

Vocabulary Learning Strategies Used by Second Year English Specialization Students at Yadanabon University

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Abstract

The aim of this research paper is to explore vocabulary learning strategies used by Second Year English Specialization Students at Yadanabon University. The objectives of this research paper are to analyze the student's vocabulary learning strategies according to Schmitt's Taxonomy and to find out the most frequently used strategies and the least frequently used strategies. In this research paper, 105 Second Year English Specialization Students studying in the second semester of 2016-2017 Academic Year at Yadanabon University are used as the participants.

The 25-item questionnaire are used to ask about the frequency of the use of vocabulary learning strategies. The questionnaire used in this research are constructed by the researcher with some adaptations from Schmitt's Taxonomy of vocabulary learning strategies (1997). The data are analyzed by using The Statistical Package, SPSS program and by finding out frequency percentages and means. In analyzing the data, it is found that in six categories, the participants most frequently used strategies is Metacognitive Strategies at the highest mean score (2.60) and the least used strategy is Social (Consolidation) with the lowest mean score (1.78).

Nevertheless, The findings will be advantageous to teachers to develop effective vocabulary teaching and to provide students, with appropriate vocabulary learning strategies.

1. Introduction

Vocabulary can be roughly defined as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word for example, " post office " and " mother-in-law" , which are made up of two or three words but express a single idea. There are also multi-word idioms such as " call a day ", "keep in touch with" where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary " items " rather than " words ".

In learning a new vocabulary item, the learner has to know what a word sound like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and one or the other will be perceived by the learner when encountering the item for the first time. Furthermore, to master English learning, students must pay attention to many aspects of language knowledge (i.e. grammatical structure, vocabulary, and so on) in order to reach a high degree of competence in English. And one of the most important aspects is vocabulary, which plays a great role in English learners' comprehension.

Schmitt and McCarthy (1997) points out that vocabulary leaning has been regarded as one of the most important parts in the second or foreign language acquisition. A lot of the researches support the idea that the more vocabulary words learners use, the greater learners' language learning success will be.

On the basic of the ideas above, as teachers, it is crucial to be aware of the basics of vocabulary learning strategies and how students adopt the strategies effectively. The principal focus of this study is to examine which vocabulary strategies that the students use are effective and useful. Therefore, it will help teachers to design lesson plans and to construct practical instructions in order to effectively support students' competence in English Language. The main purpose of this study is to generally explore students' vocabulary learning strategies and to find out which effective vocabulary learning strategies are used by

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high and low proficient students at Yadanabon University in order to further provide students to input with effective vocabulary learning strategies.

Aim and Objectives

The aim of this research paper is to explore students' vocabulary learning strategies used by Second Year English Specialization Students at Yadanabon University. The objectives of this research paper are to analyze the students' vocabulary learning strategies according to Schmitt's Taxonomy and to find out the most frequently used strategies and the least frequently used strategies.

Scope of the Research

This research focuses on the use of vocabulary learning strategies used by 105 Second Year English Specialization Students at Yadanabon University in the second semester of 2016-2017 Academic Year. Their average ages are between 17 to 19 years and above. These students are questioned about their usage of vocabulary learning strategies that follow Schmitt's Taxonomy. This study reveals the most and the least frequently used vocabulary learning strategies used by the participants.

Definitions of Terms

DET : Determination strategies

SOC : Social strategies

MEM : Memory strategies

COG : Cognitive strategies

MET : Metacognitive strategies

Organization of the Research

In this research paper, there are five main chapters. They are (1) Introduction (2) Literature Review (3) Research Methodology (4) Findings and Discussion and (5) Conclusion. In chapter (1) Introduction, Aim and Objective of the Research, Scope of the Research, Definitions of Terms and Organization of the Research are presented. In Chapter (2), Theoretical background and Related Researches are discussed. In Chapter (3), The Personal Data of participants, Questionnaire Construction, The Contents of the Questionnaire, Data Collection, Data Analysis and Data Interpretation are included. Chapter (4) presents Findings and Discussion. Finally, Conclusion of the Research is presented in Chapter (5).

