

Methods for Learning English Vocabulary Employed by Iraqi EFL Learners at University of Technology

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Abstract

The main goal of this study is to indicate the strategies' types that are employed by Iraqi EFL students to learn Vocabulary. To achieve this aim, the author wants to show which methods that are employed most repeatedly by Iraqi EFL students at University of Technology? Tests of vocabulary(pre/post-test) were adopted in this research to get the aim of the experiment. The author used tests to indicate the influence of meta-cognitive methods on the process of learning English vocabulary. Tests of this study relied on Nation's multiple-choice test of vocabulary knowledge (1990). The researcher asked thirty Iraqi EFL students from University of Technology to be as participants in the current study. Fifteen was the number of male and the same number was for female students. The results indicated that determination strategies were most frequently employed than other types among Iraqi EFL students . On the other hand, using metacognitive strategies were the least frequently among the students.

Keywords: educational program, Iraqi EFL learners, learning methods, , methods of Meta-cognitive, vocabulary

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Introduction

Effective vocabulary learning strategies would enhance students' proficiency and greater self-confidence. On the other hand, it is not easy for all language learners to learn and acquire the meanings of new words, to store them in their memory and remind them of a desire, to use them in a suitable situation, or to expand their knowledge for vocabulary size (Siriwan, 2007). It is very important for Iraqi EFL learners to be taught many kinds of vocabulary learning strategies as well as to receive the appropriate training to help them to cope in a successful way with unfamiliar or unknown words (Siriwan, 2007; Zhao, 2009).

It is also a common practice in Iraq English classrooms that the Arabic language is used to achieve most activities within this teaching method, with few activities included in the English language. Therefore, educators, administrators, and curriculum designers have the obligation to focus on this deficiency to develop effective learning of English in Iraq. They must be interested and be passionate to improve the teaching and learning of English in Iraq. New methods and techniques ought to be explored in the search of the most appropriate methods to be adopted in teaching Iraqi EFL learners.

In Iraq, English is as a foreign language and its importance is unlimited to the process of university entrance selection purposes. Most of the works were out of the Iraqi EFL context (Zughoul & Husain, 1985; Zughoul, 1991; 2003; Al.Khataybeh, 1992; Khuwaileh & Shoumali, 2000; Mugableh, 2016) of Iraqi EFL students have a weak level in the English language.

According to Mugableh(2016) meaning cannot be conveyed without vocabulary. Most of the previous studies emphasize the importance of vocabulary in conveying the exact meanings and expressing ideas. However, many schools, in the field of Linguistics, suppose that the amount of words is one of the central factors in the foreign language learning (FLL) (Laufer, 1989, Nation, 1997).

Over the past few decades, a lot of researchers have altered their focus relating to the field of English vocabulary learning and teaching with a greater emphasis on the process of learning and learners rather than on the process of teaching and teachers (Rabadi ,2016). For O'Malley and Chamot (1990), it is a rational goal for EFL teachers to help their students to have the autonomy level in the process of English learning. Introducing different vocabulary learning strategies can help strengthen English learning, particularly in vocabulary learning. Moreover, vocabulary learning strategies assist Iraqi EFL students to be active and have autonomy in their English vocabulary learning (Martinen, 2008).

Thus, this study has a significance in the field of English vocabulary learning methods. It provides a wide investigation of the types of vocabulary learning strategies used by Iraqi students at three colleges (Medicine, Engineering, and Agriculture). Up to the researcher's knowledge, there are no empirical researches on VLSs are used with Iraqi students. The current study offers a broad investigation on the frequency of employing English vocabulary learning methods and its relationship with four independent variable factors: gender, language proficiency, academic major, and strategies or vocabulary learning at earlier times.

It is hoped that the present investigation is valuable providing the next researchers with new information about employing various types of English vocabulary learning approaches by Iraqi EFL university learners. However, it is impossible to judge this study is without shortcomings. Some limitations have appeared as follow: participants are asked to fill in the items of VLSs questionnaire depended on their self-report. Caution must be taken into consideration when a report is involved in the instrument of this study. Participants have to have to understand and followed to obtain more accurate data.

