



**VOCABULARY LEARNING STRATEGIES USED
BY EFL UNDERGRADUATE STUDENTS AT
KARABÜK UNIVERSITY**

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DEPARTMENT OF ENGLISH LANGUAGE AND
LITERATURE**

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**VOCABULARY LEARNING STRATEGIES USED BY EFL UNDERGRADUATE
STUDENTS AT KARABÜK UNIVERSITY**

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Khalefa KHEDER titled “VOCABULARY LEARNING STRATEGIES USED BY EFL UNDERGRADUATE STUDENTS AT KARABÜK UNIVERSITY” is fully adequate in scope and quality as a thesis for the degree of Master of Arts/ Applied Linguistics.

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DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, and materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

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FOREWORD

First and foremost, praise is to Allah Almighty, who guides, helps, and gives me the patience and the ability to accomplish this research, overcome obstacles, and complete this journey. The accomplishment of this research entails many involvements ranging from supervision, assistance, suggestions, and contributions from individuals to whom I am gratefully indebted.

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ABSTRACT

Learning English in general, particularly vocabulary has attracted the interest of lots of studies. However, limited studies have been conducted on vocabulary learning strategies in the Turkish context. Therefore, the current study aims to examine the patterns of vocabulary learning strategies (VLSs) used by EFL undergraduate students at Karabuk University. The study used a quantitative research design, including descriptive statistical analyses. The respondents of this study were undergraduate students from 3 departments: English Language and Literature, Electric-Electronic Engineering, and Computer Engineering at Karabuk University. The research instrument used was a questionnaire adopted from Schmitt's (1997) taxonomy for learning vocabulary. The sample of the study included 206 male and female respondents during the first semester of the academic year 2021–2022. The findings indicated that the respondents used a moderate range of strategies. More specifically, the findings revealed that "Ask classmates for meaning", "Study the word with a pictorial representation of its meaning", "Associate the word with its coordinates", "Verbal repetition" and "Keep vocabulary notebook" strategies are highly used. The findings also showed that male undergraduate students used all VLSs at a higher percentage than their female counterparts. Consequently, it is expected that the outcomes of this study will reflect on the teaching and learning processes in which instructors could employ the best VLSs to assist learners in learning vocabulary, and learners could become familiar with the strategies that suit them best.

Keywords: Vocabulary Learning Strategies; EFL Undergraduate Students; L1; Gender, Proficiency Level; Academic Major; Schmitt's Taxonomy

ÖZET (ABSTRACT IN TURKISH)

Genel olarak İngilizce öğrenmek, özellikle kelime dağarcığı birçok çalışmanın ilgisini çekmiştir. Bununla birlikte, Türkçe bağlamında kelime öğrenme stratejileri üzerine sınırlı çalışmalar yapılmıştır. Bu nedenle, mevcut çalışma Karabük Üniversitesi'ndeki EFL lisans öğrencileri tarafından kullanılan kelime öğrenme stratejilerinin (VLSs) kalıplarını incelemeyi amaçlamaktadır. Çalışmada tanımlayıcı istatistiksel analizler de dahil olmak üzere nicel bir araştırma tasarımı kullanılmıştır. Bu çalışmaya katılanlar Karabük Üniversitesi İngiliz Dili ve Edebiyatı, Elektrik-Elektronik Mühendisliği ve Bilgisayar Mühendisliği olmak üzere 3 bölümden lisans öğrencileridir. Kullanılan araştırma aracı, Schmitt'in (1997) kelime öğrenmek için taksonomisinden benimsenen bir ankettir. Araştırmanın örneğinde 2021-2022 akademik yılının ilk döneminde 206 kadın ve erkek katılımcı yer aldı. Bulgular, katılımcıların ılımlı bir strateji yelpazesi kullandığını gösterdi. Daha spesifik olarak, bulgular 'Sınıf arkadaşlarından anlam isteyin', 'Kelimeyi anlamının resimsel bir temsili ile inceleyin', 'Kelimeyi koordinatlarıyla ilişkilendirin', 'Sözel tekrar' ve 'Kelime defterini koru' stratejilerinin oldukça kullanıldığını ortaya koydu. Bulgular ayrıca erkek lisans öğrencilerinin tüm VLS'leri kadın meslektaşlarından daha yüksek bir oranda kullandıklarını göstermiştir. Sonuç olarak, bu çalışmanın sonuçlarının, öğretmenlerin öğrenme kelime dağarcığında öğrencilere yardımcı olmak için en iyi VLS'leri istihdam edebilecekleri öğretim ve öğrenme süreçlerine yansımaları ve öğrencilerin kendilerine en uygun stratejilere aşina olmaları beklenmektedir.

Anahtar Kelimeler: Kelime Öğrenme Stratejileri; EFL Lisans Öğrencileri; L1; Cinsiyet; Yeterlilik Düzeyi; Akademik Anabilim Dalı; Schmitt Taksonomisi

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ARŞİV KAYIT BİLGİLERİ

Tezin Adı	Karabük Üniversitesinde EFL Lisans Öğrencilerinin Kullandıkları Kelime Hazinesi Stratejileri
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ABBREVIATIONS

COG:	Cognitive Strategies
DET:	Determination Strategies
EFL:	English as a Foreign Language
ESL:	English as a Second Language
L1:	Mother Tongue
L2:	Second Language
LLS:	Language Learning Strategy
LLSs:	Language Learning Strategies
MEM:	Memory Strategies
MET:	Metacognitive Strategies
SOC:	Social Strategies
VLS:	Vocabulary Learning Strategy
VLSs:	Vocabulary Learning Strategies

SUBJECT OF THE RESEARCH

The current study aims to examine the patterns of vocabulary learning strategies (VLSs) used by EFL undergraduate students at Karabuk University. The study also aims to determine the levels and types of vocabulary learning strategies employed by undergraduate students at Karabuk University, to determine the most and least frequent vocabulary learning strategies employed by these students, and to determine the differences between students' use of vocabulary learning strategies and the independent variables: L1, gender, proficiency level, and academic major.

PURPOSE AND IMPORTANCE OF THE RESEARCH

The purpose of this study is to examine the patterns of vocabulary learning strategies used by EFL undergraduate students at Karabuk University in Turkey. This study sheds light on the varied patterns of vocabulary learning strategies used by EFL learners at Karabuk University. The study will provide learners with the appropriate strategies to assist them to learn vocabulary and enhance their academic outcomes. The findings will serve English instructors, policymakers, Karabuk University, and academic institutions in developing courses and apps for vocabulary learning strategies that will help EFL learners achieve better learning achievements. It will throw more light on other academics and researchers interested in conducting more studies in the relevant discipline. The outcomes might be used as a reference by other researchers in conducting similar research but from other viewpoints. This study will give greater insights to language teachers and curriculum designers and developers related to the overall patterns of vocabulary learning strategies of foreign and Turkish EFL learners at the university level. The findings will be beneficial to language teachers regarding possible strategies to employ to enhance comprehensive and effective learning. Among those who will benefit from this study are students from foreign backgrounds to enhance their learning skills through findings drawn from this study.

METHOD OF THE RESEARCH

The study used a quantitative research design, including descriptive statistical analysis. An adopted version of the vocabulary learning strategies questionnaire

proposed by Schmitt's (1997) taxonomy was used to answer the research questions. The questionnaire was comprised of two sections. The first section included the demographic information of the respondents, which included academic major, level, age, gender, and nationality. The second section included a 59-item questionnaire that represented the respondents' answers to their vocabulary learning strategies. The 59 questions were subcategories of the five major classifications of vocabulary learning strategies, which are: determination, social, memory, cognitive, and metacognitive.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

H1: Vocabulary learning strategies (VLSs) use can vary based on learners' L1, gender, academic major, and proficiency level.

H2: There is a significant difference in the mean score between male and female students. Female students outperformed their male counterparts in terms of overall strategy usage percentage.

H3: There is a significant difference concerning the use of vocabulary learning strategies between English and non-English majors.

Vocabulary learning is one of the most significant challenges that foreign language learners confront in learning languages. Though some studies have been conducted on vocabulary learning strategies, very few have been conducted on vocabulary learning strategies employed by students from different disciplines and fields. Hence, there is a need to bridge these research gaps in order to provide efficient strategies for vocabulary acquisition at Karabuk University as used by learners. By employing appropriate vocabulary-learning strategies, the process of learning could be more efficient and reliable, and students could become more successful in learning English as a foreign language.

POPULATION AND SAMPLE (IF AVAILABLE)

The respondents of this study are undergraduate students from 3 departments: English Language and Literature, Electric-Electronic Engineering, and Computer Engineering at Karabuk University. The sample of the study is comprised of 206 male

and female respondents (43 in the pilot study and 163 in the main study) during the first semester of the academic year 2021–2022. The respondents of the main study were 106 males (65%) and 57 females (35%). 70 respondents are students whose mother tongue (L1) is Turkish, whereas 93 respondents are students whose mother tongue (L1) is Arabic.

SCOPE AND LIMITATIONS / DIFFICULTIES

The purpose of this study is to investigate the various vocabulary learning strategies used by EFL undergraduate students at Karabuk University in Turkey. It further investigates the most and least frequent vocabulary learning strategies employed by these undergraduate students. This study does not address other language skills such as listening, reading, speaking, and writing. The five VLS categories classified by Schmitt (1997) are selected as criteria in this study. These strategies include memory, cognitive, metacognitive, social, and determination strategies. Furthermore, this study investigates how undergraduate students at Karabuk University use VLSs with respect to these variables: L1, academic major, gender, and language proficiency. To attain the previously stated objectives, the study will employ a quantitative research design to obtain the required data for this research.

1. INTRODUCTION

Vocabulary building is an essential component of a learner's total language learning (Farrokh & Sharifi, 2019). Various scholars and academics, both past and current, have addressed the effect of vocabulary on EFL learners. This study sheds light on the varied patterns of vocabulary learning strategies used by EFL learners at Karabuk University. Vocabulary is the most important factor of language competency; without it, meaningful communication and conveying the desired meaning are unattainable. The study of vocabulary is crucial in the mastery of English by students who care about learning (Ajisoko, 2020). It is common to see students engage in sufficient vocabulary learning, as this shall go a long way to increase their learning of other skills and languages with ease. Learning vocabulary is one of the keys to learning a language, as it finds its roots in the learning of various languages. If a foreigner within a new environment decides to learn the language of the environment without properly learning the vocabulary of that environment, the result will be such that the foreigner will find it difficult in understanding the language (Puspita & Sabiqoh, 2017). Thus, vocabulary learning is very important to any student who cares about learning a new language or skills. Vocabulary learning strategies include knowledge about the processes and procedures used by learners to learn new and unfamiliar vocabulary, as well as actions and steps they take to find the meaning of unknown vocabulary. Language learning strategies are important because they assist learners in organizing their learning, attaining independence, practicing learning outside of the classroom, and improving communication competencies (Elashhab, 2019).

Vocabulary is fundamental in language learning, and the more vocabulary a learner knows, the more comprehension and understanding he or she will gain from a lesson. For academic achievement, learners require a wide range of independent vocabulary (Lateh, 2018). This is impossible to do without the use of learning strategies. Vocabulary learning strategies require learners to efficiently consider the relationships among terms, their meanings, and how to use these terms in a variety of contexts (Hyland & Tse, 2007; Alqarni, 2018). According to Wilkins (1972), "Without grammar, very little could be expressed; without vocabulary, nothing could be expressed," i.e., learners are incapable of holding a conversation efficiently if they are only capable of recognizing the syntax and morphology of a word apart from its meaning. Thus, the

learning of vocabulary is an important indicator of success in learning a foreign language. Even though this concept is well-known, it has not been given sufficient attention in the teaching of English as a foreign language, with a greater focus on grammar. Folse (2004) notes that since learning a foreign language or second language entails vocabulary knowledge, syntax, pronunciation, morphology, and reading, vocabulary has been ignored in language teaching while being "the most imperative element in languages." Richards (1976) states that "the learning and teaching of vocabulary have never captured the same level of attention within language teaching as such topics as grammar, writing, and reading". Researchers such as Smith (2008) consider that learners with a large number of words have a higher chance of learning other languages than those with a restricted vocabulary.

1.1. Problem Statement

Learning vocabulary is one of the keys to learning a language, as it finds its roots in the learning of various languages. Several studies (Schmitt, 1997; Jackson & Amvela, 2000; Prevost, 2010; Yang, 2010) have found that the vocabulary subject has received less attention in comparison to other elements of foreign language learning like reading, writing, listening, and speaking. According to Hedge (2000), the main reason for the lack of emphasis on vocabulary learning research is the lack of attention paid by learners themselves. Language teachers have devoted great emphasis to recent improvements in English grammar.

Although there have been several prior research on vocabulary learning strategies (VLSs) dating back to the 1970s, it has been challenging to determine which strategy is the best to use (Goundar, 2019). Vocabulary learning is one of the most significant challenges that foreign language learners confront in learning languages (Ghazal, 2007). Learners face several challenges in recalling the words required to accomplish the communication process efficiently, revealing the significance of vocabulary learning strategies that assist the learners in dealing with these challenges by allowing them to keep the words and retrieve them from memory once they are required in communication. EFL students, like learners at other universities throughout the world, encounter several difficulties in gaining sufficient knowledge and vocabulary to properly grasp the second or foreign language in their diverse fields of study (Al-Bidawi,

2018). These difficulties encountered by university EFL students are related to a failure to use appropriate strategies for acquiring and retaining vocabulary once needed (Alhaysony, 2017).

It is essential for learners to be taught various types of vocabulary learning strategies and to receive relevant training lessons to cope with new or unfamiliar vocabulary (Siriwan, 2007; Zhao, 2009). Though some studies have been conducted on vocabulary learning strategies, very few have been conducted on vocabulary learning strategies employed by students from different disciplines and fields. The majority of EFL studies have concentrated on the common learning strategies adopted by learners. Furthermore, the studies that have addressed the VLSs have shown inconsistent and contrasting results. As a result, there is a need to bridge these research gaps in order to provide efficient strategies for vocabulary acquisition at Karabuk University as used by learners. By employing appropriate vocabulary-learning strategies, the process of learning could be more efficient and reliable, and students could become more successful in learning English as a foreign language (Mustapha, 2011). Learners will be able to improve their vocabulary competence and become more conscious of appropriate learning strategies for vocabulary.

Haddad (2020) recommended conducting more research to examine the variables impacting the level of use of vocabulary learning strategies amongst EFL learners at other universities and majors. She also suggested investigating the effect of students' vocabulary learning strategies on their study practices and academic outcomes. Future research can investigate the factors why female learners employ VLSs further than their male peers (Okyar, 2021). Furthermore, he suggests that the employment of VLS by male and female learners can be examined by considering several variables, including L2 learning motivation, second-language competency level, and autonomy. Future studies should take into consideration the relationship between EFL learners' employment of VLSs and other factors, including gender and language proficiency Alahmad (2020).

Gorgoz and Tican (2020) suggested more research to be carried out on the variables and factors that contribute to male learners' success in vocabulary and learning languages. Ali (2020) suggested that future studies be conducted on VLSs and that male and female participants be included in vocabulary learning and reading contexts.

Alhaysony (2017) suggested more studies on the variables and factors that impact strategy selection could be useful. Other studies recommended that more research be carried out within the context of other Turkish universities and institutes. More research in this area should include experimental, descriptive, cross-sectional studies, and multiple samples and methods could as well be adopted in the future (Alhaysony, 2017). Therefore, the purpose of this study is to examine the patterns of vocabulary learning strategies used by EFL undergraduate students at Karabuk University in Turkey.

1.2. Research Objectives

This study aims to achieve the following specific objectives:

- 1) To determine the levels of vocabulary learning strategies employed by undergraduate students at Karabuk University.
- 2) To determine the most and least frequent vocabulary learning strategies employed by undergraduate students at Karabuk University.
- 3) To determine the differences between students' use of vocabulary learning strategies and the independent variables: L1, gender, academic major, and proficiency level.

1.3. Research Questions

This study aims to give answers to the following questions:

- 1) What levels of vocabulary learning strategies do undergraduate students at Karabuk University use?
- 2) What are the most and least frequent vocabulary learning strategies employed by undergraduate students at Karabuk University?
- 3) Do students' vocabulary learning strategies differ according to L1, gender, academic major, and proficiency level?

1.4. Hypotheses of the Study

H1: Vocabulary learning strategies (VLSs) use can vary based on learners' L1,

gender, academic major, and proficiency level.

H2: There is a significant difference in the mean score between male and female students. Female students outperformed their male counterparts in terms of overall strategy usage percentage.

H3: There is a significant difference concerning the use of vocabulary learning strategies between English and non-English majors.

1.5. Significance of the Study

Vocabulary is essential to any language learning because learners will face difficulties comprehending and communicating their thoughts in public, university, and lectures if they lack sufficient vocabulary, which can have a significant impact on their academic achievement. The current research will provide learners with the appropriate strategies to assist them to learn vocabulary and enhance their academic outcomes. The results will serve English instructors, policymakers, Karabuk University, and academic institutions in developing courses and apps for vocabulary learning strategies that will help EFL learners achieve better learning achievements. It will throw more light on other academics and researchers interested in conducting more studies in the relevant discipline. The outcomes might be used as a reference by other researchers in conducting similar research but from other viewpoints. This study will give greater insights to language teachers and curriculum designers and developers related to the overall patterns of vocabulary learning strategies of foreign and Turkish EFL learners at the university level. The findings will be beneficial to language teachers regarding possible strategies to employ to enhance comprehensive and effective learning. Among those who will benefit from this study are students from foreign backgrounds to enhance their learning skills through findings drawn from this study.

1.6. Domain of the Study

The purpose of this study is to investigate the various vocabulary learning strategies used by EFL undergraduate students at Karabuk University in Turkey. It further investigates the most and least frequent vocabulary learning strategies employed by these undergraduate students. This study does not address other language skills such

as listening, reading, speaking, and writing. The five VLS categories classified by Schmitt (1997) are selected as criteria in this study. These strategies include memory, cognitive, metacognitive, social, and determination strategies. Furthermore, this study investigates how undergraduate students at Karabuk university use VLSs with respect to these variables: L1, academic major, gender, language proficiency, and previous VLS instruction. To attain the previously stated objectives, the study will employ a quantitative research design to obtain the required data for this research.

1.7. Definitions of Terms

This section aims to define the key terms employed in this research. The terms listed below will be used in the study. These terms are mentioned to explain how they will be used in the current study. They are arranged alphabetically for ease of reference.

English as a Foreign Language (EFL): refers to the studying of English by non-native speakers in settings where English is not the official or dominant language of the country.

English as a Second Language (ESL): refers to the process of studying English in a country where the majority of the population speaks English.

Language learning strategies (LLSs): O'Malley and Chamot (1990) define language learning strategies as "special thoughts or behaviors that individuals use to help them understand, learn, or remember new information" (p. 1). Chamott and Kupper (1989) define language learning strategies as "procedures that learners use to understand, store, and comprehend new information and proficiencies" (p. 9). Oxford et al. (1989) define language learning strategies as "activities, behaviors, steps, or procedures that learners use to reinforce learning" (p. 2). Oxford (1990) considers language learning strategies as certain activities adopted by learners to make learning easier, faster, more interesting, more automatic, more efficient, and more transferable to new contexts.

Vocabulary Learning Strategies (VLSs): refer to the learners' knowledge of the techniques and strategies used to learn vocabulary, including the actions or steps taken by learners to (a) acquire the meaning of unfamiliar words, (b) keep them in long-term memory, (c) recall them, and (d) use them orally or in writing (Schmitt, 1997).

1.8. Organization of the Study

The present study is composed of the following chapters:

Chapter One: Introduction

This chapter presents the study's background, problem statement, research objectives and questions, hypotheses of the study, importance of the study, domain of the study, definitions of terms, and thesis organization.

Chapter Two: Literature Review

Chapter two presents a literature review and a theoretical framework on vocabulary learning strategies.

Chapter Three: Methodology

Chapter three presents the methodology used in this study, which includes the research design, setting and population, data collection methods, data analysis tools, pilot study, validity, reliability, and credibility.

Chapter Four: Findings and Discussions

Chapter four discusses the results generated from the study and includes a discussion of the findings.

Chapter Five: Conclusions and Recommendations

Chapter five presents a summary of the findings, conclusions, implications, limitations, and recommendations for future studies.

2. LITERATURE REVIEW

2.1. Introduction

This chapter examines the theoretical framework and empirical research on language and vocabulary learning strategies. According to Wilkins (1972), without grammar, very little could be expressed; without vocabulary, nothing could be expressed, i.e., learners are incapable of holding a conversation efficiently if they are only capable of recognizing the syntax and morphology of a word apart from its meaning. Thus, the learning of vocabulary is an important indicator of success in learning a foreign language. Even though this concept is well-known, it has not been given sufficient attention in the teaching of English as a foreign language, with a greater focus on grammar. Folse (2004) notes that since learning a foreign language or second language entails vocabulary knowledge, syntax, pronunciation, morphology, and reading, vocabulary has been ignored in language teaching while being the most imperative element in languages. Richards (1976) states that the learning and teaching of vocabulary have never captured the same level of attention within language teaching as such topics as grammar, writing, and reading. Researchers such as Smith (2008) consider that learners with a large number of words have a higher chance of learning other languages than those with a restricted vocabulary. The next section describes the significance of learning English and its global status.

2.2. An Overview of English Language Learning

Learning a new language in addition to the mother tongue that a person acquires in his country and the environment in which he or she lives is considered a matter that contributes to obtaining new language, pedagogical and educational skills, which made most countries of the world interested in teaching English in schools and universities as an additional second language to the official language that is spoken within the country. The English language is the official language used in many countries of the world, numbering approximately fifty-three countries in various aspects and scientific and educational fields, and the number of speakers of it reached about four hundred million people, which made its mastery very important for many, especially those who wish to

travel from their country to another country in order to work or receive education. English is one of the international languages widely spread around the world, and it is one of the means of diplomatic and global communication between the various peoples of the world. The history of this language dates back to a Western language belonging to the ancient Germanic languages. Over time, it has evolved and progressed as a result of the use of many other dialects alongside it, which helped to add many new linguistic structures and vocabulary to it. It is worth noting that the English language is still in a state of continuous and permanent development until the present time.

2.3. Theories, Taxonomies, and Definitions

This section will go through several theories on second language learning. Various theories have been presented in an effort to clarify how languages are learnt. A variety of different disciplinary viewpoints have been presented in this domain, but the most influential theories are the psycholinguistic and linguistic theories (Mangubhai, 2006). Many of the theoretical approaches and theories (e.g., behaviorism, cognitive, and nativism theory) that deal with learning a second language have been attributed to the way we learn our first language.

2.3.1. Behaviorist Theory

According to the behaviorist theory, language is a learned behavior that is mostly taught through imitation (Skinner, 1957; Hilgard, 1962). It considers learning as the formation of habits dependent on stimulus-response pairings that are motivated by subsequent reinforcement (Walker, 1975). Children are stimulated by reinforcement, praise, or effective communication with others around them when they imitate the patterns and sounds in their surroundings. The regularity of positive stimulation, along with the quantity and quality of input, has a direct impact on the child's language acquisition progress (Lightbown & Spada, 1999). Imitation, according to Lightbown and Spada (1999), is the word-for-word repetition of all or part of another person's utterances. Watson has the belief that children have the ability to learn their native language orally from human role models within their environment through a set process that is known as "rewards, imitation, and practice" (Cooter & Reutzler, 2004). Thus,

when a child attempts to speak orally in his or her native language through the imitation of speech or sound patterns, such a child receives a reward, which usually comes through tender affection and praise. Imitation and practice alone cannot be traced exclusively to language forms used by children. Children construct their own phrases and sentences by learning patterns in language and applying them to new contexts (Brown, 2000). Although behaviorism can describe the most fundamental aspects of language learning, it cannot explain the learning of more complicated structures. It is insufficient to explain "why" and "how" language evolves; it is unable to provide insights into the social and cognitive processes associated with language improvement (Straat, 1974).

Cooter and Reutzel (2004) noted that they are confining principles against the theory. These include "subjecting the learner to learn through meaning and the use of abstract words and allowing for uniformity in humans in the area of language acquisition." The main principle guiding the theory lies in the various human behaviors through the processes of observation, association, and stimulus-response interaction that exist between them. However, there are four main tenants guiding this theory. They include the following:

- a.** The behaviorist theory revolves around habit formation in the learning and teaching of language, which reminds us of how grammar is structured. It opines that learning a language is not about "solving problems but about performance and informational habits". Again, language learning is seen as a mechanical process where the learner exhibits certain habit formation that aligns with the scheme of conditioned response.
- b.** The behaviourist theory resides around spoken language. Spoken language remains the main channel of language which is oral. Thus, language is mainly what is orally said, and secondarily writing follows this is so because we learn to speak before we learn to read and then write. Furthermore, spoken language must have a place in language learning.
- c.** The behaviourist theory revolves around the stimulus-response chain.
- d.** The theory indicates that language learning comes from habit formation which is a resultant effect of reward and reinforcement. Reinforcement here could be negative or positive. Positive reinforcement means reward while a negative reinforcement equals punishment. A resultant effect of a stimulus situation is given when a response is applied, and a given response receives an argument and

then attracts a reward. However, the relationship that connects response and stimulus together becomes the reinforcement.

- e. The theory in itself revolves around learning, this is because of the socially conditioned nature of the theory. The theory affords every individual to learn equally without any form of bias.

