



Vocabulary Learning Strategies in EFL Classes: Perspectives and Challenges

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Abstract

This study aims to find out (a) which vocabulary learning Strategy (VLS) is used by Kurdish EFL learners in their learning processes the most and the least, (b) the perceptions of Kurdish EFL teachers towards VLS, (c) the challenges that are encountered by teachers while teaching vocabulary. Forty (40) undergraduate second year students from Salahaddin University/College of Basic Education and fifteen (15) EFL teachers participated in the study. A mixed method of data were gathered through the use of a VLS questionnaire and a semi-structured interview. A closed-ended questionnaire was adapted from Schmitt's Vocabulary Learning Strategies Taxonomy (1997). The results showed that the most frequently used strategy applied was determination, followed by Metacognitive, Memory, Social, and Cognitive as the least frequently applied by the Kurdish EFL students. Teachers reported that vocabulary plays a significant role in language learning; they use these strategies sub-consciously, and the most common challenges in teaching vocabularies include: mispronunciation, misspelling, misuse of words, large classes and shyness of students.

Keywords: Vocabulary Learning Strategies, perspectives, vocabulary teaching challenges.

1. Introduction

Vocabularies are number of words that are used in any language. Vocabulary learning functions as the core of language development. No language can be learned without learning its vocabulary. The study of vocabulary is often thought to be intimately related to learning a foreign language, and numerous academics have demonstrated how lack of vocabulary hinders ordinary communication. Besides, the ability to understand vocabulary is essential for reading comprehension. Students must create their own interpretations of meaning in order to develop word awareness and vocabulary mastery (Esfanjani and Ahour, 2015). Simultaneously, vocabulary is considered as a crucial component of learning a foreign language and teaching (Jezek, 2016). It is one of the factors that connects the four main language skills—listening, speaking, reading and writing—together. Kurdish students typically struggle with learning English. The students continue to use the language often both inside and outside the classroom, still experience difficulties, and they typically view unfamiliar words as the first obstacle to overcome. This may be due to the fact that vocabulary has been acknowledged as being essential to language use, and that learners' difficulty learning foreign languages was a result of their lack of vocabulary knowledge (Asgari and Mustapha, 2011). Additionally, one of the most difficult things for any learner to complete while learning a new language is mastering vocabulary (Nyikos and Fan, 2007). Therefore, it is important to teach students the strategies for acquiring a language. This can aid students in learning word meanings. 'Vocabulary learning strategies' refers to the specific techniques utilized by language learners to pick up new words in a foreign language (Gu,



1996). In order to address issues with vocabulary learning, vocabulary learning strategies should be implemented to the language classroom to address vocabulary learning issues and improve language learners' productivity. Vocabulary learning strategies are crucial because word learning is an ongoing process that can help language learners overcome nearly impossible challenges, Dóczy (2011) asserts that students might be able to maximize the efficacy of their English language learning through the usage of vocabulary acquisition strategies. On this premise, it is essential to understand the fundamentals of vocabulary learning strategies and how students successfully implement the strategies. In other words, it is crucial to discover more about how Kurdish learners feeling about using vocabulary acquisition strategies to aid in their learning.

1.2 The Aim of the Study

Therefore, the purpose of the current study is to investigate how 2nd-grade Kurdish EFL students frequently use VLS in their vocabulary acquisition process. The study also intends to investigate the challenges and perspectives of VLS by teachers.

1.3 The Research Questions of the Study

The study was carried out to find answers to the following three research questions, in keeping with its intended use:

1. What are the most and least common vocabulary learning strategies among Kurdish EFL students in second grade?
2. What are Kurdish teachers' perspectives toward vocabulary learning strategies?
3. What are the challenges that teachers face while applying VLS in vocabulary teaching?

2. Literature Review

Vocabulary building is an essential component of learning a new language. To learn a new language, one must be familiar with its vocabulary. There are numerous methods to define vocabulary. Hornby (1995) defines vocabulary as the total number of words in a language. According to Richards & Renandya (2006), learners frequently fail to meet of their potential and may become dissatisfied with the opportunities for language learning that are all around them, such as listening to the radio, having a conversation with a native speaker, using language in different contexts, reading, or watching television, without a large vocabulary and strategies for expanding it. Lubliner & Scott (2008) consider vocabulary as all the words that make up a language, along with their meanings and any rules for combining them. Hence, it can be said that learning new vocabulary is necessary for success in learning English. A vast vocabulary cannot ensure that a learner will be proficient in learning English, but a limited vocabulary will hinder their ability to succeed in learning the language because with a large number of vocabularies students will be able to produce them in speaking and writing.

