by (the present) secondary school students in Libya.

3. To identify second language learners awareness of the different vocabulary learning strategies.

4. To examine the effect of vocabulary learning strategies on vocabulary knowledge of EFL learners in Libya.

1.5 Research Questions

Based on the objectives of the study, the present research is designed to address the following questions:

1. What are the vocabulary learning strategies most employed by high achievers among secondary school leavers in Libya?

2. What are the vocabulary learning strategies most employed by (the present) secondary school students in Libya?

3. To what extent are second language learners aware of the different types of vocabulary learning strategies in improving their vocabulary?

4. To what extent do vocabulary learning strategies affect vocabulary knowledge of EFL learners in Libya?

1.6 Significance of the Study

This study aims to investigate the effect of VLSs use by Libyan secondary school students, and the extent of vocabulary learning achieved by them with the hope of making a significant contribution in this field of research. I hope that the findings from this study may contribute to the existing body of knowledge in the area of English language teaching. It is hoped that the findings from the present study will raise the second / foreign language learners' awareness of the existing vocabulary learning strategies to acquire new lexical items fast and effectively. They will be aware of vocabulary learning strategies, so that they will adopt them in an effective manner to learn new English lexical items not only in the class but also outside the classroom.

In addition, it is hoped that the findings of this study will function as a useful data for English teachers and curriculum designers. The findings are hoped to increase EFL teachers and curriculum developers' knowledge and awareness of the vocabulary learning strategies used by Libyan English language learners. In light of that, Libyan teachers can decide if the teaching method they use is suitable to students' level, and the teachers will be able to integrate instructions on vocabulary learning strategies with classrooms lessons. Besides, EFL teachers can provide their students with proper assistance that helps them overcome difficulties in learning vocabulary and enhance their students' success in language learning by promoting the use of several VLSs to learn words. Curriculum designers can also get benefit from the findings, incorporating teaching of vocabulary learning strategies in the English language curriculum.

More importantly, it is hoped that the present study can serve as a base for future studies of VLSs. It is important not only to investigate VLSs themselves, but also to

examine them in relation to some other factors that encourage the VLS use. A review of literature shows that very few studies have investigated the effect the VLS use and vocabulary learning. This investigation is the principal objective of the present study. Additionally, the results of the present study could be of great significance in terms of validating the results of the previous results, particularly those related to the frequency and patterns of VLSs used by Libyan learners.

In general, thorough understanding of vocabulary learning can contribute to developing L2 users' ability to use VLSs effectively and to tackle difficulties in enhancing their vocabulary knowledge, besides increasing the Libyan EFL students' awareness of role VLSs in improving vocabulary knowledge.

1.7 Scope of the Study

The present study is confined to Libyan secondary school students in the second year between the ages of sixteen and twenty years old. Since the students at this level have passed the initial stages of learning English after five years of English training, it is assumed that at this level learner are ready to use the language extensively and thus they need a wider vocabulary base. Learners at this stage are suitable as subjects to take part in the experimental study to test the effectiveness of the program developed for their learning and recall of vocabulary items. The scope of present study is confined to English language taught as a foreign language in the context of Libya, with the exclusion of other foreign languages, although with further extension of the study, the research results may also apply to other foreign languages.

This study also focused on the students studying at Hitten Secondary School in Bani-Walid, Libya. The findings obtained from this study could be generalizable to Libyan EFL secondary school students at other schools. On the other hand, the findings could not be generalizable to students and teachers of English in universities. It should be noted that this research used both quantitative (quasi-experiment and questionnaire) and qualitative (semi-structured interviews and logbooks) methods to collect the required data of this study in order to achieve the objectives mentioned earlier. It is extremely crucial to involve both methods producing the in-depth data collection and analysis process in order that the findings of this study will be validated.

1.8 Conceptual Framework of the Study

Conceptual framework essentially represents an 'integrated' way of looking at the problem (Liehr & Smith, 1999). According to Imenda (2014), "conceptual framework may be defined as an end result of bringing together a number of related concepts to explain or predict a given event, or give a broader understanding of the phenomenon of interest – or simply, of a research problem" (p.189). Consequently, the research framework of the present study was designed basically on reviewing the literature and the theoretical gaps that were identified in the VLSs research.

The major purpose of reviewing the literature related to VLSs is to find evidence which could help the researcher to develop a theoretical or conceptual framework. Thus, reviewing the previous studies of vocabulary learning strategies (see pp. 82-91) showed that there is a need for investigation of the effect of these variables (vocabulary learning strategies) in enhancing vocabukary knowledge for three reasons which are:

1. To have an inclusive picture of the types of VLSs adopted by EFL learners.
2. Many studies focused on the

3. To validate the findings of quantitative studies (such as the studies conducted by Abadi & Baradaran, 2013; Nosratinia et al., 2013; Kaur, 2014)

4. To shed light on these two variables (Meomry and Dtermintation Strattegies). Since these selected variables that have been received very little attention from the past studies or their results were contradictory and inconsistent (e.g. previous VLSs instruction). Many studies focused on investigating the effect of metacognitive strategies instruction on language learner performance (O'Malley and Chamot, 1990; Thompson and Rubin, 1996; Vandergrift, 2003).

In the same thread, the review of literature (see pp. 69-76), on VLSs studies revealed that a considerable part of the findings indicates that *Memory strategies* were the most frequently employed by EFL learners, followed by Determination strategies. However, it is significant to note that these findings showed the frequency of VLSs, and they did not study the effect of these strategies on vocabulary learning.

In terms of definding these two variables, according to Schmitt's taxonomy (1997) of second language vocabulary learning strategies, *Memory strategies* refer to the strategy that learner use to connect new material to present knowledge. *Determination strategies* are related to strategies for the discovery of a new word without referring to anoher ones' knowledge. Both these strategies were measured by suing questionnaire. While vocabulary learning presented in learning any word, this variable was measured by utilizing vocabulary test and logbooks.
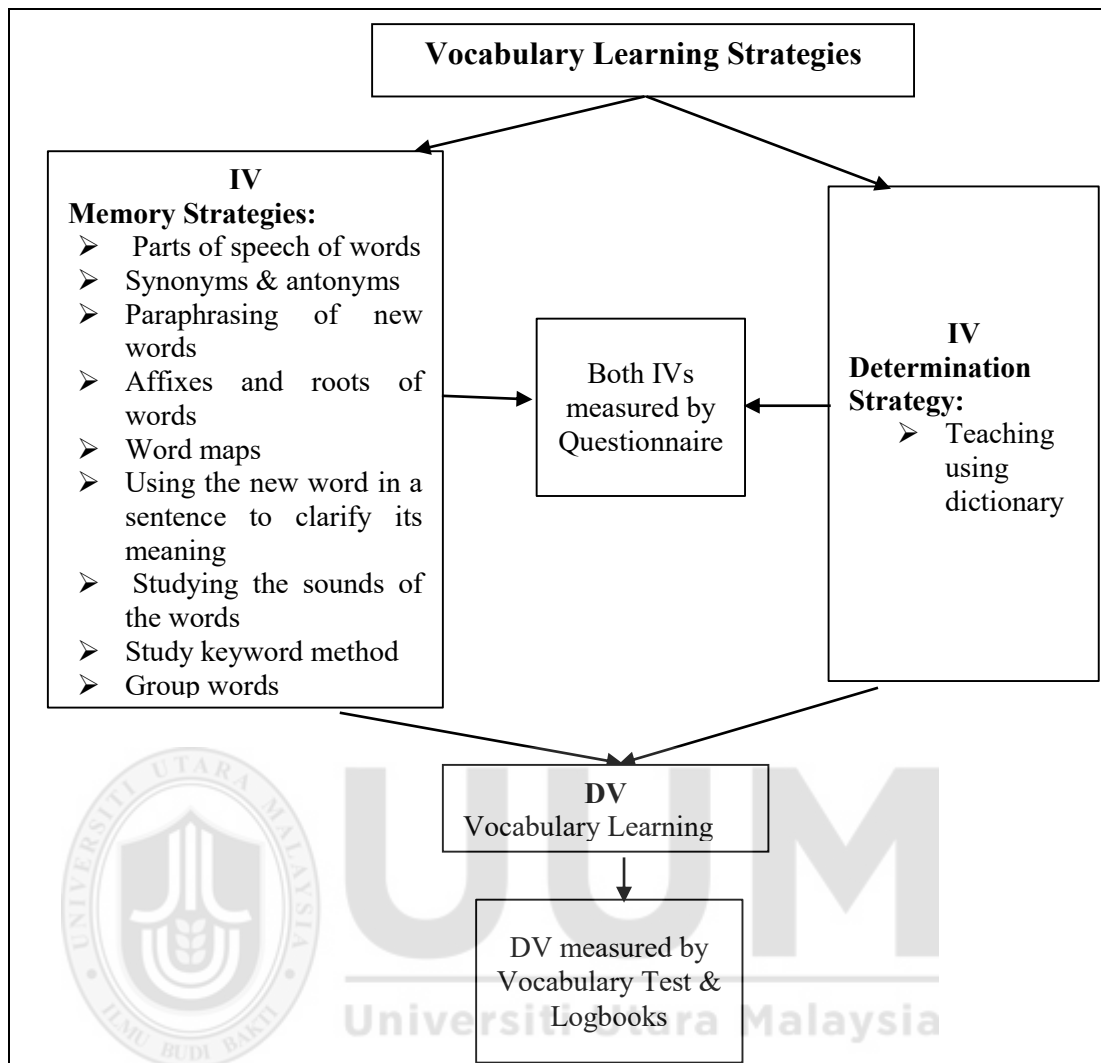
Figure 1.3. Conceptual Framework of the Study

1.9 Definitions of Operational Terms

The following operational terms are used throughout this research study. They are defined for the purpose of explaining how they are employed in the present research.

Language Learning Strategies (LLSs)

This term will be discussed in depth in Chapter 2. However, for the purpose of the current research, this study will adopt Oxford's (1990) definition of language learning strategies which is "specific actions taken by the learner to make learning easier, faster,

more enjoyable, more self-directed, more effective, and more transferable to new situations" (p. 8).

Vocabulary Learning Strategies (VLSs)

This term refers to "the knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meanings of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode (Schmitt, 1997, p. 203)". In this study, vocabulary learning strategies focused on using two types Memory strategies and Determination strategies in terms of the effect use of these two types on the vocabulary knowledge of EFL learners. In the context of the present investigation, "VLS/VLSs" will sometimes be used as the abbreviation for vocabulary learning strategy/strategies.

Second Language (L2)

According to Ellis (1994), a non-native speaker who speaks a second language lives in a context where the second language is the primary means of communication. Thus, English is considered as L2 for Libyan postgraduates in Malaysia as there it is for them the primary tool of communication.

English as a Second Language (ESL)

It refers to the contexts in which students learning English have ready-made contexts for communication beyond classroom (Brown, 2001, p. 116) (e.g. learning English in the USA).

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Foreign Language (FL)

Based on Ellis' (1994) definition of SL, a non-native speaker who speaks a foreign language lives in a context where the foreign language is not the primary means of communication.

English as a Foreign Language (EFL)

It refers to the contexts in which students learning English do not have ready-made contexts for communication beyond classroom (Brown, 2001, p. 116). (e.g. learning English in Libya).

Vocabulary Learning:

This term refers to the learners' ability to recall or recognize what has been learned (Nation, 2001). This term in this study refred to any new words, learn by the respondent and the number of these words.

1.10 Organization of the Present Thesis

The current study is organized as follows: Chapter One presents the context of this study and provides the justifications for conducting it. It includes a background of the study, which sheds light on the need for this research to be carried out, followed by a description of the educational system in Libya. The statement of the problem, research objectives, research questions, significance of the study, scope of the study as well as definitions of operational terms are also provided in this chapter.

Chapter Two provides the theoretical background on which research on vocabulary learning strategies has been based. It discusses the concept of vocabulary learning

strategies, where a number of taxonomies of vocabulary learning strategies are analysed. As well as, it deals with the VLSs studies related to the field in Libyan context. Autonomy in vocabulary learning is also defined at length here. Finally, based on the review of related literature, the conceptual framework of the study is drawn.

Chapter Three describes the methods and techniques adopted in the present study. It delineates the research design, and describes the sample size and the instruments used for data collection. It also reports the results of the pilot study. Moreover, Chapter Three also discusses the data collection procedures, and describes the processes of preparing the data obtained from the main study which includes screening the data, performing analysis to check the missing data, testing the normality, and examining the reliability of the instrument used. This chapter also sheds light on the techniques of data analysis.

Chapter Four reports the findings obtained from the current study as it presents an identification of the VLSs used most by Libyan students, followed by an analysis of the effect of the VLS use in enhancing vocabulary learning. Chapter Four also reports the results of the data analysis.

Chapter Five reports a detailed discussion and explanation of the possible causes and reasons that led to the findings obtained from the current research. As well as, it recapitulates the study in general and highlights the contribution of the present study to the existing body of literature. It also provides implications of the results obtained from the present study for teaching, reviews the limitations of the present study, and provides some suggestions for future research works.

1.11 Summary of the Chapter

This chapter has dealt with the background of the present study, provided an overview of the situation of English language teaching in Libyan contexts, and shed light on the theoretical background and the context of the investigation. It also discussed the statement of the problem and set the objectives of the study, followed by research questions as well as significance of the present research. Lastly, definitions of key operational terms and organization of the thesis were provided. The next chapter will provide the theoretical framework of the study and review the VLSs related studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature available on theoretical and empirical research studies related to vocabulary learning strategies. The chapter is divided into four main sections. The first section discusses the concept of language learning strategies. The second section deals with the vocabulary learning strategies where a number of taxonomies of learning strategies are analysed. The taxonomies specifically chosen for the purpose are Cohen's Taxonomy (1990), Gu and Johnson's Taxonomy (1996), Schmitt's Taxonomy (1997), Hedge's Taxonomy (2000), Nation's Taxonomy (2001), Pemberton's Taxonomy (2003) and Intaraprasert's Taxonomy (2004). The studies related to VLSs are also discussed in this chapter. In the third section is given the definition of autonomy in vocabulary learning. Finally, based on the literature reviewed, the conceptual framework of the study was drawn.

2.2 Overview of Language Learning Strategies

The general concept of using strategies to enhance learning is not new. In the past quarter-century or so, researchers have suggested that learners might be able to learn a language more effectively by the use of language learning strategies (Chamot, 2001; Cohen, 1998; O'Malley, 1987; Oxford, 1990; Rubin, 1975; Stern, 1975; Wenden, 1991). Oxford and Crookall (1989) affirm that teaching students how to use language learning strategies can help them to become successful language learners, since these learning strategies enable learners to gain a sense of autonomy needed to improve their progress in developing second language skills. In other words, learners possess

metacognitive knowledge concerning their thinking and learning methods, an effective understanding of the task requirements, and the ability to draw up strategies that match task demands and their learning capabilities.

2.2.1 Definition of Language Learning Strategies

Many Second Language Acquisition (henceforward SLA) scholars have attempted to define language learning strategies. Language learning strategies, as Rubin (1975) explains, are more than just using ways used by learners; rather, they are "…the techniques or devices, which a learner may use to acquire knowledge (p. 43). Other researchers, for instance, Wenden and Rubin (1987) view language learning strategies (henceforward LLS) as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". More precisely, language learning strategies are techniques, devices, steps, plans, or routines which the learner uses to facilitate or to obtain knowledge or learn a language.

Oxford (1990) defines LLS as "specific actions, behaviours, steps, or techniques that students, often intentionally, use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability." O'Malley and Chamot (1990) propose a similar definition. They define language learning strategies as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information".

Oxford (2001) further demonstrates that language learning strategies enable the self-direction of learners, expand the language teachers' role, are problem-centred, entail several aspects along with cognitive ones, can be taught, are versatile and lastly, they are impacted by different factors. In addition, Richard and Schmidt (2002) view language learning strategies as "the ways in which learners attempt to work out the meanings and uses, grammatical rules, and the aspects of the language they are learning" (p. 301). Gu (2003) defines language learning strategies as "series of actions a learner takes to facilitate completion of a learning task".

It is obvious from the definitions given above that there is no consensus among scholars regarding the definition of the term 'Language Learning Strategies,' though all of them highlight that the process involves obtaining, storing, retrieving and using the information. Segler, Pain and Sorace (2001) also commented that there is no agreement on a definition of the term LLS but scholars agree that learning is a process of obtaining, storing, retrieving, and using information. As noted above, Oxford (1990) categorically emphasized that language learning strategies motivate higher self-direction of learners. Learners who are self-directed are independent and they take the responsibility for their own learning and increasingly enhance their language confidence, involvement and proficiency. On the other hand, Ellis (1994) points out that the various definitions of language learning strategies have four main front parts, which are general approaches or particular techniques, behavioural or mental techniques, intentional and conscious or subconscious approaches, and direct or indirect techniques for language development.

This study, however, adopts Oxford's (1990) definition of learning strategies as "specific actions, behaviours, steps, or techniques that students, often intentionally, use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability." This definition is the most comprehensive definition to date. Besides, it deals with two important points:

1. The various student-desired purposes are apparent in Oxford's (1990) definition. These purposes are relevant to the altered nature of learning when learning is enhanced by strategies as well as the aspects of learning and use of information (easier, faster, more self-directed).

2. It refers to the characteristics of language learning strategies which make the definition more comprehensive.

Since language learning strategies (LLSs) are important for language learning, thus better understanding of these strategies leads to better learning. However, sometimes the effective use of LLSs is influenced by some gaps. Knowledge of language learning strategies and different learning contexts is, thus, essential in order to fill this unexpected gap, guarantee an effective learning of language, and avoid any frustration that may occur among learners. The next section provides a discussion of the classifications of language learning strategies.

2.2.2 Classifications of Language Learning Strategies

As mentioned earlier, since the 1970s research into language learning strategies (LLSs) has increased significantly because of the crucial role LLSs play in language learning. Many efforts have been made to classify the language learning strategies. Table 2.1 shows that Naiman, Frohlich and Todesco (1975) proposed taxonomy which contained five main categories that they affirmed are used by good language learners: (a) an active task approach, (b) realization of language as a system, (c) realization of language as a means of communication and interaction, (d) management of affective demands, and (e) monitoring of second language performance. Many techniques used by successful language learners were offered in this classification. On the other hand, it lacks the theoretical foundation in second language acquisition (O'Malley & Chamot, 1990).

Table 2.1

Classifications of Language Learning Strategies

Scholar/ Year	Naiman, Frohlich, & Todesco (1975)	Rubin (1987)	Oxford (1990)	O'Malley & Chamot (1990)
The Proposed Taxonomy	Contained five main categories: • an active task approach, • realization of language as a system • realization of language as a means of communication and interaction • management of affective demands • monitoring of second language performance	Six main cognitive strategies: • Clarification /verification • Guessing/ ind-uctive inference • Deductive • Practice • Memorizati on • Monitoring	• Direct strategies • Indirect strategies (Both are detailed in next section)	• Social/ affective strategies • Cognitive strategies • Metacogni tive strategies
The source	(Naiman et al., 1978)	(Williams & Burden, 1997)	Oxford (1990)	(O'Malley & Chamot, 1990)

Another taxonomy was proposed by O`Malley & Chamot (1990), which categorise the use of approaches established on a distinction between cognitive, metacognitive, and socio-affective learning techniques. These three approaches are as follows: Social/affective strategies which are presented in interrogative for explanation, assistance and self-talk. Cognitive strategies: for resourcing, grouping, elaboration of prior knowledge, note-taking, deduction/induction, summarizing, auditory representation, making inferences, and imagery. Lastly, metacognitive strategies: planning, monitoring, and evaluating. These taxonomies have provided insights into potential LLSs, and they have also added plentiful contributions in describing, interpreting, and categorizing different strategies. However, there is a need to build a more comprehensive classification system (Lan, 2005).

Moreover, Rubin (1987) developed a model of LLSs which consists of six main cognitive strategies which are: clarification/verification, guessing/inductive inference, deductive, practice, memorization and monitoring. Rubin's taxonomy was developed based on her observation of the learners, but it makes contributions in outlining the important strategies employed by good language learners (Lan, 2005). In addition, Oxford (1990) evolved one of the most inclusive LLS classifications. She divides learning approaches into two main groups: direct and indirect strategies. Vlčková (2007) "argues that direct and indirect strategies support each other mutually and that each strategy group can be connected with and assist every other strategy group" (p. 45).
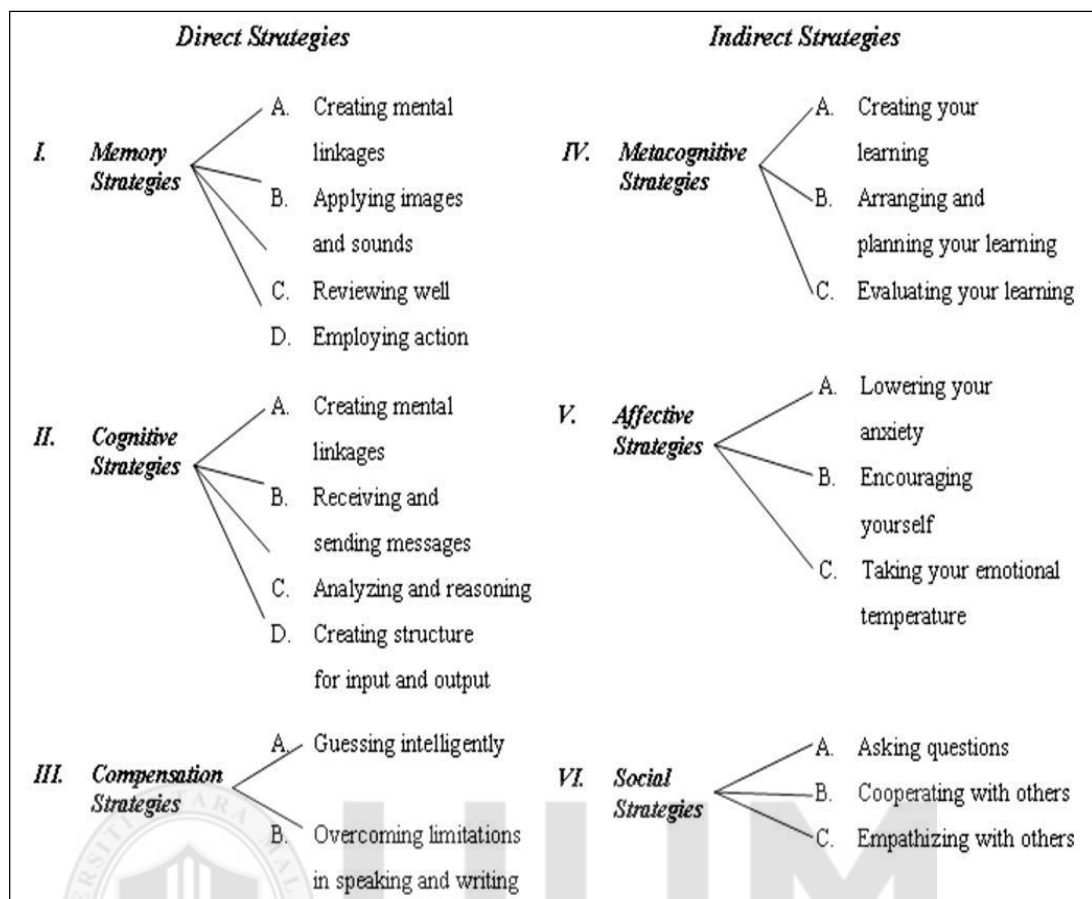
Figure 2.1. Oxford's LLS Classification (1990)

As shown in Figure 2.1 above, Oxford (1990) has classified these two categories of language learning strategies as following:

- **Direct strategies** are specific ways that involve use of language. They are sub-categorized into memory strategies, cognitive strategies and compensation strategies. *Memory Strategies* are employed for remembering and retrieving new information; *Cognitive Strategies* are used for understanding and producing the language; and *Compensation Strategies* are put to use when the learner uses the target language despite lacking full knowledge of the language.

- **Indirect strategies** do not directly involve using the language, but they support language learning. They are further sub-categorized into metacognitive strategies, affective strategies, and social strategies. *Metacognitive Strategies* are used for

coordinating the learning process in various ways; *Affective Strategies* are significant for regulating emotions; and *Social Strategies* are essential for learning with others (Oxford, 1990, pp. 14-15).

In the present study, Oxford's (1990) classification has been adopted. This is mainly because the taxonomy proposed by Oxford (1990) is one of the most comprehensive classifications, and it was evolved from strong theoretical roots describing metacognitive and cognitive strategies in a more explicit and clear way compared to earlier taxonomies. Besides, this taxonomy is theoretically motivated which is widely accepted in the language learning area. She built this system based on her synthesis of previous research, factor analysis, and questionnaire-based research of LLSs among adult learners (Lan, 2005).

In this study, the influence of teaching memory strategies in vocabulary learning will be examined due to their importance in the success of language learning, and influence of these strategies on secondary school students to be autonomous in their vocabulary learning. The following part, thus, moves on to discuss the nature of vocabulary learning strategies, the main concern of the present study.

2.2.3 Vocabulary and Language Learning Strategies

The study of strategies for learning has been driven by two closely associated fields "second language acquisition and cognitive psychology" with Wenden (1991) asserting that "Research on learner strategies in the domain of second language learning may be viewed as a part of the general area of research on mental processes and structures that constitute the field of cognitive science" (p. 6). Williams and

Burden (1997, p. 149) state that research and developments in cognitive psychology influenced research in language learning strategies to a great extent. Rubin (1975) and Stern (1975) may be considered as the pioneers in the field. The primary concern of researchers has been to study what learners generally do to learn a foreign or second language. Learners were either reported to say what they did, or were observed while they were taught. Aaron Carton's (1966) study, 'The Method of Inference in Foreign Language Study' triggered Rubin's (1975) study on successful learners' strategies of learning as he hypothesized that once identified, such strategies could be invaluable to learners who are less successful. In this regard, Rubin (1975) categorized strategies of language learning in terms of processes that may contribute to language learning directly or indirectly. Bialystok (1979), Chamot and O'Malley (1987), Cohen and Aphek (1981), Conti and Kolody (1996), Ellis (1994), Naiman et al. (1978), O'Malley et al. (1985), Seliger (1984), Tarone (1977), Wenden (1982), Wesche (1977), and Wong-Fillmore (1976) to mention only a few, have contributed much towards research in strategies used by language learners during the process of foreign language learning.

Thus, it is almost three decades now that research in vocabulary acquisition, teaching and learning in EFL / ESL contexts has gained prominence (Richards, 1980; Allen, 1983; Laufer, 1986; Nation, 1990; Haastrup, 1991; Mondria & Wit-De-Boer, 1991; Maiguashca, 1993; Wang, Thomas, Inzana, & Primicerio, 1993). Although Moulton (1966) placed considerably high value on reading and significance of context in learning word meaning, vocabulary attracted the attention of researchers and commentators only much later, i.e., in the 1980s (Twaddle, 1980; Sternberg, 1987; and Krashen, 1988a). According to Nation (1990), from the late 1980s, vocabulary was an area that had drawn researchers' interest within the mainstream of L2 acquisition.

Moreover, Seal (1991) acknowledges the knowledge of words as an important component of gaining communicative competency, whereby knowing a word requires significant awareness of how frequently it is used, as well as its limitations from a situational and syntactic perspective. Meanwhile, Hatch and Brown (1995) note that language pivots on vocabulary, and is thus of considerable relevance to language learners. In essence, words are vital components of language as they define the actions, ideas and objects that are essential for the speaker's intended meaning to be conveyed.

Still, some researchers believed until 1990s that vocabulary had been treated like a 'poor relation,' a badly neglected area of research, as linguists, researchers and language teachers have been concerned. But, later on things started to change. For instance, Scrivener (1994) declared that vocabulary is a significant meaning carrier and English language learners do quite often manage to pull off communication in English by using the accumulative meaning of each single word. As an example, a learner gets across much of his message/meaning saying *"Tomorrow. Come party. Friends come. Enjoy. Fun."* However, the essentials of grammar are missing here, but meaning is clear through the vocabulary alone. Rubin & Thompson (1994) assert that in learning of vocabulary lies the crux of mastering a foreign language, since speaking, understanding, reading, or writing a foreign language without knowing many words is just impossible. Schmitt & McCarthy (1997) also point out that vocabulary learning gained currency during the decade as vocabulary was recognized as one of the most important parts in a foreign or second language acquisition programme. Kennedy & Bolitho (1984), Wallace (1988), Rossner & Bolitho (1990), Taylor (1990), Willis

(1990), and Dubin & Olshtain (1986) also emphasize the essential role of vocabulary acquisition in language learning.

In the 1990s, the amount of empirical research on vocabulary acquisition began increasing at a slow pace (see Haastrup, 1991; Granowsky, 2002; Mondria & Wit-De-Boer, 1991; Rubin & Thompson, 1994; Schmitt & McCarthy, 1997; Scrivener, 1994; Wang et al., 1993). A study by Granowsky (2002) confirms that many researchers assigned important role to vocabulary knowledge in students' reading comprehension. But, even after two decades of research, consensus among scholars was lacking over issues such as the conceptualization of the process how vocabulary acquisition occurs, the degree of significance of the use of context for vocabulary acquisition, and to what extent students develop specific strategies for vocabulary acquisition during language studies. Researchers have come up with conflicting results. For instance, a study conducted by Lawson and Hogben (1996) revealed that context plays very little role in recall of meaning when they argue that the lack of association between use of context and recall of word meaning is of major interest, given the stress placed on context by many researchers and commentators. "Even when students did use the cues in the sentences to generate possible meanings for the target words, this did not help them establish representations for the meanings of the words" (Lawson & Hogben, 1996, p. 101). They put stress on the conscious activity they called 'deliberate vocabulary acquisition' on the part of the learners playing a decisive role in vocabulary acquisition.

Obviously, strategies of language learning are adopted by every individual learning foreign or second language. We may use strategies to learn even our mother tongue,

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but unconsciously. In case of learning a foreign language, learners use some strategies, which may be conscious or unconscious. With regards to learning vocabulary, we consciously or unconsciously use some strategy to process the information packed in the lexical items, retain the meaning and retrieve it in proper contexts. Some strategies may be better than others; therefore, some learners are more successful than others. The researcher's focus in the present study is to identify superior learning strategy in learning vocabulary and at the same time develop a programme for learners to help them be self-dependent, as Wenden (1985) reminds us through an old proverb which says, "Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime" (cited in Fazeli, 2011, p. 1).

2.3 Definition of Vocabulary

Some scholars have attempted to define vocabulary or word knowledge and they have discussed what constitutes word knowledge. Richards, Platt and Platt (1992) define the term 'vocabulary' as a set of lexemes that includes single words, compound words and idioms (p. 210). Another definition is offered by Stahl (2005) that, "Vocabulary knowledge is knowledge of a word; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Consequently, researchers and practitioners alike seek to identify, clarify, and understand what it means for students "to know what a word means." This explanation shows the complexity of vocabulary acquisition.

Moreover, Nation (2010) argues that learning a word for second language learner means recognizing its meaning, as well as its written and spoken forms. However, learning a word seems to be more complicated than simply making a connection

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between the meaning of the word and its form (Laufer & Goldstein, 2004). However, this study adopts the definition given by (Richards et al., 1992), since the requirement of the study demands that the term 'vocabulary' be limited to only content words. Content words are nouns, verbs, adjectives, and adverbs derived from adjectives. The term 'word' is a little complex as regards definition, so, the researcher has adopted this definition that considers 'word' as equivalent to lexical item or lexeme. Following this, 'words' includes expressions made up of one or more items forming units of meaning. So, expressions like, 'to take care of' or 'to take away' are treated as words in the present study, the same as single items like, 'fibroid' or 'confine'. Thus, idiomatic expressions and multi-word verbs such as phrasal verbs and prepositional verbs are included here as 'vocabulary.'

It should be made clear at this point in time that style, register, dialect, collocation and polysemy form extremely important aspects of vocabulary learning and should be included in a study concerning vocabulary learning but these are excluded from the present study mainly for reasons that the present study focuses on vocabulary learning strategies, not on vocabulary as such; therefore, the aspects related to vocabulary learning may not have a direct bearing on what *strategies do students use* to learn vocabulary.

2.4 Vocabulary Learning Strategies

Since the last years of the 1980s, vocabulary was a field that had attracted the interest of researchers within the realm of L2 acquisition (Nation, 1990). Many scholars insisted on the importance of vocabulary learning strategies, and they argued that these strategies are the learners' urgent need to understand, recognize meanings of new

words, and to use these new words in their written or oral tasks. Decarrico (2001) focuses on the vital role of vocabulary learning strategies (VLSs). He found out that VLSs play an important role in facilitating learners' incidental vocabulary learning. He added that these strategies help learners to discover and consolidate the meaning of unknown and newly learned words. In the next section are given the definition of vocabulary learning strategies and their different taxonomies.

2.4.1 Definition of Vocabulary Learning Strategies (VLSs)

Many scholars have proposed to define vocabulary learning strategies and to develop taxonomies about them. Schmitt (1997) claims that "vocabulary learning strategies are knowledge about the mechanisms (processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode" (p. 203).

Furthermore, learning strategies for the acquisition of vocabulary are defined by Sokmen (1997) as "Actions made by the learners in order to help them understand the meaning of the word, learning them and to remember them later" (p. 237). Similarly, Cameron (2001) proposed a definition of VLSs which describes VLSs as" actions learners use in order to understand and remember the new words" (p. 92). Both of these definitions focus on VLSs as actions that learner make to learn and remember new words. Although Nation (2000) clarifies that it is not easy to state the meaning of VLSs, yet there are some important features about them which are worth noting such as variance in choice, and complexity in developing learners' vocabulary knowledge.

Catalan (2003) also defines "vocabulary learning strategies as knowledge concerning the process / strategies employed to learn vocabulary and phases or actions adopted by students to determine the meaning of new words, to retain them in long-term memory, to recall them when needed, and to make use of them orally and in written work" (p. 56). He suggests a list of two broad categories: determination and consolidation strategies. Obviously, the definition focuses on understanding strategies and remembering strategies. While Intaraprasert (2004) defines VLSs as "Any set of techniques or learning behaviour, which language learners reported using in order to discover the meaning of new words, to retain the knowledge of newly learned words and to expand their knowledge of vocabulary" (p. 9). Thus, every scholar made an effort to provide a good and comprehensive definition of VLSs according on his / her criteria.

As clearly shown in the definitions mentioned above, these definitions refer to vocabulary learning strategies as conscious mechanisms, techniques, steps, operations, processes, thoughts, or behaviours employed by learners in order to understand, learn, remember, and discover the meaning of new or ambiguous words. The present study, however, adopts the definition presented by Schmitt (1997) due to the fact that this definition emphasizes on the greater knowledge of vocabulary learning strategies which could be very beneficial in giving guidance to students in adopting successful strategies. Moreover, it is one of the most comprehensive definitions of vocabulary learning strategies, as Schmitt's definition puts an emphasis on the process of learning vocabulary, divided as: find, retain, and use. Therefore, Schmitt's definition would be the most suitable definition for the present study.

The following section will discuss the taxonomies of VLSs. Then, based on this discussion, a selection of VLS taxonomy for the present study will be made, followed by the rationale for the VLS taxonomy selected.

2.4.2 Classifications of Vocabulary Learning Strategies

Many language researchers have classified vocabulary learning strategies. The following section discusses the classification systems of vocabulary learning strategies proposed by different scholars, including Cohen (1990), Gu & Johnson (1996), Schmitt (1997), Hedge (2000), Nation (2001), Pemberton (2003) and Intarapasert (2004), followed by selection of the taxonomy that will be used in this study. These classification systems are arranged chronologically based on the year of publication.

2.4.2.1 Cohen's Taxonomy (1990)

Cohen (1990) classified vocabulary learning strategies into three main categories, which are: strategies for remembering words, semantic strategies and vocabulary learning and practicing strategies. They are shown clearly in the following table. Cohen's classification "remembering, semantic, and practicing strategies" mainly deals with the new vocabulary items.

Table 2.2

Categories of Vocabulary Learning Strategies Classified by Cohen (1990)

Category 1: Strategies for Remembering Words	Category 2: Semantic Strategies:	Category 3: Vocabulary Learning and Practicing Strategies
1) Using Rote-repetition by repeating the word and its meaning until it seems to have stuck; 2) Using Mnemonic Associations: a) By linking the words by sounds b) By attending to the meaning of a part or several parts of the word; c) By noting the structure of part or all of the word; d) By allocating the word to its respective topic group; e) By seeing the word alone or in writing through visualization; f) By creating an association between the word and the scenario where it is found; g) By generating an image of the word in the mind; h) By linking the word with a physical feeling; i) By association with a keyword; and j) By employing mnemonics to generate a mental association with a new word or its translation through a mediator that is cognitive.	1) Thinking of synonyms so as to build a network of interlinking concepts; 2) Clustering words by topic group or type of word; and 3) Linking the word to the sentence in which it was found or to another sentence;	1) Word and Structure Analysis (analyze the word according to its roots, affixes, and inflections as a way to understand its meaning); 2) The Learning of Cognates (words in two languages which are from the same source); 3) Using a Dictionary; 4) The Use of Flash Cards; 5) Grouping; and 6) Cumulative Vocabulary Study.

Cohen's taxonomy is the earliest to describe VLSs and served as a basis for subsequent VLS taxonomies. It also contributed to classify of strategies employed by SL (Second Language) / FL (Foreign Language) learners in learning new words. Moreover, for Cohen (1990), the most important way to learn vocabulary is to use learners' independent strategies. In Cohen's recent publication, vocabulary strategy teaching is

suggested to be part of a vocabulary development program to simplify vocabulary learning for L2 learners.

2.4.2.2 Gu and Johnson's Taxonomy (1996)

Gu and Johnson (1996) created a taxonomy on the basis of the responses to their self-reporting questionnaire. They revealed that both self-initiation and selective attention are two meta-cognitive techniques that arose as positive predictors of the proficiency of the participants. Six strategy types were identified: i) guessing strategies (employing existing knowledge from the broader context and language cues from the specific context); ii) dictionary strategies (e.g. for comprehension and looking up); iii) note-taking strategies (orientated towards meaning and usage); iv) rehearsal strategies (e.g. utilizing word lists, repeating orally and visually); v) encoding strategies (e.g. associating and elaborating; auditory, context, image, semantic and visual encoding; consideration of the word structure); and vi) activation strategies (e.g. linking facts to words or numbers to images, recalling lists by imagining them located in certain places, and generating audio and visual links between the word to be acquired and a similar sounding counterpart in second language).

Gu and Johnson' taxonomy is characterized by looking at the group of vocabulary learning strategies as a whole. Therefore, researchers believe this approach is more realistic because no language learners use just a single strategy for vocabulary acquisition. Besides, scholars have taken an alternative approach to vocabulary acquisition research, i.e., a holistic / integrated approach which incorporates all the strategies that have their role in the expansion of vocabulary (Lachini, 2007).

2.4.2.3 Schmitt's Taxonomy (1997)

Schmitt (1997) developed a comprehensive taxonomy of vocabulary learning strategies based on Oxford's (1990) concept of discovery, consolidation and classification system in language learning strategies. Schmitt's taxonomy is considered as one of the most comprehensive classifications and widely used among language researchers. It also contributed significantly towards preparing the general vocabulary learning strategy classification framework. Schmitt introduced a fifth category, determination (DET) strategies. The strategy inventory proposed by Schmitt (1997). He is grouped into five main categories with 58 individual strategies in total. The strategies are determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.
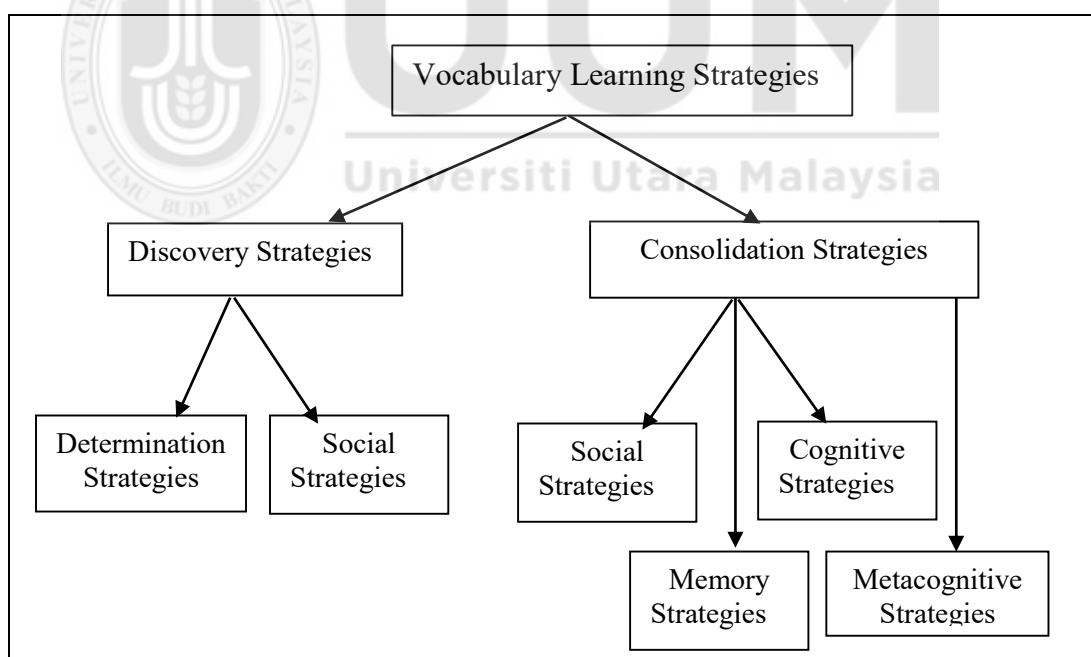
Figure 2.2. Schmitt's Classification of Vocabulary Learning Strategies.
(*Source:* Al-Shuwairekh, 2001, p. 85)

Figure 2.2 shows that Schmitt categorized vocabulary learning strategies as follows:

1. **Strategies for the discovery of a new word meaning: Determination Strategies (DET)**

- Analyze part of speech

- Analyze affixes and roots

- Check for L1 cognate

- Analyze any available pictures or gestures

- Guess from textual context

- Bilingual Dictionary

- Monolingual Dictionary

- Word lists

- Flash Cards

2. **Strategies for consolidating a word once it has been encountered: Social Strategy (SOC)**

- Ask teacher for an L1 translation

- Ask teacher for paraphrase or synonym of new word

- Ask classmates for meaning

- Study and practice meaning in a group

- Teacher checks students' flash cards or word lists for accuracy

- Interact with native-teachers

3. **Memory strategies for relating the word with some previously learned words: (MEM)**

- Study word with a pictorial representation of its meaning

- Image word meaning

- Connect word to a personal experience

- Employ semantic maps, word lists, skip new word

- User scales with gradable adjectives

- Peg Method of Vocabulary Use

- Loci Method

- Word groupings for retention

- Spatial word groupings on a page

- Word use in sentences

- Word groupings within a storyline

- Spelling retention

- Say word aloud when studying

- Image word form

- Underlining the first letter of the word

- Configuring

- Using the keyword method

- Retaining affixes and roots

- Retaining parts of speech

- Paraphrase the word meaning

- Use cognates in study

- Learn the words of an idiom together

- Use physical action when learning a word

- Use semantic feature grids

4. **Cognitive strategies to repeat and use mechanical means to study vocabulary: (COG)**

- Verbal repetition

- Written repetition Flash cards

- Word lists

- Take notes in class

- Use the vocabulary section in your textbook

- Listen to tapes of word lists

- Put English labels on physical objects

- Keep a vocabulary notebook

5. **Metacognitive strategies to control and evaluate own learning (MET)**

- Use English language media

- Testing oneself with word tests

- Use spaced word practice

- Skip or pass new word

- Continue to study word over time

As we compare the taxonomies mentioned above, we find that Schmitt's taxonomy is the most suitable and comprehensive taxonomy for learners to learn new English words. His classification comprises 58 strategies, which focus on two main concepts. The first includes strategies focused on students identifying information regarding the new lexis, while the second strategy relates to strategies employed by students in order to assimilate this information. Furthermore, Schmitt differentiates between Nation's (1990) discovery strategies and consolidation strategies, with the former said to assist

learners in establishing the definition of new lexis when first encountered, while the latter supports the storage and recall of these new words. Schmitt indicates the following strategies: cognitive, determination, memory, metacognitive and social. Learners usually use Determination Strategy individually, to find out some information about new words without any help from their teacher or classmates such as guessing from the context. But if the learners ask their teacher or classmates for the meaning of new words, that means they use social strategy to interact with others to learn new words (Schmitt, 2000). Besides, the learners should use it to determine a word meaning (Schmitt, 1997, p. 200).

Memory strategy is related to using mental process to learn new words such as learners link the new word to their own idea or thought, as Schmitt (1997) stated, "that approach which relates new materials to existing knowledge" (p. 205). The other strategies are Cognitive strategy and Metacognitive strategy, according to Schmitt's Taxonomy. Schmitt (2000) argues that cognitive strategies are "manipulation or transformation of the target language by the learners" (p. 136). In other words, cognitive strategy is used when learners use mechanical means to manipulate information such as repetition is used as a strategy. The last kind of strategy that learners use, according to this classification, is Metacognitive strategy.

However, in this study the researcher has adopted Schmitt's taxonomy, because it is the most suitable and comprehensive taxonomy for learners. Catalan (2003) shows several advantages of using Schmitt's (1997) taxonomy as a research instrument such as: it is based on the theory of learning strategies as well as on theories of memory; it is also technologically simple, and it can be used with learners of different ages,

educational backgrounds, and target languages (p. 60). Furthermore, many scholars have used Schmitt's Taxonomy in their research studies (Aljdee, 2011; Catalan, 2003; Kudo, 1999; Şener, 2009; Wu, 2005), since it can be standardized as a test and is rich in variety of vocabulary learning strategies. In the present study, the vocabulary learning strategies employed by Libyan secondary school students will be mapped against Schmitt's (1997) taxonomy.

2.4.2.4 Hedge's Taxonomy (2000)

Hedge (2000) underscored that language learners must employ a broad spectrum of strategies in order to learn new lexis that can then be understood, categorized and stored in the metal lexicon (pp. 117-118). She grouped the vocabulary learning strategies as follows:

Cognitive Strategies entail strategies employed to comprehend how vocabulary works, such as i) forming associations, ii) studying words in groups, iii) investigating the extent of meaning, and iv) employing keywords. A keyword refers to a word selected from the first language that has a similar sound to a new word in the native or second language, and where an association between the two is possible. *Metacognitive Strategies* are concerned with i) preparation, ii) forming plans for learning, iii) choosing and deploying strategies for learning, iv) monitoring the use of the strategy, v) engaging in the harmonization of a range of strategies, and vi) measuring how effective the use of a strategy is for learning. The following measures are required: gathering words sourced from authentic contexts; producing word cards; organizing words into lists; engaging with the lexis via internal dialogue; and forming word networks of lexical items that are related to certain words.

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To conclude, this taxonomy focuses on *Cognitive Strategies* and *Metacognitive Strategies*. However it is not comprehensive enough and it doesn't shed light on other vocabulary learning strategies which can be used by learners to learn new words (Ruutmets, 2005). As a matter of fact, there are other types of VLSs such as memory, social, and determination strategies, etc.

2.4.2.5 Nation's Taxonomy (2001)

Nation (2001) offered taxonomy of categories of vocabulary strategies. His taxonomy focuses on distinguishing between the learning procedures that learners go through to learn new words and what is exactly learners use to get information about new words when they learn new words (p. 218). He divided it into three general categories which are planning, source and processes. **Planning** indicates the learner's decision on choosing what and when to concentrate on activities, such as:

- Choosing words

- Choosing the aspects of word knowledge

- Choosing strategies

- Planning repetition (Nation, 2000, p. 353)

Source category means the sources that learners use to find out information about new words. Sources can be:

- Analyzing the word.

- Using word parts

- Using the context

- Using dictionaries

- Using first language (L1) (Nation, 2000)

The third classification is the **processing** category, which refers to the strategies that learners use to maintain and recall information about new words (Nation, 2000, pp. 356-357). These strategies are:

- **Noticing** (recognizing the words that learners aim to learn)

- **Retrieving** (learners recall information of new words when they need them)

- **Generating** (connecting new aspect of knowledge to what is known through instantiation)

Although Nation tries to build up a brief and comprehensible vocabulary learning strategies taxonomy, he discusses that the taxonomy comprises "...a wide range of strategies of different complexity." Obviously, Nation's taxonomy briefly offers actual examples of individual vocabulary learning strategies. However, understanding the essence of each subset of the general class of strategies is not easy. For instance, retention and recall looks to be integrated together, perhaps, so they are classified under memory strategies. Consequently, in reality it is difficult to make a clear difference between which strategies help recall and which ones help store information. Nation's VLS taxonomy looks simple and brief, but we find that it fails to provide precisely defined VLS categories (Tassana-ngam, 2004, p. 93).

2.4.2.6 Pemberton's Taxonomy (2003)

Pemberton's (2003) classifies vocabulary learning strategies as follows:

2.4.2.6.1 Strategies for Learning Vocabulary Memorization

➢ Say the word or write it down;

- ➢ Make a recording of the word or phrase in any available media and then replay the recording in one's free time;

- ➢ Request that a native speaker or someone fluent in the language record the target lexis to facilitate listening practice;

- ➢ Listen repeatedly to audio or video recordings, such as songs or sections of movies;

- ➢ Use paper or card to write the target words and then place them in various locations around the home;

- ➢ Insert the words into sentences for practice;

- ➢ Form links between the target lexis and known words associated with the same situation or topic, for example by using diagrams, tables or pictures;

- ➢ Employ the Keyword Method through the association of the target word with one that has a similar sound in the learner's native language.

2.4.2.6.2 Strategies for Reducing the 'Forgetting Problem'

- ➢ Study words frequently, while increasing the periods between each session of learning;

- ➢ Carry the words on cards or in notepads so that any unexpected free time can be exploited by learning the lexis;

- ➢ Make regular sessions for learning or memorizing vocabulary, such as when travelling by bus/train or before going to sleep;

- ➢ Devote greater study time to challenging words. (*Siriwan*, 2007, p. 56).

Pemberton (2003) developed his taxonomy of vocabulary learning strategies because of a common problem faced by most of the language learners. This problem involves

forgetting what has been learned before. Therefore, a range of strategies were proposed in relation to learning vocabulary, with his classification containing two key classes: i) strategies for the acquisition of lexical items, and ii) strategies to address the challenge of memory storage. The strategies for learning vocabulary forwarded by Pemberton (2003) appear to offer a number of solutions for the long-term storage and recall of words, through such robust learning that the words become known and firmly stored in the memory. Furthermore, these strategies appear to promote individual effort in language learners' independent acquisition of vocabulary.

2.4.2.7 Intaraprasert's Taxonomy (2004)

Intaraprasert (2004) classifies VLSs into three main groups: (a) strategies employed by learners to find out the meaning of new words; (b) strategies that assist learners save this information; and (c) strategies learners use to improve their information about vocabulary. These strategies are detailed as following:

A. The strategies to find out the meaning of new words-

- Using bilingual dictionaries

- Using monolingual dictionaries

- Guessing the meaning from context

- Asking classmates or friends; asking teacher

- Looking at the parts of the word (roots, prefixes or suffixes)

- Using on–line dictionaries

- Using electronic dictionaries.

B- The strategies to assist learners to store the meaning of newly-learned words-

- Grouping words together based on antonymic or synonymic relationship

- Using the new words in speaking and writing

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- Speaking the mother language with English loan words

- Associating the new words with already known words

- Store words in the memory with/without the use of word lists

- Maintain a notebook containing the target vocabulary

- Voice words read from the computer screen

- Place word charts and/or cards in the bedroom

- Remember words through songs or as rhymes

- Make use of pictures (pp. 55-56)

C- Strategies learners use to improve their information about vocabulary-

- Listening to English programmes on radio,

- Watching English programmes on television

- Surfing the internet for language learning sites

- Reading different English printed materials such as newspapers or magazines

- Watching English films with subtitles

- Playing English games

- Listening to English songs

- Practicing translation from the mother tongue to English or vice versa

- Practicing vocabulary by doing extra vocabulary exercises from different sources

- Attending class of every module regularly.

2.4.2.8 Summary

In general, the taxonomies for vocabulary learning strategies have been classified in terms of the recognition and use of lexical items. Though the classifications mentioned earlier may somehow differ in terms of strategies they classify, all of them offer variety

of applicable vocabulary learning strategies. The most concurrent strategies fall largely into Memory, Metacognitive, Cognitive, Social and Determination categories respectively. Besides, reviewing and comparing the taxonomies has provided with a clearer picture of the most dominant taxonomies in vocabulary learning strategies research. It also paved the way for the present study to get deeper insights into the various VLSs taxonomies proposed throughout the VLSs literature. The reviewing actually helped the current research make a decision on the taxonomy of VLSs that were to be selected for the present study. Thus, in the present study, the vocabulary learning strategies employed by Libyan secondary school students were measured and compared to Schmitt's taxonomy (1997) due to numerous reasons. These reasons include the ability of the taxonomy to be standardized as a test, the ease of use in order to get information from students, based on language learning strategies theories; can be used with all students regardless of their educational background and target languages, technologically simple, its richness and flexibility to various kinds of learning strategies, and its ease in being compared to other studies (Catalan, 2003). The next sub-section sheds light on related studies on the factors affecting the choice of vocabulary learning strategies.

2.4.3 Factors Affecting the Choice of Vocabulary Learning Strategies

There are numerous studies carried out to investigate the factors that influence the choice of different vocabulary learning strategies. For example, Ellis (1994) indicates that the learners' frequency of use of vocabulary learning strategies and types of vocabulary learning strategies are affected by two main sets of factors. These sets involve individual differences among learners such as attitudes, major field of study, age, and gender, etc. The other set of factors include teaching and learning conditions

such as task, course level, and previous vocabulary learning strategies instruction. Thus, this section discusses several studies that explored the factors affecting the choice of vocabulary learning strategies. In addition, these factors affect to a large extent the present study as well, which will be elaborated further.

2.4.3.1 Gender

Among the situational and social factors, gender seems to receive the widest attention from the researchers as a predictor of variation in the use of language learning strategies, although some scholars argue that the gender factor does not affect learner's choice of strategy. Chang Tsai and Chang's (2009) study, for example, revealed that Chinese female and male students showed no significant difference in their VLS use. In a similar study, Stoffer (1995) discovered that there is no significant relationship between gender and student's choice of strategy. On the other hand, results obtained by Gu (2002) prove the opposite, since he conducted a study on Chinese learners in the Chinese EFL context. He found that female students used vocabulary learning strategies more significantly than males. Female students also used most of vocabulary learning strategies which are related to the success in EFL learning. Catalan (2003) also used a questionnaire to test 302 Spanish female learners and 279 Spanish male learners. He revealed that female learners used more vocabulary learning strategies than males did.

Likewise, Si-Xiang and Srikhao (2009) examined the vocabulary learning strategies use among Miao students in senior high school in China. The researchers examined the students' beliefs as well as the influence of gender on using VLSs. The participants of this study involved 30 Miao students (18 male and 12 female) who were enrolled in

Kaili Senior High School in China. Two research instruments were used in this study: a written questionnaire based on Gu & Johnson's taxonomy (1996) to elicit Miao students' beliefs about vocabulary learning and their self-reported vocabulary learning strategies, and oral interview to obtain more in-depth information about Miao students' attitudes to English vocabulary learning and English vocabulary learning strategies. Unlike the previous studies concerned with VLSs and gender, the findings of this study have interestingly revealed that male students used cognitive strategies, metacognitive strategies, social strategies, and translation strategies more than female students did. In addition, male students showed some specific strategies in English vocabulary learning because they take Miao as a first language.

Cengizhan (2011) investigated the frequency of use of vocabulary learning strategies among Turkish students. The main objective of this study was to identify the use of vocabulary learning strategies among students according to their gender and classes. The subjects of this study were 50 students (30 male and 20 female students) who were enrolled in the 10th and 11th classes of Edrine Teacher Training High School, Turkey. For the purpose of this study, a questionnaire containing 41 items was administered to the students and it was analyzed using SPSS program. The findings of this study showed the male students have used metacognitive strategies more frequently than their female counterparts have; while female students used the rest of VLSs more frequently than male students did.