2. Literature Review

In this chapter, there are two main parts: (1) Theoretical background and (2) Related Researches. Under Theoretical background, Schmitt's taxonomy (1997) is presented.

2.1 Schmitt's Taxonomy

Schmitt's taxonomy (1997) is a comprehensive inventory of vocabulary learning strategies. He divides the strategies into two groups: the ones to determine the meaning of new words when learners encounter them the first time, and the ones to consolidate meaning when learners encounter words again. The former group contains determination and social strategies and the latter contains cognitive, metacognitive, memory and social strategies. Schmitt includes social strategies in both categories since they can be used for both purposes. To Schmitt, determination strategies are used when "learners are faced with discovering a new word's meaning without recourse to another person's experience". Accordingly, learners try to discover the meaning of a new word by guessing it with the help of context, structural

knowledge of language, and reference materials. For Schmitt, another way to discover a new meaning is through employing the social strategies of asking someone for help with the unknown words. By the initial discovery of a word, learners need to employ a variety of strategies to practice and retain vocabulary. Learners, thus, use a variety of social, memory, cognitive and metacognitive strategies to combine their vocabulary knowledge. Cooperative group learning through which learners study and practice the meaning of new words in a group is an instance of social strategies for consolidating a word. Memory strategies, traditionally known as Mnemonics, involve relating the word with some previously learned knowledge by using some form of imagery or grouping. Cognitive strategies in this taxonomy

<p>Strategy Group Strategies for the discovery of a new word's meaning</p>

are similar to memory strategies but are not focused on manipulative mental processing. They include

repetition and using mechanical means such as word lists, flash cards, and vocabulary notebooks to study words. Finally, metacognitive strategies in Schmitt's taxonomy are defined as strategies used by learners to control and evaluate their own learning, by having an overview of the learning process in general . Testing oneself is an instance of metacognitive strategies which provides "input to the effectiveness of one's choice of learning strategies, providing positive reinforcement if progress is being made or a signal to switch strategies if it is not".

To be more precise, Schmitt's taxonomy classifies vocabulary learning strategies as in the table below:

A Taxonomy of Vocabulary Learning Strategies

<p>Strategy Group Strategies for the discovery of a new word's meaning</p>		
	DET	Analyze part of speech
	DET	Analyze affixes and roots
	DET	Check for L 1 cognate
	DET	Analyze any available pictures or gestures
	DET	Guess from textual context
	DET	Bilingual dictionary (e.g. English-Myanmar dictionary)
	DET	Monolingual dictionary (e.g. English-English dictionary)
	DET	Word lists
	DET	Flash cards
	SOC (Discovery)	Ask teacher for an L 1 translation
	SOC (Discovery)	Ask teacher for paraphrase or synonym of new word
	SOC (Discovery)	Ask teacher for a sentence including the new word
	SOC (Discovery)	Ask teacher for meaning
	SOC (Discovery)	Discover new meaning through group work activity

<p>Strategy Group Strategies for consolidating a word once it has been encountered</p>	
SOC (Consolidation)	Study and practice meaning in a group
SOC (Consolidation)	Teacher checks students' word lists for accuracy
SOC (Consolidation)	Interact with native speakers
MEM	Study word with a pictorial representation of its meaning

MEM	Imagine word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Use "scales" for gradable adjectives
MEM	Peg Method ¹
MEM	Logic Method ²
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new word in sentence
MEM	Group words together of a word
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say new word aloud when studying
MEM	Imagine word form
MEM	Underline initial letter of the word

Strategy Group

Strategies for consolidating a word once it has been encountered

MEM	Configuration
MEM	Use keyword Method
MEM	Affixes and roots (remembering)
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognates in study
MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flash cards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newspaper, etc)
MET	Testing oneself with word tests
MET	Use spaced word practice
MET	Skip or pass new word
MET	Continue to study word over time

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Note: 1. Memorizing lists of facts by linking them to familiar words or numbers by means of an image.