2.3.2. Nativist Theory

Behaviorists believe that language acquisition occurs through the social environment and that the infant's mind is a blank slate that receives the patterns and phrases to which he or she reacts, and that language is the store from which the child draws when choosing phrases and words. Chomsky's approach to language was the opposite of what behaviorists assumed about language. The nativist view is linked with Chomsky (1966), and it holds that the ability to acquire a language is innate. Hence, the interpretations of behaviorists of how a second language is acquired, its inaccuracy, and clarity, prompted scholars to find an alternative model, at which researchers directed their attention toward the actual factors that constitute learning. They focused not just on nature, but also on the innate factors that influence learning, and they named their theory the Innate Theory. They concentrated on nature, and how the human mind's theoretical abilities impact learning. This means that language is not only a behavior acquired through learning, training, and practice, as behaviorists believe, but that there are mental facts behind every behavioral act, indicating that language is a complex mental organization because it is a tool of expression and thinking at the same time (Chomsky, 1981). Lennberg (1962) emphasizes the relevance of biological aspects in language development; this opposes behaviorists and denies the notion of reinforcement that determines growth. Lennberg quotes this as saying: "The child's capacity to speak and comprehend is not the effect of particular reinforcements that the child receives after speaking, since when the child reaches the age of maturity, he can speak with or without reinforcement." According to this theory,

- a) Humans are the only creatures capable of learning a language.
- b) The human brain is capable of learning a language (this is referred to as the Language Acquisition Device).
- c) These abilities are the first factors involved in language learning.

d) These abilities are required, but primarily to operate and control the language acquisition device's processes.

The theory holds the belief that children, as they develop, have a special tendency to organize certain laws of language and innate abilities, which enables them to easily learn their native language. This is so because it is assumed that children have certain abilities that enable them to learn and work towards mastering a particular language. The nativist supports the notion that if a native language is not learned at an infant age, it cannot be learned at a normal age. Thus, language learning starts at an infant age.

These views by Chomsky over the years have attracted lots of criticism.

1. Chomsky made a strict distinction between performance and competence.
2. Chomsky differentiated between the central or core grammar of the language.
3. He also tried to reduce language learning to grammar alone.
4. Chomsky disregarded the social situations where language could be produced, especially in the position where a child's first language is the native language.

However, the nativist theory assumes that every child has a language acquisition device at birth that is installed in their brain. The theory uses "Universal Grammar" to further expand this point. Universal grammar maintains that there are certain rules that guide language learning. Over time, these rules transform into underlying structures and patterns that are found in any language today. As the children grow older, they hear their parents speak, unconsciously recognizing and assembling the rules of engagement for the specific language being learned. The presence of universal grammar enables the children to deduce certain structures in their native language which are exposed to them. According to Saville-Troike (2006), a merely linguistic method cannot effectively describe L2 acquisition, which requires complex models that include a combination of linguistic, social, and psychosocial factors. Furthermore, in Chomsky's (1966) linguistic theory, there appears to be no opportunity for personal improvement in the context of individual diversity, including language acquisition strategies.

2.3.3. Cognitive Development Theory

According to Piaget's cognitive development theory, intelligence and mental reasoning

develop as children grow. A child's cognitive advancement comprises not just learning knowledge, but also creating or constructing a mental model or view of the world. He disagreed with the notion that intelligence is a fixed feature and regarded cognitive development as a process that occurs as a result of biological maturation and interaction with the environment. Cognitive development happens as a result of the combination of innate capabilities with social-environmental events, and children grow through a series of distinct stages. The series of these stages are universal across cultures and follow the same static (unchanging) order. Every child goes through the same stages and in the same order (but not all at the same rate). These are known as Piaget stages:

- i. **Sensorimotor Stage:** This period lasts from birth to two years of age. The critical change at this time is object persistence. Throughout this period, the child learns about himself and his surroundings through motor and reflex activities. The child can learn that he is independent of his surroundings and that those aspects of his surroundings continue to exist even if they are out of reach of his senses. At this stage, the child's schemes are based largely on perceptions and behaviors. Children cannot think about things that are not immediately in front of them, so they are better focused on what they see and do at the moment.
- ii. **Preoperational:** This stage is mainly for children at age 2 to 7 years. Using his or her new language abilities, the child begins to employ symbols to describe things. This stage is characterized by rapid development in their thinking abilities. Here, children can now think and talk about things beyond their immediate experience. His thinking is impacted by imagination, and he considers that others see events in the same way he does. Although, at this stage, they are yet to apply logical reasoning the way adults will do.
- iii. **Concrete operational:** This stage lasts from age 7 to adolescence. They begin to reason like adults at this stage, but they are limited in the areas of situational reasoning, concrete reasoning, and real-life reasoning. The child learns to think abstractly and make reasonable judgements about concrete or visible facts that he previously had to manipulate physically to comprehend.
- iv. **Formal operations:** This stage from the age of 12 and above. This stage completes cognition. This individual no longer requires concrete objects to make rational decisions. At this stage, he is capable of both hypothetical and deductive thinking. Adolescent education may be wide-ranging since he will be able to

evaluate different possibilities from several viewpoints. This age bracket applies logical reasoning processes that are applied to abstract ideas as well as concrete objects and situations. Many capabilities essential for advanced reasoning in mathematics and science appear.

Figure 1. below shows the stages of the cognitive development theory.

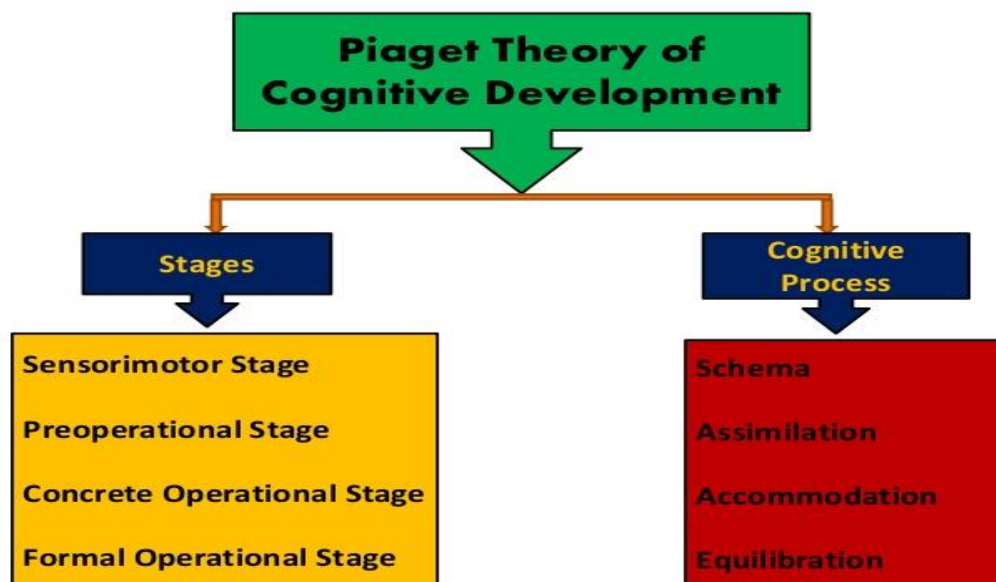


Figure 1. Jean Piaget Summary of Cognitive Development Theory

2.3.4. Emergentist Theory

The Emergentist theory holds that language as a structure arises as a result of the interaction of different constraints, similar to the process of contributing to the formation of the coast (in geography) as a result of pressure exerted on it by water currents, its geology, or patterns of climate and human population structure. Further, emergentist theories hold that language learning is a cognitive process that arises from a combination of biological factors and the environment. According to these perspectives, neither nature nor nurture is sufficient to initiate language acquisition; both of these effects must interact for children to learn a language. The social and cognitive aspects of language learning are highlighted in Emergentist theories. These theories posit that knowledge is driven by organizations of dynamic processes that act in a sophisticated manner, and language is thus regarded as a dynamic process. According to this theory, the ability of language to generate new rules and expressions comes as a result of the interaction between general and unconditional mechanisms. The process of language formation is

not very different, as linguistic rules and patterns emerge as a result of learners' goals and the pressures exerted on them by the surrounding environment. This theory has received some criticism for its inability to provide clear definitions of its basic principles and its inability to deal with the problems of linguistic analysis. Many empirical studies confirm these theories' predictions, indicating that language learning is a more complex process than others claim (Ellis, 1998).

2.4. English Language Learning Strategies (LLSs)

English language learning strategies have been defined by lots of scholars, among which is Rubin (1987), who defined language learning strategies as strategies that affect the language development system whereby common learners can affect and construct their language learning directly. O'Malley and Charriot (1990) defined language learning strategies as the special behavior or thought which enables individuals to learn, comprehend, and retain new information in the course of learning. However, language learning strategies do not alone encourage language learning but contribute to increasing the knowledge of direct language learners. Therefore, Lee and Heinz (2016) opine that language learning strategies produce more insights that enable language learners to learn and serve as a guide to them.

2.5. Related Studies

This section reviews the literature and empirical studies pertaining to vocabulary learning strategies (VLSs). Several academic studies have been conducted on VLS in the context of EFL.

Shamsan, Ali, and Hezam (2021) attempted to examine online vocabulary learning strategies utilized by Saudi EFL learners during the COVID-19 pandemic. The study used a self-administered questionnaire to over 119 respondents, both male and female, with majors in both English and non-English. The study adopted descriptive statistics, and the findings revealed that participants of English majors used vocabulary learning strategies more than non-English majors. Respondents indicated that they did not frequently employ strategies such as asking teachers, friends, and classmates. Instead, they utilized bilingual dictionaries, Google Translate, or approximated the

meaning. This might be due to online learning through the Covid-19 outbreak, that enhanced self-learning. The study was limited to university students, selecting the sample randomly, and the lack of balance in the selection of respondents for a gender-balanced study. The researchers suggested that more studies be conducted to examine the influence of online learning on self-regulated learning and that students should be taught the use of dictionaries.

Okyar (2021) conducted a study to determine the vocabulary learning strategies (VLSs) used by Turkish EFL learners and to investigate if the employment of VLSs differs by gender. The study employed a quantitative research approach while descriptive statistics and independent t-test samples were used for statistical analysis with a total sample of 209 Turkish EFL learners, 108 males and 101 females. The learners were taking pre-intermediate English courses. The study indicated that the frequency of VLS use was moderate. Additionally, an evaluation of the scale's sub-dimensions revealed that cognitive, memory, compensation, and social strategies were employed at a moderate frequency, whereas affective strategies and metacognitive were used at a high frequency. When VLS employment was investigated among both males and females, a noteworthy difference was observed, with female learners achieving a higher overall mean score than male learners. Furthermore, female learners revealed more use of compensation, cognitive, memory, and affective strategies. Nevertheless, there were no statistically remarkable gender differences in the frequency with which social strategies were used. This study is limited by self-reports and social strategies. Future research can investigate the factors why female learners employ VLSs further than their male peers. Furthermore, the employment of VLS by male and female learners can be examined in light of several variables including L2 learning motivation, Second - language competency level, and autonomy.

Abdul-Rahman and Nasri (2020) conducted a study on vocabulary learning strategies among undergraduate learners in tertiary education. The study focused on 197 ESL learners from three selected faculties within the university. The study explored the use of a quantitative research with the aid of questionnaires to give responses to the research aims. Thus, by employing one-way ANOVA and descriptive analysis findings from the study showed that memory, note-taking, and guessing using linguistic clues were the three most popular strategies, whereas guessing using activation and background knowledge were the least popular. However, the study drew that regardless

of any strategy employed by the learners should be able to develop independent learning techniques that can assist in vocabulary learning, especially among new learners. This study is limited in the following areas: the study only focused on three faculties among other faculties in the university which could potentially redefine the findings emanating from the study, and the sample population for the study is low with only 197 students within the entire university, and the questionnaire was distributed witnessed an incomplete response making it difficult to generalize the findings among all students within the university. Moreover, the strategy employed in the study of learning vocabulary could be seen as either direct or shallow. Hence, the study suggests that in future studies, aspects of the various strategies employed in the course of vocabulary learning should be reviewed to ensure that other language learners from various fields of study fully benefit when the learning strategy is in-depth.

Mirioglu (2020) attempted to explore the perspectives of eighth grade Turkish EFL students concerning the significance and use of Second - language vocabulary learning strategies, to check the relationship among perceived significance level and VLS implementation level, and to determine the most and least likely preferred VLS by EFL students through their learning methods. The study employed a mixed-method sequential explanatory research design. The quantitative data were gained from 398 respondents using a questionnaire depending on Schmitt's taxonomy of VLS and analyzed using SPSS; while qualitative data were gained through focus group interviews involving 45 voluntary participants and analyzed using thematic analysis. The study revealed that EFL students hold a high value on vocabulary learning. It also demonstrated that there is a substantial strong association between VLS significance and implementation level, indicating that students employed the most important strategies on a greater scale. The study was limited to 8th - grade students, and the lack of balance in the selection of respondents for a gender-balanced study (182 males and 216 females). That affects the reliability and accuracy of information from participating respondents, resulting in individualist findings that cannot be generalized. Future research can use instruments other than self-report measures, such as observations, diaries, and journals.

Haddad (2020) examined the role played by vocabulary learning strategies of EFL among undergraduate students in Jordan. By employing the descriptive-based approach with over 45 freshmen and 42 senior students at the university. The study found that memory, cognitive, metacognitive, and compensatory vocabulary learning

strategies were used at a moderate level, while social and affective vocabulary learning strategies were used at high levels. Statistically important differences were found between male and female respondents of the research in the levels of their using different vocabulary learning strategies. The study had limitations in terms of using a relatively small sample size that could have reduced the credibility and validity of the findings. Hence, more studies should be conducted to examine the variables impacting the level of use of vocabulary learning strategies amongst EFL learners at other universities and majors, as well as the difficulties they face. Besides, investigating the effect of students' vocabulary learning strategies on their study practices and academic outcomes.

In Alahmad's (2020) study, the focus is on vocabulary learning strategies including Saudi undergraduate female EFL learners. The study employed a quantitative research design with a descriptive statistics instrument with a purposeful sampling of 41 female respondents. Findings emanating from the study revealed that out of 17 vocabulary learning strategies employed by the respondents, only nine strategies were fully used, mainly the metacognitive and cognitive strategies. Interestingly, the study found that there is a negative correlation between vocabulary size and respondents in the course of other employed vocabulary learning strategies, while there is a positive correlation between the participants and vocabulary size where cognitive and metacognitive strategies are most effective for vocabulary learning among the participants in Saudi University. The study was fraught with some limitations. Although it is a quantitative study, the sample size was relatively small, and only 41 female respondents were involved in this study. The study adopted a self-reported questionnaire which tends to lead to overestimation or underestimation in the use of learning strategies. Future studies should take into consideration the relationship between EFL learners' employment of VLSs and other factors, including gender and language proficiency. The study recommends that there is a need for additional observations, think-aloud protocols, and semi-structured interviews. Thus, employing qualitative and quantitative data collection will ensure a more in-depth insight into vocabulary learning strategies.

In a different study, Gorgoz and Tican (2020) investigated intermediate school learners' self-regulation skills and vocabulary learning strategies in foreign languages. The study used a cluster sampling technique including 990 students attending public intermediate schools in the Mentese city of Mugla, Turkey, during the 2018-2019 academic year. A model that adopted the single survey, relational survey, and causal-

comparative patterns was implemented in this study employing a quantitative research approach. The results demonstrated that middle school learners' self-regulation abilities and vocabulary learning methods in foreign languages varied considerably based on gender, class level, parents' attitude, and level of concern in English subjects. There is a strong correlation between vocabulary learning strategies and middle school student self-regulation skills. More research can be carried out on the variables and factors that contribute to male learners' success in vocabulary and learning languages.

Ali (2020) conducted a study to investigate vocabulary learning strategies and the identification of word meanings among Saudi EFL students. The study adopted the quantitative research method through purposive sampling with only 50 male respondents. The analytic and descriptive research instruments were employed. Findings from the study revealed that reading context could be figured out through the meaning of unknown words by guessing words through components strategies. However, the majority of the respondents depend on the use of online tools such as translators' applications, online dictionaries, and, in addition, the Microsoft Word Thesaurus service, where the option to look up words and their meanings could be identified for reading context. This study is limited only to male respondents while neglecting female respondents in reading context. The study suggested in the future that both male and female respondents should be included in vocabulary learning and reading context.

Goundar (2019) conducted a study to examine the employment of several vocabulary learning strategies amongst adult English as foreign language learners and investigated the outcomes and challenges of each strategy. A quantitative research design was employed with 53 respondents randomly selected including EFL learners, who participated in a questionnaire. The study showed that EFL learners frequently employed memorization, repetition, dictionary strategies, translation, experience, and background knowledge to improve their vocabulary. The study had limitations in terms of using a relatively small sample size that could have reduced the credibility and validity of the findings. A further limitation of the study is selecting the participants randomly. It was recommended to conduct more studies in this area and researchers may use the data from this research as a starting point or a future framework.

Baharudin (2019) conducted a study to determine the patterns of VLS that are often employed amongst ESL undergraduates based on the gender of the learners. The

study employed the quantitative approach with descriptive statistics including 40 ESL university students from different majors at a local university, and data were obtained to meet the study's main purpose. Findings from the study revealed that male undergraduate students engage more in vocabulary learning strategies than their female counterparts, female undergraduate students are more frequent with social and memory strategies in vocabulary learning, while male undergraduates use more metacognitive and cognitive strategies. The study is limited by a small sample size which makes it difficult to generalize. More research with a larger sample size is recommended.

In a study conducted by Yaacob et al. (2019), they examined VLS in Saudi secondary schools in Malaysia. The quantitative research method is adopted through a vocabulary learning strategies questionnaire using SPSS with over 105 students. The findings from the study revealed that the performance of secondary school students in Malaysia is dependent on public information sharing and collaborative learning through social networking and web engagement, which makes for speedy vocabulary learning among Saudi secondary students in Malaysia. The study is limited to the use of only one cognitive theory for vocabulary learning. For future studies, great emphasis should be placed on the role of vocabulary learning in new vocabulary instead of memorizing and learning grammar structure and rules.

Mahmud and Nur (2018) investigated male and female learners' learning strategies and discussed them in terms of gender differences. The study was carried out in a senior high school in Indonesia. A total of 71 participants were selected randomly from a sample of 250 students employing Slovin formula. A mixed-method design of quantitative and qualitative research was used in this study. The quantitative data were obtained through a SILL-created questionnaire, while the qualitative data were obtained by interviews. Outcomes arising from the questionnaire revealed that females employ cognitive, affective strategies, and compensation more than males, whereas males employ metacognitive, social strategies, and memory more often than females. According to the outcomes of the interview, female and male participants adopted varied learning strategies. Thus, such learning strategies were affected by the issue of gender variances in communication. The study had limitations in terms of using a relatively small sample size that could have reduced the credibility and validity of the findings. A further limitation of the studies is selecting the participants randomly.

In a study by Al-Bidawi (2018), he investigated the various vocabulary learning strategies preferred by Saudi undergraduate students. The study applied the quantitative research method with a sample population of 94 EFL undergraduate learners that were randomly selected. The descriptive analysis technique was employed in the study. The findings revealed that Saudis undergraduate learners of foreign languages preferred the social strategies of learning vocabulary than the determination, meta-cognitive and cognitive strategies of vocabulary. Hence, the social strategy is the most preferred strategy for vocabulary learning in Saudi. This study is limited given that the sample size of the population is small and cannot qualify the assumed strategy to be preferred. The study suggests that for future studies there is a need for reinforcement of VLS learning and teaching strategies as it will be helpful for both the learners and teachers. Again, increasing the awareness of VLS learning should be adopted by developers, course designers, and policymakers as this increase the knowledge of VLS amongst teachers and students in Saudi.

In a pilot study by NG (2018) on gender differences in preferences for second language vocabulary learning strategies, the study used self-reported questionnaires among 15 Thai learners of English at the tertiary level. The findings emanating from the study revealed that male students of Thai employed more form-focused strategies than monitoring, metacognitive, and evaluation strategies, while female students employed more the meaning-focused cognitive and metacognitive planning strategies than their male counterparts. Thus, gender plays a crucial role in vocabulary learning strategies in a foreign language class. For future studies, the sample size should be increased while the limitation of the study is anchored on a small sample size for the avoidance of generalization and reliability of the study.

In a related study by Alhaysony (2017), she examined the effects of language learning strategies used by Saudi EFL students by using gender and duration of English language study. The study employed quantitative research and used inferential and descriptive statistics as instruments. The findings revealed that no significant differences were observed in terms of gender and duration of studying English, this is for the reason those Saudi students were not given progressive awareness of various strategic learning options that is available to them. Although, the study found that female students spend greater time learning English than the male students who are not well exposed to a formal English reporting. Limitations from this study showed that simple random sampling was

vastly employed. The data used in the study were based on self-report, which could lead to overestimation or underestimation in the choice of a particular strategy. Another limitation emanating from the study showed that most of the respondents in the study majored mainly in English while other majors were excluded, hence the findings become biased. Additionally, the measure of success and effectiveness of strategy use was not attempted in the study. For future studies, educational levels and different age levels should be investigated. More studies on the variables and factors that impact strategy selection could be useful. More research can be conducted to investigate the effectiveness of students' strategies for learning each of the language skills. More research in this area should include experimental, descriptive, cross-sectional studies, and multiple samples and methods could as well be adopted in the future.

Table 1. Review of Previous Studies.

Author/s	Research Design & Theory/theories	Sampling	Data collection & Data analysis methods	Findings	Limitations & Suggestions
Shamsan, Ali, & Hezam (2021)	Quantitative research design	The study's sample included 119 male and female English and non-English majors.	- The study used a self-administered questionnaire - SPSS package 24	Respondents indicated that they did not frequently employ strategies such as asking teachers, friends, and classmates. Instead, they utilized bilingual dictionaries, Google Translate, or approximated the meaning. English majors employed VLSs more than non-majors.	- The study was limited to university students, selecting the sample randomly, and the lack of balance in the selection of respondents for a gender-balanced study. - The study suggested that more research be conducted to examine the influence of online learning on self-regulated learning.
Okyar (2021)	A quantitative research approach Cognitive, Metacognitive, Social, and Memory theory	The total sample was 209 Turkish EFL students, 108 males and 101 females. They were taking 3-level pre-intermediate-level English courses.	Questionnaires Descriptive statistics and an independent-samples t-test	The study indicated that the frequency of VLS use was moderate. Additionally, an evaluation of the scale's sub-dimensions revealed that cognitive, memory, compensation, and social strategies were employed at a moderate frequency, whereas affective strategies and metacognitive were used at a high frequency. When VLS employment was investigated among both males and females, a noteworthy difference was observed, with female	Future research can investigate the factors why female learners employ VLSs further than their male peers. Furthermore, the employment of VLS by male and female learners can be examined in light of several variables including L2 learning motivation, Second - language competency level, and autonomy.

				learners achieving a higher overall mean score than male learners. Furthermore, female learners revealed more use of compensation, cognitive, memory, and affective strategies. Nevertheless, there were no statistically remarkable gender differences in the frequency with which social strategies were used.	
Abdul Rahman and Nasri (2020)	A quantitative research design	197 undergraduate ESL learners were selected through a purposive sampling method. Their ages ranged from 18 – 22 years old.	Questionnaires SPSS version 16.0	The study showed that memory, note-taking, and guessing using linguistic clues were the three most popular strategies, whereas guessing using previous knowledge and activation were the least popular.	The study only focused on three faculties, the sample population for the study is low with only 197 students, and the questionnaire was distributed and witnessed an incomplete response.
Mirioglu (2020)	A mixed-method sequential explanatory research design Schmitt's (1997) taxonomy	The sample comprised of 398 8th - grade EFL students (182 males and 216 females), and the qualitative method was carried out with 45 voluntary participants (26 females and 19 males), who were enrolled in secondary schools in Hatay during the 2018-2019 academic year.	Focus group interviews and Questionnaires Thematic analysis and SPSS version 22	The study revealed that EFL students hold a high value on vocabulary learning. It also demonstrated that there is a substantial strong association between VLS significance and implementation level, indicating that students employed the most important strategies on a greater scale.	The study was limited to 8th - grade students, and the lack of balance in the selection of respondents for a gender-balanced study (182 males and 216 females). That affects the reliability and accuracy of information from participating respondents, resulting in individualist findings that cannot be generalized. Future research can use instruments other than self-report measures, such as observations, diaries, and journals.
Haddad (2020)	A descriptive based approach	The study's sample included B.A. English literature learners (45 students were freshmen and 42 were seniors)	Questionnaires ANOVA test	The study found that memory, cognitive, metacognitive, and compensatory vocabulary learning strategies were used at a moderate level, while social and affective vocabulary learning strategies were used at high levels.	The study had limitations in terms of using a relatively small sample size that could have reduced the credibility and validity of the findings. Conducting more research to examine the variables impacting the level of use of vocabulary learning strategies amongst EFL

				Statistically important differences were found between male and female respondents of the research in the levels of their using different vocabulary learning strategies.	learners at other universities and majors, as well as the difficulties they face. Investigating the effect of students' vocabulary learning strategies on their study practices and academic outcomes.
Alahmad (2020)	A quantitative research design Learning process-oriented taxonomy of VLSs	A purposeful sampling of 41 Saudi undergraduate female EFL learners	A questionnaire and a vocabulary size test Statistical analyses	The study revealed that out of 17 vocabulary learning strategies employed by the participants, only nine strategies were fully used, mainly the metacognitive and cognitive strategies. Interestingly, the study found that there is a negative correlation between vocabulary size and participants in the course of other employed vocabulary learning strategies, while there is a positive correlation between the respondents and vocabulary size where cognitive and metacognitive strategies are most effective for vocabulary learning among the respondents.	Although it is a quantitative study, the sample size was relatively small, and only 41 female respondents were involved in this study. Future studies should take into consideration the relationship between EFL learners' employment of VLSs and other factors, including gender and language proficiency. The study recommends that there is a need for additional observations, think-aloud protocols, and semi-structured interviews. Thus, employing qualitative and quantitative data collection will ensure a more in-depth insight into vocabulary learning strategies.
Gorgoz and Tican (2020)	A quantitative research approach	The study used a cluster sampling technique including 990 students attending public intermediate schools in the Mentese city of Mugla, Turkey, during the 2018_2019 academic year.	A model that adopted the single survey, relational survey, and causal-comparative patterns was implemented. SPSS Version 22	The results demonstrated that middle school learners' self-regulation abilities and vocabulary learning methods in foreign languages varied considerably based on gender, class level, parents' attitude, and level of concern in English subjects. There is a strong correlation between vocabulary learning strategies and middle school student self-regulation skills.	More research can be carried out on the variables and factors that contribute to male learners' success in vocabulary and learning languages.
Ali (2020)	A quantitative research method Schmitt's (1977) taxonomy	A purposive sampling with only 50 male respondents.	The analytic and descriptive research instruments were employed (Questionnaire and vocabulary tests) SPSS software	Findings from the study revealed that reading context could be figured out through the meaning of unknown words by guessing words through components strategies. However, the majority of the respondents depend on	This study is limited only to male respondents while neglecting female respondents in reading context. The study suggested in the future that both male and female respondents should be included in vocabulary

				the use of online tools such as translators' applications and online dictionaries.	learning and reading context.
Goundar (2019)	A quantitative research design	53 respondents were randomly selected including EFL learners, who participated in a questionnaire survey.	Questionnaires Descriptive statistics	The study showed that EFL learners frequently employed memorization, repetition, dictionary strategies, translation, experience, and background knowledge to improve their vocabulary.	The study had limitations in terms of using a relatively small sample size that could have reduced the credibility and validity of the findings. A further limitation of the study is selecting the participants randomly. It was recommended to conduct more studies in this area and researchers may use the data from this research as a starting point or a future framework.
Baharudin (2019)	Quantitative approach with the descriptive statistics Schmitt in 1997 as a pilot study	40 ESL university students from different majors at a local university	Questionnaire Data were analyzed via descriptive statistics	Findings from the study revealed that male undergraduate students engage more in vocabulary learning strategies than their female counterparts, female undergraduate students are more frequent with social and memory strategies in vocabulary learning, while male undergraduates use more metacognitive and cognitive strategies.	The study is limited by small sample size which makes it difficult to generalize. More research with a larger sample size is recommended.
Al-Bidawi (2018)	A quantitative survey methodology Schmitt's (1997) taxonomy of VLS	94 undergraduates were selected from Al Jouf University	Questionnaire (SPSS) program	The findings revealed that Saudis' undergraduate learners of foreign language preferred the social strategies of learning vocabulary than the determination, meta-cognitive and cognitive strategies of vocabulary.	This study is limited given that the sample size of the population is small and cannot qualify the assumed strategy to be preferred. The study suggests that for future studies there is a need for reinforcement of VLS learning and teaching strategies as it will be helpful for both the learners and teachers. Again, increasing the awareness of VLS learning should be adopted for developers, course designers and policy makers as this increase the knowledge of VLS amongst teachers and students in Saudi.
Mahmud and Nur (2018)	A mixed-method of quantitative and qualitative research design Oxford's learning strategies (1990) and Lakoff	A total of 71 participants were selected randomly from a sample of 250 students employing	Interviews and Questionnaires Data were analyzed descriptively	Outcomes arising from the questionnaire revealed that females employ cognitive, affective strategies, and compensation more than males, whereas males employ metacognitive, social	The study had limitations in terms of using a relatively small sample size that could have reduced the credibility and validity of the findings. A further limitation of the studies is selecting the participants randomly.