Behbahani (2016) explored vocabulary learning strategies among Eastern Mediterranean University international students. Besides the role of personal factors such as gender, English proficiency levels of students were considered. The data of

this study were collected by using Vocabulary Learning Strategy Questionnaire (VLSQ). 76 international male and female language learners (from Iran, Turkey, North Cyprus, Libya, Iraq, Syria, Kazakhstan, Tajikistan, Russia, Austria, and Ukraine) answered the questionnaire in this study. The results indicated that there was no significant relationship between gender and the student's choice of strategy. This confirms that gender is not an influential factor in preference of students for using vocabulary learning strategies. In Libya, female students outnumber male students in secondary schools. Girls generally have less time to devote to their studies at hand, and so, they need to be autonomous learners of vocabulary. The present study would prove to be of help to those students if the proposed model programme with experimental teaching proves to be successful in inducing autonomy in vocabulary learning.

2.4.3.2 Academic Major

Normally, students who study law deal with different vocabulary from those who study medicine. There are some studies conducted to investigate the correlation between learners' field of study and their VLSs use. According to the outcomes from Gu's (2002) study there is a difference in strategy use between science and arts students in which science students preferred to use strategies such as relying on visual coding more frequently than arts students. In another study conducted by Mingsakoon (2002), the results support the relationship between learners' field of study and their VLSs use. Some learners are convinced to use some strategies according to their own benefit (Ellis, 1994).

Siriwan (2007) explored the relationship between the use of vocabulary strategies and the academic major field among Rajabhat University students in Thailand. The

participants of this study were 1481 undergraduate students (English major students, science oriented, and non-science oriented students). Semi-structured interviews and written questionnaires were used in order to collect the data needed for the study. The vocabulary learning strategy questionnaire was developed by the researcher based on Intaraprasert's (2004) taxonomy which comprises 31 items related to three main categories, strategies to discover the meaning of new vocabulary items, strategies to retain the knowledge of newly-learned vocabulary items, and strategies to expand the knowledge of vocabulary items. The findings showed that 28 out of 54 vocabulary learning strategies included in the strategy questionnaire differed significantly across the types of academic major. The majority of English major students reported a greater use of 28 out of 54 VLSs than did both science-oriented and non-science-oriented students. These results disagree with Gu's (2002) research, who found more use of VLSs among science students compared to Arts students.

A comprehensive study was conducted by Bernando and Gonzalez (2009) to explore VLSs and their associations to the major programs offered by a Pilipino university. The sample of this study included 205 undergraduate students from five different disciplines which included Allied Medical Science, Hospitality Management, Business Education, Computer Science and Engineering, and Liberal Arts and Education. A developed written questionnaire based on Schmitt's (1997) taxonomy was used to gather the information from students. The results reveal that Computer Science students used the most varied strategies: social, memory, cognitive, and metacognitive VLSs.

In conclusion, the previous studies concerned with academic major and the use of vocabulary learning strategies indicate a strong connection between students 'academic major and its relation to the employment of vocabulary learning strategies. Students from different academic disciplines used different VLSs. They try to use various strategies that benefit and help them to learn many of new target words.

The present study is not particularly focussed on the investigation of the linkage between learners' academic major subject of study and the frequency of use of vocabulary learning strategies, but since Libyan university education is concentrated on technical education, the outcomes of the present study may throw some light on the potential success rate of technology students if they make better use of vocabulary learning strategies as well as become autonomous learners of vocabulary since they need to study all of their study subjects in English while they study English as a subject only till secondary school.

2.4.3.3 Proficiency level

Language proficiency refers to the ability to employ language both with fluency and with accuracy at different levels of professional needs. That means EFL learners can be assigned a level of English proficiency based on their ability to speak and understand English. These levels are determined at the time of entrance into the school system and are re-evaluated annually in the spring with English Language Proficiency Assessment (ELPA) testing. The level of proficiency shows the students' abilities and skills demonstrated at every level. Proficiency level is considered another variable that influences the choice of VLSs (Chamot & Rubin, 1994). Many empirical studies focused on the strategies that good and poor students used in their learning processes.

For example, Çelik and Toptaş (2010) explored the relationship between the students' language proficiency and their VLS use. They came up with the conclusion that more, and a variety of, vocabulary learning strategies are employed by good students than lower level learners (Çelik and Toptaş, 2010, p. 64).

Tilfarlioglu and Bozgeyik (2012) conducted a study to explore the frequency of vocabulary learning strategies employed by Turkish university students and its relation to language proficiency. The participants were 252 students from different proficiency groups (Beginner, Pre-Intermediate, Intermediate- and Upper-Intermediate) at Gaziantep University/Turkey. A vocabulary proficiency test and vocabulary learning strategies questionnaire were used to collect the data for this study. The data were descriptively analyzed using SPSS program. The results revealed that the use of VLSs is positively correlated to language proficiency: upper-intermediate students used wider range of VLSs compared to their counterparts from other proficiency levels. Ashari and Mustapha (2012) examined the VLSs utilized by eight Malaysian students enrolled in Universiti Putra Malaysia on a Teaching English as a Second Language (TESL) major. The researchers used semi-structured interviews to collect the data for their study. The results reveal that determination and metacognitive strategies were the most popular strategies among those students.

Lin-Fang (2013) studied the" effects of different learners' variables, such as motivation, family background, and proficiency level, on the use of vocabulary learning strategies. He conducted his study on 450 first grade students at Fooyin University. His results revealed that proficient learners were better users of vocabulary learning strategies."

Ajideh and Jafari (2012) explored whether there were differences in the selection of vocabulary learning strategies among Iranian EFL learners with different levels of proficiency. "102 participants were selected randomly for the study after their proficiency levels were evaluated. Participants received questionnaire regarding the aim of the study. The researchers found that statistically there were significant differences among frequency of learners' choice for using vocabulary learning strategies at different levels of proficiency. "

Bristi (2015) explored the vocabulary proficiency and its relation with the type of vocabulary learning strategies among 70 undergraduate BBA major students of United International University, a private university in Bangladesh. Bristi used A 45 item-Vocabulary Learning Strategies questionnaire to collect the data for this study. The findings revealed that high proficiency students used vocabulary learning strategies more than low proficiency students.

The results of the previous studies on vocabulary learning strategies and proficiency level affirmed the significant differences among students in the use of vocabulary learning strategies due to their proficiency levels. In addition, the results of the above mentioned studies agreed in that high proficiency level students use more VLSs than low proficiency level students. However, the past studies were focused on the measurement of the use of vocabulary learning strategies on vocabulary size, test performance, and general vocabulary learning proficiency tests.

Since the present study is oriented towards finding measures to help learners of English in Libya become autonomous vocabulary learners, the study is directly related to enhancing learners' proficiency in English, provided the present study succeeds in finding measures to achieve this objective. If better use of vocabulary learning strategies is found to enhance learners' proficiency, the measures can be suggested to all the EFL learners in Libya and there would be made a suggestion to include VLSs as part of English language teaching curriculum in Libya.

Based on what is discussed above, the present research is important in three ways: 1) it bridges the gap, offering insights into the field of vocabulary learning strategies instruction to secondary school students, 2) it is important to cultivate the field of research on VLSs instruction and vocabulary learning by secondary school students in Libya, 3) To date, there are no experimental research works conducted in Libya to investigate the influence of VLSs use and learner autonomy in vocabulary learning at any level of study whether university level or school level students. Following a review of a number of issues that are relevant to the domain of VLSs, the subsequent section explores the existing research on strategies for learning vocabulary.

2.4.4 Related Research on Vocabulary Learning Strategies

Numerous studies have been carried out to investigate the use of VLSs by learners of different backgrounds and to examine the factors affecting the VLSs. Gu and Johnson (1996) explored VLSs utilized by EFL Chinese learners in Chinese context. The results of their study show that psycholinguistic strategies (memory and cognitive) and metacognitive strategies were most used by students. To a considerable extent, Wu and Wang's (1998) study is similar to that of Gu and Johnson's study (1996) in terms

of the research objectives. Wu and Wang's (1998) study was remarkably comprehensive in investigating VLSs used by non-English learners. They found that Chinese learners are active strategy users employing a large variety of VLSs, both metacognitive and psycholinguistic strategies, which is partially confirmed by Gu and Johnson's (1996). In these studies, the quantitative method was used, however, this study aims to use mixed methods to deepen understaning VLSs used by Libyan EFL learners.

In another study, Fan (2003) also questioned Chinese EFL university students for VLSs they employed. The results revealed that Chinese EFL students employed only a few of VLSs such as guessing meaning from context when reading, using dictionary while reading, using dictionary to find grammatical information and analyzing words by sound segments in order to remember them later (p. 229). Besides, high achievers used different VLSs from low achievers. This result is consistent also with Lawson and Hogben's (1996) study, the results of which show that there were differences in the repertoire of VLSs between high-achievers and low-achievers.

Aljdee (2011) investigated the relationship between vocabulary learning strategies and vocabulary knowledge among EFL Libyan Learners. He made an attempt to ascertain the range and frequency of some vocabulary learning strategies students commonly use. The findings showed that discovery strategies, such as using dictionaries and guessing meaning from context, were used more frequently than consolidation strategies. However, he did not refer to any process taken to establish the validity and reliability of the instrument used. In fact, Libyan students use only one or two strategies to learn new vocabulary items, focusing mainly on dictionary use and

memorizing words (Altaieb, 2013). In fact, Altaieb investigated and evaluated the implementation process of the new English language curriculum in Libyan high schools by examining teachers' perceptions of the curriculum and how it is taught and reflected in their classroom practices. He revealed that there is a gap between what is expected in the new curriculum and what is actually being done in classrooms. As a result, students were accustomed to memorization and drill recitation rather than using language communicatively and interactively. The results from his study explain clearly the real situation of teaching English vocabulary in Libyan schools since most of teachers still use Grammar-Translation method.

Rahimy and Shams' (2012) study aimed to investigate the effectiveness of vocabulary learning strategies on Iranian EFL learners' vocabulary test score. They selected the samples randomly (fifty Intermediate level students from Kish English Institute). They collected data from the Oxford Placement Test (OPT), vocabulary test and a questionnaire on vocabulary learning strategies. . SPSS was utilized to analyze the data via the application of Chi-square and descriptive analysis, with the findings revealing that VLSs have a considerable impact on the performance of EFL learners when evaluated in vocabulary tests. However, the researchers did not mention steps were taken to validate the data.

In Jordanian context, Al-Khasawneh (2013) investigated the patterns of vocabulary learning strategies (VLSs) used by students at Jordan University of Science and Technology (JUST) in relation to their gender, language proficiency, academic major, and previous vocabulary learning strategies instruction. The findings indicated that Jordanian university students used a medium range of strategies. Determination

strategies were the most preferred strategies whereas cognitive strategies were the least frequently used strategies. Language proficiency and previous VLS instruction had significant influences on the overall strategy use of EFL Jordanian university students. On the other hand, Al-Khasawneh (2013) focused on using metacognitive startegies in teaching session, whereas there are five taxonomies of VLSs.

Kalajahi, Safian and Malakar (2014) carried out a study to examine the vocabulary learning strategies among Malaysian ESL students majoring in Teaching English as a Second Language (TESL) at University Putra Malaysia (UPM). The data were collected through a questionnaire. The questionnaire was given out to 50 undergraduate students at the Faculty of Educational Studies at UPM. The findings indicated that metacognitive strategies were utilized very frequently by participants while social strategies were least employed by Malaysian ESL students. Thier study concentrated on the frequency use of VLS by Malaysian ESL students; however, the current study focuses on VLSs used by Libyan EFL learners.

Hamza, Yasin and Aladdin (2015) investigated the vocabulary learning strategies used by Sudanese EFL learners. Their findings indicated that Sudanese EFL learners used a medium range of strategies. Discovery strategies were the most frequent strategies of the three demonstrated strategies. However, the researchers did not mention the procedures that were followed to measure the reliability and validity of the questionnaire.

Rabadi (2016) also explored various vocabulary learning strategies (VLSs) used by 111undergraduate Jordanian students majoring English Language and Literature in

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Jordanian universities. Her study results highlight that Jordanian EFL learners used memory strategies with the greatest frequency, while the least frequently employed strategies included metacognitive approaches.

Furthermore, some other researchers studied the connection between vocabulary learning strategy use and vocabulary size (Abdullah, 2009; Alamdari, 2010; Hamzah, Kafipour & Şener, 2009; Kafipour, Yazdani, & Shokrpour, 2011; Kalajahi & Pourshahian, 2012; Komol & Sripetpun, 2011). All of these studies revealed the considerable impact of vocabulary learning strategies in the overall vocabulary learning. However, the present study is focussed on the effect of vocabulary learning strategy use in enhancing vocabulary learning among Libyan EFL learners.

In conclusion, a review of the relevant literature on VLSs reveals many aspects of the issue. First, a considerable part of VLS research has been concerned with exploring VLSs used by EFL learners or examining the influence of the factors influencing the choice of VLSs. Only a few studies devote their orientation towards investigating the influence of VLSs use and vocabulary learning. Accordingly, investigating such variables is the need of the time in order to have an inclusive picture of the association between the variables (VLSs and vocabulary learner) as well as in order to contribute to reducing the problems that learners face in learning English language.

Thus, exploring the extent to which teaching VLSs could encourage learners to take more responsibility on their own learning would be a positive contribution to this field of research. Third, over the past few decades, most of the participants in the VLS studies have been undergraduate students, or L2 learners studying in language

institutes. In addition, only very few VLS studies (e.g., Aljdee, 2011; Al-Khasawneh, 2013; Rabadi, 2016) were conducted on Arab learners. Obviously, no research on the VLS use by Libyan secondary school students in particular has been conducted yet.

Based on what has been highlighted above, this study seeks to fill those gaps by investigating the use of vocabulary learning strategies by Libyan secondary school students. Furthermore, it examines whether vocabulary learning has affected by the use of vocabulary learning strategies among Libyan students. The following sections discuss the definition of learner autonomy, and review the relevant research conducted on learning autonomy as well. However, the next sub-section provides a review of previous studies on the vocabulary learning strategies used by EFL undergraduate students in learning new words.

2.4.5 Researches on Vocabulary Learning Strategies used by Undergraduate Students

A review of the relevant literature on vocabulary learning strategies used by undergraduate students is needed in order to have an inclusive picture of VLSs used by this category of learners as well as to outline the conceptual framework for the present study. Thus, this part sheds lights on the studies that have been conducted on undergraduate students and discusses the results obtained to show the VLSs commonly used by these learners.

Siriwan (2007) explored the relationship between the use of vocabulary strategies and the academic major field among Thai Rajabhat University students. The first objective her study was finding out the VLSs most used by Thai learners. The data were

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collected through questionnaire and semi-structured interview, and the obtained results revealed that the VLSs mostly employed by Thai learners were: guessing the meaning of the word, using parts of speech (noun, verb, adjective or adverb), structure of words (prefixes, roots, and suffixes), asking teachers or classmates and using dictionaries.

Comparing the results obtained through Siriwan's (2007) study with another study conducted by Aljdee (2011), we realize that the findings of both the studies are consistent. Aljdee (2011) investigated the Libyan EFL learners' range and frequency of vocabulary learning strategies using a VLSs questionnaire. The students' responses were correlated with their results on two vocabulary tests used to measure the students' reception and controlled production vocabulary knowledge. The findings showed that the students reported using discovery strategies more frequently than consolidation strategies. In addition, there were highly positive correlations between the learners' vocabulary knowledge and some vocabulary learning strategies such as using a monolingual dictionary, guessing from context, making lists of words.

Akbari and Tahririan (2009) also investigated the VLSs used by Iranian EFL learners while learning specialized and non-specialized vocabulary in different ESP courses. A triangulation of the data; that is, observation, interview, and questionnaire, showed that the most frequently used VLSs and language learning strategies were bilingual dictionary use and oral and written repetition, respectively.

Another study was carried out by Arjomand and Sharififar (2011).). The objective was to discover the association present between the deployment of VLSs and gender, with the findings highlighting that both learner genders utilized social strategies at low

levels. Male learners were more disposed towards meta-cognitive, cognitive, determination, and memory strategies, while their female counterparts employed cognitive, determination, memory and meta-cognitive approaches. Arjomand and Sharififar studied VLSs based on the individual differences of the learners in their study, which indicated a significant difference between the students' gender and their choice of VLS.

In another study, fifty-three male and sixty-seven female learners were questioned in Seddigh and Shokrpur's (2012) study exploring medical students' use of VLSs within the context of EFL at Iran's Shiraz University of Medical Sciences. The results highlighted that guessing and bilingual dictionary strategies were the most frequently used, while study preferences and social strategies were the least frequently employed. In terms of individual differences, Seddigh & Shokrpur (2012) obtained consistent results with the previous researches confirming the relationship between the learners' gender and their choice of VLS.

It has been claimed by Ghorbani and Riabi (2011) that memory strategies are employed by learners as mnemonics in order to construct the mind connections necessary to enable new lexis to be acquired, stored and remain accessible in the long-term memory for future communication purposes. They examined how the instruction of memory strategies impacted on the retention of vocabulary by EFL learners, confirming a hypothesis known as the 'depth of processing', whereby the greater the cognitive engagement when learning new lexis, the increased likelihood that it will be remembered at a later date. They concluded that the predominant use of instruction through memory strategy in teaching new vocabulary items is very effective in long-

term retention. Similarly, Nemati (2009), in her study entitled, "Memory Vocabulary Learning Strategies and Long-Term Retention," conducted in Iran with pre-university female students, using questionnaire and comparing teaching memory strategies with other strategies, concluded that learners performed better with the use of memory strategy as regards long-term retention of words learnt.

Fahim and Komijani (2010) carried out a study to investigate the relationship between Iranian EFL learners' critical thinking ability, L2 vocabulary knowledge, and L2 vocabulary learning strategies. The results demonstrated that Iranian EFL learners' L2 vocabulary knowledge was significantly related to their critical learning ability. Moreover, the learners' critical learning ability also positively correlated with their self-assessed degree of determination, memorization, cognitive and metacognitive strategies of L2 vocabulary learning. In addition, the results revealed a positive relationship between the learners' L2 vocabulary knowledge and their vocabulary learning strategies use.

Amirian and Heshmatifar (2013) conducted a study to find out the types the vocabulary learning strategies among the Iranian EFL University Students. Their sample consisted of 74 EFL students (18 males and 56 females). Moreover, the researchers adopted VLSs questionnaire developed by Schmitt (1997), and semi-structured interviews were also carried out. The results showed that the determination (DET) strategies were the most frequently used strategies by the Iranian EFL University Students while social strategies (SOC) were the least preferred by Iranian EFL learners.

In addition, Al-Khasawneh (2013) investigated the frequency of vocabulary learning strategies employed by 738 undergraduate students from three faculties: Medicine, Engineering, and Agriculture at Jordanian University of Science & Technology. They were given a questionnaire and interviewed to determine which vocabulary learning strategies they used. The questionnaire was adopted from Schmitt's (1997) taxonomy for vocabulary learning. The findings indicated that Jordanian university students used a medium range of strategies. Determination strategies were the most preferred strategies whereas cognitive strategies were the least frequently used strategies.

In another study conducted on Jordanian students, Al-Ghazo, Alsobh, and Almomani, (2015) examined the vocabulary language strategies among Jordanian EFL students majoring in Teaching English as a foreign Language (TEFL) at Ajloun National University. In this study, quantitative research design has been used by providing a questionnaire which was adopted from Subon (2013). Twenty undergraduate students at the department of English language and literature were questioned. The study findings report that the EFL learner participants most-frequently-employed strategies were memory (e.g. creating mental images), the use of dictionaries, seeking linguistic clues, pronouncing new lexis, using textbooks, and examining the grammatical patterns that new words form.

Furthermore, Bristi's (2015) study offered an insight into the vocabulary learning strategies used by 70 Bangladeshi Undergraduate EFL Learners of United International University, a private university in Bangladesh. Bristi used A 45 item-Vocabulary Learning Strategies questionnaire to collect the data for this study. The

findings revealed that Bangladeshi undergraduate EFL learners highly use determination strategies while cognitive strategies were the least used.

The main objective of Rabadi's (2016) study is to explore the vocabulary learning strategies (VLSs) used by Jordanian students. Participants were 111 undergraduate Jordanian students majoring English Language and Literature in Jordanian universities. The results revealed that memory strategies were the most frequently employed by them and metacognitive strategies were the least frequently used strategies among them. Rabadi (2016) obtained inconsistent results with the previous researches confirming that English major students studying at a university in Jordan significantly employ memory strategies.

Table 2.3

Related Studies on Vocabulary Learning Strategies Used by Undergraduate Students

Scholar	Instruments	Sample	Results
Siriwan (2007)	Questionnaire, interview, observation, diary studies	1,481 undergraduate students	The students mostly employed guess the meaning from a single vocabulary item like word classes, pronunciation, grammatical structure of a sentence, a structure of words, asking teachers or classmates and using dictionaries.
Nemati (2009)	-Self-report questionnaire -Treatment material	310 Indian pre university students	Students performed better with the use of Memory strategy regarding long-term retention of words learnt.
Akbari & Tahririan (2009)	Observation, an interview and VLSs questionnaire	137 undergraduate medical Iranian students	The most frequently used VLSs by Iranian students were bilingual dictionary use and oral and written repetition, respectively.
Fahim & Komijani (2010)	Vocabulary Test Questionnaire	70 intermediate EFL students	The learners' critical learning ability also positively correlated with their self-assessed degree of Determination, Memorization, Cognitive and Metacognitive strategies.
Aljdee (2011)	(VLS) Questionnaire	56 undergraduate students in Libya	Learners used dictionaries,guessing meaning from context, and word list most frequently.
Ghorbani & Riabi (2011)	Pre-test& Post-test Experimental design	40 Iranian intermediate EFL learners	The main use of instruction through Memory strategy in teaching new vocabulary items is very effective in long-term retention.
Arjomand & Sharififar (2011)	A vocabulary test and questionnaire	80 Iranian EFL students(	Female learners used Cognitive, Determination, Memory whereas, male learners had a tendency towards using Meta-cognitive, Cognitive, Determination
Seddigh & Shokrpur (2012)	VLS questionnaire	101 Iranian university students	Guessing and dictionary strategies were the most frequently used. There was significant differences in the mean scores of the strategies: guessing, dictionary, memory.
Amirian & Heshmatifar (2013)	VLS questionnaire Semi-structured interviews.	74 Iranian EFL students	The Determination strategies were the most frequently used by the Iranian EFL University Students while Social strategies were the least preferred.
Al-Khasawneh (2013)	VLS questionnaire Semi-structured interviews.	738 Jordanian undergraduate students	Determination strategies were the most preferred strategies whereas Cognitive strategies were the least frequently used strategies.
Bristi (2015)	VLS Questionnaire	70 Bangladesh undergraduate studnets	Bangladeshi undergraduate EFL learners highly use Determination strategies and moderately use Social, Memory, Cognitive and Meta-cognitive strategies.
Al-Ghazo et al. (2015)	VLS questionnaire	20 participants	The results revealed that the strategies most often used by the EFL learners in this study were Memory strategies
Rabadi (**6102**)	Questionnaire (VLSQ)	110Jordanian students	The results revealed that Memory strategies were the most frequently employed and Metacognitive strategies were the least frequently used strategies among them.

A review of the relevant literature on VLSs used by undergraduate students reveals that a considerable part of findings of VLS research indicated that memory strategies were most employed strategies among EFL learners. Some studies showed that memory strategies as a whole were most used by EFL learners (Al-Ghazo et al., 2015; Ghorbani & Riabi, 2011; Nemati 2009; Rabadi, 2016), and some studies showed that some of memory strategies are more frequently applied by EFL learners. Among these studies is Siriwan's (2007) study. Siriwan (2007) found that students mostly employed: Guess the meaning from a single vocabulary item like word classes, such as noun, verb, adjective or adverb; grammatical structure of a sentence, structure of words (prefixes, roots, and suffixes) and using dictionaries. Aljdee (2011) found that learners used dictionaries and guessed meaning from context, and listed words most frequently. Seddigh and Shokrpur (2012) also confirmed that guessing and dictionary strategies were the most frequently used. While results of other studies like, Amirian and Heshmatifar (2013) and Al-Khasawneh (2013) showed that the determination (DET) strategies were the most frequently used by Iranian EFL University Students and students at Jordan University of Science and Technology (JUST).

Some researchers explained the rationale behind this. They said that memory strategies help EFL learners to store the new learnt vocabulary for long-term (Amiryousefi & Ketabi, 2011; Ghorbani & Riabi, 2011; Nemati, 2009). Sagarra and Alba (2006) also claimed that among the vocabulary learning methods, vocabulary memorization strategies involving deeper processing might result in better retention of words than strategies for shallow processing. Moreover, Atay and Ozbulgan's (2007) study demonstrated that memory strategies or mnemonic strategies can improve vocabulary

learning. This illustrates why EFL learners all over the world find effectiveness in memory strategies in improving vocabulary learning.

In conclusion, the rationale behind reviewing previous studies on vocabulary learning strategies used by undergraduate students lies in its contribution towards outlining the conceptual framework for the present study. Thus, based on what has been discussed above, Memory strategies and Determination strategies will be used in the experimental session for the present study. The next section, thus, moves on to explore the concept of learner autonomy that represents the second major part in this study.

2.5 An Overview of Learner Autonomy

Over the last two decades, the insistence of many scholars and researchers (Benson, 2003; Boud, 1995; Dam, 1995; Dickinson, 1993; Holec, 1981; Little, 1991) has been on the importance of new direction of learning that is learner autonomy. As the knowledge acquisition process has made a transition from teacher- to learner-centeredness the curriculum is thus re-organized, with the emphasis placed on learning goals that have a greater focus on the learner. However, learner autonomy does not mean that the role of teacher stands nullified. It only focuses more on the learner's self-control in learning process. To offer a good understanding to this concept, its explanation will be detailed in the following sections.

2.5.1 Definition of Learner Autonomy

Learner autonomy, as defined by Holec in his 1981 book entitled, *Autonomy and Foreign Language Learning,* is "the ability to take charge of one's own learning" (p. 3). Holec is credited to be the 'father' of the concept, though the idea had been there

since the turn of 1970s when a gradual shift in emphasis from teacher-centred approach to learner-centred approach was taking place. A learner should take full responsibility of all the aspects of his/her learning (Holec, 1981). Learner autonomy is closely connected to self-direction in learning, and according to Holec there are varying degrees of self-direction leading to varying degrees of learner autonomy. Little (1991) defines learner autonomy in terms of a psychological process. The learner establishes a close relationship with the process and content of learning, and that leads to his/her autonomy in learning. In Little's opinion, autonomy is referred to as the ability to detach oneself, critically reflect, decide and carry out independent action. The whole process requires that the learners generate a specific type of psychological relationship with the learning process and content (Little, 1991). Dickinson also holds almost similar views when he says, "autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions" (Dickinson, 1993).

 Moreover, it is not only the learners' choice to take full responsibility for his/her learning, but also the learning environment and the system should be geared towards recognizing learners' rights within the system of education (Benson, 2000). Therefore, the role of the teacher providing the necessary support to learners and creating proper space for the development of autonomy is very crucial. This means enough freedom to learners in the classroom, but with essential restrictions.

After Holec research studies in education, especially in EFL contexts, attached greater significance to learner autonomy in language learning process. Researchers realized that students who think and work strategically possess higher levels of motivation

towards learning, have higher levels of confidence in their capabilities, and as a result they are self-dependent in learning vocabulary and are academically more successful compared to those who are devoid of effective strategies in learning by themselves (Benson, 2003; Boud, 1995; Dam, 1995; Dickinson, 1993; Holec, 1981; Little, 1991; Omaggio, 1978). Learners' autonomy is viewed as a self-directed process of learning. Holec (1981) has outlined the following essentials of the development:

    a. fixing the objective;

    b. developing definitions for both content and progressions;

    c. choosing the employed methods;

    d. overseeing the procedure of acquisition, and lastly;

    e. evaluating the acquired knowledge

Keeping that in view, to become an autonomous learner the learner should be able to set up goals for himself/herself, make programs of work, develop his/her strategies to cope with the new or unforeseen learning situations, assess his/her weakness and strengths at work and learn from his/her success and failures to be more efficient learner in the future (Boud, 1995). Researchers (Boud, 1995; Omaggio, 1978; Warschauer, 1996) have identified some attributes of successful autonomous learners, like they,

- primarily follow a learning active approach;

- are inclined to take risks (communicate in the target language);

- are insightful as to their learning styles and strategies;

- attend to the form as well as content;

- are good at guessing;

- have a tolerant and outgoing approach to the target language; and,

- are willing to revise and reject hypotheses and rules that do not apply to particular situations.

As regards achieving autonomy in vocabulary learning, there is almost a consensus among language researchers that extensive reading is the best way (Carrell & Carson, 1997; Herrel & Jordan, 2004; Krashen, 2004; Renandya & Jacobs, 2002). Extensive reading is characterized by reading of large number of texts in the target language and focusing on meaning rather than on the language (Carrell & Carson, 1997). Extensive reading is helpful in building general vocabulary and in strengthening sight vocabulary (Renandya & Jacobs, 2001). Krashen (2004) places more importance on extensive reading compared to direct instruction in terms of acquisition of reading skill, vocabulary and even grammar and writing. Herrel and Jordan (2004) also support Krashen's idea, and the idea has been tested and implemented by various educationists. To summarize, the following points could be considered as principles of learner autonomy:

- The focus of attention is shifted from teacher to learner;
- Learners are given maximum freedom in the classroom, with essential restrictions;
- Peer support and cooperation are encouraged in learning;
- Teachers' role as facilitators of proper environment for the development of learner autonomy is challenging and highly demanding;
- Modern learning gadgets and information technology have provided added advantage to learners to become autonomous learners.

The main focus of the current study is to explore the frequency of strategies used to learn English vocabulary by Libyan secondary school learners, but the secondary focus of the present study is learner autonomy, with special reference to learners' autonomy in vocabulary learning. The study seeks to find out the first choice of high achieving language learners as regards the choice of vocabulary learning strategies, and based on this finding, develop a model programme to help EFL learners in Libya to become autonomous vocabulary learners. At this juncture, it is essential to grasp the influence of vocabulary learning strategies use on learner autonomy, as explained below.

2.5.2 Factors Affecting Autonomous Learning

2.5.2.1 Social and Psychological Factors

A successful EFL learning relies on some factors such as social and psychological in creating a meaningful teaching and learning of EFL. According to Shumann (1978) and Larsen – Freeman and Long (1991) (as cited in Thanasoulas, 2000), these factors include self-esteem, attitudes and motivation. The students should be aware of the target language, their area of problems, and their preferred learning style and strategies in order to improve.

Coopersmith (1967) considered self-esteem as "a personal judgment of worthiness that is expressed in attitudes that the individual holds towards himself" (pp. 4-5). It implies that the students should have positive feelings and confidence that they will succeed. Wenden (1998) defined attitude as "learned motivations, valued beliefs, evaluations, what one believes is acceptable, or responses oriented towards approaching or avoiding" (p.52). There are two types of attitudes: 1) students' attitudes

and beliefs about themselves in learning process; 2) students' ability to learn (Wenden, 1998).

2.5.2.2 Students' Awareness on Autonomy

According to Qi (2004), students' awareness on autonomy signifies the subjective understanding and personal beliefs towards autonomy. It implies that when the students refer to their preferred learning strategies, this awareness can be considered as the reflection on their autonomy in choosing their learning strategy preferences (Wenden, 1986). Similarly, Abraham and Vann (1987) and Yang (1999) propose that awareness in the value and nature of speaking in English would initiate the use of formal oral practice strategies frequently.

2.5.2.3 The Role of the Teacher

Studies have shown that the role and the support of the teachers is an important dimension to the students' autonomy (Cotterall, 1995; Lan & Zeng, 2004; Lee, 1998; Little, 1995). Teachers who encourage the students to develop the students' autonomy are more skillful in helping their students to improve their skill in foreign language learning. This indicates that autonomous learning requires the teacher to have better organization in the teaching process (Lan and Zeng, 2004). Similarly, Liu (2008) and Hua (2001), suggest that the teachers hold a crucial role in developing the students' autonomy in oral language learning.

2.5.2.3 Peers and Atmosphere in class

According to Lou (2005), Qi (2004) and Zimmerman (1989), autonomous learning does not solely influenced by personal process, but also by the environment where the

second language learning context constructed by the teachers and classmates. Similarly, Scharle and Szabo (2000) suggest that students' autonomy developed when autonomy training are integrated into regular classroom activities in natural and informal ways. These activities are constructed to help the students in realizing the importance of their contribution and develop their abilities to take charge of their own learning through three main phases:

> Raising awareness which designed to present new perspectives and experiences to the students to bring the inner processes of their learning to their conscious level of thinking. At this stage, the activities are mostly controlled by the teachers because the students are still needed to be told what to do.

> Changing attitudes is the process to practice what has the students discovered at the previous stage. The students need to be fully aware of the strategies that they apply in a task. Most of the activities at this stage are repetitive and encourage the students' initiative.

> Transferring roles to the students is considered as the most demanding phase. At this stage, the students are expected to be in charged of some roles from the teachers and be more responsible. The activities are loosely designed to give freedom to the students in accomplishing the task.

The activities at these phases are designed to work on the students' development regarding their motivation, learning skills, empathy and cooperation. However, the students need to be encouraged to participate in the activities. Moreover, the activities should be chosen carefully and modified according to the aim and the learning context of the EFL class before integrating them into the textbook.

2.5.4 The Interface between Vocabulary Learning Strategies and Learner Autonomy

Learning strategies, in general, are linked to learners taking care of their own learning since it fosters self-belief among learners, weaning then away from teacher dependence and classroom-teaching dependence. Vocabulary learning strategies are just one aspect of strategies learners use for learning in general. Identifying learners' strategies is one step towards recognizing the potentials for independent learning in learners, viewing learners as people having needs and rights and who can take responsibility of their learning into their own hands (Hurd & Lewis, 2008). Researchers are of the opinion that an important branch of this perspective has been to create a way to motivate learners' awareness and knowledge of themselves, their learning requirements and preferences, their beliefs and motivation and their target language learning strategies (Hurd & Lewis, 2008; McCombs & Whisler, 1997; Murray, 2011). Thus, learner strategies play a key role in allowing learners to construct a personally meaningful interface with their learning contexts, becoming independent or autonomous learners. David Crabbe (1993) strongly believes that teachers have to play an important role in fostering learner autonomy through critically examining all the practices conducted in the classroom from an independent learning point of view.

The use of strategies, especially metacognitive strategy, and conscious decision making are essential for learner autonomy. "The propensity of learners for autonomous learning," conclude McCombs and Whisler (1997), "is a function of the development of cognitive and metacognitive abilities for (a) processing, planning, and regulating learning activities; and (b) controlling and regulating affect and motivation. Thus, if learners have to use processes required for autonomous learning, it is important that

they develop a positive attitude towards the learning task at hand and towards using learning strategies.

2.5.5 The Importance of Learner Autonomy in Vocabulary Learning Strategies

Learner autonomy, as defined by Holec (1981), is the ability of the learners to take charge of their own learning. In addition, vocabulary learning strategies, which are just one aspect of general learning strategies employed by learners (Nation, 2001), are directly linked to learners' awareness of themselves which helps them become self-directed learners. Vocabulary learning strategies are the conscious thoughts and actions that learners adopt in order to achieve a vocabulary learning goal. Vocabulary learning strategies are tools for self-directed involvement necessary for developing communicative ability and they allow learners to become more autonomous (Oxford, 1990). Vocabulary is a very vast area of language learning, and it is pretty obvious that at one point of time the learner has to take charge of his/her own leaning and expansion of vocabulary.

Moreover, strategic learners possess metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet their learning requirements. In other words, strategic learners have to be autonomous learners. Students may depend on classroom teaching, even for vocabulary learning, mostly up to secondary school education since the course materials up to secondary level is manageable within the classroom, but at the level of university education the courses suddenly expand so much and there is so much to read and comprehend, involving such a vast repertoire of new lexicon that mere teacher-oriented, classroom-dependent learning is not

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sufficient to cope with the stress. Self-direction leading to learner autonomy is the only answer in such a scenario. What is required in such a situation is learners' capacity for detachment, critical thinking and reflection, decision making, and independent action, which, according to Little (1991), is learner autonomy.

2.5.6 Related Studies on Vocabulary Learning Strategies and Learner Autonomy

Learner autonomy has developed as a new field since the 1970s, emerging from the interest in studying language learning. Bocanegra and Haidi (1999) point out that there has been a gradual shift, with learners being seen more as language producers than learners engaging with a system that the society imposes on them. Meanwhile, Cotteral (2000) underscores the recognition by language teachers of considering learner-autonomy principles, namely the capacity for learners to take ownership of their learning process. Cotteral forwards that students should be encouraged to engage in independent learning through out-of-class activities. There has been much vigorous debate regarding the links between language proficiency development and learner autonomy. With learning effectiveness being significantly associated with learning that is independent and self-directed, themselves prerequisites for learner autonomy (Dafei, 2007), such autonomy with regards to language learning is ideal. Abadi & Baradaran (2013) argue that enhancing learner autonomy in vocabulary learning causes the great impact on learning process. The researchers used two instruments which were: questionnaire and two language proficiency tests. They discovered that there is a significant positive correlation between learner autonomy and vocabulary learning strategies use in high proficient group. At the university level, learners have to become autonomous and attempt to learn vocabulary outside of their class as their use of the target language is not as extensive within classes. Hence, by empirical

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studies, researchers insist on the presence of the association between learning autonomy (LA) and vocabulary learning strategies (VLSs), and how learner autonomy helps develop language proficiency of learners. So, autonomy in learning plays a significant and strong role in supporting vocabulary learning. In the following paragraphs are presented the related studies on the topic, with the discussion of their results.

Walters and Bozkurt (2009) studied the effect of keeping vocabulary notebooks on vocabulary acquisition by testing and interviewing students. The results obtained by them show that notebooks as a tool can develop the learning of EFL, but notebooks do not enhance learners' abilities in the absence of appropriate motivation for language learning. They strongly insist that encouraging learners to become motivated, autonomous learners requires having them educated by teachers who are motivated and autonomous in their approach. A similar kind of study was conducted by Seberechts (2013) and the obtained results were in total agreement with Jo Dee & Bozkurt's finding that vocabulary notebooks don't enhance autonomous learning. But, the studies carried out by Jo Dee & Bozkurt (2009) and Seberechts (2013) have yielded results that contradict the results obtained by Fowle (2002). Fowle (2002) argues that a vocabulary notebook can increase lexical competence, develop effective learning strategies, and promote learner autonomy as well.

Qingzhao (2011) investigated the use of corpora in autonomy in the study of English vocabulary. He focused on studying corpus-driven English vocabulary learning as a Learning model, and how this model enhances autonomous learning. This study's findings reveal the importance of engaging with learning informed by data as a route

to enhancing the awareness of lexis and promoting independent learning. That is, an approach driven by corpora helps to facilitate the learning of vocabulary while encouraging independent learning. Yet another study modelled on the same approach was conducted by Binkai (2012) in China using experimental method. The results obtained through this study also proved that. An approach that is grounded in corpora supports the learning of vocabulary, while having a significantly positive impact on independent learning.

Tuan (2011) found that students are aware of using more vocabulary learning strategies, and it is easy to motivate them to choose the most suitable vocabulary learning strategies. For this study, the researcher used only a questionnaire to investigate the awareness of students. His findings were that using a monolingual dictionary was the most widely used vocabulary learning strategy employed by students. But, Tuan (2011) did not explain the source from which he adopted his data collection instrument. In addition, there is no reference to the process followed to establish the validity and reliability of the instrument used.

Nosratinia, Eftekhari and Sarabchian (2013) explored the relationship between autonomy of learners and vocabulary learning strategies. The subjects in this study were 144 Iranian students from different majors. A questionnaire was used to collect the data needed for the study. They found out that autonomy of learners has a key role to play in the development and enhancement of their vocabulary. They also noted an association between EFL learners' autonomy and vocabulary learning.

Furthermore, it can be seen that the quantitative approach has been the most commonly used method in autonomy in learning research because of the "initial influence of social psychology and a concomitant emphasis on results that are reliable, replicable, and generalizable to different types of L2 learner populations" (Musleh, 2010, p. 106). Qualitative or explanatory methods are not yet commonly used in autonomy in learning research. Based on that, adopting a quasi-experimental approach for the present study was the most appropriate design that could manage to achieve the purposes of this study.

Al Shawwa (2013) argued that enhancing learner autonomy in vocabulary learning is so significant. He came up with the conclusion that it is important for learners to adopt strategies that match their vocabulary learning abilities. Autonomous learners in learning vocabulary should have a continuous desire to learn vocabulary and they should develop their strategic ways of learning. Some weaknesses, however, can be found in Al Shawwa's study. In fact, he used only a conceptual and theoretical method of study, whereas, the present study aims to reveal the role of vocabulary learning strategies in enhancing autonomous vocabulary learning through an empirical-experimental investigation. Kaur (2014) also studied the role of instructional mediation in vocabulary development. The data were collected through interviews as well as daily journal entries for one month by the students and their lecturer. The outcomes showed that the teacher is a essential facilitating variable in fostering self-directed learning behaviour. However, Kaur tested the role of teacher and methods, and how these variables promoted autonomous learning behaviour, but the role of vocabulary learning strategies were not mentioned by the researcher. Besides, she did not mention which vocabulary learning strategies the learners used to learn new words.

As shown above, the review of literature reveals a lack of research investigating the conjunction of learner autonomy in vocabulary learning and vocabulary learning strategies. In addition, there is hardly any study that is focused directly on the role of vocabulary learning strategies in enhancing autonomy in learning. The researchers in the previous studies had no direct focus on studying the role of vocabulary learning strategies in promoting vocabulary learning. For example, they focused more on the role of corpus-driven approach, vocabulary notebooks, language proficiency and the role of instructional mediation in learning autonomy. The researchers did not conduct any teaching sessions for learners on using vocabulary learning strategies. Consequently, exploring how these variables affect each other can contribute to a better understanding of the effect of vocabulary learning strategies and autonomous learning, which is the primary goal of the present study.

Another point that is worth noting in the previous studies is lack of agreement on of the methods of measurement of autonomy in learning. Measurement of learner autonomy is a difficult and controversial subject. Some scholars believe that learner autonomy can not be measured since there is no standard of judgment as to what learner autonomy exactly comprises of, and therefore, what is there to measure at the end of the day. Another aspect of the concept of learner autonomy is its multidimensional nature that hinders quantitative measurement (Benson, 2003, p. 13). Whereas, some researchers believe that learner autonomy can be measured using certain psychometric tools (Macaskill & Taylor, 2010; Mynard, 2006; Pavlenko & Lantolf, 2000).

However, the researcher believes that learner autonomy can be measured using a combination of methods, such as suggested by Mynard (2006) who proposed to use 'observation' and 'first person narratives' to measure learner autonomy. The researcher used five instruments - questionnaire, interview, training session, vocabulary tests and logbooks - in order to measure the depth and level of autonomy in learning attained by participants at the end of the experimental teaching which is part of her research design. Table 2.4 presents the related studies on learning strategies and learner autonomy in summary form.

Table 2.4

Related Studies on Vocabulary Learning Strategies and Learner Autonomy

Scholar	Instrument	Sample	Findings
Walters & Bozkurt (2009)	Vocabulary tests Language diary Surveys	60 students	Vocabulary notebooks can be an effective learning tool in EFL classrooms, but positive impacts on learner autonomy may not be seen in the absence of appropriate motivation for language learning.
Tuan (2011)	Survey questionnaires	140 Students13 teachers	The results of this study are aimed at raising the students' awareness of using more vocabulary learning strategies.
Qingzhao (2011)	Questionnaire		Results indicate the relevance of the use of data-driven learning as a way of enriching the knowledge of words and improving students' autonomous learning
Binkai (2012)	Questionnaire	89 students	The study proved that the corpus-driven approach is helpful in vocabulary learning and can contribute to autonomous learning at the same time.
Seberechts (2012-2013)	Vocabulary tests Interview	65 students	The findings revealed vocabulary notebooks are not enough to enhance pupils' autonomy.
Nosratinia et al. (2013)	VLS Questionnaire L A Questionnaire	144 junior and senior students	The results revealed a significant relationship between EFL learners' autonomy and vocabulary learning. The results of multiple regressions indicated that social strategy was the best predictor and predicted about 23.8 percent of learner autonomy.
Abadi & Baradaran (2013)	questionnaires language proficiency tests	190 male and female learners	It revealed that there is a significant positive correlation between learner autonomy and vocabulary learning strategies use in high proficient group, and a significant positive relationship between these two constructs in low proficient group, however not as strong as in the advanced group.
Al Shawwa (2013)			Learners should depend on themselves by adopting strategies that suit their abilities Autonomous learners in learning vocabulary should have a continuous desire of learning vocabulary and they should develop their strategic ways of learning.
Kaur (2014)	Interviews Daily journal jottings	34 students	It was found that the instructor is a crucial mediating variable in encouraging autonomous learning behaviour. Some of the practices which impact students positively are providing the right pedagogical context, teaching according to students' needs and interest and providing adequate assistance in materials used in class.

2.5.7 Summary

A review of the relevant literature on VLSs and autonomous learning reveals many untouched aspects of the issue, which need to be addressed by research studies as the present study, is proposed to be. First, only a few studies deal with the effect of vocabulary learning strategies on learner autonomy in vocabulary learning. Some of the reviewed studies investigated only one strategy, such as using notebook (Seberechts, 2013; Walters & Bozkurt, 2009). Both of these studies showed that using notebook dose not enhance autonomy in vocabulary learning. Other studies (such as, Qingzhao, 2011; Binkai 2012) focused on the autonomous English vocabulary learning in corpus-based contexts. The results obtained by them indicated the relevance of the use of data-driven learning as a way of enriching the knowledge of words and improving students' autonomous learning.

Review of literature also shows that research studies on VLSs and learner autonomy have employed quantitative approaches to collect data (e.g., questionnaire and tests) to investigate the relationship between EFL learners' autonomy and vocabulary learning strategies. For example, Abadi and Baradaran (2013) used two instruments (questionnaire and two language proficiency tests) to investigate the relationship between learner autonomy and vocabulary learning strategies use in Iranian EFL learners with different language proficiency levels. Nosratinia et al. (2013) used two questionnaires: vocabulary learning strategies questionnaire and learner autonomy questionnaire, to explore the relationship between EFL learners' autonomy and vocabulary learning strategies.

However, the difficulty with the use of questionnaires is the fact that some participants might have not reported; what they actually do due to either personal or educational reasons (Hatch & Farhady, 1982). Therefore, in the present study, the appropriate design that could manage to cross verify the data to achieve the purposes of this study. It may show whether the students reported responses in the questionnaire are consistent with what they actually do.

Based on what has been highlighted above, this study seeks to fill those gaps by investigating the use of vocabulary learning strategies by Libyan secondary school students. Furthermore, it examines the effect the vocabulary learning strategies use in impoving vocabulary knowledge among Libyan EFL learners.

2.6 Theoretical Framework

This section presents the three theories that guided this study: Cognitive Development Theory, The Acquisition-Learning hypothesis and Nativist Theory.

2.6.1 Cognitive Development Theory

Cognitive theories believe that language depends on meaning and that language learning is guided by our knowledge of the world (Bloom, 1993). Unlike behaviorism, cognitive perspective is based on the thought process behind behavior. A distinguishing characteristic between linguistic and cognitive approaches to language learning is that the former claim that there is an innate language-specific module in the mind while the latter treat language as not being separate from the other aspects of cognition. However, diverging views of researchers in both domains also exist for either L1 or L2 learning (Mitchell and Myles, 1998).

General cognitive theories emphasize on the child's ability to contribute to his or her own development, and how the child's mind creates theories about the world. These theories contain aspects of language which are constructed through interaction with communication peers. Thus, language and cognitive skills develop chronologically (Bloom, 1993). On the other hand, the theory of cognitive development which was first developed by Piaget (1896-1980),deals with the nature of knowledge itself and how humans come gradually to acquire it, construct it, and use it (Piaget, 1983). According to Piaget (1983), the mechanism by which the mind process new information contains four main stages as follows:

a) Sensorimotor (birth to about age 2): During this stage, the child learns about himself and his environment through motor and reflex actions. Thought derives from sensation and movement. The child learns that he is separate from his environment and those aspects of his environment and continues to exist even though they may be outside the reach of his senses. Teaching a child in this stage should be geared to the sensorimotor system. You can modify behavior by using the senses: a frown, a stern, or soothing voice.

b) Preoperational *(begins about the time the child starts to talk to about age 7)*: Applying his new knowledge of language, the child begins to use symbols to represent objects. Early in this stage he also personifies objects. He is now better able to think about things and events that aren't immediately present. Oriented to the present, the child has difficulty conceptualizing time. His thinking is influenced by fantasy and he assumes that others see situations from

his viewpoint. He takes in information and then changes it in his mind to fit his ideas.

c) Concrete *(about first grade to early adolescence):* During this stage, accommodation increases. The child develops an ability to think abstractly and to make rational judgments about concrete or observable phenomena, which in the past he needed to manipulate physically to understand. In teaching this child, giving him the opportunity to ask questions and to explain things back to you allows him to mentally manipulate information.

d) Formal operation *(adolescence)*: This stage brings cognition to its final form. This person no longer requires concrete objects to make rational judgments. At this point, he is capable of hypothetical and deductive reasoning. Teaching for the adolescent may be wide ranging because he'll be able to consider many possibilities from several perspectives.

In this cognitivist perspective, some theories were inspired by the comparison of the mind to a computer, which can store, integrate, and retrieve language information. Some other theories related language acquisition to brain activity, drawing on recent developments in neurobiology (Lightbown and Spada, 2006). To be more specific, the information processing approach in psychology is based on the notion that complex behavior is composed of simple processes viewed to be autonomous and can thus be studied independently. Humans are considered to be active with a mind that is a general-purpose, symbol-processing system of limited capacity (McLaughlin and Heredia 1996).

This approach can be transferred to the learning of a second language, which is thought to be a complex cognitive skill as it involves internal representations that guide performance. The above theory has been applied to the domain of language learning strategies by Chamot and O'Malley (1987). Since strategies are complex procedures which learners apply to tasks to make their learning as effective as possible, they can be described as procedural knowledge acquired through cognitive, associative, and autonomous stages of learning. Like other procedural skills, they are consciously and deliberately performed in the cognitive and associative stages of learning until their final application without an individual's awareness in the autonomous stage (O'Malley and Chamot 1990).

2.6.2 The Acquisition-Learning hypothesis

The Acquisition-Learning hypothesis states that second language acquisition has two independent systems (Krashen, 1982). The first is the acquired system or acquisition, which is the product of subconscious, like children acquiring their first language. The second is the learnt system or learning, which is a conscious process derived from formal instructions.

According to Krashen, there are two ways of developing language ability (Krashen and Terrell 1983; Littlewood, 1984; Ellis, 1985). Learning occurs actively and consciously through explicit or formal learning and instruction, resulting in explicit knowledge about a language; learning results in metalinguistic knowledge and awareness. Furthermore, the acquisition-learning hypothesis states that both children and adults acquire language via access to an innate language acquisition device regardless of age as well as that learning cannot become acquisition. The most

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important pedagogical implication of the first hypothesis of the Monitor Model is that explicit teaching and learning is unnecessary, indeed inadequate, for second language acquisition.

Acquisition involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication; this is the process used for developing native languages. Learning, on the other hand, is the conscious acceptance of knowledge 'about' a language (i.e. the grammar or form). states that this is often the product of formal language instruction.

Acquisition is, thus, the untutored or naturalistic way. In most classrooms learning is emphasized more than acquisition. In traditional classrooms one of the first things teachers say "pay attention", and they have students analyze, and take notes on, the new structure item in the lesson. Later, students are given practice in providing correct answers either structurally or functionally, but always remaining conscious of what they want to say. In more conservative classes they are evaluated on their grammatical and lexical knowledge; consequently, they are forced to "study" for the exams.

However, in real life, when we interact with speakers of our own language, we rarely focus our attention on the form of the language the speaker use. We are concerned, rather, with what the speaker means or with the paralinguistic features of his speech (i.e., gestures, signs, etc.), which determine the quality of the message. For the most part, been teaching grammar rules or rules of usage instead of facilitating acquisition of English in the classrooms; consequently, it is necessary to change the type of activities we perform in class in order to help students develop an accurate, automatic, and long-lasting second language. The second language acquisition theory proposed

by krashen in this study is applied to be the indicator of the acceptableness of the materials and strategy in enhancing the vocabulary knowledge and VLSs awareness. It also used to measure the significant enhancement in promoting the language learning interest through the used selected VLS for the intervention during this current study.

2.6.3 Nativist Theory

The limitations of behaviorist theory were emphasized by a considerable number of scholars. These limitations have led to a new approach called ―nativism theory‖. The nativist perspective is associated with Chomsky (1966) and it assumes that the ability to learn a language is innate. Also, Chomsky points out that all human beings have a biological controlled Language Activation Device (LAD) that allows children to develop, use, and understand language. Currently, the LAD is more commonly referred to as Universal Grammar (UG) and is believed to be consisted of principles shared by all languages. These principles include Critical Period Hypothesis (CPH), integrated system, pivot grammar, and Parallel Distributing Processing Model (PDP) (Lightbown and Spada, 1999).

Brown (2000) defines critical period as ―a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire‖ (p.53). Lenneberg (1967) claims that the LAD will work successfully only if it is activated at a certain time in the critical period.

The other aspect of the nativist approach is called the integrated system which considered the child‘s first language as a genuine system in itself, and that language development is not merely going from an erroneous structure to a more acceptable grammatically correct structure (Brown, 2000). Berko (1958) demonstrates that

children apply rules for the formation of plural, present progressive, past tense, third singular, and possessives with nonsense word tests.

In addition, as nativist researchers examined and compared a child's ―telegraphese‖ to the complex language of five- to ten-year olds, they discovered early grammar systems of children referred to as pivot grammars (Brown, 2000).

2.7 Summary of the Chapter

This chapter has provided the theoretical background of vocabulary learning strategies. It was divided into two main sections: an overview of vocabulary learning strategies and learning autonomy. The first section dealt with the review of literature on vocabulary learning strategies that included the theoretical background of vocabulary learning strategies, taxonomies of vocabulary learning strategies, and previous studies conducted in this area.

While the second section discussed the concept of learning autonomy, outlining the definition of learner autonomy in vocabulary learning and the related studies conducted on vocabulary learning strategies and learner autonomy. Finally, based on the findings from review of literature, the conceptual framework of the study was drawn. The following chapter discusses the methods and techniques adopted in the research, together with the research design, sample size, the instruments used for data collection, and its procedures. Most significantly, it also provides the results of the pilot study and prepares the data obtained through analysis for the main study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter puts forward the research methodology, which was used in this study. The following pages present in details the research design, research settings and the participants employed in the present research. Furthermore, this chapter describes the data collection instruments, data collection techniques and procedures used in the study, the questionnaire construction and details of the questionnaire, the procedure to be followed in conducting the study, and the rationale behind the choice of the selected methodology. The present research was proposed to be a quasi-experimental study following a combination of quantitative and qualitative approaches. The researcher collected the research data through different methods, in order to answer the research questions.

3.2 Research Design of the Study

This study has been designed to explore the VLSs used most frequently by secondary school EFL students in Libya. Furthermore, the study was mainly undertaken to investigate the effect of vocabulary learning strategies use in enhancing vocabulary learning. Consequently, the following research questions were addressed:

1. What are the vocabulary learning strategies most employed by high achievers among secondary school leavers in Libya?

2. What are the vocabulary learning strategies most employed by (the present) secondary school students in Libya?

3. To what extent do second language learners aware of the different types of vocabulary learning strategies in improving their vocabulary?

4. To what extent do vocabulary learning strategies affect vocabulary knowledge of EFL learners in Libya?

Cohen, Manion, and Morrison (2007) asserted that the research questions and objectives of the study determine the design of any research. Therefore, the current research used quantitative and qualitative research methods. In addition, Sekaran (2003) stated that the choice of the researcher for a particular research methodology relied critically on the relationship between the methodology and objectives of the research. Based on that, the researcher decided to adopt quantitative (questionnaire and quasi-expermental) and qualitative research methods (the semi structured interviews and logbooks).