Having a restricted vocabulary knowledge in a foreign language makes it difficult to communicate effectively. Schmitt (2000) emphasizes the importance of vocabulary learning by stating that "lexical knowledge is necessary for communicative competence and for the acquisition of a second language" (p. 55). Nation (2001) goes on to state that language use and vocabulary knowledge are complementary in that language use encourages an increase in vocabulary knowledge while vocabulary knowledge facilitates language use.

Due to the difficulties raised above, it is essential to incorporate Vocabulary Learning Strategies (VLS) in the classrooms to help students learn vocabularies more effectively. Vocabulary Learning Strategies, as defined by Rubin (1987, 29) is "the process by which information is received, stored, retrieved, and employed".



3. Research Methodology

3.1 Participants

The participants of this study were EFL teachers and students who were currently teaching and learning English language at Salahaddin University/ College of Basic Education. The selection of the samples based on the teachers' interview who provided early information related to vocabulary learning strategies. Fifteen teachers were included in the study as participants. Besides, 40 second grade undergraduate students participated in the study. The students were enrolled in a VLS training course, at the time of data collection. Their ages ranged from 19-21. They were selected randomly.

3.2 Tools of Data Collection

The data was collected through a semi-structured interview and a questionnaire in order to find out EFL students' and teachers' perceptions about vocabulary learning strategies. In this research, two instruments were used for collecting data. These were a questionnaire and an interview. These tools were chosen because they could be used to collect crucial data for the study. Teachers were interviewed to know their perceptions towards the VLS and students as the main sample of the study to teach them VLS.

3.2.1 Students' Questionnaire

The questionnaire used in this study is a validated questionnaire adapted in many studies which was created using 60 items altogether and was based on Schmitt's (1997) taxonomy of VLSs. A close-ended questionnaire was employed as the data collection tool in this study. The questionnaire contained 60 close-ended items in Likert-scale (always =5, often = 4, sometimes = 3, rarely = 2, never = 1) relevant to the vocabulary learning strategies. The 60-items were grouped into 5 categories: determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies.

3.2.2 Interview

A one-to-one semi-structured interview was used in this study. It was carried out with 15 EFL teachers at Salahaddin University/ College of Basic education-English department. The interviews were conducted in English and were tape-recorded and took notes. During the interview, the interviewee had a copy of the interview questions to comment on the items one by one. Meanwhile, the researcher recorded the responses.

During the interview, they were primarily questioned about how important vocabulary is in language teaching and learning? How do you incorporate vocabulary teaching into your English lessons? What role does vocabulary play in order for a person to become a proficient speaker of a language? How do you often deal with the new words that you come across in reading materials, what are the best ways to assess the vocabulary knowledge of the student. The researcher's personal experience as a language student and language instructor about strategies for learning vocabularies and available research works in the field of vocabulary learning strategies contributed to the content of the interview questions.

3.3 Data Analysis

Both quantitative and qualitative research methods were used to investigate the study. The descriptive approach to data analysis was used. Because the data were both quantitative and qualitative, the researcher developed a narrative description, percentage analysis, and tabulation analysis to achieve this. This study was useful for conducting a thorough and in-depth conversation among various experts in order to investigate the issue at hand. In addition to the two tools are collected in different occasions.



3.3.1 Students' Questionnaire Data Analysis

The first study question states: What are the most and least common vocabulary learning strategies among Kurdish EFL students in second grade?