The current research employed a questionnaire to elicit learners' use of VLSs. These research methods have suffered some limits during justifying the results of the study.

In this study, the questionnaire was depended on the study of Schmitt & McCarthy (1997) using taxonomy of VLMs, which is comprehensive and dependable to be conducted in this investigation. In contrast, other VLMs taxonomies should have been included in the VLMs questionnaire of this study to provide a wide range of VLMs for Iraqi EFL learners to choose. The results are not meant to generalize the kinds of English vocabulary learning strategies among Iraqi studies. It shows the preferences of using VLMs among Iraqi EFL learners at belong to three colleges only

Literature Review

It is important for EFL teachers to explore the challenges students face in the receiving and producing the English language because of having a limited amount of English words. As Cook (2001a) shows that these difficulties occur because students are unmotivated and unconfident in their English. One of the main fields of vocabulary learning is the study of the role that affects the process of learning vocabulary. These affective factors influencing the students' success in learning vocabulary gender, language proficiency, preceding vocabulary learning strategies, and academic major are important factors (Chen, 1998; Cook, 2001a; Jassim, 2016 b; Jassim & DZkiria, 2019). As mentioned above, there are other variables which may affect the use of vocabulary learning strategies, such as year of study, age, learning style, motivation, preceding language learning experience, course level, and hlanguage studied (Green & Oxford, 1995). However, the characteristics of prior studies conducted on the factors affecting the use of different strategies for learning vocabulary are inconsistent and inconclusive results (Gallego, 2012). The reader of books and articles related to vocabulary acquisition is often left with more doubts than certainties (Catalan & Gallego, 2010; Jassim a, 2016).

Another main area in the learning of vocabulary is the function of employing certain strategies in enhancing learners' autonomy. For Littlewood (2001), the learners' active metacognitive strategies are the key component to achieve learning autonomy. For Littlewood, it referred to as learning strategies. Although there are many benefits for metacognitive strategies are used among EFL learners, practitioners still know few about the relationship between using metacognitive strategies and the process of learning and recalling vocabulary (Zhao, 2009). Therefore, a study which examines the impact of teaching metacognitive strategies on the vocabulary used particularly in promoting the meaning of autonomy among EFL students could provide shed light on the possibility of creating autonomy among Iraqi EFL students.

The English language plays a significant role in various fields of human life such as commerce, Economy as well as politics. Alatis and Straehle(1997) claimed that one learn English to escort the succeeding developments around the world. According to Alatis and Straehle, English is the official or foreign language in over 60 countries and it has a vital role in the life of people in twenty countries. It is the main language of presenting scientific studies, technological rebellions, and computer industries. He also discussed the importance and broad usage of English. He reveals that 70 % of the linguistic journals in the world are published completely in English, 85% of international associations make: official use of English, 80 %of the electronically- stored information in the world is currently in English, 85percent of the world - film market is in English, and 85 % of the scientific articles are written in English. In other words, English is widely integrated at most of the academic studies.

Nagy& Scott (2000) carried out a study on the importance of English in academic institutions. The participants of this study involved 357 secondary school students in the United Arab Emirates. The students responded to a questionnaire and 75 percent of the students stated that they liked studying English because of its importance as an international means of communication in all domains such as business, media, and economy. This, in its turn, it would enable them to pursue their studies, and for keeping them to get in touch with a high - status target culture.

Another study was conducted by Alatis and Straehle (2017) to show the reasons for learning English among Swiss school children. The results of this study revealed that 97 percent of the students liked to learn a foreign language because it can be employed in all field of the world. The other reasons documented were because English is considered as the language of business 65 percent; English is the language of tourism 60 percent; English increases the job opportunities 55 percent; English is the language of science 51 percent, and English is the language of entertainment 28 percent.

Methods

This research aims to study the influence of meta-cognitive methods instruction on the use of methods for learning English vocabulary. Therefore, Tests of vocabulary(pre/post-test) were used in order to achieve the purpose of the experiment. In this regard, tests were used to show the influence of meta-cognitive methods on the process of learning vocabulary.