	(1975, 1976) and (Tannen, 1990, 1994)	Slovin formula.		strategies, and memory more often than females. According to the outcomes of the interview, female and male participants adopted varied learning strategies. Thus, such learning strategies were affected by the issue of gender variances in communication.	
Alhayson y (2017)	A quantitative research design Oxford's (1990a) Taxonomy of LLS	Random Sampling, 134 university students (66 males, 68 females) ranged from 23 to 27 years old.	Questionnaires SPSS 19 to obtain Descriptive and Inferential Analysis	The findings revealed that no significant differences were observed in terms of gender and duration of studying English, this is for the reason those Saudi students were not given progressive awareness on various strategic learning options that is available to them. Although, the study found that female students spend greater time learning English than the male students who are not well exposed to a formal English reporting.	Limitations from this study showed that simple random sampling was vastly employed. The data used in the study were based on self-report, which could lead to overestimation or underestimation in the choice of a particular strategy. Another limitation emanating from the study showed that most of the respondents in the study majored mainly in English while other majors were excluded, hence the findings become biased. Additionally, the measure of success and effectiveness of strategy use was not attempted in the study. For future studies, educational levels and different age levels should be investigated. More studies on the variables and factors that impact strategy selection could be useful. More research can be conducted to investigate the effectiveness of students' strategies for learning each of the language skills. More research in this area should include experimental, descriptive, cross-sectional studies, and multiple samples and methods could as well be adopted in the future.

The review of previous studies, as shown in Table 1, illustrates the various theories, sampling techniques, data collection methods, data analysis tools, findings, limitations, and suggestions by various authors. It was noted in the review that the majority of studies employed the simple random sampling method, unlike other studies, such as those who employed cluster, systematic, stratified, and purposive sampling.

Simple random sampling is most adopted in the following studies (Shamsan, Ali, & Hezam, 2021; Goundar, 2019; Mahmud & Nur, 2018; Alhaysony, 2017) among others for the reason that allows the researcher to make random selections of participants for a particular survey. The simple random sampling in a way guarantees a balanced and unbiased response from randomly picked participants. Authors who employed the balanced sampling tend to achieve an equal share of responsive participants for the survey, and this method is most common when the study tends to find a balance in equal responses from given issues that commonly involve both genders (males and females). On the other hand, the purposive sampling was employed by several studies (Abdul-Rahman & Nasri, 2020; Alahmad, 2020; Ali, 2020) within a defined population. The majority of studies employed the quantitative data collection methods, while a few studies used the qualitative data collection methods. As for the rest of the studies, they used a mixed-method research design. Thus, the various studies as reviewed used the following instruments for data collection which include questionnaires and interviews that are the most used means of data collection. However, questionnaires and interviews could also be divided into in-depth interviews, motivational questionnaires, structured and unstructured questionnaires, and survey questionnaires among others as reviewed in the studies. Foregoing, in reviewing previous studies we can deduce that a great number of studies used the SPSS statistical tool (software application) for data analysis at various versions. The vast use of the SPSS statistical tool could be connected to the fact that it allows for large sample data, batched or non- batched, and has the capacity to manipulate complex data by using different analytical estimations of the data such as descriptive analysis, correlational analysis, factor analysis, ANOVA and MANOVA among others.

2.6. Theoretical Framework

The purpose of examining VLSs-related literature is to collect relevant data that will assist the researcher in developing a conceptual framework. The purpose of developing a conceptual framework is to outline the current study within the context of prior studies and the perspectives of other researchers. In the current study, the researcher used a collection of variables that have actually received less attention in previous studies and have contrasting and inconsistent outcomes (e.g., L1, gender, language competency, and academic major). The conceptual framework of the present

study is illustrated in Figure 2.

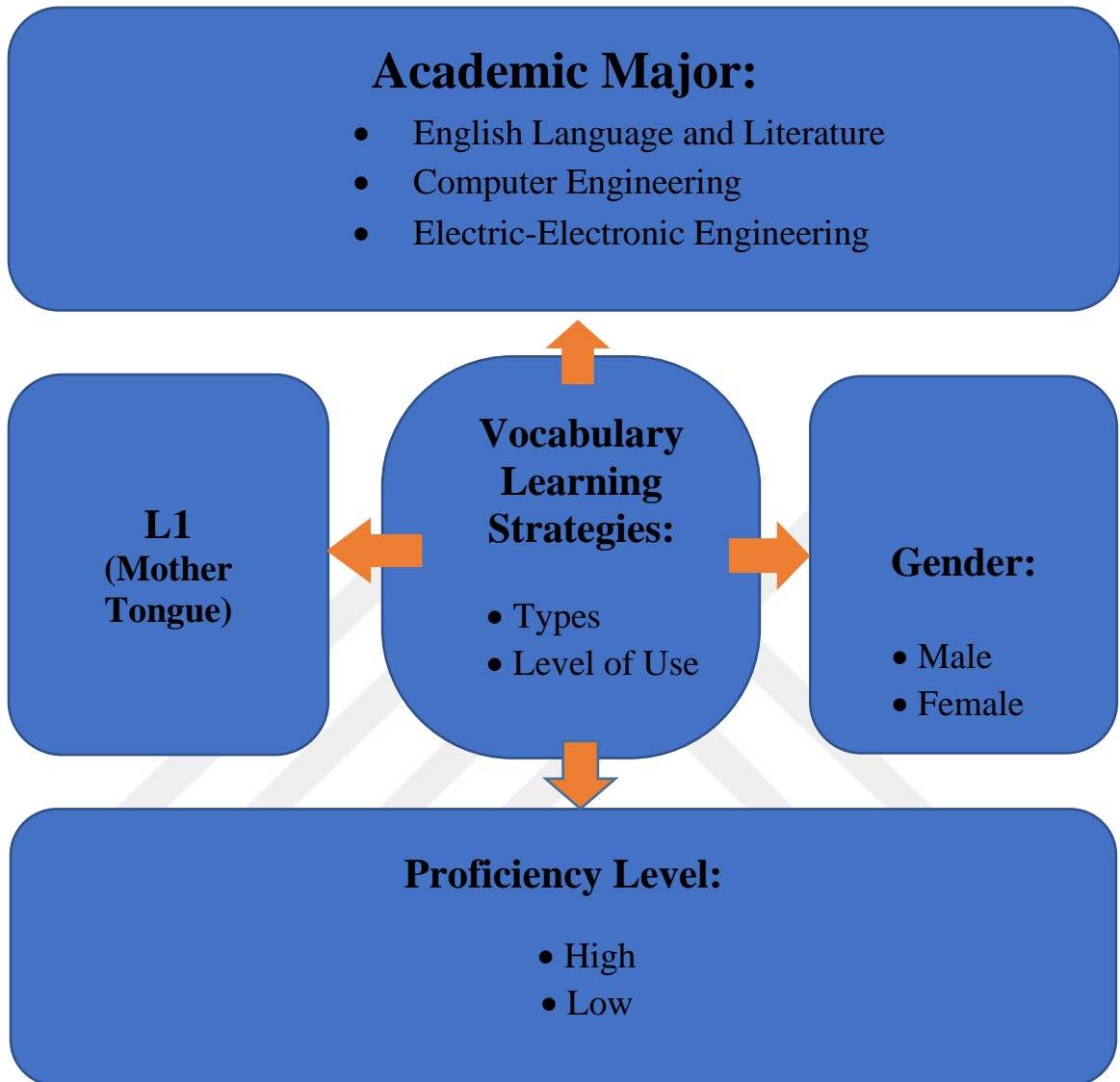


Figure 2. Conceptual Framework of the Present Study.

The recommended conceptual framework in the research study is based on previous research on VLSs. Figure 2. reveals that the types and levels of use of VLSs are regarded as dependent variables in the current study. They are considered to have a correlation with certain variables, mainly L1, gender, language competency, and academic major.

2.7. Summary of the Chapter

This chapter highlighted some of the most significant elements of language

learning in general and vocabulary learning in particular, as well as vocabulary learning methods and previous research on vocabulary learning strategies. Furthermore, research on vocabulary learning strategies was carried out in a variety of ways, depending on the study's purposes, targeted sample, several variables or factors, and data collection methods. Regarding the purposes of previous research on vocabulary learning strategies, it could be noted that the major objective of most previous research was to examine or explore the kinds of vocabulary learning strategies employed by learners, irrespective of their stage of education. Many important factors, including academic major, gender, language competency, and previous language learning background, were investigated in the previous studies in an attempt to determine the correlation between these variables and the selection of vocabulary learning methods. Thus, the current study attempts to examine the impacts of metacognitive strategy education on the utilization of vocabulary learning techniques in the EFL setting in an attempt to provide an explanation for the outcomes of teaching these strategies to learners' vocabulary knowledge. To that end, the next chapter describes the research methods and design of the research that will be employed in this study.

3. RESEARCH METHODOLOGY

3.1. Introduction

A research method is a guide that reveals how data will be obtained and analyzed in line with the research objectives. This chapter includes the research design, sampling, instruments, procedures, data collection process, and data analysis. It will mainly focus on the overall framework guiding the study. It will further explain the data estimation technique that best suits the study and the way through which the data as reported will be interpreted and discussed. However, this chapter shall consider the evaluation of the research objectives, which is to determine the levels and types of vocabulary learning strategies employed by undergraduate students at Karabuk University, to determine the most and least frequent vocabulary learning strategies employed by these students, and to determine the differences between students' use of vocabulary learning strategies and the independent variables: L1, gender, academic major, and proficiency level. Thus, the research questions guiding the study are as follows:

- 1) What levels of vocabulary learning strategies do undergraduate students use at Karabuk University?
- 2) What are the most and the least frequent vocabulary learning strategies employed by undergraduate students at Karabuk University?
- 3) Do students' vocabulary learning strategies differ according to L1, gender, proficiency level, academic major, and previous vocabulary learning strategies?

3.2. Research Design

Research design is critical in undertaking any study since it is considered the systematic strategy of what data to gather, from whom, how and when to gather data, and how to analyze the data obtained. The research design is a "road map" that guides research. According to Kumar's (2002) explanation, a research design is a plan of action, a plan for collecting and analyzing data in an efficient and relevant manner. The research design is determined by the research problem and the kind of data required. It dictates the entire procedures and requirements for accomplishing the research. In other words,

the design is to be described, its strengths and weaknesses highlighted, and the rationale for the choice of the design needs to be explained (Shuttleworth, 2008). It states the research design to be adopted is appropriate for any study, either qualitative or quantitative (Cresswell, 2014). He went on to say that every research study should be guided by a research design, which determines the paradigm and influences the methods used. However, for there to be a successful research design, two factors must be put into consideration. These include the research objectives and questions (Cohen & Manion, 2002).

Foregoing, after considering the research objectives or previous studies, it becomes obvious that this present study follows a quantitative research design in terms of its adopted research objectives, which attempts to examine the patterns of vocabulary learning strategies amongst various learners, especially those who learn English at Karabuk University.

3.3. Setting and Population

According to the definition by Howitt and Cramer (2000), "respondents" are a set of field researchers who are the major subset of the selected population amongst the entire population size who are purely selected based on the adopted research design employed in the study. Miles and Huberman (1994) noted that it is difficult to cover everything in a research process, regardless of the study, whether quantitative or qualitative, or when the two are mixed. Furthermore, Bell (1999) emphasizes that sampling approaches should be representative of the entire population as much as possible. Similarly, Dornyei (2003) stated that a good sampling should be equivalent to the selected population in most general characteristics, including age, gender, social class, level of education, ethnic group, academic ability, and socioeconomic background. According to Cohen and Manion (1994), the selection of a research sample that involves the participants should align with the research objectives of the study and the nature of the targeted population under evaluation. Therefore, this study will select respondents from three departments, and the purpose of including these departments is to further investigate the differences between students and certain traits they possess and their disciplines. For this study, the sample size will be balanced and managed as suggested by Robinson (1993).

The respondents of this study are undergraduate students from 3 departments: English Language and Literature, Electric-Electronic Engineering, and Computer Engineering at Karabuk University. The sample of the study is comprised of 206 male and female respondents (43 in the pilot study and 163 in the main study) during the first semester of the academic year 2021–2022. The respondents of the main study were 106 males (65%) and 57 females (35%). 70 respondents whose mother tongue (L1) is Turkish, and 93 respondents whose mother tongue (L1) is Arabic.

3.4. Data Collection Methods (Research Instruments)

Through the questionnaire, a quantitative research design method will assist the researcher in determining the respondents' perspectives concerning the vocabulary learning strategies used by EFL university students. The questionnaire is adopted in the current study since it will be employed in the context of EFL undergraduate learners. The survey study assists researchers in determining individual respondents' viewpoints (Agostini, Talamo, & Vecchione, 2010). The commonly adopted technique often used to examine vocabulary learning strategies based on previous studies include the following: classroom observation, interviews, aloud thinking, taking diaries, and written questionnaires. Where there is a small population size, oral interviews, diaries, and think-aloud tasks were found to be most appropriate. Using this instrument, it limits the findings of the researcher when there is a larger population (Cohen, 1998). The research instruments that will be used include a strategy questionnaire adopted from Schmitt's (1997) taxonomy for vocabulary learning.

3.5. Research Instruments

An adopted version of the vocabulary learning strategies questionnaire proposed by Schmitt's (1997) taxonomy was used to answer the research questions. The questionnaire was comprised of two sections. The first section included the demographic information of the respondents, which included academic major, level, age, gender, and nationality. The second section included a 59-item questionnaire that represented the respondents' answers to their vocabulary learning strategies. The 59 items were rated on a 5-point Likert scale, ranging from 1 = never to 5 = always. The 59 questions were

subcategories of the five major classifications of vocabulary learning strategies, which are: determination, social, memory, cognitive, and metacognitive. It is noteworthy to mention that a pilot study was conducted on 43 respondents who were not involved in the main study in order to check the reliability and validity of the questionnaire.

The questionnaire was translated into Turkish and Arabic to make it easier for respondents to answer. It was designed in Google Format, and the link was sent to the supervisor. He first sent the link to the English instructors' group, requesting that they distribute it to their students. The learners were informed that the questionnaire was for study purposes only and that it would be completely confidential. They were also informed that there were no right or wrong answers when responding to the questionnaire. Respondents were not required to write their names on the questionnaire in order to avoid biased responses.

3.6. Data Analysis Methods

According to previous studies, we can deduce that the majority of studies used the SPSS statistical tool (a software application) for data analysis in various versions. Thus, a descriptive statistical analysis will be employed to examine the data gathered from the respondents' questionnaires in order to determine the frequency and percentage of the strategies. In addition, PLS software will be used to compute the data to verify the reliability and accuracy of the internal consistency.

3.7. Pilot Study

A pilot study, also called a pilot test or a pilot experiment, is a small-scale preparatory study conducted prior to the implementation of a major study or full-scale project to evaluate feasibility, timeframe, cost, and adverse outcomes and improve the research design. The pilot study further enables the researcher to verify the clarity of the questionnaire items employed in the current study and both the instrument's reliability and validity. It is one of the most important stages of research work. A pilot study determines if everything can be done, if the researcher can continue it, and, if so, how (Junyong, 2017). On the other hand, a pilot study has a specific design feature in that it is conducted on a smaller scale than the main or full-sized research. In other words, it is

critical for improving the quality and efficiency of the major study (Hazzi & Maldaon, 2015).

The pilot study was carried out at Karabuk University to determine the viability of all the adopted items in the questionnaire. The adopted questionnaire from Schmitt (1997) was used in the pilot study. Hence, due to COVID-19, the pilot study was conducted online on 43 learners (24 males and 19 females) at Karabuk University in the first semester (December 16-22, 2021) before the main study. The respondents that were targeted in the pilot study are undergraduate and preparatory school students who study their majors in English. The adopted items were employed after showing them to an expert, and some modifications to the demographic information were made. The surveys were distributed to the learners through online Google forms. Following the collection of 43 responses from the respondents, the data were analyzed utilizing the PLS software application, specifically the frequency and mean of the various strategies employed.

3.8. Findings of the Pilot Study

A pilot study is referred to as a small-scale study in which the reliability of the questionnaire has been examined by collecting data from the same respondents from whom data will be gathered while executing a complete study (Benussi et al., 2021). Moreover, Vassiliou et al. (2020) also defined that the pilot study is used to remove the potential problems in the questionnaires by gathering data from a small number of respondents. The current study has also tested the pilot study by gathering data from 43 students at Karabuk University. The pilot study results have provided a significant contribution to recognizing the validity of the questionnaire and the reliability of the data. The present research has examined a total of fifty-nine vocabulary learning strategies, comprising nine cognitive strategies, nine determination strategies, twenty-eight memory strategies, five metacognitive strategies, and eight social strategies. The researcher examined content validity using factor loadings and reliability using composite reliability (CR) and Cronbach's Alpha. These results are given under the subsection given below.

3.9. Validity, Reliability and Credibility

In the pilot study, the researcher examined the content validity, which shows the face validity of the model. The researcher has used factor loading criteria for content validity, and the rule of thumb is that the values of factor loadings should be greater than 0.50 (Jordan & Spiess, 2019). Table 2 results revealed that the factor loadings of all the constructs were greater than 0.50 and indicated valid content validity.

Table 2. Factor Loadings

Constructs	Items	Factor Loadings
Cognitive Strategies	COG1	0.564
	COG2	0.768
	COG3	0.604
	COG4	0.684
	COG5	0.634
	COG6	0.572
	COG7	0.613
	COG8	0.717
	COG9	0.716
Determination Strategies	DET1	0.612
	DET2	0.840
	DET3	0.634
	DET4	0.653
	DET5	0.656
	DET6	0.611
	DET7	0.779
	DET8	0.891
	DET9	0.749
Memory Strategies	MEM1	0.866
	MEM10	0.543
	MEM11	0.507
	MEM12	0.726
	MEM13	0.633
	MEM14	0.364
	MEM15	0.878
	MEM16	0.557
	MEM17	0.751
	MEM18	0.827
	MEM19	0.789
	MEM2	0.603
	MEM20	0.592
	MEM21	0.855
MEM22	0.835	
MEM23	0.592	

	MEM24	0.779	
	MEM25	0.647	
	MEM26	0.779	
	MEM27	0.707	
	MEM28	0.675	
	MEM3	0.556	
	MEM4	0.634	
	MEM5	0.699	
	MEM6	0.660	
	MEM7	0.692	
	MEM8	0.569	
	MEM9	0.759	
Metacognitive Strategies	MET1	0.524	
	MET2	0.507	
	MET3	0.855	
	MET4	0.768	
	MET5	0.772	
Social Strategies	SOC1		0.895
	SOC2		0.636
	SOC3		0.619
	SOC4		0.557
	SOC5		0.661
	SOC6		0.704
	SOC7		0.643
	SOC8		0.559

In the pilot study, the researcher also examined the reliability of the constructs and found that they showed the reliability of the data when using the questionnaire. Reliability has been assessed using the Alpha and the thumb rule is that the values should be greater than 0.70 (Hair, Risher, Sarstedt, & Ringle, 2019). In addition, the reliability has also been examined using composite reliability (CR), and the rule of thumb is that the values should be greater than 0.70 (Hair Jr, Howard, & Nitzl, 2020). The results in Table 3 indicate that Alpha values are higher than 0.70. The findings also showed that the CR values are greater than 0.70, showing the significant reliability of the questionnaire and the data collected from these questionnaires.

Table 3. Reliability of the Questionnaire

Constructs	Cronbach's Alpha	Composite Reliability
COG	0.757	0.806
DET	0.747	0.757
MEM	0.900	0.913
MET	0.724	0.821
SOC	0.737	0.809

3.10. Ethical Considerations

Ethical considerations are essential in any study that needs effort and experience. Ethical considerations are also required in order to preserve and respect the rights of selected respondents. To achieve ethical consideration, the rights to informed consent, confidentiality and privacy, and scientific honesty must be protected. The confidentiality of this study was maintained by not providing the respondents' names on the questionnaires. In the current study, privacy and confidentiality were achieved by keeping the data gathering procedure secret and not exposing the identity of the respondents.

3.11. Summary of the Chapter

This chapter presents the method employed to obtain the needed data from respondents as well as how the data will be analyzed. The research methodology, which is a quantitative research design for data analysis, was introduced, followed by a description of the respondents, instruments, methods, and analysis techniques. This is followed by concerns about the study's reliability and validity. Lastly, the chapter concludes with a discussion and explanation of the investigation's ethical points.

4. FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter addresses the findings of the study. The findings will be presented in light of the research questions that are guiding the study. This chapter also describes and discusses important differences in the frequency of students' employment of vocabulary learning strategies based on L1, gender, academic major, and language competency.

This study presents the findings of the following research questions:

- 1) What levels of vocabulary learning strategies do undergraduate students at Karabuk University use?
- 2) What are the most and least frequent vocabulary learning strategies employed by undergraduate students at Karabuk University?
- 3) Do students' vocabulary learning strategies differ according to L1, gender, academic major, and proficiency level?

4.2. Findings of Research Questions (One and Two): Level and Frequency of VLSs

This section reveals the frequency with which vocabulary learning strategies (VLSs) have been used in the five major classifications: Determination (DET), Social (SOC), Memory (MEM), Cognitive (COG), and Metacognitive (MET) strategies.

Table 4, mentioned below, indicates the individual strategy related to vocabulary learning using the determination strategy. This strategy comprises nine individual strategies related to vocabulary learning. These strategies are taken from the study of Schmitt (1997) and are based on the researcher's discovering the new English words' meanings. The results show the standard deviation and mean values of the individual strategies. In addition, the results also expose the percentage used or frequency score of the individual strategy. The results reveal that "Flash Cards" is the only strategy used at a low level (Mean Value = 2.447, Standard Deviation = 1.248, and Percentage of Use = 49.832 percent). In contrast, all the other strategies are used at the medium frequency because the percentage usage of the strategies is not less than 50 percent and not more

than 70 percent.