Concerning the quantitative component, the questionnaire was used in order to investigate the types of vocabulary learning strategies used by high achievers among secondary school leavers and use these VLSs in the experimental session. As well as, a quasi-experimental design was used in the current study with pre- and post-tests. Creswell (2012) asserted that a pre-test and post-test are required for a treated and comparison group in quasi-experimental designs in which a comparison of existing groups can be made. Quasi-experimental designs are commonly used in social and educational program research when random assignments are not possible and where intact groups are accessible to the researcher (Creswell, 2008, 2012, 2014; Lee, 2012). The rationale behind using quasi-experimental design for the present study is to examine the effect of these VLSs on vocabulary knowledge of secondary school students in Libya.

Regarding the qualitative section, the semi structured interviews and logbooks were used in this study. McKay (2006) stated that qualitative research takes place in a natural context and more than one method is used in order to understand, interpret and explain what is being studied. This kind of method considers several factors and the existence of a limited number of participants. He added that data collection in qualitative research may involve surveys, field notes, written documents, and interviews. Instead of being presented statistically, descriptive language is used to analyse and interpret data (McKay, 2006). In this study, the researcher conducted semi-structured interviews of secondary school students to identify the types of VLSs that they used on order to learn new words. Logbooks were used to investigate in deep the effect of VLSs use on the vocabulary knowledge of studnets. Figure 3.1 shows the research design for this study.

```
                    Research Design

        Quantitative                    Qualitative

   Questionnaire  Qusai-Experimental  Interview    Logbooks

              Pilot Study

              Main Study

              Data Collection

Analyze Data Quantitatively   Data Analysis   Analyze Data Qualitatively
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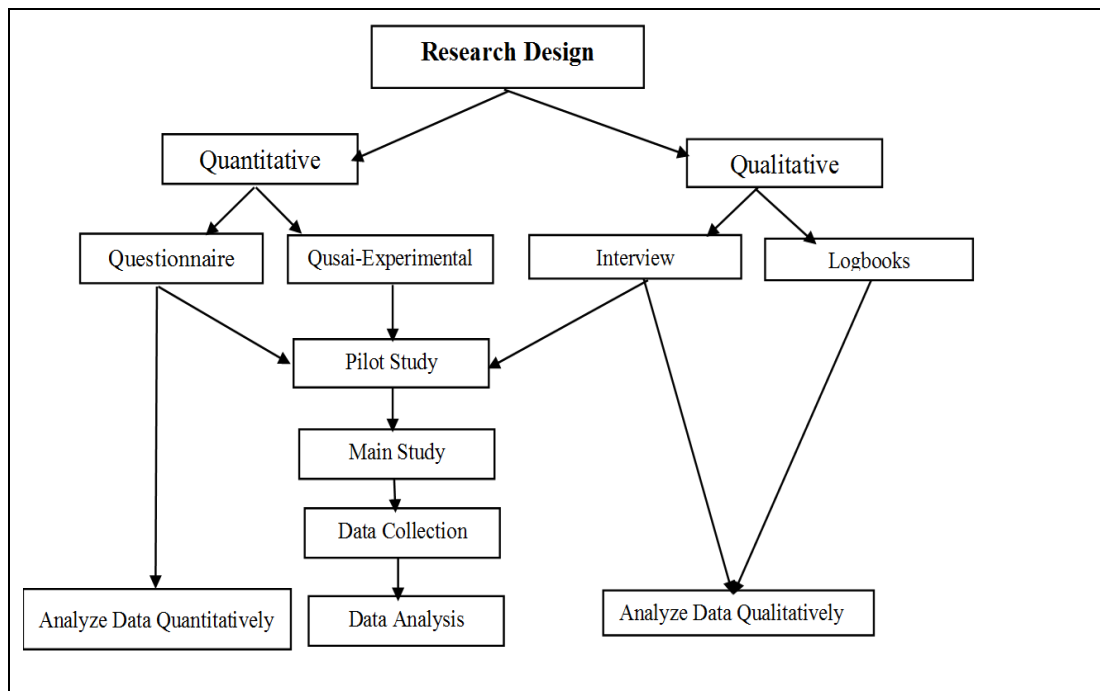
Figure 3.1. Research Design of the Study

3.3 Respondents of the Study

Howitt and Cramer (2000) define the respondents whom researchers actually examine as "a subset of a population selected from the full set or the entirety of population in accordance with the research design" (p. 93). In any research study, selection of a certain and limited number of people from a large population under observation is mandatory. Miles and Huberman (1994) point out that no study whether qualitative, quantitative or both can include everything: "you cannot study everyone everywhere doing everything" (p. 27). Moreover, Bell (1999) confirms that the sampling techniques should be, as far as possible, representative of the overall population.

Accordingly, the respondents of this study were secondary school students in Bani-Walid, Libya. Two groups of respondents were selected to participate in the present study. The first group was high achievers among secondary school leavers. Second

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group is secondary school students (the present) who represent the respondents for the main study with whom the researcher planned to conduct the intervention session. These both groups were detailed in next paragraphs.

3.3.1 High Achiever among Secondary School Leavers

The researcher selected this group of respondents based on their final exam results since in Libya the final exam of secondary schools is standardized. The Department of Evaluation and Assessment at the Ministry of Education in Libya, always designs, writes and distributes this exam. Senior secondary school students must take the exam at the end of the year three at secondary school phase. This exam is distributed to all schools at the same time across the country (Altaieb, 2013, p.13). Accordingly, the researcher selected as respondents for the present study those who scored 80% and above (see Appendix E).

The selection of the vocabulary learning strategies that most frequently used by high achievers among secondary school leavers was based on some essential reasons. The first reason is the investigation of the VLSs, which they used when they were studying secondary school. The rational for finding these VLSs is that some studies revealed that the students achieved high scores use various types of vocabulary learning strategies than lower achievers (Gu and Johnson, 2006; Siriwan, 2007; Nemati, 2008). Gu and Johnson (2006) found out that there is a correlation between strategies used by Chinese students in order to learn new words and their outcomes. These respondents who scored high marks used a wide variety of VLSs. Moreover, reviewing literature showed that EFL learners most used these two types of vocabulary learning strategies "Memory& Determination". Furthermore, in this study, the secondary school leavers

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were in the first year and first semester in the university. The questionnaire was also distributed to this group in the frist week of the first semester in order to eradicate threats on validity of the data collected such as teacher impact.

Moreover, the two groups (secondary school leavers and secondary school students) share the same particularities, like, educational background, ethnicity, social class, and academic capability. Kane (1983) and Dörnyei (2003) indicate that a good sample should be very similar to the target population in most of its general particularities such as gender, age, educational background, ethnicity, social class, academic capability, and socio-economic status. Consequently, it was important to select these types of VLSs.

3.3.2 Respondents of the Main Study: Libyan Secondary School Students

In Libya English is taught as a foreign language. Teaching of English in Libyan schools begins from grade five, and by the time, a student joins university s/he has had 6 years of English learning. The selection of the sample in a survey research depends upon the objectives of the study and the nature of the population under investigation (Cohen & Manion, 1994). Thus, the participants selected for the study were secondary school students whose next step in education is university. Therefore, they had already been exposed to English learning for a sufficient period (six years) at school and they suited the purpose of the proposed study. Another rationale behind the selection was that these students had gained knowledge of English language and were ready to make use of a wider range of vocabulary items, either for further studies or for their own

business. The selected students were fit subjects for both, data collection through the questionnaire as well as data collection through interview method as they could easily reflect upon their own strategies use in learning, retention and recall of vocabulary.

3.5 Types of Samples

Table 3.1 shows the types of samples that were utilized in the current study

Table 3.1

Types of Samples

Research Questions Data	Type of Sample	Number of Respondents
1. What are the vocabulary learning strategies most employed by high achievers among secondary school leavers in Libya?	Purposive Sampling	133 "Secondary School Leavers"
2. What are the vocabulary learning strategies most employed by (the present) secondary school students in Libya?	Random Sampling	280 "Secondary School Student"
3. To what extent do second language learners aware of the different types of vocabulary learning strategies in improving their vocabulary?	Random Sampling	12 "Secondary School Student"
4. To what extent do vocabulary-learning strategies affect vocabulary knowledge of EFL learners in Libya?	Two classes were chosen randomly by the principal of the school. Both classes, represented by eighty students, assigned to two intact classes or groups (creswell, 2012).)	40= Control Group 40= Expermintal Group "Secondary School Students"
5. To what extent do the training of vocabulary learning strategies enhance autonomous vocabulary learning among EFL learners in Libya?	Random Sampling	6 "Secondary School Student"

These groups are detailed as following:

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3.5.1 Group One "Secondary School Leavers"

This group of respondents in this study was selected by using the purposive sampling method. Patton (2002) affirms that the logic and power of purposeful sampling lies in selecting rich information for study in depth. Rich information are those from which one can learn a great deal about issues of central importance to the purpose of the research. This kind of sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Clark, 2011). Thus, the purpose of using this kind of sampling method for the present study was to select information-rich learners, fulfilling the primary criterion, that is, to identify the VLSs used only by high achiever among secondary school leavers in Libya.

According the criterion, the researcher selected only those students who scored 80% and above in the final exam for English language which is standardized by the Department of Evaluation and Assessment at the Ministry of Education in Libya (Altaieb, 2013, p. 13). According to the results of the final exam (2014), the number of students who scored 80% and above (high achievers) in the final exam was 133 students. Accordingly, the sample size (high achievers) was 133 students who scored 80% and above in the final exam (see Appendix F).

3.5.2 Group Two "Secondary School Studnets"

For this sample selection for the main study, the researcher adopted a random sampling method to pick secondary school learners as subjects. Dörnyei (2007) affirms, "Random samples are almost always more representative than non-random samples" (p. 97). This kind of sampling gives each member of the population under study an

equal chance of being selected and the probability of a member of the population being selected was unaffected by the selection of other members of the population (Creswell, 2008). Consequently, since this type of sampling is based entirely on equal chance rather than on any extraneous or subjective factors, it results in a sufficiently large sample size that is generally believed to contain subjects whose characteristics are similar in the population as a whole. Thus, it ensures drawing conclusions about the population as a whole (Dörnyei & Csizér, 2012).

According to Creswell (2008), the population is the broadest level at which a group of individuals shares one characteristic that distinguishes them from other groups. Dörnyei (2007) also considers the population as the group of people who the study is about. Accordingly, the target population for the present study was only the second-year classes of secondary school students (grade 2) in Bani-Walid, Libya, whose number totalled about 1168 students. Figure 3.2 shows the population of secondary students in second year in Bani-Walid (see Appendix G).
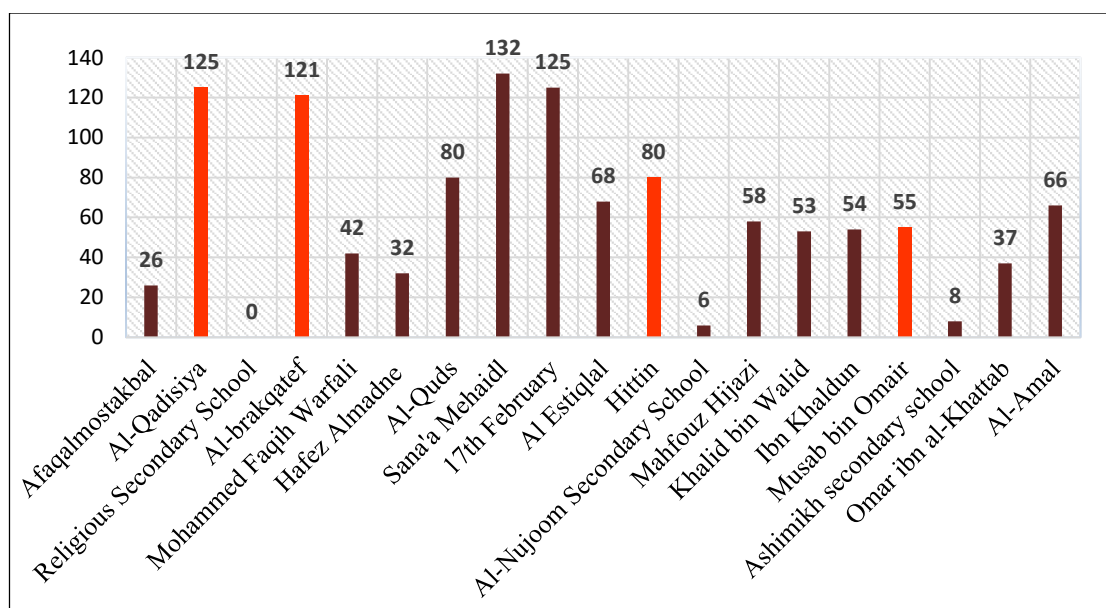
Figure 3.2. Population of Second Year of Secondary School Students in Bani-Walid Libya (2014-2015) (*Source:* Sector of Education – Bani-Walid)

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To determine the sample size of random samples some researchers provide a number of sampling tables, such as Krejcie and Morgan (1970). However, this study followed a sampling table by Bartlet, Kotrlik and Higgins (2001) for determining the minimum returned sample size for a given population size. Bartlet et al. (2001) point out that the sample size for a population of 1500 with a 3% margin of error and a 0.1 alpha level (which reflects high standards) should be at least 183. Since the population of the present study was around 1168, the sample size was around 183 participants (see Appendix H).

Regarding control and experimtal groups, the study included egihty second year students who were sixteen years old on average from Hittin Secondary School. They were all Arabic native speakers and they were EFL learners according to their teachers. This school is an affiliate of Sector of Education -BaniWalid. In the school, there were three classes of the second year. The principal of the school selected these two classes. Both classes, represented by eighy students, randomly assigned to two intact classes or groups (creswell, 2012). Group A represented the control group and group B represented the experimental group. Thus, eight secondary school studnets participated in this study. The experimental group had 40 students and the control group had 40 students.

Concerning respondents of interview and logbooks were selected randomly. Twelve students responded the interview and six studnets used logbooks to record what types of VLSs that they used for learning new words. The next section provides details of the instruments used in the present research.

Respondents of logbooks were selected randomly. Table 3.2 presents the demographic details of six students. Out of six participants who used logbooks, four are females and two males. Furthermore, in terms of age, three students (one male and two females) were sixteen years old. While two students (one male and one female) were seventeen years old, and lastly one female student was 18 years old. For participants' majors, all six students studied Basic Science.

Table 3.2

Logbooks Participants' Profile

	Gender	Age	Major
Student 1	Female	11	Basic Science
Student 2	Male	11	Basic Science
Student 3	Male	11	Basic Science
Student 4	Female	11	Basic Science
Student 5	Female	11	Basic Science
Student 6	Female	11	Basic Science
Total		6	

The findings of logbooks data were divided into two sections, which were vocabulary learning strategies that they employed in order to learn word, and the words that students learned at home.

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3.6 Research Instruments

The instruments used in this study were: a questionnaire, interview, vocabulary test
and logbooks.

Table 3.3

Data Collection Instruments

Research Questions Data	Collection Instruments	Sample
6. What are the vocabulary learning strategies most employed by high achievers among secondary school leavers in Libya?	The VLSs questionnaire Adopted from Aljdee (2011)	Secondary School Leavers
7. What are the vocabulary learning strategies most employed by (the present) secondary school students in Libya?	The VLSs questionnaire Adopted from Aljdee (2011)	Secondary School Students
8. To what extent do second language learners aware of the different types of vocabulary learning strategies in improving their vocabulary?	Semi-Structured Interview Adopted from Siriwan (2007)	Secondary School Students
9. To what extent do vocabulary-learning strategies affect vocabulary knowledge of EFL learners in Libya?	Vocabulary Test Adopted from Aljdee (2011)	Secondary School Students
10. To what extent do the training of vocabulary learning strategies enhance autonomous vocabulary learning among EFL learners in Libya?	Logbooks Adopted from Coneh et al (2007)	Secondary School Students

3.6.1 Vocabulary Learning Strategies Questionnaire (VLSQ)

The first instrument of data collection for this study was questionnaire. The
questionnaire used in this study was adopted from Aljdee (2011). The reason behind
this choice is that the nature of the research questions (one and two) is measuring the
frequency of the VLSs use by Libyan secondary school students, using a questionnaire
is an appropriate and effective measure that fits the nature of vocabulary learning

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strategies, the independent variables included in the present study. Furthermore, questionnaires can be administered to a large number of respondents and can be objectively scored (Wagner, 2010), and they yield data that are easy to analyse (Polit & Beck, 2004, p. 319). Based on that, it can be argued that more accurate data about the VLSs use can be elicited by a questionnaire. Thus, adopting questionnaire as an instrument of data collection will enable the present study to assess the frequency of VLSs used by Libyan secondary school students.

This survey consists of 44 items related to VLS (see Appendix I). It was divided into two main sections which are part one and part two. The first part of the questionnaire was concerned with the background information of the participants. Many previous researchers focused on the background information of the participants as criteria for selecting them or sampling them as their investigation of vocabulary learning strategies involved data collection in terms of participants' gender and age. However, this study used the participants' demographic information as an introduction to make the students start answering the questionnaire with a great comfort and ease. Moreover, the purpose of collecting such demographic information was to demonstrate how the sampling of the participants was representative of the different gender and age attributes that reflect the entire population.

Part two of the questionnaire was designed to investigate vocabulary learning strategies use. It was divided into five parts (*Memory Strategies, Cognitive Strategies, Determination Strategies, Metacognitive Strategies and Social Strategies).* It included 44 items that investigate the vocabulary learning strategies used by the participants to learn new English words. 44 items were addressed by the participants using a 5-point

Likert-type scale: Always = 5; Often = 4; Sometimes = 3; Rarely = 2; Never = 1. In order to avoid misunderstandings when answering the questionnaire, it was administered to the participants in Arabic, since Arabic is the native language of all of the participants in this study. The next section explains the rationale behind using questionnaire as a method of data collection in the present research. (see Appendix I for the English version of the questionnaire, and Appendix J for the Arabic version)

3.6.2 Semi-structured Interviews

The second instrument used in the current study was a semi-structured interview. According to Kvale (2003), an interview is a powerful instrument in eliciting narrative data that allows researchers to investigate people's views in greater depth. Berg (2007) also believes that interviewing should be adopted as a tool for social research as it facilitates obtaining 'direct' explanations for human actions through a comprehensive speech interaction. Besides, this instrument helps the researcher to get a better understanding of the awareness of students of different types of VLSs in improving their vocabulary knowledge. In addition, a semi-structured interview is a more flexible version of structured interview, as is quoted in Alshenqeeti (2014), while "an interview allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses" (Rubin & Rubin, 2005, p. 88) in that these questions are characterised by their flexibility.

Moreover, Saunders, Lewis, and Thornhill (2003) explained that the respondents are not demanded to follow up the order of questions but can differ on the order according to the flow of the conversation. This enables the researcher to investigate for more detailed information by asking the respondents to give more clarification to his/her

answer. Therefore, the researcher preferred to use the semi-structured interview technique to collect data to find out other vocabulary learning strategies favoured by students that were not mentioned in the questionnaire.

The interview questions, which were used in the current study, were adopted from a study conducted by conducted by Siriwan (2007). The comprehensiveness of these interview questions encouraged the researcher to use them in the present study. The interview questions were divided into three main parts. Part one of interview questions looked for the awareness of students about the importance and background of vocabulary. This part also intended to create trust and build a good relationship between the interviewer and the interviewees. The second part intended to elicit the strategies that students use to learn new words either inside or outside the language classroom, and the last part investigated whether the students had ever received any training in using VLSs in learning new words. (See Appendix L for the English version of the Interview, and Appendix M for the Arabic version).

It is important to mention that the interviews were conducted in Arabic language. The rationale behind this approach is explained as follows. According to Dörnyei (2007), a 'good' qualitative interview has two key features: (a) it flows naturally, and (b) it is rich in detail (p. 140). Thus, the researcher believed that these features could be achieved only by conducting the interviews in the mother tongue of the participants. Dörnyei and Taguchi (2010) also believe that "the quality of the obtained data increases if the interview questions are presented in the respondents' own mother tongue" (p. 49). In addition, Dörnyei, (2007) opines that qualitative data are 'most often' collected by researchers through interviews and questionnaires (p.132).

However, interviews, compared to questionnaires, are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth (Kvale, 2003). Therefore, the researcher believed that the students can express and expand their response by using their first language. At the end this would help the researcher to get much of the data needed.

3.6.3 Vocabulary Tests (Pre-test & Post-test)

The third instrument of data collection was the vocabulary test. The rationale for using pre-test and post-test instruments is to compare respondents' progress in the treatment group with teaching vocabulary learning strategies, before and after the treatment. This test was adopted from Aljdee (2011), which was designed by Nation (1983, 1990). It was a multiple-choice vocabulary test. It was validated and generally used in vocabulary research studies by many scholars to measure EFL/ESL learners' vocabulary size (Schmitt et al., 2001; Laufer & Paribakht, 1998; Beglar & Hunt, 1999; Read, 1988). Furthermore, the test conducted by Nation was found to offer a valuable measurement of the testee's level of vocabulary, with his assertion that the Vocabulary Levels Test represents close to a standard measure of lexical competency (Read, 2000). In Nation's (2001) view the test is easy to conduct, mark and interpret. Moreover, it assesses student's proficiency from a lexical dimension through large word samples sourced from different tiers of word frequency (p. 21). It contained one main question which consisted of multiple-choice items. Pre-test was given to both control group and experimental group at the same day for three hours. Time allocated for pre-test and post-test for groups was three hours. The pre-test was given to 40 respondents in the treatment group and 40 respondents in control group. In the first week, that is, before the VLSs training session was introduced to the students, pre-test was given to

respondents in control group and treatment group on the same day. The post-test was given to 80 respondents in control group and treatment group in week twelve. (see Appendix K)

3.6.4 Logbooks

Logbooks is one of the research methods that use for collecting data. According to Cohen et al. (2007), logbook is a document which is considered as source of primary data, because it is intentionally or unintentionally, capable of transmitting a first-hand account of an event. Thus, logbook is commonly a written record of the activities one has carried out. Usually made of paper, logbooks come in many different sizes, shapes, and formats (Dam, 2009).

Dam (2009) maintains that logbooks can be a good answer to the question 'how to induce learner autonomy?' The researcher believes that "it would facilitate evaluation- a most important issue in an autonomous classroom" (129). Therefore, in the present research, logbooks were used to record students' progress from the commencement of the experimental sessions till the completion of these sessions, and to measure the autonomy in vocabulary learning by participants after attending teaching session. Six students volunteered to use logbooks to make an account of their daily activities in vocabulary learning. While the other students apologised for the reason that they were busy with studying and taking exams. Logbooks were compiled by the researcher to collect information on what the participants did to learn new vocabulary on their own at home. The students were given logbook at the first week of training session. Besides students were provided by the list which consisted of the words included in their syllabus, on the first week training session. The researcher did not reveal what

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strategies to use to learn the meanings of these specific words in order to let students select and use on their own the best strategy according to their needs. They were also provided with some instructions to use logbooks, and these instructions were adopted from Al-Shuwairekh (2001). The logbooks of participants were collected after conducting the post-test. These instructions for using logbooks were as following:

➢ Spend several minutes each day to pose the question, "Have I made any progress in learning vocabulary outside of the classroom?"

➢ If you have, then keep a record:

- How was the meaning of the new lexical item discovered; for example, by checking in a dictionary or asking someone?

- What measures were taken in order to memorize the new word?

3.7 The Pilot Study

After adopting the collecting data instruments, the next step involved carrying out of a pilot study using the data gathered from participants in order to test the feasibility of the research instruments and the validity and reliability of the measure as recommended by Sproull (2004). Conducting a pilot study was the first step in this study. In the following pages the researcher has demonstrated the procedures of the pilot study for these instruments of data collection, and the results obtained there from.

3.7.1 The Pilot Study on the Questionnaire

The objectives of pilot studies are generally to check the reliability, clarity and validity of the instruments selected for data collection before the proposed/designed instrument is used on a larger scale. Therefore, a pilot study is conducted with a small number of informants. Piloting a questionnaire is essential to test the logistics in the given settings

so that the possible hurdles are tackled in advance and the efficiency and quality of research is improved (Lancaster, Dodd, & Williamson, 2004; Peng, 2009).

The pilot study was conducted with thirty students randomly selected from the Libyan secondary school students. The present study used internal consistency reliability test in order to ascertain the validity and reliability of the measures. Several studies have utilized internal consistency in conducting reliability test (Litwin, 1995). In the pilot study, questionnaires were given to 30 respondents. Table 3.4 presents the descriptive statistics of the respondents.

Table 3.4

Background of the Respondents Participating in the Pilot Study

Demography	Frequency	Percentage (%)
Gender		
Female	20	66.7
Male	10	33.3
Age		
14-16	13	43.3
17-19	17	56.7
20 and above	0	0
Section		
Literary	21	70
Basic Science	9	30

Table 3.4 provides the background information about the participating students. All the respondents chosen for the pilot study were from Khalid Ben Walid Secondary School in Bani-Walid. All of them were learning English as a foreign language, and were non-native speakers of English. The total number of participants was 30 students. Table 3.4 also shows that, 20 respondents (equivalent to 66.7%) were female while 10 (33.3%) were male. In addition, 13 of the respondents (representing 43.3%) were in

the age group from 14 to 16 years, and 17 (56.7%) fall in the category of age from 17 to 19 years. Finally, 21 of the participants (equivalent to 70.0%) were from the basic science department and 9 (representing 30%) are literary students.

3.7.1.1 Measuring the Reliability of the Questionnaire for Pilot Study

Reliability refers to the assessment of the level of internal consistency among multiple measurements of a construct (Hair et al., 2010; Pallant, 2005). The reliability of an instrument also implies that the measure is supposed to produce similar results if used repetitively. Therefore, to check the consistency of the items employed and to measure the constructs of the instrument used in this research, a reliability analysis was conducted by using Cronbach's alpha coefficient method. Generally used to estimate the internal consistency reliability of a scale, Cronbach's alpha is a coefficient (ranging from 0 to 1) which indicates the extent to which the items are measuring a single construct; the closer this coefficient is to 1, the more consistently the items are measuring the same thing (Wagner, 2010, p. 32). A high Cronbach's alpha coefficient indicates that the items of the construct show a high consistency and share high tendency to measure the meant construct. Concerning Cronbach's alpha lower accepted limit, Hair et al. (2010) remind us that values of .60 to .70 are deemed the lower limit of acceptable reliability (p. 92). The reliability analysis was run for each measure separately. Table 3.5 shows the Cronbach's alpha coefficients for all the constructs of the instrument of the present research.

Table 3.5

Reliability Analysis of the Questionnaire Used in Pilot Study

Constructs	No. of original items	Cronbach's Alpha	Item deleted*	Cronbach's Alpha if item deleted
Memory strategies	14	0.80	Nil	0.80
Cognitive Strategies	5	0.80	Nil	0.80
Determination Strategies	9	0.87	Nil	0.87
Metacognitive Strategies	9	0.86	Nil	0.86
Social Strategies	7	0.83	Nil	0.83

Table 3.5 shows that all the constructs reached high level of reliability coefficient range (between 0.80 - 0. 87). According to Hair et al., (2010); Nunnally (1978), Sekaran and Bougie (2010), and Sekaran (2006) Cronbach's alpha of 0.60 can be considered as average reliability, whereas 0.70 and above can be considered as high reliability. Overall, the reliability test coefficient of the questionnaire was 0.91 as showed in table 3.5, which means all the items included in the questionnaire that will be used in the present study showed a good level of internal consistency when measuring their respective intended measures. As a result, the questionnaire is highly reliable and suitable to go for data collection for this study. (see Appendix P)

Table 3.6

Reliability of the Pilot Study

Reliability Statistics	
Cronbach's Alpha	N of Items
.916	44

3.7.1.2 Measuring the Validity of the Questionnaire

Validity is the extent to which a test measures what it is supposed to measure (Cohen, Manion, & Morrison, 2007, p. 135). DeVellis (2012) also defined validity as the extent

to which the data collection procedure measures what it intends to measure. Validity

is a fundamental consideration in evaluating instrument. This questionnaire was based

on Schmitt's (1997) taxonomy, and many scholars used it in investigating VLSs

(Bernardo & Gonzalez, 2009; Catalan, 2003; Nemati, 2008; Schmitt, 1997). In this

study, the researcher used the content validity to determine the validity of the

questionnaire. It was done in four main steps following back-translation method, as

shown in figure 3.3.

Translating the questionnaire To Arabic	→	Reviewing the translation	→	External reviewer to the Arabic version	→	Translating Arabic version to English version
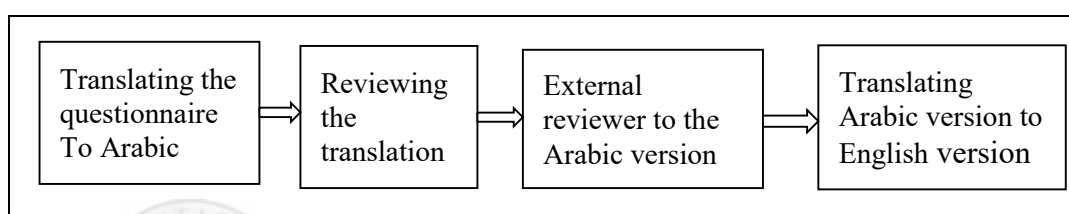
Figure 3.3. Stages of the Back-Translation method of the Questionnaire

The English version of the entire survey was translated into the participants' first

language. However, it was pointed out by several researchers (Sun, 2009) that

translating questionnaires originally developed in one language into another language

cannot simply guarantee that the items of the questionnaires are valid. This is because

the validity is content specific and it cannot be translated literally. Moreover, the

cultural context of the participants' first language including words and their

equivalences might differ from those in the language in which these questionnaires are

written and developed. Therefore, it was important to subject the Arabic translated

version of the survey to evaluation. To achieve this, first, the researcher got the original

English version of the questionnaires translated into Arabic by Dr. Baga Ezbaida who

is working as the Head of Modern Languages Department at Alzytuna University,

Bani-Walid. Dr. Baga did his postgraduate studies in Ireland, which enhanced his

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image as a translator and a professional expert, and ensured his experience with English use in its native context. Then, Dr Ahmad Mohamed who is a lecturer of Arabic syntax reviewed the Arabic version. He is an Arabic native speaker and a senior lecturer and considered as language expert since his area of specialization is Arabic language. He has been teaching Arabic language in Bani-Walid for more than 13 years. Lastly, the Arabic version was translated into English by an independent professional bilingual translator who has been working as translator in Tripoli for more than 10 years. He studied for his Master's degree in the UK. This process is known as the back-translation (Sun, 2009).

In addition to all this validation, in terms of Cronbach's alpha coefficient, a high Cronbach's alpha coefficient indicates that the items of the construct show a high consistency and share high tendency to measure the meant construct. Cronbach's alpha coefficients of the vocabulary learning strategies measured in the pilot study ranged between 0.80 and 0.87. This means that all items of the questionnaire showed a good level of internal consistency, and therefore they are valid to measure what they are intended to measure.

3.7.2 Using Interview in Pilot Study

Piloting the interview serves as a practice session for the researcher towards conducting the actual interviews for the study. The main objectives of the pilot interviews can be outlined as follows: to familiarize the researcher with the interviewing technique; to make sure that the questions presented to the participants could be understood by them, and to establish the contextual appropriateness of the situations in getting their responses (Creswell, 2008). Moreover, the objective of

conducting the pilot study interviews was in order to first investigate the potential of the chosen interview technique to gather and analyze data, as well as evaluating the interview questions, all carried out under research conditions. That is, the pilot process provided the researcher with insight into the clarity of the questions that had been formed and the manner of the responses that could be received. This concurs with Gillham's (2000) asserts that the objective of carrying out a pilot study is primarily to ensure that the questions are well formed, as opposed to refining interview skills.

In addition, it is Kvale's (2007) belief that pilot tests help the researcher in the determination of whether the interview design features inherent errors or limitations, thus allowing the required improvements to be made before fully deploying the instrument in the study. Consequently, it was essential for the researcher to test the interview questions. Based on Turner (2010), "a pilot test should be conducted with participants that have similar interests as those that will participate in the implemented study" (p. 10). The researcher pilot tested the interview by interviewing eight secondary school students. They were from the same school where the researcher pilot tested the questionnaire. The following table shows the background of the respondents who participated in piloting the interview questions.

Table 3.7

Background of Respondents Participating in Piloting Study

Demography	Frequency	Percentage (%)
Gender		
Female	5	62.5
Male	3	37.5
Age		
14-16	6	75
17-19	2	25
Section		
Literary	3	37.5
Basic Science	5	62.5

Table 3.7 shows the background of the respondents who participated in piloting the interview questions. The respondents of the interview were eight Libyan secondary school students from two majors: three students studying literary and five students studying Basic Science. All these students were studying at Khalid Ben Walid Secondary School in Bani-Walid. There were three male students and five female students. In addition, six of the respondents (representing 75 %) were in the age group from 14 to 16 years, while 2 students (25%) fall in the category of age from 17 to 19 years old.

For piloting the interview questions, the researcher met the students in Khalid Ben Walid Secondary School in Bani-Walid after taking permission from the principal. The researcher interviewed students after the class based on appointments on their preference. The interviews were conducted in Arabic and tape-recorded. The researcher spent thirty minutes to interview every student. Two students were questioned per day, which means conducting pilot study of interview took four days. The researcher first explained to the students the aim of the interview and then presented the fifteen questions to them, asking them whether there were any ambiguous statements, particularly in the interview as a whole, and also asked them about the natural flow of language in terms of using simple and clear terms that are familiar to them. It is important to mention here that the interviewees found the interview questions easy to understand. Question number two "*What language element do you think is necessary for good listening, speaking, reading, or writing English?*" confused only two students. Thus, the researcher mentioned the elements of the language "vocabulary, grammar and phonetics" in order to eliminate the confusion and increase the quality of the data of the study.

3.7.2.1 Validity and Reliability of Interview Questions

A range of strategies were used to strengthen the validity and reliability of the qualitative data in the current study. First, the researcher developed an interview schedule in order to ensure that the objectives of the research were met, and that the research questions would be responded to. Second, particular care was taken to ensure that a rapport was developed, as well as a conducive atmosphere created, in order to promote truthful answers from the participants and to encourage important issues to be raised. On reflection, it is the researcher's belief that the interviewees all felt sufficiently at ease to discuss and reveal their experiences of writing. The second step to reinforce the validity and reliability involved triangulating the data (taken from interviews with the Libyan secondary school students) with the data obtained from questionnaire. In the present study, the researcher studied the vocabulary learning strategies used by Libyan learners through two methods namely interviews and questionnaire. Through data triangulation, the researcher developed a more accurate understanding of the topic.

The researcher also provided justifications on themes to ensure that the study was accurate as the information was gathered from multiple methods of data collection. As such, the researcher needed to create a report that could be characterized as accurate and credible (Creswell, 2012). For the present study, the researcher tried to develop the themes that emerged based on what the students mentioned in the interview session and based on the results of questionnaire.

In terms of peer-review, in the context of the present study, this phase was established through the supervisor's evaluation of the interview questions. The obtained feedback

was used to make further improvements to the interview questions. Besides, this step involved informal discussions with fellow students particularly those dealing with the qualitative approach. The researcher had discussions with PhD students in Applied Linguistics program. This phase aimed to seek the opinion of the fellow students and their reviewing of the categories and themes developed by the researcher to ensure that these categories were more acceptable.

3.7.3 Piloting the Study and the Vocabulary Test

The criterion of reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly (Creswell, 2003). In order to ensure the reliability, the vocabulary test were twenty secondary school students in academic year 2014-2015. Many scholars (Schmitt et al., 2001; Laufer & Paribakht, 1998; Beglar & Hunt, 1999; Read, 1988) used this test in many vocabulary research studies. The cronbach alpha for the vocabulary test in the study was .88, which indicates that this test is reliable for collecting data.

Table 3.8

Reliability Check of the Vocabulary Test

Cronbach's Alpha	No. of Items
.88	2

Regarding checking the content validity of the test, the test was examined by four panel of six Judges. The content validity represented in the questions of an instrument should measures what it targets to measure (Creswell, 2008; Dornyei & Taguchi, 2010). Thus, the test was sent to four professional judges or experts. Thus, the researcher invited three English language senior lecturers majoring in Applied Linguistics from Libyan universities, three senior lecturers majoring in Linguistics and finally one school

supervisor of English language with considerable expertise in education. The role of this panel was to examine whether the items were accurately constructed and suitable for the purposes of the study as well as measuring what the present study intended to measure. The four experts were also requested to review and evaluate the content validity of the instruments as a whole. Those senior lecturers are considered as language experts regarding their area of specialization in English Language (see appendices H, I). They all reported that this test is valid to measure vocabulary.

3.7.4 Trustworthiness of the Study

It is very important to mention that some techniques were taken to eradicate threats of reliability and validity of the study. These steps were:

- Pilot study instruments

- Respondents of research questions 1,2 and 3 were selected randomly

- Selecting a suitable time, date and place for interview respondents

- Following up with teacher to make sure that teacher explained well VLSs, and did not teach VLS for control group.

- Using the same teaching materials for both groups.

- Eliminating contact between groups

- Use systematic procedures for interventions in order to concentrate on teaching VLSs more the words themselves.

- Introducing the objectives of the study to observers.

- Establish construct validity by focusing on what the study claims t investigate

- Eliminating the pre-test

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3.8 Data Collection Procedures of the Main Study

This section sheds lights on the procedures followed to collect data for the main study, which lasted around five months. Data collection procedure is defined by Polit and Beck (2004) as a procedure carried out by a researcher to gather the information needed to describe the investigated phenomenon (research problem) and achieve the major aim of a given study by obtaining the answers for research questions. However, some conditions were required to be fulfilled so that the data collection could be reliable. For example, according to Gerrish and Lacey (2010), data collection should be objective and systematic. The researcher should use the simplest manner of collecting data to get the answers to the research questions, and there is no need to collect any unnecessary data (Robson, 2002). Considering all these ideas, the researcher select the data collection instruments to achieve the research objectives. Therefore, for the present study, the procedures of data collection were carried out in these stages, which are discussed in further details in the following sub-sections:

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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│  Pilot Study    │     │ Administrating  │     │ Administrating  │
│  Questionnaire  │ ──▶ │ the             │ ──▶ │ the Questionnaire│
│  Interview      │     │ Questionnaire   │     │ (Group Two/ 280 │
│  Test           │     │ (Group One/ 133 │     │ Students )      │
│                 │     │ Students )      │     │                 │
└─────────────────┘     └─────────────────┘     └─────────────────┘
                                                          │
                                                          ▼
┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ Teaching session│     │ Conducting      │     │ Analysis the    │
│ (Experimental   │ ◀── │ Pre-test (80    │ ◀── │ Questionnaire   │
│ Group = 40      │     │ Students        │     │                 │
│ students)       │     │                 │     │                 │
└─────────────────┘     └─────────────────┘     └─────────────────┘
        │
        ▼
┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│ Interview/ (12  │     │ Log books       │     │ Conducting      │
│ Students)       │ ──▶ │ (6 Students)    │ ──▶ │ Post-test (80   │
│                 │     │                 │     │ Students)       │
└─────────────────┘     └─────────────────┘     └─────────────────┘
```
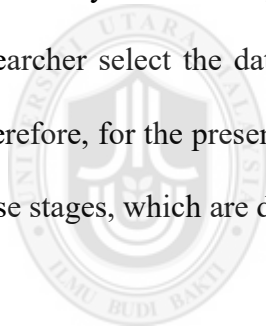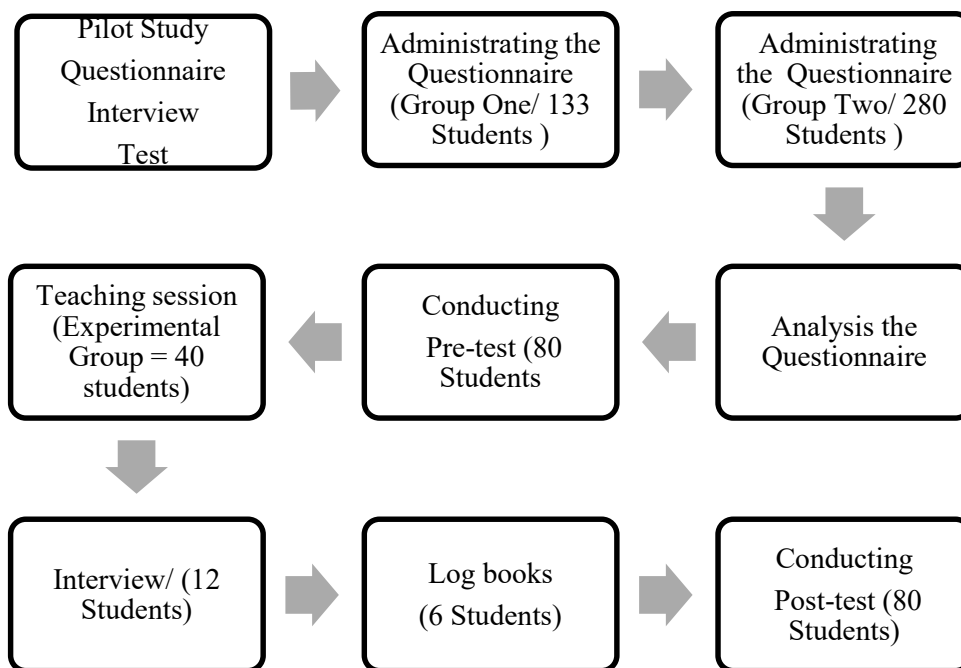
Figure 3.4. Data Collection Procedures

3.8.1 Administrating the Questionnaire

Some conditions are required to be fulfilled so that the data collection process is reliable. For instance, in this study, after preparing the questionnaire, the researcher wrote a covering letter and attached it to the questionnaire. This covering letter provided the learners with clear information about the nature of the study and the value of their participation. In this study, a questionnaire was administered to two groups: high achievers among secondary school leavers, and secondary school students as they are detailed in the next sections.

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3.8.1.1 High Achievers of Secondary School Leavers

In order to achieve appropriate data elicitation, the researcher selected 133 secondary school leavers who joined the university for the first semester of academic year 2014-2015. The questionnaire was distributed after taking permission from each administration in the colleges to distribute the questionnaire to the aimed students in these colleges (College of Medicine, College of Engineering, College of Modern Language and College of Medical Technology). Permission was also obtained from the lecturers of the courses to collect the data. The distribution of questionnaire for this sample took two days, that is, to meet the respondents and explain to them the mechanism of responding to the questionnaire. It was distributed according to the following Table (3.7).

Table 3.9

Number of Questionnaires Distributed to High Achievers among Secondary School Leavers

College	Number of Distributed Questionnaires	Percentage (%)
Modern Language	49	37
Engineering	33	25
Medicine	30	22
Medical Technology.	21	16
Total	133	100

The first day was devoted to meeting the first groups (College of Modern Language, College of Engineering), while the second day was spent on meeting the students in the College of Medicine and College of Medical Technology. Furthermore, in order to increase the response rate and save the survey from being lost by the respondents, the respondents were emphasised by their lecturers to submit their copies to the concerned lecturers the next day.

Additionally, part of the follow-up procedures that the researcher employed included telephone calls to the lecturers (groups' mediators), who followed-up with the participants who did not respond and urged them to help complete and submit the survey. Finally, this also saved the efforts and problems emerging during collection of the questionnaires, such us, some respondents who received the copies and suddenly disappeared. The whole process of distributing and collecting the answered questionnaire took one week. After the respondents submitted the survey, the researcher prepared data for analysis for the main study by screening and coding these answers into numerical scores.

3.8.1.2 Secondary School Libyan Students

Investigation on the VLSs used by EFL secondary school Libyan students at Bani-Walid was the second objective of the current study. Thus, permission was obtained from the secondary schools principales to conduct this study. The survey questionnaire was distributed to 280 students in the first semester of academic year 2014-2015. The distribution of the questionnaire was carried out in four secondary schools in Bani-Walid as shown in Table 3.10.

Table 3.10

Number of Questionnaires Distributed to Secondary School Students

Secondary School	Number of Distributed Questionnaires	Percentage (%)
Albarq Al-katef	70	25
Al-Qadisiya	75	21
Hitteen	81	28
Musab bin Omair	55	52
Total	280	100

Overall, the participants in the study were EFL Libyan secondary school students joining Libyan secondary schools in Libya. They included males and females who were in the second grade in secondary school. As the boys and girls study separately at some secondary schools in Bani-Walid, the samples were selected from four different schools to represent both genders' reflections on using vocabulary learning strategies. The participants were 280 students from four Libyan secondary schools namely: Albarq Alqatef Secondary School, Al-Qadisiya Secondary School, Hitteen Secondary School and Musab bin Omair Secondary School.

In addition, these four schools were selected in this study according to the variation in their locations in Bani-Walid. Four secondary schools were selected (Albarq Alqatef Secondary School, Al-Qadisiya Secondary School, Hitteen Secondary School and Musab bin Omair Secondary School). The survey questionnaires were distributed to seventy participants from Albarq Alqatef Secondary School, seventy-five participants from Al-Qadisiya Secondary School, eighty participants from Hitteen Secondary School and fifty-five participants from Musab bin Omair Secondary School. Every group in each school took two days to answer and return the questionnaire. After collecting the survey, the researcher prepared data for analysis for the main study by

screening and coding these answers into numerical scores. This method to collect and code the data enabled the researcher to collect and gather reflective data about the EFL Libyan secondary school students in terms of their utilization of vocabulary learning strategies.

3.8.2 Conducting the Pre-test

Pre-test was conducted after making the decision on the VLSs the researcher was going to use in the training programme, which was based on the results obtained from the questionnaire. First, the respondents were divided into two groups, 40 students were put into control group and 40 students in the experimental group. The pre-test included one main question which consisted of multiple-choice items. The pre-test was given to both groups, that is, control and experimental group, at the same day for three hours. The purpose of the pre-test was to measure participants' vocabulary knowledge of English language.

The result of this test were also used later to check the consistency of the two groups (control and experimental) in vocabulary learning. The criteria for scoring pre-post-test, which were used for both groups, were as following: each fully correct answer was given 1 point, and wrong answer was given zero. The procedures of the pre-testwere:

- Pre-test test consisted of L2 words listed with definitions. The students were asked to choose the right definition for every word.
- The pre-test was administered before conducting training programme.

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- It lasted for 3 hours to conduct the test, and the researcher used the first fifteen minutes for administration of the test.

- The two groups (control group and experimental group) took the pre-test in the classrooms at the same day and at the same time. This step was taken to ensure the objectivity of data, by avoiding leaking of the test questions.

3.8.3 Conducting Semi-structured Interviews

The interview session was carried out in October 2014. Using the semi-structured interviews allowed the researcher to collect information on the type of VLSs students usually employed to learn new words, and what they thought about using VLSs either in class or outside the class. In light of that, there was one set of semi-structured interviews used with the respondents, administered at the beginning of the experimental sessions. Twelve students were selected randomly, to participate in the interviewing sessions.

The questions for the semi-structured interviews were divided into fifteen questions were adopted from Siriwan (2007) to draw out additional information on vocabulary learning strategies use by Libyan secondary school students. The interviews lasted between 20-30 minutes each and were recorded after getting the participants' permission. The researcher used L1 (Arabic Language) during the interviewing process, and the interviews started with a general introduction, which made them feel relaxed and helped in creating a friendly atmosphere. The students were motivated and encouraged to respond to the questions freely and to share their ideas and thoughts on VLSs use. At the end, the researcher thanked them for their corporation. Later on, the interviewees' answers were also translated from Arabic into English.

3.8.4 Conducting the Intervention Session on Vocabulary Learning Strategies

The Intervention session was conducted with only the experimental group students on vocabulary learning strategies; in the first semester of the academic year 2014-2015, to investigate to what extent teaching VLSs affect their vocabulary learning.

The control group participants were not imparted any teaching in VLSs; they were taught the same vocabulary items by using a traditional teaching method. The function of the control group was to act as a standard of measurement against which the progress, if any, made by the experimental group participants under the effect of the teaching was to be measured. The regular teacher taught both the experimental group and the control group. The progress made by all the participants, experimental and control group participants, was again tested (through a test called as 'post-test) and the marks scored by them were compared to investigate the effect of the VLSs teaching session on the vocabulary knowledge. The next sections describes the entire process of conducting the intervention session.

```
                              Permission

                         Meeting Teacher/ Students

                          Conducting pre-test

      Experimental Group                        Control Group

   Introducing the objective of            Lesson Plans (Teacher)
                                             In Traditional Method

    • Lesson Plans: (Teacher&          Teaching   vocabulary   in
      Researcher)                      traditional method
    • (Objectives, Planning,
      Implementation &                 Follow up (To ensure the teacher
      Evaluation)                       did not use VLS in teaching
    • Training Teacher                  vocabulary for this group)

   Follow up (To make sure that
   teacher explained well the
   strategy?)

                          Conducting post-test

   Figure 3.5. Flow Chart of the Intervention Session
```

3.8.4.1 Selection of VLSs Used In the Study

The selection of specific vocabulary learning strategies to teach students needed to be based on systematic and scientific procedures. Therefore, the researcher used the VLSs that were most frequently used by high achievers among secondary school leavers. The purpose behind selecting secondary school leavers is that they were required to reflect on the strategies they employed when they were secondary school learners. Results of the VLSs questionnaire clarified that Memory Strategies and Determination Strategies were most frequently used by these learners.

(See data analysis chapter four). Secondly, selection of Vocabulary Learning Strategies was based on the findings reviewed in the previous literature. According to the findings of the previous studies, which were consistent with each other, determination, memory, and cognitive strategies were used commonly by undergraduate students.

Consequently, the results obtained from previous literature (Akbari & Tahririan, 2008; Aljdee, 2011; Arani, 2005; Bernardo & Gonzalez, 2009; Ghorbani & Riabi, 2011; Nemati, 2009; Seddigh & Shokrpur, 2012; Siriwan, 2007; Wanpen, Sonkoontod, & Nonkukhetkhong, 2013) encouraged the researcher to use these VLSs in the experimental session. The results obtained in these studies encouraged the researcher to use these strategies in the intervention session. Next section presents a description of the activities carried out in the experiment phase.

3.8.4.2 Vocabulary Learning Strategies Teaching Materials

For secondary schools, there are usually two semesters in an academic year. Every semester is comprised of sixteen weeks of teaching. Therefore, the training programme was conducted in the first semester of the academic year 2014-2015. The teacher was responsible for teaching the control group and the experimental group. There were same teaching materials that were used in this course, which were course book, vocabulary learning strategies instructions and vocabulary lists, tasks for the experimental group, and VLSs training procedures. There are eight units in the textbook; the focus of every unit is on two main sections: basic and specialist sections. The basic section in every unit concerns with developing grammar and communicative functions through six lessons, while the specialist section deals with the academic major (e.g. Basic science, or Literacy Studies) through five lessons. Four stages are included in every main section and divided as (Reading (2 lessons), Vocabulary and Grammar (2 lessons), Functions and listening (1 lesson) and Speaking and writing (1 lesson)). The reading passages were adopted from their course book. The purpose of using their course book was to present a relevant source of knowledge to their level of English. Since this book was designed for secondary school students, it was more accessible and known to them.

Table 3.11

Vocabulary Learning Strategies Teaching Materials

Teaching materials	Experimental Group	Control Group
The course book	✓	✓
Vocabulary lists	✓	✓
VLS Training instructions and Tasks	✓	✗

3.8.4.3 Preparation of Lesson Plans and Time-table of VLSs Teaching Session

For any teaching programme, there should be prepared a lesson plans to facilitate, systematize and organize the teaching process throughout the whole academic term. Thus, in this course, ten lessons were planned in order to teach *Memory Strategies* and *Determinations Strategies*. For the control group, the teacher also used her lesson plans when teaching the students, which were based on the objectives identified in the course-book such as developing learners' reading strategies (skimming and scanning). In training session, the ten lesson plans were prepared for experimental group according to the objectives of training programme. The aims that were concentrated on more during the session were:

- To help students achieve the session objectives which were learning VLSs (*Memory Strategies* and *Determinations Strategies*)
- To help learners be able to utilize these strategies.
- To enable the students to assess their own learning performance.

Every lesson was planned to teach only one of vocabulary learning strategy, and it lasted for 45 min (per week). For example, the lesson one aimed to teach memory strategy one, which was how using parts of speech to learn new words. Thus lesson plan was divided to presentation the lesson, providing opportunities students to practise the strategy, and at the last ten minutes students were given one question to test their learning of the strategy. (see appendix Q and for the list of words that was given for both experimental group and control group see appendix R).

3.8.4.4 Procedures of VLSs Teaching

Vocabulary learning strategies teaching sessions were only conducted with the experimental group. While teaching vocabulary to the control group was very conventional, lacking in any obvious learning strategy instructions. The teacher taught both experimental and the control group students. She taught control group students in the usual routine manner following the course-book instructions in the classroom as she did during her regular teaching sessions. She used the same usual techniques to teach students new words that she had been using in her classes, like, listing a few words and asking students to memorize them at home.

Whereas the experimental group received intensive vocabulary learning strategies teaching during the sessions. Selecting teaching procedures were based on *Memory Strategies* and *Determinations Strategies* that were taught to the students. The main techniques consisted of teaching of VLS, examples and reinforcement tasks. The goal of utilizing these techniques was basically introducing vocabulary learning strategies to students, checking the understanding of students and providing them an opportunity to employ each technique affectively. Henceforth, this session was divided into ten lessons, and each session was focused on teaching only one type of vocabulary learning strategies (Table 3.11). Besides, introducing the new role for students as learners, by teaching them vocabulary learning strategies and let them use them by their own.

Table 3.12

Vocabulary Learning Strategies Teaching Programme

Session number	Allocated Time	Type of Vocabulary Learning Strategies	Selected VLSs
			Introducing the whole programme and the time table to the students
Lesson One	45 min	Memory Strategy	Teaching parts of speech of words
Lesson Two	45 min	Memory Strategy	Teaching synonyms and antonyms
Lesson Three	45 min	Memory Strategy	Teaching paraphrasing of new words
Lesson Four	45 min	Memory Strategy	Teaching Affixes and roots of words
Lesson Five	45 min	Memory Strategy	Teaching grouping words
Lesson Six	45 min	Memory Strategy	Teaching using the new word in a sentence to clarify its meaning
Lesson Seven	45 min	Memory Strategy	Studying the sounds of the words
Lesson Eight	45 min	Memory Strategy	Teaching semantic maps
Lesson Nine	45 min	Memory Strategy	Teaching keyword method
Lesson Ten	45 min	Determination Strategy	Teaching how to use dictionary

The VLSs teaching session was implemented in the first semester academic year 2014-2015. After conducting pre-test in week one, the teacher explained the main purpose of conducting the experiment for experimental group, and to present various VLSs. Then the researcher and teacher wrote lesson plan and set specific goals for every lesson, and trained the teacher to teach these strategies. The ten-phase lesson plans delineates the key components of every single lessons, teaching of *Memory* and *Determination* strategies teaching lesson. In week two, only experimental group received explicit instruction on *Memory* and *Determination* strategies.

The instruction procedures of teaching vocabulary learning strategies, included main phases as follows: preparation the lesson presentation, practice and evaluation. In the first phase "preparation the lesson", the researcher and the teacher prepared the lesson plan for teaching each strategy. The lesson plan included language learning objectives, presenting lesson, teaching method, and the content, evaluation and allocated time for each instruction. Besides, both teacher and the researcher prepared the hand-outs which contained on illustrations and various examples on using each vocabulary learning strategy.

Secondly, the presentation phase which concerned with explaining and discussing the meaning of vocabulary learning strategy to the students "such as explaining the strategy part of speech of word, keyword method, semantic map…etc". Besides, providing an examples on how employing the strategy to learn words through reading task.

In the practice phase of instruction, the students have been given the opportunity to practice using the vocabulary strategy with learning tasks. Forexample, the students read the text and underline the unknown words. Then the teacher ask each student applied the strategy to find out the meaning this word. They were also encouraged to make conscious efforts using vocabulary learning strategies. The teacher assisted and guided the students to monitor these various strategies available to them.

Evaluation level aimed to provide opportunities for the students to evaluate their strategies in learning English vocabulary. Through this phase, the teacher checked the students' vocabulary strategies understanding in their vocabulary learning. The teacher

used some activities to evaluate students' understanding the strategy, such as short test or group work.

3.8.5   Conducting the Post- test

The rationale for pre-test and post-test instrument is to compare respondents' in the treatment group before and after the treatment, as well as to compare their results with the control group participants. After conducting the intervention session, both the control group and the experimental group were given post-test which included multiple-choice items. The post-test was conducted after the end of the training session, in week 13. Post-test scores were compared to determine the effectiveness of the treatment. Both control group and experimental group were given the test on the same day and time. The time allocated for the test was three hours.

