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Vocabulary Learning Strategies used by B1 (CEFR)

Peruvian Students at Asociacion Cultural Peruano Britanica

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Teaching English to Speakers of Other Languages

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Abstract

The aim of this study was to investigate the Vocabulary Learning Strategies (VLS) used by B1 (CEFR) Peruvian English as a Foreign Language learners at Asociacion Cultural Peruano Britanica (Britanico) and to find out the possible effects of explicit vocabulary strategy instruction on their learning results and strategy awareness. A quasi-experimental, one group pre-test, post-test design was used in this study with a sample group of 12 participants.

In this study data was obtained by using mixed methods. These included a 20-item questionnaire adapted from Schmitt's (1997) taxonomy for Vocabulary Learning Strategies, a Vocabulary Test and a Students' Perception Questionnaire. The results showed that after the implementation of explicit vocabulary strategy instruction, the participants became frequent strategy users with an overall strategy mean score of 3.5958. Even though there were no changes in the overall patterns of vocabulary learning strategies, the use of cognitive strategies increased significantly and passed from being moderately used strategies with a mean score of 3.13 to frequently used ones with a mean score of 3.50. In addition, the study also found a positive correlation between vocabulary instruction, learning results and increased strategy awareness. The study has implications for teachers, learners, course planners and syllabus designers.

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I. Context

1.1 Introduction

Vocabulary has an essential part in the process of acquiring a foreign language. As Wilkins (1972, pp 111-112) stated “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.

In English as a Foreign Language (EFL), learning vocabulary plays a vital role in the development of all language skills (Nation, 2013). For instance, having a solid vocabulary is a very good indicator of reading and listening proficiency. Staehr (2009) found high correlations between the performance on listening tests and the measure of vocabulary size while Nation (2013, p 209) considers that “vocabulary is one of the factors affecting the readability of a text”. In the case of speaking skills, without a broad vocabulary, students cannot express themselves using the different grammatical structures and language functions that they have learnt for comprehensible communication. Also, in the teaching of writing, vocabulary errors are usually relatively frequent and “impede comprehension more than grammatical errors do” (Ellis, 1994).

Then no one should be surprised that one of the most common concerns for EFL learners has been how to improve vocabulary effectively, especially for those intermediate level learners who have already reached a plateau and find it difficult to expand their vocabulary knowledge. For example, Nation & Waring (1997) say that after studying English for several years, adult learners of English know much fewer than 5000 word families. This situation might be explained partly by the fact that these students do not use vocabulary strategies. In order to learn words, learners have to use a range of strategies which “Cameron (2001, p 92) defines as “actions that they take to help themselves understand and remember vocabulary”.

1.2 Statement of the problem

Despite its importance, vocabulary teaching may be problematic for many EFL teachers and learners for a number of different reasons. From the teachers' perspective, first, they do not seem to handle vocabulary teaching well enough because they may have no knowledge of the use of learning strategies, and even worse they might not even know the theories and principles which underlie the effective use of these strategies to teach vocabulary more effectively. Second, even though teachers can start to use strategy instruction in their vocabulary lessons, this action can be merely "transmission oriented" (Oxford, 2011), and its practice scarce or even inexistent. Third, some EFL course books do not contain vocabulary strategy training, and teachers never add an element of learner training to their courses at all. Fourth, at the other end of the continuum, an overemphasis on vocabulary strategy training may have an "opportunity cost" since it takes time away from the actual language teaching in the classroom (Renandya & Farrell, 2011).

From the learners' point of view, in some cases, they tend to rely heavily on "shallow strategies" (Schmitt, 2000) such as memorisation with almost no "understanding of meaning" (Oxford, 2011), instead of using other strategies that demand a deeper level of data processing such as forming associations, semantic mapping or the "Keyword Method" (Hulstijn, 1997) among others. The reason for this kind of behaviour is that memorisation is a longstanding habit in many educational systems mainly aimed at achieving accuracy in exams.

1.3 Purpose of the study

The purpose of this research was threefold:

1- To identify the most and the least frequently used vocabulary learning strategies before and after explicit vocabulary strategy instruction is implemented in class.