Participants

The researcher asked thirty Iraqi EFL students from University of Technology to be as participants in the current study. Fifteen was the number of male and the same number was for female students. Those students were learning English in foreign classes. The researcher chose those students randomly to attain availability and convenience. The participants who were Iraqi students from three colleges which are Medicine, Engineering, and Agriculture. The researcher selected these faculties to get different students' characteristics and totally different areas. The researcher has taken into consideration that the participants should not be big to be manageable.

Through informal correspondences with the heads of Medicine, Engineering, and Agriculture departments, the researcher was informed that the number of Medicine students is

433 (male=301, female=132), Agriculture students =625 (male=468, female=157), and Engineering students= 1224 (male=867, female=357) in that order. The participants were Iraqi EFL students. The English language placement test was taken as the entrance exam for the university to test the students' performance in the English language. The students' age was from 19 to 22 for Agriculture Students, 19 to 24 for engineering students, and the same for Medicine students. This study is based on vocabulary tests (pre/post-tests) depending on Nation's (1990j) vocabulary test were employed to study the influence of teaching meta-cognitive ways on employing of methods for English vocabulary learning. Most of the students who participated in the current study began their English learning at the fifth grade and had learnt English as a foreign language for seven years.

Research Setting and the Participants

The present research was conducted at selected University of Technology. In Iraq, English is taught as a foreign language. The participants selected for the study were Thirty undergraduate students from Iraqi University of Science and Technology participated in this study. There were fifteen male students and fifteen female students. All of the participants were learning English as a foreign language. The subjects were selected randomly, so, they have learnt English language for eighteen years, sufficient to understand the requirements of the present research. Also, the rationale behind the selection is that these students have gained knowledge of English language and are ready to make use of a wider range of vocabulary items, either for further studies or for their own business. In any case they need to be autonomous vocabulary learners. The selected students are suitable for data collection through tests.

Research Design and Procedures

The most famous ways are used to examine vocabulary learning methods in the previous studies were interviews, questionnaires, observation and think aloud tasks. This study is based on vocabulary tests (pre/post-tests) depending on Nation's (1990j) vocabulary test were employed to study the influence of teaching meta-cognitive ways on employing of methods for English vocabulary learning.

Data Analysis

A statistical method was used for identifying the significant differences between the students' overall vocabulary learning methods employed concerning independent variables such as gender, language level, and previous vocabulary learning strategies instruction.

Howitt and Cramer (2019) show that the difference analysis is a method of statistical analysis employed to state many differences among the means of more than groups of a variable. In the present study, this statistical approach was used to show the relationship between Iraqi EFL students' vocabulary learning ways used regarding the independent variable.

Based on the results of T-Test, Table one shows the following: the mean, standard of deviation, and difference of students' using of vocabulary learning methods in the five categories.

Table two reveals that the findings of the independent participants T-Test in order to indicate if there were significant differences in the use of VLMs in the five categories in relation to gender.

As demonstrated in the Table one, females employed approaches of English vocabulary learning more recurrently than males counterparts using three categories: determination (Mean= 3.19, Std. Deviation= .572), social (Mean= 3.01, Std. Deviation= .659), and memory (Mean= 2.92, Std. Deviation= .616). Both female and male students used cognitive approaches at the same level of the frequency (Mean= 2.76, Std. Deviation= .758, .790) respectively. On the other hand, males employed meta-cognitive approaches more frequently than females (Mean= 2.78, Std. Deviation = .870). The independent participants' findings in T-Test as stated in Table two reveal a significant difference in between males and females in the using of determination approaches ($t = 9.219$, $df = 613.703$, $p < .001$). Females were better than males in the use of determination category ($p < .05$).

Though, no significant differences were in employing of social ($p > .839$), memory ($p > .917$), cognitive ($p > .373$), and meta-cognitive approaches ($p > .127$).