3.8.5.1 Procedures of the Post- test

- Post-test consisted of L2 words listed with definitions. The students were asked to choose the right definition for every word.

- The post-test was administered after concluding the training programme.

- The time given to complete the test was 2 hours.

- The two groups had the test in the classrooms.

3.9 Data Analysis

The purpose of this study was to investigate whether the use of vocabulary learning strategies significantly enhanced autonomous vocabulary learning among secondary school students in Libya. The target population of the study was second year, secondary school students in Bani-Walid Libya. Eighty students participated in this

study, with 40 students in the Experimental Group and 40 students in the Control Group. The subjects were studying Basic Science, and were randomly chosen. The data collected in the present study were divided into two main types: quantitative data and qualitative data. The methods that used the data analysis, are presented in details in next sections.

3.8.1 Quantitative Data Analysis

For the statistical analysis of data collected in the present study, the researcher identified the SPSS (Statistical Package for Social Science (SPSS) version 22. The data analysis represents a collection of methods employed to facilitate the detection of patterns, the development of explanations, and the testing of hypotheses in order to resolve research challenges; moreover, it reflects a process for systematically engaging with the data in order to respond to the research questions (Levine, 1996). SPSS is a dominant application, which performs simple descriptive statistics, logistic regression, and reliability measurement, which analyzing the data creating prangs from the data and differences among the groups using (Flynn, 2003).

3.8.1.1 Descriptive Analysis

The descriptive statistics was utilized to analyse the collected data. For the descriptive statistics means, frequency, and standard deviation were calculated. According to Chin and Lee (2008), descriptive statistics aim to draw a quantitative picture of the similarities and differences between the respondents selected for the study. This descriptive presentation helps to understand the characteristics of the respondents and their views in general. For the statistical analysis, the means and standard deviation were calculated. Mean is simply the arithmetic average (Hair, Celsi, Money, Samouel,

& Page, 2011). It is not the average nor halfway point, but a kind of centre that balances high numbers with low numbers. For this reason, it is often reported along with some simple measures of dispersion, such as the range, which is expressed the lowest and highest number. Hair et al. (2011) also stated that standard deviation measures the spread of the data; the mean value, which explains the variability of the sample distribution, values from the mean. Therefore, it is useful to compare sets of data which may have the same mean but diverse range (Boon, Low, Lim, Ng, & Wong, 2011).

3.8.1.2 Independent-Samples T-Test

An independent-samples t-test is used to compare the mean score on some continuous variable, for two different groups of subjects (Field, 2009). This test was used in the present study to compare vocabulary test scores to find out the influence of vocabulary learning strategies on vocabulary knowledge among Libyan EFL learners.

3.8.2 Qualitative Data Analysis

For analysing of qualitative data collected in this study, the research followed the steps suggested by Creswell (2009). The steps were: (1) transcribing the interviews data; (2) the researcher should read the interview transcripts carefully, repeatedly, and code, classify, and categorize the responses to the interview questions; (3) the researcher generate codes and themes; (4) Interpreting the meaning of the themes. Concerning the transcribing of the interview data, the researcher transcribed the data, and sent the Arabic version of transcription of the interview with tapes to professional bilingual translator to translate them to English. Then, the researcher listened to each tape once by referring to the interview guide questions.

In terms of coding the interview data, the researcher coded the data manually. The rationale for using hand analysis rather than computer software analysis is that the researcher had faced difficulties in analyzing the data by using computer software program. For coding interview data, followed some techniques suggested by Miles and Huberman (1994). The steps were: 1) quick read through the transcription, 2) a broad-brush coding of wide topics, such as whole paragraphs or speaking turns or responses to questions. Thus, the first stage in coding data in the current study involved reading the transcription and comparison of one unit of data with other units of data to look for repetition of words, phrases, and sentences across the data. Those patterns are given names (codes) for categorisation purpose (Gibbs, 2007). The researcher also listened to tapes read line-by-line each respondent response, each word combination, sentence and/or paragraph to categories them groups. At the end of this stage, the researcher named the categories from the anaylsis of the data. Therefore, coding helps the researcher in breaking down, conceptualising, categorising, and presenting the data in understandable manner (Ghauri, 2004).

Then, the data was put together in new way in order to find and to explain the relationship between these categories. The purpose of finding the relationship between these categories, is understanding the phenomenon to which they relate to. A list of categories that evolved were examined, and selected which bits of data could or could not be assigned to the existing categories. After applying the above steps, the researcher classified the interview data into five themes: (1) The Importance of Learning English, (2) Language elements, (3) Causes of Inadequate Vocabulary knowledge, (4) Lack of adequate knowledge in VLS, (5) Lack of Training on using VLSs.

The logbooks data was analysed by applying hand analysis strategy, coding approach and basic computer program (office word process). The strategies seemed to work out well. Coding is the process of dividing and classify text to form descriptions and themes in the data (Creswell, 2012). Therefore, coding helps the researcher in breaking down, conceptualising, categorising, and presenting the data in understandable manner (Ghauri, 2004). Thus, the steps that taken in analysing the data were: reading logbooks and coding the data manually. The first reading provided an overview of the data and specific themes to be watched from the texts. Then, the researcher compared the texts together to search for common patterns across the data, and linking the similar patterns. After that these similar patterns were named for categorization purpose. This process of coding data led to the formulation of the main themes for the fifth research question as followed, which were vocabulary learning strategies and new learnt words which students learnt at home. The words learnt by each participant, were also tabulated in order to compare these words. Besides the words learnt by each respondent, were tabulated in order to compare these words. The researcher created Microsoft Word files for the participants. All files were protected by setting a password. All files were saved in the researcher's portable computer for which he was the only person who had access to it. The researcher transferred the learnt words by typing them on a computer using the Word Processor and printed them. This step facilitated the researcher to compare between the learnt words of participants and VLSs used by these respondents.

Overall, every section that presents the analysis of collected data for each question is shown in the flowchart of data analysis given above. Thus, Figure 3.8 displays the flowchart of data analysis, which summarizes the procedures which were taken to

analyze the data collected in the present study, starting with using the SPSS (Statistical Package for Social Sciences, Windows version 22) until analysis of the logbooks.
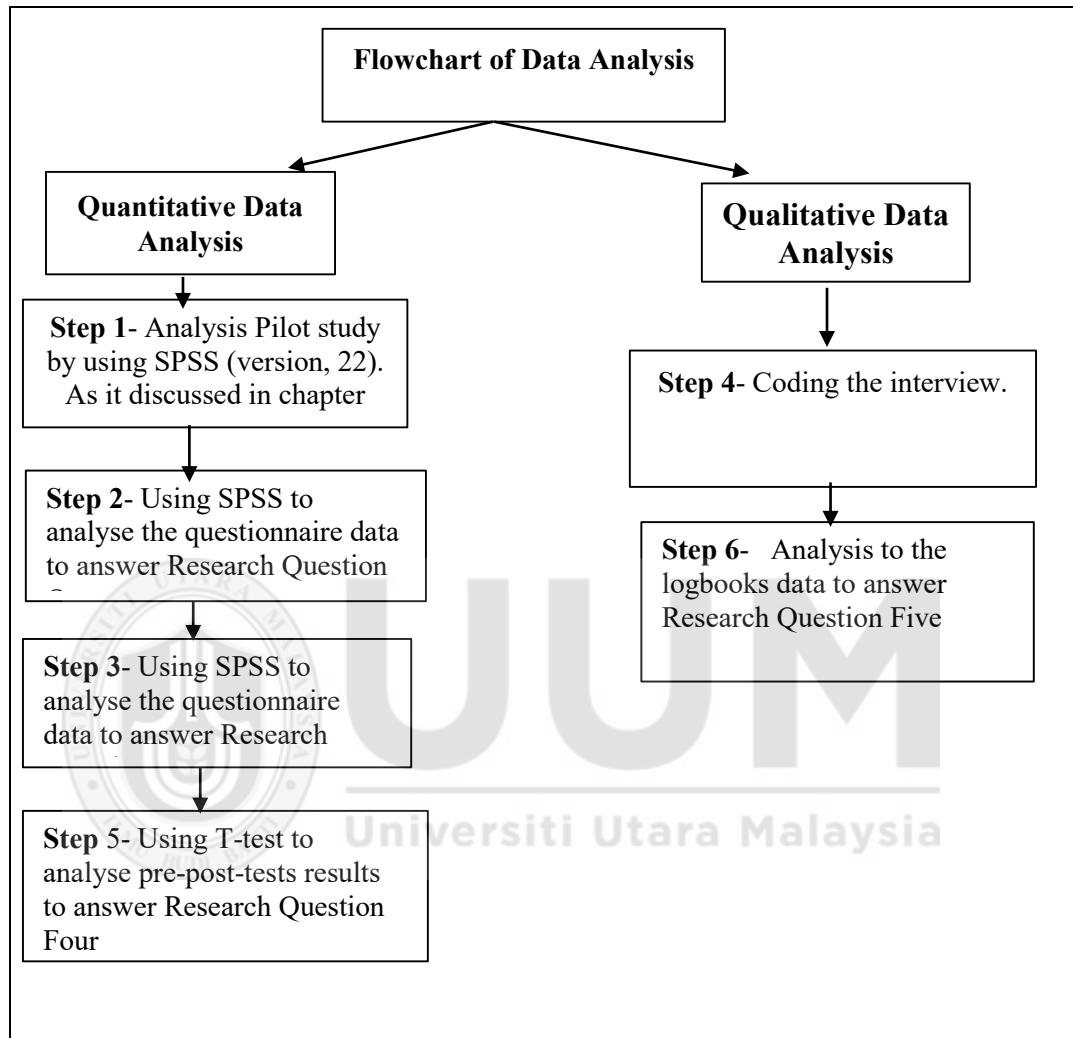
Figure 3.6. Flowchart of Data Analysis of the Study

3.9 Ethical Considerations

Ethical and legal considerations have to be considered when conducting a study, which relates to human participants (Creswell, 2009). In relation to the objectives and goals of the present study, several ethical issues were considered during the research process. Wiersma (2000) claims that when conducting a study relating to human beings, some

issues may have to be considered. In term of consent, the researcher obtained permission from the Deans of the Colleges (Medicine, Engineering, Medical Technology and Modern Languages) to collect the data. In this study, the researcher also presented the main objectives and the essential information about the study: first, the researcher informed the principals of the schools and received their agreements. Then the participants were also informed about their rights to participate voluntarily, and the procedures of collecting data and how it was going to be used (see Appendix N). Besides, special care was taken to ensure complete anonymity, in which the researcher wouldn't reveal the participants' names on the questionnaire; they were nameless. In addition, the process of data collection was kept confidential with strict disclosure policy. No data about second language learners and instructors shared with other schools. Moreover, the interviews were tape-recorded because the researcher obtained permission to do so. The researcher ensured her complete impartially during the data collection process, during the pre-test and the post-test. Through the above measures, the researcher aspires to protect the rights of that respondents, instructors and school staff involved in the research study.

3.10 Summary of the Chapter

The present chapter in the study is devoted to a description of the research methods and techniques adopted in the present study. It also outlined the research methodology, which was a combination of qualitative and quantitative approaches, approaches to data collection and analysis, and the rationale behind the choice of the selected methodology. This chapter also described the sample sizes and the instruments used to collect the data. It also illustrated the reliability of the instruments used by presenting the results of the pilot study. Moreover, this chapter discussed the data

collection procedures for the pilot study, and the processes of data collection for the main study, in details. These procedures included collecting data by questionnaire, interview, pre-test and post-test, and logbooks. Finally, this chapter shed light on the techniques of data analysis. The next chapter, thus, is devoted to reporting the results and findings of the research study obtained through the main study, followed by discussions of the possible causes and reasons that led to these findings.

CHAPTER FOUR

FINDINGS AND ANALYSIS

4.1 Introduction

The present study aimed to investigate the effect of vocabulary learning strategies use in promoting vocabulary learning among Libyan EFL secondary school students. The respondents of this study were secondary school students, studying in Bani-walid, Libya in acdmic year 2014-2015. In order to achieve the study objectives, both quantitative (quasi-experiment and questionnaire) and qualitative (semi-structured interviews and logbooks) methodswere used to collect and analyze the data. The present research was guided by four research questions. All the data were analyzed and presented based on the order of the four research questions. Thus, the results of the data analysis are reported in detail for each research question in the next sections. The present study aimed to address the following research questions: 1) What are the vocabulary learning strategies most employed by high achievers among secondary school leavers in Libya?; 2) What are the vocabulary learning strategies most employed by (the present) secondary school students in Libya?; 3) To what extent do second language learners aware of the different types of vocabulary learning strategies in improving their vocabulary?; 4) and To what extent does vocabulary learning strategies use affect vocabulary knowledge of EFL learners in Libya?.

4.2 Findings of Research Question One

The Vocabulary Learning Strategies Most Employed by High Achievers among Secondary School Leavers in Libya

The first research question aimed to identify the vocabulary learning strategies most employed by high achievers among secondary school leavers in Libya. The finding on these strategies determined the VLSs that the most used by the high achievers among the secondary school leavers when they were studying in the secondary schools. Thus, the result of it helped the researcher in determining the VLS that were used in the teaching session.

A total of 133 questionnaires were distributed to the high achievers among secondary school leavers. However, only 96 respondents answered and returned the questionnaires, and among these, 16 questionnaires were not completely answered and rejected from the analysis. Table 4.1 shows that from 96 returned questionnaires, only 80 respondents (60.15%) were included in the analysis. A total of 16 (12.03%) respondents' incomplete questionnaires were rejected in analysis. 80 out of 133 questionnaires were valid for the analysis.

Table 4.1

High Achievers among Secondary School Leavers' Response Rate

Questionnaire	Frequency	Percentage (%)
Invalid	16	12.03
valid	80	60.15
Not Returned	37	27.82
Total Questionnaire distributed	133	100

4.2.1 The Demography of High Achievers of the Secondary School Leavers

This section presents the demography of the respondents involved in this research. The characteristics of participating students with 80 respondents described in this section include gender, ages, and scores in English, and the faculty that they belong to.

Table 4.2

Demography of High Achievers among Secondary School Leavers

Demography	Frequency	Percentage (%)
Gender		
Female	60	75
Male	20	25
Age		
15-17 years	12	15
18-20 years	68	85
21 years and above	0	0
Scores in English		
75%-80%	23	28.7
81% -85%	22	27.5
more than 85%	35	43.8
Faculty		
Medical Technology	17	21.2
Medicine	20	25
Engineering	21	26.3
Modern Languages	22	27.5
Total	11	111

In terms of gender, the descriptive results for the demographic data exhibited that 75% of the respondents were females compared to only 25% males as depicted in table 4.2. This indicates that both genders participated in this study.

According to the age groups of the respondents, it shows that the respondents were divided into two age categories: 85% of the respondents ranged from 18 to 20 years old followed by 15% of the respondents with ages ranging from 15 to 17 years old. (see Table. 1.1, p. 8).

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Regarding the scores of the participants in English subject. As shown in figure, 28.7% of the respondents scored between 75%-80% in the English exam, while 22 (27.5%) the students scored from 81 to 85%, followed by 35 students (43.8%) who scored more than 85% in this exam.

The distribution of respondents according to their academic field, it indicates that the field of Modern Languages obtained the highest representation (with 27.5 % of the respondents), followed by Engineering (with 26.3%) and Medicine (with 25%), while 21.3% of respondents studied Medical Technology. The results revealed the students who studied modern languages were 22, represented in 27.5% of respondents.

4.2.2 Vocabulary Learning Strategies Employed by High Achievers among Secondary School Leavers

Concerning the first research objective, which was aimed at determining the vocabulary learning strategies (VLSs) most used by Libyan secondary school leavers in order to utilize these strategies in training session. To achieve this objective, descriptive statistics (frequencies and percentages) with the aid of SPSS were employed to identify which types of VLSs that the respondents in the present study most frequently used. All respondents rated their use of each VLS based on a five-point Likert scale (range: 1 = 'Never,' 2 = 'Rarely,' 3 = 'Sometimes,' 4 = 'Often,' 5 = 'Always') in order to identify the types of VLS used most frequently by Libyan secondary school leavers. This section is divided into three sections. The first section provides the descriptive statistics of the vocabulary learning strategies use by the respondents use in the five categories (*Memory, Cognitive, Metacognitive, Determination* and *Social*) in order to identify the most used category of VLS among

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the five. The second section describes the individual strategy use for each category in detail, while the third section displays the VLSs most used by high achievers among secondary school leavers in Libya.

4.2.2.1 Students' Use of Vocabulary Learning Strategies in the Five Categories

As discussed in the literature review chapter, the vocabulary learning strategies VLSs employed in the present research are grouped into five main categories based on Schmitt's (1997) classification: *Determination Strategies* (DET), *Social Strategies* (SOC), *Memory Strategies* (MEM), *Cognitive Strategies* (COG), and *Metacognitive Strategies* (MET). Accordingly, the responses of high achievers among secondary school leavers were analyzed through a descriptive statistics including the minimum, maximum, standard deviation, mean scores and mode of the various VLSs.

Table 4.3 and Figure 4.6 reveal that *memory strategies* were the most preferred category among the five categories of VLSs (Mean=2.90, Std. Deviation=.229), ranging between 1.64 (minimum) and 4.57 (maximum), followed by the *determination strategies* (Mean=2.57, Std. Deviation=.595). The descriptive statistics also highlight that the *metacognitive strategies* were the third highest average mean at 2.25 (Std. Deviation=.522). On the other hand, the *social strategies* (Mean=2.21, Std. Deviation=.501) and *cognitive strategies* (Mean=1.99, Std. Deviation=.479) were the least used among all the five categories.

Table 4.3

Types of VLSs Used by High Achievers among Secondary School Leavers

Category	N	Minimum	Maximum	Mean	Std. Deviation	Rank
Memory	80	1.64	4.57	2.90	.229	1
Determination	80	1.44	4.11	2.57	.595	2
Metacognitive	80	1.55	3.33	2.25	.522	3
Social	80	1.29	3.14	2.21	.501	4
Cognitive	80	1.00	3.40	1.99	.479	5

Once again, the results showed that *memory strategies* were the most employed by high achievers among secondary school leavers. While determination strategies were the second category of VLS that was most utilized by the respondents. Additionally, for further understanding of the actual individual use of VLSs by the respondents, a descriptive statistics including mean, standard deviation, and frequency values, were implemented for the five categories of vocabulary learning strategies in details. They are also presented in the next section.

4.2.2.2 Individual Strategy Use for the Memory Category

The rationale for analyzing the individual strategies used for each category was to provide the actual individual use of VLSs by the respondents. In other words, the VLSs of the current investigation were grouped into five main categories based on Schmitt's (1997) classification. Consequently, it was challenging for the researcher to include all 44 strategies in the training session. The method that the researcher applied to select these strategies was by analyzing the individual strategy use for each category in order to identify the ten most employed VLSs by high achievers among secondary school leavers.

Concerning the memory category, Table 4.4 demonstrates the individual VLS use of the fourteen memory strategies for vocabulary learning. These strategies are based on Schmitt's (1997) taxonomy, which is used to facilitate the acquisition of English words. As revealed in Table 4.4, the memory strategy *connect the new word to its synonyms and antonyms* was utilized with the highest frequency, with 29 (36.6%) respondents reporting that they always, 15 (18.8%) often and 14 (17.5%) sometimes connected the new word to its synonyms and antonyms in order to learn it. Meanwhile, *studying the part of speech of a word* was the second most frequently used memory strategy, with a mean of 3.51 and a standard deviation of 1.125. Thirty-six respondents (45%) employed this memory strategy. Twelve (15%) of the respondents answered that they always, and 24 (30%) that they often studied the part of speech of a word to learn it. *Grouping words together to study them* was the next most popular memory strategy with a mean of 3.35.
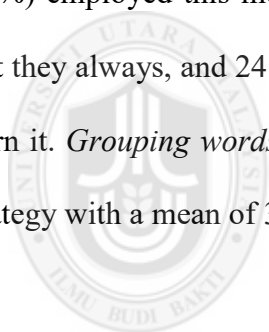
Table 4.4

Types of Memory Strategies Used by High Achievers among Secondary School Leavers

Memory Strategy (MS)	Total	Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation
MS 9 Connect the new word to its synonyms and antonyms.	80	6 7.5%	16 20%	14 17.5%	15 18.8%	29 36.6%	3.56	1.358
MS 3 Study the part of speech of a word	80	16 20%	31 38.8%	9 11.3%	24 30%	12 15.0%	3.51	1.125
MS 7 Group words together to study them	80	4 5%	20 25%	18 22.5%	20 25%	18 22.5%	3.35	1.223
MS 5 Paraphrase the word meaning	80	3 3.8%	21 26.3%	24 30%	18 22.5%	14 17.5%	3.24	1.139
MS 13 Keyword method.	80	9 11.3%	17 21.3%	33 41.3%	6 7.5%	15 18.8%	3.01	1.227
MS 6 Study the sound of a word.	80	5 6.3%	24 30.0%	20 25.0%	29 36.3%	2 2.5%	2.99	1.013
MS 10 Use Affixes and roots to remember the words	80	5 6.3%	23 28.7%	23 28.7%	29 36.3%	0	2.95	.953
MS 12 Use semantic maps	80	9 11.3%	25 31.3%	20 25.0%	23 28.7%	3 3.8%	2.83	1.088
MS 14 Use the new words in sentences.	80	13 16.3%	26 32.5%	21 26.3%	5 6.3%	15 18.8%	2.79	1.328
MS 1 Image word meaning	80	17 21.3%	10 12.5%	37 46.3%	11 13.8%	6 7.5%	2.71	1.160
MS 11 Image word form	80	12 15.0%	20 25.0%	35 43.8%	8 10.0%	5 6.3%	2.68	1.053
MS 4 Connect word to a previous personal experience	80	9 11.3%	40 50.0%	16 20.0%	12 15.0%	3 3.8%	2.50	1.006
MS 8 Associate the word with its coordinates	80	11 13.8%	44 55.0%	17 21.3%	6 7.5%	2 2.5%	2.30	.892
MS 2 Study the spelling of a word.	80	25 31.3%	24 30.0%	22 27.5%	3 3.8%	6 7.5%	2.26	1.166

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Thirty-eight of the Libyan learner respondents reported that they always (22.5%) or often (25%) adopted this strategy in studying words. *Paraphrasing the word meaning* was the fourth most frequent memory strategy adopted by the respondents to facilitate their vocabulary learning (Mean=3.24, Std. Deviation=1.139). The results reveal that 70% of respondents tended to always (17.5%), often (22.5%) or sometimes (30%) paraphrase a word to learn it. Keyword method was the fifth most frequent strategy utilized by the respondents (Mean=3.01, Std. Deviation=1.227).

Next is *study the sound of a word*, with a mean of 2.99 and standard deviation of 1.013. *Use affixes and roots to remember the words* (Mean=2.95, Std. Deviation=.953) was the seventh most frequent memory strategy employed by the respondents, with 65% reporting that they often (36.3%) or sometimes (28.7%) utilized this memory strategy in learning words. *Using semantic maps* to learn new English words was also identified as one of the major memory strategies employed by the Libyan participants for the purposes of facilitating the acquisition of new vocabulary. This memory strategy has a mean value of 2.83 and a standard deviation of 1.088. The memory strategy *using the new words in sentences* was also utilized by secondary school leavers, with a mean value of 2.79 and standard deviation of 1.328.

The results of the analysis show that the least frequent memory strategies used by the Libyan EFL learners were *image word meaning* (Mean=2.71), *image word form* (Mean=2.68), *connect word to a previous personal experience* (Mean=2.50), *associate the word with its coordinates* (Mean =2.30) and *study the spelling of a word* (Mean= 2.26).

Table 4.4 presents the most and least employed memory strategies as responded by the students through the questionnaire. The sequence of the strategies is based on the mean values, obtained by descriptive analysis of the responses. As seen from Table 4.4, the nine memory strategies most employed by the students were: *connect the new word to its synonyms and antonyms* (Mean=3.56), *study the part of speech of a word* (Mean=3.51), *group words together to study them* (Mean=3.35), *paraphrase the word's meaning* (Mean=3.24), *Keyword method* (Mean=3.01), *study the sound of the word* (Mean=2.99), *use affixes and roots to remember the word* (Mean=2.95), *use semantic maps* (Mean=2.83) *and using the new word in sentences* (Mean=2.79).

4.2.2.3 Individual Strategy Use for the Determination Category

The second category of VLSs that the respondents most adopted to learn English words is the Determination Strategies. This group contains nine VLSs, as indicated by Table 4.5 that presents the mean frequency score and standard deviations of the individual use for each determination strategy. The determination strategy use bilingual dictionary (English / Arabic) occupies the highest mean value (2.74), thus representing the most frequent determination strategy used by the respondents. Analyze available pictures, with a mean value of 2.70, is ranked the second most employed determination strategy utilized by the Libyan EFL learners.

Interestingly, the determination strategies analyze parts of speech and analyze affixes and roots received the same mean values of 2.66 (see Table 4.5). These two determination strategies were reported as the third most frequent strategies adopted by the respondents.

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The results of the descriptive analysis also reveal that check for L1 (first language) cognate (Mean=2.63) ranked as the fourth determination strategy employed by students to discover the meaning of new words, followed by use bilingual dictionary (Arabic / English), with a mean value of 2.50 and a standard deviation of 1.158.

The results also show that *use bilingual dictionary (Arabic / English)* (Mean=2.5)*, guess meaning from textual context* (Mean=2.49), *analyze through available gestures* (Mean=2.41) and *use monolingual dictionary* (Mean=2.35) were the determinations least utilized by the Libyan secondary school leavers in order to learn new words.

Table 4.5

Types of Determination Strategies Used by High Achievers among Secondary School Leavers

Determination Strategies	Total	Never	Rarely	sometimes	Often	Always	Mean	Std. Deviation
Det. S6 Use bilingual dictionary (English / Arabic).	80	10 12.5%	30 37.5%	20 25.0%	11 13.8%	9 11.3%	2.74	1.188
Det. S4 Analyze available pictures	80	9 11.3%	26 32.5%	32 40%	6 7.5%	7 8.8%	2.70	1.111
Det. S1 Analyze parts of speech	80	9 11.3%	34 42.5%	15 18.8%	19 23.8%	3 3.8%	2.66	1.078
Det. S2 Analyze affixes and roots	80	8 10%	27 33.8%	32 53.8%	4 5.0%	6 7.5%	2.66	.993
Det. S3 Check for L1 cognate	80	9 11.3%	32 40%	22 27.5%	14 17.5%	3 3.8%	2.63	1.015
Det. S7 Use bilingual dictionary (Arabic / English).	80	16 20%	32 40%	11 13.8%	18 22.5%	3 3.8%	2.50	1.158
Det. S9 Guess meaning from textual context	80	19 23.8%	26 32.5%	20 25.0%	7 8.8%	8 10%	2.49	1.232
Det. S5 Analyze through available gestures	80	22 27.5%	20 25.0 %	26 32.5%	7 8.8%	5 6.3%	2.41	1.166
Det. S8 Use monolingual dictionary	80	31 38.8%	20 25.0 %	10 12.5%	8 10%	11 13.8%	2.35	1.433

4.2.2.4 Individual Strategy Use for the Metacognitive Category

The third category of VLSs that high achievers among secondary school leavers applied was metacognitive strategies, with a mean value of 2.25 and a standard deviation of **.215.** The descriptive statistics of metacognitive strategies, as displayed in Table 4.6, reveal that *develop vocabulary knowledge by using computer programs* obtained the highest mean (2.61) among the metacognitive strategies.

Meanwhile, the strategies *develop vocabulary knowledge by watching English TV channels*, and *develop vocabulary knowledge by use of English language media (songs, news)* each received the second highest mean value (2.47). 12.6% of the respondents stated they always (8.8%) or often (3.8%) adopted these two metacognitive strategies in their English vocabulary learning. Other metacognitive strategies included *skip the new word*, which received the third highest mean (2.31) and a standard deviation of 1.098.

Interestingly, the strategies *continue to study the word over time* and *testing oneself with word lists* recorded the same mean of 2.20. The results further highlight that the least frequent metacognitive strategies employed by the respondents of this study were: *use spaced word practiced* (Mean=2.15, Std. Deviation=1.020), *revise the newly learned words soon after the initial meeting (*Mean=2.03, Std. Deviation=.779) and *developing vocabulary knowledge by reading English newspapers and magazines* (Mean=1.84, Std. Deviation=.906).

Table 4.6

Types of Metacognitive Strategies Used by High Achievers among Secondary School Leavers

Metacognitive Strategies	Total	Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation
Met. S2 Develop vocabulary knowledge by using computer programs (e.g. internet)	80	17 21.3%	25 31.3%	17 21.3%	14 17.5%	7 8.8%	2.61	1.248
Met. S1 Develop my vocabulary knowledge by watching English TV channels (e.g. documentary).	80	26 32.5%	14 17.5%	30 37.5%	3 3.8%	7 8.8%	2.47	1.302
Met. S3 Develop vocabulary knowledge by Use English language media (songs, news).	80	19 23.8%	21 26.3%	30 37.5%	3 3.8%	7 8.8%	2.47	1.121
Met. S8 Skip or pass the new word.	80	17 21.3%	39 48.8%	10 12.5%	10 12.5%	4 5%	2.31	1.098
Met. S6 Continue to study the word over time.	80	13 16.3%	43 53.8%	19 23.8%	5 6.3%	0	2.20	.786
Met. S9 Testing oneself with word lists	80	25 51.5%	30 37.5%	18 22.5%	10 12.5%	0	2.51	.911
Met. S7 Use spaced word practiced	80	27 33.8%	23 28.7%	21 26.3%	9 11.3%	0	2.15	1.020
Met. S5 Revise the newly learned words soon after the initial meeting.	80	19 23.8%	44 55.0%	13 16.3%	4 5.0%	0	2.03	.779
Met. S4 Develop vocabulary knowledge by reading English newspapers and magazines.	80	37 46.3%	22 27.5%	18 22.5%	3 3.8%	0	1.84	.906

4.2.2.5 Individual Strategy Use for the Social Category

This section reports on the mean frequency score of the social category of VLSs. The social category for vocabulary learning contains seven individual strategies based on Schmitt's (1997) taxonomy, which are used to discover the meaning of new English words. Table 4.7 reveals the sequence of social strategies from the most frequent to the least frequently employed.

The most frequent strategies in this category were *discover new meanings through group work activity* (Mean=2.29, Std. Deviation=.640), *ask a teacher for a paraphrase of the new word* (Mean=2.27, Std. Deviation=.914), *ask a teacher for a sentence including the new word* (Mean=2.25, Std. Deviation=1.108) and *study and practice meaning in a group* (Mean=2.23, Std. Deviation=1.067).

The three least utilized social strategies that the high achievers among secondary school leavers employed were *ask classmates for meaning* (Mean=2.20, Std. Deviation=.802), *teacher checks students flash cards or word lists for accuracy* (Mean=2.18, Std. Deviation=1.167) and *ask teacher for translation of the new word into Arabic* (Mean= 2.09, Std. Deviation= .903)

Table 4.7

Types of Social Strategies Used by High Achievers among Secondary School Leavers

Strategy	Total	Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation
Soc. S6 Discover new meanings through group work activity.	80	8 10 %	41 51.2%	31 38.8%	0	0	2.29	.640
Soc. S2 Ask teacher for paraphrase or synonym of new word	80	16 20%	35 43.8%	20 25 %	9 11.3%	0	2.27	.914
Soc. S3 Ask a teacher for a sentence including the new word.	80	20 25 %	35 43.8%	16 20%	3 3.8 %	6 7.5%	2.25	1.108
Soc. S7 Study and practice meaning in a group	80	27 33.8%	19 23.8%	23 28.7%	11 13.8%	0	2.23	1.067
Soc. S5 Ask classmates for meaning	80	17 21.3%	32 40 %	29 36.3%	2 2.5%	0	2.20	.802
Soc. S4 Teacher checks students flash cards or word lists for accuracy	80	27 33.8%	30 37.5%	8 10%	12 11%	3 3.8%	2.18	1.167
Soc. S1 Ask teacher for L1 translation	80	23 28.7%	33 41.3%	18 22.5%	6 7.5%	0	2.09	.903

4.2.2.6 Individual Strategy Use for the Cognitive Category

This section reveals the mean frequency score of the cognitive category of VLSs. Table 4.8 demonstrates the sequence of cognitive strategies ranging from the most frequent to the least frequent strategies. The cognitive category received the lowest mean with a value of 2.46 and standard deviation of .479. Table 4.8 displays that the strategy *keeping a vocabulary notebook in class* was identified as the most employed strategy by the respondents under this taxonomy, with a mean value of 2.16 and a standard deviation of .835.

Interestingly, both the cognitive strategies of *written repetition* and *taking notes of the newly learned words in class* recorded the same mean of 2.10. Meanwhile, the other strategies under this category featuring *verbal repetition* and *listening to tape of word list* were the least favored, with mean and standard deviations values of 1.99/.755 and 1.64/.767, respectively.
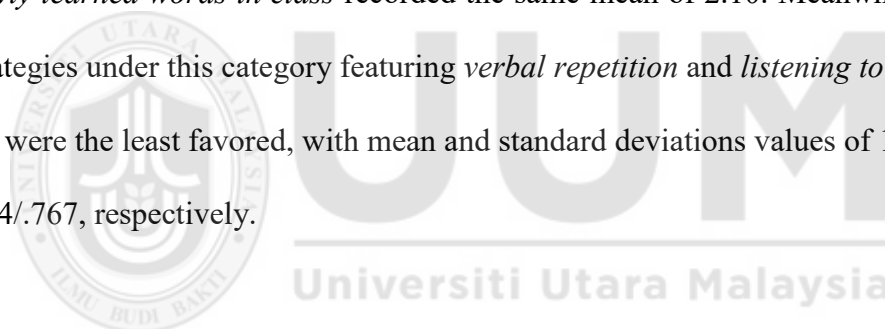
Table 4.8

Cognitive Strategies Used by High Achievers among Secondary School Leavers in Libya

Cognitive Strategies	Total	Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation
Cog.S4 I keep a vocabulary notebook for expanding rehearsal.	80	19 23.8%	32 40%	26 32.5%	3 3.8%	0	2.16	.834
Cog.S2 I write the new word many times.	80	21 26.3%	33 41.3%	23 28.7%	3 3.8%	0	2.10	.836
Cog.S5 I take notes of the newly learned words in class	80	15 12%	51 13.7%	14 17.5%	3 3.8%	0	2.10	.111
Cog.S1 I repeat the new word verbally.	80	20 25%	44 55%	13 16.3%	3 3.8%	0	1.99	.755
Cog.S3 I listen to tape of word lists of new words.	80	40 50%	32 40%	5 6.3%	3 3.8%	0	1.64	.767

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4.2.2.7 The Most Employed Vocabulary Learning Strategies by Secondary School Leavers in Libya

This section demonstrates the ten highest frequently used VLSs in order to justify the use of these strategies in the training session for the experimental group. The sequence of the strategies is based on the frequency score for each, with Table 4.9 showing the ten most employed VLSs used by all respondents.

The VLSs most used by the secondary school leaver respondents in Libya were: connect the new word to its synonyms and antonyms (Mean=3.56, Std. Deviation=1.358), study the part of speech of a word (Mean=3.51, Std. Deviation=1.125), group words together to study them (Mean=3.35, Std. Deviation=1.223), paraphrase the word meaning (Mean=3.24, Std. Deviation=1.139), Keyword method (Mean=3.01, Std. Deviation=1.227), study the sound of a word (Mean=2.99, Std. Deviation=1.013), use affixes and roots to remember the words (Mean=2.95, Std. Deviation=.953), use semantic maps (Mean=2.83, Std. Deviation=1.088), use the new words in sentences (Mean=2.79, Std. Deviation=1.328) and use bilingual dictionary (English / Arabic) (Mean=2.74, Std. Deviation=1.188).

Table 4.9

Most Employed VLS by High Achievers among Secondary School Leavers in Libya

Strategy	Item No.	Category	Rank	Total	Minimum	Maximum	Mean	Standard Deviation
MS 9 Connect the new word to its synonyms and antonyms	9	Memory	1	80	1	5	3.56	1.358
MS3 Study the part of speech of a word	3	Memory	2	80	2	5	3.51	1.125
MS 7 Group words together to study them	1	Memory	3	80	1	5	3.35	1.223
MS 5 Paraphrase the word meaning	5	Memory	4	80	1	5	3.24	1.139
MS 13 Keyword method	13	Memory	5	80	1	5	3.01	1.227
MS 6 Study the sound of word.	6	Memory	6	80	1	5	2.99	1.013
MS 10 Use Affixes and roots to remember the words	10	Memory	7	80	1	4	2.95	.953
MS12 Use semantic maps	12	Memory	8	80	1	5	2.83	1.088
MS 14 Use the new words in sentences.	14	Memory	9	80	1	5	2.79	1.328
Det.S 6 Use bilingual dictionary (English / Arabic).	6	Determination	10	80	1	5	2.74	1.188

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Table 4.9 presents the VLSs, that were most used by the secondary school leavers when learning English vocabulary in secondary school. However, the findings show that the secondary school students used different VLSs, as discussed in the subsequent sections. The following section displays the types of VLSs utilized by the secondary school students in order to compare the VLSs used by both groups.

4.3 Discussion on the Findings of Research Question One

With regards to the use of VLSs in the five categories (*Memory, Cognitive, Metacognitive, Determination* and *Social*), the findings revealed that the first preference of high achievers among secondary school leavers was *Memory Strategy*, and their second preference went for *Determination Strategy*. This result concurs with other studies conducted to investigate VLSs in EFL contexts (Al-Ghazo et al., 2015; Arjomand & Sharififar, 2011; Ghorbani & Riabi, 2011; Nemati, 2009; Nosidlak, 2013; Rabadi, 2016).

Most of the vocabulary learning strategies that were most employed by the high achievers of the secondary school leaver were grouped under *Memory Strategy*. The findings revealed that the most frequently employed strategies by secondary school leavers were: (1) connect the new word to its synonyms; (2) study the part of the speech of a word; (3) group words together to study them; (4) paraphrase the word meaning; (5) keyword method ; (6) study the sound of word; (7) use affixes and roots to remember the words; (8) use semantic maps and (9) use the new words in sentences. The findings were consistent with the previous research (Al-Ghazo et al., 2015; Kafipour, 2010).

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Memory strategies include mental techniques to imagine the situation in which the words might be used as grouping them into parts of speech as nouns and verbs, and into synonyms and antonyms (Oxford, 1990). The results showed that the respondents were familiar with these techniques. According to Nation (1990), language learners have to learn, store and use new vocabulary items by using several kinds of VLSs. Al-Ghazo et al. (2015) and Rabadi (2016) reported that the strategies used by the EFL Jordanian learners were memorization such as linguistic clues, the pronunciation of a new word, and the grammatical patterns of a new word.

These Memory Strategies represent mental techniques that are designed to enhance learners' awareness of the VLSs for the target language and to thus formulate their language-learning plans consciously (Rabadi, 2016). According to Schmitt (1997), these are some of the preferred vocabulary learning strategies among EFL learners. The enhanced use of these strategies may suggest the participants' familiarity with such valuable learning techniques and thus their tutors might place emphasis on engaging with these strategies, and those students are more successful learners who tend to employ a wide range of vocabulary learning strategies rather than just memorization and rote learning.

As it is Oxford's (1990) *memory strategies*, also called "mnemonics", have been used for past years. These days, memory strategies have occupied the lion's share of attention probably because vocabulary learning has largely been constructed as a memory problem (Yongqi, 2003). The only principle that these strategies reflect is that for better learning and retrieving some "memory aids" are needed.

Another important indication is that Libyan students were at the advanced level based on their scores in English exam. However, the memory strategies were still the most preferred type of VLSs. This result echoes the findings obtained by Nosidlak (2013). Nosidlak (2013) conducted a study with advanced level learners of English from Poland, and came up with the following observations:

- The advanced students use diverse and multiple sources of new words.
- Traditional sources of vocabulary are still popular among advanced students of English.
- The students, regardless of their level of proficiency, use similar, but diversified, strategies to get the meaning of a word (p. 658).

In addition, Gu (2012) who conducted a study in China and concluded that the participants did not believe in the memorization of words, and believed that words should be learned through use. But then again their most often used strategies were dictionary use and contextual guessing and mental associations. Their least used strategies included visual repetition and remembering semantically related words together. At the end of the six-month training programme, the strategies often used at the beginning were still often used. Again, this emphasizes and supports the ideas that traditional techniques of vocabulary learning are still popular among advanced students of English.

Moreover, regarding 'memory strategy' Nosidlak (2013) observes that memory vocabulary learning strategies are utilized for remembering the spelling and pronunciation of new vocabulary items. The most popular kind of learning strategies for memorizing spelling and pronunciation included those consisting in creating mental linkages, using imagination and mechanical rewriting. Having this in mind,

students should be encouraged to try to find a link between the spelling and their knowledge/pronunciation of a word, and to rewrite a given word many times. Therefore, this explains that the secondary school leavers used memory strategy that is study the sound of word, in order to link between the word spelling and its pronunciation for purpose learning words.

The second category of vocabulary learning strategies that the Libyan students most employed was 'determination strategies.' This result is in line with other studies conducted to investigate VLSs in EFL contexts (Celic & Toptas, 2010; Hamzah, Abdullah, & Kafipour, 2009; Nirattisai & Chiramanee, 2014). Oxford (1990) indicates that the determination strategies are employed to overcome the obstacles that the learners faced when learning the English language. In the EFL learning context, the Libyan learners face difficult in learning situations and environments as Oxford (1990) states, "less adept language learners often panic, tune out, or grab the dog-eared dictionary and try to look up every unfamiliar word – harmful responses which impede progress toward proficiency" (p. 47). Thus, the determination strategies are utilized to find newly encountered words without referring to any resources. Learners can use either dictionary strategies or guessing strategies to determine the meaning of unknown words. In the present study the strategies, *'Use bilingual dictionary (English / Arabic)', 'Analyze available pictures', 'Analyze parts of speech', 'Analyze affixes and roots'* were the most frequently employed by high achieves among secondary school leavers in Libya.

Clearly, the degree of frequency employed concerning the *Determination Strategies* implies the utilization of dictionaries, with the participants reporting that they engaged

with bilingual dictionaries both for discovery and identifying the definitions of new lexical items. Walz (1990) confirms that dictionaries represent a crucial resource for EFL learners to source information regarding new words. Furthermore, Hayati and Fattahzadh (2006) suggest that EFL learners are encouraged to utilize dictionaries in order to locate and then acquire new words. Miyanaga (2006) goes on to assert that the use of dictionaries promotes learner autonomy, since effective definitions of new lexical items can be found without the need to refer to a language teacher in the classroom.

Moreover, some studies (Qian, 2004; Wei, 2007) reveal that the English-language learners prefer a bilingual dictionary to a monolingual dictionary. For example, Qian's (2004) study found that the majority of students with intermediate language proficiency consulted a bilingual dictionary when challenged with unfamiliar words. Wei's (2007) study also showed that the use of an English-Chinese dictionary was more favored than that of English-English dictionaries by Chinese college students.

Metacognitive strategies were the third vocabulary learning strategies preferred by the secondary school leavers. The reasons for inadequate use of metacognitive strategies might be that because of the prevailing ideas among student community in Libya, learners consider English as an academic subject rather than as a means of communication. The respondent's little attention to English media might be because of English that used in media is formal which may constitute a challenge for them. Generally, this might be justified due to the fact that the teachers in Libya control the whole learning process, organize, and plan all learning activities or tasks for their

students. Alahirsh (2006) reveals that both Libyan EFL teachers and learners lacked knowledge of different approaches for improving learners' lexical knowledge.

Regarding social strategies and cognitive strategies, which were the least frequently used strategies employed by the high achievers of secondary school leavers in Libya to learn new words, the results are consistent with other research findings (Nirattisai & Chiramanee, 2014; Rahimi & Shams, 201). Rahimi and Shams (2012) found out that social strategies were used least often. This may be attributed to the fact that students in Libya are conscious of their self-image and diffident in 'revealing' their lack of knowledge, and they might have mental pressures when asking their teachers for some information (Bremner, 1999; Politzer & McGroarty, 1985). Moreover, learners were probably not aware of the role of social strategies in their language learning, and teachers commonly adopt the more traditional teacher-centred or lecture-based approach in classroom (Alteib, 2013; Rattanavich, 2013). Thus, in order to increase the learners' use of vocabulary learning strategies, the teachers should find teaching techniques or activities that would create students' positive attitudes towards English and encourage them to have wide exposure to English. Teachers should point out to students the importance of using the social strategies and provide them with more opportunities to use social vocabulary learning, such as classroom discussion, group work, and so on.

In conclusion, the study presents a number of possible explanations supported by literature on previous studies in an attempt to interpret the vocabulary learning strategies use by the secondary school leavers. Above all, the most frequently used vocabulary learning strategies by the high achievers of secondary school leavers in

Libya were the memory strategy and the determination strategy. Encouraged by this result, these two types of VLSs were used in the training programme to examine the influence of vocabulary learning strategies on autonomous vocabulary learning.

4.4 Findings of Research Question Two

The vocabulary Learning Strategies Most Employed by (the present) Secondary School Students in Libya

This section is devoted to discussing the findings of Research Question Two: What are the VLSs most utilized by secondary school students in their learning of English words? The significance of the findings of this research question was to compare the VLSs most employed by secondary school students with the VLSs most utilized by secondary school leavers.

This comparison contributed to identifying those similar VLSs used by both groups, and underscoring those VLSs only applied by secondary school leavers. The questionnaire used to answer this research question was distributed to 280 respondents in order gather their responses to 44 statements about the frequency of VLSs that they used to learn English. The 44 statements broadly cover the five categories of VLSs (Memory Strategies, Cognitive Strategies, Metacognitive Strategies, Determination Strategies and Social Strategies). The results were obtained from the participants' responses to the items based on a five-point scale: 1 = 'Never,' 2 = 'Rarely,' 3 = 'Sometimes,' 4 = 'Often,' 5 = 'Always.' The frequency statistics (frequencies and percentages) were conducted with the aid of SPSS and are described in the following paragraphs.

A total of 280 respondents were selected randomly from four secondary schools in Bani-Walid, Libya. The sample was selected based on the population of second year of secondary school students in Bani-Walid, Libya as provided by the sector of education in Bani-Walid. Accordingly, 280 questionnaires were distributed to the secondary school students. However, only 250 respondents returned the filled-in questionnaires and 30 students did not return them. 39 out of 250 returned questionnaires were incomplete, and they were rejected from the analysis.

Table 4.10 shows that from of 250 returned questionnaires, only 211 questionnaires (75.4%) were completely answered, thus they were valid for the analysis. while 30 questionnaires (10.7%) were not returned and 39 questionnaires (13.9%) were incomplete, and rejected for analysis. 211 out of 580 questionnaires were valid rate for the analysis. According to Sekaran (2003), a rate of 30% and above can be considered as valid and accepted in study.

Table 4.10

Secondary School Students' Response Rate

Questionnaire	Number	Percentage (%)
Invalid	39	13.9
Valid	211	75.4
Not Returned	30	10.7
Total Questionnaire Distributed	280	100

4.4.1 Demographic Profile of Secondary School Students

This section presents the demography of the respondents involved in this research. The characteristics of 211 respondents displayed in this section, includes ages, gender, and the section they belong to.

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Table 4.11

Secondary School Students' Profile

Demography	Frequency	Percentage (%)
Gender		
Female	156	73.9
Male	55	26.1
Age		
14-16	127	60
17-19	84	40
20 and above	0	0
Section		
Basic Science	128	60
Literary	83	40
Total	211	100

The descriptive results for the the demographic data revealed the dominance of female students among Libyan secondary school students. More specifically, the descriptive results showed that 73.9% of the respondents (156) were females compared to only 26.1% males (55).

In terms of the age of respondents, Table 4.11 demonstrates the age groups of the respondents. It shows that the ages of 60% of the respondents (127) aged from 14 to 16 years old, followed by 40% of the respondents with aged between 17 and 19 years old.

Furthermore, based on academic majors, the result indicate that the academic field of Basic Science had the highest representation with 128 of respondents (60%). Followed by 83 respondents (40%) who enrolled in the literary studies. The majority of the students enrolled in Basic Science.

4.4.2 Types of Vocabulary Learning Strategies most used by Secondary School Students

The second objective of the present study was to identify the types of VLSs most frequently employed by Libyan secondary school students, in order to compare them with those VLSs most used by secondary school leavers. This comparison enabled the research to avoid reusing similar strategies that both groups utilized. To achieve this objective, frequency statistics analysis (frequencies and percentages) – with the aid of SPSS (a descriptive analysis including mean, standard deviation, maximum and minimum) – of the various 44 VLSs was carried out to identify which types were most frequently used by the respondents of the present study.

This section is divided to three parts. The first part provides the descriptive statistics of the respondents' VLS use in the five categories in order to illuminate the most applied category among the five aforementioned categories. The second part describes the individual strategy use for each category in detail, while the third part presents the VLSs most applied by secondary school students in Libya.

4.4.2.1 Students' Use of VLSs in the Five Categories

The findings in the descriptive analysis of the data collected from secondary school students reveal that among the five categories of VLSs, the majority of Libyan secondary school students showed a strong interest in employing social strategies over other categories. Social strategies thus rank first among all other categories with a mean value of 2.81, followed by metacognitive strategies with the second highest mean score in the category of VLSs preferred by Libyan students. The statistics reveal

that the total mean of the metacognitive strategies used by the respondents in the present study reached 2.67, with a standard deviation of .656.

Table 4.12

VLSs Used by Secondary School Libyan Students

Category	Total	Minimum	Maximum	Mean	Std. Deviation
Social Strategies	211	1.14	4.29	2.81	.669
Metacognitive Strategies	211	1.44	4.33	2.67	.656
Cognitive Strategies	211	1.00	4.80	2.52	.732
Memory Strategies	211	1.57	3.71	2.51	. 435
Determination Strategies	211	1.56	4.00	2.48	.535

The results presented in Table 4.12 also reveal that cognitive strategies were the third category that the students preferred applying to learning English words (Mean=2.52, Std. Deviation=.732), while the memory strategies (Mean=2.51, Std. Deviation=.435) and determination strategies (Mean=2.48, Std. Deviation=0.535) scored the least mean values, thus indicating that these strategies were not favored by the respondents.

The findings of this research question show that metacognitive and social strategies were employed most frequently, while memory strategies and determination strategies represent the least favored strategies utilized by the Libyan secondary school students. The next section describes the individual use of VLSs by the respondents in each category in detail in order to establish those VLSs most utilized by the Libyan secondary school students.

4.4.2.2 Individual Strategy Use for the Social Category

This section reports on the mean frequency score of the social category of VLSs. Table 4.13 reveals the sequence of social strategies ranging from the most frequent to the least frequently used. The results show that the social strategy ask a teacher for L1 translation received the highest frequency rating, with 63 respondents (29.8% of the total) reporting that they always (30/14.2%) or often (33/15.6%) asked their teacher for a translation of a word when they did not understand its meaning. This strategy occupies the highest mean value among the other social strategies used by the respondents (Mean=2.96, Std. Deviation=1.191). Meanwhile, the strategy asking classmates for the meaning of word was reported as the second most frequent social strategy employed by the Libyan students (Mean=2.94, Std. Deviation=1.198).

Ask teacher for paraphrase or synonym of new word was also identified as the third social strategy employed most frequently by Libyan students for facilitating English vocabulary learning, with a mean of 2.87 and a standard deviation of 1.064. Sixty-five (28.1%) respondents stated that they asked their teacher to paraphrase a word or its synonym. Discovering new meanings through group work activity was also reported to be one of the VLSs that Libyan secondary school students used in their vocabulary learning (Mean=2.81, Std. Deviation=.978).

Ask a teacher for a sentence including the new word was one of the VLSs frequently adopted by the respondents to facilitate extension of their word knowledge. This VLS was found to be employed by 55 respondents (26%), who stated that they always (30/ 14.2 %) or often (25/11.8%) asked the teacher for a sentence including the new word.

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Table 4.13

Social Strategies Used by Secondary School Libyan Students

Strategy	Total	Never	Rarely	sometimes	Often	Always	Mean	Std. Deviation
Soc. S1 Ask teacher for L1 translation	211	22 10.4%	57 27%	69 32.7%	33 15.6%	30 14.2%	2.96	1.191
Soc. S5 Ask classmates for meaning	211	21 10%	63 29.9%	65 30.8%	31 14.7%	31 14.7%	2.94	1.198
Soc. S2 Ask teacher for paraphrase or synonym of new word	211	20 9.5%	63 29.9%	63 29.9%	54 25.6%	11 2.5%	2.87	1.064
Soc. S6 Discover new meanings through group work activity.	211	16 7.6%	57 27%	110 52.1%	8 3.4%	20 9.5%	2.81	.978
Soc. S3 Ask a teacher for a sentence including the new word.	211	23 10.9%	83 39.3%	50 23.7%	25 11.8%	30 14.2%	2.79	1.217
Soc. S4 Teacher checks students flash cards or word lists for accuracy	211	36 17.1%	62 29.4%	57 27.0%	38 18%	18 8.5%	2.72	1.193
Soc. S7 Study and practice meaning in a group	211	40 19%	62 29.4%	63 29.9%	31 14.7%	15 7.1%	2.62	1.159

Moreover, the data reveals that teacher checks students flash cards or word lists for accuracy (Mean=2.72, Standard Deviation=1.193) was the second least favored social strategy for vocabulary learning used by the respondents in comparison with other social strategies. Finally, among the seven strategies under this category of VLSs, study and practice meaning in a group was the least favored social strategy utilized by these Libyan learners (Mean=2.62, Standard Deviation=1.159).

4.4.2.3 Individual Strategy Use for the Metacognitive Category

The second group of VLSs most used by the secondary school learners was metacognitive strategies, with a mean of 2.67 and standard deviation of .656. In this group, the minimum and maximum responses across the strategies were 1 and 5, respectively, while the mean and standard deviation varied across the strategies. Table 4.14 illustrates that the three metacognitive strategies *develop my vocabulary knowledge by watching English TV channels (e.g. documentary)* (Mean=2.76, Std. Deviation=1.302), *revise the newly learned words soon after the initial meeting* (Mean=2.76, Std. Deviation=1.148), and *skip or pass the new word* (Mean=2.76, Std. Deviation=1.254) received the joint highest mean values.

Continue to study the word over time (Mean=2.74, Std. Deviation=1.143) received the second highest mean value, with 22.8% of the respondent stating that they continued to study the words over time in order to acquire new vocabulary. *Develop vocabulary knowledge by using English language media (songs, news)* (Mean=2.73, Std. Deviation=1.235) was also identified as one of the metacognitive strategies most employed by Libyan secondary school students, ranking as the third metacognitive strategy frequently adopted by the respondents to facilitate their learning. Fifty-four

(25.6%) of the respondents reported that they always (23/10.9%) or often (31/14.7%) developed their vocabulary knowledge by English language media such as songs and the news.

Testing oneself with word lists was one of the VLSs frequently adopted by the respondents to facilitate their vocabulary learning. The results reveal that 56 respondents (26.5%) tended to always (11/5.2%) or often (45/21.3%) test themselves with word lists for the purpose of increasing their vocabulary knowledge (Mean=2.67, Std. Deviation=1.127).

On the other hand, the results of the descriptive analyses revealed that among the nine metacognitive strategies the least favored ones to be employed by the respondents were *use spaced word practiced* (Mean=2.59, Std. Deviation=1.237), *develop vocabulary knowledge by using computer* programs *(e.g. internet)* (Mean=2.58, Std. Deviation=1.124) and *develop vocabulary knowledge by reading English newspapers and magazines* (Mean=2.53, Std. Deviation=1.184).