2. Remembering lists by picturing them in specific locations

2.2 Related Researches

The first research is " Language learning CA Journal of Research in language studies) by Yong qui Gu, Robert Keith Johnson. Volume 46, Issue 4. December 1996." This research focuses on the vocabulary learning strategies used by Chinese University Learners of English and the relationship between their strategies and outcomes in learning English. They asked 850 sophomore non-English majors at Beijing Normal University to complete a vocabulary learning question name. They replied to the question name with results on a vocabulary size test and on the college English Test (CETBAND 2). Participants reported using a wide variety of vocabulary learning strategies. In a multiple regression analysis. Self-Initiation and selective Attention, two metacognitive strategies, emerged as positive predictors of CETBAND 2 scores. Contextual guessing, skillful use of dictionaries, note-taking, paying attention to word formation, contextual encoding, and activation of newly learned words also positively correlated with the two test scores. However, visual repetition of new words was the strongest negative predictor of both vocabulary size and general proficiency. Furthermore, strategies aiming at vocabulary retention only related more to vocabulary size than to English proficiency. They identify 5 approaches to learning. These strategy combinations, rather than individual strategies, may have made the difference in these people's learning.

The second research is " A Survey Study of Vocabulary learning Strategies of Gifted English Students at TriamUdomsuksa School in the First Semester of Academic Year 2008" by NapassomRiamkamal. The purpose of this research is to investigate English Vocabulary learning Strategies adopted by English gifted students of TriamUdomsuksa School in the first semester of the academic year 2008. The participants were twenty seven students who was studying in English gifted program at TriamUdomsuksa School. An instrument used in this survey study way a 25 item questionnaire adapted from Schmitt's taxonomy for vocabulary learning strategy. The mean score indicated that the use of Metacognitive strategies are most frequently used by English gifted students who are considered high proficient students in English. And the least frequently used vocabulary strategy was, in Cognitive strategies.

3. Research Methodology

This chapter discusses the methodology used in collecting data for this research. Firstly, the personal data of the participants are described. Secondly, questionnaire construction and the contents of the questionnaire are described and thirdly, data collection, data analysis and data interpretation are presented.

3.1. The Personal Data of the Participants

105 Second Year English Specialization Students studying in the second semester of 2016-2017 Academic at Yadanabon University are used as the participants in this research. The students are at the age of 17 years and above. There are 10 students who are above 19 year old and 95 students are between the ages 17 and 19 years. There are 45 students who have been studying English Language for 12 years and there are 60 students who have been studying English Language for more than 12 years. There are more female students than male students. 31 students are male and 74 students are female.

3.2 Questionnaire Construction

The questionnaire used in this research are constructed by using Schmitt's Taxonomy of vocabulary learning strategies (1997) with some adaptations. The information gained from the teachers teaching experiences are also used in the process of designing the questionnaires. Items that are not appropriate for the students and there are repeatedly used discarded.

3.3 The Contents of the Questionnaire

The questionnaire consists of two parts as follows:

Part I contains The Participants' personal data

The first part is designed to collect personal information concerning the students. Data in this section included the Participants' details including their age, gender and, how long they have been studying English language. The questions in this part are to collect the students' personal data.

Part II consists of the questions inquiring students' use of vocabulary learning strategies. The 25-item questionnaire are used to ask about the frequency of the use of vocabulary learning strategies implemented by the Second Year English Specialization Students at Yadanabon University. The following scales are used to describe the frequency of the usage of each strategy:

0 = never use it

1 = seldom use it

2 = sometimes use it

3 = usually use it

4 = always use it

3.4 Data Collection

The questionnaire consists of 25 items classified by six types of strategies which are adapted from the vocabulary learning strategy classification based on Schmitt's Taxonomy (1997): Determination, Social (Discovery), Social (Consolidation), Memory, Cognitive, and Metacognitive in order to make them suitable for the participants. The questionnaire are delivered to 105 students. All participants are made to answer within one class period. All the 105 participants are found to have answered all the items in the questionnaire.

3.5 Data Analysis and Data Interpretation

The statistical package, SPSS program, is used to analyze the data.

1. Part I : The descriptive statistics are used to find out frequency, percentage and mean (X).

2. Part II : The questionnaire items are grouped into the six strategy categories. The Determination, the Social (Discovery), the Social (Consolidation) the Memory, the Cognitive and the Metacognitive are used. The mean (X) and percentage are used to compute the data.