The method of analyzing the collection data of this study can be valuable and helpful to guide other researchers in conducting, practicing and analyzing similar kinds of documented data. Lastly, a quasi-experimental design was used to examine the effect of meta-cognitive ways instruction on English vocabulary learning. A pre-test was used to investigate the homogeneity of the two groups in English vocabulary knowledge, while a post-test was employed to discover the impact of the method on the Iraqi EFL learners' vocabulary learning. There are no previous studies focused on investigating such a relationship in general, and in the Iraqi context in particular.

Results from the Data Collected

The Findings of both tests were marked. The learners' answers have been inserted in the SPSS program regardless of being wrong or right. Then, the researcher gave one mark for students' correct answer, and the entire test was computed employing SPSS. The final scores were calculated for each learner, and for the test. A pre-test was used to ensure the homogeneity between the two groups in vocabulary learning before the meta-cognitive ways for education. The findings of post-test were different from the findings of the pre-test which were conducting by independent participants post-test statistical process.

Table three summarizes the results of present study. It states the descriptive analyzing for the vocabulary learning approaches used by Iraqi EFL learners. It states that determination and social ways were found to be the most frequent strategies that JUST learners tend to employ in their vocabulary learning. Memory approaches were in the third place, cognitive approaches and meta-cognitive approaches were found to be the less frequent ways to be employed by JUST learners comparing with other approaches.

The Use of Determination Methods by Iraqi EFL Learners

This part shows the determination ways were employed by the Iraqi EFL learners to learn English vocabulary. Determination approaches were nine. Table four states the frequency of using each way

Table four indicated nine items under determination category for learning vocabulary. Seven were reported being used at the high level of the frequency, one at the medium level, and one strategy at the low frequency level.

Students' Use of Social Strategies

This section reveals the social strategies which have been employed by the students. Social strategies contained eight individual vocabulary learning strategies. What follows is the frequency of the individual social strategies for vocabulary learning among JUST students.

Table five demonstrated that four out of eight strategies reported being employed at the high frequency level. Four out of eight strategies reported being employed at the medium frequency level.

Students' Use of Memory Strategies

This section shows the memory strategies which were reported being employed by the students under the present research in order to learn vocabulary. Memory strategies consisted of twenty-eight individual vocabulary learning strategies. The following is the frequency of each strategy use under the memory category.

Table six demonstrated that only seven out of twenty eight four strategies reported being employed at the high frequency level. Twenty-one out of twenty-eight strategies reported being employed at the medium frequency level. No strategies have been found to be employed at the low frequency level.

The findings of the analysis state the least frequent memory strategies employed by the Iraqi EFL students were (image word meaning, i.e., Mean=2.71);(image word form, i.e. Mean=2.68);(connect word to preceding personal experience, i.e. Mean=2.50);(association of the word with its coordinates, i.e. Mean =2.30) and study the spelling of words .i.e. Mean= 2.26).

Table four demonstrates the frequency of using cognitive strategies which were reported being employed by the students under the present research in order to learn vocabulary.

Cognitive strategies contained nine individual vocabulary learning as you can see from the table seven, most of the individual strategies under the cognitive category reported being employed by the students were at the medium frequency level (seven out of nine strategies). Only two strategies have been reported to be used at the high frequency level.

Students' Use of Cognitive Strategies

This section shows the frequency of using metacognitive strategies among students under the current investigation. Metacognitive strategies contained five individual vocabulary learning strategies.

As revealed in Table seven, all the strategies under metacognitive category reported being employed by the students at the medium frequency level (Continue to study word overtime, Use spaced word practiced, Skip or pass new word, Use English language media, and testing oneself with word lists) respectively.

In relation to the aims in the current research, the participants showed 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 reference to the determination category, followed by social, memory, metacognitive, and cognitive category. The most frequently used strategy was 'guess the meaning from textual context', while the least frequently used strategy was 'using flash cards'. With regard to the research question number three on the variations of vocabulary learning strategies use according to four variables (gender, language proficiency, academic major, and previous vocabulary learning strategies instruction), the results revealed no significant differences in the use of vocabulary learning strategies and two variables (gender, and academic major), although significant variations were found in the use of VLSs in relation to language proficiency and previous vocabulary learning strategies of the education system. For the significant differences in using of the five categories of vocabulary learning strategies, significant differences were in the use of determination category according to gender, the use of determination and metacognitive factors in relation to language proficiency, using determination category depending on academic major, and employing determination and social categories according to previous studies relating to vocabulary learning strategies.