Table 4.14

Types of Metacognitive Strategies Used by Secondary School Libyan Student

Metacognitive Strategies	Total	Never	Rarely	sometimes	Often	Always	Mean	Std. Deviation
Met. S1 Develop my vocabulary knowledge by watching English TV channels (e.g. documentary).	211	35 16.6%	71 33.6%	47 22.3%	25 11.8%	33 15.6%	2.76	1.302
Met. S5 Revise the newly learned words soon after the initial meeting.	211	28 13.3%	65 30..8%	69 32.7%	28 13.3%	21 10%	2.76	1.148
Met. S8 Skip or pass the new word.	211	34 16.1%	71 33.6%	40 19%	43 20.4%	23 10.9%	2.76	1.254
Met. S6 Continue to study the word over time.	211	27 12.8%	69 32.7%	67 31.8%	27 12.8%	21 10%	2.74	1.143
Met. S3 Develop vocabulary knowledge by Use English language media (songs, news).	211	39 18.5%	57 27%	61 28.9%	31 14.7%	23 10.9%	2.73	1.235
Met. S9 Testing oneself with word lists	211	32 15.2%	73 34.6%	50 23.7%	45 21.3%	11 5.2%	2.67	1.127
Met. S7 Use spaced word practiced	211	44 20.9%	68 32.2%	52 24.6%	25 11.8%	22 10.4%	2.59	1.237
Met. S2 Develop vocabulary knowledge by using computer programs (e.g. internet)	211	34 16.1%	78 37 %	58 27.5%	25 11.8%	16 7.6%	2.58	1.124
Met. S4 Develop vocabulary knowledge by reading English newspapers and magazines.	211	43 20.4%	74 35.1%	50 23.7%	27 12.8%	17 8.1%	2.53	1.184

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4.4.2.4 Individual Strategy Use for the Cognitive Category

The mean value of the cognitive strategies was 2.52 and the standard deviation .732. This value indicates that cognitive strategies were the third category of VLSs most frequently employed by Libyan secondary school students in order to increase their English vocabulary knowledge. Table 4.15 illustrates the results of the questionnaire regarding the individual VLSs utilized for the cognitive category, as reported by the student participants.

Writing the new word many times was the cognitive strategy that occupied the highest mean value (Mean=2.95, Std. Deviation=1.393). A considerable number of the students (63/29.9%) indicated the repeated writing of words often or always in order to retain them in their memory. The results also show that *listening to tape of word lists* (Mean=2.92, Std. Deviation=1.538) was the second most frequent strategy used by the students in this category, with 68 (32.2%) out of the 211 students reporting that they always (65/30.8%) or often (3/1.4%) listened to word lists for the purpose of learning new words.

The third most frequent strategy used by the students was *repeat the new word verbally* (Mean=2.51, Std. Deviation=.992), with 30 of the students (14.3%) engaging in the practice of repeating words verbally in their vocabulary learning. The cognitive strategies of *take notes of the newly learned words in class* (Mean=2.37, Std. Deviation=1.226) and *keep a vocabulary notebook* (Mean=1.86, Std. Deviation=.993) were the least favored cognitive strategies that the respondents used.

Table 4.15

Types of Cognitive Strategies Used by Secondary School Libyan Students

Cognitive Strategies	Total	Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation
Cog.S2 I write the new word many times.	211	28 13.3%	71 33.6%	49 23.2%	9 4.3%	54 25.6%	2.95	1.393
Cog.S3 I listen to tape of word lists.	211	43 20.4%	63 29.9%	37 17.5%	3 1.4%	65 30.8 %	2.92	1.538
Cog.S1 I repeat the new word verbally repeatedly.	211	29 13.7%	84 39.5%	68 32.2%	21 10%	9 4.3%	2.51	.992
Cog.S5 I take notes of the newly learned words in class	211	61 28.9%	61 28.9%	59 28%	9 4.3%	21 10%	2.37	1.226
Cog.S4 I keep a vocabulary notebook for expanding rehearsal.	211	93 44.1%	76 36%	25 11.8%	12 5.7%	5 2.4%	1.86	.993

4.4.2.5 Individual Strategy Use for the Memory Category

The memory strategies under the current investigation were reported as being employed in order to consolidate or retain words once they have been encountered. Table 4.16 presents the mean frequency score of each individual strategy under the memory category. Memory strategies represent the third category of VLSs most utilized by the Libyan students.

The mean of this strategy was estimated at 2.51, with a standard deviation of .435. Through the fourteen items that represent memory strategies presented in Table 4.16, it is revealed that the highest mean was 2.73 for the memory strategy connect word to a previous personal experience, while study the part of speech of the new word received the second highest mean value (2.68, Std. Deviation=.930). The results of the descriptive analyses also reveal that the memory strategy *group words to study them* scored the third highest mean value of 2.61.

Interestingly, paraphrase the word's meaning and use semantic maps have the same mean value of 2.56, while the strategy associate the word with its coordinates (Mean=2.54, Std. Deviation=1.057) was also found to be one of the most frequent strategies employed by secondary school students in order to facilitate their vocabulary learning.

Table 4.16 reveals that the memory strategies less frequently employed by Libyan secondary school students were study the sound of a word (Mean=2.52, Std. Deviation=1.212), Keyword method (Mean=2.51, Std. Deviation=1.173), study the spelling of a word (Mean=2.50, Std. Deviation=.943), use affixes and roots to

remember the words (Mean=2.49, Std. Deviation=1.097), image word form (Mean=2.44, Std. Deviation=1.121), use the new words in sentences (Mean=2.43, Std. Deviation=1.068), connect the new word to its synonyms and antonyms (Mean=2.42, Std. Deviation=1.124) and image word meaning (Mean=2.17, Std. Deviation=1.263).

Table 4.16

Types of Memory Strategies Used by Secondary School Libyan Students

Memory Strategy (MS)	Total	Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation
MS 4 Connect word to a previous personal experience	211	25 11.8%	71 33.6%	55 26.1%	56 26.5%	4 1.9%	2.73	1.041
MS 3 Study the part of speech of a word	211	26 12.3%	53 25.1%	98 46.4%	30 14.2%	4 1.9%	2.68	.930
MS 7 Group words to study them	211	36 17.1%	65 30.8%	68 32.2%	30 14.2%	12 5.7%	2.61	1.101
MS 5 Paraphrase the word meaning	211	40 19%	75 35.5%	48 22.7%	33 15.6%	15 7.1%	2.56	1.171
MS 12 Use semantic maps	211	36 17.1%	75 35.5%	58 27.5%	30 14.2%	12 7.5%	2.56	1.104
MS 8 Associate the word with its coordinates	211	30 14.2%	86 40.8%	58 27.5%	25 11.8%	12 5.7%	2.54	1.057
MS 6 Study the sound of a word.	211	49 23.2%	62 29.4%	61 28.9%	19 9%	20 9.5%	2.52	1.212
MS 13 Keyword method.	211	42 29.9%	77 36.5%	52 24.6%	22 10.4%	18 8.5%	2.51	1.173
MS 2 Study the spelling of a word.	211	22 10.4%	101 47.9%	55 26.1%	27 12.8%	6 2.8%	2.50	.943
MS 10 Use Affixes and roots to remember the words	211	35 16.6%	90 42.7%	45 21.3%	29 13.7%	12 7.5%	2.49	1.097
MS 11 Image word form	211	48 22.7%	69 32.7%	60 28.4%	22 10.4%	12 7.5%	2.44	1.121
MS 14 Use the new words in sentences.	211	39 18.5%	87 41.2%	50 23.7%	25 11.8%	10 4.7%	2.43	1.068
MS 9 Connect the new word to its synonyms and antonyms.	211	50 23.7%	27 33.2%	54 25.6%	27 12.8%	10 4.7%	2.42	1.124
MS 1 Image word meaning	211	91 43.1%	42 19.9%	44 20.9%	20 9.5%	14 6.6%	2.17	1.263

4.4.2.6 Individual Strategy Use for the Determination Category

This section illustrates the descriptive analysis including the mean, standard deviation, of the least category of VLSs (Determination Strategies) employed by the Libyan students. This category contains nine individual VLSs. As shown in Table 4.17, the determination strategy using a bilingual dictionary (English / Arabic) (Mean=2.64, Std.=.992) was reportedly as the most frequently used determination strategy by the respondents, whereas the strategy guess meaning from textual context (Mean=2.60 Std.=1.325) represents the second most popular utilized strategy by the Libyan secondary school students in learning English words.

Regarding the results tabulated in Table 4.17, the determination strategies checking for L1 cognate (Mean=2.53, Std. Deviation=1.001) and analyze through available gestures to understand new words (Mean=2.53, Std. Deviation=1.075) were also within the group of most commonly employed strategies by the respondents, then followed by the strategies analyze affixes and roots (Mean=2.50, Std. Deviation=.983) and analyze through available pictures to understand new words (Mean=2.50, Std. Deviation=1.169).

Table 4.17

Types of Determination Strategies Used by Secondary School Libyan Students

Determination Strategies	Total	Never	Rarely	Sometimes	Often	Always	Mean	Std. Deviation
Det. S6 Use bilingual dictionary	211	21	80	76	22	12	2.64	.992
		10%	37.9%	36%	10.4%	5.7%		
Det. S9 Guess meaning from textual context	211	46	76	34	26	29	2.60	1.325
		21.8%	36%	16.1%	12.3%	13.7%		
Det. S3 Check for L1 cognate	211	24	96	56	25	10	2.53	1.001
		11.4%	45.5%	26.5%	11.8%	4.7%		
Det. S5 Analyze through available gestures	211	38	73	57	36	7	2.53	1.075
		18%	34.6%	27%	17.1%	3.3%		
Det. S2 Analyze affixes and roots	211	34	74	70	29	4	2.50	.983
		16.1%	35.1 %	33.2%	13.7%	1.9%		
Det. S4 Analyze through available pictures	211	48	65	57	27	14	2.50	1.169
		22.7%	30.8%	27%	12.8%	6.6%		
Det. S7 Use bilingual dictionary	211	44	74	53	37	3	2.44	1.051
		20.9%	35.1 %	25.1%	17.5%	1.4%		
Det. S1 Analyze parts of speech	211	41	93	43	21	13	2.39	1.096
		19.4%	44.1%	20.4%	10%	6.2%		
Det. S8 Use monolingual dictionary	211	52	87	53	12	7	2.22	.990
		24.6%	41.2 %	25.1%	5.7%	3.3%		

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On the other hand, the determination strategies least frequently utilized by Libyan secondary schools in learning English words were analyze parts of speech (Mean=2.39, Std. Deviation=1.096) and using a monolingual dictionary (English / English) (Mean=2.22, Std. Deviation=.990).

4.4.2.7 The Most Employed Vocabulary Learning Strategies by Secondary School Students in Libya

Research question two was aimed to identify those VLSs that were most frequently applied by secondary school Libyan students, in order to compare them with the VLSs used by secondary school leavers. The total number of strategies within the five categories of VLSs (Memory, Cognitive, Determination, Metacognitive, and Social) used in this investigation was forty-four. Among these, the VLSs most frequently employed by secondary school students in Libya are presented in Table 4.18. The sequence of the strategies is based on the frequency score for each strategy, ranging from the highest to lowest mean score.

The results show that the VLSs most commonly employed by Libyan secondary school students were (1) ask teacher for L1 translation (Mean=2.96, Std. Deviation=1.191); (2) written repetition (Mean=2.95, Std. Deviation=1.393); (3) ask classmates for meaning (Mean=2.94, Std. Deviation=1.198); (4) listening to tape of word lists (Mean=2.92, Std. Deviation=1.358); (5) ask teacher for paraphrase or synonym of new word (Mean=2.87, Std. Deviation=1.064); (6) discover new meanings through group work activity (Mean=2.81, Std. Deviation=.978); (7) ask a teacher for a sentence including the new word (Mean=2.79, Std. Deviation=1.217); (8) develop my vocabulary knowledge by watching English TV channels (Mean=2.76, Std.

Table 4.18

Most Employed Vocabulary Learning Strategies by Secondary School Students in Libya

Strategy	Item No.	Category	Rank	Total	Minimum	Maximum	Mean	St. Deviation
Soc. S1 Ask teacher for L1 translation	1	Social strategy	1	211	1	5	2.96	1.191
Cog.S2 Written Repetition	2	Cognitive strategy	2	211	1	5	2.95	1.393
Soc. S5 Ask classmates for meaning	5	Social strategy	3	211	1	5	2.94	1.198
Cog.S3 I listen to tape of word lists	3	Cognitive strategy	4	211	1	5	2.92	1.358
Soc. S2 Ask teacher for paraphrase or synonym of new word	2	Social strategy	5	211	1	5	2.87	1.064
Soc. S6 Discover new meanings through group work activity.	6	Social strategy	6	211	1	5	2.81	.978
Soc. S3 Ask a teacher for a sentence including the new word.	3	Social strategy	7	211	1	5	2.79	1.217
Met. S1 Develop my vocabulary knowledge by watching English TV channels (e.g. documentary).	1	Metacognitive Strategy	8	211	1	5	2.76	1.302
Met. S5 Revise the newly learned words soon after the initial meeting.	5	Metacognitive Strategy	9	211	1	5	2.76	1.148
Met. S8 Skip or pass the new word.	8	Metacognitive Strategy	10	211	1	5	2.76	1.254

Deviation=1.302); (9) revise the newly learned words soon after the initial meeting (Mean=2.76, Std. Deviation=1.148); and (10) skip or pass the new word (Mean=2.76,Std.Deviation=1.254).

Table 4.18 indicates that five of the most employed strategies belong to the social category, two to the cognitive category, and three to the metacognitive category, while no high frequency strategies belong to the memory or the determination categories. The next section describes the comparison between VLSs used by secondary school leavers and the VLSs used by secondary school students.

4.4.2.8 VLSs Used by Secondary School Leavers and VLSs Used by Secondary School Students

The results showed both groups 'secondary school leavers and secondary school students' used different types of vocabulary learning strategies in order to learn English vocabulary. Table 4.19 shows that secondary school leavers mostly used two types of vocabulary learning strategies when they were learning English vocabulary in secondary school. These types were memory strategies and determination strategies. The Memory strategies that secondary school leavers most used were: (1) Connect the new word to its synonyms; (2) Study the part of the speech of a word; (3) Group words together to study them; (4) Paraphrase the word meaning; (5) Using keyword method; (6) Study the sound of word; (7) Use affixes and roots to remember the words; (8) Use semantic maps; (9) Use the new words in sentences. While the determination strategy that used by secondary school leavers in Libya was: (10) Use bilingual dictionary (English/Arabic).

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Table 4.19

Comparison between VLSs Used by Secondary School Leavers and VLSs Used by Secondary School Students

The Most Eemployed VLS by Secondary School Leavers			The Most Eemployed VLS by Secondary School Students		
Strategy	Category	Mean	Strategy	Category	Mean
Connect the new word to its synonyms and antonyms	Memory Strategy	3.56	Ask teacher for L1 translation	Social Strategy	2.96
Study the part of speech of a word	Memory Strategy	3.51	Written Repetition	Cognitive Strategy	2.95
Group words together to study them	Memory Strategy	3.35	Ask classmates for meaning	Social Strategy	2.94
Paraphrase the word meaning	Memory Strategy	3.24	Listening to tape of word lists	Cognitive Strategy	2.92
Keyword method	Memory Strategy	3.01	Ask teacher for paraphrase or synonym of new word	Social Strategy	2.87
Study the sound of word.	Memory Strategy	2.99	Discover new meanings through group work activity.	Social Strategy	2.81
Use Affixes and roots to remember the words	Memory Strategy	2.95	Ask a teacher for a sentence including the new word.	Social Strategy	2.79
Use semantic maps	Memory Strategy	2.83	Develop my vocabulary knowledge by watching English TV channels (e.g. documentary).	Metacognitive Strategy	2.76
Use the new words in sentences.	Memory Strategy	2.79	Revise the newly learned words soon after the initial meeting.	Metacognitive Strategy	2.76
Use bilingual dictionary (English / Arabic).	Determination Strategy	2.74	Skip or pass the new word.	Metacognitive Strategy	2.76

However, the findings showed that the secondary school students applied Social strategies, Metacognitive strategies and Cognitive strategies. The Social strategies that were most used by secondary school students were: (1) Ask teacher for L1 translation, (3) Ask classmates for meaning, (5) Ask teacher for paraphrase or synonym of new word, (6) Discover new meanings through group work activity and (7) Ask a teacher for a sentence including the new word. The Metacognitive strategies represented in (8) Develop my vocabulary knowledge by watching English TV channels, (9) Revise the newly learned words soon after the initial meeting and (10) Skip or pass the new word. The most used cognitive strategies by secondary school students were (2) Written repetition and (4) Listening to tape of word lists'.

4.5 Discussion of the Findings of Research Question Two

A close examination of the results of the study reveals that social strategies are most employed by Libyan secondary school students. This result is in line with Wu's (2008) study. Wu's (2008) study showed that the learners favoured the use of social affective strategies. The Social strategies that were most used by secondary school students were: (1) Ask teacher for L1 translation, (3) Ask classmates for meaning, (5) Ask teacher for paraphrase or synonym of new word, (6) Discover new meanings through group work activity and (7) Ask a teacher for a sentence including the new word. This clearly indicates that Libyan learners rely more on teachers and their classmates. One possible reason for this is that in Libya, English language is not the primary means of communication. As a result, the environment provides a limited opportunity for students to practise the use of new learnt English words with others.

Such strategies are employed within the classroom, suggesting that the learning techniques of the participants are somewhat dependent upon their language instructors. As well as learning new language in context, it is also important that language learners acquire new vocabulary in isolation, with the diverse strategies employed by the learners assisting them in achieving their learning goals. This type of vocabulary learning is referred to by Laufer and Hulstijn (2001) as being explicit or direct, with the VLS considered to reflect conscious learning, whereby the meaning of words is learned in context or isolation.

The strategy of asking classmate for meaning was most used by respondents. According to McComish's (1990) finding, if the students try to exchange their ideas

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such as discussing how they remember words, giving some example sentences containing such word and so on with each other, it can improve their lexical knowledge. However, the students may need push from the teacher by arranging suitable activities to enhance these interactions and exchange of ideas in learning new vocabulary.

Regarding the language instructor's role, learners can be assisted to employ explicit or direct lexical acquisition through ensuring that they receive synonyms and equivalents from paired translations. Nevertheless, this highlights that the learning methods employed by the participants' out-of-class are not fully reliant on external sources.

Another weakness is due to educational system in Libya, which is known as teacher-oriented. Teachers are in front of the classroom and provide all knowledge students need. Teachers provided the information through lecturing and the students should just listen and take note.

Metacognitive strategies were the second most favoured category of vocabulary learning strategies among secondary school students in Libya. The results obtained for the research question two in the current study are congruent with the previous research (Cengizhan, 2011; Entesari & Zohrabi, 2016; Liao, 2004; Law, 2003; Tajedin, 2001). Metacognitive strategies involve executive control over the learners' vocabulary learning through planning, operating, and evaluating. Metacognitive strategies were ranked the second most frequently used strategies. Such findings are consistent with

the findings in Wang (2004) who found that Taiwanese students consider English language media as a crucial element to learn new vocabulary.

However, a close examination for the metacognitive strategies most used by secondary school students in the present study ((8) Develop my vocabulary knowledge by watching English TV channels, (9) Revise the newly learned words soon after the initial meeting and (10) Skip or pass the new word) showed that watching English media was the only source that Libyan students used outside the classroom in order to learn words. While there are other different sources can be used to learn vocabulary such as "listening to English songs, "learning from advertisements, written signs, written notices, "reading articles from several sources as magazines, newspapers, brochures, etc." As a matter of fact, Libyan EFL leaners are aware of the importance of speaking English language, besides they consider watching English movies as a vital means to improve their language (Radwan, 2013). But they still depend only on few sources like classroom or watching English media.

In terms of using the strategy *Revise the newly learned words soon after the initial meeting,* because some Libyan students care too much to pass exams to go to the other level (Alteib, 2013). Thus they review material soon after the initial meeting and then gradually increasing intervals (Baddeley, 1990, pp 156-158).

The third vocabulary learning strategy used by secondary school learners was '*Cognitive Strategy*.' The cognitive strategies most used by secondary school students were (2) Written Repetition and (4) Listening to tape of word lists. According to

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Schmitt (2000), cognitive strategies involve directly operating on incoming information and are not focused on mental processing. For example, written repletion, verbal repetition, word list, etc., which don't involve deep processing. Therefore, they are easy for the leaners to use. Similar findings reported by Wu's (2005) study, which revealed that the Taiwanese EFL university learners liked repeating a word's form. Lip (2009) also found out that the strategy spelling the word in the mind repeatedly was the most employed by Chinese EFL learners. In the current study, Libyan students most used *Written Repetition* and *Listening to tape of word lists.* They liked to utilize these types to study vocabulary, because they could be operated easily without involving complicated mental processing

Determination Strategies and *Memory Strategies* were the least frequently used vocabulary learning strategies employed by secondary school students in learning new words. The justification for the inadequate use of these strategies might be that these two types of VL strategies may not serve the needs of Libyan secondary school students in English vocabulary learning. Schmitt (1997) reveals that learners of different cultural groups have quite different opinions regarding what vocabulary learning strategies they consider useful.

4.6 Findings of Research Question Three

EFL Libyan Learners Awareness of the Different Types of VLSs

The purpose of collecting this qualitative data, which gathered from semi-structured interviews, is to identify the types of vocabulary learning strategies that second

language learners used in improving their vocabulary knowledge. The questions of the interview were adopted from a study conducted by conducted by Siriwan (2007).

The interviews were conducted with 12 secondary school students between 14 and 16 years old, two among them were males and ten were females. All of the respondents were from the Basic Science major of Hitteen Secondary School in Bani-Walid, Libya. The detailed demographic of the participants can be seen in Table 4.20. The respondents' responses to the questions were analysed using open coding to identify emerging themes with core category selected in order to explain their perceptions and opinion toward vocabulary learning strategies. (see Appendix S and Appendix T)

Table 4.20

Demographic Details of Students

No	Student	Gender	Age	Section
1	Kareema	F	15	Basic Science
2	Ali	M	15	Basic Science
3	Seham	F	15	Basic Science
4	Rukya	F	16	Basic Science
5	Asmahan	F	15	Basic Science
6	Ahlam	F	16	Basic Science
7	Aisha	F	14	Basic Science
8	Najah	F	14	Basic Science
9	Safa	F	15	Basic Science
10	Zainb	F	16	Basic Science
11	Ahmad	M	14	Basic Science
12	Halimah	F	15	Basic Science

Fifteen questions were asked on the interview. The interviews have provided some guidance for the researcher to follow and analysis is likely to be easier because there

are a number of topics on which every respondent has commented. Furthermore, the interviews helped the researcher in developing insight of how respondents' perception toward the vocabulary learning strategies and the types of VLS that they used in learning English vocabulary.

From the data, the researcher listed the emerging themes and keywords mentioned by the respondents then reported the findings based on these responses. The emerging themes are presented on Table 4.21, showing the comparison of ideas from respondents. There were three main themes emerged: 1) Causes of poor vocabulary knowledge; 2) Lack of adequate knowledge in VLS; and 3) Lack of training on using VLSs. The main theme, the subthemes and core vocabulary mentioned by respondents to interview questions are elaborated in details in next sections. (see Appendix U)

Table 4.21

Emerging Themes from Students' Responses

Main Theme	Sub-themes
Importance of Learning English	• Important • Communication • Good career
Language elements	• Vocabulary • Pronunciation • Grammar
Causes of Inadequate Vocabulary knowledge	• Problems in Vocabulary learning • Sources of vocabulary learning
Lack of adequate knowledge in VLS	• Techniques of learning words inside classroom • Techniques of learning words outside classroom
Lack of Training on using VLSs	• Method of teaching vocabulary • Lack of practice on using vocabulary learning strategies • Thinking in Arabic, and then translating into English.

4.6.1 Importance of Learning English (Theme 1)

The importance of learning English was the first main theme that emerged from interview data. Table 4.22 displays the core categories of words mentioned by the respondents in terms of why learning English is important to them. Most of the respondents were reported to have similar answer on the importance of learning English. The respondents considered that learning English is important to communicate with the foreigners, and to get a good career

Table 4.22

Importance of Learning English.

Main Theme	Sub-Themes
Important	• English as International Lngauge • English is Language of science • Language of business • English helps students to understand of some subjects.
Communication	• Being able to communicate with foreigners • The international Language of communication around the world
Good Career	• Having a good chances to be employed • For some careers, speaking English should be one of the qualifications.

4.6.1.1 English as International Language

All of the respondents stated that English to them is not only the medium of instruction for their study subjects but also it is everywhere, in the college, in social media and it makes them bilingual which is considered as important, as explained by respondent 3:

> Personally, I think it is very important, because speaking English will make you bilingual and having a good chance to be employed, and English is the

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most commonly used language among foreign language speakers (Respondent 3, line 2).

English is also regarded as the language of science by the respondents. Therefore, every student should master it, as explained by respondent 3: "it is a language of science and education" (Respondent 4, line 2). Similarly, respondent 6 mentioned that "English is a key to understanding the curriculum" (Respondent 6, line 2). Furthermore, respondent 9, consider speaking English as prestigious and that it introduces us to different cultures over the world. She explained:

> No one can deny that English language is the international language of education, business and science. It is also the medium of communication with foreigners. (Respondent 9, Line 2)

4.6.1.2 English is the Language of Communication

Other respondents like respondent1, respondent5, respondent7, respondent8, respondent11, respondent12 mentioned the similar positive views and opinions on the importance of learning English related to communication, cleverness and good future career. For example, respondent one mentioned …. "Learning English is important, so if we study English every day that means we will speak it when we grow up fluently. My elder brother is studying computer science in UK. He always encourage me to learn English. Because he said, it will help you to communicate and get job easily when you grow up. (Respondent 1, Line 2)

Respondent 11 and 12 commented that English language is important in terms of it is the official language to communicate with people around the world. These are the extraction from the interviews with these two respondents.

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English is the official language of communication. It increases by many people to read, write and understand it. (Respondent 11, line 2).

Very important, English is the language of communication; many people speak it in the world. (Respondent 12, line 2).

4.6.1.3 English and Career Opportunity

Some respondents focused on that speaking English language helps in providing good opportunities to getting a good career. Respondent 5 stated …"of course English is extremely important for my study. I need English to understand my lecturers, because English will be the medium of instruction in university. Besides, after I graduate I will get a good career. Speaking English is a good qualification for any one". Similarly, respondent 7 responded "English is the official language of communication. When you are able to speak it, you can get a job in private and government sector companies". Respondent 8 emphasized on that English is a language which is used all around the world, thus, speaking it increases the chance to get good job abroad. She sated

"It is very necessary, English language is a global language, so when you learnt it means you can communicate with people around the world". (Respondent 8, line 2)

The results of the interviews indicated that learning English is important for students. The causes of importance learning English according to students responses, were facilitate their study, communication with foreigners and getting a good Career.

4.6.2 The Language Element (Theme 2)

Table 4.23 highlights the respondents' views on the language element that they focus on in their learning English. The responses on the interview questions from the respondents were extracted and coded as emerging themes. The emerging themes were

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used to generate the core vocabularies. Both emerging themes and core vocabularies

are presented in Table 4.23.

Table 4.23

The Language Element

Main Theme	Sub-Themes
Vocabulary	Words • are important • express message • deliver idea • core component of language • come before sentences
Pronunciation	Pronunciation is • clear message • important
Grammar	• tense of sentence is important • tense of action is important

4.6.2.1 Vocabulary

Six out of twelve respondents reported that they were focusing on learning words more

than on pronunciation or grammar. For example, respondent 12 gave priority to

vocabulary in learning any language. She stated that words are very crucial

components of any language, and they can't be ignored: "Umm, of course having many

words, because words are the basic components for any language, which can't be

indispensable" (Respondent 12, line 4). Similarly, respondent 1 explained:

> Umm, of course having many words, because words are the basic components
> for any language, for example I can express my idea by two or three words,
> even they are grammatically wrong but they still can be understood. .
> (Respondent 1, line 4)

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Respondents 2, 3, 10 and 11 pointed out that they focus on learning words for several reasons: 1) because they deliver the ideas; 2) the first step for EFL leaners is learning a good number of words; 3) they also considered words as a crucial component of any language around the world. These are the extraction from the interview with respondents 2,3,10 and 11:

> I think that words are important, I still remember situation happened with me. I met a foreigner in Tripoli. He asked me about the way to the post office. I answered him by only words. (Respondent 2, line 4)

> I consider that words are important. Because in any language in the teachers start teaching language by letters and words. Which means words are main component of language. (Respondent 3, line 4)

> I think having a good number of words is very necessary for EFL learners. (Respondent 10, line 4)

> In my learning, I usually focus on increasing words, because they are very important. We can deliver message with words. I can't focus on grammar or pronunciation and I don't have enough words to use. (Respondent 11, line 4)

4.6.2.2 Pronunciation

Some respondents like respondents 5, 7 and 9 think all elements are important for acquiring language skills (listening, reading, speaking and writing), and they focus more on pronunciation. The respondents assumed that words, grammar and pronunciation are all more important for mastering any language skills, but pronunciation is more important to send messages clearly. For example, respondents five commented that all are necessary for mastering the language, but the way of pronounce your ideas is essential for sending clear message.

> All are important, yeah, these four fundamentals of any language, they should get the attention and effort to master in order to be good writers and speakers. However, pronunciation is more significant in order to express your opinion clearly." (Respondent 5, line 4)

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Respondent 9 considered that any language is a group of words. She emphasised on all elements are important for learning any language, though she added that in speaking, we listen to the pronunciation of the speech. Not accurate pronunciation leads to misunderstanding the messages. She said:

> In my opinion all language elements are important, we either speak the language or write it. So in speaking, the speaker pronounces the speech. If the pronunciation is not correct, we will misunderstand the message. Therefore, I think pronunciation is very essential for English learners. (Respondent 9, line 4)

While respondent 7 also put emphasis on uttering the words correctly. She mentioned:

> I think all the elements complete each other, to speak good language you should control the pronunciation of words and focusing on and how to utter words correctly. (Respondent 7, line 4)

4.6.2.3 Grammar

Respondent 4 and 6 concentrated on grammar more than other parts. They declared that the tense of sentences clarifies when it happened.

> Very interesting question, in my opinion, as a learner I think I should master grammar and pronunciation to deliver message correctly. Especially the grammar, the tense of word or sentences is vital to understand when the action happens. (Respondent4, line 4)

> In my opinion, as EFL learner master pronunciation and grammar to deliver message correctly. Learning English grammar is important to avoid misunderstandings, and to help the other person understand you easily. (Respondent6, line 4)

4.6.3 Causes of Inadequate Vocabulary Knowledge in English (Theme 3)

The third theme, which appeared from this study, was lack of adequate vocabulary knowledge in English. This theme was emerged from the interview with the

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respondents on the causes of inadequate vocabulary knowledge in English that presented in Table 4.24

Table 2.24

Causes of Inadequate Vocabulary Knowledge in English

Main Theme	Sub-Themes
Problems in Vocabulary learning	- Easy forgetting words 'short memory' - Lack an opportunity for using new learnt words - Using synonyms inaccurately - Pronunciation problems - Limited vocabulary - Spelling problems
Lack of time in studying English	Insufficient time for studying English
Sources of vocabulary learning	- words included in the subject material - words included in syllabus

4.6.3.1 Problems in Vocabulary learning

The first sub-theme which emerged from the main theme lack adequate vocabulary knowledge in English was problems in vocabulary learning such as spelling, short memory, using words inaccurately, common words and limited number of vocabulary.

4.6.3.1.1 Forgetting New Learnt Words

The respondents reported that they faced difficulties in learning words. Some respondents pointed out that their greatest difficulty in learning new words was short memory asserting that they tend to forget the meanings of new words very quickly. This problem made them to have limited vocabulary. Respondent 1 claimed that she doesn't have an opportunity to use learnt words, therefore, she forgets learnt words easily. She said:

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My biggest problem with vocabulary learning is that the words I learned' today are often forgotten tomorrow. This sometimes frustrated me. There were many words, which I learnt before, but I forget them for the reason that there was not opportunity to use them. (Respondent 1, line 14)

The same challenge of learning vocabulary was mentioned by respondent 8. She

reported that the words usually begin to be forgotten with the end of exams, by saying

I think how to master large number of common words, which enable you to pass the exams. However, the exam ended I usually forget the learnt words. (Respondent 8, line 14)

4.5.3.1.2 Lack an Opportunity of Using New Learnt Words

Lack an opportunity for using new learnt words was also reported by some

respondents. They expressed that they feel frustrated as they don't have the chance to

use new words quite often; hence, they tend to forget them quickly. Lack an

opportunity of using English, because the first language of respondents is Arabic

which most used daily. Besides, they didn't know the words which are common in use.

Respondent 4 declared that common words make her uses words inaccurately.

I think the problems that I face in learning words are: how to keep words in mind for long term, and spelling word correctly. (Respondent 4, line 14)

Likewise, respondents 7 that she lacks the chance of utilizing new words, as a result

she forgets them. She stated

Lack opportunity to use words, I hardly find a chance of using new learn words. We speak Arabic all the day. Therefore, I forget them easily. (Respondent 7, line 14)

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4.6.3.1.2 Using Synonyms Inaccurately

Another problem uttered by the respondents 6, which was that English vocabulary, is

very confusing since one word has many synonyms. She also mentioned that one word

carries more than one meaning. This makes her to feel that she is in a puzzle.

> Actually, my challenge with words learning is that there are lots of vocabulary
> in English language. It is very confusing for me as non-English speaker to
> know which the words is used and which is not. Since there are many
> synonyms in English language. Besides one word carries more than one
> meaning. This makes me in a puzzle. (Respondent 6, line 14)

Respondent 12 also revealed the same problem in vocabulary learning, by stating

> Using words that carry same meaning   incorrectly. Spelling words.
> (Respondent 12, line 14)

4.6.3.1.3 Pronunciation Problems

Other respondents also revealed that they have a difficulty in pronouncing the words.

Words should be pronounced correctly to send a clear message to listeners.

> Pronunciation words and spelling words correctly is the main problems in
> learning new words, because I usually pronounce words wrongly. I did not take
> a phonetics course before. (Respondent 2, line 14)

Similarly, respondent 10 mentioned that she could not differentiate between the words

that have same sound and different meaning. She commented:

> With learning vocabulary, first of common words, which make me confused?
> Besides pronunciation of words, and words that have same pronunciation and
> different meaning (Respondent 10, line 14)

4.6.3.1.4 Limited Vocabulary

Another problem in learning words mentioned by respondents was limited vocabulary.

Respondents 5, and 11 admitted that they had problem with vocabulary because they

had limited vocabulary, they didn't know the correct terms or concepts in their field.

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They expressed having limited vocabularies affect their speaking in English. For example, respondents 5 said:

> How to save the learnt word, and limited vocabulary, which always affect my conversation. Sometimes I have an idea but don't have words that express" (Respondents 5, line 14)

Similarly, respondent 11 expressed similar opinion about the problem of limited vocabulary, which makes him to be unsatisfied with his speech. He remarked:

> "I have few vocabulary to start conversation. Sometimes I want to participate in English class but I do not have the word in English. This makes me unsatisfied with my speech." (Respondents 11, line 14)

4.6.3.1.5 Spelling problems

Spelling words is another difficulty that respondents2, 3, 4 and12 mentioned that they face in vocabulary learning. Respondents 3said:

> I sometimes know word but I don't know its spelling, I usually forget it. Forgotten spelling words bother me a lot. (Respondents 3, line 14)

In the present study, majority of the respondents pointed out their problems of learning English words, all these problems led to an increase in their inadequate vocabulary knowledge.

4.6.3.2 Lack of Time in Studying English Vocabulary

This theme emerged from the responses of respondents regarding the frequency of studying English words at home.

4.6.3.2.1 Insufficient Time for Studying English

Another reason mentioned by the respondents regarding the causes of inadequate vocabulary knowledge was the time that they usually spend in learning vocabulary at home per week. The finding shows that most of the respondents (eight out of twelve respondents) spend two hours per week in learning English vocabulary at home. This indicates that they do not spend much time to learn words. They most probably concentrate on other course subjects, such as respondent 1 expressed the following:

> I don't get much free time to study words, because I have other subjects that I should study. I spend half an hour, thus as a total two hours a week. (Respondent 1, line 8)

Similarly, respondent 9, majoring in science talked about the same problem that she was facing which is scientific subjects consumes much of her time: "I spend around two hours per week, because I spend much my time in understanding scientific subjects such maths and physics" (Respondent 9, line 8). While respondent 6 expressed her problem with learning words from different side. She said: "I think two hours. When I get free time I feel that I need to revise grammar rules rather than concentrate on specific professional vocabulary" (Respondent 6, line 8). However, some of the respondents (four students) spend three hours per week to learn English vocabulary at home. She explained: "I study English three hours a week, because I need master it" (Respondent 10, line 8).

4.6.3.3 Limited Sources of Vocabulary Learning

Respondents mentioned the sources that they use in learning new vocabulary. Most of the respondents (ten out of twelve respondents) revealed that they relied mostly on the prescribed course books since they are tested on that and they need to pass the

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exams. The subject material was mentioned eleven times. For instance, respondent 1 explained: "I use mainly the subject material, because I think we have important words for every level" (Respondent 4, line 6). Participant 5 mentioned a similar opinion: "I try to focus on course book words, because I want to pass exam and don't have time to look for other word" (Respondent 5, line 6).

Moreover, they said that these words that were provided in the curriculum are selected by experts. Therefore, according to them, these words are definitely appropriate to their level. However, the a few of the respondents indicated that they personally employed other means of learning English vocabulary in their quest to master the language at all cost, like, for example, respondent 10 focused on social media as another source helping her learn new words: "Yes I usually chat with friends on Facebook. I chat with those who speak English. I think this helps me a lot to increase my words" (Respondent 10, line 6).

4.6.4 Lack of Adequate Knowledge in VLS that Respondents Use to Learn New Words (Theme 4)

The fourth theme, which emerged from data, was lack of adequate knowledge in vocabulary learning strategies (VLS) that the respondents use in learning new words. There were two core vocabularies ,that the respondents mentioned regarding to VLSs: 1) the techniques that Libyan leaners use to learn words inside classroom; 2) the limited techniques that Libyan leaners use to learn words outside classroom. Table 4.25 highlighted the emerging theme and the core words that mentioned by the respondents. The emerged themes are elaborated in details.

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Table 4.25

Inadequate Knowledge in VLS

Main Themes	Causes of Inadequate Knowledge in VLSs.
Techniques that Libyan leaners use to learn words inside classroom	• Listing words with L1meaning and repeating them • Asking teacher/ friend • Using a dictionary • Skipping word
Techniques that Libyan leaners use to learn words outside classroom	• Listing word with L1meaning and repeating writing it • Watching movies or using social media • Asking brother • Skipping it.

4.6.4.1 Techniques that Libyan leaners use to learn words inside classroom

This theme emerged from the responses of respondents on the techniques that Libyan leaners use to learn words inside classroom. Majority of the respondents mentioned that they mainly rely on few techniques that they usually employ in order to learn new vocabulary. These techniques were *list words with L1meaning, verbal repetition, Ask teacher/ friend, Use a dictionary* and *skip word.*

4.6.4.1.1 Listing Words and Repeating Them

One of the strategy that respondent apply inside classroom to learn new words, was listing of words with L1 equivalent meaning. They mentioned that the teacher usually provided them inside the class, and the students should pronounce them loudly in order to utter them correctly. They claimed that this is the available technique to use. Some of the respondents preferred to use list words with L1 definition, because they believed this list helps them learning new word easier. Respondent 5 said: "In class… We usually keep list of words with Arabic definition, and the teacher asks us to utter them"

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(Respondent 5, line 16). Respondents 4 also gave similar response: "In class, I usually list of new words and our teacher gives their meaning them in Arabic, besides repeating pronouncing them" (Respondent 4, line 16). Similarly, respondent 2 mentioned "listing words to with Arabic equivalent and then repeating pronouncing them" (Respondent 2, line 16). Respondent 10 stated the same view by saying, "we usually study the listed words, and the either teacher or students give the meaning new words, then we repeat pronouncing them" (Respondent 10, line 16). Likewise, respondent 3 stated "In the class teacher usually translates words to and we read them loudly". (Respondent 3, line 16)

4.6.4.1.2 Asking Teacher/ Friend

Asking the teacher or friend is the second technique that the majority of the respondents used in leaning words inside classroom. Some of the respondents considered asking their friends about the meaning of new words as sharing knowledge, and asking teacher, as he is the available source of knowledge inside the classroom. Respondents 1 expressed this idea by saying: "I prefer either asking teacher because he is the source of knowledge, or asking friend to share with him the knowledge" (Respondent 1, line 16). Respondent 8 also commented the same point view: "I either ask my friends or teacher about the meaning of the new word. This is pretty easier" (Respondent 8, line 16). Respondent 11 mentioned the same idea by saying: "I usually ask teacher, friends about new words" (Respondent 11, line 16).

4.6.4.1.3 Skipping Word

Two respondents 6 and 7 also mentioned the strategy skipping new word. Both of them mentioned similar opinion regarding this strategy. Respondent 6 commented that she used this strategy only when the meaning of new word is not given by the teacher. She stated

> The teacher usually provide the meaning of word. In case he did not say the meaning, I usually skip new word. (Respondent 6, line 16)

Respondent 7 mentioned that she asks the teacher about the meaning of word because the teacher has a good knowledge of English, or she pass the new word.

> I ask teacher because she has good knowledge of English, or I pass new word. (Respondent 7, line 16)

4.6.4.1.4 Using Dictionary

Interestingly, other respondents i.e. respondent 12 said: "I prefer using dictionary, I find it easier and faster means which help me in finding meaning of new words" (Respondent 12, line 16). Respondents 9 also preferred using electronic dictionary: "I usually like using electronic dictionary more than other types of dictionaries" (Respondent 9, line 16).

4.6.4.2 Techniques that Libyan leaners use to learn words outside classroom

Regarding the methods the students employed in finding the meanings of English vocabulary outside the class, some of respondents revealed that they used these strategies frequently, which were *asking my brother, watching movies or social media* and *list word with L1meaning* and *repeating write it* and *skip new word.*

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4.6.4.2.1 Listing Word and Repeating Writing .

Some of the Respondents associated their techniques "list word and repetition technique" with teaching method that teacher usually uses in teaching English vocabulary. Because they use the same method that teacher uses inside classroom. Respondents 8 expressed this idea by saying: "I usually study the listed words that provided by our teacher, and repeat writing until they stuck in my mind" (Respondent 8, line 18). Respondent 9 also mentioned that she using same technique, she responded: "Em, I do prefer listing word with meanings and then memorize them by repetition technique" (Respondent 9, line 18).

Respondent 12 believed that these strategies helped her them in improving their words. She said:

> I think listing words with L1 definition is very helpful technique. Because Arabic language is my mother tongue. So, it is easy for me to write definition in Arabic, then memorize word with its meaning. After listing words I usually repeat writing them many them. (Respondent 12, line 18)

Likewise, respondent 7 thought: "Listing words is a good method can be used in order to increase vocabulary" (Respondent 7, line 18).

4.6.4.2.2 Watching movies or using social media

Other respondents focused on using metacognitive strategies such as using social media or watching movies. Respondent 4 believed that using social media and watching movies contribute in improving vocabulary learning. She commented: "In my opinion watching movies helps leaners to learn words, since the leaner listens to

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the pronunciation of words" (Respondent 4, line 18). Likewise, respondent 3 consider watching movies is an important technique to increase word knowledge for EFL leaners. She commented:

> I sometimes ask my siblings whenever I encounter unknown word, but overall I consider watching movie an effective and interesting method to pick up new words. (Respondent 3, line 18)

Respondent 11 explained the reasons behind his using these strategies (watching movies and social media) in learning new words. He emphasized that watching movies help him to grasp the sound of words, and retain meaning of word or expression. He added that he associated the meaning of word with the situation that word used in. He answered:

> I prefer watching moves and using social media. Because watching movies helps me to grasp the sound of words, and retain meaning of word or expression, and associating the meaning of word with the situation that word used in movie (Respondent 11, line 18).

4.6.4.2.3 Asking Brother

Respondent 3, 1, 2 and 5 pointed out that asking siblings is easier and faster technique to find out the meaning of new word. Respondent1 said: "It depends actually, I ask my brother. I sometimes skip it too." (Respondent1, line 18). Respondent2 commented:

> I usually asking my brother/ sister, because they study in university. So they usually have a good knowledge in English language. (Respondent 2, line 18)

Respondent 5 declared "Outside class... I ask my brother, because it is easier and faster to know the meaning new word" (Respondent 5, line 18)

4.6.4.2.4 Skipping New Word

Two respondents 1 and 6 mentioned Skip the new word. They revealed that they sometimes skip new words. Respondent6 said:

> I use some techniques such as asking my brother, or watching movies, and I sometimes skip the new word. (Respondent 6, line 18)

4.6.5 Lack of Experience in Applying Vocabulary Learning Strategies (Theme 5)

The fifth theme, which emerged from students' opinion, was lack an experience in applying vocabulary learning strategies. Table 4.26 displays the main theme, the core answers of student regarding to students' experience in applying vocabulary learning strategies.

Table 4.26

Experience in Applying Vocabulary Learning Strategies

Main Themes	Core Vocabularies on Students Experience in Applying Vocabulary Learning Strategies.
Method of teaching vocabulary	• List words with L1 definition
Lack of practice on using vocabulary learning strategies	• Laked of training on VLSs

4.6.5.1 Method of Teaching Vocabulary

The first sub-theme of the third theme, which emerged in this study, was the method that is used in teaching vocabulary in classroom, which is list words with L1 definition.

4.6.5.1.1 List words with L1 definition

Most of respondents claimed that the method of teaching vocabulary was listing words with their L1 definitions. Every student hast to study them at home: "We usually list

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the new words and study them at home" (Respondent 2, line 58). Similarly, respondent 5 mentioned that it is the only method used in teaching vocabulary. She remarked, "Underline the unknown words and checking their L1 definitions" (Respondent 5, line 18). Respondent 6 pointed out the same method, she said: "The teacher asks us to check the words lists that registered at the end of the book, and study them at home" (Respondent 6, line 28). While respondent 12 expressed her unsatisfying with using this method. She commented:

> Listing words with L1defntions and study them. In fact, this method makes me feel boring in learning vocabulary. Because we memorize list of words and we do not get chance to use them. As a result, we forget them easily. (Respondent 12, line 28)

Respondent 10 also commented: "We usually define new words, and memorize them." (Respondent 10, line 28)

4.6.5.2 Lack of Practice on Using Vocabulary Learning Strategies

Another theme was emerged from respondents' answers, which is Never been practised of VLSs.

4.6.5.2.1   Laked of Training on VLSs

 In terms of attending any training sessions on using vocabulary learning strategies either inside or outside the class, most of the respondents concurred that they never received any training on using vocabulary learning strategies inside or outside the class. For instance, respondent 2 explained: "Unfortunately no, I haven't. This is the first time I study them" (Respondent 2, Line 26). Although some of the respondents said they took some course in English language, but they did not attend such sessions on vocabulary learning strategies. However, at the sessions, which they attended, they

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studied new words only by using pictures: "Not actually. I have taken some courses outside the class, but they did not focus on how to learn words" (Respondent 4, Line 26). Most of the respondents were reported not ever been taught any VL strategies inside the class or outside class.

The next discussion focuses on cross verifying the interview data with the questionnaire data. The researcher compared the students' responses with the findings of questionnaire data to verify the VLSs used by secondary school students in Libya. The theme of strategies that Libyan leaners used to learn words outside classroom, were supported by the results of questionnaire. The responses of interviewees showed that they mostly employed strategies such as *asking my brother/ friend; skip it, watching movies, written repetition, social media, and list word with L1meaning,* in order to learn new English words outside the classroom. Likewise, the questionnaire findings showed that most of respondents focused on using *Ask teacher for L1 translation, Written Repetition, Ask classmates for meaning Develop vocabulary knowledge by watching English TV channels and skip or pass the new word,* for purpose of learning vocabulary.

Regarding theme of causes of inadequate vocabulary knowledge in English which emerged from the problems in vocabulary learning, it was also supported by the results of questionnaire data. Most of respondents admitted that they had problem with vocabulary learning, because they hadlimited vocabulary, used vocabulary inaccurately, forgot new words easily, had difficulties in pronunciation and they had spelling problems.

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Findings of questionnaire revealed that these vocabulary learning strategies were least employed by secondary school students in Libya, "study the spelling of a word, mean= 2.50; "connect the new word to its synonyms and antonyms, mean=2.42; use the new words in sentences, mean=2.43).As respondents claimed that they had problem with regards to limited vocabulary. They mentioned that did not have enough vocabulary to start the conversation in English. Again this supported that respondents were not able to apply the strategy *use the new words in sentences*, because they complained they had limited vocabulary.

The students admitted had spelling problems, was also as an evidences that respondents rarely utilized the vocabulary learning strategy "study the spelling of a word". Having problems in spelling words was because of rare studying the spelling of words.

Similarly, the low mean values of the strategy "*connect the new word to its synonyms and antonyms* "indicated that this strategy was not preferred among Libyan learners. These findings affirmed the challenge that Libyan leaners faced in vocabulary learning. This also explains that synonyms make Libyan learner confused in using words accurately. Since they do not know which the suitable word to use.

4.6.6 Summary of the Findings of Research Question Three

The third research question dealt with the awareness of Libyan secondary school students of various VLSs in improving their vocabulary knowledge. The researcher

analyzed the interview data to answer the research question three in this study, and compared the results with the results of questionnaire.

The findings of this research question showed that showed the students are aware of the importance of learning English not only in their academic fields but also in their social lives. However, they still used the traditional techniques to learn new lexical items such as using bilingual dictionary and word lists. Moreover, they focused only on course book, not searching for other sources to learn new words. As well as, the strategies that they mostly apply to learn new words and expanding vocabulary were only grouping words, making list of words, using repetition strategies (i.e. verbal and written repetition strategies) or using dictionary. While the least number of them asked a partner or teacher to learn new vocabulary.

Subsequently it was found that the Libyan students mentioned several causes of using these strategies such as: lack adequate knowledge in vocabulary learning strategies, method of teaching vocabulary, lack of experience in applying vocabulary learning strategies and lack of an opportunity in speaking English outside classroom.

4.7 Discussion of the Findings of Research Question Three

With regards to research question number three on the awareness of Libyan secondary school students of the types of VLSs, the findings from students responses indicated that Libyan secondary school students were aware of a few of the VLSs. The results showed that although secondary school students in Libya were aware of the importance of learning English either in their study or their social life, they lacked an adequate

knowledge in vocabulary, in vocabulary learning strategies and in training on using VLSs.

Concerning the importance of learning English the results showed that all respondents were conscious of the importance of learning English not only for academic purposes but also in their social lives. This result corresponds with Alahirsh, (2014), Aljdee, (2011), Altaieb (2013) and Radwan, (2013). All of these scholars mentioned that EFL learners in Libya are aware of the role of learning English language. Bahous, Bacha and Nabhani (2011) stated that the students believed learning English assisted them to cope better with other courses. Moreover, although they were aware of the vital role of learning words in improving their English, they still used the traditional techniques to learn new lexical items, that is, focusing only on course books without searching for other sources to learn new words

The results of interview session showed that the secondary school students in Libya lacked an adequate knowledge in vocabulary. This result echoes the idea mentioned by Hyland (2003). He states that one of the common obstacles among ESL learners is lacking vocabulary. He adds that some of the writers are good in their first language were lacking of important vocabulary to write their ideas in English. Saengpakdeejit (2014) argues that learning language could not be functioned when the learners are lacking vocabulary knowledge. Therefore, an adequate knowledge of vocabulary is necessary for learning language successfully. Moreover, Soureshjani (2011) argues that the role of words is extremely important in learning language, since it is considered as the basic building blocks of language.

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The findings of this study showed that the causes of inadequate vocabulary knowledge were lack an opportunity for using new learnt words, easy forgetting words, pronunciation problems, limited vocabulary, spelling problems focusing on words included in syllabus. These findings are in line with the results from Alahirsh (2006), who revealed that both Libyan EFL teachers and learners lacked knowledge of different approaches for improving learners' lexical knowledge. Therefore, there is a need for Libyan students as EFL learners, to look for techniques to improve their English words.

Regarding the VLS that Libyan secondary school used in classroom in order to learn new words and expanding vocabulary, the results showed that the students in general were mostly employed strategies such as: *list of words, repetition strategies (i.e. verbal and written), using dictionary, ask a partner/teacher,* and *skipping word" for purpose learning new words.* These results are inconsistent with Aljdee' (2011) study which found the Libyan EFL learners reported using a wide range of VLS even though the frequency of use is relatively low.

 The result cross-verifying of the interview data with the questionnaire data in the current study showed that the findings of the interview were consistent with the results of questionnaire. This assures that the data obtained was valid. In other words, both the results of the questionnaire and interview showed that Libyan secondary school students were reported to employ strategies like asking teacher, asking classmate and skipping word to cope with language learning problems in terms of unknown words.

In this situation, the students relied mainly on the teacher as the main source of word knowledge (Aljdee, 2011; Altaieb, 2013; Radwan, 2013).

Regarding the strategies that students employed in learning of English vocabulary outside the class, which were: asking my brother/ friend, skip it, watching movies, written repetition, social media and list word with 11meaning. Concerning the cognitive strategy of verbal and written repetition strategies, it is found that the learners rely to a great extent upon this approach to learn words, because they might find it easy and quick to use. This situation reflects the clarification of Schmitt (1997) that "written and verbal repetition, repeatedly writing or saying a word over and over again, are common strategies in many parts of the world" (p. 215). Moreover, the respondents reported that the social strategy 'asking teacher or friend' is an available technique to find out meaning of unknown words. This result is in line with Wu's (2008) study. Wu's (2008) study showed that the learners favoured the use of social affective strategies. However, the students should be involved in suitable activities to enhance their interactions and exchange of ideas in learning new vocabulary (McComish, 1990).

The metacognitive strategies were the third category of VLS used by Libyan learners. The respondents mentioned that metacognitive strategies *watching English movies* and *using social media* helped them in learning their vocabulary. Obviously, the students were aware of the importance of English media in learning new words. Such findings are consistent with the findings in Liao (2004) and Wang (2004), who found that

Taiwanese students consider English language media as a crucial element to learn new vocabulary.

Interestingly, the findings showed that some respondents preferred using dictionary in finding meaning of words. Again, this can be said to be factual for EFL learners, whereby Walz (1990) points out that dictionaries represent an essential resource for locating information related to vocabulary items. Furthermore, Hayati and Fattahzadh (2006) suggest that EFL learners are encouraged to exploit dictionaries in order to locate and learn new vocabulary.

In conclusion, it can be suggested that a general picture was provided on the use of vocabulary learning strategies among EFL secondary school students in Libya, which showed that the most frequently used strategies to learn new words and expand their vocabulary were: list of words, repetition strategies (written repetition), ask a brother/partner/teacher, skipping word, watching movies, social media and list word with l1meaning and using dictionary. The results suggest that the impact of educational system and methods of teaching in Libya might be responsible for the variances in eliciting the various vocabulary learning strategies. In addition, the results suggest that the selection of VLSs is basically related to the students' experiences in language learning such as learning words by traditional techniques.

4.8 Findings of Research Question Four:

The Effect of VLSs in Enhancing Vocabulary Learning of EFL learners in Libya

The forth objective of the present study was to examin the effect of the vocabulary learning strategies use and vocabulary learning. To achieve this objectivge, both t.test sample and logbooks were used in order to collect data As mentioned earlier, independent samples, T-Test was used to analyze the possible variances in vocabulary learning between the experimental group and control group participated in the two vocabulary tests. The respondents of the two groups were 80 secondary school students who studied in Bani-Walid, Libya. They were further divided equally into 40 students for experimental group and 40 students for control groups. The experimental group was exposed to the training session after taking the pre-test, while the control group did not have the opportunity to obtain the training session. The results of pre-test and post-test are elaborated in details in next sections in order to examine the relationship between VLSs and vocabulary knowledge of EFL learners in Libya.

4.8.1 Analysis of Pre-test Results of Control and Experimental Groups

The pre-test was conducted before conducting teaching session. Thus, eighty students took the pre-test on the same day and the same time in Hitteen Secondary School. The allocated time for pre-test was three hours for each group. The researcher asked four teachers to observe both groups. The researcher was also supervising two groups and explaining the way of how to answer this test for two groups.

Table 4.27

Attendance of Students in Pre-test

Group	Attendance	Percentage	Time of pre-test	Date
Experimental	40	50	3 hours	2nd Oct, 2014
Control	40	50	3 hours	2nd Oct, 2014
Total	80 students	100		

Table 4.28 displays the scores of students in both Control and Experimental groups. The highest mark that in control group scored was 47, while experimental group recorded 44 as a highest mark.