2- To examine the contribution of explicit vocabulary strategy instruction to the vocabulary learning of my B1 (CEFR) monolingual learners at Britanico.

3- To gauge my B1 (CEFR) students' perception of the use of vocabulary strategy instruction after its implementation in class.

1.4 Research questions

The study considered the following research questions:

1-What were the most and the least frequently used vocabulary learning strategies employed by my B1 (CEFR) students before and after explicit vocabulary strategy instruction was implemented in class?

2-Did explicit vocabulary strategy training have an impact on my B1 (CEFR) students' vocabulary learning?

3- What was my B1 (CEFR) students' perception of the use of vocabulary strategies after its implementation in class?

1.5 Significance of the study

This study is significant because it will provide teachers at Britanico with information of which are the most and least-used vocabulary learning strategies employed by successful language learners, information that might lead them to make some changes in their vocabulary lessons, materials, and even in the present and future syllabi. It will not only help teachers at Britanico to assess the vocabulary component of the course book that they use in class but also, whenever necessary, supplement it by adding an element of learner training. Finally, it will help both Britanico teachers and students to gain a deeper understanding of the nature of vocabulary learning.

1.5 Definition of key terms

- **Language Learning Strategies (LLS):**

These are the teachable procedures that learners consciously use when they have to learn a foreign language.

- **Vocabulary Learning Strategies (VLS):**

This subcategory of language learning strategies comprises the actions that learners carry out when they have to find the meaning of new words, remember and recall new vocabulary (Catalan, 2003).

- **Direct or Explicit Strategy Instruction:**

In this type of approach, the teacher gives learners information about the value and purpose of a strategy, and teaches them how to use it, and how to monitor their own use of this strategy. It goes beyond a familiarization or one-time strategy training, and for it to be successful it should be long term. Direct strategy instruction is regarded as superior to indirect strategy instruction because by using learning strategies learners enhance their ability to improve vocabulary.

- **Indirect, Implicit or Embedded Strategy Instruction:**

In this type of instruction, strategies are embedded in the language textbooks or in learning materials used in class usually under the name of “tips”, “tactics”. Here, the teacher does not explicitly talk about these strategies and the students may not be aware that they are being exposed to strategies at all. Thus, teachers do not have the students use the strategies in actual, on the spot tasks.

II. Theoretical framework

2.1 What is vocabulary?

According to Ur (2012, p 60), vocabulary can be defined as “words in the language”. Traditionally, it was considered as consisting of single word items. The current view, is that lexis consists not only of single word items but also of multiword expressions. Single words may be roots which carry the semantic content and cannot be reduced into smaller constituents (e.g. friend) and derived words which are roots with bound morphemes attached at the beginning or the end of a word (e.g. friendship, friend-ship). On the other hand,

multiword units include compound words such as “daughter-in-law”, binomials such as “wine and dine”, trinomials such as “sex, drugs and rock and roll”, collocations such as “depend on”, idioms such as “skeletons in the cupboard” and other fixed expression such as “let’s face it” all of them which function as “a single meaning unit” (Thornbury, 2002). Ur (2012, p 60) states that “a useful convention is to talk about vocabulary items rather than words” while Thornbury (2006, p 119) uses the term “lexical item” or “lexeme”.

2.2 Aspects of knowing a word

There are many things to know about a word and many degrees of knowing (Nation, 2001). For instance, when a language learner is asked what he understands by knowing a word, he would usually answer something like knowing how to spell, or knowing the meaning of the word, or both. Although these answers are not bad, they would only constitute a basic lexical knowledge. Apart from the knowledge of form and meaning, learners should know how “to recognise, understand and produce a word together with scores of other words in different contexts and situations” (Nemati, 2013, p 7). That is, several kinds of word knowledge are needed to use a word well.

In 1976, Richards was the first to talk about word knowledge types, ideas which have been refined by Paul Nation, who in 1990 stated that to know a word means to be familiar with its meaning, with its spoken and written form, with its grammatical characteristics, collocations, appropriateness, frequency and associations among words in terms of both receptive and productive aspects.