Table 4. Level of Using Determination Strategy (Individual)

Individual Strategy	Mean	Percentage	Std. Deviation	Frequency category
DET1 "I Analyze part of speech."	2.466	51.873	1.224	Medium Use
DET2 "Analyze affixes and roots."	2.534	54.093	1.244	Medium Use
DET3 "Check for L1 cognate"	2.564	58.983	1.181	Medium Use
DET4 "Analyze through available pictures or gestures."	2.632	60.928	1.217	Medium Use
DET5 "Guess meaning from textual context."	2.558	57.763	1.078	Medium Use
DET6 "Use bilingual dictionary"	2.479	52.823	1.119	Medium Use
DET7 "Use monolingual dictionary"	2.577	55.983	1.105	Medium Use
DET8 "Word lists"	2.675	61.262	1.165	Medium Use
DET9 "Flash Cards"	2.447	49.832	1.248	Low Use

The current study also examines the usage level of individual strategy-related vocabulary learning using social strategy. Table 5 below indicates the individual strategy related to vocabulary learning using social strategy. This strategy comprises eight individual strategies related to vocabulary learning. These strategies are taken from Schmitt (1997), who discovered the new English words' meanings using these strategies. The results indicate the standard deviation and mean values along with the percentage used or frequency score of the individual strategy. The outcomes reveal that "Ask classmates for meaning" is the only strategy used at a high level (Mean Value = 3.086, Standard Deviation = 1.173, and Percentage of Use = 71.983 percent). In addition, the results also show that "The teacher checks students' flash cards or word lists for accuracy" is the only strategy used at a low level (Mean Value = 2.362, Standard Deviation = 1.164, and Percentage of use = 47.949 percent). In contrast, all of the other strategies were used at the medium frequency because the percentage usage of the strategies was between 50 percent and 70 percent.

Table 5. Level of Using Social Strategy (Individual)

Individual Strategy	Mean	Percentage	Std. Deviation	Frequency category
SOC1 “Ask teacher for L1 translation”	2.773	59.883	1.209	Medium Use
SOC2 “Ask the teacher for paraphrasing or synonym of the new word.”	2.834	63.625	1.124	Medium Use
SOC3 “Ask the teacher for a sentence including the new word.”	2.773	59.833	1.203	Medium Use
SOC4 “Ask classmates for meaning”	3.086	71.393	1.173	High Use
SOC5 “Discover new meaning through group work activity.”	2.718	58.038	1.239	Medium Use
SOC6 “Study and practice meaning in a group.”	2.614	55.293	1.151	Medium Use
SOC7 “The teacher checks students flash cards or word lists for accuracy.”	2.362	47.949	1.164	Low Use
SOC8 “Interact with native speakers”	2.503	50.031	1.234	Medium Use

Table 6 below indicates the individual strategy related to vocabulary learning using the memory strategy. This strategy comprises twenty-six individual strategies related to vocabulary learning. These strategies are taken from the study of Schmitt (1997) and are based on the researcher's discovering the new English words' meanings. The results indicate the standard deviation and mean values of the individual strategies. In addition, the results also expose the percentage used or frequency score of the individual strategy. The outcomes indicate that "Study the word with a pictorial representation of its meaning" and "Associate the word with its coordinates" strategies are used at a high level (Mean Value = 3.399 and 3.436, Standard Deviation = 1.097 and 1.066, Percentage of Use = 70.573 and 71.833 percent). The results also show that "Use scales for gradable adjectives", "Peg method", and "Group words within a Storyline" are the strategies used at the low level (Mean Value = 2.466, 2.313, and 2.589, Standard Deviation = 1.203, 1.249, and 1.190, and Percentage of Use = 48.837, 45.763, and 49.873 percent). In contrast, all of the other strategies are used at a medium frequency because their percentage usage is not less than 50 percent nor more than 70 percent.

Table 6. Level of Using Memory Strategy (Individual)

Individual Strategy	Mean	Percent age	Std. Deviation	Frequency category
MEM1 “Connect words to a previous personal experience”	3.203	64.938	1.134	Medium Use
MEM2 “Use semantic maps”	3.209	65.094	1.091	Medium Use
MEM3 “Associate the word with its coordinates (phonetically)”	3.147	62.992	1.061	Medium Use
MEM4 “Connect the word in its synonyms and antonyms.”	3.264	67.292	1.110	Medium Use
MEM5 “Image word form”	3.252	66.092	1.214	Medium Use
MEM6 “Image word ‘s meaning”	3.209	65.094	1.209	Medium Use
MEM7 “Use keyword method”	3.092	61.938	1.159	Medium Use
MEM8 “Group words together to study them”	3.117	62.837	1.102	Medium Use
MEM9 “Study the spelling of a word”	2.994	60.938	1.152	
MEM10 “Say the new word aloud when studying.”	2.877	59.293	1.154	Medium Use
MEM11 “Use physical actions when learning a word”	3.362	69.476	1.127	Medium Use
MEM12 “Study the word with a pictorial representation of its meaning.”	3.399	70.573	1.097	High Use
MEM13 “Associate the word with its coordinates.”	3.436	71.833	1.066	High Use
MEM14 “Use scales for gradable adjectives”	2.466	48.837	1.203	Low Use
MEM15 “Peg method”	2.313	45.763	1.249	Low Use
MEM16 “Loci method”	2.724	54.837	1.183	Medium Use
MEM17 “Group words together spatially on a page”	2.656	52.833	1.183	Medium Use
MEM18 “Study the sound of a word”	2.749	56.393	1.224	Medium Use
MEM19 “Group words together within a Storyline”	2.589	49.873	1.190	Low Use
MEM20 “Use new words in sentences”	2.791	57.739	1.119	Medium Use
MEM21 “Underline initial letter of the word”	2.914	60.232	1.124	Medium Use
MEM22 “Configuration”	3.288	67.934	1.159	Medium Use
MEM23 “Affixes and roots (remembering)”	3.301	68.928	1.067	Medium Use
MEM24 “Part of speech (remembering)”	3.356	69.383	1.108	Medium Use
MEM25 “Paraphrase the word ‘s meaning.”	2.718	53.434	1.108	Medium Use
MEM26 “Use cognates in the study”	2.902	60.882	1.073	Medium Use

The current study also examines the usage level of individual strategy-related vocabulary learning using cognitive strategy. Table 7 below indicates the individual strategy related to vocabulary learning using cognitive strategy. This strategy comprises nine individual strategies related to vocabulary learning. These strategies are taken from Schmitt (1997), who discovered the new English words' meanings using these strategies. The results indicate the standard deviation and mean values along with the percentage used or frequency score of the individual strategy. The outcomes reveal that "Verbal repetition" and "Keep a vocabulary notebook" are the strategies used at a high level (Mean Value = 3.203 and 3.295, Standard Deviation = 1.213 and 1.414, and Percentage of Use = 71.920 and 72.920 percent). The findings coincide with Okyar (2021) and Mirioglu (2020), in which "Verbal repetition" and "Keep a vocabulary notebook" were identified as the most used strategies. The evidence for verbal repetition supports Nation (2001), who indicated that in order to gain proficiency in lexical items, they should be learned sufficiently. In addition, the results also show that "Put English labels on physical objects" is the only strategy used at the low level (Mean Value = 2.172, Standard Deviation = 1.235, and the Percentage of Use = 48.928 percent). In contrast, all of the other strategies are used at a medium frequency because their percentage usage is between 50 percent and 70 percent.

Table 7. Level of Using Cognitive Strategies (Individual)

Individual Strategy	Mean	Percentage	Std. Deviation	Frequency category
COG1 "Verbal repetition"	3.203	71.920	1.213	High Use
COG2 "Written repetition"	3.147	69.022	1.161	Medium Use
COG3 "Word lists"	3.055	67.392	1.244	Medium Use
COG4 "Put English labels on physical objects"	2.172	48.928	1.235	Low Use
COG5 "Keep a vocabulary notebook"	3.295	72.920	1.414	High Use
COG6 "Flashcards"	2.632	54.390	1.361	Medium Use
COG7 "Take notes in class"	3.135	68.839	1.429	Medium Use
COG8 "Use the vocabulary section in your textbook"	3.129	67.389	1.268	Medium Use
COG9 "Listen to the tape of word lists."	2.614	53.202	1.344	Medium Use

Table 8 below indicates the individual strategies related to vocabulary learning using metacognitive strategies. This strategy comprises five individual strategies related to vocabulary learning. These strategies are taken from the study of Schmitt (1997) and are based on the researcher's discovering the new English words' meanings. The results indicate the standard deviation and mean values of the individual strategies. In addition, the results also expose the percentage used or frequency score of the individual strategy. The results show that "Use spaced words practiced" is the only strategy used at the low level (Mean Value = 2.877, Standard Deviation = 1.328, and Percentage of Use = 49.102 percent). In contrast, all the other strategies are used at a medium frequency because their percentage usage is not less than 50 percent nor more than 70 percent.

Table 8. Level of Using Metacognitive Strategies (Individual)

Individual Strategy	Mean	Percentage	Std. Deviation	Frequency category
MET1 "Testing oneself with word lists."	3.104	63.466	1.230	Medium Use
MET2 "Use English language media"	3.018	57.033	1.274	Medium Use
MET3 "Skip or pass new word"	3.295	66.292	1.300	Medium Use
MET4 "Use spaced word practiced."	2.877	49.102	1.328	Low Use
MET5 "Continue to study word over time."	3.362	69.944	1.116	Medium Use

The current study reveals the most used strategies by students. Table 9 indicates that the most used strategies include one strategy from social strategies, two from memory strategies, and two from cognitive strategies, while no highly used strategies include determination strategies and metacognitive strategies. "Ask classmates for meaning" strategy is the most used strategy among social strategies (Mean Value = 3.086, Standard Deviation = 1.173, and Percentage of Use = 71.393 percent). In addition, "Study the word with a pictorial representation of its meaning" and "Associate the word with its coordinates" are the most used strategies from memory strategies (Mean Value = 3.399 and 3.436, Standard Deviation = 1.097 and 1.066, and Percentage of Use = 70.573 and 71.833 percent). Finally, "Keep a vocabulary notebook" and "Verbal repetition" are the most used strategies among cognitive strategies (Mean Value = 3.295 and 3.203, Standard Deviation = 1.414 and 1.213, and Percentage of Use = 72.920 and 71.920 percent).

Table 9. Most Used Strategies

Strategies	Item No.	Category	Mean	Percent age	Std. Deviation
“Ask classmates for meaning”	4	SOC	3.086	71.393	1.173
“Study the word with a pictorial representation of its meaning.”	12	MEM	3.399	70.573	1.097
“Associate the word with its coordinates.”	13	MEM	3.436	71.833	1.066
“Keep a vocabulary notebook”	5	COG	3.295	72.920	1.414
“Verbal repetition”	1	COG	3.203	71.920	1.213

The present study also identifies the least used strategies by the students. Table 10 shows that the least used strategies include one strategy from determination strategies, one strategy from social strategies, three strategies from memory strategies, one strategy from cognitive strategies, and one strategy from metacognitive strategies. In addition, the "Flashcard" strategy is the least used strategy among the determination strategies (Mean Value = 2.447, Standard Deviation = 1.248, and Percentage of Use = 49.832 percent). Moreover, the "The teacher checks students' flash cards or word lists for accuracy" strategy is the least used strategy among the social strategies (Mean Value = 2.362, Standard Deviation = 1.164, and Percentage of Use = 47.949 percent). In addition, "Use scales for gradable adjectives", "Peg method", and "Groups words within a storyline" are the least used strategies from memory strategies (Mean Value = 2.446, 2.313, and 2.589; Standard Deviation = 1.203, 1.249, and 1.190; and Percentage of Use = 48.837, 45.763, and 49.873 percent). Additionally, "Put English labels on physical objects" is the least used strategy among the cognitive strategies (Mean Value = 2.172, Standard Deviation = 1.235, and Percentage of Use = 48.928 percent). Finally, "Use spaced word practiced" is the least used strategy among the metacognitive strategies (Mean Value = 2.877, Standard Deviation = 1.328, and the percentage use was 49.102 percent).

Table 10. Less Used Strategies

Strategies	Item No.	Category	Mean	Percent age	Std. Deviation
“Flashcard”	9	DET	2.447	49.832	1.248
“The teacher checks students’ flashcards or word lists for accuracy.”	7	SOC	2.362	47.949	1.164
“Use scales for gradable adjectives”	14	MEM	2.466	48.837	1.203
“Peg method”	15	MEM	2.313	45.763	1.249
“Groups words together within a Storyline”	19	MEM	2.589	49.873	1.190
“Put English labels on physical objects”	4	COG	2.172	48.928	1.235
“Use spaced word practiced”	4	MET	2.877	49.102	1.328

4.3. Findings of Research Question Three

The present study shows the demographic information of the respondents. Firstly, the study indicates the percentage of respondents using Turkish and Arabic as their mother tongues (L1). Only Turkish respondents used the Turkish language as their L1, while respondents of other nationalities used Arabic as their L1. Table 11 and Figure 3 indicate that 70 respondents’ mother tongue (L1) is Turkish, whereas 93 respondents’ mother tongue (L1) is Arabic. This means that 42.9 percent of the respondents used the Turkish language, while 57.1 percent of the respondents used the Arabic language.

Table 11. Percentage of Respondents Using Arabic and Turkish Language

	Frequency	Percent	Valid Percent	Cumulative Percent
Arabic	93	57.1	57.1	57.1
Turkish	70	42.9	42.9	100.0
Total	163	100.0	100.0	

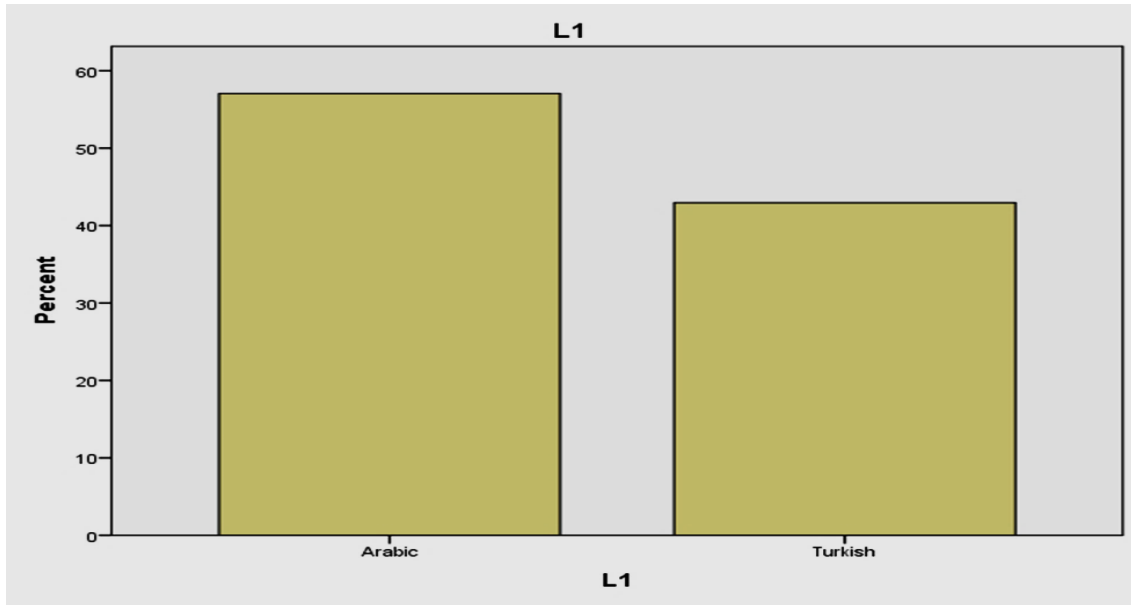


Figure 3. Percentage of Respondents Using Arabic and Turkish Language

The descriptive statistics also include the gender of the respondents. The present study checked the difference between the male and female respondents. Table 12 and Figure 4 indicate that 106 of the respondents were male, while 57 of the respondents were female. It means 65.0 percent of the respondents are male, while 35.0 percent of the respondents are female.

Table 12. Percentage of Respondents According to Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	106	65.0	65.0	65.0
Female	57	35.0	35.0	100.0
Total	163	100.0	100.0	

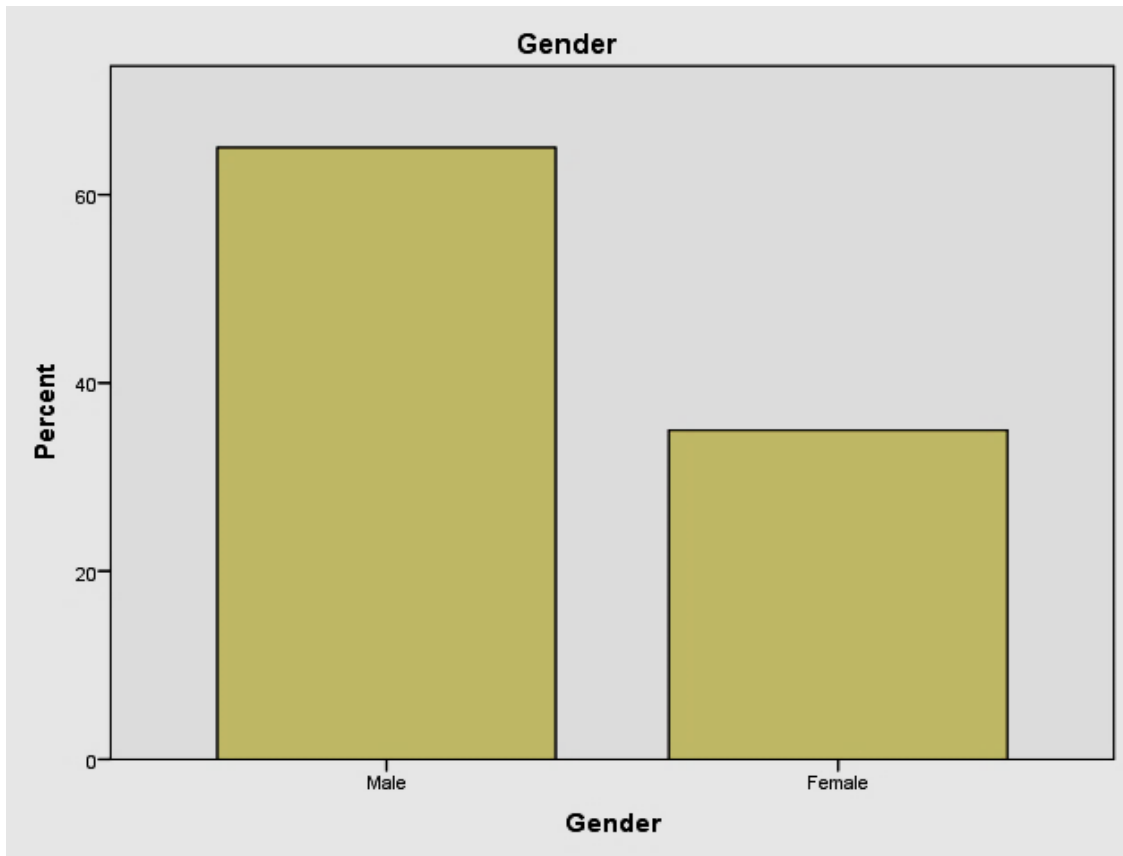


Figure 4. Percentage of Respondents According to Gender

The present study also examines the differences in using vocabulary learning strategies with respect to gender. It shows the usage of determination strategies regarding gender. The nature of the usage of strategies is different among males and females. Figure 5 indicates that male undergraduate students use determination strategies at a higher percentage than their female counterparts. The statistics show that the frequency of usage in males was around 27 percent, while in females it was only 12 percent. Thus, these figures show that the frequency of using the determination strategies in males is higher than in females.

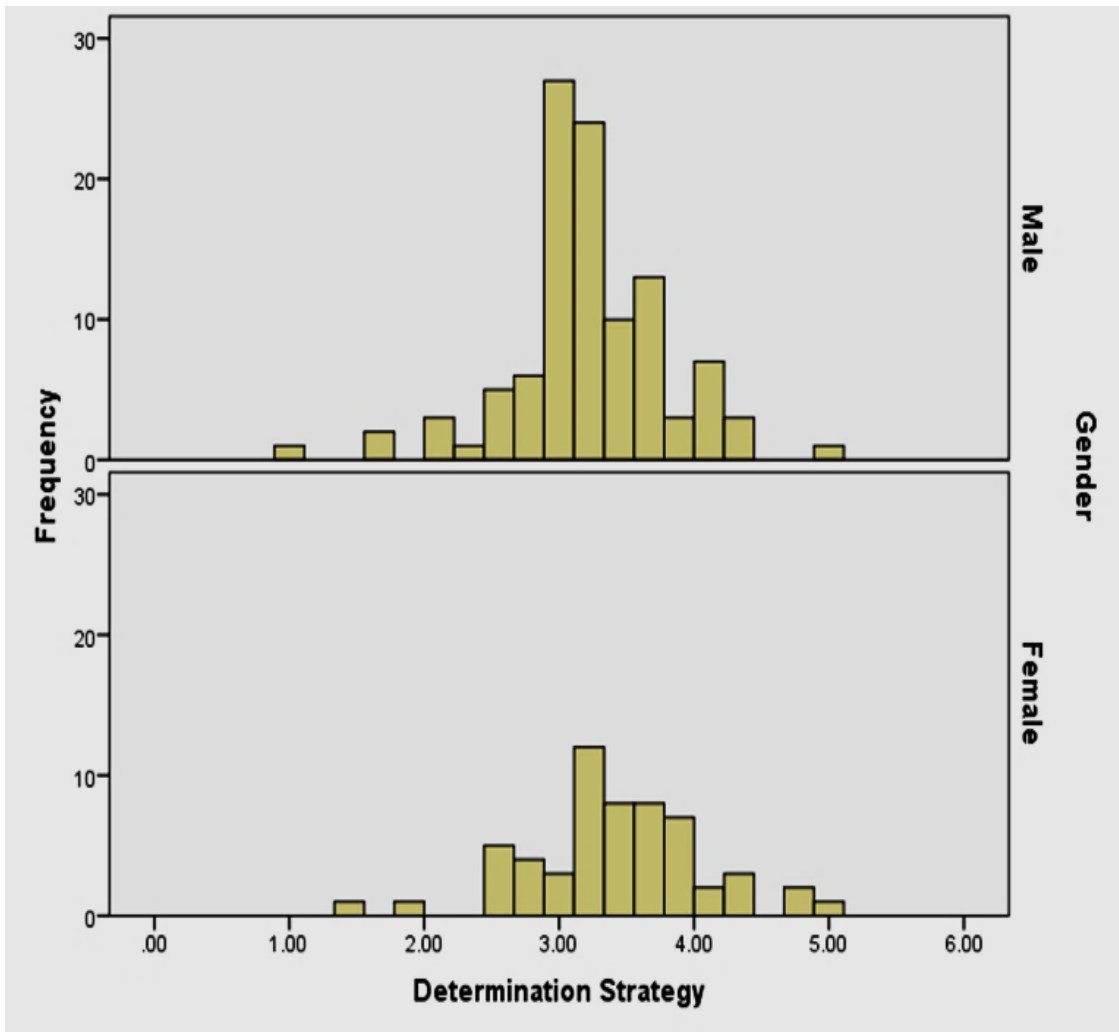


Figure 5. Determination Strategies Used by Male and Female Respondents

In addition, the study also mentions the social strategies used with respect to gender because the nature of usage is different among males and females. Figure 6 indicates that males used more social strategies than females. The figures indicate that the frequency of usage in males is around 17 percent, while in females it is only 8 percent. Thus, these figures show that the frequency of using social strategies in males is higher than in females.

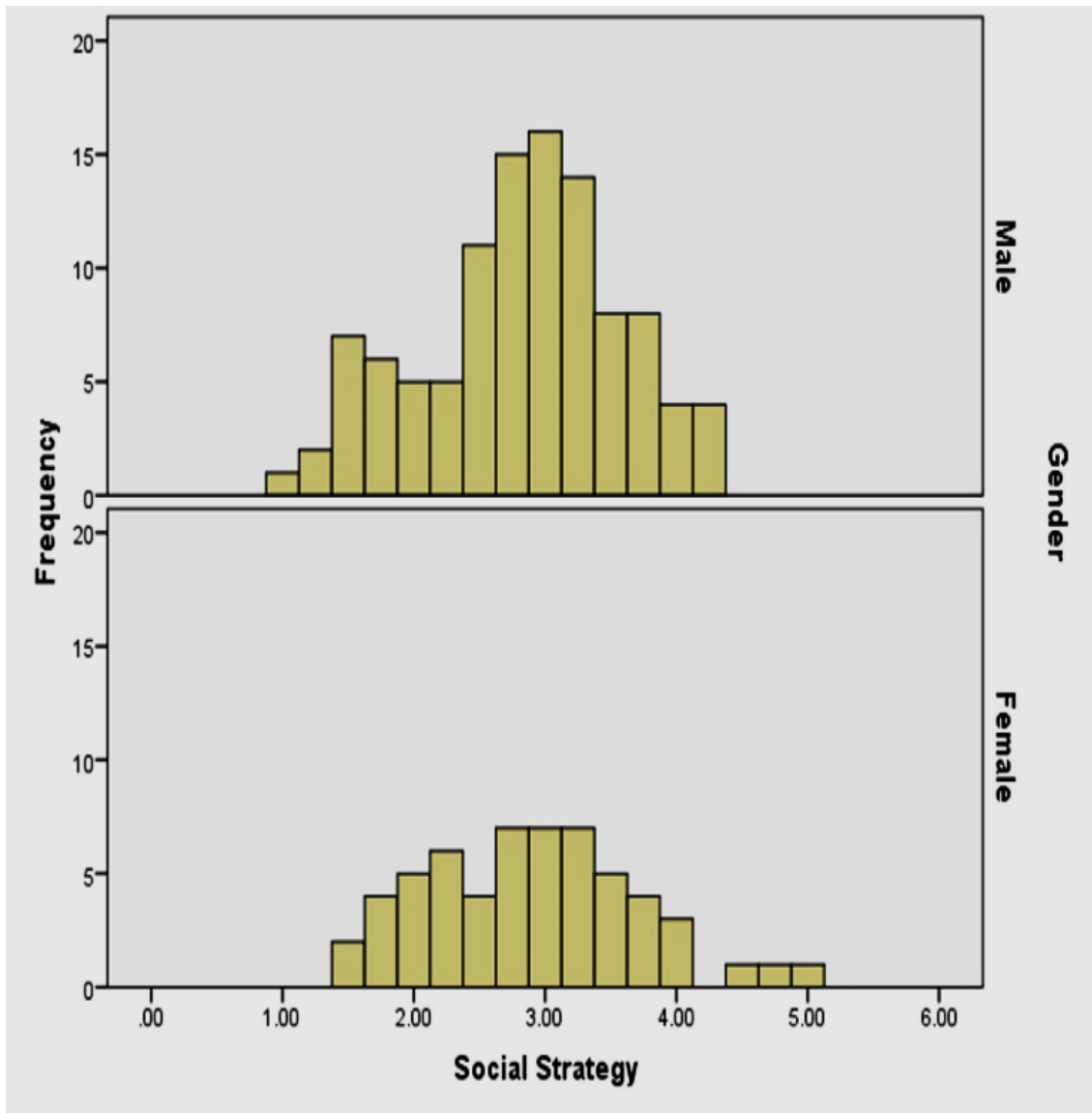


Figure 6. Social Strategies Used by Male and Female Respondents

The respondents also used the memory strategies for learning vocabulary and employed them differently. Thus, the current study shows the analysis of the usage of memory strategies among males and females. Figure 7 indicates that the male students used more memory strategies than the female students. The statistics show that approximately 19 percent of male students use memory strategies, while the frequency of using memory strategies in females is only 9 percent.