Table 4.28

Results of Pre-test for Experimental Group and Control Group

Results of Pre-test			
Control Group (Mean=18)		**Experimental Group (Mean=22.85)**	
Student	**Marks obtained**	**Students**	**Marks obtained**
Student 1	25%	Student 1	27%
Student 5	0%	Student 5	18%
Student 3	20%	Student 3	1%
Student 5	10%	Student 5	34%
Student 2	29%	Student 2	27%
Student 1	10%	Student 1	18%
Student 1	0%	Student 1	34%
Student 1	25%	Student 1	44%
Student 9	8%	Student 9	9%
Student 11	10%	Student 11	18%
Student 11	47%	Student 11	34%
Student 15	20%	Student 15	1%
Student 13	20%	Student 13	18%
Student 15	29%	Student 15	34%
Student 12	16%	Student 12	44%
Student 11	11%	Student 11	2%
Student 11	0%	Student 11	18%
Student 11	25%	Student 11	9%
Student 19	20%	Student 19	34%
Student 51	10%	Student 51	51%
Student 51	29%	Student 51	18%
Student 55	16%	Student 55	44%
Student 53	20%	Student 53	18%
Student 55	47%	Student 55	34%
Student 52	25%	Student 52	2%
Student 51	0%	Student 51	18%
Student 51	20%	Student 51	27%
Student 51	29%	Student 51	34%
Student 59	16%	Student 59	2%
Student 31	10%	Student 31	18%
Student 31	8%	Student 31	51%
Student 35	20%	Student 35	18%
Student 33	29%	Student 33	44%
Student 35	10%	Student 35	9%
Student 32	11%	Student 32	18%
Student 31	0%	Student 31	34%
Student 31	20%	Student 31	9%
Student 31	10%	Student 31	18%
Student 39	29%	Student 39	34%
Student 51	20%	Student 51	44%
Total	40	Total	40

The independent-samples t-test was conducted to compare the scores of control group and experimental group in vocabulary test before starting the training session. Thus, the participants' scores in the vocabulary pre-test were analyzed to check the homogeneity of the two groups in the vocabulary knowledge level. Table 4.29 and Table 4.30 reveal the results of vocabulary pre-test before teaching of vocabulary learning strategies.

Table 4.29

Means and Standard Deviation of the Vocabulary Pre-Test

	Student's Group	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Test	Experimental	40	0	44	22.85	12.88	2.037
	Control	40	0	47	18.00	10.82	1.712

Table 4.29 displays the number of respondents of the experimental and the control group were 40 students. The experimental group recorded mean value of 22.85 and standard deviation of 12.883; while the control group scored 18.00 and 10.825 for mean and standard deviation values respectively.

The independent-samples t-test analysis of the pre-test scores showed that there is no statistical differences (DF=78, t=1.823, p=0.103) between the mean scores of the students in the two groups. In other words, the two groups were homogeneous in terms of vocabulary knowledge before conducting teaching session. Subsequently, teaching of vocabulary learning strategies was conducted with the experimental group only while the control group did not take part in this phase of the experiment.

Table 4.30

Results of Pre-test for Experimental Group and Control Group

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
Test	Equal variances assumed	2.722	.103	1.82	78	.072	4.850	2.661	-.447	10.147
	Equal variances not assumed			1.82	75.75	.072	4.850	2.661	-.449	10.149

The researcher triangulated the findings of the interview with students' scores in the pre-test. The findings of the interview session showed that showed the students still used the traditional techniques to learn new lexical items such as using bilingual dictionary, word lists, grouping words, making list of words, using repetition strategies (i.e. verbal and written repetition strategies). Moreover, the results revealed that the Libyan students mentioned several causes of using these strategies such as: lack adequate knowledge in vocabulary learning strategies, method of teaching vocabulary, lack of experience in applying vocabulary learning strategies.

Analysis of the pre-test shows that the student's scores in both groups "control and experimental" were very low. The highest mark that was scored in the control group was 47, which was scored by two students. Similarly, in the experimental group, the highest score was 44, which was scored by five students. In the present study, majority of the students' "control and experimental" scores were low which reflected the lacking in an adequate knowledge in vocabulary and vocabulary learning strategies

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4.8.2 Analysis of Post-test Results of Control and Experimental Groups

After conducting the teaching VLSs session which was done over a period of ten weeks, both the experimental group and control group took the post-test, in order to identify the relationship between vocabulary learning strategies and vocabulary knowledge. Eighty students took the post-test on the same day and the same time in Hitteen Secondary School. The allocated time for pre-test was also three hours for each group. The researcher asked four teachers to observe the both groups, besides the researcher was supervising two groups.

Table 4.31

Attendance of Students in Post-test

Group	Attendance	Percentage	Time of Post-test	Date
Experimental	40	50	3 hours	22nd Dec, 2014
Control	40	50	3 hours	22nd Dec, 2014
Total	80	100		

Table 4.32 displays the scores of students in both Control and Experimental groups.

Table 4.32

Results of Post-test for Experimental Group and Control Group

Results of Post-test			
Control Group (Mean=47.55)		**Experimental Group (Mean=63.13)**	
Student	**Marks obtained**	**Students**	**Marks obtained**
Student 1	37%	Student 1	48%
Student 5	50%	Student 5	62%
Student 3	40%	Student 3	51%
Student 5	49%	Student 5	70%
Student 2	57%	Student 2	68%
Student 1	40%	Student 1	55%
Student 1	49%	Student 1	65%
Student 1	57%	Student 1	79%
Student 9	37%	Student 9	48%
Student 11	48%	Student 11	60%
Student 11	44%	Student 11	55%
Student 15	48%	Student 15	68%
Student 13	50%	Student 13	70%
Student 15	39%	Student 15	48%
Student 12	50%	Student 12	70%
Student 11	46%	Student 11	51%
Student 11	49%	Student 11	55%
Student 11	48%	Student 11	65%
Student 19	39%	Student 19	48%
Student 51	48%	Student 51	65%
Student 51	49%	Student 51	68%
Student 55	48%	Student 55	65%
Student 53	50%	Student 53	77%
Student 55	44%	Student 55	55%
Student 52	48%	Student 52	21%
Student 51	49%	Student 51	69%
Student 51	48%	Student 51	58%
Student 51	40%	Student 51	51%
Student 59	48%	Student 59	70%
Student 31	48%	Student 31	69%
Student 31	48%	Student 31	68%
Student 35	50%	Student 35	77%
Student 33	49%	Student 33	77%
Student 35	40%	Student 35	70%
Student 32	50%	Student 32	58%
Student 31	57%	Student 31	74%
Student 31	57%	Student 31	70%
Student 31	48%	Student 31	58%
Student 39	57%	Student 39	74%
Student 51	49%	Student 51	58%
Total	**40**	**Total**	**40**

Table 4.33 presents the number of respondents of the experimental and the control

group were 40 students. The experimental group recorded a mean value of 63.13 and

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standard deviation of 9.185, while the control group scored 47.55 and 5.368 for mean

and standard deviation values respectively.

Table 4.33

Means and Standard Deviation of the Vocabulary Post-test

	Student's Group	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Test	Experimental	40	48	79	63.13	9.185	1.452
	Control	40	37	57	47.55	5.368	.849

Table: 4.34

Results of Post-test for Experimental Group and Control Group

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Test	Equal variances assumed	20.514	.000	9.259	78	.000	15.575	1.682	12.226	18.924
	Equal variances not assumed			9.259	62.859	.000	15.575	1.682	12.213	18.937

As shown in table 4.34, the results of the independent samples t-test indicated that the

mean scores of the experimental group (M= 63.13) were significantly different (t= 9.2,

p<.05) compared to the control group (M= .47.55). In other words, the experimental

group outperformed the control group in the vocabulary post-test. Therefore, the

vocabulary learning strategies instruction seemed to have contributed in improving the

vocabulary knowledge of students.

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The findings revealed that there is a significant mean difference between experimental and control group scores (df = 62.86, t = 9.26, p < 0.05). In other words, the result obtained (0.000) is statically significant; therefore, the study concludes that there is statistically significant difference between the marks scored by experimental group after taking training and control group outside the training session. This can be further proved by looking at the mean difference of 15.575 for the post-test sample. This further proves that the training session had a significant influence on the experimental group.

The researcher triangulated the participants' responses in the post-test with their logbooks. From the document, it was found that all six students employed different vocabulary learning strategies to learn new words. Table 4.35 shows the different VLSs which the six students used.
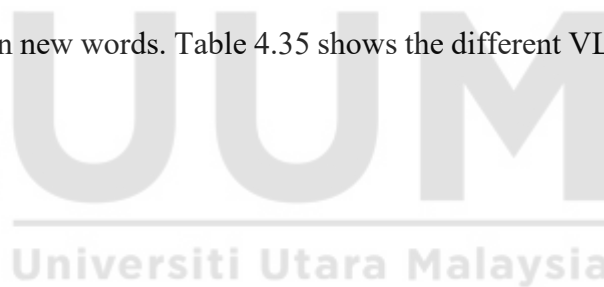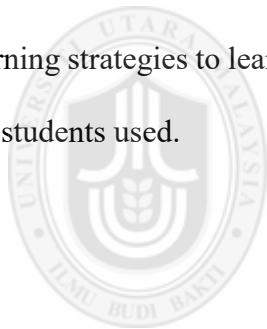
Table 4.35

Vocabulary Learning Strategies Used by Secondary School Students while Studying Vocabulary at Home

Vocabulary Learning Strategies	Memory	Cognitive	Determination	Metacognitive	Social
Student 1	•Study the spelling of the new word. •Connect the new word to its synonyms and antonyms	• Repeat word loudly	• Using dictionary		
Student 2	•Connect words with images in mind •Use Affixes and roots to remember the words •Using the new word in sentences.		• Using dictionary • Identify the part of speech of the new word	• Watching Cartoon • Using internet	• Asking brother/ friend
Student 3	•Study the spelling of the new word. •Connect the new word to its synonyms	• Writing the new word many times	• Break the new word up into the main parts. • Identify the part of speech of the new word		• Ask a teacher for paraphrase of the new word.
Student 4	•Connect the new word to its synonyms and antonyms •Use keyword method.		• Using dictionary	• Watching TV and movies	Ask teacher for translation of the new word into Arabic.
Student 5	•Using the new word in sentences. •link the new word to a personal experience •Study the sound of the new word. •Connect the new word to its synonyms and antonyms.	• Repeat word loudly	• Using a monolingual Dictionary (English / English). • identify the part of speech of the new word	• Watching TV	• I ask a teacher for paraphrase of the new word.
Student 6	•Making an image in my mind of the new word. •Use the new word in sentences. •Paraphrase of the new word.	• Write the new word many times. • Make my own lists of new words.	• Identify the part of speech of the new word. • Using a bilingual dictionary (English / Arabic).	• Watching movies	

Table 4.36 shows the triangulatison for the six students' logbooks with their scores in the posttest. Student One scored 58, which is higher than the pretest result (34). Analysis her logbook showed that she used various VLs such as two *Memory Strategies* 'study the spelling of the new word, and connect the new word to its synonyms and antonyms, one *Cognitive Strategy* 'Repeat word loudly' and one *Determination Strategy* 'Using dictionary' in order to learn 45 words.

Table 4.36

The Respondents Logbooks Result and Vocabualry Test Result.

Student	Pre-test Result	Post-test Result	Number of Learnt Words	Types of VLs
Student 1	34	58	45	4
Student 2	34	48	42	8
Student 3	44	77	56	6
Student 4	27	58	38	5
Student 5	44	74	60	9
Student 6	34	79	56	8

While Student Two achieved 48, and he utilized three Memory Strategies 'Connect words with images in mind, Use Affixes and roots to remember the words, and Using the new word in sentences', two *Determination Strategies* 'Using dictionary and Identify the part of speech of the new word' and one *Social Strategies* 'Asking brother'.

The results also indicated that the third student accomplished higher that the pretest. He employed two *Memory Strategies* 'Study the spelling of the new word and Connect the new word to its synonyms', one *Cognitive Strategy* 'Writing the new word many

times', two *Determination Strategies* 'Break the new word up into the main parts and identify the part of speech of the new word', two Metacognitive Strategies 'Watching Cartoon and using internet' and one *Social Strategy* 'Ask a teacher for paraphrase of the new word'.

The analysis of posttest revealed that Student Four' achievement was improved compared with pretest result. Likewise, the analysis of logbook showed that she used two *Memory Strategies* 'Use keyword method and Connect the word to its synonyms and antonyms', one *Determination Strategy* 'Using dictionary', one *Metacognitive Strategy* 'Watching TV and movies' and one *Social Strategy* 'Ask teacher for translation of the new word into Arabic'.

Furthermore, the posttest score for the Student Five was 74. The analysis of logbook revealed that she applied four *Memory Strategies* 'Using the new word in sentences, Connect the new word to a personal experience, Study the sound of the new word and Connect the new word to its synonyms and antonyms.', one *Cognitive Strategy* 'Writing the new word many times', two *Determination Strategies* 'Using a monolingual Dictionary (English / English) and Identify the part of speech of the new word', one *Metacognitive Strategy* 'Watching movies'.and one *Social Strategy* 'Ask a teacher for paraphrase of the new word'.

Lastly, the posttest results showed that Student Six scored 79, which was increased compared to pretest result (34). Her logbook indicated that she utilized three *Memory Strategies* 'Making an image in my mind of the new word, Use the new word in

sentences and Paraphrase of the new word', two *Cognitive Strategies* 'Write the new word many times and Make my own lists of new words', two *Determination Strategies* 'Identify the part of speech of the new word and Using a bilingual dictionary (English / Arabic)' and one *Metacognitive Strategy* 'Watching TV.

The data analysis of both posttest and logbook revealed that students' overall use of vocabulary learning strategies and the students' scores were increased. It also revealed that students preferred using Memory Strategies followed by Determination Strategies, in order to learn new words. Among Memory Strategies, the students mostly utilized, study the spelling of the new word, connect the new word to its synonyms and antonyms, and using the new word in sentences. In terms of determination Strategies, using a bilingual dictionary (English / Arabic) was the most frequently applied strategy by secondary school students, followed by Identify the part of speech of the new word. The Cognitive strategy 'Repeat word loudly' and the Social strategy 'Asking a teacher for paraphrase of the new word.' were also most employed by EFL learners in Libya.

Moreover, the data collected through logbooks indicated that students improved their vocabulary knowledge considerably. Table 4.37 shows the words that student learnt after attending the training session. Student number five got the highest number of new learnt words, which were 60 words. On the other hand, student number four obtained the least number (35) of newly learnt words. While other students scored as follows: Student six 56 words, student three 53 words, and student one 39 words, and student two 42 words.

Table 4.37
Vocabulary that Secondary School Students Learnt at Home

	Student 1	Student 2	Student 3	Student 4	Student 5	Student6
Learnt Words	1. Arm	1. Achieve	**1. Assignment**	1. Boring	**1. Bench**	**1. Adopt**
	2. Bilingual	2. Ambiguous	2. Birds	2. Causal	2. Benefit	2. Author
	3. Bimodal	3. Annual	3. Bottle	3. Clean tidy	**3. Cavity**	**3. Bacillary**
	4. Birds	4. Biology	4. Bought	4. Cook	4. Clean tidy	4. Bilingual
	5. birth	5. Borrow	5. Calm	5. Cycle	**5. Compels**	**5. Blockade**
	6. Bite	**6. Causal**	6. Cardinal	6. Dam	**6. Containment**	**6. Charity**
	7. Boot	7. Charity	7. Caught	7. Device	**7. Convoy**	7. Climb
	8. Canary	8. Climates	8. Change	8. Dirty	8. Cook	8. Concave
	9. Cardinal	9. Consent	**9. Comfy**	9. Education	9. Criminal	9. Consent
	10. Carry out	10. Decade	**10. Compliment**	10. Easy hard-simple	10. Dam	10. Design
	11. Comet	11. Design	11. Concave	11. Electrical	11. Debate	11. Develop
	12. Consistent	**12. Desolate**	12. Conquer	12. Expensive	12. Develop	12. Dilemma
	13. Convex	13. Donate	13. Consider	13. Factory	13. Device	13. disadvantages
	14. Cross out	14. Education	14. Dance	14. Fast quick-slow	14. Dilemma	14. documentary
	15. Dam	15. Engineering	15. Earn	15. Fund	15. Drained	15. Economy
	16. Develop	16. Exclude	16. Easy to use	16. Generator	16. Easy hard-simple	16. Entire
	17. Diamond	17. Facilitate	17. Economy	17. Impressive	17. Economy	17. Entirety
	18. Difference	18. Flexible	18. Enough	**18. Infallible**	18. Electrical	18. Escape
	19. Dilemma	**19. Fragrant**	19. Face	19. Install	19. Expensive	19. Execute
	20. Disadvantages	20. Geology	**20. Get rid of**	20. Living room	20. Face	20. Face
	21. Discovery	21. Illustrate	21. Government	21. Machine	21. factory	**21. False**
	22. Drill	22. Inspire	22. Great	22. Mechanical	22. Fast quick-slow	22. Force
	23. Dust	23. Jewellery	23. Greenhouse	23. Nibble	23. Finish	23. Gainful
	24. Easy hard	24. Junior	24. Guide	24. Nuclear	24. Floor	24. Government
	25. Simple	25. Lend	25. Half	**25. Offing**	25. Furniture	**25. Hammock**
	26. Economy	26. Link	26. House	26. Oven	26. Generator	26. Hard-working
	27. Expand	27. Liquid	27. Love	27. Philosophy	27. Government	**27. Illustrate**
	28. fundamental	28. Marble	28. Machine	28. Power	28. Guide	28. Inconvenient
	29. Government	29. Mess	29. Mechanical		29. Half	29. Industry

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30. Hawk	30. Modify	30. Monitor	**29. predict**	**30. inevitable**	**30. Inquiry**
31. Heavy	31. Notion	31. Nuclear	30. Progress	31. Install	31. Install
32. Mirror	32. Offset	32. Ostrich	31. Refrigerators	**32. Interrelated**	32. Installation
33. Prevent	33. Panel	33. Patient	**32. Shortcomings**	33. Lend	33. Lend
34. Randomly	34. Physics	34. Pause	**33. Skip**	34. Living room	34. Link
35. recognize	35. Salary	35. Penguin	34. Supply	35. Murder	**35. Memory**
36. Robin	36. Scare	36. Preform	35. Type	36. Ostrich	36. Movement
37. Scared	37. Science	37. Provide	36. Useful	37. Oven	37. Murder
38. Afraid	38. Shadow	**38. Radical concrete**	37. Victim	38. palm	38. Philosophical
39. Scared	39. Speed up	39. Raise	38. Venom	39. Paralyze	39. Pour
40. Brave	40. Survive	**40. Responsive**		40. Pause	40. Reduce
41. Seat	41. Take off	41. Scare		41. Penguin	41. Reliable
42. Similar	42. Unique	**42. Shattered/tired**		42. petrol	42. Responsible
43. Solar		43. Smile		43. Philosophical	43. Satisfy
44. System		44. Source		44. philosophy	**44. Seal**
45. Undone		45. Steak		45. Political	45. Separate
		46. Steer		46. Prevent	46. Signature
		47. Stressed		47. Prey	**47. Skip**
		48. Supply		48. Progress	48. Software
		49. System		49. Promise	49. Supply
		50. Technique		50. Quiet silent- loud	**50. Syndrome**
		51. Tie		51. Receive	51. Take off
		52. Tough		52. Representative	52. Transportation
		53. Undone		53. Scared afraid-brave	53. Unique
		54. Universe		**54. Self-assured**	54. Value
		55. Weather		**55. Confident**	55. Variety
		56. Windmill		56. Smile	**56. Worse**
				57. Snakebite	
				58. Sponsor	
				59. Steak	
				60. Stressed	
Total 45	42	56	38	60	56

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The data analysis of logbook also sshowed that some students did not depend only on the words included in the syllabus; they used vocabulary learning strategies to learn other words, which were not included. For example, Student Three utilized these strategies (*Watching cartoon, using dictionary, asking friend, using Internet and connect words with its synonyms*) in order to learn five words, were not included in the syllabus "*comfy, responsive, assignment, get rid of, shattered/ tired*".

Whereas, respondent Four used three strategies "*Reading book, applying keyword method* and *connect words with its synonyms*) for purpose learning two words "nibble, shimmy/small'. In terms of applying keyword method, she used a lettuce as keyword to remember nibble meaning "the fish enjoyed a nibble on the lettuce".

Students Five applied the strategies (Using phone, reading book, using dictionary, watching TV show and connect words with its synonyms) foe purpose learning eight new words "Interrelated cultures, convoy, drained/obtained, sponsor, containment, Cavity, Self-assured/confident, withstand". She learnt two words "drained/obtained" by using dictionary, then, she connected the new word with a word has same sound (obtain, /əbˈteɪn/, drain /dreɪnd/. Interestingly, she applied toothpaste as keyword to remember word *cavity* "toothpaste resists the cavity".

Table 4.38

Words the Learners Learnt by Using Other Sources

Student	The new learnt words which were not included in given lists	Source
Student 1	-	-
Student 2	-	-
Student 3	1. Comfy	Watching Cartoon
	2. Responsive	Dictionary
	3. Assignment	Friend
	4. Get rid of	Internet
	5. Shattered/tired	Synonyms
Student 4	1. Nibble	Reading book/ applying keyword method "the fish enjoyed a nibble on the lettuce"
	2. Skimpy / small	Synonyms
Student 5	1. Interrelated cultures	Phone
	2. Convoy	Book
	3. Drained/obtained	Book/ the same sound
	4. Sponsor	TV show
	5. Containment	Dictionary
	6. Cavity	Dentist/ applying keyword method "toothpaste resists the cavity"
	7. Self-assured/confident	Synonyms
	8. Withstand	National geographic video
Student 6	1. Bacillary	Instructions of cream usage
	2. False	TV show "The Doctors",
	3. Memory	,,,,
	4. Syndrome	,,,,
	5. Blockade	Movie
	6. Hammock	,,,,

For respondent six, she employed three strategies (reading instructions of cream usage, watching TV show, and watching movie) to learn six words "bacillary, false, memory, syndrome, blockade, and hammock". Most of these words were related to her major Basic Science. She learnt the word *false memory syndrome* by watching a TV show called "*The Doctors*", and word *bacillary* which she found in instructions of cream usage. Hence, undertaking some out-of-class sources was also an indication of the effect of VLSs use in enhancing vocabulary learning among the respondents.

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4.9 Discussion of the Findings on Research Question Four

The Effect of VLSs Use in Enhancing Vocabulary Learning

The findings of both T.test sample and logbook showed that the experimental group made a significant progress after the explicit instruction on using vocabulary learning strategies. These findings seem to corroborate with previous research works focused on other types of learning strategies such as mnemonic association (Cohen and Aphek, 1981), keyword semantic (Brown and Perry, 1991), monolingual dictionary (Ronald, 2001), and rote memorization, keyword, and semantic mapping (Sagarra and Alba, 2006). In addition, the results of experimental design are consistent with the previous studies on strategy training of other language skills such as listening performance (Vandergrift, 2003; Coskun, 2010), and reading comprehension (Ghazal, 2007; Celic and Toptas, 2010).

The findings implied that using VLSa during the English class could help students to learn words such as connect word to its synonym, antonym or sound. The findings correlated with underlying theoretical assumption of Krashen (1982) acquisition-learning hypothesis. It is mentioned in the theory that second language performance has two independent systems Krashen (1982). The first is the learning system which derived from formal instruction, and vocabulary learning strategies could be seen as a conscious process which is needed to familiarize with the new information of words. The second system is acquired system which is a subconscious process like students acquiring their first language.

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The teaching of English words using vocabulary learning strategies in fact applied the theoretical practice of Chomsky (1965) whereby Chomsky stated that four aspects of language learning in deed related to the theoretical practice such as phonology that is the study of sounds in a language to connect words that have similar pronunciation. Furthermore, the results from this study reveal the potential benefit of enhancing learners' strategic awareness by highlighting the range of strategies that learners feel are both practical and effective to employ. To achieve this, instruction may prove fruitful; for example, instructors should (a) present a range of VLSs to their students, (b) discover what strategies are already being utilized, and (c) assist in the monitoring of strategies employed to (d) evaluate their effectiveness (Chamot & O'Malley, 1987)..

In this cognitivist theory s were inspired by the comparison of the mind to a computer, which can store, integrate, and retrieve language information. Some other theories related language acquisition to brain activity, drawing on recent developments in neurobiology (Lightbown and Spada, 2006). The findings of this study from students' logbooks were also liked to cognitive theory. The analysis of logbook showed how the students analyze the word, connect it, and retain it. In this cognitivist perspective, the mind can store, integrate, and retrieve language information. Some other theories related language acquisition to brain activity, drawing on recent developments in neurobiology (Lightbown and Spada, 2006). To be more specific, the information processing approach in psychology is based on the notion that complex behavior is composed of simple processes viewed to be autonomous and can thus be studied independently. In this study revealed that from four respondents employed several VLSs to learn new words outside the classroom. These VLSs were using phone,

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reading book, using dictionary, applying keyword method, connect words have same sound, asking friend, watching TV show and connect words with its synonyms. This indicates that these respondents utilized these VLSs independently, in order to take charge of their own learning (Little, 1991).

The cognitivist theory can be also transferred to the learning of a second language, which is thought to be a complex cognitive skill as it involves internal representations that guide performance. This theory has been applied to the domain of language learning strategies by Chamot and O'Malley (1987). Since strategies are complex procedures which learners apply to tasks to make their learning as effective as possible, they can be described as procedural knowledge acquired through cognitive, associative, and autonomous stages of learning. Like other procedural skills, they are consciously and deliberately performed in the cognitive and associative stages of learning until their final application without an individual's awareness in the autonomous stage (O'Malley and Chamot 1990). In the current study, the findings showed that respondents used two types of taxnonmy of vocabulary learning strategies *(Memory & Determination)* to learn new words effectively. In other words, the respondents acquired words through cognitive, associative, and autonomous stages of learning.

In terms of Memory Strategies, students mostly utilized *connecting the new words to their synonyms and antonyms, using the new word in sentences, connecting words with images in mind, identifying the part of speech of the new word, keyword method, grouping words, using affixes and roots to remember the words, using dictionary,* and

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paraphrasing the new words. These findings are in accord with Benkhenafou's (2015) study who examined the efficacy of teaching these strategies. The results showed that *Memory Strategies*, characterized as deep strategies, ensure a better retention of the learnt vocabulary, associate the word with new linkage, and lead to more efficient learner autonomy.

In terms of *Determination Strategies*, the strategies mostly utilized by secondary school students were: *using a bilingual dictionary (English / Arabic),* and *breaking up the new word into its main parts.* These findings are in agreement with the findings of Tuan's (2011) study, which showed that the strategies '*using bilingual dictionary'* and '*guessing the meaning of the new word*' were the most employed strategies among students in enriching vocabulary autonomously. These strategies usually used by learner without referring to any others knowledge. Thus, these type of strategies imply analyzing the words such its type, and searching the information about this word like using dictionary.

The findings revealed that keyword method was applied by the respondents to learn words by their own, this result is in line with the study of Al-Zahrani (2011), Abdul Razak (2008), Fritz et al. (2007), Ismail (2008) and Sagarra & Alba (2006), and as all stated that keyword method enhanced vocabulary achievement. According to Gaul (2004) it is a creation of a visual image in order to associate between the keyword and the new vocabulary. Al-Zahrani's (2011) clarifies the use of keyword by the respondents to help them to retain new learnt words.

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The strategies watching English media and using the phone were also utilized by respondents for the purpose of increasing their vocabulary knowledge independently. These results are in consistent with findings reported by Rausch (2000). Rausch (2000) revealed that the metacognitive strategy training enhanced the students' metacognitive awareness of vocabulary strategies and vocabulary development, which is again related to congnitive theory. Takallou (2011) reported the effect of metacognitive strategies instruction on learners' reading comprehension performance regarding authentic and inauthentic texts in EFL context and the strategies consisted of planning and self-monitoring. These findings support the VLSs use by the respondents of the current study, the respondent realize the crucial role of exposing to English media as a source of vocabulary learning.

Therefore, in general, the findings are rather encouraging since they reveal students' understanding of the importance of acquiring new lexis from outside the classroom's confines, while underscoring their acceptance of the inability of classroom instruction alone to provide the extent of lexical knowledge required achieving high proficiency in the target language. For example, one student revealed that she learnt the word false memory syndrome by watching a TV programme called "The Doctors," and the word bacillary which she found in instructions on cream usage. Yet Student Five mentioned that she learnt two words "drained/obtained" by using dictionary, then, she connected the new word with a word has same sound (obtain, /əbˈteɪn/, drain /dreɪnd/. Interestingly, she also applied toothpaste as keyword to remember word cavity "toothpaste resists the cavity.

In consequence, teaching VLSs by the teacher increased the respondents' awareness of the importance of using VLS. The teaching session was also as an opportunity to practice VLS in order to begin thinking of new ways to learn new words. As a result this practise helped the four respondents to alter their roles from dependant vocabulary learners to independent vocabulary learners. In addition, according to Thanasoulas (2004), learner autonomy involves identifying one's strategies, needs, and goals as a learner, and having the chance to review and evaluate approaches and procedures for optimal learning (p.4). The four respondents again identified the strategies based on their needs. For example, Students Six watched TV show which is called Doctors. She learnt words false memory syndrome. She realized that watching "Doctors Show" served her needs, which is increasing her vocabulary knowledge in her major. Student Four also discovered that the best strategy "according her need" to remember the new word is by applying keyword method. Therefore, she used the word lettuce to remember word nibble.

Undertaking some out-of-class sources and using different vocabulary learning strategies were also indications of their awareness of having some control over their own learning. The students' attempted to expand their lexical knowledge using out-of-class sources which helped them learnt many new vocabulary items, and were more independent learners in improving their English. This is also another evidence that showed the respondents initiated a move towards self-directed learning. The respondents also used other resources to learn new words, which also show their awareness of the limitations of teaching vocabulary knowledge for reaching a higher level of proficiency in the target language. Thus, Students showed that they have

control gained of their learning by: trying to develop their vocabulary knowledge by watching English TV channels (e.g., movies, songs, etc.); trying to develop their vocabulary knowledge by using social media (e.g., Facebook); trying to develop their vocabulary knowledge by listening to English programs (songs, news, etc.); revising the newly learnt words soon after the initial meeting; and continue to study the word over time. These finding were in accordance with Xhaferi and Xhaferi' (2013) statement. They stated that eefective learning means using different learning strategies (Xhaferi & Xhaferi, 2013). Nation (1997) also recommends the need for ELF learners to being able to utilize vocabulary strategies in order to deal with new vocabulary in texts, to overcome challenges in using words in speaking and writing, to improve in using known words and to learn new words in isolation.

Similarly, Richards (1976) claims that "a learner who is constantly adding to his vocabulary knowledge is better prepared both for productive and receptive language skills." Horsfall (1997) also suggests that students "need to take charge themselves of the process of expanding their vocabulary, so that they feel they have some control over their own learning, consequently, greater autonomy is yielded." The respondents' attempt to expand their lexical knowledge using out-of-class sources would certainly help them to learn many new vocabulary items, and to be more independent learners, and hence, to improve their English language. Thus, Scharle and Szabo (2000) argue that L2 learners must study vocabulary on their own, because of the challenges of learning vocabulary inside the classrooms, such as limited class time and the immense number of vocabulary items that learners need to acquire. The best would be for the teachers to help their students become more self-directed (Scharle and Szabo 2000

cited in Al Shawwa, nd.). Xhaferi and Xhaferi, (2010) also recommend that the ultimate goal of any language teacher should be to prepare students for life-long learning and this can be done only if they become autononmy learners. To conclude, the findings of this study assure that the vocabulary learning strategies has made significantly an impact in enhancing vocabulary learning.

4.10 Summary of the Chapter

This chapter provides a summary of the research, which contains the analysis of the data and discussion on the results of the effect use of vocabulary learning strategies in enhancing vocabulary learning among secondary school students in Libya. Besides that, the researcher triangulated the main data in two ways: t.test sample analysis and analyzing the logbooks.

Descriptive statistics, frequencies, means, standard deviations, were computed to find out the frequency of students strategy use in the five category of vocabulary learning strategies. An independent sample T-Test was also used to in the present study to compare vocabulary test scores to find out the influence of vocabulary learning strategies on vocabulary knowledge among Libyan EFL learners

The qualitative data collected in this study was analysed by applying 'coding and hand analysis strategy. The interview data were coded based on the purpose of the data and the stage of interview questions in order to identify second language learners' awareness of the different vocabulary learning strategies. While the logbooks data was analysed by applying coding, hand analysis strategy, and basic computer program

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(office word process), in order to determine the effect use of vocabulary learning strategies in enhancing vocabulary learning among EFL learners in Libya. The findings of this study revealed that the use of vocabulary learning strategies has significantly an effect in enhancing vocabulary learning.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter begins with a brief summary of this study followed by the implications; limitations, recommendations for future research and lastly the conclusion.

5.2 Summary of the Findings

The current study was conducted with secondary school students in Libya aiming at: (1) identifying the vocabulary learning strategies used by high achievers of secondary school leavers; (2) determining the VLS use of secondary school students in Libya; (3) investigating the awareness of Libyan secondary school students of various vocabulary learning strategies in improving their vocabulary knowledge; and (4) investigating the effect of VLS use on vocabulary learning.

The logical reasons for this study are explained. First, most of the have investigated vocabulary learning strategies through quantitative methodology using Schmitt's (1997) questionnaire. However, this study is a mixed method study on the effect of VLSs. Second, most studies have been done through undergraduate students' perspective while this study is focused on secondary school students' perspective. Third, this study is focused on VLSs through students' perspectives while most studies have studied VLSs through teachers' perspective. Fourth, Limited number of studies have been done on EFL/ESL contexts

especially on Arab context such as Libyan. Fifth, very limited number of studies have been done on Libyan secondary school students. Sixth, this study is focused on investigating the awareness of EFL learners on the main role of VLSs in vocabulary learning.

Mixed methods were employed in this study, while the participants were secondary school students. The sampling of this study were purposive sampling and random sampling. The researched collected the data through VLSs questionnaire, interview session, quasi-experimental and logbooks. Data from analysis of the documents (logbooks) was used to triangulate the students' vocabulary test.

The first research objective concerned with identifying vocabulary learning strategies used by the high achievers of secondary school leavers. The findings demonstrated that the respondents show a medium frequency level of strategy use. The Memory Strategies and Determination Strategies were the most employed vocabulary learning strategies by high achievers among secondary school leavers. The most frequently used strategies were: *(1) connect the new word to its synonyms; (2) study the part of the speech of a word; (3) group words together to study them; (4) paraphrase the word meaning; (5) keyword Method ; (6) study the sound of word; (7) use affixes and roots to remember the words; (8) use semantic maps; (9) use the new words in sentences;* and *(10) use bilingual dictionary (English/Arabic).* The main explanations for results were attributed to the fact that these strategies are all mental techniques that help learners to be aware of their vocabulary learning strategies as regards to

the target language vocabulary and consciously plan their learning. Besides, traditional strategies of vocabulary learning are still popular among advanced students of English.

The second research objective devoted to determine the most frequently used vocabulary strategies by the secondary school students in Libya. The results showed that the Libyan secondary school students preferred using Social Strategies and Metacognitive Strategies. The findings demonstrated that 10 VLSs: (*1) Ask teacher for L1 translation, (2) Written Repetition and (3) Ask classmates for meaning, (4) Listening to tape of word lists'. (5) Ask teacher for paraphrase or synonym of new word, (6) Discover new meanings through group work activity, (7) Ask a teacher for a sentence including the new word, (8) Develop my vocabulary knowledge by watching English TV channels, (9) Revise the newly learned words soon after the initial meeting* and *(10) Skip or pass the new word)*, were recorded to be the highest frequencies as reported by secondary school students studying in Libya. These results showed that secondary school students relied more on teachers than on their classmates, and focusing on the classmates as the main source for learning vocabulary knowledge.

The third research objective focused on determining the awareness of VLS among Libyan secondary school students. The findings indicated that the Libyan secondary students are aware of a few of the VLSs. The reasons for not using some other strategies might be related to the lack of knowledge about VLSs. In addition, there is a lack of emphasis on VLSs in the English language curriculum in Libyan schools.

The fourth research objective concerned with investigating the influence of vocabulary learning strategies instruction on vocabulary knowledge among secondary school students in Libya. The results of the post-test demonstrated significant differences in the mean scores between control and experimental groups. In other words, the findings confirmed the significant effect of the vocabulary learning strategies use in enhancing vocabulary knowledge. However, this impact was found to be positive. Thus, the vocabulary learning strategies instruction contributed in increasing the vocabulary knowledge among secondary school students in Libya. The findings of logbooks showed that the learners used vocabulary learning strategies in order to increase their vocabulary knowledge. They also used other resources to learn new words, which also revealed their awareness of the limitations of classroom teaching in providing the amount of vocabulary knowledge necessary for reaching a high level of proficiency in the target language. Hence, undertaking some out-of-class sources was also an indication of their awareness of having some control over their own learning. Thus, students' attempted to expand their lexical knowledge by using out-of-class sources and it helped them learnt many new vocabulary items, and become independent learners in improving their English language.

Therefore, by identifying the VLSs most used by the secondary school students in Libya, and determining the existence of the impact of VLS use on vocabulary learning as the objectives of this stud have indirectly demonstrated that the aim of this study have been achieved. Based on the results obtained in the present study and discussions of the possible causes and reasons

that led to these findings, the following section, thus, moves on to highlight the pedagogical implications of the study.

5.3 Pedagogical Implications of the Present Study

Learning sufficient English vocabulary is an essential aspect of learning a language successfully because a limited vocabulary in a second language impedes successful communication (Algahtani, 2015). This is realised by linguists and language researchers both. Since English vocabulary is an unimaginably large segment of the language, it is difficult that the teaching of vocabulary would be handled only in the classroom. Thus, it is necessary for the students to become self-directed vocabulary learners. This area of study is generally neglected and teachers pay negligible attention to induce learners' autonomy. Teaching the students vocabulary learning strategies can take them a long way to improve thier vocabulary knowledge. Therefore, in the light of the findings obtained and discussion provided, many important implications can be drawn which can be inspiring to L2 learners, teachers, material producers as well as educational policy makers concerned with the teaching of English in Libya. The findings of the study imply that these will contribute to several areas.

Firstly, it contributes to the teachers in developing an effective way of teaching and learning English vocabulary. Vocabulary is taught in Libyan schools at present. Many studies, such as Wharton (2000) and Nation (2001) showed that vocabulary learning strategies and language proficiency are strongly related. Thus, language teachers should teach vocabulary learning strategies instead of focusing only on rote memorization in teaching and learning. Since

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vocabulary learning strategies have a key role in enhancing the students' effective language and vocabulary learning, teaching vocabulary learning strategies should be implemented into the language curriculum, to help students to develop VLSs and use them efficiently.

Secondly, it contributes to the students in developing the English language learning output in a better way. The strategy instruction can increase the learners' awareness of their preferred learning strategies, and help them become more independent in meeting their own needs. The strategy instruction also provides students opportunities to connect new vocabulary to their personal experiences, and opportunities to engage in activities that offer interactions with new words.

Thirdly, it contributes to development of the class structure from the current text-book-only approach to multi-resource pedagogical centres of language learning. Students' awareness on vocabulary learning strategies use helps them develop English language learning resource. They will not only focus on using text-book, but they would go further searching in other sources, such as the participants who used logbooks. They did not focus only on the given lists of words; they used Facebook and some other resources and books. Thus, this shows that vocabulary learning strategies encourage students to grab the opportunities either inside class or outside class to engage in activities that involve interactions with new words. All in all, teacher educators should encourage their students to engage in out-side-the classroom tasks so as to increase their autonomous behaviours.

Fourthly, there should be an initiative to include in the educational policy the essential itegrating vocabulary learning strategies as part of English language curriculum. Since the new English curriculum in Libya adopts the learner-centred approach (Altaieb, 2013), policy makers need to integrate vocabulary learning strategies into the curriculum to promote the learner-centred learning. The policy makers have to take into account the realities of the teaching situation where the class is short (only 45 minutes), students get less opportunity to practice English language, and teachers have the challenging tasks of teaching English. Besides, using VLSs can be seen as a new approach in teaching vocabulary and teachers can prepare the lesson plans based on the ones used in this study.

Fifthly, adding to the previous practical contributions, it is evident that the memory strategies u*sing phone, reading book, using dictionary, applying keyword method, connect words have same sound, asking friend, watching TV show* and *connect words with its synonyms* had a significant effect in enhancing vocabulary learning, and strengthen the memory knowledge of vocabulary. Thus, teachers could focus on teaching these types of VLS in order to encourage learners to use them independently.

5.4 Strengths of the Study

This study shed light on the VLS use among the secondary school students in Libya, and drew significant conclusions relevant to the effect of the VLS use on vocabulary learning. This investigation resulted in a number of contributions in the field of VLS use as well as in the fields of autonomous language learning.

The current research serves as a basis for future investigation into the influence of the VLS use in enhancing autonomous vocabulary learning. This is because a review of the existing literature showed a severe dearth in the studies in this regard. Thus, the present study contributed to reduce this gap in this field by investigating the relationship between the VLS use with autonomous vocabulary learning.

Significantly, this study managed to include two major variables (VLSs and learner autonomy) that were believed to have an influential role in L2 vocabulary acquisition and practice. To the researcher's best knowledge, limited studies have investigated the relationship between the two variables together. Examining the degree of associations among VLSs and learner autonomy achieved by the present study was significant in order to know which among the variables (five taxonomies of vocabulary learning strategies) better facilitate and enhance autonomous learning in vocabulary knowledge.

This study was unique in the techniques it employed to use various instruments such as the questionnaire, an interview, conducting pre-test and post-test and using logbooks, in order to cross verify the data. Both techniques of qualitative and quantitative data collections contributed to deepen the researcher's understanding of autonomous vocabulary learning in real situations. One of the striking results obtained in this study revealed that students showed that they control their learning by trying to develop their vocabulary knowledge by means of utilizing multiple resources of learning new words, like films, music, word maps, thesaurus,

semantic maps, affixes, word-formation rules, and internet research sites, etc. Thus, undertaking some out-of-class sources was an indication of learners' awareness of having some control over their own learning. Besides, the results of qualitative data analysis were consistent with the results of quantitative data analysis. Post-test results displayed that students increased their vocabulary knowledge, and logbook findings explained how the vocabulary knowledge increased and what types of VLSs were most employed by Libyan students in vocabulary learning process.

5.5 Limitations of the Study

The present study has provided a number of insights and significant information on the use of VLS use by the secondary school students in Libya, and shed lights on the role of the VLSs use in enhancing vocabulary learning. However, doing research work in general can never be limitations free. The main limitations of this study are highlighted below.

1. The study was limited to a small number of students and conclusions are drawn accordingly. This is considered as one of the limitations of the study that can affect its generalizability.

2. The present research is limited to the study of only English taught as a foreign language in Libya, so, no any other foreign language was considered for the study. Therefore, at present the conclusions drawn from the study may not be applicable to

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any other foreign languages. It is possible to draw similar conclusions by a researcher

working with a different language, in a different setting, though.

3. The present study did not take into consideration the views of English teachers in

   Libya as regards to their methods of teaching English, especially, the vocabulary part,

   and that, according to the researcher, is a limitation of the study.

4. Another limitation of the present study was the training session focused on teaching

   memory strategies and one determination strategy. Other VLSs should have been

   taught and included in the VLSs training to offer a wide range of VLSs for students

   to choose from.

5.6 Recommendations for Future Research

In spite of the limitations appeared in this study, the researcher believes that future areas of

research into vocabulary learning strategies should be taken into consideration in the future

studies. These areas include the following:

- The experiment conducted by the researcher could be replicated by other researchers,

  on a larger scale, in a wider variety of settings, within Libya as well as elsewhere in

  countries where English is taught as a foreign or second language. Through such

  studies we would arrive at a better understanding of vocabulary learning strategies

  and their effects on the learning outcomes of EFL learners.

- The relationship between leaner autonomy and rate of success in learning a new language needs to be explored further. The researcher observed that success in learning new English vocabulary is somewhat linked to learner autonomy, i.e., those who achieved higher level is the learner autonomy, were more successfully achieved in acquiring new vocabulary. But, it needs further exploration by experimental study.

- Another interesting aspect of vocabulary learning, not explored in Libyan contexts, is the effect of learners' enhanced collection of lexical items in a foreign language on their understanding of the syntactical structures of the language.

- Yet another significant topic of related research is the possible correlation between an enhancement in learner autonomy and its effect on fluency and accuracy in the target language. The assumption behind this thought is that learner autonomy and fluency may be directly proportional.

- Investigating the relationship between EFL learners' age and autonomy learner's level in terms of vocabulary learning.

- Another interesting investigation can be conducted in examining the effects of keyword instruction on the student' attitude towards autonomous vocabulary learning.

- Exploring the effectiveness of teaching of keyword method in developing different English language skills.

- Comparison between the influences of the keyword method and using synonyms on the word retention.

- There is a need to a comprehensive research with the influence of the factors affecting the autonomous vocabulary learning such as (gender, language proficiency, academic major, motivation, beliefs, cultural background, and learning styles.).

5.8 Conclusion

These results have provided an inclusive picture of the VLS use of secondary school students in Libya in order to improve their vocabulary knowledge. The current study also presented valuable insights into the role played by the use of VLSs in enhancing students' vocabulary learning. Throughout this study, the researcher made her best through the long challenging process of evaluating the validity and reliability of the whole instruments employed, as well as through the process of statistically analysing the data. The findings of this study may motivate other researchers to further investigating the relationship between VLSs use and vocabulary learning from a wider point of view, and in other, different contexts.
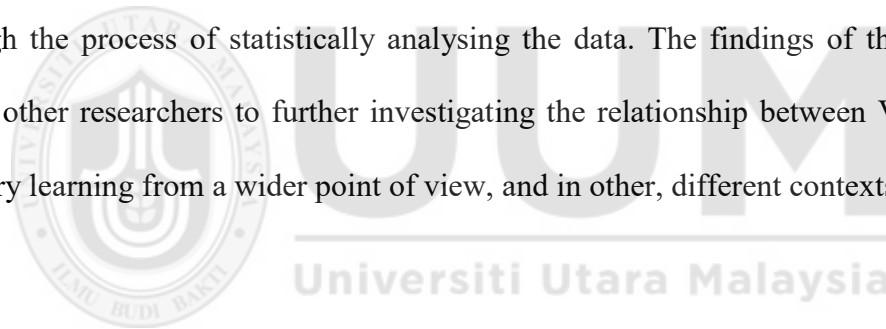
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Teaching of Vocabulary According to New Curriculum of English Language in Libyan Schools

Course Summary

	Reading Two lessons	Vocabulary	Grammar
		Three lessons	
Unit 1 Stories	Narrative: Crossing the Wadi.	Phrasal verbs 1.	The past perfect. Modal verbs in the past.
Unit 2 What's it like?	Informative article: Life on other planets?	Phrasal verbs 2.	Comparatives with *much* and *many*. *Must, many, might* and *can't.*
Unit 3 Dilemmas	Texts about philosophical, political and personal dilemmas.	Collocations.	Type 2 conditionals. Conditional sentences.
Unit 4 Changes	Article about Venice: The sinking city.	Phrasal verbs 3.	Continuous tenses. Present perfect continuous tenses.
Unit 5 Our culture	Extracts from an encyclopedia about Arab Culture.	Prepositional phrases.	Clauses with *where, when* and *what.* The future.
Unit 6 Experiments	Scientific experiments: Humour is good for you.	Verbs followed by *-ing* and *to.*	Reporting statements. Reporting requests and instructions.
Unit 7 Big projects	Informative text: The Aswan High Dam.	Describing dimensions of objects and volumes. Compound adjectives.	Active and passive voice. Past participles.
Unit 8 Questions	Conversations about a job interview.	The language of questions and job interviews.	Indirect questions. Reported questions.

APPENDIX B

The Old Curriculum of English Language in Libyan Schools (Living English for Libya)

LESSON TWO
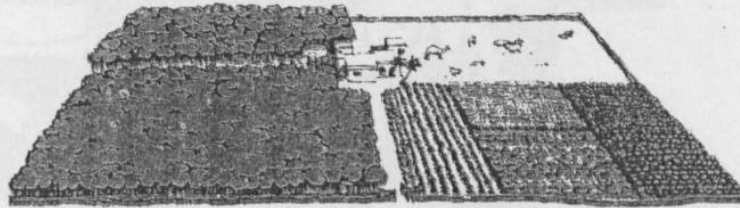
A. Ahmad's father, Mr. Fellah, is a farmer. His farm is not big. But it is not small, either. He likes his farm very much. He always says, "My farm is part of me!" From an airplane the farm looks like this:

The big part of the farm is for trees. The other two parts are for animals and wheat and barley. Mr. Fellah grows some vegetables, too. Potatoes, onions and carrots are vegetables.
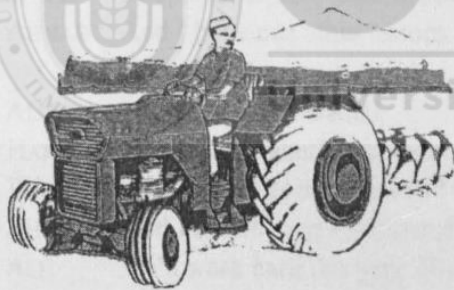
B. Mr. Fellah works hard. Only his wife and children help him. But he has machines. Machines can help farmers very much. Look at Mr. Fellah. What is he doing? He is working. He is driving a tractor. The tractor is pulling a plough. What does the plough do to the earth? It cuts the earth, and it turns it over.

Mr. Fellah's machines always run well. Why do his machines always run well? Because he always cleans them. He always oils them, too.

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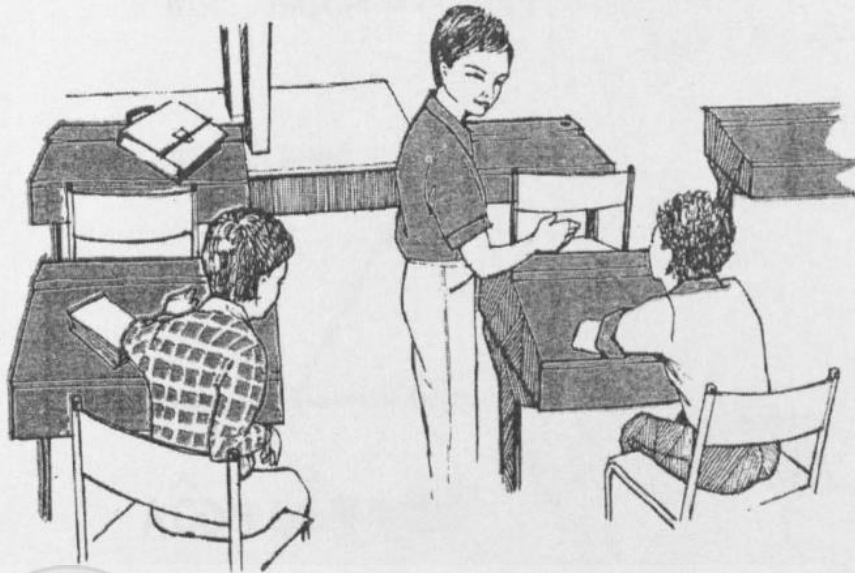
C. AHMAD: Here we are in school again!
   ALI: Yes, and we feel fresh and happy.
   HANI: We're in Class Two this year. I hope our English lessons will be interesting this year.
   WAFI: I hope our Arabic lessons will be interesting, too.
   AHMAD: And I hope our other lessons will be interesting.

D. ALI: I'm not good at maths!
   HANI: And I'm not good at science!
   WAFI: And I'm not good at history!
   AHMAD: And I'm not good at geography!
   ALI: We'll work hard this year. We'll be good at all our lessons.
   AHMAD: We have two new teachers this year. One comes from Derna. The other comes from Sebha. I hope they'll be nice teachers.

WAFI: I hope so. Nice teachers give interesting lessons.

They'll = They will

E. *What's his lesson?*
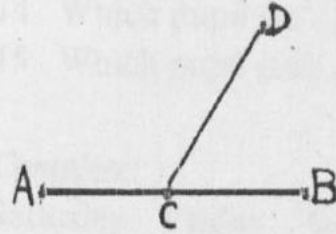
$$A\hat{C}D + D\hat{C}B = 180°$$

$$H_2O = WATER$$
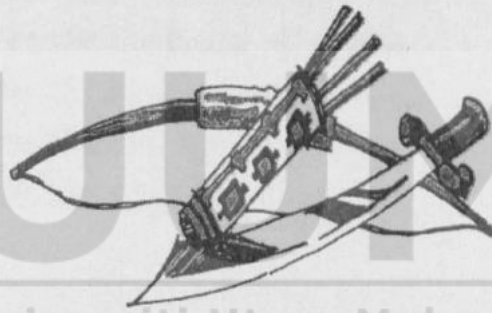
F. *Answer these questions:*

1. What does Mr.Fellah always say?
2. Why does he say so?.
3. Which part of the farm is for trees?
4. What vegetables does he grow?
5. Is a peach a vegetable or fruit?
6. Does Mr.Fellah work hard?
7. Who helps him on the farm?
8. Why do his machines always run well?
9. What does a plough do to the earth?
10. What day of school is it?
11. How do the pupils feel?

The New (Current) English Language Curriculum in Libya Schools

Speaking	Writing	Listening	Specialization
One lesson	**One lesson**	**One lesson**	**Four lessons**
Responding to situations.	A story of emergencies.	Predicting the topic. Listening for key events.	Dangerous animals Treating snakebites Classification Famous doctors
Giving opinions.	Paragraphs with topic sentences.	Listening for key information.	Searching the skies The galaxy Earth and space quiz Famous astronomers
A debate.	Supporting your opinions.	Listening for detail.	Pollution and energy Links to Khadra Transport links The greenhouse effect
Talking about present actions.	E - mails.	Developing listening skills.	Computers Robots-science or science fiction? Changes in science Letter writing
Starting conversations.	Working from notes.	Identifying falling intonation.	Rocks Definitions Famous names in science Fossils
Apologizing, explaining and forgiving.	Summary writing.	Listening for key words and numbers.	Diseases Viruses and bacteria Fighting germs Staying healthy
Describing and identifying objects.	Sections of a report.	Listening to complete notes. Listening for the topic and main ideas.	Why do we need dams? Plastics Metals Properties of materials
Asking questions politely and responding.	Writing a report.	Listening in a conference setting.	A career in science Science at work Ask a scientist Job satisfaction

APPENDIX D

Teaching of Vocabulary According to Teacher's Guide Book

The optional Listening stage develops the functional language and listening as a skill by developing situations in the core material. Although they are integrated with the core material, these are stand-alone lessons that can be omitted depending on time and circumstances.

The Teacher's Book contains the syllabus and the learning objectives for each unit. It also has detailed lesson plans, with extra teaching suggestions, answer keys for exercises, tapescripts for listening, and a word list for every unit.

The Class Cassette contains the listening materials. However, when there are no facilities for using the cassette, the teacher can still carry out activities by making use of the tapescripts in the Workbook.

Language skills

Reading

The texts used are designed to be as authentic as possible, so that the students are able to learn how to deal with a variety of different examples of written English. There are examples of letters, faxes, advertisements, brochures, and newspaper and magazine articles. The tasks help the students develop the sub-skills of prediction, inference, reading for gist and reading for specific information.

The procedure for dealing with reading texts follows this basic format:

Lesson 1 (in the Course Book):

• The students make predictions from the title or photographs, have a discussion, or in some way use their knowledge of the world to help them focus on the theme of the text before they read it.
• They are asked to read the text quickly and either identify its type or answer one or two questions about the general meaning. This encourages them to realize that it is possible to understand the gist of a text without having understood every word.
• The students read parts of the text in more detail, sometimes interpreting answers or reacting to the text in a personal way.

Lesson 2 (in the Workbook):

• The students read the text again in more detail and answer more specific questions with written responses.
• The students do some vocabulary work based on the text.
• Finally, they do some extension work, making use of the theme of the text. This often involves the students in relating the theme of the text to themselves.

Vocabulary

The Course Book has three main ways of dealing with vocabulary:

• Pre-teaching vocabulary: Where necessary, some words are taught before the students do the reading or listening to help them understand the text better.