Data collected from the questionnaire was analyzed using the Statistical Package for Social Science (SPSS). Descriptive statistics, which included means and standard deviation (SD) for each item was computered in the procedure. The outcomes of the students' total vocabulary learning strategies are shown in the chart below;

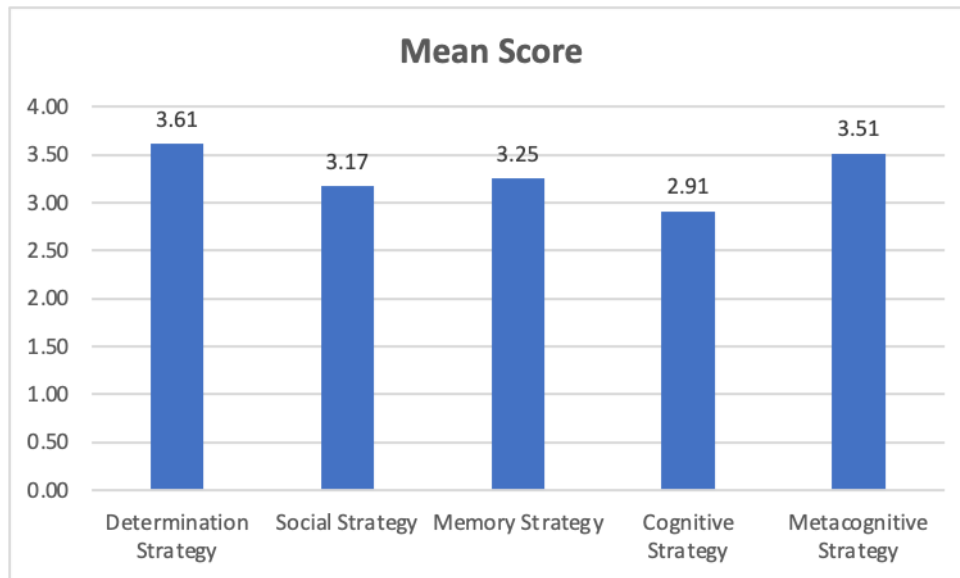


Figure 1 The Results of the Most and Least used Strategies

The chart above shows that students applied the five groups of VLSs. They were Determination strategy, Social strategy, Memory strategy, Cognitive Strategy, and Metacognitive strategy. Furthermore, it highlights the most used strategy among the students. The result shows that the determination strategy is the most frequently used strategy (mean = 3.61) followed by the metacognitive strategy as the second most used strategy (mean = 3.51). However, the cognitive strategy is ranked as lowest strategy among the students (mean = 2.91). Furthermore, it is obvious that the students regularly used the determination method; the other strategies were sometimes used by the students. Given that it had the highest mean score; it indicates that the group of determination strategies was the one that students used the most frequently when learning vocabulary (3.61). On the other hand, the cognitive Strategy had the lowest mean score and was the least frequently used VLS (2.91). The EFL Kurdish students' average overall VLS score was 3.3. It indicates that the students used Schmitt's (1997) VLS proposal in the predicate of "Sometimes." Schmitt (2000) defined the **determination strategy** as a strategy that a learner uses to determine the meaning of new words without consulting a dictionary or a consultant. The students used the determination strategy the most frequently. Since students may easily determine the meaning of new terms, for instance by using some supporting tools, this strategy may be simple for them to apply. Students can guess from contexts, or they can guess by analyzing parts of speech, the affixes and roots of them, or/and using some of the images, graphs and figures that are provided, they can infer the meaning of the new terms. As a result, the students decided to tackle the definition of new words on their own. This result was consistent with that of Schmitt (1997) who concluded that the students' preferred strategy was determination.



A **Metacognitive strategy** is the second mostly used strategy. The findings of this study, however, demonstrate that students occasionally use a metacognitive technique which includes consciously assessing the learning process and choosing the most effective techniques through planning, monitoring and evaluation. Since self-management is a requirement for the metacognitive technique for acquiring vocabulary, students will need additional time to plan their learning activities, keep track of their progress, and assess their overall performance. Since the students need management skills to use this strategy when acquiring vocabulary, it appears that it is extremely challenging for them. The result was in line with Sihotang et al (2017) as they found out that metacognitive was the second preferred strategy by students.

The third strategy is **Memory strategy** with the mean score of (3.25). This strategy seeks to assist students acquire new words through mental processing by connecting the new words to their prior knowledge. The findings of this study, however, revealed that students sometimes used this form of vocabulary learning. The use of memory techniques typically begins in elementary school. According to Oxford (2006), kids just did not apply memory techniques, especially after entering intermediate schools. As a result, it might not be appropriate for students in college of Basic Education to use since it is required from students to use the words rather than memorizing them in order to utilize them in both spoken written conversations.