- *Meaning*: Words have both denotative or referential and connotative or affective meaning. Denotative meaning consists of “the relationship between a word and its referent” (Schmitt, 2000, p 23). In other words, it is the literal or dictionary meaning of a word. For example, the denotation of the word “dog” is an animal with four legs, fur, and a tail. However, “the majority of words do not have one to one relationship with a single referent” (Schmitt, 2000, p 24). One word can have many different meanings, that is, more than one denotation (homonymy). For instance, the word “bat

“has multiple meanings (*bat* the animal and *bat* meaning the instrument used in the sport of baseball). Sometimes a word may have related meanings (polysemy), such as *mouth* (of a river), *mouth* (of an animal), *mouth* (of a tunnel), *mouth* (of a cave) or mouth (of a jug).

As well as denotative meaning, learners have to deal with connotative meaning which is linked to a large set of positive and negative associations which most words naturally carry with them and which derive from “a mix of cultural, political, social and historical sources” (Hedge, 2000, p 113). Let’s take as an example the word “chicken”. While literally the word chicken refers to an animal, the term chicken also carries the connotation of someone who is a coward.

- *Spoken form*, also known as “phonological knowledge” (Schmitt, 2000) implies being able to identify a word whenever it is heard and to use it in order to express meaning, pronouncing its sounds well and placing stress on the appropriate syllable.
- *Written form*, also known as “orthographical knowledge” (Schmitt, 2000) is a learnt skill and involves not only recognising a word that has been written down but also spelling it correctly. Although, traditionally considered a “lower level type of knowledge” (Schmitt, 2000, p 45), it is a key component to vocabulary since it can affect learners writing.
- *Grammatical characteristics* comprise the changes of form that a vocabulary item might suffer in “certain grammatical contexts” (Ur, 2012). For example, the past tense of irregular verbs or the plural form of irregular nouns. They also involve such information as what word class a certain word belongs to, or what part of speech this word is (e.g. noun, adjective, verbs, etc.), and those types of word building known as affixation, compounding and conversion. Affixation occurs when prefixes and suffixes are added to a root word (e.g. adding the suffix *-ion* to the root word *act*, will result in the word “action”). Compounding is the process of combining two free morphemes to create a new word as in “toothpaste”.

Conversion is the process of shifting a word into a different word class without adding an affix (e.g. a verb becomes a noun “to swim” and “a swim”).

- *Collocations* refer to how words tend to co-occur together. Authors such as Benson (1985) and Biskup (1992) claim that collocations can be of two types: grammatical/syntactic and lexical/semantic. While grammatical collocations contain words such as verbs, adjectives or nouns combined with a preposition as in “to apologize for doing something” or “to depend on something”, lexical collocations take place when two content words co-occur as in “spend money” or “make a mistake”. According to Nation (1990), collocations differ in size, type, closeness, and in the possible range of collocates.
- Knowing how to use a new vocabulary item means knowing about its *appropriateness* for use in certain contexts and its “constraints on use” (Nation, 2001). So the learner has to be aware of those factors that can restrict when and where certain words are used. For example, it would be good for a learner to know whether a specific lexical item can be used in spoken or written genre, in formal, neutral or informal discourse, or even in a literary, poetic or humorous style. Let’s take as an example the following vocabulary items. While the word “minor” is used in formal style, the word “child” is neutral and “kids” is colloquial. Although they are similar in their core meaning, they differ in style.

The concept of appropriateness also entails knowing about dialect and considering the relevant language changes over time. Dialect refers to the varieties within a language due to geographical or social differences. For instance, the variety among British and American English can show words such as bonnet (GB) and hood (US) which have the same exact meaning, the metal part over the front of the vehicle which usually covers the engine. Relevant language changes over time refer to variations in a language’s phonological, morphological, semantic and syntactic features.

- *Frequency* refers to the number of occurrences of any word in a given context. The concept of frequency has influenced ELT because the most frequently occurring words will be those most useful to learners. In this respect, Nation (2001) suggests that our teaching of vocabulary should first focus on the 2000 most commonly used words in English. Then, later, the learners can start to acquire low frequency items such as the words used in academic or technical contexts. Also, even though experts have often disagreed about how many times a student should be exposed to a specific word to ensure its acquisition, most researchers believe that between 6 and 12 encounters can do the trick (Jenkins & Dixon, 1983).