3.5.1 Results from Part One of the Questionnaire

Table 1. The Personal Data of the Participants

Characteristic	Frequency	Percentage
Gender		
male	31	29.52%
female	74	70.48%
Total	105	100%
Age		
17-19 years	95	90.48%
above 19 years	10	9.52%
Total	105	100%
Year of English learning		
12 years	45	42.86%
more than 12 years	60	57.14%
Total	105	100%

From table (1), 29.62% of the participants, are male and 70.48% are female. Almost all students are between the age of 17 and 19 years (90.48%) and a few students are over 19 years of age. (9.52%). More than half of the students (57.14%) have been studying English for over 12 years and 42.86% of the participants have been studying English for 12 years.

3.5.2 The Use of Vocabulary Learning Strategies

3.5.2.1 Use of the Six Categories Strategies

Table 2. Descriptive Statistics of Strategy Use in Individual Item of Determination

Item	Degree of frequency										\bar{X}
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		
	F	%	F	%	F	%	F	%	F	%	
1. I identify part of speech of a new word to know the meaning of the word to know the meaning of the word easily.	14	13.33%	43	40.95%	40	38.10%	7	6.67%	1	0.95%	2.59
2. I check for affixes and roots of a new word to know the meaning of the word easily.	17	16.19%	29	27.62%	44	41.90%	15	14.29%	0	0.00%	2.46
3. I find L1 cognate of a new word to know the meaning of the word easily.	8	7.62%	14	13.33%	38	36.19%	27	25.72%	18	17.14%	1.69
4. I use any available picture illustrated in the text book relating to a new word to guess the meaning of the word.	13	12.38%	19	18.10%	37	35.24%	26	24.76%	10	9.52%	1.99
5. I guess the meaning of a new word from textual context.	39	37.14%	30	28.57%	32	30.48%	4	3.81%	0	0.00%	2.99
6. I use bilingual dictionary (i.e. English-Myanmar dictionary) to help me translate English words into Myanmar language.	79	75.24%	15	14.29%	8	7.62%	3	2.85%	0	0.00%	3.62
7. I use monolingual dictionary (i.e. English-English dictionary) to know the meaning of a new word.	22	20.95%	35	33.33%	41	39.05%	7	6.67%	0	0.00%	2.69

(n=105)

In determination strategies, the results show that participants most frequently use the strategy item 6; "I use bilingual dictionary (i.e. English-Myanmar dictionary) to help me

translate English words into Myanmar language" to find the meanings of new words ($X=3.62$)

Meanwhile, the least used strategy is item 3; " I find L1 cognate of a new word to know the meanly of the word easily." ($X=1.69$)

Table 3. Descriptive Statistics Use in Individual Item of Social Strategies (Discovery)

Item	Degree of frequency										\bar{X}
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		
	F	%	F	%	F	%	F	%	F	%	
8. I ask the teacher to translate the new word into Myanmar.	5	4.76%	16	15.24%	35	33.33%	42	40.00%	7	6.67%	1.71
9. I ask the teacher for paraphrase or synonym of a new word to know the meaning.	3	2.86%	19	18.10%	39	37.14%	30	28.57%	14	13.33%	1.67
10. I ask the teacher to use an unknown word in a new sentence to help me understand the meaning.	6	5.72%	17	16.19%	38	36.19%	26	24.76%	18	17.14%	1.69
11. I know the meaning of an unknown word through group work activities.	23	21.91%	42	40.00%	25	23.81%	14	13.33%	1	0.95%	2.69

(n=105)

With the frequency of Social Strategies for Discovery, the results show that the strategy which the students most frequently used is item 11; " I know the meaning of an unknown word through group work activities." to interact with other people in vocabulary learning (X) (2.69). While the least used strategies are item 9; " I ask the teacher for paraphrase or synonym at a new word to know the meaning " and item 10; " I ask the teacher to use an unknown word in a new sentence to help me understand the meaning".Its mean score is ($X=1.69$) each.