• Developing vocabulary: The students add to their existing vocabulary in various ways. They do exercises which teach meanings of new words and expressions, or help them to work out meanings for themselves. They also do exercises which help them to see relations between words and to collect them using these relationships. Finally, the students do exercises to help them use new vocabulary productively.
• Revising vocabulary: The book uses many words and expressions which the students have met before but may have forgotten. The students use their existing knowledge to complete many of the exercises. This highlights gaps in their knowledge and shows the teacher when remedial work is necessary.
• Not all the vocabulary used in the course is designed to be used productively; some words have been included only for the purpose of recognition and understanding in the context of the particular text.

Speaking

There are sections in every unit which ask the students to use the new words and expressions they have recently learned and to activate the language they already know. They may be asked to do role plays, read sample conversations, discuss topics or solve problems. The aim is for the students to communicate effectively and fluently with each other and to make talking in English a regular activity. The teacher should not correct students too often during these stages, but makes notes of errors to deal with later. The teacher should always be on hand to keep an activity going by encouraging students and explaining the task more clearly where necessary.

As well as a specific section devoted to speaking, the students should be given as much opportunity as possible to talk to each other during each unit. This is achieved in a number of ways:

• Many of the activities in the book are designed to be done in pairs.
• Where possible, students should check their answers in pairs.
• Many activities can be followed up by students testing each other in pairs.
• Some activities can be done in pairs and some in small groups.
• A lot of the pairwork can be followed by work in a group of four (i.e., one pair joins another pair) before feedback.

Writing

Students often write in English, but much of the time this is only at word or sentence level. The guided writing stages give students a chance to produce longer pieces of writing. The type of writing is usually something of practical use, for example, a letter.

The writing that students produce is also important as a useful guide to their progress in English, but the process involved in the writing itself is where skill development takes place. Students are always guided carefully through the preliminary stages of a piece of writing, and this often includes adapting from or continuing a model piece of writing.

وزارة التّربية والتّعليم – إدارة الامتحانات   نتيجة شهادة إتمام مرحلة التعليم الثانوي

للعام الدراسي 2013 – 2014 (دور أول)   الصفحة: 1 من 1

منطقة بني وليد

شعبة اللغات تخصص اللغة الإنجليزية   المدرسة: 20279 القدس الثانوية المشتركة

مكتب الخدمات التعليمية: بني وليد / الزيتونة

التقدير	النسبة المئوية	المجموع الكلي	اسم الطالب ولقبه	رقم الجلوس	ر.م.
جيد	74.68%	926.00	جمال سعدالله فتحي بن عامر	622024	1
ممتاز	87.50%	1,085.00	إسلام يونس حسن منصور	622027	2
ممتاز	86.61%	1,074.00	امباركة علي محمد الحداد	622028	3
جيد جداً	84.92%	1,053.00	ايناس سعد ابراهيم خشرم	622029	4
ممتاز	87.42%	1,084.00	جليلة صالح محمود الدامي حسن	622030	5
جيد جداً	81.45%	1,010.00	سارة محمد على بالحسنة	622031	6
جيد جداً	79.19%	982.00	سليمة أحمد محمد المليح	622032	7
ممتاز	86.21%	1,069.00	سليمة ميلاد عبدالحميد امبية	622033	8
جيد جداً	76.45%	948.00	فاطمة حسن فرج عبدالهادي	622034	9
ممتاز	89.76%	1,113.00	فاطمة محمد فرج خليفة	622035	10
جيد جداً	77.18%	957.00	كريمة امبارك فرج كشاد	622036	11
جيد	74.11%	919.00	مروة مفتاح محمد اكرومة	622037	12
ممتاز	88.95%	1,103.00	منى ميلاد عبدالحميد امبية	622038	13
جيد جداً	75.81%	940.00	ناديه احمد بلعيد الهداج	622039	14
جيد جداً	78.79%	977.00	نجاة احمد بلعيد الهداج	622040	15
جيد جداً	78.87%	978.00	هاجر عبدالرحمن المهدى شنيشح	622041	16
جيد	74.19%	920.00	هنادي حسن عبدالقادر مسعود	622042	17
جيد	70.97%	880.00	هنادى محمد دياب عجاج	622043	18

وزارة التربية والتعليم – إدارة الامتحانات
نتيجة شهادة إتمام مرحلة التعليم الثانوي
للعام الدراسي 2013 – 2014 (دور أول)
منطقة بني وليد

الصفحة: 1 من 1

المدرسة: 20323 ابن خلدون الثانوية المشتركة   شعبة اللغات تخصص اللغة الإنجليزية

مكتب الخدمات التعليمية: بني وليد / النهر الصناعي

التقدير	النسبة المئوية	المجموع الكلي	اسم الطالب ولقبه	رقم الجلوس	ر.م.
جيد جداً	79.19%	982.00	عبد السلام مفتاح سالم الفقي	622047	1
جيد جداً	75.65%	938.00	عبدالسلام ميلاد عبدالنبى احمد	622048	2
جيد	74.35%	922.00	محمد علي رمضان المخزوم	622049	3
جيد جداً	81.13%	1,006.00	اسماء العلام ابو شاية الصغير	622050	4
ممتاز	85.56%	1,061.00	آية ضو على عبدالعزيز	622052	5
ممتاز	91.21%	1,131.00	رويدة رمضان مصباح سلاحبه	622053	6
ممتاز	95.08%	1,179.00	صفاء ابوبكر على عبدالعزيز	622054	7
ممتاز	88.15%	1,093.00	فاطمه اعماره عبدالسلام الفرجانى	622055	8
ممتاز	94.11%	1,167.00	فاطمة النعاس القذافي أبو صبيع	622056	9
جيد جداً	80.89%	1,003.00	فاطمة جمعة محمد الورفلى	622057	10
جيد جداً	76.13%	944.00	فاطمه ميلود ميلاد ابوشاى	622058	11
ممتاز	93.95%	1,165.00	مروة مصطفى حسن منصور	622059	12
جيد جداً	82.26%	1,020.00	هدير جمعه محمد الورفلى	622060	13

(إنتهت النتيجة)

الحكومة الليبية المؤقتة

وزارة التربية والتعليم – إدارة الامتحانات

نتيجة شهادة إتمام مرحلة التعليم الثانوي

للعام الدراسي 2013 – 2014 (دور أول)

منطقة بني وليد

شعبة اللغات تخصص اللغة الإنجليزية

المدرسة: 24413 منازل بني وليد بنين وبنات

مكتب الخدمات التعليمية: بني وليد / الزيتونة

ر.م.	رقم الجلوس	اسم الطالب ولقبه	المجموع الكلي	النسبة المئوية	التقدير
1	622026	رضاء احمودة ميلاد احمودة	954.00	76.94%	جيد جداً
2	622046	مروة مصطفى حسن	879.00	70.89%	جيد

(إنتهت النتيجة)

الحكومة الليبية المؤقتة

وزارة التربية والتعليم – إدارة الامتحانات

نتيجة شهادة إتمام مرحلة التعليم الثانوي

للعام الدراسي 2013 – 2014 (دور أول)

منطقة بني وليد

الصفحة: 1 من 1

المدرسة: 20345 الأمل الثانوية المشتركة " المردوم"

شعبة اللغات تخصص اللغة الإنجليزية

مكتب الخدمات التعليمية: بني وليد / المردوم

ر.م.	رقم الجلوس	اسم الطالب ولقبه	المجموع الكلي	النسبة المئوية	التقدير
1	622061	عبدالله عبدالهادي احمد رحيل	847.00	68.31%	جيد
2	622062	علي سليمان علي رحيل	801.00	64.60%	مقبول
3	622063	مفتاح محمد علي رحيل	911.00	73.47%	جيد
4	622064	أمينة مختار سالم خلف الله	1,115.00	89.92%	ممتاز
5	622065	دانيا محمد حمود عرنوس	1,056.00	85.16%	ممتاز
6	622066	زاهية شعاب عبدالقادر خليفه	1,108.00	89.35%	ممتاز
7	622067	سالمة سالم عمر عبدالجليل	921.00	74.27%	جيد
8	622068	مبروكة هدية سعيد الهمالي	1,150.00	92.74%	ممتاز

(إنتهت النتيجة)

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APPENDIX F

Sample of English Exam in Libyan Schools

الحكومة الليبية
Government Of Libya
وزارة التعليم
Ministry Of Education

الإدارة العامة للامتحانات

شهادة إتمام مرحلة التعليم الثانوي عشي
أسئلة استحان مادة

اللغة الإنجليزية

(الدور الأول)) للعام الدراسي 2014 / 2015 م

رقم الجلوس: 15016210130019
اسم الطالب : سفيان فرج بويكر
التصنيف : الحرة
الجنسية : الليبية
المدرسة : الفضيل
المادة : اللغة الإنجليزية
الزمن : ساعتان و نصف
رمز الامتحان : BIENG006153

رمز الطباعة : 7DA5AB30

(سفيان فرج بويكر)

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أولاً أسئلة الصواب أوالخطأ:

Q 1) In the first few years of the 21 century Africa __wsa__ faster growth in mobile phone subscription .

    A) True   B) False

Q 2) Archimedes discovery now are called Archimedes principle.

    A) True   B) False

Q 3) The boiling point of a substance is the temperature that changes it form liquid to gas .

    A) True   B) False

Q 4) Oman is the Capital of Muscat .

    A) True   B) False

Q 5) The Nazca lines can be seen only from plane .

    A) True   B) False

Q 6) Fog consists of tiny drops (drop lets) of water in the close to the ground .

    A) True   B) False

Q 7) A triangle has four sides .

    A) True   B) False

Q 8) The most famous group of pyramids in Egypt is at Giza .

    A) True   B) False

Q 9) Be careful __in__ that glass don't drop it .

    A) True   B) False

Q 10) Benz invented the radio .

    A) True   B) False

Q 11) Mr. Dodd borrowed a book in 1823 but he died.

    A) True   B) False

Q 12) The infinitive of the verb (were) is to have .

    A) True   B) False
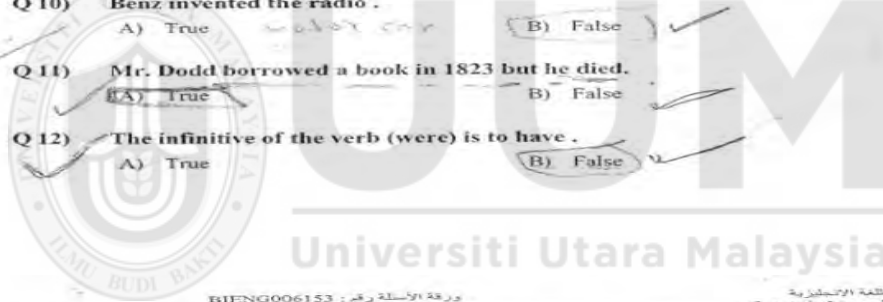
Q 13) Submarines are ships which can Float and sink .

    A) True   B) False

Q 14) My sister is married __to__ a foreigner .

    A) True   B) False

Q 15) The ancient Egyptian built The pyramids .

    A) True   B) False

Q 16) Some people are afraid at Flying .

    A) True   B) False

Q 17) Icebergs are Formed when sea water Freezes .

    A) True   B) False

Q 18) Ceremonies are formal social occasions .

    A) True   B) False

Q 19) Bother is not make an effort .

    A) True   B) False

Q 20) It is not warm enough to go out .

    A) True   B) False

ثانية أسئلة الاختيار من متعدد:

Q 21) Fog in which the visibility is greater the one kilometer is known as .

    A) Smog
    B) dark
    C) Mist

Q 22) In Titanic disaster .... People died .

    A) 1400
    B) 1700
    C) 1500

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Q 23) An object floats or sink in water depend on its ....
A) equal
B) density
C) high

Q 24) Submarines are .... which can float and sink.
A) planes
B) Tanks
C) Ships

Q 25) Ice bergs are large mountains of fresh water ...... in ice .
A) Floating
B) Sinking
C) Rising

Q 26) Icebergs are so dangerous because is volume lies ..... the surface
of the water .
A) Over
B) Below
C) beside

Q 27) When a lion escaped from a circus in Italy people .... and ran.
A) Laugh
B) Screamed
C) Slept

Q 28) Grand Canal is in ....
A) India
B) Nepal
C) Italy

Q 29) The Swedish botanist Carolus Linnaeus divided the living things in
to .... kingdoms .
A) Five
B) six
C) eight

Q 30) .... discovered why some objects float and some sink.
A) Newton
B) Verne
C) Archimedes

Q 31) she's worried .... her exams .
A) For
B) about
C) to

Q 32) .... too fast is dangerous .
A) Driving
B) Drive
C) Drove

Q 33) Al-Idrisi's Scientific field is ....
A) Cartography
B) physics
C) Mathematics

Q 34) Algebra refers to .... scientific field
A) Mathematics
B) physics
C) Astronomy

Q 35) ....in vented Motor car .
A) Otis
B) Edison
C) Benz

Q 36) Jules Verne was born in .... in 1828 .
A) Italy
B) France
C) German

Q 37) The three states of matter are .... liquid and gaz.
A) water
B) wind
C) solid

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Q 38) Hurry up! You'll be late ....school .
A) to
B) for
C) at

Q 39) Submarines are able to travel to the depth of......
A) The ocean
B) The desert
C) The air

Q 40) - The ghibili is a .... that coming from the Sahara.
A) rain
B) snow
C) wind

ثالثاً أسئلة المزاوجة (عليك أن تختار من جُمل العمود الأيمن مايتناسب مع جُمل العمود الأيسر):

Column A		Column B	
41)	If burn is serious	a)	under running water for 10 minutes
42)	burn person should	b)	Creams or lotions
43)	Hold burn area	c)	non –fluffy material (cloth)
44)	don't put	d)	lie down
45)	Cover burn with clean	e)	call an Ambulance

Column A		Column B	
46)	Telescope	a)	Bell
47)	ball-point-pen	b)	Marconi
48)	telephone	c)	Otis
49)	radio	d)	Galileo
50)	lift	e)	Biro

***** انتهت الأسئلة *****

Statistics about the Population of the Libyan Secondary School Students in Bani-Walid, Libya as Provided by the Sector of Education – Bani-Walid for academic year 2014-2015

التاريخ ...H...9...2014‎
الموافق ....

المؤتمر الوطني العام – ليبيا
الحكومة الليبية الإنتقالية
وزارة التربية والتعليم
قطاع التربية والتعليم- بني وليد

إحصائية بعدد طلبة التعليم الثانوي حسب الجنس بجميع الشُعب على مستوى بمنطقة بني وليد للعام الدراسي 2014 - 2015 ميلادي

المجموع			سته ثالثه ثانوي		سنة تانيه ثانوي		سنه اولي ثانوي	أسم المدرسه
المجموع	انك	ذكور	أدبي	علمي	أدبي	علمي		
100	58	42	0	0	0	26	74	افاق المستقبل
287	0	287	14	96	12	113	52	القادسيه
6	2	4	0	0	0	0	6	الثانويه الدينيه
399	399	0	40	116	33	88	122	البرق الخاطف
147	52	95	22	33	19	23	50	الفقيه محمد الورفلي
141	0	141	6	25	9	23	78	حافظ المنى
207	207	0	0	32	14	66	95	القدس
427	427	0	42	130	33	99	123	سناء محيدلي
365	0	365	40	77	22	103	123	17 فبراير
201	99	102	21	33	28	40	79	الأستقلال
271	132	139	0	77	0	80	114	حطين
13	7	6	0	0	0	6	7	النجوم الثانويه
174	83	91	14	45	19	39	57	محفوظ الحجازي
164	72	92	17	28	16	37	66	خالد بن الوليد
190	155	35	18	61	17	37	57	ابن خلدون
157	12	145	15	21	17	38	66	مصعب بن عمير
41	17	24	9	5	0	8	19	اشميخ الثانويه
113	57	56	13	23	18	19	40	عمر بن الخطاب
194	128	66	24	30	30	36	74	الأمل
3597	1907	1690	295	832	287	881	1302	المجموع

المؤتمر الوطني العام – ليبيا
الحكومة الليبية الإنتقالية
وزارة التربية والتعليم
قطاع التربية والتعليم- بني وليد

الموافق: 4-9- 2014

TO WHOM IT MAY CONCERN

Population of Secondary School Students in Bani Walid – Libya in the academic year 2014-2015.

School	Secondary School ,First Grade	Secondary School ,Second Grade		Secondary School , Third Grade		Total		
		Scientific Section	Literary Section	Scientific Section	Literary Section	Male	Female	Total
Afaqalmostakbal	74	26	0	0	0	42	58	100
Al-Qadisiya	52	113	12	96	14	287	0	287
Religious Secondary School	6	0	0	0	0	4	2	6
Al-brakqatef	122	88	33	116	40	0	399	399
Mohammed Faqih Warfali	50	23	19	33	22	95	52	147
Hafez Almadne	78	23	9	25	6	141	0	141
Al-Quds	95	66	14	32	0	0	207	207
Sana'a Mehaidl	123	99	33	130	42	0	427	427
February 17	123	103	22	77	40	365	0	365
Al Estiqlal	79	40	28	33	21	102	99	201
Hittin	114	80	0	77	0	139	132	271
Al-Nujoom Secondary School	7	6	0	0	0	6	7	13
Mahfouz Hijazi	57	39	19	45	14	91	83	174
Khalid bin Walid	66	37	16	28	17	92	72	164
Ibn Khaldun	57	37	17	61	18	35	55	190
Musab bin Omair	66	38	17	21	15	145	12	157
Ashimikh secondary school	19	8	0	5	9	24	17	14
Omar ibn al-Khattab	40	19	18	23	13	56	57	113
Al-Amal	47	30	36	30	24	66	128	194
Total	1302	881	287	832	295	1690	1907	3597

APPENDIX H
Determining Minimum Returned Sample Size

Table for Determining Minimum Returned Sample Size for a Given Population Size
for Continuous and Categorical Data

| | Sample Size | | | | | |
	Continuous data (margin of error=.03)			Categorical data (margin of error=.05)		
Population size	Alpha = .10, t=1.65	alpha = .05, t= 1.96	alpha = .01, t= 2.58	alpha = .50, t=1.65	alpha = .50, t= 1.96	alpha =.05, t=2.58
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1,000	77	106	173	213	278	399
1,500	79	110	183	230	306	461
2,000	83	112	189	239	232	499
4,000	83	119	198	254	351	570
6,000	83	119	209	259	362	598
8,000	83	119	209	262	367	613
10,000	83	119	209	264	370	623

Source: Extracted from Bartlet, J. E, Kotrlik, J., W. & Higgins, C. C. (2001). (p.48).Organizational Research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal*, *19*(1), 43-50)

The Vocabulary Learning Strategies Questionnaire (For Secondary School

Leavers Group)

Dear Valued Student,

I would like to introduce myself, my name is Salma Hasan, a Libyan doctoral candidate in Applied Linguistics at Universiti Utara Malaysia (UUM), Kedah, Malaysia. Currently, I am conducting a survey on *the influence of Vocabulary learning strategies in enhancing autonomous vocabulary learning among secondary school students in Libya* as part of the requirements for the award of a PhD degree. I would be grateful to you if you kindly help complete this questionnaire as accurately as possible. Your responses will be treated with the greatest confidentiality and used purely for academic purposes. I highly and sincerely appreciate your kind co-operation and precious contribution.

Thanking you in advance for your response.

Yours sincerely,

Salma Hasan

PART 1: Background Information:

1. **Gender**: Male   [ ]   Female [ ]
2. **Age**

    a. 17 yrs. [   ]

    b. 18 yrs. [   ]

    c. 19 yrs. and above [   ]

3. **Score in English exam**

    75%-80%   [   ]

    81% -85%   [   ]

    More than 85%   [   ]

4. **Faculty**
   - Medical Technology   [   ]
   - Medicine   [   ]
   - Engineering   [   ]
   - Modern Languages   [   ]

Part Two: Vocabulary Learning Strategies

The following part is a list of vocabulary learning strategies. I would like to know how you actually learn words, not how you might learn them. If you do not use a strategy, please circle number 1 (never, 0%). If you use a strategy, please circle one of the numbers, 2 (rarely, 25%), 3 (sometimes, 50%), 4 (often, 75%), 5 (always, 100%). Please read all the choices before you make your selection, and tick only one choice. (√)

	Vocabulary learning strategies	Never	Rarely	Sometimes	Often	Always
MS1	1. I make a picture in my mind of the new word meaning					
MS2	2. I study the spelling of the new word.					
MS3	3. I study the part of speech of the new word (verb, noun, adjective) to remember it.					
MS4	4. I connect the new word to a personal experience (e.g. connecting the word research with the final project).					
MS5	5. I paraphrase the meaning of the word I am learning in another way.					
MS6	6. I study the sound of the new word.					
MS7	7. I group words to study them					
MS8	8. I associate the new word with its coordinates (apples with oranges, peaches and etc.).					
MS9	9. I connect the new word to its synonyms and antonyms.					
MS10	10. I use Affixes and roots to remember the words					
MS11	11. I make an image in my mind of the form of the new word.					
MS12	12. I use semantic maps					
MS13	13. I use the Keyword method.					
MS14	14. I use the new word in sentences.					
Cog.S1	15. I repeat the new word over and over.					
Cog.S2	16. I write the new word many times.					
Cog.S3	17. I make my own lists of new words.					
Cog.S4	18. I keep a vocabulary notebook for expanding rehearsal.					
Cog.S5	19. I take notes of the newly learned words in class					
Det.S1	20. I identify the part of speech of the new word					

	(verb, noun, adjective) to help me know its meaning.					
Det.S2	21. I break the new word up into the main parts (un-safe-ly = unsafely).					
Det.S3	22. .I check for Arabic words that are similar in form and meaning to the new word.					
Det.S4	23. I analyse any available pictures to help me understand new words.					
Det.S5	24. I analyse any available gestures to help me understand new words.					
Det.S6	25. I use a bilingual dictionary (English / Arabic).					
Det.S7	26. I use a bilingual dictionary (Arabic / English).					
Det.S8	27. I use a monolingual Dictionary (English / English).					
Det.S9	28. I guess the meaning of the new word from the context in which it occurs.					
Met.S1	29. I try to develop my vocabulary knowledge by watching English TV channels (e.g. movies, songs, documentary). .					
Met.S2	30. I try to develop my vocabulary knowledge by using computer programs (e.g. internet)					
Met.S3	31. I try to develop my vocabulary knowledge by listening to English radio programs (songs, news).					
Met.S4	32. I try to develop my vocabulary knowledge by reading English newspapers and magazines.					
Met.S5	33. I revise the newly learned words soon after the initial meeting.					
Met.S6	34. I continue to study the word over time.					

Met.S7	35. I revise the newly learned words using spaced repetition.					
Met.S8	36. I skip the new word.					
Met.S9	37. I try to assess my vocabulary knowledge (e.g. with word tests).					
Soc.S1	38. I ask teacher for translation of the new word into Arabic.					
Soc.S2	39. I ask a teacher for a paraphrase of the new word.					
Soc.S3	40. I ask a teacher for a sentence including the new word.					
Soc.S4	41. . If you use word lists, do you ask a teacher whether they are accurate?					
Soc.S5	42. I ask classmates for the meaning of the new word.					
Soc.S6	43. I discover new meanings through group work activity.					
Soc.S7	44. I study and practice meaning of the new words in a group of students.					

Thank you for your Kind Cooperation

The VLS Questionnaire (English Version)

The Vocabulary Learning Strategies Questionnaire (For (the present) Secondary School Students Group)

Dear Valued Student,

I would like to introduce myself, my name is Salma Hasan, a Libyan doctoral candidate in Applied Linguistics at Universiti Utara Malaysia (UUM), Kedah, Malaysia. Currently, I am conducting a survey on *the influence of Vocabulary learning strategies in enhancing autonomous vocabulary learning among secondary school students in Libya* as part of the requirements for the award of a PhD degree. I would be grateful to you if you kindly help complete this questionnaire as accurately as possible. Your responses will be treated with the greatest confidentiality and used purely for academic purposes. I highly and sincerely appreciate your kind co-operation and precious contribution.

Thanking you in advance for your response.

Yours sincerely,

Salma Hasan

PART 1: Background Information:

1. **Gender**:   Male [ ]   Female [ ]

2. **Age**

   - 14-16 yrs. [   ]
   - 17-19 yrs. [   ]
   - 20 and above [   ]

3. **Department**

   - Basic Science   [   ]
   - Literary   [   ]

Part Two: Vocabulary Learning Strategies

The following part is a list of vocabulary learning strategies. I would like to know how you actually learn words, not how you might learn them. If you do not use a strategy, please circle number 1 (never, 0%). If you use a strategy, please circle one of the numbers, 2 (rarely, 25%), 3 (sometimes, 50%), 4 (often, 75%), 5 (always, 100%). Please read all the choices before you make your selection, and tick only one choice. (√)

	Vocabulary learning strategies	Never	Rarely	Sometimes	Often	Always
MS1	45. I make a picture in my mind of the new word meaning					
MS2	46. I study the spelling of the new word.					
MS3	47. I study the part of speech of the new word (verb, noun, adjective) to remember it.					
MS4	48. I connect the new word to a personal experience (e.g. connecting the word research with the final project).					
MS5	49. I paraphrase the meaning of the word I am learning in another way.					
MS6	50. I study the sound of the new word.					
MS7	51. I group words to study them					

MS8	52. I associate the new word with its coordinates (apples with oranges, peaches and etc.).					
MS9	53. I connect the new word to its synonyms and antonyms.					
MS10	54. I use Affixes and roots to remember the words					
MS11	55. I make an image in my mind of the form of the new word.					
MS12	56. I use semantic maps					
MS13	57. I use the Keyword method.					
MS14	58. I use the new word in sentences.					
Cog.S1	59. I repeat the new word over and over.					
Cog.S2	60. I write the new word many times.					
Cog.S3	61. I make my own lists of new words.					
Cog.S4	62. I keep a vocabulary notebook for expanding rehearsal.					
Cog.S5	63. I take notes of the newly learned words in class					
Det.S1	64. I identify the part of speech of the new word (verb, noun, adjective) to help me know its meaning.					
Det.S2	65. I break the new word up into the main parts (un-safe-ly = unsafely).					
Det.S3	66. .I check for Arabic words that are similar in form and meaning to the new word.					
Det.S4	67. I analyse any available pictures to help me understand new words.					
Det.S5	68. I analyse any available gestures to help me understand new words.					
Det.S6	69. I use a bilingual dictionary (English / Arabic).					
Det.S7	70. I use a bilingual dictionary (Arabic / English).					

Det.S8	71. I use a monolingual Dictionary (English / English).						
Det.S9	72. I guess the meaning of the new word from the context in which it occurs.						
Met.S1	73. I try to develop my vocabulary knowledge by watching English TV channels (e.g. movies, songs, documentary). .						
Met.S2	74. I try to develop my vocabulary knowledge by using computer programs (e.g. internet)						
Met.S3	75. I try to develop my vocabulary knowledge by listening to English radio programs (songs, news).						
Met.S4	76. I try to develop my vocabulary knowledge by reading English newspapers and magazines.						
Met.S5	77. I revise the newly learned words soon after the initial meeting.						
Met.S6	78. I continue to study the word over time.						
Met.S7	79. I revise the newly learned words using spaced repetition.						
Met.S8	80. I skip the new word.						
Met.S9	81. I try to assess my vocabulary knowledge (e.g. with word tests).						
Soc.S1	82. I ask teacher for translation of the new word into Arabic.						
Soc.S2	83. I ask a teacher for a paraphrase of the new word.						
Soc.S3	84. I ask a teacher for a sentence including the new word.						
Soc.S4	85. . If you use word lists, do you ask a teacher whether they are accurate?						
Soc.S5	86. I ask classmates for the meaning of the new word.						

Soc.S6	87. I discover new meanings through group work activity.						
Soc.S7	88. I study and practice meaning of the new words in a group of students.						

Thank you for your Kind Cooperation

اس‌تب‌يان

استراتيجيت تعلم لفردات‌التي‌يستخدمها   الثلاوطلاي‌ن فاطي‌يأثناعتعلى مهم

مفردات لغة   لي‌زي‌ة

غ‌يزي لطلب /غ‌يزتي لطلبة:

ا   لي‌يكم ورحمة لل وبركته،،

يسعني‌في‌الي‌ة أن أقدملكفنسي أناسلمة حسن، طلبةلي‌ةلي‌ي في‌برنامج الكتوراه،تخصص لغي‌ات تطبي‌ةلكلي‌ةالتري‌ة وللغاتالحي‌ثة، جامعةوأتارا، لي‌زي‌ا أقوم‌الي‌بجمعي‌انات حول‌الكتعلم الكتي للفردات لغة ا لجني‌بني‌ن   لثانوي للي‌ينفلي‌بي‌ا . هذا ا ستبيان هو جزء مهم   تلكمالتمطلبات برنامج للكتوراه لذا أرجو فكالفضل‌لمشركورلبا   بلةعلى ا   ةالتالي‌ة ذلك من واقعتوجهتكفي‌تعلم فمردات لغة ا لجني‌ي‌ة .وأكدلك أن إجاي‌كستعاملبي‌ت هي‌الحرص لي‌اسري‌ة ولغرضال‌حال‌على‌ل‌مي‌فقط. أشركرلكتعاونكالكرسي‌ملفا، و قدرم‌شارلكتكالت‌يي‌مقوقتكالث‌يي‌رفي‌استياكمالا هذا ا ستبيان.

مع لخاص شكري‌توقيري

سلم حسنالمروك

القسم الأول: المعلومات الشخصية

1. الجنس: ذكر [ ] أنثى [ ]

5. العمر:

- 17 سنه [ ]
- 18 سنه [ ]
- 19 سنه وأكثر [ ]

3. درجة تحصيلي في امتحان اللغة الانجليزية

- 12%-11 % [ ]
- 11%-12% [ ]
- أكثر من 12% [ ]

6. الكلية

- التقنية الطبية [ ]
- الطب [ ]
- الهندسة [ ]
- اللغات [ ]

القسم الثاني: استراتيجيات تعلم المفردات

القسم التالي مكون من قائمة استراتيجيات تعلم معاني المفردات للغة الانجليزية والتي يود الباحث معرفة استراتيجيات تعلمك لمعاني المفردات للغة الانجليزية وفي حالة عدم استخدامك لاستراتيجية معينة في ضع علامة (√) أمام الرقم 1)أبدا, 1% (في حالة استخدامك لاستراتيجية معينة, ضع علامة (√) أمام أحد الخيارات التالية: 6)نادرا, 62%(, 3)بعض احيان, 21%(, 4)أغلب احيان, 52%(, 2)دائما, 011%(. الرجاء قراءة البنود بعناية تامة, مع إعطاء إجابة واحدة لكل بند.

رقم البند	استراتيجيات تعلم مفردات لغة انجليزية	أبدا 0	نادرا 6	أحيانا 3	غالبا 4	دائما 2
0.	أرسم صورة ذهنية لمعنى الكلمة الجديدة					
6.	أدرس الطريقة الهجائية للكلمة					

						العبارة	#
						أقوم بأستذكار النهايات في الكلمة العربية مثل فعل- اسم-صفة(	3.
						أقوم بربط الكلمة الجديدة بخبرات سابقة مثل : بطاقة الكلمة بحثت عنها في شروع النبات	4.
						أقوم بإعادة صياغة معنى الكلمة الجديدة	2.
						أقوم بدراسة النظام الصوتي للكلمة الجديدة	2.
						أحاول ربط الكلمة الجديدة بكلمات اخرى يتشابه هافي تصريفها مثل الفعال معالينتقال ولخوخ وغي رمم..	7.
						أقوم بتكرار الكلمة الجديدة بصوت عالي عندد راستي لها	8.
						أحاول تصنل الكلم بمفردتها وضدادها	9.
						استخدم جدول للكلمات وأضافة لهذه الكلمات الجديدة	10.
						أرسم صورة معينة في ذهني لتوضح معنى الكلمة الجديدة	11.
						أقوم باستخدام جدول يتضمن لفي الطفات ومتقابلاتها بما لكبير ,ضخم ,صغير	06.
						أستخدم السلوب الكلمة ال ئيسية: م اذا اردت حفظ الكلمة اقوم بيلي الكلم ه عربي يقشبه هلي صوت م كلم ه جار ارسم ف ذهني شخص جاري يحمل جرهلت لكركلم ة لجره با يزي..	13.
						أستخدم الكلم ه الجديدة في جمل هلت وضح مع نااها	14.
						اقوم بتكرار الكلم ة الجديدة باستمرار	02.
						أقوم بكتب الكلم ة عدة مرات	02.
						اقوم بدراس القكلمات لعي شرك قوائم	05.
						ىن متفلحظ دفتر صغير أكتب في ه الكلمات الجديدة	08.
						أقوم بكتب هال لن الكلمات الجديده في دفتر خاص في الصف	09.
						أقوم بدراسة الصفه ه عربي للكلمة الجديدة متمت ا فعل – حرف-صف(	16.
						اقوم بأستذكار جذلك الكلم ه من ا ضفات او ا يرة ني: لكلمة(un-safe-ly = unsafely)	60.
						أحاول ايجاد الق يب معن أو العن بلل غه العربية	66.
						أقوم ت حليل الصور التوفر تمعم دتيف يف معنى الكلمة الجديدة	63.
						أقوم ت حليل ل دل ئل الصاحب ه ادلت فر تفهم عن الكلمة الجديدة	64.
						أستخدم قاموس تنائي اللغة ان جاي يزي عربي(	62.
						أستخدم قاموس تنائي اللغة عربي ان جاي يزي(	62.
						أستخدم قاموس أحادي اللغة ان جاي يزي ان جاي يزي(	65.
						أقوم بتكرير العن لي الكلم ة الجديدة م لالنص الدي وجدتفيه	68.
						أحاول تطوير معفني ب لهفردات الجديد لمش ا هدة القن واتتلفن يوية ا ينية (مثل ا م، وا علي، الثقافية.(	69.
						أحاول تطوير معرفتي بالمفردات الجديدة باستخدام برامج الكبيوتر (مثل ا تترنت(	31.
						أحاول تطوير معرفتي بالمفردات الجديدة من لا تماع لىى البرامج اعية بللغة ا ينية (ا علي، وا	30.

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						الفقرة	الرقم
						أحاول تطوير معرفتي بالمفردات من لقراءة الصحف والمجلة.	36.
						أقوم بمراجعة الكلمات الجيدة مباشرة بعد كل درس	33.
						أعود للدراسة ومراجعة الكلمات الجيدة بقا استمرار	34.
						أقوم بمراجعة الكلمات الجيدة فترات متباعدة	32.
						أحاول تخطيط الكلمة الجيده	32.
						أحاول تطوير معرفتي بالمفردات الجيدة من خلال اختبار الكلمات	35.
						أسأل معلمي في الفصل عن ترجمة الكلمة الجيدة	38.
						أسأل معلمي بإعادة صياغة الكلمة الجيدة لتوضيح معناها	39.
						أسأل معلمي بإعطاء جملة تتضمن من على الكلمة الجيدة	41.
						عندما أستخدم قواعد الكلمات، عادة أسأل معلمي ادا كانت الكلمات صحيحة	40.
						أسأل زملائي في الفصل عن معنى الكلمة الجيدة	46.
						أحاول اكتشاف معنى الكلمة الجيدة بمساعدة قرناي من خلال الانشطة التي يعمل جماعي داخل الفصل	43.
						أحاول درسه وممارسة الكلمات الجيده مع مجموعه من الطلبه	44.

الشكر لحسن تعاونكم معي ********** **********

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The VLS Questionnaire (Arabic Version) (For Secondary School Students Group)

<div dir="rtl">

استبيان

استراتيجيت تعلم المفردات المستخدمة   الثانوية لدى الطلاب في أثناء تعلم مهم

مفردات لغة   أجنبية

عزيزي الطالب / عزيزتي الطالبة:

السلام عليكم ورحمة الله وبركاته،،

يسعني في البداية أن أقدم لكم نفسي أنا سالمة حسن، طالبة في برنامج الدكتوراه تخصص لغويات تطبيقية في كلية التربية واللغات الحديثة، جامعة وأتارا، ماليزيا أقوم بجمع بيانات حول **استراتيجيات تعلم التي** **المفردات لغة أجنبية** **الثانوي لدى الطلاب في** . هذا الاستبيان هو جزء مهم من متطلبات بونامج الدكتوراه لذا أرجو المشاركة من فضلكم بالاجابة على الاسئلة التالية وذلك من واقع **تجربتكم في تعلم** **مفردات لغة أجنبية**. وأؤكد لكم أن إجاباتكم سيتم استعمالها في هذا البحث فقط ولغرض علمي وبحثي وسرية تامة. أشكركم على تعاونكم الكريم في الاجابة، وأقدر مشاركتكم في إكمال هذا الاستبيان.

مع خالص شكري وتقديري

سالم حسن المبروك

</div>

القسم الأول: المعلومات الشخصية

3. الجنس: ذكر [ ] أنثى [ ]

5. العمر:

- 15 سنه – 11 سنه [ ]
- 11 سنه- 19 سنه [ ]
- 51 سنه فأكثر [ ]

2. التخصص:

- علمي [ ]
- ادبي [ ]

القسم الثاني: استراتيجيات تعلم المفردات

القسم التالي مكون من قائمة استبيان في تعلم معاني المفردات للغة الانجليزية والتي يرى الباحث صحة استراتيجيات التعلم عند تعلم معاني المفردات للغة الانجليزية في حالة عدم استخدامك تربية معينة في ضع) √ (على الرقم 1)أبدا, 1% (في حالة التي استخدامك تربية معينة, الرجاء ضع) √ (أمام أحد الخيارات التالية: 6)نادرا, 62%(, 3)بعض احيان, 21%(, 4)غالب احيان, 52%(, 2)دائما, 011%(. الرجاء قراءة البيانات بتمعن قبل البدء بعملية الاجابة, مع إعطاء إجابة واحدة لكل بند.

بند رقم	استراتيجيات تعلم مفردات لغة انجليزيه	أبدا 0	نادرا 6	أحيانا 3	غالبا 4	دائما 2
.1	أرسم صورة ذهنيه مع المعنى للكلمة الانجليزية الجديدة					
.5	أدرس الطريقة الهجائية للكلمة					
.3	أقوم بأستذكار الناحية النحوية للكلمة الانجليزية (مثل فعل- أسم- صفة)					
.5	أقوم بربط الكلمة الانجليزية الجديدة بكلمة انجليزية سابقة مثل ربط كلمة بحث بالمشروع النهائي					
.2	أقوم بإعادة صياغة معنى الكلمة الانجليزية الجديدة					
.1	أقوم بدراسة النظام الصوتي للكلمة الانجليزية الجديدة					

						العبارة	م
						أحاول بربط الكلمة الجديدة بكلمات اخرى يتشابه ها في تصريفها مثل فاح مع المنقال والخوخ و غير هم..	.7
						أقوم بترداد الكلمة الجديدة بصوت علي عندما راستي ل ها	.1
						أحاول تصال الكلم ميمفر دك ها و جملك ها	.9
						استخدم جدول الكلمات و ضافك كات دك الكلمات الجديدة	.11
						أرسم صورة معني في ذهني لتوضح معاني الكلمة الجديدة	.11
						أقوم باستخدام جدول يتضمن من صفات ومتقيك ها كبير ,ضخم ,صغير	.15
						أستخدم للسلوب للكلمة لاسيرية: م اذا اردت فظ الكلمة اقوم بلجاء الكلمه عربي يقشرب ه هي صوت م كلمه جار ارسف ذهني شخص جاري حمل جر هلتكر ك الكلمة ل جره با يزي..	.13
						أستخدم الكلمه الجديدة في جمل لتوضح معاناها	.14
						اقوم بتكرار الكلمة الجديدة باستمرار	.12
						اقوم بكتابة الكلمة عدة مرات	.11
						اقوم بدراسة الكلمات على شكل قوائم	.11
						نو متبفلحظ دفتر صغير اكتدفي الكلمات الجديدة	.11
						اقوم بكتابة ال لكلمات الجديده علي دفتر خاص بالصف	.19
						أقوم بدرسة الصفه ه ال عربي لكلمة الجديد متما تا فعل – حرف -صف (	.51
						اقوم بأستذكار جذال الكلمه من اضافات الي او ا يرة لكلمة: (un-safe-ly = unsafely)	.51
						أحاول لجادال عن القريب أوال عني نطس ل للغ العربية	.55
						أقوم تحليل الصور والتوفر لمسعدت في فهم عن الكلمة الجديدة	.53
						أقوم تحليل ل د ئل ال ص ح ه ادتفر تفهم عن الكلمة الجديدة	.55
						أستخدم قاموس ثنائي للغة ان جليزي عربي(	.52
						أستخدم قاموس ثنائي للغة عربي انجليزي(	.51
						أستخدم قاموس أحادي للغ) انجليزي انجليزي(	.51
						أقوم بتقير ال معني الكلمة الجديدة م ال نص ال دي وجدت فيه	.51
						أحاول تطوير معرفتي بالمفردات الجديدة من ل مشاهدة القنوات التلفز يونية ا يزية)ثل ا م، وا غلي، ال ثقافية(.	.59
						أحاول تطوير معرفتي بالمفردات الجديدة باستخدام برامج الكمبيوتر)ثل ا تترنت(	.31

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					أحاول تطوير معرفتي بالمفردات الجيدة من خلال اجتماع لي ال برامج أو أي قناة باللغة الإنجليزية (الأغاني، وما إلى ذلك)	31.
					أحاول تطوير معرفتي بالمفردات الجيدة من خلال قراءة الصحف والمجلة.	35.
					أقوم بمراجعة الكلمات الجديدة مباشرة بعد كل درس	33.
					أعود للدراسة ومراجعة الكلمات الجديدة باستمرار	35.
					أقوم بمراجعة الكلمات الجديدة في فترات متباعدة	32.
					أحاول تخطيط الكلمة الجيده	31.
					أحاول تطوير معرفتي بالمفردات الجيدة من خلال اختبار الكلمات	31.
					أسأل معلمي في الفصل عن ترجمة الكلمة الجيدة	31.
					أسأل معلمي بعادة صياغة الكلمة الجيدة لتوضيح معناها	39.
					أسأل معلمي بإعطاء جمل تتضمن معنى الكلمة الجيدة	51.
					عندما أستخدم قواعد الكلمات، عادة أسأل المعلم إذا كانت الكلمات صحيحة	51.
					أسأل زملائي في الفصل عن معنى الكلمة الجيدة	55.
					أحاول اكتشاف معنى الكلمة الجيدة مساعدة لصديقي من خلال القيام بنشاط جماعي داخل الفصل	53.
					أحاول دراسة وممارسة الكلمات الجيده مع مجموعه من الطلبه	55.

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Name: **Group:**

**Please answer the following question.

Q1- Choose the right word to the right space to go with each meaning.
Ex.
- business
- clock   __wall____ part of a house
- horse   __horse___ animal with four legs
- shoe
- Wall

__ **1.**
- dust   _____ game
- operation   _____ winning
- row
- sport
- victory

                    (2 marks)
2.
- choice
- crop
- flesh   _____ meat
- salary   _____ money paid regularly
  for doing a job
- secret

(2 marks)
3.
- cap
- journey   _____ numbers to measure
  with
- parent   _____ going to a far place
- scale

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- trick

  (2 marks)

4.
- attack
- charm
- lack   _____ pleasing quality
- pen   _____ not having
  something
- shadow

  (2 marks)

5.
- cream
- factory   _____ part of milk
- nail   _____ person who is
  studying
- pupil
- sacrifice

(2 marks)

6.
- adopt
- climb   _____ go up
- examine   _____ look at closely
- pour
- satisfy

(2 marks)

7.
- bake
- inquire   _____ walk without
  purpose
- limit   _____ keep within a certain
  size
- recognize
- wander

  (2 marks)

8.
- burst
- concern   _____ break open
- deliver   _____ take something to
  someone
- fold

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- urge
  (2marks)

9.
- original
- private
- royal
- slow
- sorry

_____ first
_____ not public

(2 marks)

10.
- brave
- electric
- firm
- hungry
- local

_____ wanting food
_____ having no fear

(2 marks)

11.
- climate
- executive
- hand
- notion
- palm
- victim

_____ idea
_____ inner surface of your

(2 marks)

12.
- acid
- bishop
- chill
- ox
- ridge

_____ cold feeling
_____ farm animal

(2 marks)

13.
- bench
- jar
- mate
- mirror
- province

_____ long seat
_____ part of a country

(2 marks)

14.
- boot

- device
- lieutenant
- marble
- phrase

_____ army officer
_____ a kind of stone

(2 marks)

15.
- apartment
- candle
- timber happening
- horror
- prospect

_____ a place to live
_____ chance of something

(2 marks)

16.
- betray
- dispose
- embrace
- injure
- proclaim

_____ say publicly
_____ hurt seriously

(2 marks)

17.
- encounter
- illustrate
- inspire
- plead
- seal

_____ meet
_____ beg or help

(2 marks)

18.
- assist
- bother
- condemn
- erect
- trim

_____ help
_____ cut neatly

(2 marks)

19.
- concealed
- definite
- mental
- previous

_____ wild
_____ clear and certain

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➤ savage
(2 marks)

20.
➤ dim
➤ junior
➤ magnificent   _____ wonderful
➤ maternal   _____ not clearly lit
➤ weary
(2 marks)

21.
➤ benefit
➤ percent   _____ part of 100
➤ principle   _____ general idea used to
guide one's actions
➤ source
➤ survey
(2 marks)

22.
➤ element
➤ layer   _____ skilled way of doing
something
➤ philosophy   _____ study of the meaning of
life
➤ proportion
➤ technique
(2 marks)

23.
➤ consent
➤ enforcement
➤ investigation   _____ agreement or permission
➤ parameter   _____ trying to find information
about something
➤ trend
(3 marks)

24.
➤ anticipate
➤ compile   _____ control something skilfully
➤ convince   _____ expect something will happen
➤ denote
➤ manipulate   **(2   marks)**

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25.
- Vein
- Draft   _____ produce books and newspapers
- Odd   _____ tube through which blood flows
- Publish
- Whirl   **(2 marks)**

26.
- conformity
- infallible   _____ delayed beyond the
  expected time
- pervert   _____ identity with standards or rules
- tardy
- procure   **(2 marks)**

27.
- fundamental
- principle   _____ a paper that provides
  information
- labour   _____ essential
- benefit
- document   **(2 marks)**

28.
- summit
- conclusion   _____ circular shape
- fibre   _____ top of a mountain
- loop
- plank   **(2 marks)**

29.
- consistent
- concrete   _____ constant or stable
- proportion   _____ a long period of time
- era
- technique   **(2 marks)**

30.
- reject
- hug   _____ plan or invent
- lease   _____ hold tightly in your arms
- plague
- devise   **(2 marks)**

31.
- predict

- offing   _____ mix together
- condescend   _____ guess about the future
- blend
- convictions

(2 marks)

32.
- precede
- tease   _____ come before
- reject   _____ move with quick steps and jumps
- bleed
- skip   **(2 marks)**

33.
- causal
- desolate   _____ sweet-smelling
- fragrant   _____ only one of its kind
- radical
- unique   **(2marks)**

34.
- oblivious
- implication   _____ rarely to find
- deploring   _____ forgetful
- cluster
- seldom   **(2 marks)**

35.
- feather
- Archaeology.   _____ weakness
- shortcomings   _____ sensitive
- Plume
- impressionable   **(2 marks)**

36.

- boot
- device   _____ fated
- bench   _____ force (someone) to do
  something.
- inevitable
- compels   **(2 marks)**

37.
- conformity
- infallible   _____ delayed beyond the
  expected time
- pervert   _____ identity with standards or
  rules
- tardy

- procure   **(2 marks)**

38.

- ascetic
- cruising   _____ make like new again
- restore   _____ hover by flapping the
  wings quickly
- exquisite
- flutter   **(2 marks)**

39.

- scrub
- queer   _____ rubbing it hard to
  clean it
- meet   _____ odd or strange
- inspire
  - plead   **(2 marks)**

40.

- allege
- plush   _____ claim without proof
- shake-up   _____ to say what you really think
- candid
  - face   **(2 marks)**

41.

- miniature
- cube   _____ went down a lot in value
- consequence   _____ a very small thing of its
  kind
- correspond to
  - deficit   **(2 marks)**

42.

- perform   _____ small piece
- fracture   _____ power or strength
- squeeze
- navigation
- intensity   **(2 marks)**

43.

- mess
- game   _____ state of untidiness or dirtiness
- dust   _____ expression of admiration
- operation

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- compliment   **(2 marks)**

44.
- shadow
- alcohol   _____ stage of development
- hip   _____ cloth worn in front to protect your
  clothes
- phase
- apron   **(2 marks)**

45.
- apparatus
- ledge   _____ set of instruments or
  machinery
- tile   _____ money raised from a bank
- scrap
  - mortgage   **(2 marks)**

46.
- decisive
- treasurer   _____declaration about
  something
- scale   _____ to be crucial
- disclosure
  - pleasing   **(2 marks)**

47.
- bulb
- legion   _____female horse
- province   _____ a large group of soldiers or
  people
- mare
  - pulse   **(2 marks)**

48.
- fundamental
- principle   _____ a paper that provides
  information
- labour   _____essential
- benefit
  - document   **(2 marks)**

49.
- summit
- conclusion   _____ circular shape
- fibre   _____ top of a mountain
- loop
  - plank   **(2 marks)**

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50.
- ➢ causal
- ➢ desolate _____ sweet-smelling
- ➢ fragrant _____ good for your health
- ➢ radical
- ➢ wholesome **(2 marks)**

(*Total =2 x 50=100 marks*)

THANK YOU FOR YOUR COOPERATION

APPENDIX L

The Interview Questions (English Version)

Q1. Could you explain to me how English is important for you in your study?

Q2. What language element do you think is necessary for good listening, speaking, reading, or writing English?

Q3. Do you pay attention to vocabulary learning outside class or rely mainly on the subject material?

Q4. How often do you study words at home?

Q5. How do you usually plan your learning of vocabulary?

Q6. How do you review the words you have learnt in the class?

Q7.what difficulties do you face in learning words?

Q8. What do you do to discover the meanings of English vocabulary inside the class?

Q9. What do you do to discover the meanings of English vocabulary outside the class?

Q10. What do you do to expand English vocabulary when you outside the class?

Q11.What are the techniques that you use to learn new vocabulary?

Q12. How you practise newly learnt words?

Q13. Have you been taught vocabulary learning strategies (VLS) inside or outside class?

Q14. What is the method that is usually used in teaching vocabulary in classroom??

Q15. Do you have any comments on vocabulary learning strategies in your present class?

APPENDIX M
The Interview Questions (Arabic Version)

بعد تعريف الباحث بنفسه و اعطاء نذة مختصره عن بحثه و اهله.. واليك اخبار الطلب عن مدي اهمي ه مساهمتها ف ي هدة المقابله في الاجاب ة بصراحه واللوتي كل التالي:

1. هل ب ا لمكان انتشر حلي مدى أهمي ة اللغة ا   يني في دراستك؟

5. ماهو الحق   في عن لصر ر اللغة ا   يزية المفردات المصوتيات أو لقواعد النحوي ه.(,الذي تعتق د لها ه محي   تماع,المحلث لالقراءه والكتابه؟

3. هل تعطي ل قمامك أكثو لتنمية المفر اداتلالجديده خارج الصف الدراسي, أوتعلملها يا في كل الكلمات الموجود في التابال مدرسي فقط ؟

5. كم ساعة تدرس اللغة ا   يني في الفصل لالوراسي اسبوعيا؟

2. كيف عادة تخطط لتنمية المفردات الجيدل للغة ا   يزية؟

1. كيف تراجع الكلمات التي يتنمي ها داخل الصف الهراسي؟

1. ما هي الصعوب التي تواجه ه طي تنمية مفر اداتل اللغة ا   يني ؟

1. ماهي ا   تربجية التي يتنمي ها المفر اداتلالجيده داخل الصف الهراسي؟

9. ماهي ا   تربجية التي يتنمي ها المفر اداتلالجديده خارج الصف الدراسي؟

11. ماهي ا   تربجية التي يتنمي ها لتوسع معرفتك لمفر دات الجيدل للغة ا   يني ه خارج الصف الدراسي؟

11. م اهي عاده ا   تربجية التي يتنمي ها لتنمية المفر داتل الجي دل للغة ا   يني ه؟

15. كيف تمار سل الكلمات الجي دلت القتي علمت ها؟

13. هل تدرب تعلي أست خدم أست راتجي ياتتنمية المفر دات في تنمية مفر داتل اللغة ان جلي يني ه؟

15. م ا هي الطروق ةالتدريسل التي عادة ملست خدم ي تدريس المفر دات في الصف؟

12. لي عندك اي نصايح في تعلم أست راتجي ياتتنمية المفرات في محضرتكل الي ة؟

APPENDIX N

Consent Form For The Interview

The purpose of the study being conducted is to examine *the influence of Vocabulary learning strategies in enhancing autonomous vocabulary learning among Libyan secondary school students in Libya*. I am interested in learning about the vocabulary learning strategies that you employ in order to learn new words. Your participation in the study will involve an interview with an estimated length of one hour. This interview will be tape recorded for later analysis.

This study poses little to no risk to its participants. I will do my best to ensure that confidentiality is maintained by not citing your actual name within the actual study. You may choose to leave the study at any time, and may also request that any data collected from you not be used in the study.

Please contact interviewer …, with any questions or concerns.

_____
Signature of Interviewee

_____
Signature of Interviewer

Instructions for Using Logbook (Arabic Version)

أرشاداتوتوجيهات

عكتبلتك وتدونكفي مدالكتابيجب انتركز في يالنقاطالتاليه:

1. الكر ا تربي جيهالمحدالتيتيستعمل هـيتنقالمكلماتالجيده؟
5. اشرح باتفصارلكيف وملدعلت لتنقالمكلمه؟
3. لكيفتجدالعرزلعللكلم هالجيده؟
5. ظيتسجلالكلماتالجيدهالخلص مبك؟
2. ما هي لتقويات لتيتستخدمها من أجل فظحظ للظمات لجيدة)مث ً .تكرار للظماتشفويا(.

Results of Pilot Study

Overall Strategy Use

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Overall	30	1	3	1.83	.648
Valid N (listwise)	30				

Individual Strategy Use

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MS1	30	3	5	4.60	.621
MS2	30	2	5	4.63	.669
MS3	30	3	5	4.13	.776
MS4	30	1	5	4.07	1.311
MS5	30	2	5	4.23	1.073
MS6	30	1	5	3.70	1.317
MS7	30	1	5	3.43	1.135
MS8	30	2	5	4.00	1.174
MS9	30	2	5	4.37	.999
MS10	30	1	5	4.27	.907
MS11	30	2	5	4.57	.679
MS12	30	2	5	4.33	.844
MS13	30	3	5	4.57	.679
MS14	30	1	5	3.87	.776
Cog.S1	30	1	5	3.83	1.392

Cog.S2	30	1	5	3.63	.999
Cog.S3	30	1	5	4.00	1.203
Cog.S4	30	2	5	3.50	.974
Cog.S5	30	3	5	3.73	.868
Det_S1	30	3	5	4.17	.950
Det_S2	30	1	5	2.83	1.724
Det_S3	30	1	5	3.20	1.690
Det_S4	30	1	5	3.67	1.093
Det_S5	30	1	5	2.47	1.548
Det_S6	30	1	5	2.73	1.337
Det_S7	30	2	4	3.10	.712
Det_S8	30	1	5	3.73	1.388
Det_S9	30	1	5	3.00	1.875
Met.c1	30	1	5	3.93	1.230
Met.c2	30	1	4	2.60	1.380
Met.c3	30	1	5	3.87	1.196
Met.c4	30	1	5	3.40	1.248
Met.c5	30	1	5	3.70	1.803
Met.c6	30	1	5	3.17	1.206
Met.c7	30	1	4	2.83	1.341
Met.c8	30	1	5	3.70	1.664
Met.c9	30	1	5	3.43	1.547
Soc.S1	30	2	5	3.67	1.348
Soc.S2	30	1	5	3.13	1.358
Soc.S3	30	1	5	2.73	1.363
Soc.S4	30	1	5	2.67	1.493
Soc.S5	30	1	5	3.03	1.629
Soc.S6	30	1	5	2.67	1.539
Soc.S7	30	1	4	2.47	1.196
Valid N (listwise)	30				

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APPENDIX Q 1: VOCABULARY LEARNIG STRATEGY LESSON PLAN 1
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson One / Date	Teaching Memory Strategy "Study Part of Speech" Date: October 6, 2014		
Number of students:	50(Experimental Group)		
Objectives	At the end of the lesson, • Students will be able to use one of memory strategies to learn new word which is studying the part of speech of new words. • To motivate students to be reflective • Understand the meaning of words		
Moral Value	Helping others.		
Theme	Crossing the Wadi. (course book)		
Lesson Structure	**Time**	**Instructions**	**Teaching Materials**
	9 am-9:10 am	**Opening :** Warm up: greet students. Stating the objectives of the current experiment. Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs Parts of Speech Arm Bite Cry Edge Four-wheel drive Funny Halfway Heavy Hospital Nurse Palm tree Picnic Pray Rain Story Unconscious Wadi Wait Wide
	9:10 am - 9:25 am	**Presentation:** The teacher will discuss and explain the nature of memory strategies, and show the all components of parts of speech. Distributing of worksheets containing (Memory strategy one: studying the part of speech of new words). The teacher will distribute worksheets containing this strategy to raise the students' awareness of such strategies.	
	9:25 am- 9:35am	**Practise** The students will be given the opportunity to share their ideas on this topic. Individually, all students were given ten minutes to highlight unknown words, and then classify them according their function in sentence.	
	9:35 am- 9:45am	**Evaluation** The teacher will give students six words, and ask them to find out their meaning according to their part of speech. (exciting, courage, education, employee, strengthen, happen)	
	9:45am	**Closing**	

		The teacher will recap what you have studied and learned during the lesson. She will close my class with a "goodbye".	