Recommendations

The experiment conducted by the researcher could be replicated by other researchers, on a larger scale, in a wider variety of settings, within Iraq as well as elsewhere in countries where English is taught as a foreign language. Conducting such studies we would arrive at a better understanding of VLS and their influence on the learning achievements of EFL students.

The relationship between learner autonomy and rate of success in learning a new language needs to be explored further. The researcher observed that success in learning new English vocabulary is somewhat linked to learner autonomy, i.e., those who achieved higher level is the learner autonomy, were more successfully achieved in acquiring new vocabulary. But, it needs further exploration by experimental study.

Another interesting aspect of vocabulary learning, not explored in Iraqi contexts, is the effect of learners' enhanced collection of lexical items in a foreign language on their understanding of the syntactical structures of the language. Yet another significant topic of related research is the possible correlation between an enhancement in learner autonomy and its effect on fluency and accuracy in the target language. The assumption behind this thought is that learner autonomy and fluency may be directly proportional. Investigating the relationship between EFL learners' age and autonomy learner's level in terms of vocabulary learning. Another interesting investigation can be conducted in examining the effects of keyword instruction on the student's attitude towards autonomous vocabulary learning. In addition, it is recommended to discover the effectiveness of teaching of keyword method in improving four skills of the English language. It is also better to Compare between the influences of the keyword method and using synonyms on the word retention.

Conclusion

The participants in the current study showed 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 reference to the determination category, followed by social, memory, metacognitive, and cognitive category. The most frequently used strategy was 'guess the meaning

from textual context', while the least frequently used strategy was 'using flash cards' With regard to the research question number three on the variations of vocabulary learning strategies use according to four variables (gender, language proficiency, academic major, and previous vocabulary learning strategies instruction), the results revealed no significant differences in the use of vocabulary learning strategies and two variables (gender, and academic major), although significant variations were found in the use of VLSs in relation to language proficiency and previous vocabulary learning strategies of the education system.

Based on the findings and discussions of the present study, the following points can be concluded that Iraqi EFL students university students are medium VLSs users. The most preferred VLS category among Iraqi university students is determination category. On other hands, females are superior to males in the use of VLSs showing affective, biological, and social maturity. The higher proficient students, the more frequently learners employ strategies among Iraqi university students. Agriculture Iraqi EFL students are more active users of VLSs than their counterparts from other faculties. Remarkably in this study, the more experienced students, the most learners utilize certain learning strategies. Significantly, The students who received training are frequently using strategies. The results presented an in-depth profile of vocabulary learning strategies use by Iraqi EFL students at University level. This study can be considered as one of the best attempts to provide answers to all three research questions by using quantitative data. The results from the present study have provided more insights on how Iraqi university students approach to their FL.

About the Author:

Dr. Lina Lafta Jassim a lecturer in the field of English language . She had many papers published related Applied linguistics, with a special emphasis on Educational technology and language teaching and learning. She participated in lots of educational conferences.

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Appendixes

Table 1 : *Variation of Students' employing of VLMs in the Five major Categories by Gender*

Student's Gender	N	Mean	Std. Deviation	Level of Use	
Determination	Male	378	3.06	.65016	Medium
	Female	360	3.19	.57272	Medium
Social	Male	378	2.93	.66070	Medium
	Female	360	3.01	.65982	Medium
Memory	Male	378	2.82	.62120	Medium
	Female	360	2.92	.61643	Medium
Cognitive	Male	378	2.76	.75858	Medium
	Female	360	2.76	.79059	Medium
Metacognitive	Male	378	2.78	.87025	Medium
	Female	360	2.74	.84265	Medium