Table 4. Descriptive statistics Use in Individual Item of Social Strategies (Consolidation)

Item	Degree of frequency										\bar{X}
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		
	F	%	F	%	F	%	F	%	F	%	
12. I practice new English words in group work activities or pair work activities.	0	0.00%	15	14.29%	54	51.43%	26	24.76%	10	9.52%	1.70
13. I ask the teacher to check the accuracy and appropriateness of our use of new vocabulary.	3	2.86%	28	26.67%	38	36.19%	23	21.90%	13	12.38%	1.86

(n=105)

To promote vocabulary acquisition, the participants use the social strategies for consolidation most frequently by the item 13; " I ask the teacher to check the accuracy and appropriateness of our use of new vocabulary " which had the highest mean score of 1.86. The strategy which the participants used least frequently is item 12;" I practise new English words in group work activities or pair work activities. " Its mean score is 1.70.

Table 5. Descriptive Statistics of Strategy Use in Individual Item of Memory.

Item	Degree of frequency										X
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		
	F	%	F	%	F	%	F	%	F	%	
14. I study the meaning of a new word by relating personal experience.	12	11.43%	40	38.10%	34	32.38%	18	17.14%	1	0.95%	2.42
15. I study a new word by doing exercises of filling in the gaps.	19	18.10%	32	30.48%	30	28.57%	14	13.33%	10	9.52%	2.34
16. I study a new by memorizing its spelling aloud.	36	34.29%	23	21.90%	17	16.19%	25	23.81%	4	3.81%	2.59
17. I learn a new word by learning its pronunciation.	34	32.38%	30	28.57%	29	27.62%	10	9.52%	2	1.91%	2.80

(n=105)

The results show the Memory Strategy which the respondents most frequently used for storing and retrieving new information is item 17, " I learn a new word by learning its pronunciation ". Its mean score is 2.80. Whereas the least used strategy by the participants is item 15; " I study a new word by doing exercises of filling in the gaps " with the lowest mean score by 2.34.

Table 6. Descriptive Statistics of Strategy Use in Individual Item of Cognitive

Item	Degree of frequency										X
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		
	F	%	F	%	F	%	F	%	F	%	
18. I repeatedly practice writing or saying new words.	31	29.52%	32	30.48%	27	25.72%	10	9.52%	5	4.76%	2.70
19. I write a new word on a flash card so I can remember it.	7	6.67%	19	18.10%	26	24.76%	19	18.10%	34	32.38%	1.48

20. I learn new words by listening to vocabulary CDs.	4	3.81%	13	12.38%	35	33.33%	32	30.48%	21	20.00%	1.50
21. I record vocabularies from English sound track movies in my notebook.	8	7.62%	20	19.05%	31	29.52%	23	21.91%	23	21.91%	1.69
22. I record new vocabularies in the class and keep a vocabulary notebook to study repeatedly.	23	21.90%	34	32.38%	32	30.48%	10	9.52%	6	5.72%	2.55

(n=105)

Table 7 shows that developing automatic vocabulary retraced the Cognitive strategy that the students used most frequently is item 18; " I repeatedly practice writing or saying new words. " ($\bar{X} = 2.70$) While the strategy, item 19; " I write a new word or a flash card so I can remember it " is the least used " ($\bar{X} = 1.48$).

Table 7. Descriptive Statistics of Strategy Use in Individual Item of Metacognitive

Item	Degree of frequency										X
	Always use it		Usually use it		Sometimes use it		Seldom use it		Never use it		
	F	%	F	%	F	%	F	%	F	%	
23. I listen to English songs and news to get new vocabularies.	55	52.38%	31	29.52%	15	14.29%	3	2.86%	1	0.95%	3.30
24. I watch English movies and read English newspapers, journals and magazines.	19	18.10%	31	39.52%	42	40.00%	13	12.08%	0	0.00%	2.53
25. I use online exercises to test my vocabulary knowledge.	9	8.57%	20	19.05%	44	41.91%	22	20.95%	10	9.52%	1.96

(n=105)

Table 8 shows that the results of the most frequently used strategy of Metacognitive is the item 23; " I listen to English songs and news to get new vocabularies " with the highest mean score of 3.30; while the item 25; " I use online exercises to test my vocabulary knowledge. " is least used. Its mean score is 1.96.