The **Social strategy** seeks to assist students in learning the meaning of words through interaction with others, such as peers, classmates and teachers. When employing this strategy, the student is probably going to ask someone who is supposed to be able to clarify the meaning of new or difficult vocabulary terms. He or she might eventually understand the meaning of those vocabulary words. Based on the results, this strategy sometimes used by the students with a mean score of (3.17). This is because students liked to cope with new words by guessing through context on their own rather than to depend on others.

The least frequently strategy used by Kurdish EFL students is **Cognitive Strategy** with a mean score of (2.91). Cognitive strategies are one type of VLS that learners use in order to learn more successfully as defined by Schmitt (1997). These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. This strategy was not interested by students since motivates students to take notes, keep vocabulary notebook and repetition. Most of the students tended to use interesting strategies that can encourage and facilitate daily vocabulary learning. Additionally, it appears that the students will need extra time to complete it independently. As a result, the students did not use this technique too much.

3.3.2 Teachers' Interview Data Analysis

In order to answer the second and third research questions of the study; "What are the EFL Kurdish teachers' perspectives toward vocabulary learning strategies?" and "What are the challenges that teachers face while applying VLS in vocabulary teaching?" an interview was conducted with English language teachers. The semi- structured interviews were carried out with 15 teachers. The results are as following:

To answer the first question of teacher's interview "**how important do you find vocabulary in language learning?**" 100% of interviewees believed that teaching vocabulary is very crucial and substantial since it has a great role in language teaching. As one interviewee answered "I believe that without vocabulary learning language will never occur". In addition, one of the teachers responded that "I consider vocabulary learning as the backbone of language learning.



In answers of second question **“How do you incorporate vocabulary teaching into your English lessons?”** 33% interviewees thought that by integrating it into speaking and writing sessions, consciously and subconsciously. However, 40 % of interviewees responded that they teach through giving synonyms, antonyms, word formation or family group of words. The 27% interviewees had some different perspectives; as one believed that although vocabulary is crucial for language improvement; yet enlarging the range of vocabularies is not the duty of every teacher since every one of the teachers is responsible for covering the decided upon material of the module s/he teaches. Another interviewee believed that as many as vocabularies students know, the easier and the better s/he can use the language while another teacher responded that “I do not focus on teaching vocabulary as a drill or task, but rather teach them by writing them on the white board and highlighting them in the slides if they are new terms and vital to students’ future career in teaching”.

The answers to question three **“What role does vocabulary play in order for a person to become a proficient speaker of a language?”** 80% of teachers reported that vocabulary plays as significant, requisite, and complementary role for a person to be a proficient speaker as one uttered that “Having a bulk of vocabulary enables speakers to completely express their message. As we know, vocabulary is the raw material for speaking any language”. Another interviewee thought that “Vocabulary has a vital role in learning any language if it is contextualized well. Additionally, vocabulary is the bread and butter of learning a new language where learners can speak inaccurately in terms of grammar, but showing great knowledge of vocabulary”. Furthermore, 20% of the interviewees stated that having a wide range vocabulary can assist learners to speak on a variety of topics since it supports the language skills of proficiency.

In answer to question four **“How do you often deal with the new words that you come across in reading materials?”** the interviewees’ answers were as follows: 46% of teachers (interviewees) believed that they deal with it by looking up English-English dictionary to learn how the new word can be contextualized. However, 54% of interviewees believed that they teach them by focusing on the word formation or lexicology, pronunciation, meaning, parts of speech, and activate their prior knowledge so as to enable them find the meaning through the context, and use of them.

In the interview, a question which is stated as **“What are the best ways to test the students’ knowledge of vocabulary?”** 60% of interviewees commented that they use the traditional ways as they give the meaning of words in English and to put them in the proper sentences. However, 20% of interviewees reported that they use different techniques to test students’ vocabulary knowledge such as: deducing the meaning through context, putting words in meaningful sentences, and word formation exercises. On the other hand, 10% of interviewees mentioned that they test them by asking them to get engaged in dialogues or giving short talks or asking them for giving the meaning of words by synonyms, opposites, definitions, uses, multi- meaning, homonyms, and spelling. 10% of interviewees reported that they test it through their recognition and production abilities, i.e., to what degree students are able to recognise then, most importantly their ability to produce it in a specific context.