- Another aspect of knowing a word is knowing about the *meaning relationships or associations among words*, that is, “the sense of relations that exist among words” (Hedge, 2000, p 114). Words in a language can be described in terms of two types of relationships: syntagmatic and paradigmatic. Syntagmatic relationships refer to the “sequential relationship” (Hedge, 2000, p 114) between words which are based on “the linear nature of language” (Saussure, 1959, p 22). These relationships are often governed by rules such as those dealing with spelling and grammar. For example, in the sentence “Silvana threw the ball” each word has a special function (subject + verb +object): Silvana is the subject, threw is the verb, and the ball is the object. All these elements are necessary to make the sentence meaningful. On the other hand, paradigmatic relationships are the relationship between words which claim that words can be substituted for other words in the same position within a given context. Unlike syntagmatic relationships they “are not supported by linearity (Saussure, 1959, p 123)”. For example, in the sentence “The sun is shining”, the word sun is a noun that can be substituted by a variety of other nouns such as “moon” or “star”, etc. There are various such relationships such as synonyms, antonyms, hyponyms, superordinates, etc.

2.3 Intentional and incidental vocabulary learning.

In the field of vocabulary acquisition, researchers have used different types of terminologies to contrast “intentional” vs “incidental” learning (Rieder, 2003).

2.3.1 Intentional or explicit vocabulary learning,

It refers to those operations in which the learner consciously makes and tests hypothesis about target words (Ellis, 1994). In other words, it implies learners’ paying attention to different word features such as “morphological, phonological, orthographic, prosodic, semantic and pragmatic features and to intra-word and inter-word relations” (Hulstijn, 1993, p 285), an action which will more likely help the learners to retain the new lexical information.

For explicit vocabulary teaching to be effective, Sokmen (1997) proposes a number of key principles which include building a substantial vocabulary, integrating new words with old, providing the learner with the chance to see and use the word several times, and promoting a deep level of processing.

According to Gairns & Redman (1986) some of the criteria that influence the teacher’s selection of vocabulary for classroom teaching are “frequency”, “cultural factors”, and “need and level of learners”. Regarding frequency, it is already well known that whenever learners increase their knowledge of high-frequency words, they also improve their ability to produce spoken and written discourse. Thus, it will also help them in the comprehension of text” (Rasinski, 2000). Need and level of learners are also important elements to be considered in vocabulary teaching too. Explicit teaching is probably most suitable for elementary, pre-intermediate and intermediate learners who have a limited stock of vocabulary. For instance, at elementary levels, apart from the vocabulary that the course book dictates, learners will need “expedient vocabulary teaching” (Gairns & Redman, 1986), that is language that learners will require to understand the teacher and activities they are engaged in. These include that classroom language that appears in activity instructions such as “write”, “match”, “underline”. Another criterion for the teacher’s selection of vocabulary is the

cultural factor in the building of meaning such as the use of cultural clichés or connotation. For example, in English the colour black is associated with negative qualities such as “blacklist”, or “black market”.

2.3.2 Incidental or implicit vocabulary learning

It can be explained as the learning of vocabulary as the “by-product of any activity not explicitly geared to vocabulary” (Nemati, 2013, p 23). One common example of this type of learning occurs when language learners participate in a reading comprehension activity and start to acquire new vocabulary while they look up the meaning of some words in their dictionaries in order to carry out a certain comprehension exercise successfully. Other activities that involve this type of learning are those in which the students do listening comprehension exercises that use authentic materials, or in which the students participate in communicative activities such as role plays or pyramidal discussions, in which the primary emphasis is placed on the meaning rather than on the form of language.

For incidental learning to happen, Schmitt (1997) mentions the following requisites: First, it is important to consider the level of the learner. Usually, incidental learning is adopted by learners who have upper intermediate or advanced levels of English and therefore a large L2 vocabulary. Second, learners should have strategic knowledge on how to guess the meaning of unknown words by using the context and that context must contain a good number of cues too. Thus, Nation (1990) adds that repetition of encounters is needed to learn vocabulary. Learners have to be exposed between 5 and 16 times to the specific vocabulary item they are trying to acquire.