Test

Find out the meaning of the following words:

1. Excit**ing** ……………….

2. Courage

3. Educa**tion** ………………….

4. Employ**ee** ………………..

5. Strength**en** …………………...

6. Happen …………………………

7. Writ**er** …………………………

Lesson Two / Date	**Teaching Memory Strategy "Study Synonyms and Antonyms "** **Date:** October 13, 2014 Number of students: 50(Experimental Group)		
Objectives	At the end of the lesson, students will be able to use one of memory strategies to learn new word which is studying synonyms and antonyms of new words. • To motivate students to be reflective		
Moral value	Mercy for animals		
Theme	Dangerous animals. (course book)		
Lesson Structure	**Time**	**Instructions**	**Teaching Materials**
	9 am-9:10 am	**Opening :** Warm up: greet students. Stating the objectives of the current experiment. Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs
	9:10 am - 9:25 am	**Presentation**: The teacher will discuss and explain the nature of Memory strategy: studying the synonyms and antonyms of new words. The teacher will distribute worksheets containing this strategy to raise the students' awareness of such strategies	Paralyze Prey Snakebite Tiger
	9:25 am- 9:35am	**Practise** The students will be given the opportunity to share their ideas on this topic. The class will be divided into eight groups. Each group highlight the unknown words in the text. group activities :one group say the word and another group say its synonym or antonym	Type Venom Venomous Victim Clean tidy- dirty Easy hard-simple Fast quick-slow Scared afraid-brave Quiet silent- loud Right wrong true
	9:35 am- 9:45am	**Evaluation** The teacher will give each group six words, and ask them to find out their synonyms and antonyms.	
	9:45am	**Closing**	

		The teacher will close her class with a "goodbye".	

APPENDIX Q 3: VOCABULARY LEARNIG STRATEGY LESSON PLAN 3
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Three/ Date	Teaching Memory Strategy "Paraphrase word meaning " **Date:** October 51, 2014 Number of students: 31(Experimental Group)		
Objectives	• At the end of the lesson, students will be able to use one of memory strategies to learn new word which is paraphrasing word meaning. • To motivate students focus on spelling of words		
Moral value	Appreciation the Erath		
Theme	Life on other planets? (course book)		
Lesson Structure	**Time**	**Instructions**	**Teaching Materials**
	9 am- 9:10 am	**Opening :** Warm up: greet students. Stating the objectives of the lesson Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and distribute of worksheets containing (Memory strategy: paraphrasing word meaning to raise the students 'awareness of such strategy. Providing an examples for more illustrations of the strategy. Happy "happy is opposite sad" Ocean "is a body of saline water"	Astronauts Atmosphere. Conditions Cross out Difference Discovery Jupiter Lifeless Ocean Possibility Similar Solar system Space Unlikely

	9:25 am- 9:35am	**Practise**
		Each student highlight unknown words in text**.**
		   ➢ Read the text, and highlight unknown words.
		   ➢ Find out the meaning of unknown words by dictionary
		   ➢ Put the dictionary aside
		   ➢ Try to write the meaning of new word in your own words.	

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		➢ Teacher check the paraphrased of word meaning.	
	9:35 am-9:45am	**Evaluation** • Each find a word • Try to write the meaning of new word in your own words.	
	9:45am	**Closing** The teacher will close her class with a "goodbye".	

Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Four/ Date	**Teaching Memory Strategy "Study Affixes and roots to remember the words"** **Date:** October 57, 2014 Number of students: 34(Experimental Group)		
Objectives	• At the end of the lesson, students will be able to use one of memory strategies to learn new word which is studying **Affixes and roots to remember the words.** • To motivate students focus on roots of words		
Moral value	Importance of researching		
Theme	History of telescopes (course book)		
Lesson Structure	**Time**	**Instructions**	**Teaching Materials**
	9 am- 9:10 am	**Opening :** Warm up: greet students. Stating the objectives of the lesson Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs Aerial Bilingual Bimodal Concave Convex Fixed History
	9:10 am - 9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and distribute of worksheets containing (Memory strategy: studying the affixes and roots of words to raise the students 'awareness of such strategy.	Hopped Powerful Rebuild Return Search Simple
	9:25 am- 9:35am	**Practise** • The students will be given the meaning of some prefixes and suffixes • Each student highlight the unknown words in the text. • Each student find out some words in the text	Undone Universe Unsafe Walked Randomly Easily

		that have either prefix or suffix.	
	9:35 am-9:45am	**Evaluation** • The students will work in pairs • Each two students will answer the test.	
	9:45am	**Closing** The teacher will close her class with a "goodbye".	

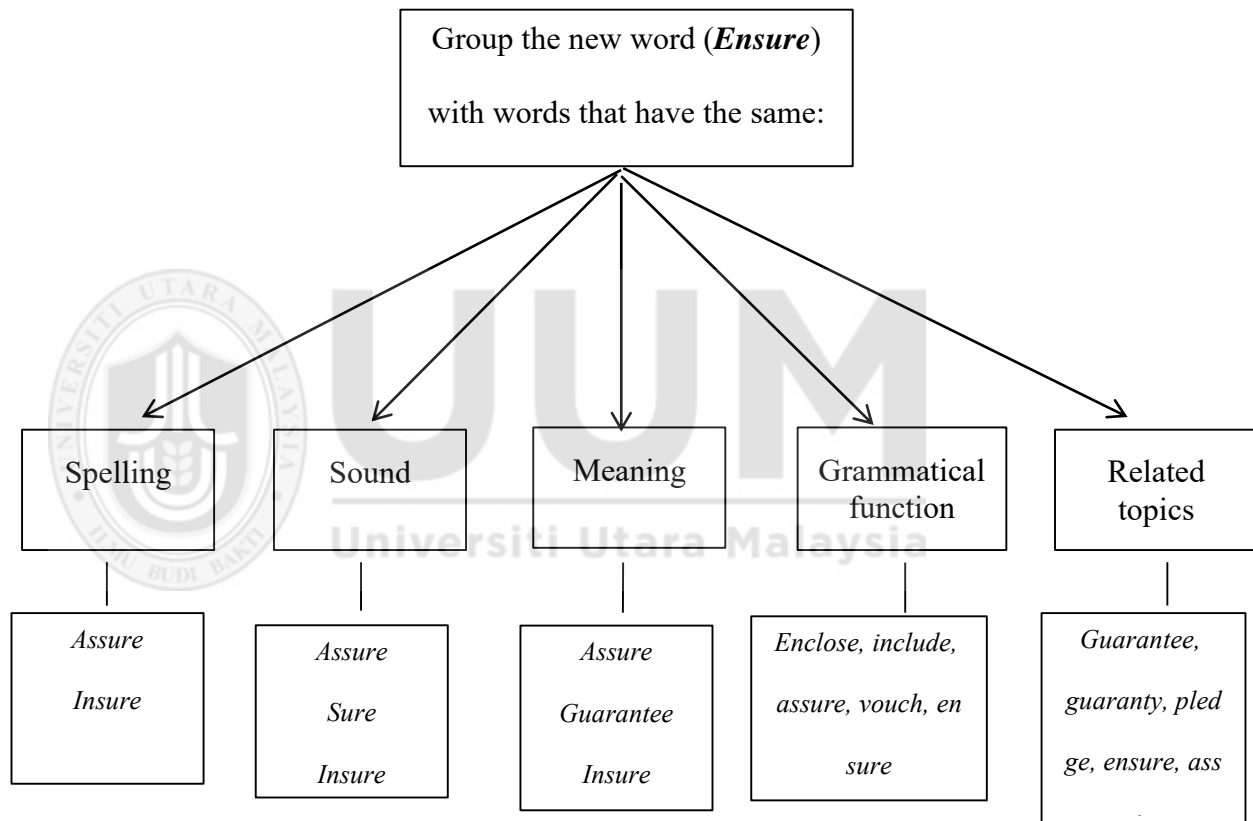**Q-** Make four words from each root word below using either the prefixes or suffixes in the box.

re -able -ible -s -es -ing -ed -er -or

1.act	
2. farm	
3. open	
4. move	
5. work	

Lesson Five/ Date	**Teaching Memory Strategy "Grouping words together"** **Date:** November 3, 2014 Number of students: 28(Experimental Group)		
Objectives	• At the end of the lesson, students will be able to use one of memory strategies to learn new word which is grouping words • Promote students' awareness of how to group similar word families based on similar root, sound, spelling, and meaning or grammatical function.		
Theme	Earth and space (course book)		
Lesson Structure	**Time**	**Instructions**	**Teaching Materials**
	9 am- 9:10 am	**Opening :** Warm up: greet students. Stating the objectives of the lesson Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs Develop Dilemma
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies (Memory strategy: grouping words to raise the students 'awareness of such strategy. Defining grouping words strategy as collecting words according to similarity in spelling or sound, similar meanings, grammatical similarity Providing an example to illustrate the various relations among words enable learner to be familiar with using such a technique of memorising words, since to it improve learners' recalling words	Economy Face Government Lend Murder Philosophical Political Prevent Promise Protect Risk Birds Ostrich Penguin Robin Cardinal Hawk canary
	9:25 am- 9:35am	**Practise** The students will be given to write group words for one word " • Each student choose a word and associate it with its coordinates	

	9:35 am-9:45am	**Evaluation** Each group will be given a crossword puzzle to group words.	
	9:45am	**Closing** The teacher will close her class with a "goodbye".	

Group the new word (***Ensure***)

with words that have the same:

Spelling	Sound	Meaning	Grammatical function	Related topics
Assure *Insure*	*Assure* *Sure* *Insure*	*Assure* *Guarantee* *Insure*	*Enclose, include, assure, vouch, en sure*	*Guarantee, guaranty, pled ge, ensure, ass*

School Supplies Crossword

Name: _____   Class: _____

Answer Sheet

```
            N
            O
            T              S
            E              H
            B A C K P A C K
            O              A
        B O O K   P A P E R
            K              E
  P E N   P          N
    R     E        G E
C R A Y O N    R U L E R
    S     C        U
  P E N C I L C A S E
    R     L
```
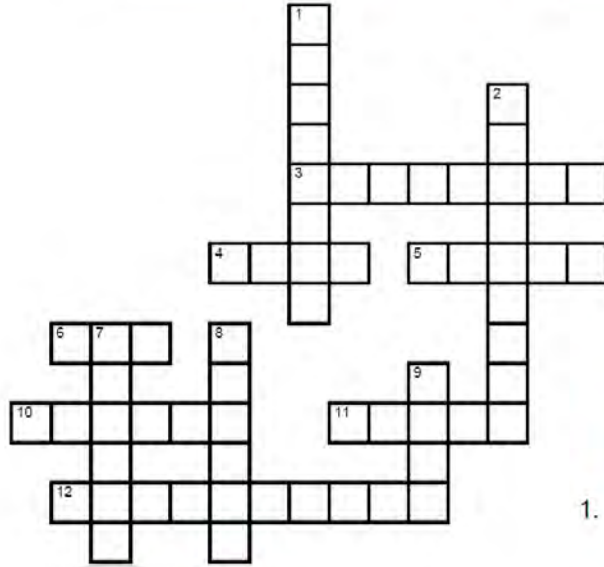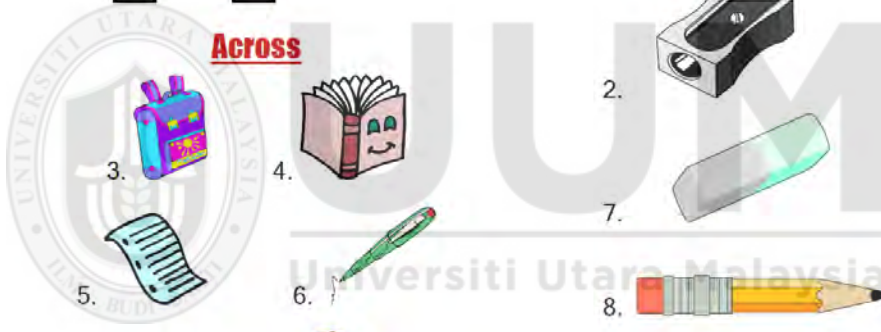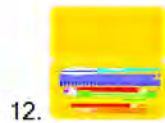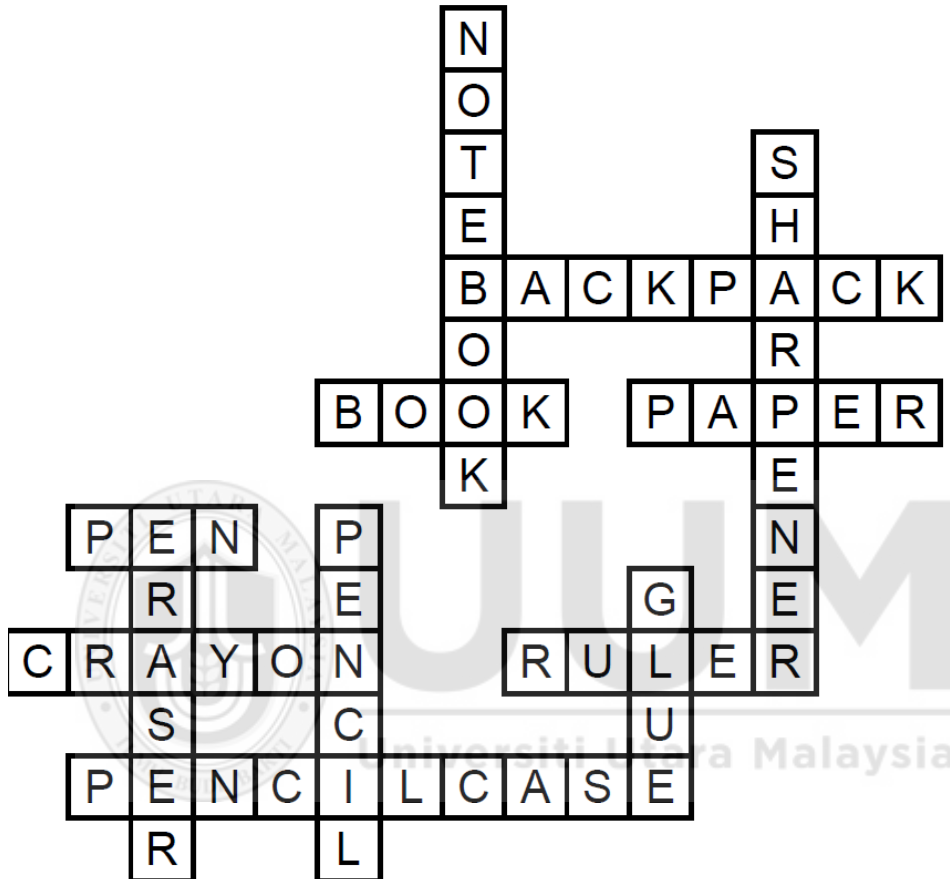
Transport Crossword
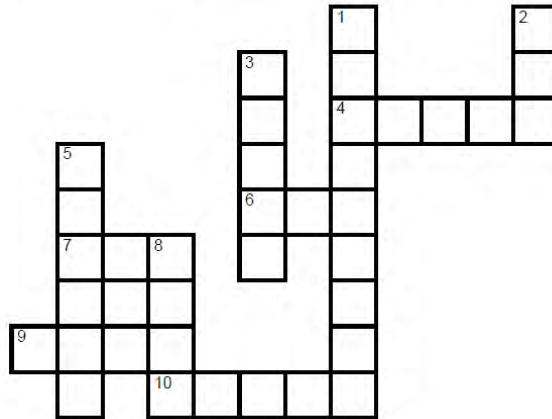
Down

1. M _ t _ r b _ k _
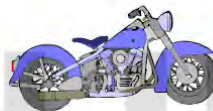
2. V _ n

3. Tr _ _ k

5. S _ b _ _ y

8. S _ _ _

Across

4. Tr _ _ _

6. C _ _

7. B _ _

9. T _ x _

10. P _ _ _ _ _

Name: _____   Class: _____

Answer Sheet

```
        T       B
    T   R   A   I   N
        U       C
  V     C       Y
W A   L K     C A R
  N             L
    B   I   K   E       S
    U               S   U
    S   C   H   O   O   L   B   U   S
    S               W       H
            T   A   X   I
                    Y       P   L   A   N   E
```

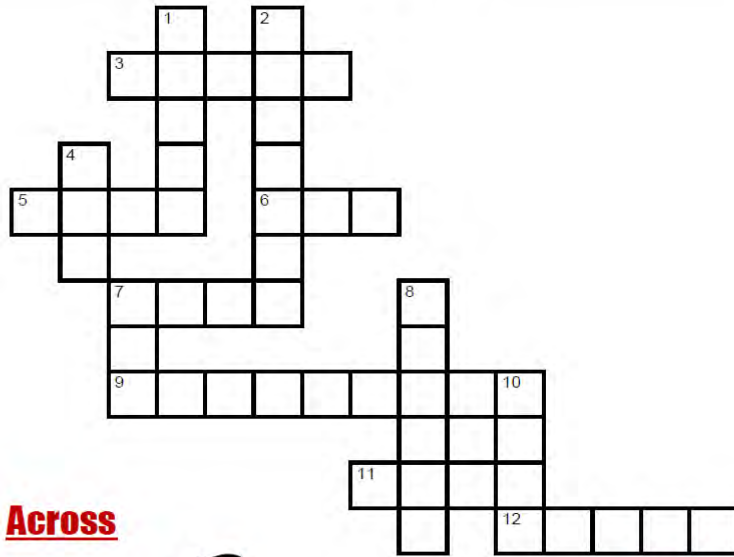| Lesson Six/ Date	**Teaching Memory Strategy "Using the new word in a sentence to clarify its meaning "** **Date:** November 11, 2014 Number of students: 28(Experimental Group)		
Objectives	• At the end of the lesson, students will be able to use one of memory strategies to learn new word which is using the new word in a sentence to clarify its meaning		
Theme	Philosophical dilemmas. (course book)		
Lesson Structure	**Time**	**Instructions**	**Teaching Materials**
	9 am- 9:10 am	**Opening :** Warm up: greet students. Stating the objectives of the lesson Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs Acid rain Cheap Cook Dam Device Electrical Expensive Generator Greenhouse Machine Mechanical Nuclear Power Renewable Source Supply Wind windmill
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and distribute of worksheets containing (Memory strategy: using the new word in a sentence to clarify its meaning to raise the students 'awareness of such strategy. Providing an examples to illustrate this strategy Dam is a barrier to hold back liquid.	
	9:25 am- 9:35am	**Practise** • The students will be given the words and ask them to use these words in sentences to give their meanings • Each student choose a word and use it in a sentence	

	9:35 am-9:45am	**Evaluation** • Each student choose a word and ask his/her colleague to use it in sentence	
	9:45am	**Closing** The teacher will close her class with a "goodbye".	

APPENDIX Q 7: VOCABULARY LEARNIG STRATEGY LESSON PLAN 7
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Seven / Date	Teaching Memory Strategy "studying the sounds of the words" Date: November 11, 2014 Number of students: 30(Experimental Group)		
Objectives	• At the end of the lesson, students will be able to use one of memory strategies to learn new word which is studying the sounds of the words		
Moral Value	Honesty		
Theme	**How honest are you?** (course book)		
Lesson Structure	**Time**	**Instructions**	**Teaching Materials**
	9 am-9:10 am	**Opening :** Warm up: greet students. Stating the objectives of the lesson Try to motivate students to achieve the tasks of this experiment.	The course book Hand outs
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and distribute of worksheets containing (Memory strategy: studying the sounds of the words to raise the students 'awareness of such strategy. Providing an example to illustrate English sounds (vowels and consonants)	Also Bottle Bought Calm Caught Dance Duty Earn Enough Great Guide Half House Love Pause Receive Should Smile Steak Stressed System Tie Tough Weather
	9:25 am-9:35am	**Practise** • The students will be given pronounce each sound • Each student find out two words have similar sound	
	9:35 am-9:45am	**Evaluation** • In groups (three students in each) find out five words have similar sound	

	9:45am	**Closing** The teacher will close her class with a "goodbye".	

Consonants of English	
/p/ play, stop, speak, power	/ʒ/ genre, measure, vision
/b/ bad, baby, big, object	/h/ hot, hair, whole, whose
/t/ ten, later, little, pot	/m/ moon, lamp, lamb
/d/ day, advice, bed	/n/ can, snow, pneumonia
/k/ character, quick, taxi	/ŋ/ string, singer, tongue
/g/ got, exam, ignore, finger	/tʃ/ chair, match, future
/f/ food, laugh, telephone	/dʒ/ just, general, age, soldier
/v/ vain, over, Stephen	/l/ look, small, bottle, isle
/θ/ thin, earth, method, both	/r/ real, train, wrong, write
/ð/ they, father, breathe, with	/j/ yes, Europe, university
/s/ small, since, scene, psalm	/w/ window, twin, quick, why
/z/ zoo, goes, xenophobe	
/ʃ/ shell, nation, machine	

Vowels of English
/ɪ/ pin, English, business
/e/ bed, head, bury, exit
/æ/ cat, bag, apple, black
/ə/ the, a, woman, banana
/ʊ/ look, put, could, cushion
/ɒ/ clock, what, because
/ʌ/ cut, come, mother
/ɜ:/ girl, burn, word, heard
/ɑ:/ car, art, heart, half
/ɔ:/ or, board, door, small
/ɪ:/ sea, bee, people, receive
/u:/ too, blue, fruit, fool

Word lists – Diphthongs

ai kind and aʊ <u>out</u>	əʊ t<u>oe</u> and ɔi j<u>oi</u>n	iə <u>ear</u> and eə h<u>air</u>	ʊə p<u>ure</u> and ei p<u>ai</u>nt
ai	**əʊ**	**iə**	**ʊə**
1. kind	1. toe	1. ear	1. p<u>ure</u>
2. flight	2. prop<u>o</u>se	2. bear	2. secu<u>re</u>
3. pride	3. toast	3. near	3. manic<u>ure</u>
4. height	4. boat	4. fear	4. mat<u>ure</u>
5. sight	5. coast	5. clear	5. <u>Eu</u>rope
aʊ	**ɔi**	**eə**	**ei**
1. out	1. join	1. hair	1. paint
2. owl	2. empl<u>oy</u>	2. there	2. rem<u>ai</u>n
3. house	3. avoid	3. square	3. rain
4. around	4. l<u>aw</u>yer	4. stairs	4. stay
5. about	5. spoil	5. prepare	5. sale

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APPENDIX Q 8: VOCABULARY LEARNIG STRATEGY LESSON PLAN 8
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Eight / Date	Teaching Memory Strategy "Use semantic maps" Date: November 24 , 2014 Number of students: 34(Experimental Group)		
Objectives	• At the end of the lesson, students will be able to use one of memory strategies to learn new word which is using semantic map		
Theme	The sinking city(course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am-9:10 am	**Opening :** Warm up: greet students. Stating the objectives of the lesson	The course book Hand outs
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies, and distribute of worksheets containing (Memory strategy: using semantic map. Providing an example to illustrate English sounds (vowels and consonants)	Archaeological Carry out Colourful Economic Historic Hopefully Inconvenient Modern Palace Polluted Put up with Resident Sink Site Typical Unique
	9:25 am-9:35am	**Practise** • The students will work in partners. • Students will create a semantic map by categorizing list of words • Each partners should show the map and explain it.	
	9:35 am-9:45am	**Evaluation** Ask students on meaning sematic map strategy?	
	9:45am	**Closing** The teacher will close her class with a "goodbye".	

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FIGURE 59. SAMPLE SEMANTIC MAP: PHASE 3.
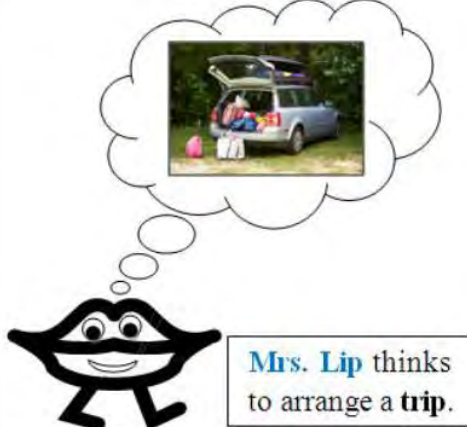
Features
- water
- **island**
- beach
- shells
- sand
- salt
- **lagoon**
- waves
- **phosphorus**

Sports
- surfing
- fishing
- sailing

SEA

Living on the sea
- **islander**
- **harpoon**
- boat
- **canoe**
- nets

Sea life
- fish
- whales
- sharks
- starfish
- **reef**
- coral
- algae
- dolphins
- jellyfish
- seaweed

Synonyms
- ocean
- body of water

Colors
- blue
- green
- coral
- brown
- white

Adjectives
- adventurous
- **risky**
- massive
- vast
- beautiful

Lesson Nine / Date	**Teaching Memory Strategy "Keyword Method"** **Date:** December1 , 2014 Number of students: 34(Experimental Group)		
Objectives	• At the end of the lesson, students will be able to use one of memory strategies to learn new word which is using keyword method • Help the students develop new ways to learn and remember the vocabulary words.		
Theme	The sinking city(course book)		
Lesson Structure	**Time**	**Instructions**	**Teaching Materials**
	9 am- 9:10 am	**Opening :** Warm up: greet students. Stating the objectives of the lesson	The course book Hand outs
	9:10 am - 9:25 am	Presentation: The teacher will discuss and explain the nature of memory strategies "Keyword Method" • Keyword Method is a memory technique used to help one associate two things, such as an English word and an Arabic word, or a face with a name. • Write the words on the bored • and pronounce them • Define the target word • Think of a keyword for the target word • Write the keyword beside each • Word and pronounce it. • Link the keyword with the meaning of the target word • Recall the meaning of the target word	Automatically Change Easy to use Patient Predication Steer Conquer Preform Primitive Raise Repetitive Waist attend
	9:25 am- 9:35am	**Practise** • Students will find a keyword for the target word. See-energy. Cheese	
	9:35 am- 9:45am	**Evaluation** Every student should apply keyword method to learn these words **Sterling (n), Chinese (n), Europe (n)** **Franc (n), Religion (n)**	

	9:45am	**Closing** The teacher will close her class with a "goodbye".	

Vocabulary List and Keywords

Vocabulary	keyword
trip (n)	Mrs. Lip
museum (n)	music
career (n)	Jarir
future (n)	teacher
picnic (n)	clinic
course (n)	Mr. Horse
holiday (n)	H.W
arrange (v)	orange
take (v)	cake
walk (v)	talk
abroad (adv)	Miss. Board

Mrs. Lip thinks to arrange a **trip**.	He looks at the **music** in the **museum**.

Vocabulary	Keyword	Vocabulary	Keyword
trip	**Mrs. Lip**	**museum**	**music**

He has a **career** in **Jarir**.	Hind wishes to be a **teacher** in the **future**.
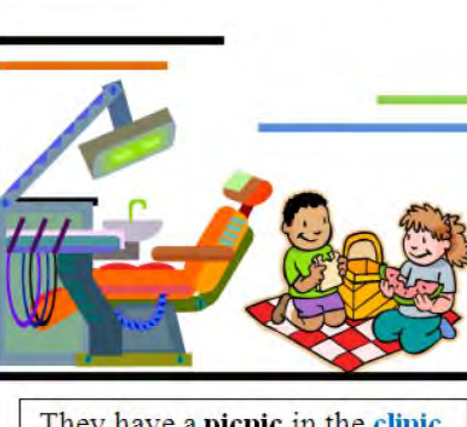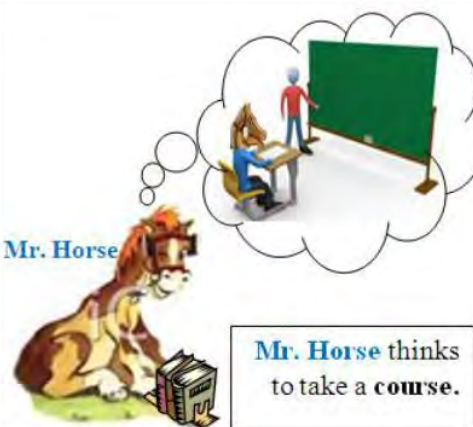
Vocabulary	Keyword	Vocabulary	Keyword
career	**Jarir**	**future**	**teacher**

They have a **picnic** in the **clinic**.	**Mr. Horse** thinks to take a **course**.

Vocabulary	Keyword	Vocabulary	Keyword
picnic	**clinic**	**course**	**Mr. Horse**

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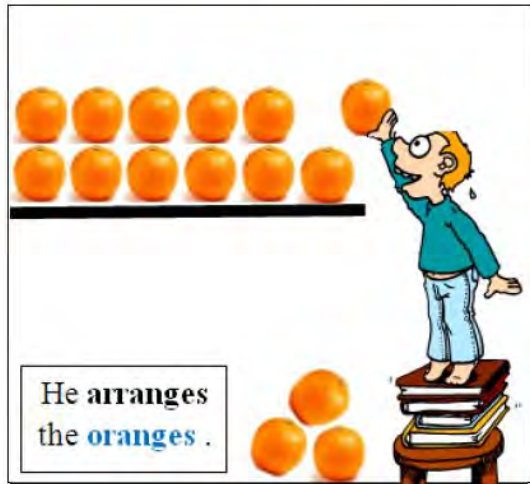
Vocabulary **arrange**	Keyword **orange**
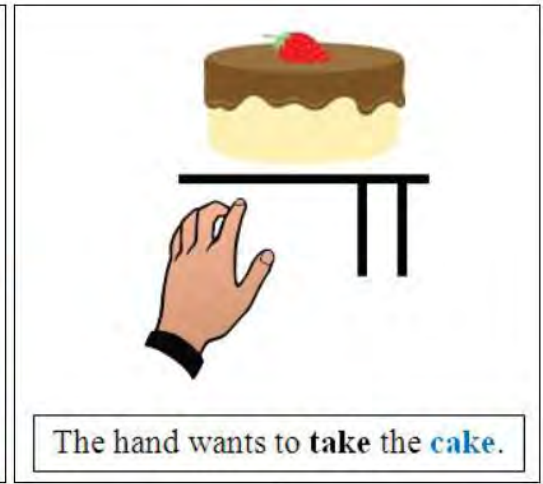
Vocabulary **take**	Keyword **cake**
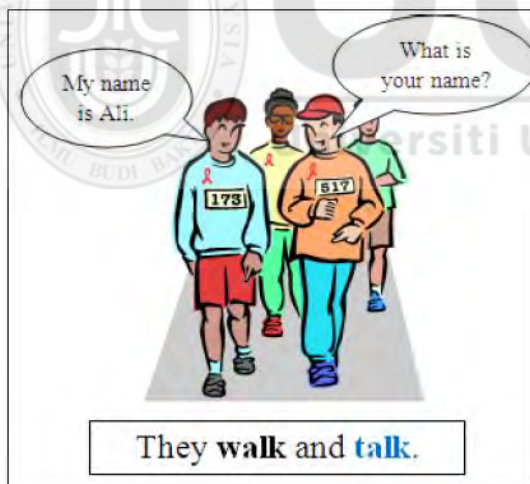
Vocabulary **walk**	Keyword **talk**

Vocabulary **abroad**	Keyword **Miss. Board**

APPENDIX Q 10: VOCABULARY LEARNIG STRATEGY LESSON PLAN10
Second Grade Secondary School Students in Bani-Walid, Libya

Lesson Ten / Date	Teaching Strategy "Using dictionary) English – English – Arabic)" Date: December8 , 2014 Number of students: 27(Experimental Group)		
Objectives	• At the end of the lesson, students will be able to use one of determination strategies to learn new word which is using dictionary) English – English – Arabic)		
Moral Value	Appreciation of Nature		
Theme	The sinking city(course book)		
Lesson Structure	Time	Instructions	Teaching Materials
	9 am-9:10 am	**Opening :** Warm up: greet students. Stating the objectives of the lesson	The course book Dictionary Hand outs
	9:10 am -9:25 am	Presentation: The teacher will discuss and explain the nature of determination strategies, (Determination strategy: using dictionary) English – English – Arabic) • Guide Words: • Headwords • Syllabication • Phonetic symbols • Accent marks • Parts of speech • Definitions	Bathroom Bathtub Bed Finish Floor Furniture Install Living room Oven Progress Refrigerators Useful Wall Washing machine
	9:25 am-9:35am	**Practise** • Each student will use his/her dictionary to find out the meaning of word in English and in Arabic.	
	9:35 am-9:45am	**Evaluation** • In pairs working, each student will ask his/her friend to use a dictionary to find out the meaning of given word in English and in Arabic.	
	9:45am	**Closing** The teacher will close her class with a "goodbye".	

APPENDIX R

The List of Words that included in the syllabus

Word list: By unit

Unit 1
arm 1.1
bite (n, v) 1.1
cry (v) 1.1
edge 1.1
four-wheel drive 1.1
funny 1.1
halfway (~ across) 1.1
heavy (~ rain) 1.1
hospital 1.1
nurse 1.1
palm tree 1.1
picnic 1.1
pray 1.1
rain (n, v) 1.1
story 1.1
unconscious 1.1
wadi 1.1
wait 1.1
wide 1.1
check in 1.3
get up 1.3
go back 1.3
go on 1.3
grow up 1.3
hurry up 1.3
kick off 1.3
leave out 1.3
read out 1.3
run off 1.3
set off 1.3
slow down 1.3
speak up 1.3
speed up 1.3
wake up 1.3
depart 1.4
sleep 1.4
throw away 1.4
ride (v) 1.5
sand dune 1.5
attack (n) 1.6
break (v) 1.6
diamond 1.6
hungry 1.6
key (n) 1.6
lost (get ~) 1.6
neighbour 1.6
rainstorm 1.6
ring (n) 1.6
stairs 1.6
trouble 1.6
bleed (v) 1.7
end (in the ~) 1.7

fall off 1.7
first aid 1.7
run over 1.7
attack (v) 1.8
central nervous system 1.8
exaggerate 1.8
feet (= measurement) 1.8
fly (n) 1.8
length 1.8
lion 1.8
paralyze 1.8
prey 1.8
snakebite 1.8
tiger 1.8
type (n) 1.8
venom 1.8
venomous 1.8
victim 1.8
wolf (pl wolves) 1.8
wrap (v) 1.8
bandage 1.9
become 1.9
cowboy 1.9
dry (v) 1.9
elbow 1.9
identify 1.9
knee 1.9
lie down 1.9
still (keep ~) 1.9
tie (~ a bandage) 1.9
treatment (medical ~) 1.9
wash (v) 1.9
wound (n) 1.9
arachnid 1.10
class (= type) 1.10
crustacean 1.10
example 1.10
invertebrate 1.10
leg 1.10
pair (n) 1.10
part (n) 1.10
shellfish 1.10
spider 1.10
amputate 1.11
anaesthetic 1.11
doctor 1.11
hygiene 1.11
ill 1.11
mean (v) 1.11
operation (= surgical) 1.11
penicillin 1.11
philosopher 1.11

philosophy 1.11
studies (pl n) 1.11
surgeon 1.11
translate 1.11
box 1.11
disaster 1.11
forget 1.11
remember 1.11
work (n) 1.11

Unit 2
astrobiologist 2.1
astronaut 2.1
astronomer 2.1
atmosphere 2.1
conditions 2.1
difference 2.1
discovery 2.1
Jupiter 2.1
lifeless 2.1
Mars 2.1
microbe 2.1
ocean 2.1
possibility 2.1
similar 2.1
solar system 2.1
space 2.1
unlikely 2.1
cross out 2.3
knock out 2.3
pick up 2.3
run out of 2.3
turn down 2.3
work out 2.3
agriculture 2.4
crime 2.4
education 2.4
fact 2.4
industry 2.4
shadow 2.4
sky 2.4
topic 2.4
traffic 2.4
ant 2.5
firework 2.5
gold 2.5
hot air balloon 2.5
Internet (the ~) 2.5
iron 2.5
laugh 2.5
leaf (pl leaves) 2.5
mosque 2.5
motorbike 2.5

shape (n) 2.5
star 2.5
stem (n) 2.5
umbrella 2.5
worker 2.5
zoo 2.5
difficult 2.6
enjoyable 2.6
opinion (in my ~) 2.6
place (n) 2.6
singer 2.6
subject (n) 2.6
cookery 2.7
endangered 2.7
nature 2.7
plot (n) 2.7
scenery 2.7
science fiction 2.7
series 2.7
unusual 2.7
wild (in the ~) 2.7
aerial 2.8
concave 2.8
convex 2.8
fixed (adj) 2.8
history 2.8
powerful 2.8
search (v) 2.8
simple 2.8
universe 2.8
belt 2.9
billion 2.9
comet 2.9
galaxy 2.9
light year 2.9
million 2.9
orbit (v) 2.9
sword 2.9
thousand 2.9
long 2.10
low 2.10
river 2.10
waterfall 2.10
believe 2.11
centre (n) 2.11
circle (n) 2.11
mathematician 2.11
monk 2.11
movement 2.11
Poland 2.11
Polish 2.11
exhibition 2.11
special 2.11

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Unit 3
attitude 3.1
borrow 3.1
choice (make a ~) 3.1
develop 3.1
dilemma 3.1
economy 3.1
face (v) 3.1
government 3.1
hold on 3.1
keep (~ a promise) 3.1
lend 3.1
murder 3.1
philosophical 3.1
political 3.1
prevent 3.1
promise (n, v) 3.1
protect 3.1
reduce 3.1
representative 3.1
risk (v) 3.1
solve (~ a problem) 3.1
weapon 3.1
cheat (v) 3.3
clerk 3.3
criminal (n) 3.3
depend (it ~s) 3.3
honest 3.3
immediately 3.3
mistake (by ~) 3.3
personality 3.3
truth (tell the ~) 3.3
answer (v) 34
depend (~ on) 34
pay (~ for) 34
phone call (make a ~) 34
heat (v) 3.5
speed limit 3.5
wet (get ~) 3.5
congestion (traffic ~) 3.6
debate (n) 3.6
disadvantage 3.6
exist 3.6
missing (~ word) 3.6
rush hour 3.6
traffic jam 3.6
acid rain 3.8
cheap 3.8
cook (v) 3.8
dam 3.8
device 3.8
electrical 3.8
expensive 3.8

generator 3.8
greenhouse effect 3.8
hydroelectricity 3.8
machine 3.8
mechanical 3.8
nuclear power 3.8
plentiful 3.8
renewable 3.8
source (n) 3.8
supply (n) 3.8
wind (n) 3.8
windmill 3.8
authorities (the ~) 3.9
bridge 3.9
hovercraft 3.9
island 3.9
link (v) 3.9
mainland (the ~) 3.9
public transport 3.9
road 3.9
tunnel 3.9
benefit (n) 3.10
complete (v) 3.10
decision 3.10
lorry 3.10
passenger 3.10
ship (n) 3.10
absorb 3.11
CFCs 3.11
coastal 3.11
diagram 3.11
flood (v) 3.11
global warming 3.11
greenhouse gas 3.11
greenhouse 3.11
grow 3.11
ice cap 3.11
lead (~ to) 3.11
long-wave (~ radiation) 3.11
made of 3.11
methane 3.11
nitrous oxide 3.11
ozone 3.11
percentage 3.11
radiation 3.11
short-wave (~ radiation) 3.11
town 3.11
trap (v) 3.11
warming 3.11
work (v) 3.11
audience 3.11

reliable 3.11

Unit 4
archaeological 4.1
carry out 4.1
colourful 4.1
economic 4.1
historic 4.1
hopefully 4.1
inconvenient 4.1
modern 4.1
palace 4.1
polluted 4.1
put up with 4.1
resident 4.1
sink (v) 4.1
site 4.1
typical 4.1
unique 4.1
air conditioning 4.3
building work 4.3
eat out 4.3
get on 4.3
give up 4.3
go out 4.3
live with 4.3
look for 4.3
look up 4.3
make out 4.3
move out 4.3
take after 4.3
talk about 4.3
turn off 4.3
carry 44
expand 44
language 44
recognize 44
shrink 44
uncover 44
cupboard 4.5
mend 4.5
paint (v) 4.5
run (v) 4.5
appliance (domestic ~) 4.6
bathroom 4.6
bathtub 4.6
bed 4.6
finish 4.6
floor 4.6
furniture 4.6
install 4.6
living room 4.6

oven 4.6
progress (n) 4.6
refrigerator 4.6
useful 4.6
wall 4.6
washing machine 4.6
advertise 4.7
advertisement 4.7
apply for 4.7
recruit (v) 4.7
automatically 4.8
change (n) 4.8
easy to use 4.8
housework 4.8
inside 4.8
patient (n) 4.8
prediction 4.8
robot 4.8
steer 4.8
supermarket 4.8
close (v) 4.9
complicated 4.9
conquer 4.9
drill (v) 4.9
fit (v) 4.9
impossible 4.9
lower (v) 4.9
open (v) 4.9
perform 4.9
primitive 4.9
raise (v) 4.9
repetitive 4.9
rotate 4.9
teach 4.9
video camera 4.9
waist 4.9
attend (~ a conference) 4.10
heart 4.10
medical (~ student) 4.10
transplant (heart ~) 4.10
brochure 4.11
formal 4.11
informal 4.11
laptop 4.11
price list 4.11
product (n) 4.11
signature 4.11
software 4.11
Yours faithfully 4.11
Yours sincerely 4.11
lesson 4.11
writer 4.11

A Sample Interview Script (English Version)

Interviewer: Salma Hassan
Interviewee: Kareema (1)
Date: 22ₛₑ꜀ September 2014
Time: 11.15 a.m.
Place: Hitteen Secondary School in Bani-Walid, Libya

…………………………………………………………………………………

Researcher: Assalamualaikum.

Interviewee: Walaikumsalam.

Researcher: Please have a seat.

Interviewee: Thank you.

Researcher: How are you today?

Interviewee: Fine alhamdulillah, and you?

Researcher: good, alhamdulillah. Let me introduce myself, please?

My name is Salma Hassan, a Libyan doctoral candidate in Applied Linguistics at Universiti Utara Malaysia (UUM), Kedah, Malaysia. Currently, I am conducting a study on the influence of vocabulary learning strategies in enhancing autonomous vocabulary learning among Libyan secondary school students in Bani,Walid Libya as part of the requirements for the award of a PhD degree.

Interviewee: My name is Kareema. I'm a second year majoring in basic science.

I like those who study abroad, this motivated me to study harder, and get scholarship.

Researcher: Nice to meet you Kareema, and I wish you all the best. Keep studying hard, who knows? One day you will study abroad too…

Interviewee: yeah, insyAllah.

Researcher: I would like to ask you about your English vocabulary learning and I wish you to cooperate with me. Please put in your consideration, there is no right or wrong answer. Just share with what you actually do to learn new words.

Interviewee: Alright, let's start then.

1. **Interviewer:** Q1 could you explain to me how English is important for you in your study?

2. **Participant 1:** Learning English is important, so if we study English every day that means we will speak it when we grow up fluently. My elder brother is studying computer science in UK. He always encourage me to learn English. Because he said it will help you to communicate and get job easily when I grow up.

3. **Interviewer: Q2** what language element do you think is necessary for good listening, speaking, reading, or writing English?

4. *Participant 1*: Umm, of course having many words, because words are the basic component for any language, for example I can express my idea by two or three words, even they are grammatically wrong but they still can be understood.

5. **Interviewer: Q3**- Do you pay attention to vocabulary learning outside class or rely mainly on the subject material?

6. **Participant 1**: actually I study the words that are in the syllabus only, because they will come in the exam.

7. **Interviewer: Q4-** How many hours a week do you study English in the classroom at your school?

8. **Participant 1:** four classes a week, and 45 minutes for each.

9. **Interviewer**: **Q5-** How do you usually plan your learning of vocabulary?

10. **Participant** 1: I keep a vocabulary list with words definitions, when I get the chance at the end of the day, I evaluate my words learning.

11. **Interviewer: Q6-** how do you review the words you have learnt in the class?

12. **Participant** 1: it depends writing them down or using them.

13. **Interviewer: Q7-**what difficulties do you face in learning words?

14. **Participant 1:** My biggest problem with vocabulary learning is that the words I learned' today are often forgotten tomorrow. This sometimes frustrated me. There were a lot of words which I learnt before, but I forget them for the reason that there wasn't opportunity to use them.

15. **Interviewer: Q8-** What do you do to discover the meanings of English vocabulary inside the class?

16. **Participant 1:** I prefer either asking teacher because he is the source of knowledge, or asking friend to share with him the knowledge.

17. **Interviewer**: **Q9-** What do you do to discover the meanings of English vocabulary outside the class?

18. **Participant 1**: it depends actually, I ask my brother. I sometimes skip it too.

19. **Interviewer**: **Q10-** What do you do to expand English vocabulary when you outside the class?

20. **Participant 1**: Actually, I usually use dictionary to find meaning then I write it down repeatedly. Also, I remember, my brother learnt me that I can use the verb then I can add er or ing to give another meaning.

21. **Interviewer**: **Q11**.What are the techniques that you use to learn new vocabulary?

22. **Participant 1**: mmmm………I sometimes ask my sister, since she is studying medicine, She is better than me in English language. So I find that easier and doesn't take much of time as looking in dictionary .hhhhhhh,

23. Interviewer: Q12 - How you practise newly learnt words?

24. **Participant1:** Actually I prefer revising words by repeating them.

25. Interviewer: Q14- Have you been taught vocabulary learning strategies (VLS) inside class before?

26. **Participant1:** as I said earlier, I haven't study the either in class or outside class. Our teachers usually ask us to study them at home only.

27. Interviewer: Q13- What is the method that is usually used in teaching vocabulary in classroom?

28. **Participant1:** the teacher asks us to check the words that listed at the end of the book. We should check each list for each lesson, translate and study them at home. For either speaking or writing class I usually ask teacher or friend about what does Arabic word meet in English.

29. Interviewer: Q15- Do you have any comments on vocabulary learning strategies in your present class?

30. **Participant1:** ok…very helpful and flexible. In this training session I think they are very useful. I wish teachers teach us these strategies. At least at one level. I mean if they taught us these strategy at eighth level of our study, I think that we will improve our learning. At least we learn how to use these VLS.

APPENDIX T

A Sample Interview Script (Arabic Version)

الباحث: سالمة حسن المبروك

الطالب 1: كريمة

التاريخ: 55 سبتمبر 5115

الساعة: 11:12

المكان: مدرسة حفظ الثرى في قبري وليه ليبيا

****

الباحث: السلام عليكم

الطالب 1: وعليكم السلام

الباحث: تفضلي بالجلوس

الطالب 1: شكرا جزيلا

الباحث: كيف حالك

الطالب 1: بخير الحمد لله, وانت

الباحث: دعيني عرف نفسي انا سالمة حسن طه دكتوراه في الجغرافيا, بجامعة اوتارا ماليزيا. حاليا انا أقوم بدراسة تتناول استراتيجيات تتضمنها مفردات اللغة في تعزيز تعلم الطلاب لمفردات بين طلاب المدارس في ليبيا ثلاوي بمدينة قبري وليه, ليبيا. هذه الدراسة جزء مهم من متطلبات الدكتوراه

الطالب 1: نلاحظ مبروك يا كريمة, طيف تقني ساق الدنيا ثلاوي تخصص علمي انا احب اولى الذين يدرسون بالخارج. هذا داء مدفع نزل في الدراسه والحصول على منحه وراسه للدراسه بالخارج.

الباحث: سمعه لاقتلك, وانا دي كذلك اوفق. استمري بالدراسه جيدا, من يدري يوما ما انت سوف تدرسين بالخارج ايضا.

الطالب 1: نعم. ان شاء الله

الباحث: أودُّ أن أسألك عن تعلّم مفردات اللغة الـ... يزية. وفي انتظار تعاونك معي، ورجاءً أرجو منك تأكده بأنه يوجد إجابة صحيحة أو خاطئة فقط شاركني عن ملاحظاتك وتعليقاتك تجاه الكلمات الجديدة.

الطالب 1: حسناً، دعنا أن نبدأ.

الباحث: هل بإمكانك أن تشرح لي مدى أهمية اللغة الـ... يزية في دراستك؟

الطالب 1: تعلّم اللغة الـ... يزية جداً مهم، فنحن أذا درسنا اللغة لكل يوم، هذا يعني أننا سوف نتكلّم ها عندما نكبر. أخي الكبير يدرس في المالكيت في بريطانيا. هو شجعني على تعلّم اللغة الـ... يزية. وقال بأن اللغة سوف تساعدني على التوصّل مع الـ... لأن لا أحصل على العمل لسهوله عندما أكبر.

الباحث: في رأيك، ما هي العوامل عناصر اللغة الـ... يزية (المفردات والأصوات وأولية القواعد النحوية)، التي تعتقد أنه هي مهمّ، التعامل، المحادثة، القراءة والكتابة؟

الطالب 1: بالطبع عندي العديد من الكلمات، الكلمات هي المكوّن لأي لغة، على سبيل المثال أستطيع أن أعبّر عن فكرة في قبل لأنّني أو ثقافتهم، فبالرغم من أنّهم حيا خطأ ولكن يزال اليمكن من نفسه أفكره.

الباحث: هل تعطي اهتمامك لقيامك أكثر لتعلّم المفردات اللغة الـ... يزية خارج الصف الدراسي أم أنّك تعتمد أساساً في المادة الدراسية؟

الطالب 1: في الحقيقة أنا أدرس الكلمات التي يكورف في الصف فقط عن هذه الكلمات فقط ظاهرة بامتحان.

الباحث: كم ساعة تدرس اللغة الـ... يزية في الصف لدراس في المدرسة؟

الطالب 1: خمس حصص بالأسبوع، و52 دقيقة لكل فصل.

الباحث: كيف عادة تخطّط لتعلّم المفردات؟

الطالب 1: أنا عادة لا اخطّط الكلمات في قائمة مع العلم عن الكلمات في اللغة العربية. وعندما أنّ حصل في فرصه فين في حياتي أقوم بالأخذ للسلي الكلمات التي تعلّمت ها.

الباحث: كيف تفضّل تراجع الكلمات على معني هـ في الصف الدراسي؟

الطالب 1: في حياتي حسب أقوم بالكتابة من وأنا بالتخدام هن.

الباحث: ما هي الصعوبات التي تواجه في هويتي في مفردات اللغة الـ... يزية؟

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الطالب 1 : الصعوبات التي اواجهها في تعلم مفردات اللغة الإنجليزية , هي أن بعض الكلمات اليومية والغالبا مالها معنى غدا . أنا يحزنني أني انتهي من تعلم فقط تغيير عدد الكلمات في قلبي , ولكن قد نسيتها بسبب أن ليس من ملحصل على فرصة في أستخدامهن.

الباحث: ماهي التربية الحالية التي تتبعها لتعلم المفردات اللغة الإنجليزية في داخل الصف الدراسي؟
الطالب 1 : أن افضل أسلوب لمتاذ من هو جدرال معرفه أو لم أل الصديق يقي كمال علوم ه.

الباحث : : ماهي التربية الحالية التي تتبعها لتعلم المفردات اللغة الإنجليزية خارج الصف الدراسي؟
الطالب 1 : بلغني حسب , أن أأسال أخياً وأقوم بإجابات خطيط الكلمة جيدة.

الباحث: ماهي التربية الحالية التي تتبعها لتعلم مفردات كيف توسع معرفتك باللغة الإنجليزية خارج الصف الدراسي ؟
الطالب 1 : في القوع انا أستخدم القاموس لمعرفة الكلمة ثم أكتبها عدة مرات . أألإضافة تعلمت من أخي الأكبر مني أن أضيف للفعل (gni)-(re) لتعطي عني اغلي الكلمة.

الباحث: م اهي الطريقة التي تتبعها لتعلم المفردات اللغة الإنجليزية ؟
الطالب 1 : أأجان أأسأل أختي ، من هي متدرس الطب ، وأفضل في في اللغة الإنجليزية. ولكذلك أرى أن أسأل ها دالتغيير مر الوقت مثل البحث في القاموس

الباحث: كيف عادة تطبق على الكلمات الجديدة التي تتعلمها؟
الطالب 1 : في الواقع , أألأفضل مراجعة الكلمات التي أكتبها من عدة مرات

الباحث: لن سبق وأ درست استراتيجي اتتعلم مفردات اللغة الإنجليزية سواء داخل الصف الدراسي أو خارجه؟
الطالب 1 : كظلت سياقا، أأل لم أدرس استراتيجي ات تعلم مفردات اللغة الإنجليزية سواء في الصف الدراسي أو خارجه. عادة علي طلب من المدرس لأقرأ الكلمات الجديدة في البيت.

الباحث: ما هي الطريقة التدريسية التي عادة ملست خدم يتدريس الفجوات في الصف؟
الطالب 1 : المعلم يطلب من الطلبة لتحقق من الكلمات التي المعكوف فين في طية الكتاب يجب علين التحقق من كل قائمة لكل درسور ترجمتها ودرلت هي الفزل. إهي الحلقة أولكتبلة ,أنا عادة ما أسأل المعلم أو الصديق حول قلب ال الكلمة العربي في اللغة الإنجليزية

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الباحت: هل عندك اي عقبات عليك علم أستراتيجيات تعليم المفردات في محاضرتك الحالية؟

الطالب 1 : طيب ...فيدة جدا ومرنة في هذه الدورة التدريبية أعتقد أنها مفيدة جدا.أتمنى في المعلمين أن يدرسونا هذه ا ستراتيجيات. في لف مستوى واحد يعني لو علمونا هذه ا ستراتيجيات في الصف الثامن ، أعتقد أن ان طويت علم اللغة .على لت لم فيه استخدام هذه ا ستراتيجيات.

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Coding The Interview Data

QUESTIONS	CATEGORIES Responses to the question were sorted into:
Q1.Could you explain to me how English is important for you in your study?	English language is important : Important (I) Communication (C) Good career (GC)
Q2. What language element do you think is necessary for good listening, speaking, reading, or writing English?	Language element : Vocabulary (V) Pronunciation (P) Grammar(G)
Q3. Do you pay attention to vocabulary learning outside class or rely mainly on the subject material? Q4. How often do you study words at home? Q5-How do you usually plan your learning of vocabulary? Q6. How do you review the words you have learnt in the class? Q7.what difficulties do you face in learning words?	Causes of Inadequate Vocabulary knowledge: Problems in Vocabulary learning (DVL) Frequency of studying English words (Fq) Sources of vocabulary learning (SVL)
Q8. What do you do to discover the meanings of English vocabulary inside the class? Q9. What do you do to discover the meanings of English vocabulary outside the class? Q10. What do you do to expand English vocabulary when you outside the class? Q11.What are the techniques that you use to learn new vocabulary?	Lack of adequate knowledge in VLS Techniques of learning words inside classroom (TLV.in) Techniques of learning words outside classroom (TVL.out)
Q12. How you practice newly learnt words? Q13. Have you been taught vocabulary learning strategies (VLS) inside or outside class? Q14. What is the method that is usually used in teaching vocabulary in classroom?? Q15. Do you have any comments on vocabulary learning strategies in your present class?	Lack of Training on using VLSs: Method of teaching vocabulary)MTV(Lack of practice on using vocabulary learning strategies)LP.VLS(