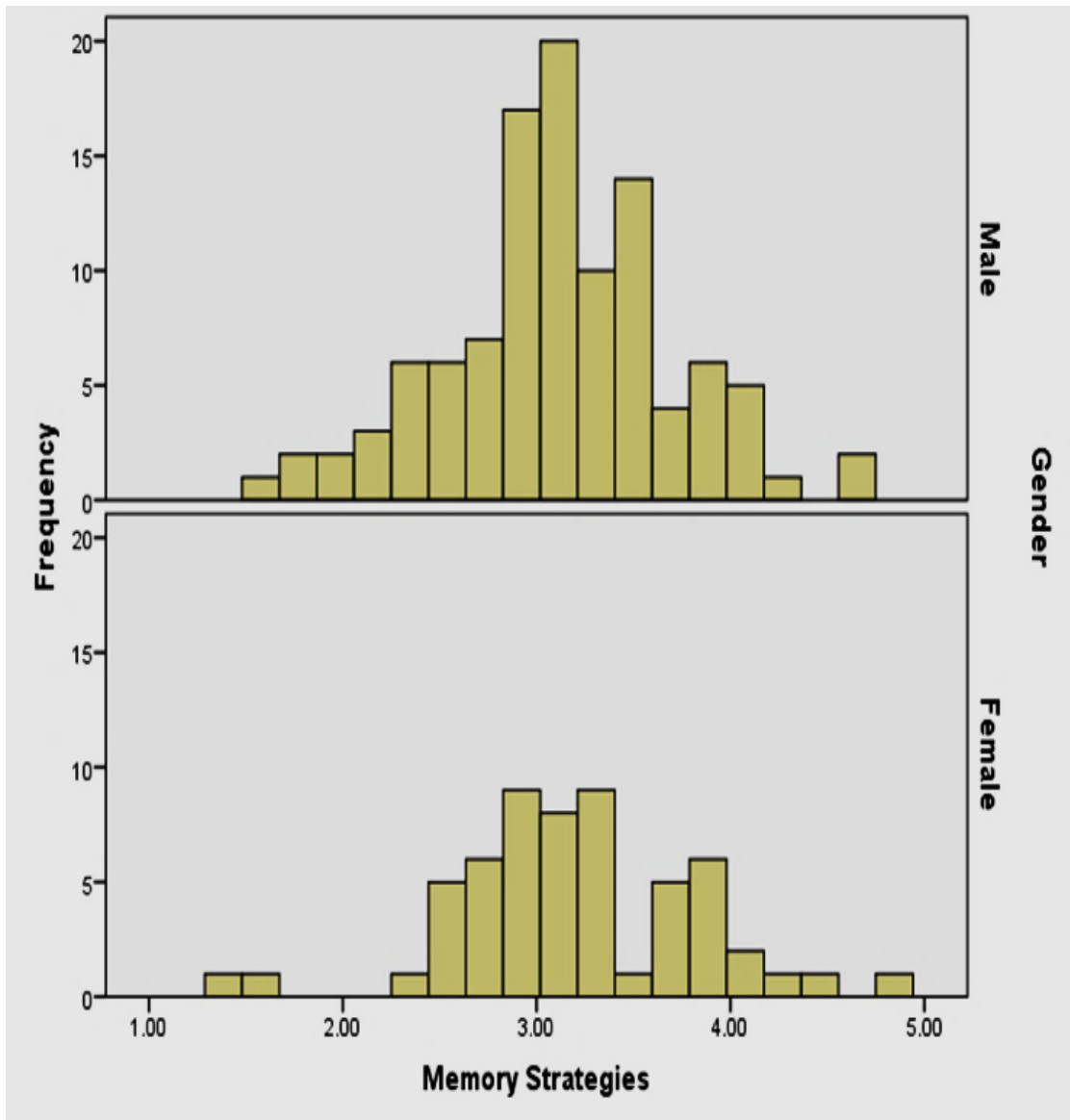


Figure 7. Memory Strategies Used by Male and Female Respondents

The study also shows the usage of cognitive strategies with respect to gender. The nature of the usage of strategies is different among male and female respondents. Figure 8 indicates that the male respondents use more cognitive strategies than the females. The figures indicate that the frequency of usage in males is approximately 18 percent, while in females it is only 7 percent. Thus, these figures show that the frequency of using cognitive strategies in males is higher than in females.

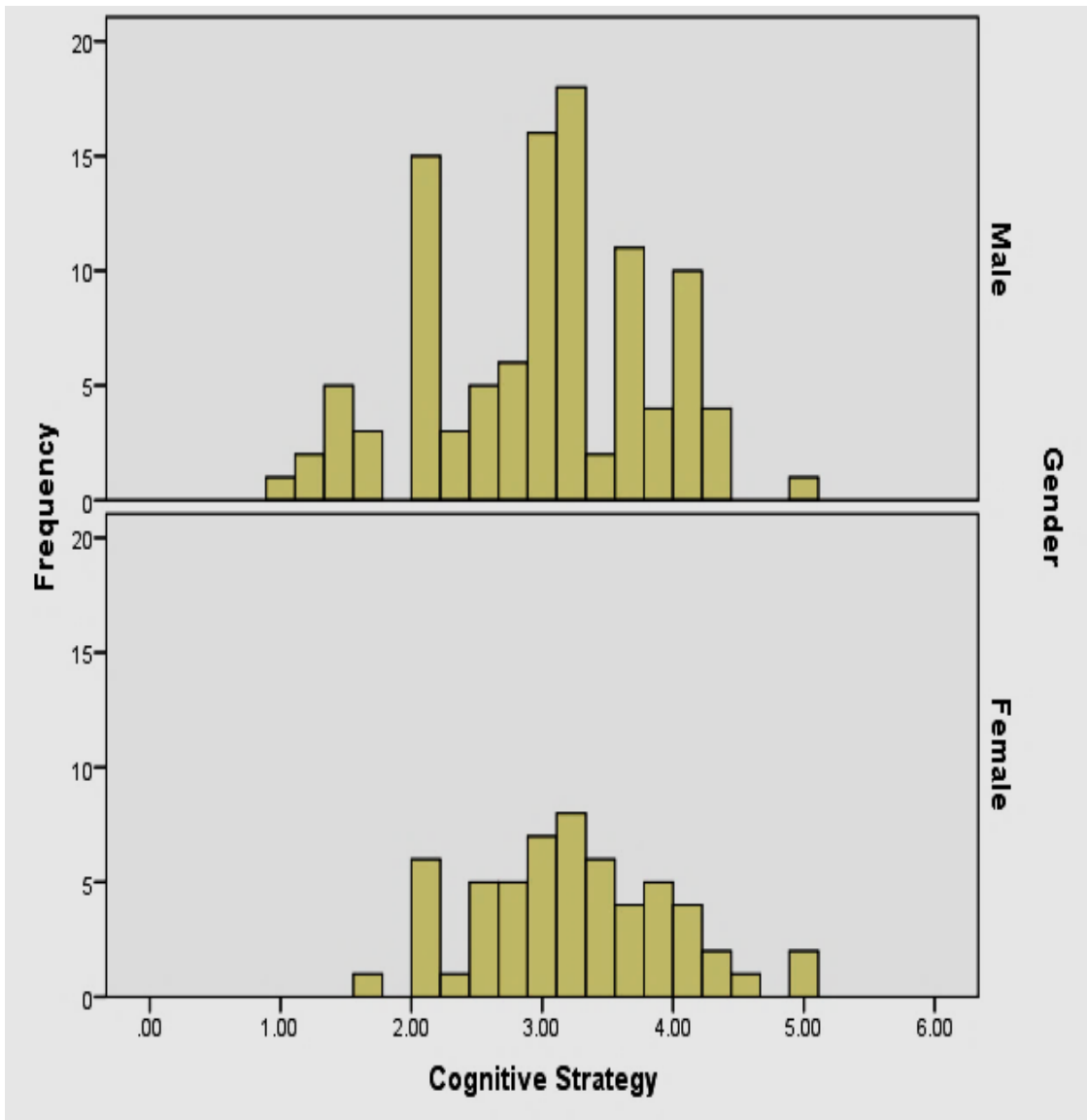


Figure 8. Cognitive Strategies Used by Male and Female Respondents

The students also used the metacognitive strategies for learning vocabulary and employed them differently. Thus, the present study shows the analysis of the usage of metacognitive strategies among males and females. Figure 9 indicates that the male students use more metacognitive strategies than the female students. The figures show that approximately 14 percent of male students use metacognitive strategies, while the frequency of using metacognitive strategies in female students is only 10 percent.

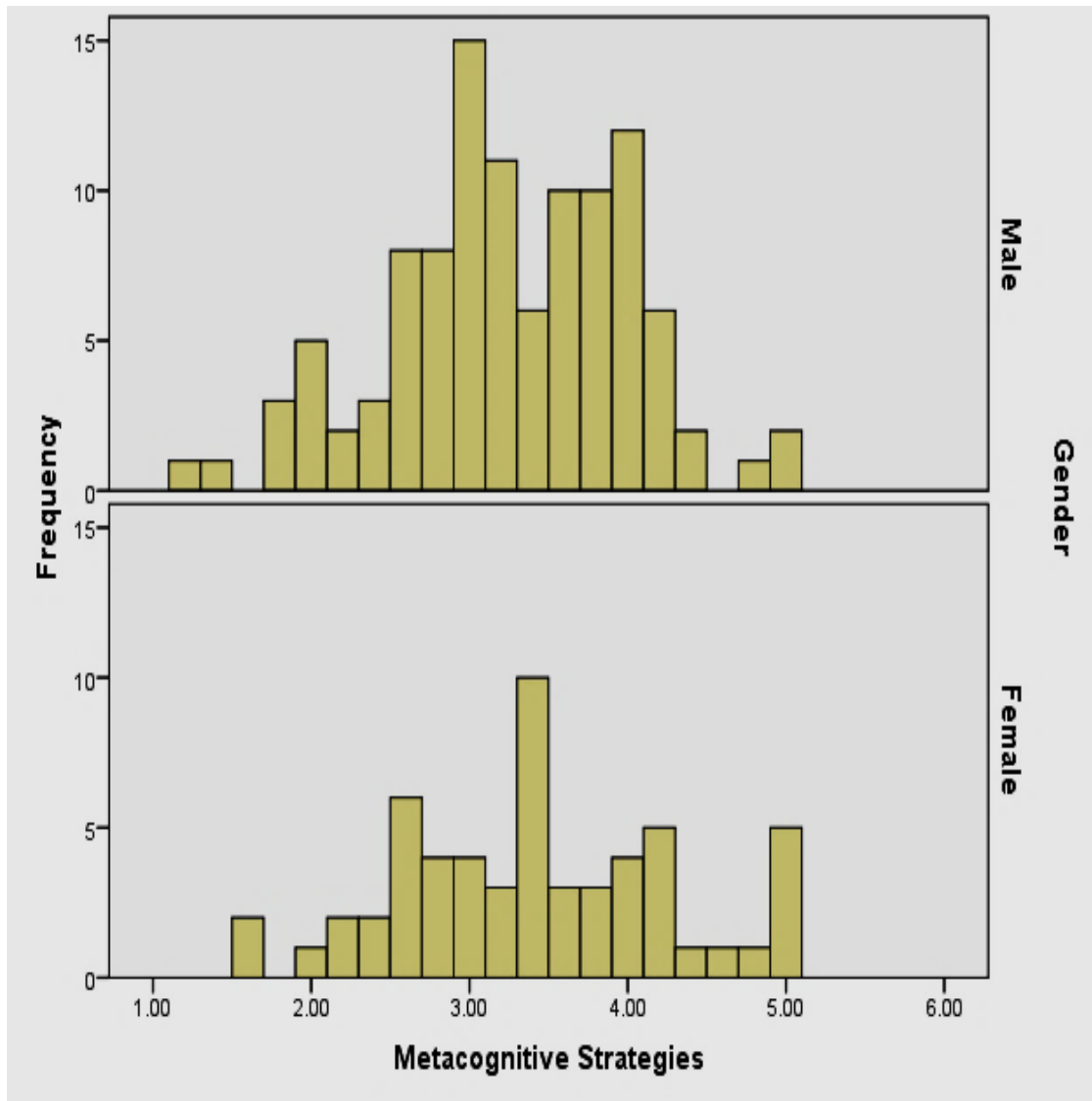


Figure 9. Metacognitive Strategies Used by Male and Female Respondents

The descriptive statistics also show the frequency of using strategies according to the academic majors because the nature of using strategies also differs with respect to the academic majors' nature. Table 13 and Figure 10 indicate that 58 respondents are from the Computer Engineering department, while 43 respondents are from the Electrical-Electronics Engineering department, and 62 respondents belong to the English Language and Literature major. Thus, 35.6 percent of respondents majored in Computer Engineering, 26.4 percent majored in Electrical-Electronics Engineering, and 38.0 percent majored in English Language and Literature.

Table 13. Percentage of Respondents According to Academic Major

	Frequency	Percent	Valid Percent	Cumulative Percent
Computer Engineering	58	35.6	35.6	35.6
Electrical and Electronics Engineering	43	26.4	26.4	62.0
English Language and Literature	62	38.0	38.0	100.0
Total	163	100.0	100.0	

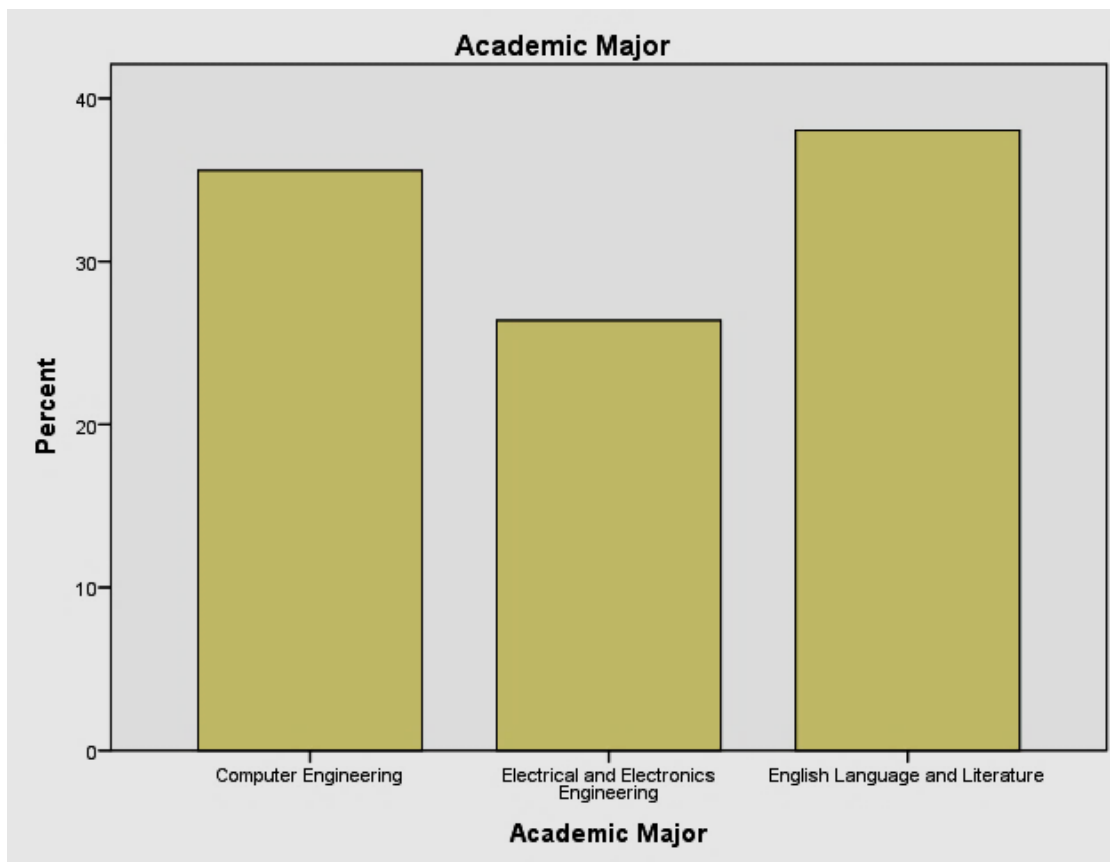


Figure 10. Percentage of Respondents According to Academic Major

The current study used five strategies for learning vocabulary: determination strategies, social strategies, metacognitive strategies, cognitive strategies, and memory strategies. The present study checked the percentage use of each strategy by the students. Table 14 and Figure 11 indicate that the students use the determination strategies on average. The findings show that 25.8 percent of the respondents *"never"* used the determination strategies, while 62.5 percent of the students responded that they *"sometimes"* use the determination strategies. In addition, the findings also show that

10.5 percent of the students answered that they "*often*" use determination strategies, and only 1.2 percent of the students responded that they "*always*" use determination strategies. Thus, the results indicate that most students "*sometimes*" use determination strategies.

Table 14. Percentage Use of Determination Strategies

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	.6	.6	.6
1.33	1	.6	.6	1.2
1.67	2	1.2	1.2	2.5
1.89	1	.6	.6	3.1
2.11	1	.6	.6	3.7
2.22	2	1.2	1.2	4.9
2.33	1	.6	.6	5.5
2.44	6	3.7	3.7	9.2
2.56	4	2.5	2.5	11.7
2.67	5	3.1	3.1	14.7
2.78	5	3.1	3.1	17.8
2.89	13	8.0	8.0	25.8
Sometimes	17	10.4	10.4	36.2
3.11	11	6.7	6.7	42.9
3.22	15	9.2	9.2	52.1
3.33	10	6.1	6.1	58.3
3.44	18	11.0	11.0	69.3
3.56	11	6.7	6.7	76.1
3.67	10	6.1	6.1	82.2
3.78	6	3.7	3.7	85.9
3.89	4	2.5	2.5	88.3
Often	5	3.1	3.1	91.4
4.11	4	2.5	2.5	93.9
4.22	4	2.5	2.5	96.3
4.33	2	1.2	1.2	97.5
4.67	1	.6	.6	98.2
4.78	1	.6	.6	98.8
Always	2	1.2	1.2	100.0
Total	163	100.0	100.0	

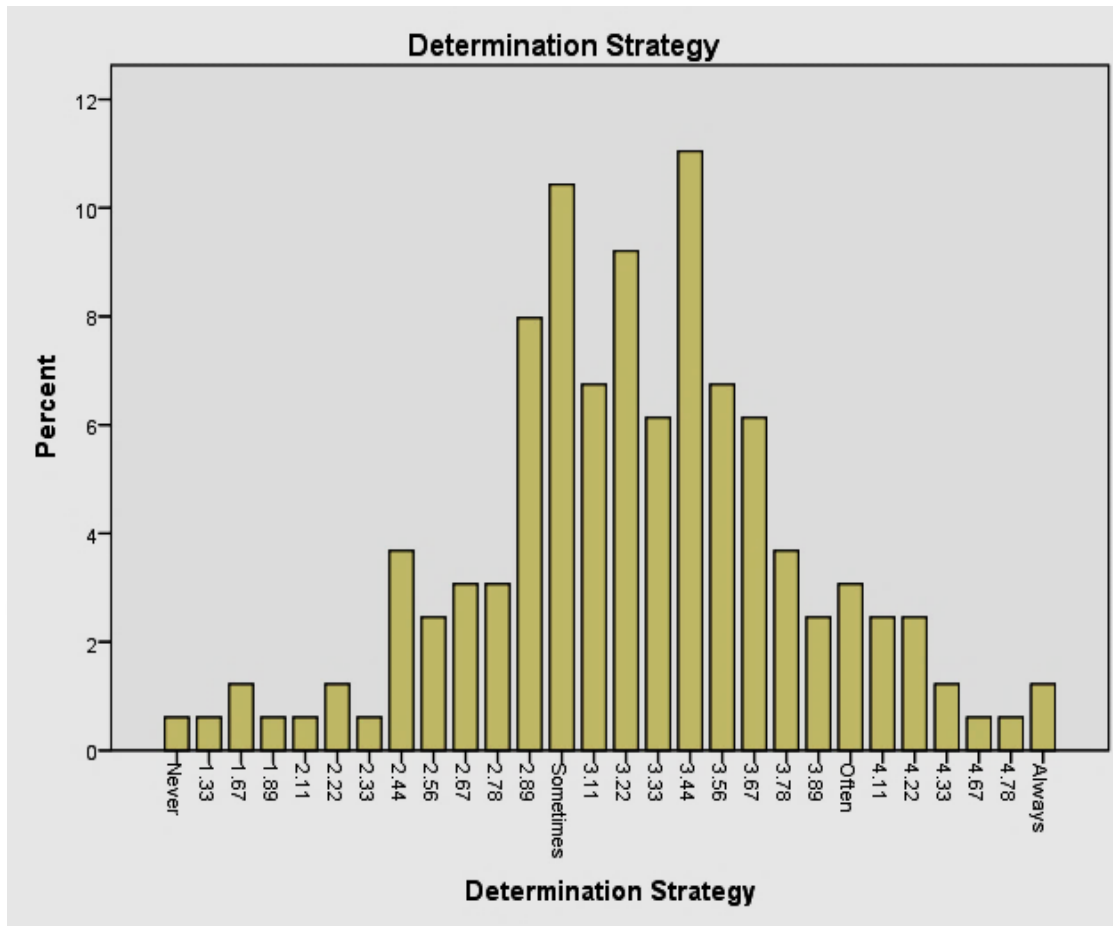


Figure 11. Percentage Use of Determination Strategies

The current study also examined the students' percentage use of social strategies. Table 15 and Figure 12 indicate that the students use fewer social strategies. The findings indicate that 15.3 percent of the students *"never"* use social strategies, while 38.1 percent of the students *"seldom"* use social strategies. The findings also reveal that 39.2 percent of the students responded that they *"sometimes"* use social strategies. Moreover, the findings also show that 6.8 percent of the students answered that they *"often"* use social strategies, and only 0.6 percent of the students responded that they *"always"* use social strategies. Thus, the findings indicate that most students *"seldom"* and *"sometimes"* use social strategies.

