

The Use of Vocabulary Learning Strategies by EFL and EAP Undergraduate University Learners' in the Iraqi Context

Mohanad Al-Omairi

Al-rusafa First, Ministry of Education
Baghdad, Iraq

Abstract

Vocabulary learning is an essential part of foreign or second language learning. This study aims at identifying the most and least common strategies that are used by Iraqi English as a foreign language (EFL) majors and English for academic purposes (EAP) learners. Also, determine the differences that are in EFL and EAP students' vocabulary learning strategy (VLS) use as well as exploring EFL and EAP students' views and difficulties. The study samples were 100 undergraduate learners (50 EAP learners and 50 EFL majors studying at Al-iraqia University, Iraq). There were two methods adopted; a validated Likert-scale questionnaire based on a developed version of Schmitt (1997) and further selected four of them for a follow-up semi-structured interview. The results of the survey indicated that EFL and EAP learners' most common strategy was determination strategy, whereas, the least common strategy was metacognitive. The finding of the independent sample t-test of the five identified categories: metacognitive, determination, cognitive, memory as well as social, indicated that there was no significant difference between EFL and EAP learners' in the frequency of the use of VLS. The results of the interview indicated that the majority of EFL and EAP learners' valued the significance role of VLS.

Keywords: EAP learners, EFL learners, vocabulary learning strategies

Cite as: Al-Omairi, M. (2020). The Use of Vocabulary Learning Strategies by EFL and EAP Undergraduate University Learners' in the Iraqi Context. *Arab World English Journal: Special Issue on the English Language in Iraqi Context*. 111-120.
DOI: <https://dx.doi.org/10.24093/awej/elt2.7>