Even though it is better to use explicit vocabulary teaching with elementary level learners because they rarely can take advantage of incidental learning opportunities, researchers such as Hulstijn & Laufer (2001) claim that vocabulary programmes should have “a combined approach” that includes both explicit teaching and opportunities for incidental learning.

2.4 Learning strategies (LS)

Definitions of LS and LSS have to be developed before starting to work with VLS. According to Mayer (1988, p 11), LS are “behaviours of a learner that are intended to influence how the learner processes information”. That is, these are behaviours that learners consciously use to improve their learning process. LS are important because they help learners to handle and process information coming from different contexts not only in the formal setting of the classroom but also in more informal learning situations or contexts.

2.5 Language learning strategies (LLS)

During the past few decades, language learning researchers have made use of several different definitions of LSS. Initially, studies focused more on the product of learning. For example, one of the first researchers who worked on this concept, Tarone (1983, p 67) defines LLS as “an attempt to develop linguistic and sociolinguistic competence in the target language to incorporate these into one’s interlanguage competence”. At around the same time, Rubin (1987, p 22) describes LLS as “strategies which contribute to the development of the language system”.

Gradually, definitions have put more emphasis on information processing, and this action reflects the shift from behaviourism to cognitive science that has taken place in the fields of psychology and education. O’Malley & Chamot (1990, p 1) illustrate LLS as “special thoughts or behaviour that individuals use to help them comprehend, learn, or retain more information”. Oxford (1990) provided one of the definitions that are the most applicable and the most frequently cited in the literature She defines language learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990, p 8).

Researchers in the late 1990s have mainly conducted research on variables such as proficiency, learning environment, age, gender, beliefs, ethnicity affecting the choice and use of LLS.

2.6 Taxonomy of Language learning strategies

Rubin (1987), O'Malley & Chamot (1990), Oxford (1990), and many other similar scholars have classified LLS. Nevertheless, because these researchers did not try to make any radical changes, their efforts tend to display almost the same categorisation.

2.6.1 Rubin's taxonomy

Considering whether strategies directly or indirectly contribute to learning, Rubin came up with a classification scheme that categorises learning strategies into two main groups and into a number of subgroups as well. For her, there are three primary types of strategies: learning, communication, and social strategies.

a- Learning strategies: They are of two types, cognitive and metacognitive, and they have a direct impact on the language system that the learner develops.

b- Communication strategies: Although not directly related to language learning, their emphasis is on the process of communication and getting meaning across.

c- Social strategies: These strategies positively and indirectly affect the language learning process because "they do not lead directly to the obtaining, storing, retrieve and using language. (Wenden & Rubin 1987, p 19).

2.6.2 O'Malley and Chamot's taxonomy

O'Malley & Chamot's (1990) developed a classification of three types of language learning strategies

a- Metacognitive strategies

O'Malley & Chamot (1990) pointed out that metacognitive strategies are "higher order executive skills". These kinds of strategies involve thinking about the learning process, planning, monitoring and evaluating learning after it has

occurred. For example, when learners start to use a dictionary to get information that they need to complete a task, they are using metacognitive strategies.

b- Cognitive strategies

It refers to the analysis, manipulation and transformation of the material to be learnt or tasks to be carried out with the goal of improving comprehension, acquisition or retention. For example, learners apply cognitive strategies when they make conscious use of learned rules to produce an utterance or when they use contextual clues to understand the meaning of unknown words. According to O'Malley & Chamot (1990), cognitive and metacognitive strategies are often used together, supporting each other.

c- Socio-affective strategies

They refer to those activities in which learners engage and which gives them opportunities to be exposed to and to practise their knowledge. They involve interacting with another person or using affective control to assist a learning task. An example of social strategy is cooperation, while an example of affective strategy is self-talk.