Table 15. Percentage Use of Social Strategies

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	.6	.6	.6
1.25	2	1.2	1.2	1.8
1.38	3	1.8	1.8	3.7
1.50	6	3.7	3.7	7.4
1.63	5	3.1	3.1	10.4
1.75	5	3.1	3.1	13.5
1.88	3	1.8	1.8	15.3
Seldom	7	4.3	4.3	19.6
2.13	7	4.3	4.3	23.9
2.25	4	2.5	2.5	26.4
2.38	5	3.1	3.1	29.4
2.50	10	6.1	6.1	35.6
2.63	7	4.3	4.3	39.9
2.75	15	9.2	9.2	49.1
2.88	7	4.3	4.3	53.4
Sometimes	16	9.8	9.8	63.2
3.13	15	9.2	9.2	72.4
3.25	6	3.7	3.7	76.1
3.38	5	3.1	3.1	79.1
3.50	8	4.9	4.9	84.0
3.63	9	5.5	5.5	89.6
3.75	3	1.8	1.8	91.4
3.88	2	1.2	1.2	92.6
Often	5	3.1	3.1	95.7
4.13	2	1.2	1.2	96.9
4.25	2	1.2	1.2	98.2
4.38	1	.6	.6	98.8
4.63	1	.6	.6	99.4
Always	1	.6	.6	100.0
Total	163	100.0	100.0	

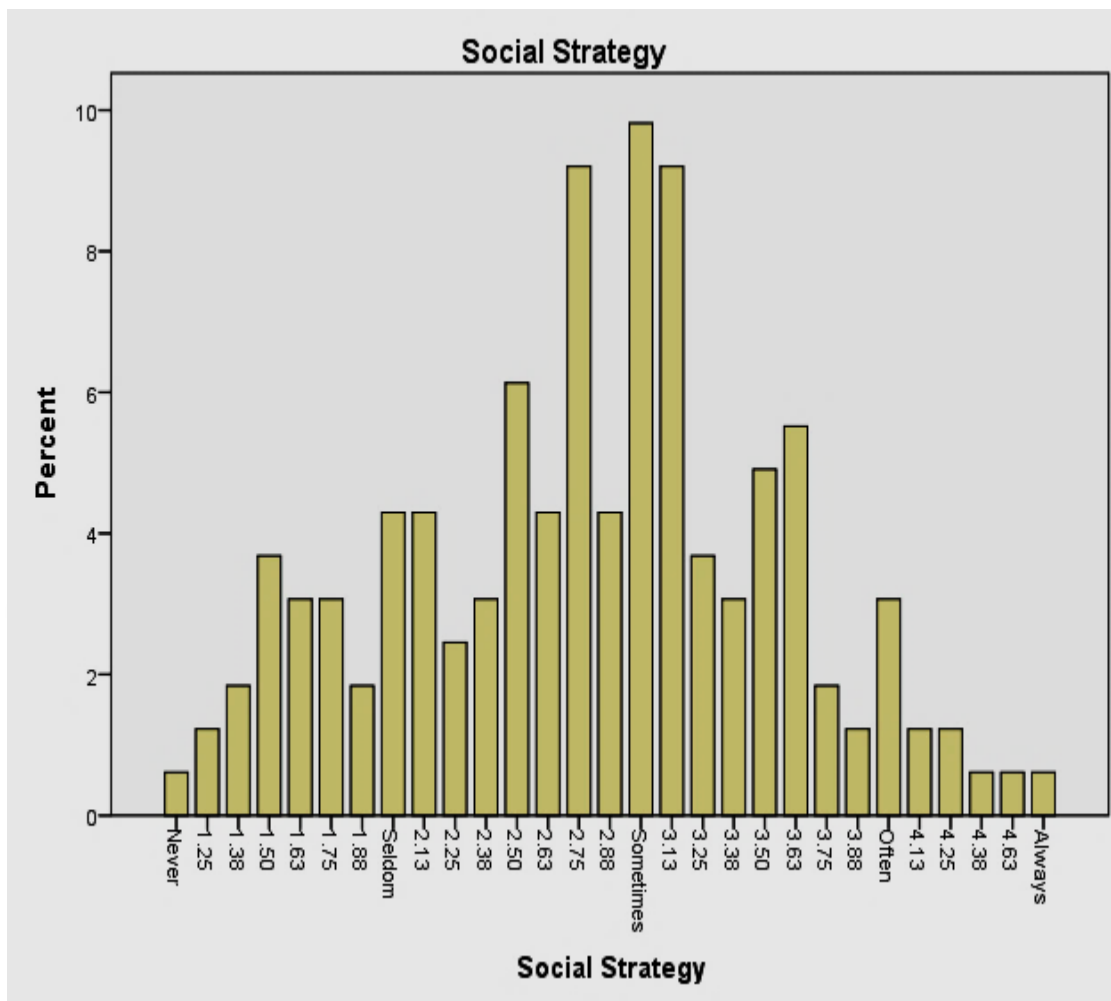


Figure 12. Percentage Use of Social Strategies

Table 16 and Figure 13 indicate that many students used the cognitive strategies, but not very frequently. The findings indicate that 7.4 percent of the students *"never"* used the cognitive strategies, while 31.9 percent of the students *"seldom"* used cognitive strategies. Moreover, the findings also reveal that 46.0 percent of the students responded that they *"sometimes"* used cognitive strategies. In addition, the findings also reveal that 12.3 percent of the students answered that they *"often"* used cognitive strategies, and only 1.8 percent of the students responded that they *"always"* used cognitive strategies. Thus, the findings indicate that most students *"sometimes"* use cognitive strategies.

Table 16. Percentage Use of Cognitive Strategies

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	.6	.6	.6
1.11	1	.6	.6	1.2
1.22	1	.6	.6	1.8
1.33	1	.6	.6	2.5
1.44	4	2.5	2.5	4.9
1.56	1	.6	.6	5.5
1.67	3	1.8	1.8	7.4
Seldom	8	4.9	4.9	12.3
2.11	4	2.5	2.5	14.7
2.22	9	5.5	5.5	20.2
2.33	4	2.5	2.5	22.7
2.44	6	3.7	3.7	26.4
2.56	4	2.5	2.5	28.8
2.67	4	2.5	2.5	31.3
2.78	7	4.3	4.3	35.6
2.89	6	3.7	3.7	39.3
Sometimes	17	10.4	10.4	49.7
3.11	11	6.7	6.7	56.4
3.22	9	5.5	5.5	62.0
3.33	6	3.7	3.7	65.6
3.44	8	4.9	4.9	70.6
3.56	10	6.1	6.1	76.7
3.67	5	3.1	3.1	79.8
3.78	6	3.7	3.7	83.4
3.89	3	1.8	1.8	85.3
Often	8	4.9	4.9	90.2
4.11	6	3.7	3.7	93.9
4.22	4	2.5	2.5	96.3
4.33	2	1.2	1.2	97.5
4.44	1	.6	.6	98.2
Always	3	1.8	1.8	100.0
Total	163	100.0	100.0	

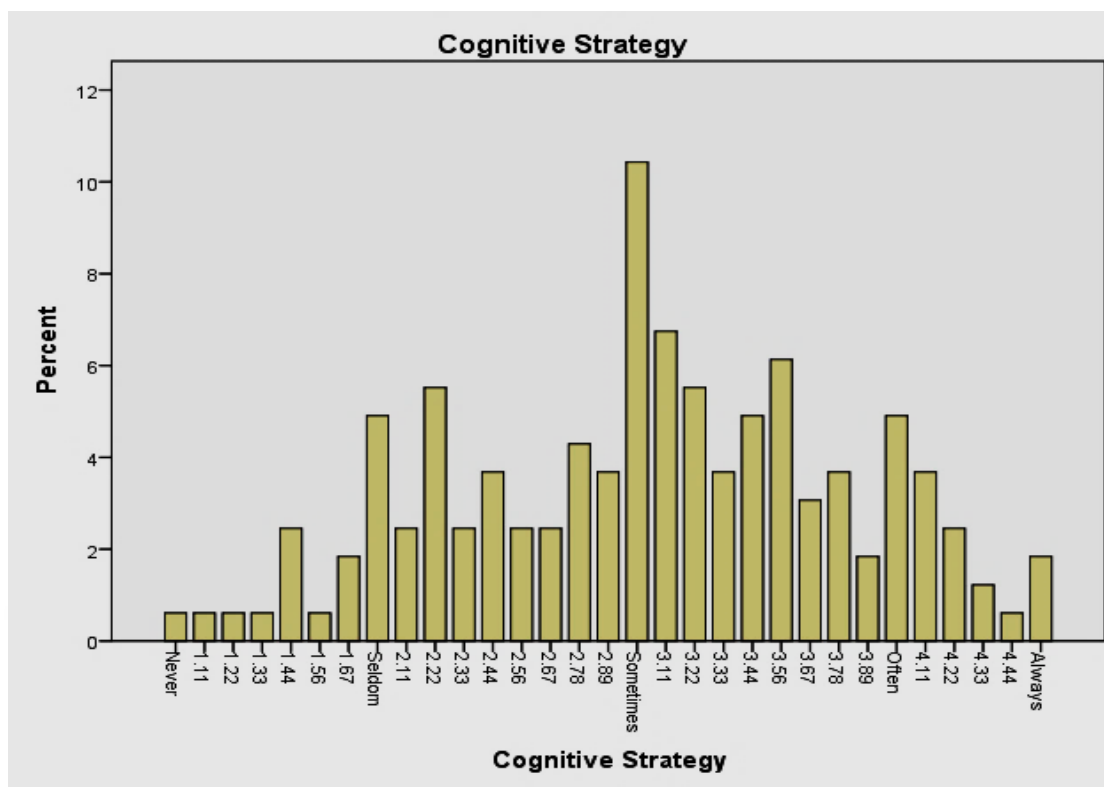


Figure 13. Percentage Use of Cognitive Strategies

Most of the students used memory strategies to learn the vocabulary. According to the findings in Table 17 and Figure 14, only 3.7 percent of students responded that they have *"never"* used memory strategies, indicating that very few students have experience not using memory strategies. The findings also reveal that 33.7 percent of the students responded that they *"seldom"* use memory strategies, which shows that few students have experience with the rare use of memory strategies. Additionally, the outcomes also reveal that 54.6 percent of the students responded that they *"sometimes"* use memory strategies, which means more than 50 percent of the students have experience of *"sometimes"* using memory strategies. Furthermore, the findings also indicate that 8.0 percent of the students responded that they *"often"* use memory strategies, which shows that only a limited number of students have the experience of using memory strategies frequently. Finally, none of the students answered that they *"always"* use memory strategies. Thus, the findings indicate that most of the students *"sometimes"* use memory strategies.

Table 17. Percentage Use of Memory Strategies

	Frequency	Percent	Valid Percent	Cumulative Percent
1.38	1	.6	.6	.6
1.50	1	.6	.6	1.2
1.58	1	.6	.6	1.8
1.81	2	1.2	1.2	3.1
1.88	1	.6	.6	3.7
Seldom	1	.6	.6	4.3
2.15	1	.6	.6	4.9
2.19	1	.6	.6	5.5
2.23	1	.6	.6	6.1
2.27	1	.6	.6	6.7
2.31	1	.6	.6	7.4
2.35	2	1.2	1.2	8.6
2.38	1	.6	.6	9.2
2.42	2	1.2	1.2	10.4
2.46	2	1.2	1.2	11.7
2.50	1	.6	.6	12.3
2.54	2	1.2	1.2	13.5
2.58	4	2.5	2.5	16.0
2.62	2	1.2	1.2	17.2
2.65	1	.6	.6	17.8
2.69	2	1.2	1.2	19.0
2.73	3	1.8	1.8	20.9
2.77	3	1.8	1.8	22.7
2.81	4	2.5	2.5	25.2
2.85	4	2.5	2.5	27.6
2.88	9	5.5	5.5	33.1
2.92	4	2.5	2.5	35.6
2.96	3	1.8	1.8	37.4
Sometimes	6	3.7	3.7	41.1
3.04	5	3.1	3.1	44.2
3.08	5	3.1	3.1	47.2
3.12	7	4.3	4.3	51.5
3.15	6	3.7	3.7	55.2
3.19	5	3.1	3.1	58.3
3.23	4	2.5	2.5	60.7
3.27	2	1.2	1.2	62.0
3.31	5	3.1	3.1	65.0
3.35	1	.6	.6	65.6
3.38	7	4.3	4.3	69.9
3.42	3	1.8	1.8	71.8
3.46	3	1.8	1.8	73.6
3.50	3	1.8	1.8	75.5
3.54	4	2.5	2.5	77.9

3.58	2	1.2	1.2	79.1
3.62	2	1.2	1.2	80.4
3.65	1	.6	.6	81.0
3.69	3	1.8	1.8	82.8
3.73	2	1.2	1.2	84.0
3.77	1	.6	.6	84.7
3.81	4	2.5	2.5	87.1
3.85	4	2.5	2.5	89.6
3.92	1	.6	.6	90.2
3.96	3	1.8	1.8	92.0
Often	4	2.5	2.5	94.5
4.04	2	1.2	1.2	95.7
4.08	1	.6	.6	96.3
4.19	1	.6	.6	96.9
4.27	1	.6	.6	97.5
4.38	1	.6	.6	98.2
4.62	2	1.2	1.2	99.4
4.77	1	.6	.6	100.0
Total	163	100.0	100.0	

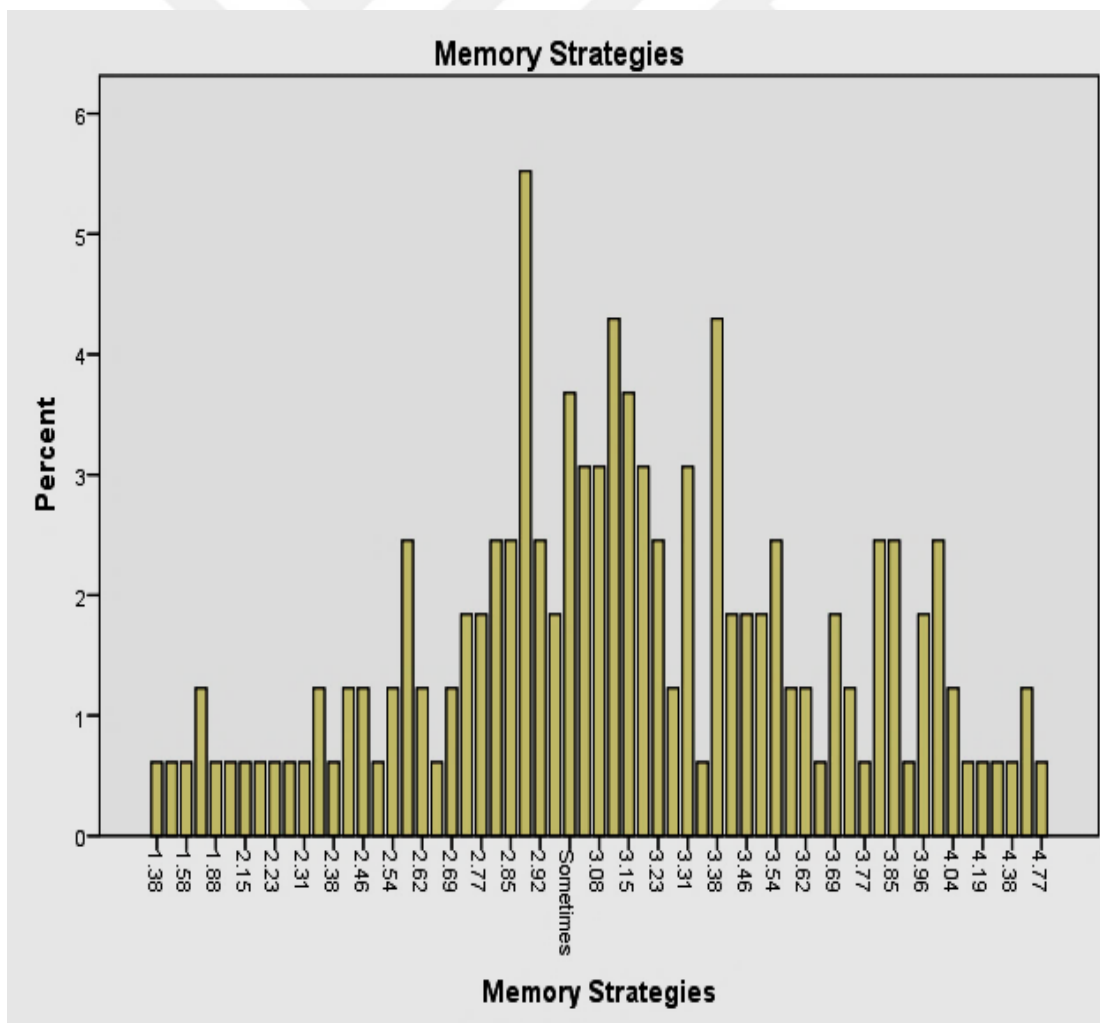


Figure 14. Percentage Use of Memory Strategies

The findings in Table 18 and Figure 15 also indicate that only 4.3 percent of the students responded that they *"never"* use metacognitive strategies, showing that very few students have experience of not using metacognitive strategies. The outcomes also show that 25.1 percent of the students responded that they *"seldom"* use metacognitive strategies, which shows that few students have experience with the rare use of memory strategies. In addition, the findings also reveal that 46.1 percent of the students responded that they *"sometimes"* use metacognitive strategies, which shows that most students have experienced *"sometimes"* using metacognitive strategies. Moreover, the findings also indicate that 20.2 percent of the students responded that they *"often"* use metacognitive strategies, which shows limited students have the experience to use metacognitive strategies often, and 4.3 percent of the students responded that they *"always"* use metacognitive strategies, which shows minimal students have the experience to *"always"* use metacognitive strategies. Thus, the findings indicate that most students *"sometimes"* use metacognitive strategies.

Table 18. Percentage Use of Metacognitive Strategies

	Frequency	Percent	Valid Percent	Cumulative Percent
1.20	1	.6	.6	.6
1.40	1	.6	.6	1.2
1.60	2	1.2	1.2	2.5
1.80	3	1.8	1.8	4.3
Seldom	6	3.7	3.7	8.0
2.20	4	2.5	2.5	10.4
2.40	5	3.1	3.1	13.5
2.60	14	8.6	8.6	22.1
2.80	12	7.4	7.4	29.4
Sometimes	19	11.7	11.7	41.1
3.20	14	8.6	8.6	49.7
3.40	16	9.8	9.8	59.5
3.60	13	8.0	8.0	67.5
3.80	13	8.0	8.0	75.5
Often	16	9.8	9.8	85.3
4.20	11	6.7	6.7	92.0
4.40	3	1.8	1.8	93.9
4.60	1	.6	.6	94.5
4.80	2	1.2	1.2	95.7
Always	7	4.3	4.3	100.0
Total	163	100.0	100.0	

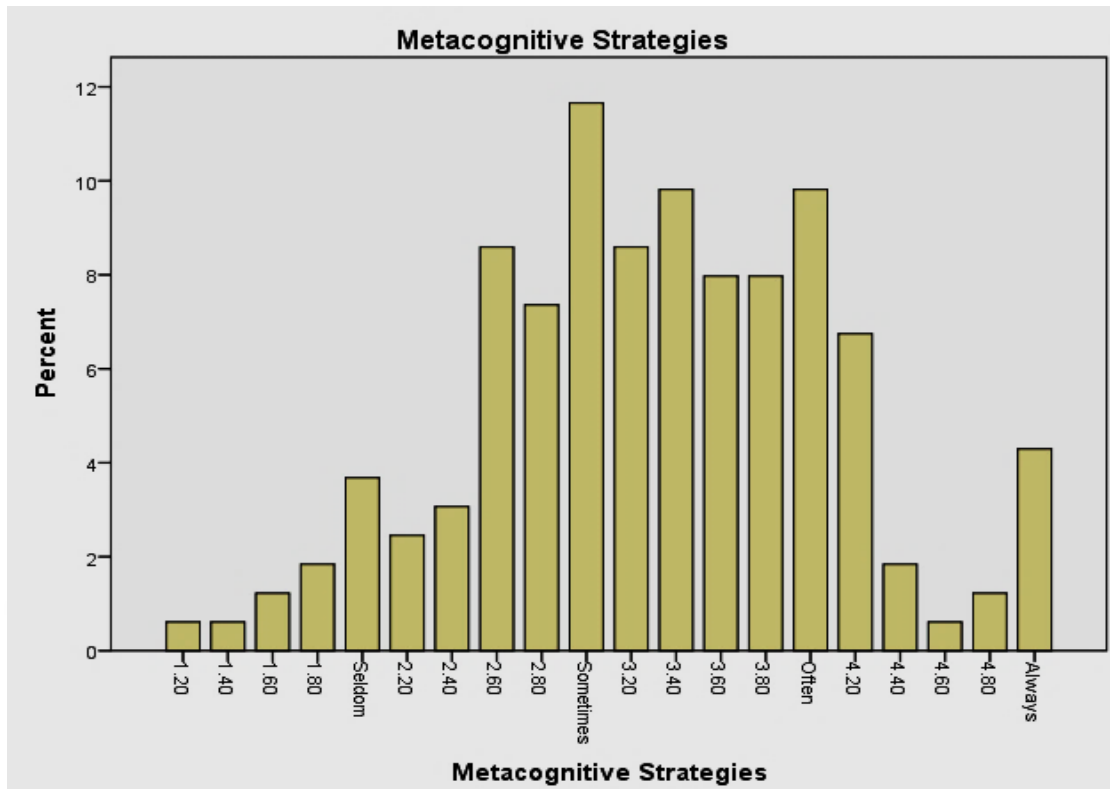


Figure 15. Percentage Use of Metacognitive Strategies

The present study investigated the impact of gender on students' use of all strategies. Table 19 reveals that gender positively impacts the use of determination, cognitive, and metacognitive strategies, while gender has a negative relationship with the use of social and memory strategies. The *t* values are greater than 1.96 and the probability values are less than 0.10. It also indicates that gender has a significant association with all the strategies used by the students. Thus, the findings indicate that determination, cognitive, and metacognitive strategies work positively when gender changes, while social and memory strategies work negatively when gender changes.

Table 19. Impact of Gender on All Strategies

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
	<i>B</i>	Std. Error	<i>Beta</i>		
1 (Constant)	.896	.237		3.774	.000
Determination Strategy	.151	.073	.194	2.084	.039
Social Strategy	-.235	.057	-.156	-4.123	.000
Memory Strategies	-.315	.094	-.243	-3.351	.004
Cognitive Strategy	.119	.062	.200	1.901	.059
Metacognitive Strategies	.148	.067	.030	2.209	.029

a. Dependent Variable: Gender

The current study also examines the impact of L1 (mother tongue) on students' use of all strategies. Table 20 reveals that L1 has a positive impact on social, memory, and metacognitive strategies, while L1 has a negative relationship with determination and cognitive strategies. The t values are higher than 1.96 and the probability values are less than 0.05. It also indicates that L1 has a significant association with all the strategies used by the students. Thus, the findings indicate that social, memory, and metacognitive strategies work positively when L1 changes among the students. In contrast, determination and cognitive strategies work negatively when L1 changes among the students.

Table 20. Impact of L1 on All Strategies

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.116	.986		2.146	.033
Determination Strategy	-.742	.302	-.576	-2.457	.013
Social Strategy	.549	.237	.419	2.316	.016
Memory Strategies	.787	.392	.518	2.008	.032
Cognitive Strategy	-.595	.259	-.363	-2.297	.010
Metacognitive Strategies	.551	.276	.486	1.996	.040

a. Dependent Variable: L1

The present study also examines the impact of the academic major on students' use of all strategies. Table 21 shows that the academic major has a positive influence on the determination and memory strategies but has a negative influence on the social, cognitive, and metacognitive strategies. The t values are greater than 1.96 and the probability values are less than 0.05. It also indicates that the academic major has a significant association with all the strategies used by the students. Thus, the findings indicate that when the academic major of the students changes, determination, and memory work positively, whereas social, cognitive, and metacognitive strategies work negatively.

Table 21. Impact of Academic Major on All Strategies

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.002	.421		2.381	.018
Determination Strategy	.392	.129	.237	3.039	.023
Social Strategy	-.306	.101	-.205	-3.029	.025
Memory Strategies	.396	.167	.273	2.371	.016
Cognitive Strategy	-.447	.111	-.244	-4.027	.000
Metacognitive Strategies	-.408	.118	-.292	-3.458	.011

a. Dependent Variable: Academic Major

The current study also examines the impact of proficiency level on all the strategies used by the students. Table 22 reveals that proficiency level has a positive impact on determination, memory, and metacognitive strategies, while proficiency level has a negative relationship with cognitive and social strategies. The t values are larger than 1.96 and the probability values are less than 0.10. It also indicates that proficiency level has a significant association with all the strategies used by the students. Thus, the findings indicate that determination, memory, and metacognitive strategies work positively when there is a change in proficiency level among the students, while social and cognitive strategies work negatively when there is a change in proficiency level among the students.

Table 22. Impact of Proficiency Level on All Strategies

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.551	.783		1.981	.042
Determination Strategy	.540	.239	.493	2.259	.023
Social Strategy	-.405	.188	-.351	-2.154	.037
Memory Strategies	.495	.211	.387	2.346	.030
Cognitive Strategy	-.342	.206	-.275	-1.663	.098
Metacognitive Strategies	.142	.059	.071	2.407	.029

a. Dependent Variable: Proficiency Level

The present study examined the measurement model and assessed the content validity using factor loading, and the rule of thumb is that the values should be greater

than 0.50 (Jordan & Spiess, 2019). In addition, convergent validity has been assessed using average variance extracted (AVE), and the rule of thumb is that values should be higher than 0.50 (Hair et al., 2021). Moreover, reliability has been assessed using Alpha and the thumb rule is that the values should be greater than 0.70 (Hair, Risher, Sarstedt, & Ringle, 2019) and also using composite reliability (CR) and the rule of thumb is that the values should be greater than 0.70 (Hair Jr, Howard, & Nitzl, 2020). The findings in Table 23 and Figure 16 reveal that the loadings are larger than 0.50 and indicate valid content validity. The findings also reveal that the AVE values are higher than 0.50 and indicate valid convergent validity. Meanwhile, the CR along with Alpha values larger than 0.70 indicate that the reliability is valid.