3.5.2.2 Overall usage of the Six Categories Strategies.

The finding show that in six strategies, the participants most frequently use Metacognitive with the highest mean score (2.60). Where as the least used strategy is Social (Consolidation) with the lowest mean score (1.78). See in Table 8.

Table 8. Percentage of Overall Strategy Use.

Strategy Category	Mean (X)
Determination	2.58
Social (Discovery)	1.95
Social (Consolidation)	1.78
Memory	2.54
Cognitive	1.98
Metacognitive	2.60

4. Findings and Discussion

This chapters reports the finding obtained from questionnaire that investigates vocabulary strategies used by the participants, discusses the most and the least frequently used vocabulary learning strategies which are implemented and suggests what the teachers should do to the students in teaching and learning vocabulary.

The collected data show that most of the participants are female and nearly one-third of the participants are male. Nearly one-tenth of the students are more than 19 years and nine-tenth of the students are between 17 and 19 years of age. They have been studying English for 12 years and for more than 12 years long. Furthermore, the data show that in six categories, the participants most frequently use metacognitive strategies with the highest mean score of 2.60.

The metacognitive strategies facilitate learning with many English sources such as listening to English songs and news, and memorizing words from English magazines and it can interest and motivate learners.

The students mostly used bilingual dictionary (i.e.English. Myanmar Dictionary) to translate English words into Myanmar language in overall 25 items. Thus, the teachers should guide to use monolingual dictionary. (i.e. English-English Dictionary) to know the meaning of a new word. Because they are English Specialization students; they need to try to widen the knowledge of new vocabulary items. By using monolingual dictionary, the students become to know the new vocabularies in finding the meaning of new items. Because of English Specialization students, they must widen English knowledge especially in vocabulary. So, the teachers should train to use monolingual dictionary.

The participants second mostly used the strategy is they listen to English songs and news to get new vocabularies in metacognitive strategy. It is good for the students. So, the teachers should encourage them to continue to do it. Within the most frequently used Metacognitive strategies, the students used the least the online exercises to test their vocabulary knowledge. It is not good for the students because in IT age, online exercises are the most favorable way of learning style and it is the most easiest form that they can find when they search for the method that they can learn language. So, the teachers should help the students to be able to use online exercises.

Meanwhile the least frequently used strategy is Social (Consolidation) with the lowest mean score of 1.78. The participants are weak in consolidating the meaning of the new vocabularies. So, the teachers should train the students to practise the new words in group work activities or pair work activities and to encourage them to ask the teacher to check the accuracy and appropriateness of their use of new vocabulary.

Moreover, they least use the flash card to remember a new word. So, the teachers should allow them to use the flash cards and note-book to remember a new word. Furthermore, the students little use CDs to learn new vocabularies. So, teachers encourage them to listen to vocabulary CDs to gain new words. They are strong on practising writing or saying new words. They also learned a new words by learning its pronunciation.

Conclusion

In the study, it is found that the participants most frequently used meta- cognitive with the highest mean score of 2.60. This results indicate that in Myanmar, under graduate students of second year English specialization students are strong on awareness and understanding of one's own thought processes which provide to input the effectiveness, positive reinforcement. If progress is being made, it signals to switch strategy if it is not good. They seem to enjoy learning English from real experiences, by listening to English songs, watching English movies and so on, other than inside the classroom. So, the students can make sustainable progress in English with pleasure and without any pressure.

In addition, the least frequently used strategy is Social (Consolidations) with the lowest mean score of 1.78. The students are weak in practising new words in group work activities or pair work activities and asking the teacher to check the accuracy and appropriateness of their use of new vocabulary. So, the teachers should guide them to consolidate the meaning of the new vocabularies by using Social (Consolidating) strategies. So, teachers should allow students to become aware of their preferred learning strategies and especially help them become more responsible to meet their learning goals. As a result, teachers will be able to help students become better language learners by training them in using the right strategies or appropriate strategies that suit their level. In conclusion, this research can help the teachers and the students be able to use the right vocabulary learning strategies. If they use the suitable strategies, they can improve more quickly in learning language.

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