As for question six **“Do you encourage your students to use the Internet to enrich their vocabulary? If so, how?”** 86% of interviewees maintained that they encourage their students to use internet to read new articles, texts, search in google for the unknown words, their collocations, pronunciation, watch English videos, speak with a native speaker, and chat using English language. However, 14% of interviewees commented that they motivate their students to read printed resources to enrich their vocabulary.



Another question which is stated as **“Do you encourage them to consult dictionaries? In that case, which type, electronic or a hard copy one?”** 85% of the interviewees believed that students have to consult electronic dictionaries because they are authentic and it is available in their cellphones and they can check it whenever the teacher asks them. On the other hand, 15% of interviewees preferred hard copies so as students not be busy with their cellphones.

The respondents had different ideas concerning this question **“In your vocabulary teaching process, do you prefer to use VLS to teach new words or just let students to memorize the new words without any VLS? Why?”** All the interviewees except one answered that having some effective VLSs yield better results because there is no guarantee to leave students on their own to follow the traditional memorisation of word meaning. The only teacher thought that he does not follow any strategy instead he sometimes asks them to memorize lists of words as memorization improves their memory and to use the new words in their own sentences and record them in their notebooks.

Another question which asked the teachers **“Can you describe the strategies that you use to teach vocabulary to your students?”** Some of the teachers use VLS consciously while some they use sub-consciously. They use the following strategies:

1. Vocabulary notebooks (Note-taking) strategy
2. Semantic Mapping
3. Using context clues
4. Using audio/visual aids and vocabulary games.
5. Make a list of all words they come across/ learn for the first time in their mobile phones as
6. they can review whenever or wherever they want.
7. Having them predict, present to them in context, then let them practice and produce.
8. Putting new words into sentences, parts of speech, giving synonyms and antonyms.
9. Translation
10. Finally, one of the interviewees mentioned another taxonomy that she used as her own strategy called “Barat Taxonomy”.

The question **“Among the strategies you mentioned, what do you think are the most effective strategies that help your students to learn English vocabulary more effectively? Why do you think so?”** which asked to interviewees, fifty (50%) of teachers believed that they cannot stick to one technique or strategy due to the fact that students would either get bored or it might not go along with all our students’ different learning styles. Besides, the age of the students is really a critical matter to be considered. On the contrary, the other fifty (50%) responded that having vocabulary notebooks is really effective since it helps the students to review the new vocabularies easily and learn effectively, and using context clues is very effective since it enables students to use contextual analysis to deduce the meaning of a word by closely examining the surrounding text because students come across enormous number of words as they read, this strategy is very fruitful for developing their vocabulary.

In answering this question **“Have you used multi-media in conjunction with traditional methods in teaching vocabulary in your classes? How?”** eighty-six (86%) of teachers use multi-media while fourteen (14%) of interviewees rarely use these aids in their teaching vocabularies.

In question **“As an English teacher, how can you train your students to learn and improve their vocabulary effectively?”** the interviewees responded differently; 26% of interviewees thought that students are able to improve and train their vocabulary through reading skill as one stated that “I usually motivate them to read extensively and this is compatible with their intelligences”. Additionally, another teacher commented that “I mainly start with supporting them to develop a reading habit and consulting the dictionary regularly



to look for synonyms. I also encourage them to use the new words and recycle them in order not to forget the new words”. However, 33% of teachers thought that they can improve their vocabulary through practicing them in their productive skills (speaking and Writing). 20% of interviewees responded that they can improve it through guessing in contexts and grouping vocabularies based on the topic, and then ask them to write down some paragraphs, integrating reading and writing. In other words, how to use words in their real situation. Correspondingly, 29% of interviewees believed it is beneficial to encourage students keep a diary on their mobile phones of all new words they have learnt recently and recycle them from time to time, use words with their collocations appropriately, and push students to use new words by giving rewards.