Table 23. Convergent Validity

Constructs	Items	Loadings	Alpha	CR	AVE
Cognitive Strategies	COG1	0.795	0.860	0.892	0.511
	COG2	0.791			
	COG3	0.822			
	COG5	0.717			
	COG6	0.610			
	COG7	0.675			
	COG8	0.666			
	COG9	0.609			
	Determination Strategies	DET1			
DET2		0.935			
DET3		0.919			
DET4		0.882			
DET5		0.901			
DET6		0.855			
DET7		0.880			
DET8		0.549			
DET9		0.937			
Memory Strategies	MEM1	0.582	0.953	0.957	0.533
	MEM10	0.849			
	MEM14	0.578			
	MEM15	0.543			
	MEM16	0.722			
	MEM17	0.769			
	MEM18	0.745			
	MEM19	0.789			
	MEM2	0.653			
	MEM20	0.844			
	MEM21	0.804			

	MEM25	0.622			
	MEM26	0.695			
	MEM3	0.675			
	MEM4	0.730			
	MEM5	0.713			
	MEM6	0.734			
	MEM7	0.770			
	MEM8	0.833			
	MEM9	0.836			
Metacognitive Strategies	MET1	0.665	0.782	0.853	0.543
	MET2	0.846			
	MET3	0.589			
	MET4	0.855			
	MET5	0.691			
Social Strategies	SOC1	0.683	0.863	0.894	0.517
	SOC2	0.717			
	SOC3	0.732			
	SOC4	0.524			
	SOC5	0.739			
	SOC6	0.733			
	SOC7	0.820			
	SOC8	0.766			

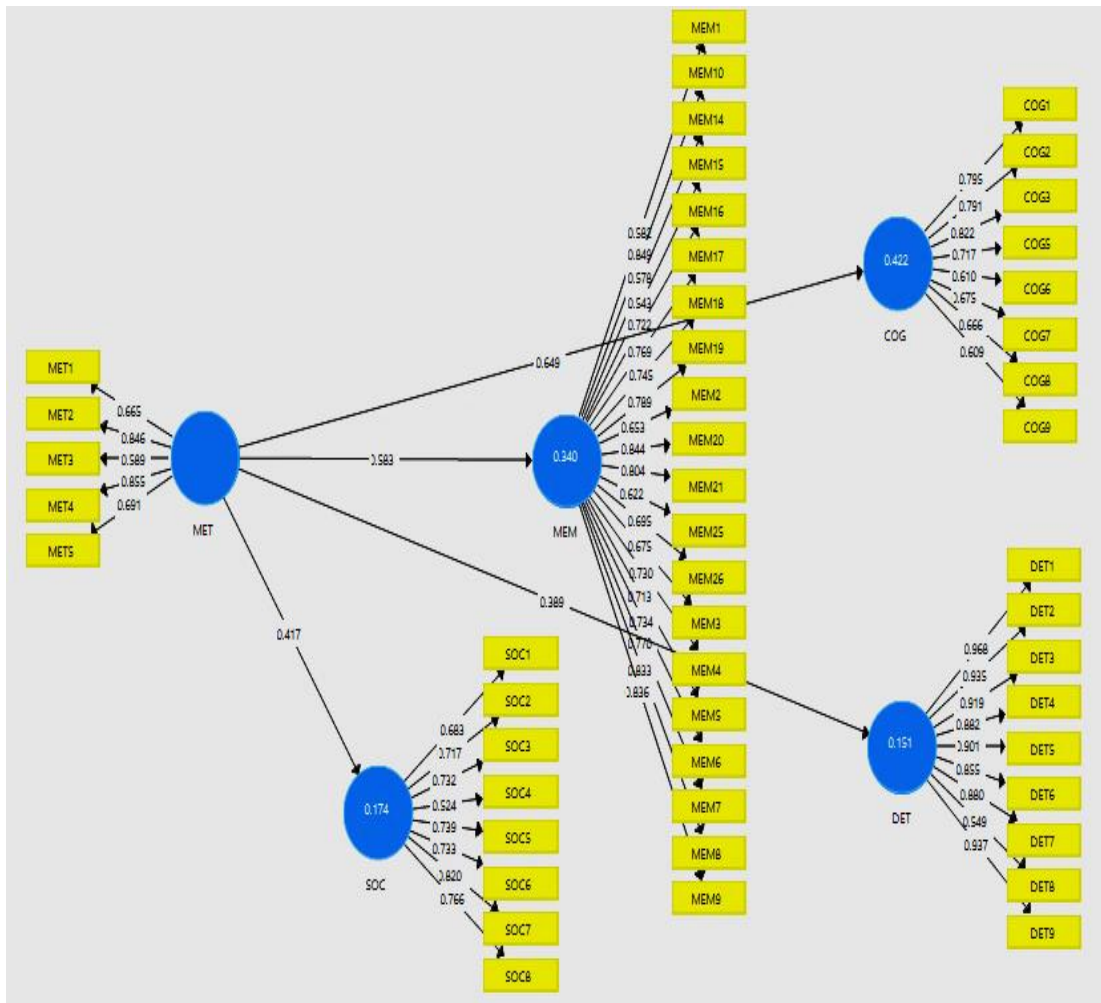


Figure 16. Measurement Model Assessment

The present study also examined discriminant validity. Firstly, the researcher used the Fornell-Larcker criteria. According to Fornell Larcker, the thumb rule is that the values that highlight the linkage with the constructs themselves must be larger than the values that show the linkage with other constructs (Sarstedt et al., 2022). The findings in Table 24 also reveal that the values (0.715, 0.878, 0.730, 0.737, and 0.719) indicating the link with the construct itself are larger than the other values that indicate the association with other constructs. These values expose low linkage among variables and valid discriminant validity.

Table 24. Fornell Larcker

	COG	DET	MEM	MET	SOC
COG	0.715				
DET	0.456	0.878			
MEM	0.501	0.410	0.730		
MET	0.649	0.389	0.583	0.737	
SOC	0.363	0.406	0.455	0.417	0.719

Secondly, discriminant validity has been used for the cross-loadings criteria. According to the cross-loadings, the thumb rule is that the values that highlight the linkage with the constructs themselves must be larger than the values that show the linkage with other constructs (Sarstedt et al., 2022). The findings in Table 25 also indicate that the values indicating the link with the construct itself are larger than the other values that indicate the association with other constructs. These values exposed low linkage among variables and valid discriminant validity.

Table 25. Cross-Loadings

	COG	DET	MEM	MET	SOC
COG1	0.795	0.274	0.355	0.413	0.220
COG2	0.791	0.249	0.354	0.427	0.200
COG3	0.822	0.259	0.358	0.482	0.228
COG5	0.717	0.289	0.344	0.404	0.164
COG6	0.610	0.551	0.341	0.416	0.307
COG7	0.675	0.397	0.310	0.477	0.246
COG8	0.666	0.372	0.407	0.518	0.339
COG9	0.609	0.209	0.361	0.510	0.322
DET1	0.443	0.968	0.359	0.342	0.371
DET2	0.415	0.935	0.379	0.332	0.349
DET3	0.403	0.919	0.344	0.335	0.372
DET4	0.368	0.882	0.374	0.330	0.389
DET5	0.352	0.901	0.353	0.306	0.372
DET6	0.408	0.855	0.310	0.323	0.297
DET7	0.352	0.880	0.357	0.362	0.331
DET8	0.342	0.549	0.402	0.303	0.313
DET9	0.483	0.937	0.353	0.405	0.393
MEM1	0.189	0.158	0.582	0.284	0.312
MEM10	0.421	0.346	0.849	0.461	0.324
MEM14	0.461	0.306	0.578	0.415	0.392
MEM15	0.463	0.312	0.543	0.367	0.306
MEM16	0.371	0.292	0.722	0.447	0.392

MEM17	0.437	0.377	0.769	0.526	0.377
MEM18	0.385	0.290	0.745	0.475	0.388
MEM19	0.431	0.304	0.789	0.456	0.396
MEM2	0.269	0.244	0.653	0.294	0.303
MEM20	0.410	0.306	0.844	0.465	0.318
MEM21	0.395	0.298	0.804	0.477	0.334
MEM25	0.332	0.285	0.622	0.441	0.270
MEM26	0.363	0.334	0.695	0.480	0.338
MEM3	0.262	0.277	0.675	0.338	0.284
MEM4	0.264	0.271	0.730	0.377	0.290
MEM5	0.260	0.276	0.713	0.337	0.313
MEM6	0.272	0.297	0.734	0.339	0.297
MEM7	0.359	0.306	0.770	0.399	0.313
MEM8	0.401	0.297	0.833	0.476	0.340
MEM9	0.406	0.333	0.836	0.474	0.321
MET1	0.561	0.241	0.387	0.665	0.282
MET2	0.534	0.335	0.496	0.846	0.291
MET3	0.230	0.234	0.355	0.589	0.366
MET4	0.481	0.299	0.505	0.855	0.323
MET5	0.531	0.313	0.386	0.691	0.297
SOC1	0.261	0.193	0.303	0.290	0.683
SOC2	0.164	0.141	0.295	0.264	0.717
SOC3	0.262	0.204	0.354	0.344	0.732
SOC4	0.159	0.194	0.287	0.250	0.524
SOC5	0.258	0.335	0.329	0.278	0.739
SOC6	0.282	0.400	0.370	0.289	0.733
SOC7	0.341	0.441	0.355	0.355	0.820
SOC8	0.322	0.389	0.313	0.302	0.766

Lastly, the discriminant has also been used in the Heterotrait Monotrait (HTMT) ratio. According to the HTMT ratio, the thumb rule is that the values should be lower than 0.85 (Hair et al., 2019). The findings in Table 26 also show that the values are less than 0.85. These values reveal low linkage among variables and valid discriminant validity.

Table 26. Heterotrait Monotrait (HTMT) Ratio

	COG	DET	MEM	MET	SOC
COG					
DET	0.502				
MEM	0.540	0.428			
MET	0.769	0.448	0.664		
SOC	0.408	0.442	0.503	0.517	

The structural model reveals the association among the variables. The findings are given in Table 27 and Figure 17 and indicate that metacognitive strategies have a positive linkage with the student's cognitive, social, determination, and memory strategies. The relationship is significant because the t-values are higher than 1.96, the probability values are lower than 0.05, and no zero lies between the upper and lower limits. Moreover, if one unit increases metacognitive strategies, the cognitive strategy will increase by 0.649 units and vice versa. In addition, if one unit increases metacognitive strategies, the determination strategies will increase by 0.389 units and vice versa. Similarly, if one unit increases in metacognitive strategy, the memory strategies will increase by 0.583 units and vice versa. Finally, if one unit increases in metacognitive strategies, the social strategies will increase by 0.080 units and vice versa.

Table 27. Path Analysis

Relationships	Beta	S.D.	T Statistics	P Values	L.L.	U.L.
MET -> COG	0.649	0.043	15.268	0.000	0.570	0.734
MET -> DET	0.389	0.071	5.504	0.000	0.269	0.532
MET -> MEM	0.583	0.060	9.662	0.000	0.455	0.695
MET -> SOC	0.417	0.080	5.179	0.000	0.263	0.572

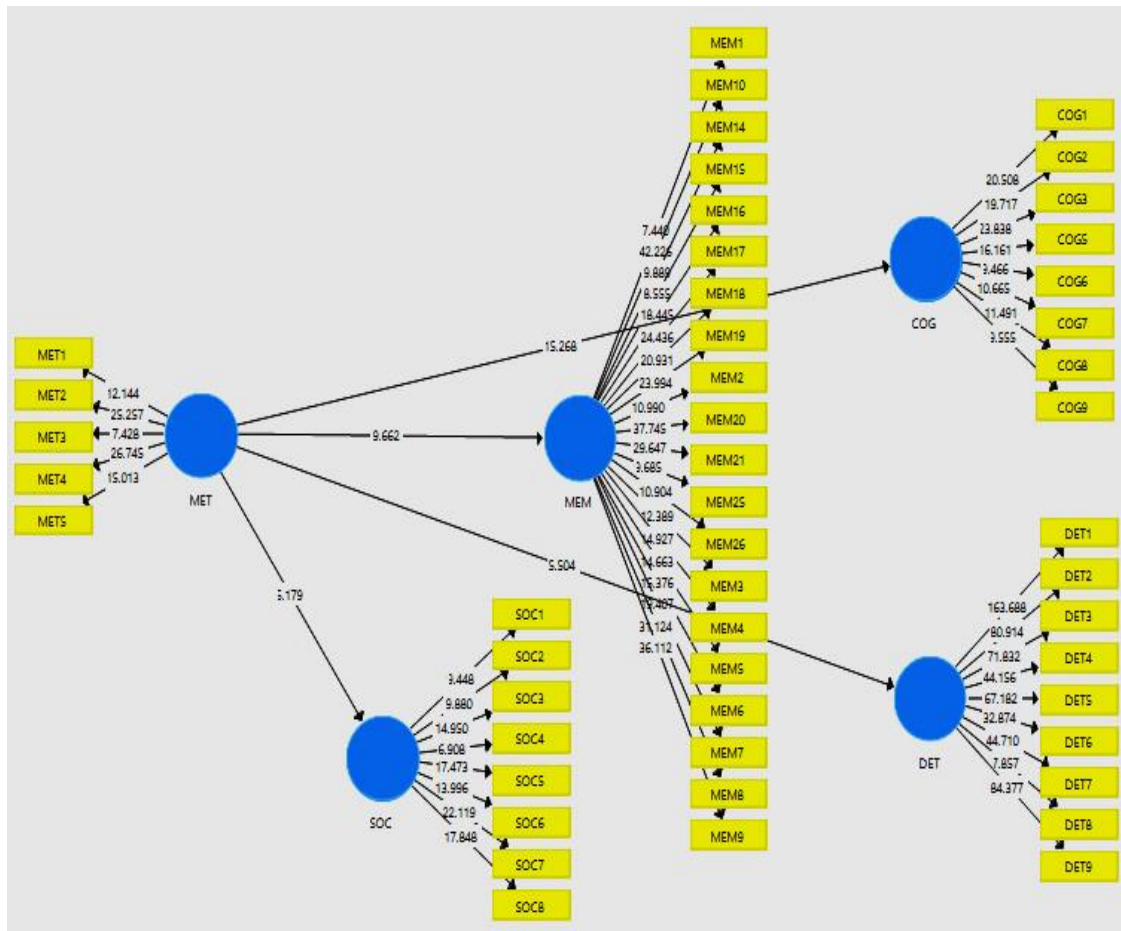


Figure 17. Structural Model Assessment

4.4. Discussion of the Main Findings

This section discusses the main findings of research question number one: "What is the level of vocabulary learning strategies do undergraduate students at Karabuk University use?". It also discusses the main findings of research question number two: "What are the most and least frequent vocabulary learning strategies employed by undergraduate students at Karabuk University?". The findings indicate that undergraduate students at Karabuk University used a medium range of strategies. The findings are consistent with (Okyar, 2021; Rabadi, 2016; Behbahani, 2016; Al-Khasawneh, 2013; Hamzah, Kafipour, & Abdullah, 2009), in which the frequency of vocabulary learning strategies used was at a medium level.

The findings of the determination strategies show that "Flash Cards" is the only strategy used at a low level. This result is consistent with a study by (Okyar, 2021; Al-Khasawneh, 2013), in which "Flash Cards" was the only strategy used at a low level. In

contrast, all the other determination strategies are used at a medium frequency because their percentage usage is not less than 50 percent or more than 70 percent.

The outcomes of the social strategies reveal that "Ask classmates for meaning" is the only strategy used at a high level. This finding is consistent with the findings of previous research (Yang, 2010; Vrettou, 2011; Al-Khasawneh, 2013), which showed that EFL learners indicated a high use of social strategies. In addition, the findings also show that "The teacher checks students' flash cards or word lists for accuracy" is the only strategy used at a low level. In contrast, all the other social strategies were used at a medium frequency because the percentage usage of the strategies was between 50 percent and 70 percent. These results are in concord with the findings of previous studies (Lee and 203 Oxford, 2003; Chen, 1998; Wharton, 2000; Wang, 2004; Yang, 2010; Vrettou, 2011) which revealed that EFL learners reported a high use of social strategies.

The outcomes of the memory strategies indicate that "Study the word with a pictorial representation of its meaning" and "Associate the word with its coordinates" strategies are used at a high level. The findings coincide with a study by Mirioglu (2020), in which "Study the word with a pictorial representation of its meaning" and "Associate the word with its coordinates" strategies are used at a high level. The results also show that "Use scales for gradable adjectives", "Peg method", and "Group words within a storyline" are the strategies used at the low level. These findings are in line with previous studies done by (Baharudin, 2019; Wang, 2018; Al-Khasawneh, 2013), in which "Use scales for gradable adjectives", "Peg method", and "Group words within a storyline" are the strategies used at the low level. In contrast, all the other memory strategies are used at a medium frequency because their percentage usage is not less than 50 percent nor more than 70 percent.

The outcomes of the cognitive strategies reveal that "Verbal repetition" and "Keep a vocabulary notebook" are the strategies used at a high level. The findings coincide with (Shamsan, Ali & Hezam, 2021; Okyar, 2021; Mirioglu, 2020), in which "Verbal repetition" and "Keep a vocabulary notebook" were identified as the most used strategies. The evidence for verbal repetition supports Nation (2001), who indicated that in order to gain proficiency in lexical items, they should be learned sufficiently. In addition, the results also show that "Put English labels on physical objects" is the only strategy used at the low level. In contrast, all the other cognitive strategies are used at a

medium frequency because their percentage usage is between 50 percent and 70 percent.

The findings of the metacognitive strategies show that "Use spaced words practiced" is the only strategy used at the low level. The findings coincide with (Mirioglu, 2020; Apari, 2016; Al-Khasawneh, 2013), in which "Use spaced words practiced" is the only strategy used at the low level. In contrast, all the other metacognitive strategies are used at a medium frequency because their percentage usage is not less than 50 percent nor more than 70 percent. The moderate use of metacognitive strategies could be attributed to the fact that most respondents do not know how to employ metacognitive strategies efficiently in vocabulary learning (Leilei, 2016).

The findings indicate that male undergraduate students use VLSs at a higher percentage than their female counterparts. The findings revealed that males used VLSs more than females. Moreover, the results indicate that male respondents have more frequently used all the language learning strategies than female students. This result coincides with that of (Baharudin, 2019; Chen, 2019; Zarei, 2013; & Ok, 2003), who also revealed that male students are more likely to use language learning strategies than female students. The results also indicate that the students used all five categories of learning strategies, such as determination, social, cognitive, metacognitive, and memory strategies. These outcomes are in line with a study by Ansari, Vahdany, and Sabouri (2016), who also revealed that all the learning strategies are used by undergraduate students to learn the language.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter provides a summary, contributions to this study, limitations of the study, suggestions for further research, and finally, the study's conclusion. All the information presented is mainly based on the findings of this study. This study aims to achieve the following specific objectives:

- 1) To determine the levels of vocabulary learning strategies employed by undergraduate students at Karabuk University.
- 2) To determine the most and least frequent vocabulary learning strategies employed by undergraduate students at Karabuk University.
- 3) To determine the differences between students' use of vocabulary learning strategies and the independent variables: L1, gender, academic major, and proficiency level.

5.2. Conclusions

This study aimed to examine the vocabulary learning strategies used by EFL undergraduate students at Karabuk University using a quantitative approach. In relation to research questions number one and two in the current research, the respondents show a medium frequency level of strategy use. Also, the students used a medium degree of strategy use in all five main categories of vocabulary learning strategies with a preference for determination category, followed by social, memory, metacognitive, and cognitive category.

The findings indicate that undergraduate students at Karabuk University used a medium range of strategies. The findings of the determination strategies show that "Flash Cards" is the only strategy used at a low level. The outcomes of the social strategies reveal that "Ask classmates for meaning" is the only strategy used at a high level. In addition, the findings also show that "The teacher checks students' flash cards or word lists for accuracy" is the only strategy used at a low level. In contrast, all the other social strategies were used at a medium frequency because the percentage usage of the strategies was between 50 percent and 70 percent. The outcomes of the memory strategies indicate that "Study the word with a pictorial representation of its meaning"

and "Associate the word with its coordinates" strategies are used at a high level. The results also show that "Use scales for gradable adjectives", "Peg method", and "Group words within a storyline" are the strategies used at the low level. In contrast, all the other memory strategies are used at a medium frequency because their percentage usage is not less than 50 percent nor more than 70 percent. The outcomes of the cognitive strategies reveal that "Verbal repetition" and "Keep a vocabulary notebook" are the strategies used at a high level. In addition, the results also show that "Put English labels on physical objects" is the only strategy used at the low level. The findings of the metacognitive strategies show that "Use spaced words practiced" is the only strategy used at a low level. The findings indicate that male undergraduate students use VLSs at a higher percentage than their female counterparts.

The findings exposed that "Associate the word with its coordinates" and "Study word with a pictorial representation of its meaning" strategies are highly used by the Karabuk university students among the other memory strategies. These outcomes are similar to the study results of Al-Khasawneh (2013), who also investigated that "Associate the word with its coordinates" and "Study word with a pictorial representation of its meaning" strategies are commonly used by the students for language learning. In addition, "Ask classmates for meaning" and "Keep vocabulary notebook" strategies are highly used by the selected students among the other social and cognitive strategies. These outcomes are in line with the results of Rachmawati (2018), who examined that "Ask classmates for meaning" and "Keep vocabulary notebook" strategies are commonly used by the students for language learning.

Moreover, the results indicate that male respondents have more frequently used all the language learning strategies than female students. This result is matched with Baharudin (2019) and Chen (2019), who also revealed that male students are more prominent in using language learning strategies than female students. The results also indicate that the students used all five categories of learning strategies, such as determination, social, cognitive, metacognitive, and memory strategies, and these outcomes are in line with a study by Ansari, Vahdany, and Sabouri (2016), who also revealed that all the learning strategies are used by university students to learn the language.

Finally, the results also show that metacognitive strategies have a positive

linkage with the student's cognitive, social, determination, and memory strategies. These findings are similar to the results of Kafipour, Yazdi, Soori, and Shokrpour (2011), who examined that the metacognitive strategies have a positive impact on the student's cognitive, social, determination, and memory strategies.

5.3. Implications of the Study

This study aims to offer a platform of benefit to a wide range of people, the findings of which will help both learners and teachers of English as a foreign language. The significance of this study is as follows but is not limited to only these:

The study will determine which vocabulary learning strategies are most and least frequently used by foreign language (EFL) learners. It will focus on the various vocabulary learning strategies employed by students today that have yet to be written about or thoroughly examined. The findings of this study will reflect on the teaching and learning processes in which instructors can employ the best VLSs to assist learners in learning vocabulary, and learners could become familiar with the strategies that suit them best. The study will also help by providing students with strategies that they could employ in vocabulary learning, which in turn will simplify the difficulties that students encounter in learning languages. Besides, teachers can use the outcomes of the study to assist high-achieving learners and motivate low-achieving learners. Furthermore, the study's outcomes will assist teachers in designing appropriate materials for classroom use and getting positive feedback on their teaching, which will directly benefit their learners.

5.4. Limitations of the Study

It is expected that the current study has offered some valuable insights on the usage of various types of vocabulary learning strategies by undergraduate students at Karabuk University. As it might have some limitations, the findings of this study should be approached attentively. The study has its own limitations pertaining to the design, respondents, instruments, and methods employed, which are explained more below. These limitations, however, had no impact on the overall validity and reliability of the study's outcomes.

This study was carried out only at Karabük University, and only 3 departments were included in the sample of the study: English Language and Literature, Electric and Electronic Engineering, and Computer Engineering. Hence, the obtained results cannot be generalized to other departments or other universities in Turkey. The present study included a questionnaire to identify students' use of VLSs. This research design has several limitations, which were taken into account while analyzing the findings. A variety of other factors, such as motivation, beliefs, cultural background, and learning styles, may impact VLSs use and perspective of usefulness. It is beyond the domain of this research to investigate all the variables simultaneously, so it is imperative to be selective, otherwise, the data becomes too large to analyze efficiently (Schmitt, 2016).

5.5. Recommendations for the Future Studies

Vocabulary learning is an essential building block of English as a Foreign Language. Ediger (1999) contends that improving learners' vocabulary knowledge should be a major primary aim in all academic disciplines.

Firstly, similar studies need to be carried out within the context of other Turkish universities and institutes to be able to compare their findings with those of the present research. In addition, the use of one method in this study (questionnaire) is believed to have provided valid and reliable findings. Nevertheless, other studies need to be conducted to confirm their validity and reliability. Secondly, this research investigated the frequency use of VLSs and their relationship with four independent variables (L1, gender, language proficiency, and academic major). Nonetheless, there is a need for more comprehensive research with a wide range of variables affecting the use of VLSs such as motivation, beliefs, cultural background, and learning styles. Thirdly, the present study made use of one method (quantitative) in a complementary way; this method was found useful to probe the learners' preferences in using different VLSs. However, future studies need to include other methods such as classroom observation and think-aloud protocol to get a clearer picture of the preferences of VLSs use. Finally, conducting further research to investigate the factors impacting the level of use of vocabulary learning strategies among EFL undergraduate learners, along with the challenges they face.

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APPENDIX A: THE VLSs QUESTIONNAIRE (ENGLISH VERSION)

Dear Student:

This questionnaire is designed about vocabulary learning strategies for the purpose of gathering data for my master's degree research. Completing the questionnaire below, you will also contribute to my work. When you fill in the questionnaire, remember that there are no right or wrong answers. What counts is your personal opinion about how you can learn words in English. Therefore, try to answer as honest as you can. Please note that the contents of this form will be used only for the above research and absolutely **ANONNOYMOUS**. Your co-operation in filling this questionnaire is very much appreciated.

1. Personal Information:

- a) **Department:** 1) English Language and Literature
 2) Computer Engineering
 3) Electric and Electronic Engineering
- b) **I am now in the:** 1) Preparatory school for English
 2) First year
 3) Second year
 4) Third year
 5) Fourth year
- c) **Age:**
- d) **Gender:** 1) Male
 2) Female
- e) **Nationality:**
- f) **How long have you studied English at university?**

- 1) None 2) One semester 3) One year
 4) Two years 5) Three years 6) Four years

g) **Have you ever studied English in an English-speaking country?**

- 1) YES
 2) NO

The following 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 (seldom, 25%),

3 (sometimes, 50%),

4 (often, 75%),

5 (always, 100%).

Please read all the choices before you make your selection. Could you please circle only one choice and if you want to correct the circling, please delete it and circle your best choice clearly.