Table (2) *Independent Samples T- Test of Using VLSs in the Five Main Categories by Gender*

		Levene's Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Determination	Equal variances assumed	2.292	.022	-2.995	738	.003	-.13532	.04819	-.22403	-.04660
	Equal variances not assumed			-3.004	731.591	.003	-.13532	.04505	-.22376	-.04688
Social	Equal variances assumed	.042	.839	-1.521	736	.129	-.07397	.04862	-.16943	.02148
	Equal variances not assumed			-1.521	734.34	.129	-.07397	.04862	-.16943	.02148
Memory	Equal variances assumed	.011	.917	-2.343	736	.019	-.10677	.04558	-.19624	-.01730
	Equal variances not assumed			-2.343	734.726	.019	-.10677	.04557	-.19623	-.01731
Cognitive	Equal variances assumed	.795	.373	.117	736	.907	.00886	.03703	-.10220	.11861
	Equal variances not assumed			.117	730.071	.907	.00886	.03708	-.10541	.11872
Metacognitive	Equal variances assumed	2.336	.127	.757	736	.449	-.04778	.06310	-.07611	.17166
	Equal variances not assumed			.758	735.796	.449	-.04778	.06305	-.07601	.17157

Table 3. *The Frequency of employing the five categories of VLM*

Category	N	Mean	Standard Deviation	Rank
Determination	30	3.22	1,174	1
social	30	3,03	1,248	2
Memory	30	2,76	1,281	3
cognitive	30	2,68	1,325	4
metacognitive	30	2,31	1,094	5

Table 4. *Students' use of determination strategies*

	N	Minimum	Maximum	Mean	Std Deviation	Frequency Category
analyzing speech	30	1	5	3.20	1.375	High use
Analyzing roots and affixes	30	1	5	3.03	1.351	High use
Examine for students' L1 cognate	30	1	5	3.67	1.155	High use
Analyzing by available pictures or gestures	30	2	5	3.37	828	High use
Guess meaning from textual context	30	1	5	4.07	1.081	High use
Use bilingual dictionary	30	1	5	3.03	1.299	High use
Use monolingual dictionary	30	1	5	3.80	1.215	High use
Word lists	30	1	5	2.67	1.213	Medium use
Flash cards	30	1	5	1.83	1.053	Low use
Valid N(list wise)						

Table 5: Students' Use of Cognitive Strategies

	N	Minimum	Maximum	Mean	Std Deviation	Frequency Category
Ask teacher for L transfer	30	2	5	3.70	1.022	High use
Ask teacher for Paraphrase	30	1	5	3.00	1.339	High use
Synonymy of a new word	30	1	5	2.83	1.262	Medium use
Ask teacher for a sentence including the new word	30	1	5	3.70	1.022	High use
Ask classmates for meaning	30	1	5	3.23	1.357	High use
Explore new meaning through group work activity	30	1	5	2.87	1.279	Medium use
Study and practice meaning in group	30	1	5	2.20	1.324	Medium use
Teacher checks students flash cards or word lists for accuracy	30	1	5	2.77	1.382	Medium use
Interact with native speakers	30	1	5	2.77	1.382	Medium use
Valid N (listwise)						

Table (6) Students' use of memory strategies

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

Table (7). *Students' use of metacognitive strategies*

	N	Minimum	Maximum	Mean	Std. Deviation	Frequency Category
Verbal repetition	30	1	5	3.50	1.333	High use
Written repetition	30	1	5	3.20	1.400	High use
Word lists	30	1	5	2.83	1.377	Medium use
Put English labels on physical objects	30	1	5	2.20	1.157	Medium use
Keep a vocabulary notebook	30	1	5	2.43	1.251	Medium use
Flash cards	30	1	5	2.27	1.311	Medium use
Take notes in class	30	1	5	2.70	1.512	Medium use
Use the vocabulary section in your textbook	30	1	5	2.83	1.341	Medium use
Listen to tape of word lists	30	1	5	2.40	1.248	Medium use
Valid N (listwise)	30					