“**How do you involve weaker students in learning new vocabularies?** is another question in the interview as 60% of nterviewees considered that is not an easy task since they should be given easier tasks and activities to get better motivation and ask them to work in a group, praising them more, encourage them to find the meaning of the words themselves, and use them orally in their speech or help them to generate sentences containing those words. On the other hand, forty (40%) of teachers thought by asking them questions directly, individually, putting them in obligatory situations, and to give them sheets to work on. Another important question is “**As a teacher, what do you think your colleagues or other teachers should do in order to help students to improve their vocabulary knowledge?**” 40% of teachers believe that they should try out different strategies to find out and collectively decide on the most effective and appropriate one. 40% of interviewees believed that teachers generally should follow a method in teaching vocabulary such as student-centered-approach which leads students to be more involved and have better outcomes. 20% of interviewees suggested that there should be a cooperation between teachers to teach the four skill that share the same topic every week. This would assist students in developing their vocabulary breadth and depth correspondingly. The most important question which is related to the difficulties that teachers face during teaching is “**what are the most common challenges that you have encountered while teaching vocabulary?**” The difficulties are listed subsequently in Table (1)

Table 1: Difficulties in Teaching English Vocabulary (N=15)

Rank of Items	Frequency Responses	Percentage %
Mispronunciation words	5	33%
Bilingual dictionary (English-Kurdish)	2	13%
Word spelling	2	13%
Shyness	2	13%
Large classes	2	13%
Misuse of words	2	13%
Total	15	100

According to the responses of interviewees, the above table describes the most common challenges that have been encountered by teachers who teach vocabulary. In addition, the interviewees believe that students do not follow teachers’ guidance and there are no electronic teaching resources where students will be able to access for free to see how each English word is contextualized.

Finally, the last question in the interview was “**what are your suggestions or advice for students who want to improve their vocabulary?**” There is a list of suggestions that was mentioned by the teachers: learning it through context, using monolingual dictionaries,



extensive reading and listening, practicing new vocabularies every day, having vocabulary notebook, paying attention to (the pronunciation, spelling, collocations, and its usage), and watching English movies.

4. Conclusions

The present study aimed to explore the frequency use of vocabulary learning strategies by EFL Kurdish students at college of Basic Education/ Salahaddin University, teachers' perceptions towards VLS, and challenges they face in teaching vocabulary. A questionnaire and interview were utilized to collect the data of the study. It was found that the average Kurdish students at college of Basic Education applied the five groups of vocabulary learning strategies proposed by Schmitt (1997). The strategies are Determination strategies, Social (Discovery + Consolidation) strategy, Memory strategy, Cognitive strategy, and Metacognitive strategy. The study found that EFL Kurdish students "sometimes" used the overall vocabulary learning strategies with a mean score of (3.3). It is suggested that these students didn't use these strategies frequently to study English vocabulary. They were moderate strategies users.

Specifically, the current study found that determination strategies were ranked the most frequently used with a mean score of 3.61 while cognitive strategies were ranked as the least strategy with a mean score of 2.91. In conclusion, the students in learning vocabulary, they deal with new words on their own.

Concerning the obstacles of teaching English vocabulary that were detected by the (15) interviewees, the most common difficulties were related to mispronunciation, misuse of words, the shyness of students, large classes, and misspelling. A lack of vocabulary strategies by some teachers that participated in the study may be another possible explanation of these difficulties since some teachers subconsciously mentioned these strategies in the interview. Other teachers follow the traditional method for teaching vocabulary.

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ستراتيژيه كانى فيربونى هاوواتاكانى زمانى ئىنگليزى وهك زمانى بىگانه: را و بۆچون و ئالانگاربه كان