The metacognitive, cognitive, and socio-affective taxonomy is among “the most widely known language learning strategy classification systems” (Oxford & Crookhall, 1989, p 406).

2.6.3 Oxford's taxonomy

Oxford (1990) divides LLS into two main groups: direct/primary and indirect/support. The direct/primary group “requires mental processing of language” (Oxford, 1990, p 37). They are subdivided into memory strategies (which deal with the way in which learners store and retrieve information), cognitive strategies (which are those conscious ways in which the learner uses the target language) and compensation strategies (which helps learners to make up for gaps in their knowledge). The indirect/support strategies are those that contribute indirectly to the language learning process. They include metacognitive strategies (which are used by the learners to manage their own

learning process), affective strategies (which have to do with the students' feelings) and social strategies (which the learners use to learn through their interactions with others).

2.7 Vocabulary Learning Strategies (VLS)

To better understand VLS, it is important to acknowledge that they are interrelated to LLS. What is more, a considerable number of researchers such as Wenden & Rubin (1987), O'Malley & Chamot (1990), Oxford (1990) and Schmitt (1997) claim that VLS form a sub-class of framework for LLS. For instance, some of the LLS listed in Oxford's taxonomy (particularly strategies in the memory category such as creating mental linkages, etc) are vocabulary strategies or can be exploited for vocabulary learning tasks (Segler *et al.*, 2002).

Researchers have come up with different definitions of VLS. For instance, Asgari & Mustapha (2011, p 85) use a broad and general perspective to describe VLS as "steps taken by the language learners to acquire new English words".

A more accurate description was provided by Catalan (2003, p 56) who defined VLS as "knowledge about the mechanism used in order to learn vocabulary as the steps or actions taken by students (a) to find out the meaning of unknown words, (b) to retain them in long term memory, (c) to recall them at will, and (d) to use them in oral and written mode".

2.8 Taxonomy of Vocabulary Learning Strategies

Several VLS taxonomies have been proposed by researchers Gu and Johnson (1996), Schmitt (1997), Nation (2001), and these researchers classified VLS in different ways.

2.8.1 Gu and Johnson's Taxonomy

Gu & Johnson (1996) grouped VLS as *metacognitive*, *cognitive*, *memory* and *activation* strategies. Metacognitive strategies are subdivided in *selective*

awareness (with which learners realise which words are important for them to learn) and *self-initiation* (the several techniques that learners use to improve how well they understand the meaning of vocabulary items). Cognitive strategies include guessing the meaning of unknown lexical items by using the narrow and wider context. They also include the skilful use of dictionaries “as opposed to looking up for comprehension only” (Doczi, 2011, p 142). Memory strategies are classified into rehearsal and encoding. While instances of the rehearsal are the use word lists and repetition, instances of encoding include association imagery, visual, auditory, semantic. Finally, activation strategies are those which learners employ to figure out how words can be used in different contexts.

2.8.2 Schmitt’s Taxonomy (see table 1)

To develop his taxonomy, Schmitt’s (1997) used Oxford’s classification of language learning strategies and the Discovery/Consolidation distinction. It consists of 58 strategies that were categorized under two main headings: discovery strategies and consolidation strategies respectively.

Discovery strategies are the ones that learners use to discover the meaning and use of new words, and they comprise determination (DET) and social strategies (SOC). Consolidation strategies are the ones that help learners to remember and retain the new words encountered for future use and they subsume social (SOC), memory (MEM), cognitive (COG) and metacognitive (MET) strategies. Table 1 shows Schmitt’s taxonomy of vocabulary learning strategies.

a- Discovery strategies:

Determination strategies are used “by an individual when faced with discovering a new word’s meaning without recourse to another person’s expertise” (Schmitt, 2000, p 135). To do so, learners can find the part of speech of the unknown word, check the internal structure of the word which involves the study of affixation, inference from context, and they can even use reference material such as monolingual or bilingual dictionaries, etc. For Schmitt, another way to discover

the meaning of unknown words is through social strategies, that is, by interacting with other people such as teachers or classmates.

b- Consolidation strategies.