Item No.	STRATEGY	Never	Seldom	Sometimes	Often	Always
DET 1	1. I analyze or guess the meaning of the word in terms of syntax (parts of speech= noun-verb-adjective)	1	2	3	4	5
DET 2	2. I analyze or guess the meaning from the first part of the word and the last part of the word (affixes - roots - suffix).	1	2	3	4	5
DET 3	3. I check for L1 cognate or a related meaning.	1	2	3	4	5
DET 4	4. I analyze the meaning through the available pictures or gestures.	1	2	3	4	5
DET 5	5. I guess the meaning from the textual context.	1	2	3	4	5
DET 6	6. I use a monolingual dictionary (English-English).	1	2	3	4	5
DET 7	7. I use a bilingual dictionary (English-Turkish).	1	2	3	4	5

DET 8	8. I write the new words and arrange them in alphabetical order (word lists).	1	2	3	4	5
DET 9	9. I use flashcards to write the meanings of new vocabulary.	1	2	3	4	5
SOC 1	10. I ask the lecturer for L1 translation.	1	2	3	4	5
SOC 2	11. I ask the lecturer for paraphrase or synonym of new word.	1	2	3	4	5
SOC 3	12. I ask the lecturer for a sentence including the new word.	1	2	3	4	5
SOC 4	13. I ask my classmates for the meaning.	1	2	3	4	5
SOC 5	14. I discover the new meaning through group work activity.	1	2	3	4	5
SOC 6	15. I study and practice meaning in a group.	1	2	3	4	5
SOC 7	16. The lecturer checks students flash cards or word lists for accuracy.	1	2	3	4	5
SOC 8	17. I interact with native speakers.	1	2	3	4	5

MEM 1	18. I connect the new words to a previous personal experience.	1	2	3	4	5
MEM 2	19. I connect the new words with other words or use semantic maps (kitchen = spoon, plate, refrigerator).	1	2	3	4	5
MEM 3	20. I associate the new word with its coordinates (words I know before that are phonetically similar to the new word).	1	2	3	4	5
MEM 4	21. I connect the new word with its synonyms and antonyms.	1	2	3	4	5
MEM 5	22. Image word form of the written word.	1	2	3	4	5
MEM 6	23. Image word 's meaning (illustration of the meaning of the new word).	1	2	3	4	5
MEM 7	24. I use the keyword method that if I want to memorize a word, I search for a word in my L1 that sounds similar to it.	1	2	3	4	5
MEM 8	25. Group words together to study them.	1	2	3	4	5
MEM 9	26. Study the spelling of the new word.	1	2	3	4	5
MEM 10	27. Say the new word aloud when studying.	1	2	3	4	5
MEM 11	28. Use physical action when learning the new word.	1	2	3	4	5
MEM 12	29. Study the new word with a pictorial representation of its meaning (on the street or at home).	1	2	3	4	5
MEM 13	30. Associate the new word with its coordinates (phonetically).	1	2	3	4	5
MEM 14	31. I make a table including the derivation of adjectives for the new word (use scales for gradable adjectives).	1	2	3	4	5

MEM 15	32. I use Peg method (associating a word with numbers).	1	2	3	4	5
MEM 16	33. I use Loci method (learning new words through the daily path).	1	2	3	4	5
MEM 17	34. Group words together alphabetically (spatially on a page).	1	2	3	4	5
MEM 18	35. Study the sound of the new word.	1	2	3	4	5
MEM 19	36. Groups words together within a storyline.	1	2	3	4	5
MEM 20	37. Use the new words in sentences.	1	2	3	4	5
MEM 21	38. Underline the initial letter of the new word to search for it later.	1	2	3	4	5
MEM 22	39. I store the new words on the computer or on the electronic dictionary.	1	2	3	4	5
MEM 23	40. Affixes, roots, or suffixes (remembering)	1	2	3	4	5
MEM 24	41. Parts of speech (remembering)	1	2	3	4	5
MEM 25	42. Paraphrase the word 's meaning	1	2	3	4	5
MEM 26	43. Use cognates in study	1	2	3	4	5
MEM 27	44. Learn the word of an idiom together	1	2	3	4	5
MEM 28	45. Use semantic features grids (I give a set of synonyms and antonyms for the new word).	1	2	3	4	5
COG 1	46. Verbal repetition (I repeat the word orally).	1	2	3	4	5
COG 2	47. Written repetition (I repeat the word in writing).	1	2	3	4	5
COG 3	48. Study the new words in lists.	1	2	3	4	5
COG 4	49. Put English labels on physical objects like putting the word (table) on the table.	1	2	3	4	5
COG 5	50. Keep a vocabulary notebook	1	2	3	4	5
COG 6	51. I use flashcards to learn new English words.	1	2	3	4	5
COG 7	52. Take notes in class	1	2	3	4	5
COG 8	53. Use the vocabulary section in the textbook.	1	2	3	4	5
COG 9	54. Listen to tape of word lists	1	2	3	4	5
MET 1	55. Testing oneself with word lists	1	2	3	4	5
MET 2	56. Use English language media (Songs, movies, newscasts)	1	2	3	4	5
MET 3	57. Skip or pass new word	1	2	3	4	5
MET 4	58. Use spaced word practiced	1	2	3	4	5
MET 5	59. Continue to study the new words overtime	1	2	3	4	5

Thank you!

APPENDIX B: THE VLSs QUESTIONNAIRE (TURKISH VERSION)

Sevgili Öğrencimiz,

Bu anket, lisansüstü derecesi araştırmam için veri toplamak amacıyla kelime öğrenme stratejileri hakkında tasarlanmıştır. Aşağıdaki anketi doldurarak, siz de çalışmalarına katkı sağlamış olacaksınız. Anketi doldururken, doğru ya da yanlış cevap olmadığını unutmayın. Önemli olan İngilizce kelimeleri nasıl öğrenebileceğiniz konusundaki kişisel görüşünüzdür. Bu nedenle, olabildiğince dürüst cevap vermeye çalışın. Lütfen bu formun içeriğinin sadece yukarıdaki araştırma için kullanılacağını ve kesinlikle ANONİM olduğunu unutmayın. Bu anketi doldururken gösterdiğiniz iş birliğiniz için çok teşekkür ederim.

1- Kişisel bilgiler:

- a) **Bölüm:** 1) İngilizce dili ve Edebiyatı
2) Bilgisayar mühendisliği
3) Elektrik ve Elektronik Mühendisliği
- b) **Kaçıncı sınıf:** 1) İngilizce hazırlık 2) Birinci sınıf 3) İkinci sınıf
4) Üçüncü sınıf 5) Dördüncü sınıf
- c) **Yaş:**
- d) **Cinsiyet:** 1) Erkek
2) kadın
- e) **Vatandaşlık:**
- f) **Üniversitede İngilizce okuma süresi ne kadar?**
1) Hiçbiri 2) Bir dönem 3) Bir yıl
4) İki yıl 5) Üç yıl 6) Dört yıl
- g) **Hiç İngilizce konuşulan bir ülkede İngilizce eğitimi aldınız mı?**
1) EVET
2) HAYIR

Aşağıda kelime öğrenme stratejilerinin bir listesi bulunmaktadır. Kelimeleri nasıl öğrenebileceğinizi değil, gerçekten nasıl öğrendiğinizi bilmek istiyorum. Eğer bir kelime öğrenme stratejisinden yararlanıyorsanız, lütfen 1 yazan numarayı daire içine alın (yanıtınız asla ise, %0'ı daire içine alın). Bir strateji kullanıyorsanız, lütfen 2 (nadiren, %25), 3 (bazen, %50), 4 (genellikle, %75), 5 (her zaman, %100)

sayılarından birini daire içine alın. Lütfen seçiminizi yapmadan önce tüm seçenekleri okuyun. Lütfen, her soru için yalnızca bir seçeneği daire içine alın ve daire içine aldığınız yanıt üzerinde değişiklik yapmak istediğinizde, eski yanıtınızı silin ve yeni ve sizi en iyi yansıtan yanıt karşılık gelen seçeneği belirgin bir şekilde daire içine alın.

No.	STRATEJİ	Asla	Nadiren	Ara Sıra	Sıklıkla	Her Zaman
DET 1	Kelimelerin tiplerinin analiz ederek tahmin ediyorum.	1	2	3	4	5
DET 2	Kelime manalarının kelimenin başına veya kelimenin sonuna bakarak ve analiz ederek bilirim.	1	2	3	4	5
DET 3	Ana dilime yakın kelime manalar bulmaya çalışırım.	1	2	3	4	5
DET 4	Mevcut resimler veya hareketlere bakarak kelimenin manasını analiz ederim.	1	2	3	4	5
DET 5	Metinsel bağlamdan anlamın tahmin edilmesi.	1	2	3	4	5
DET 6	Tek dilli bir sözlükten yararlanılması.	1	2	3	4	5
DET 7	İki dilli bir sözlükten yararlanılması.	1	2	3	4	5
DET 8	Yeni kelimeler listelerini kullanırım.	1	2	3	4	5
DET 9	Hafıza kartlarını kullanarak yeni kelimelerin manalarını ezberlemeye çalışırım.	1	2	3	4	5
SOC 1	Tercüme için öğretmene ana dilime göre soru sorarım.	1	2	3	4	5
SOC 2	Yeni kelimenin açıklaması veya eş anlamlısı konusunda öğretmene soru sorarım.	1	2	3	4	5
SOC 3	Öğretmenden yeni kelimeyi içeren bir cümle isterim.	1	2	3	4	5
SOC 4	Yeni kelimelerin anlamı ile ilgili sınıf arkadaşlarını sorarım.	1	2	3	4	5
SOC 5	Grup çalışması etkinliğiyle yeni anlamlar keşfedilmesi.	1	2	3	4	5
SOC 6	Anlamın grup olarak kelimeleri hatırlanması ve etkinliklere dayalı incelenmesi.	1	2	3	4	5
SOC 7	Öğretmenin, öğrencilerin bilgi kartlarını veya kelime listelerini doğruluk açısından kontrol etmesini isterim.	1	2	3	4	5
SOC 8	Anadili İngilizce olan kişilerle etkileşim kurulması.	1	2	3	4	5

MEM 1	Kelimenin geçmişte yaşanan kişisel bir deneyimle bağdaştırılması.	1	2	3	4	5
MEM 2	Yeni kelimeleri başka kelimelere bağlaç kurarım (mutfak = kaşık, tabak, buzdolabı).	1	2	3	4	5
MEM 3	Yeni kelimeleri eski benzerli ünlü kelimelerle bağlaç kurarım.	1	2	3	4	5
MEM 4	Kelimenin, eş anlamlı ve zıt anlamlı kelimeleri ile bağdaştırılması.	1	2	3	4	5

MEM 5	Yazılan kelime halinin zihinde şekillendirilmesi.	1	2	3	4	5
MEM 6	Yeni kelime anlamının zihinde şekillendirilmesi.	1	2	3	4	5
MEM 7	Anahtar kelime kullanılması, ana dilimde ünlü olarak yeni kelimeyi benzeyen bir kelimeyle bağlaç kurarım.	1	2	3	4	5
MEM 8	Kelimeleri incelemek için birlikte gruplandırılmaları.	1	2	3	4	5
MEM 9	Bir kelimenin yazılışının incelenmesi	1	2	3	4	5
MEM 10	Çalışırken yeni kelimenin yüksek sesle söylenmesi.	1	2	3	4	5
MEM 11	Bir kelime öğrenirken fiziksel eylemde bulunulması.	1	2	3	4	5
MEM 12	Yeni kelimelerin yerini hatırlayarak kelimeleri hatırlarım (evde ya da sokakta).	1	2	3	4	5
MEM 13	Yeni kelimeleri önceden bildiğim kelimelerle bağlaç kurarım.	1	2	3	4	5
MEM 14	Yeni kelimelerin sıfatlarından yararmak için tablo yazarım.	1	2	3	4	5
MEM 15	Peg yöntemini kullanırım (kelimeleri yeni rakamlarla bağlanması).	1	2	3	4	5
MEM 16	Loci yöntemini kullanırım (yeni kelimeleri genel yaşama göre öğrenilmesi).	1	2	3	4	5
MEM 17	Kelimelerin bir sayfada alfabesine göre gruplandırılması.	1	2	3	4	5
MEM 18	Bir kelimenin sesinin incelenmesi	1	2	3	4	5
MEM 19	Kelimelerin bir hikaye içinde gruplandırılması.	1	2	3	4	5
MEM 20	Yeni kelimelerin cümle içerisinde kullanılması.	1	2	3	4	5
MEM 21	Kelimenin ilk harfinin altının başka zamanlarda araştırmam için çizilmesi.	1	2	3	4	5
MEM 22	Yeni kelimeleri bilgisayarımda veya tekniksel sözlükte not edilmesi.	1	2	3	4	5
MEM 23	Ekleri ve kökleri hatırlama.	1	2	3	4	5
MEM 24	Kelimenin halini hatırlama (isim, fiil, sıfat).	1	2	3	4	5
MEM 25	Yeni kelimelere eş anlamlı bir mana kurarım.	1	2	3	4	5
MEM 26	Önceki okumalarıma dayanarak yeni kelimelere yakın anlamlı mana veririm.	1	2	3	4	5
MEM 27	Yeni kelimeleri atasözlere bağlayarak öğrenirim.	1	2	3	4	5
MEM 28	Yeni kelimelere eş anlamlı veya zıt anlamlı kelime kurarak öğrenirim.	1	2	3	4	5
COG 1	Sözlü tekrar	1	2	3	4	5
COG 2	Yazılı tekrar	1	2	3	4	5
COG 3	Yeni kelimeleri listelerek öğrenirim.	1	2	3	4	5
COG 4	Fiziksel nesnelere üzerine İngilizce yapıştırma yapıştırılması, masa üzerine (masa) kelimesini koymak.	1	2	3	4	5
COG 5	Bir kelime defteri tutulması.	1	2	3	4	5

COG 6	Hafıza kartlarını yeni İngilizce kelimeleri öğrenmek için kullanırım.	1	2	3	4	5
COG 7	Yeni İngilizce kelimeleri sınıfta özel deftere not edilmesi.	1	2	3	4	5
COG 8	Ders kitabınızdaki kelime bölümünden yararlanılması.	1	2	3	4	5
COG 9	Kelime listelerinin kasetinin dinlenmesi.	1	2	3	4	5
MET 1	Kelime listeleriyle kendimi test ederim.	1	2	3	4	5
MET 2	İngilizce yayınlardan yararlanılması (şarkılar, filmler, haber yayınları).	1	2	3	4	5
MET 3	Yeni kelimeyi ilk önce atla veya geç yöntemini kullanarak, sonra bir daha yeni kelimelere dikkat ederek okuması.	1	2	3	4	5
MET 4	Yeni kelimeleri boşluk doldurma etkinliklerini kullanarak kendimi değerlendirdim.	1	2	3	4	5
MET 5	Kelimeleri öğrenmeye normalden fazla tekrar etme ve zaman ayrılması.	1	2	3	4	5

Teşekkürler!

APPENDIX C: THE VLSs QUESTIONNAIRE (ARABIC VERSION)

عزيزي الطالب،

يهتم هذا الاستبيان بإستراتيجيات تعلم اللغة الإنكليزية عند الطلاب وذلك لغرض جمع المعلومات اللازمة لرسالة الماجستير. بإمكانك عزيزي الطالب المساهمة في إنجاح هذا البحث من خلال إجابتك على هذا الاستبيان. يرجى العلم بأنه ليست هناك إجابات خاطئة أو صحيحة، كل الإجابات سوف تعبر عن طرقك الخاصة أو رأيك الشخصي في تعلم معاني اللغة الإنكليزية. لذلك يرجى مراعاة المصادقية عند تعبتك لهذا الاستبيان مع العلم بأن محتويات هذا الاستبيان سوف تستخدم للأغراض البحثية فقط ولن يكشف عن هوية الطالب بالتأكيد. مشاركتك في هذا البحث سوف يكون لها الأثر الطيب في نفس الباحث والباحث بشكل عام.

1. المعلومات الشخصية:

(a) القسم: (1) اللغة الإنكليزية وآدابها (2) هندسة الحاسوب (3) هندسة الكهرباء والإلكترون

(b) أنا الآن في السنة الدراسية: (1) المرحلة التحضيرية للغة الإنكليزي (2) السنة الأولى

(3) السنة الثانية (4) السنة الثالثة (5) السنة الرابعة

(c) العمر:

(d) الجنس: (1) ذكر

(2) أنثى

(e) الجنسية:

(f) كم هي المدة التي درّستَ فيها اللغة الإنكليزية في الجامعة؟

(1) ليس مما ذكر (2) فصل واحد (3) سنة واحدة

(4) سنتان (5) 3 سنوات (6) 4 سنوات

(g) هل سبق و أن درّستَ اللغة الإنكليزية في بلد يتحدث اللغة الإنكليزية؟ (1) نعم

(2) لا

تتكون القائمة أدناه من مجموعة إستراتيجيات تعلم معاني المفردات باللغة الإنكليزية. يود الباحث معرفة الإستراتيجيات الفعلية للطلاب عند تعلم معاني مفردات اللغة الإنكليزية. في حالة عدم إستخدامك لإستراتيجية معينة على الإطلاق، ضع دائرة على رقم 1 (أبدأ، 0%). في حالة عدم إستخدامك للإستراتيجية، الرجاء وضع دائرة على

أحد الخيارات التالية: 2 (نادراً، 25٪) ، 3 (أحياناً، 50٪) ، 4 (غالباً، 75٪) ، 5 (دائماً، 100٪). الرجاء قراءة

الإستبيان بتمعن قبل القيام بعملية الإجابة مع إعطاء إجابة واحدة لكل بند.

بند رقم	إستراتيجيات تعلم معاني المفردات الإنكليزية	1	2	3	4	دائماً
1.	أقدر أو أضمن معنى الكلمة من الناحية الإعرابية (اسم-فعل-صفة)	1	2	3	4	5
2.	أقدر أو أضمن معنى الكلمة من الجزء الأول للكلمة والجزء الأخير للكلمة.	1	2	3	4	5
3.	أحاول إيجاد المعنى القريب أو معنى ذا صلة باللغة الأم.	1	2	3	4	5
4.	أقدر المعنى من الصورة المصاحبة عندما تتوفر.	1	2	3	4	5
5.	أحاول استنتاج المعنى من خلال النص.	1	2	3	4	5
6.	أستخدم قاموس أحادي اللغة (إنكليزي-إنكليزي).	1	2	3	4	5
7.	أستخدم قاموس ثنائي اللغة (إنكليزي-عربي).	1	2	3	4	5
8.	أكتب الكلمات الجديدة وأرتبها حسب ترتيبها الأبجدي.	1	2	3	4	5
9.	أستخدم البطاقات التعليمية لكتابة معاني المفردات الجديدة.	1	2	3	4	5
10.	أسأل المحاضر عن المعنى في لغتي الأم.	1	2	3	4	5
11.	أسأل المحاضر إعطاء معنى رديف باللغة الإنكليزية.	1	2	3	4	5
12.	أسأل المحاضر إعطاء جملة متضمنة الكلمة الجديدة لمحاولة تقدير المعنى من خلال النص.	1	2	3	4	5
13.	أسأل زميلي في المحاضرة عن معنى الكلمة الجديدة.	1	2	3	4	5
14.	أحاول إكتشاف معنى الكلمة الجديدة بمساعدة مجموعة من زملائي داخل المحاضرة من خلال القيام بنشاط خاص بذلك.	1	2	3	4	5
15.	أحاول إستذكار (تذكر) معنى الكلمة الجديدة بمساعدة مجموعة من زملائي داخل المحاضرة من خلال القيام بنشاط خاص بذلك.	1	2	3	4	5
16.	أسأل المحاضر أن يتفحص البطاقات التعليمية أو قوائم الكلمات الجديدة لتحري الدقة.	1	2	3	4	5
17.	أحاول الإحتكاك بالناطقين باللغة الإنكليزية لإكتساب المعاني الجديدة.	1	2	3	4	5
18.	أقوم بعملية دمج الكلمات الجديدة مع مواقف وخبرات شخصية.	1	2	3	4	5
19.	أربط الكلمات الجديدة بما يعود عليها من كلمات أخرى. (مطبخ=ملعقة، صحن، ثلاجة).	1	2	3	4	5
20.	أقوم بربط الكلمة الجديدة والكلمات التي أعرفها من قبل والتي تكون مشابهة صوتياً للكلمة الجديدة.	1	2	3	4	5
21.	أقوم بربط الكلمة الجديدة مع مرادفات أو المعنى المعاكس لها.	1	2	3	4	5
22.	أرسم صورة ذهنية للكلمة المكتوبة.	1	2	3	4	5
23.	أرسم صورة ذهنية أو توضيحية لمعنى الكلمة الجديدة.	1	2	3	4	5
24.	أستخدم أسلوب الكلمة الرئيسية وهو أنني إذا أردت حفظ كلمة، أقوم بإيجاد كلمة عربية مشابهة لها في الصوت ككلمة فاين ثم أرسم في ذهني شخصاً يستخدم منديلاً.	1	2	3	4	5
25.	أجمع جميع الكلمات الجديدة معاً لدراستها لاحقاً.	1	2	3	4	5
26.	أدرس الطريقة الإملائية للكلمة الجديدة.	1	2	3	4	5
27.	أقوم بتريديد الكلمة الجديدة بصوت عال عند الدراسة لها.	1	2	3	4	5
28.	أحاول نطق الكلمة الجديدة مع إعطاء حركات جسمانية معينة (إستخدام لغة الجسد).	1	2	3	4	5

5	4	3	2	1	أتذكر معنى الكلمة الجديدة عن طريق تذكر مكان وجودها (في الشارع أو في المنزل).	29.
5	4	3	2	1	أقوم بربط معنى الكلمة الجديدة مع كلمات أعرفها من قبل.	30.
5	4	3	2	1	أقوم بإنشاء جدول متضمنا إشتقاق الصفات للكلمة الجديدة.	31.
5	4	3	2	1	أقوم باستخدام طريقة بيج (ربط الكلمة بالأرقام).	32.
5	4	3	2	1	أقوم باستخدام طريقة لوكاي (تعلم الكلمات الجديدة من خلال المسار اليومي).	33.
5	4	3	2	1	أقوم بترتيب الكلمات هجائيا على ورقة خارجية.	34.
5	4	3	2	1	أقوم بدراسة النظام الصوتي للكلمة الجديدة.	35.
5	4	3	2	1	أقوم بترتيب الكلمات الجديدة على شكل قصة قصيرة.	36.
5	4	3	2	1	أقوم بوضع الكلمات الجديدة في جمل مفيدة.	37.
5	4	3	2	1	أقوم بتظليل الحرف الأول للكلمة الجديدة للبحث عنها لاحقا.	38.
5	4	3	2	1	أقوم بتخزين الكلمات الجديدة على الكمبيوتر أو على القاموس الإلكتروني.	39.
5	4	3	2	1	أقوم بإستذكار جذر الكلمة أو أجزائها الأخيرة أو الأولى.	40.
5	4	3	2	1	أقوم بإستذكار الناحية الإعرابية للكلمة (إسم، فعل، صفة).	41.
5	4	3	2	1	أقوم بإعطاء معنى مرادف للكلمة الجديدة.	42.
5	4	3	2	1	أقوم بإعطاء معنى قريب للكلمة الجديدة من خلال خبراتي السابقة.	43.
5	4	3	2	1	أقوم بتعلم الكلمة الجديدة من خلال ربطها بمثل شعبي.	44.
5	4	3	2	1	أقوم بإعطاء مجموعة من المترادفات والمتناقضات للكلمة الجديدة.	45.
5	4	3	2	1	أقوم بتكرار الكلمة شفويا.	46.
5	4	3	2	1	أقوم بتكرار الكلمة كتابيا.	47.
5	4	3	2	1	أدرس الكلمات الجديدة على شكل قوائم.	48.
5	4	3	2	1	أضع ملصقات على المواد المحسوسة كوضع ملصق كلمة (طاولة) على الطاولة.	49.
5	4	3	2	1	أقوم بالإحتفاظ بدفتر صغير لأكتب عليه الكلمات الإنكليزية الجديدة.	50.
5	4	3	2	1	أستخدم البطاقات التعليمية لتعلم الكلمات الإنكليزية الجديدة.	51.
5	4	3	2	1	أقوم بكتابة الكلمات الإنكليزية الجديدة على دفتر خاص داخل الغرفة الصفية.	52.
5	4	3	2	1	أقوم بتعلم الكلمات الجديدة من خلال نشاط المفردات الموجود في المقرر المدرسي.	53.
5	4	3	2	1	أقوم بالإستماع للكلمات الجديدة من خلال شريط تسجيل.	54.
5	4	3	2	1	أعطي لنفسني إمتحانات شخصية بالكلمات التي قمت بتعلمها.	55.
5	4	3	2	1	أقوم بتعلم أو مراجعة الكلمات الإنكليزية من خلال مشاهدة التلفاز، الإستماع للمذياع، أو قراءة الصحف الإنكليزية.	56.
5	4	3	2	1	عندما أقوم بقراءة قطعة باللغة الإنكليزية أقرأها بسرعة أولا ثم أعود لقراءتها مجددا لأتأمل المعاني الجديدة.	57.
5	4	3	2	1	أقوم بإختيار دراستي للكلمات الجديدة من خلال تمرين إملاء الفراغ.	58.
5	4	3	2	1	أعود لدراسة ومراجعة الكلمات الجديدة مرارا وتكرارا.	59.

شكرا لتعاونكم!

CURRICULUM VITAE

Khalefa Mohamad Kheder received his BA in English Literature from Aleppo University, Syria in 2011. He works in different fields related to the English language and literature, especially translation. His research interests include linguistics and research methods. In 2020, he joined Karabuk University to pursue his master's degree in Applied Linguistics.