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پوخته

ئامانجى ئەم توڧزىنه وهيه گه يشتنه به
 (ا) ستراتىژيه تى فيربونى هاو واتاكان (VLS) كه وا فيرخوازه كورده كان له زمانى ئىنگليزى به كارى ده ينين، وهك زمانى
 بيانى له پرۆسه ي فيربونى تايهت به خويان به شيوازيكى زۆر و كه م، (ب) راى مامۆستايانى زمانى ئىنگليزى دهر باره ي
 ستراتىژيه كانى وشه كان (VLS)، (ج) ئاشكرا كوردنى ئەو ئالنگاريانه ي كه مامۆستايان پروبه پرويان دهنه وه له كاتى
 وانه وتنه وه ي ستراتىژيه كانى هاوواتا . له م توڧزىنه وه يه دا (40) قوتابى زانكۆ سلاحه ددين / كۆليزى پهروه رده ي
 بنه رته ي به شداريان كردوه، وه (15) مامۆستايانى زمانى ئىنگليزى هه مان كۆليزى وهك وانه ييژى
 زمانى بىگانه به شداريان كردوه. داتاكان كۆكراونه ته وه له ريگاي راپرسى (VLS) وه
 چاويكه وتنى نيمچه ريخراو، پيوه ره كه گونجى تراوه له پۆلىنى ستراتىژيه تى فيربونى يه كه كانى (شميت-1997) ،
 ئەنجامى توڧزىنه وه كه دهر كه وت كه ئەو ستراتىژيه ته ي كه زۆر به كارها توه برتبه له ده ست نيشان كردن، ئەوه ي كه
 ده كه ويته ئەو ديوى زانبارى (سه رووى زانبارى)، هزرى، و كۆمه لايه تى " وه زانبارى به و پييه ي كه كه متر به كارها توه له
 لايه ن قوتابيانى زمانى ئىنگليزى وهك زمانى بىگانه، مامۆستايانى زانكۆ رايان گه ياند كه وشه رۆليكى گرنگان هه يه له
 فيربونى زمان، وه ئەوان ئەم ستراتىژيه ته به هۆشباريه وه به كار ده ينين " به لأم دهر باره ي ئالنگارى " ئەوا ئالنگاريانه ي
 زياتر به ربلون له وانه وتنه وه ي وشه و هاوواتا كه برتبن له : گۆكردنى به هه له " هه له ي رپنوسى " خراپى به كارهيئانى
 وشه، ئەو پۆلانه ي كه ژماره ي قوتابيان زۆره، وه هه ست كردنى قوتابى به شه رم كردن.
ووشه ي سه ره كى: ستراتىژيه كانى فيربونى هاوواتا، بير ورا، ئالنگاريه كانى ووتنه وه ي هاوواتا

استراتيڧيات تعلم المفردات في الصفوف اللغه الإنجليزية كلغه أجنبية: وجهات النظر والتحديات

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ملخص

هدف هذه الدراسة إلى التحقق من:
 (أ) استراتيجيات تعلم المفردات (VLS) التي يستخدمها متعلمو الكورد للغة الإنجليزية كلغة أجنبية في عمليات التعلم الخاصة بهم بشكل أكبر وأقل، (ب) رأي
 اساتذة اللغة الإنجليزية كلغة أجنبية تجاه VLS، (ج) اكتشاف التحديات التي يواجهها التدريسيين أثناء تدريس المفردات. شارك في الدراسة أربعون (40) طالباً
 جامعياً من جامعة صلاح الدين / كلية التربية الأساسية وخمسة عشر (15) استاذ من اساتذة اللغة الإنجليزية كلغة أجنبية. تم جمع البيانات من خلال
 استخدام استبيان VLS ومقابلة شبه منظمة. تم تكييف الاستبيان من تصنيف استراتيجيات تعلم المفردات لشميت (1997).
 أظهرت النتائج أن الإستراتيجية الأكثر استخداماً هي التحديد، يليها ما وراء المعرفي، والذاكرة، والاجتماعية، والمعرفية باعتبارها الأقل تطبيقاً من قبل طلاب
 اللغة الإنجليزية كلغة أجنبية. أفاد أساتذة الجامعة أن المفردات تلعب دوراً مهماً في تعلم اللغة، فهم يستخدمون هذه الاستراتيجيات بوعي، أما بالنسبة
 للتحديات، فالتحديات الأكثر شيوعاً في تدريس المفردات هي: التلغظ الخاطئ، الخطأ الإملائي، إساءة استخدام الكلمات، صفوف ذو العدد الكبير من
 الطلاب، وشعور الطلاب بالخلج.
المفردات: استراتيجيات تعلم المفردات، آراء، تحديات تعليم المفردات