After the initial discovery of a word, learners start using diverse strategies such as social, memory, cognitive and metacognitive ones so that they can practice and remember vocabulary. Within the social strategies, cooperative group learning has been found to be very beneficial since “it promotes active processing and cross modelling/imitation” (Schmitt, 1997, p 211). Another social strategy, which is likely seldom used in non-English speaking countries would involve the interaction with native speakers.

Memory strategies or mnemonics involve making a connection between the new word to be learnt and previously acquired knowledge. This can be done by using pictures, imagery, and grouping. Other memory strategies include word association such as synonymy or antonymy, focusing on the word’s spelling or phonological form, paraphrasing and even “the use of physical action to facilitate recall (Saltz & Donnenwerth-Nolan, 1981) as done in the Total Physical Response Method (TPR).

Cognitive strategies: Even though it is sometimes not easy to see the difference between cognitive and memory strategies because “the goal of both is to assist recall of words through some form of language manipulation (Schmitt, 1997, p 20), cognitive strategies are more focused on mechanical means such verbal or written repetition, keeping vocabulary notebooks, etc.

Finally, metacognitive strategies involve learners studying, reviewing and evaluating their own learning to measure their progress. This can be achieved in several ways such as deciding which words they ought to study. This is particularly useful when it comes to low frequency words which learners might rarely encounter again in the future. It also involves studying words over time, or even maximising exposure to the target language by reading books, magazines, watching movies, etc.

Table 1: Schmitt's taxonomy of Vocabulary Learning Strategies

Strategies for the discovery of a new word's meaning

DET	Analyse part of speech
DET	Analyse affixes and roots
DET	Check for L1 cognate
DET	Analyse any available pictures or gestures
DET	Guess from textual context
DET	Bilingual dictionary
DET	Monolingual dictionary
DET	Word lists
DET	Flash cards
SOC	Ask teacher for an L1 translation
SOC	Ask teacher for paraphrase or synonyms of new word
SOC	Ask teacher for a sentence including the new word
SOC	Ask classmate for meaning
SOC	Discover new meaning through group work or activity

Strategies for consolidating a word once it has been encountered

SOC	Study and practise the meaning in a group
SOC	Teacher checks students' flashcards or word lists for accuracy
SOC	Interact with native speakers
MEM	Study word with a pictorial representation of its meaning
MEM	Image word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use of semantic maps
MEM	Use "scales" for gradable adjectives
MEM	Peg Method
MEM	Loci Method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new words in sentences
MEM	Group words together within a storyline
MEM	Study the spelling of a word
MEM	Study the sound of a word
MEM	Say the new word aloud when studying
MEM	Image word form
MEM	Underline the initial letter of a word
MEM	Configuration
MEM	Use of Keyword Method
MEM	Affixes and roots (remembering)
MEM	Parts of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognates in study
MEM	Learn the words of an idiom together
MEM	Use physical action when learning the word
MEM	Use semantic feature grids
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flashcards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to the tape of words lists

Table 1 (continued)

COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English language media (songs, movies, newscasts, etc.)
MET	Testing oneself with word tests
MET	Use spaced word practice
MET	Skip or pass new word
MET	Continue to study over time

Source: Schmitt, 1997

The present study is based on Schmitt's VLS Taxonomy (1997) for several reasons:

First, because Schmitt's taxonomy is "two-dimensional" (Jurkovic, 2006) reflecting the discovery and consolidation strategies, it will help teachers and students to understand them more easily and clearly. Second, it can be "standardised as a test" (Jurkovic, 2006), which can be adapted to suit my B1 (CEFR) learners' learning environment and language competence level. Third, because it is easy to use and to administer in class.

2.8.3 Nation's taxonomy

Nation (2001) organises vocabulary strategies into three aspects: *Planning*, *source* and *processes*. The first aspect "*planning*" involves that the learners decide what vocabulary to focus on considering what their vocabulary goals are. The second aspect "*sources*" consists of obtaining information about the word. This information may include analysing word parts such as affixes and stems, using the context, using reference sources, using analogies with other language, or even checking for L1 cognates. The third aspect "*processes*" refers to those ways in which vocabulary is remembered and is made available for use. To do so, learners should notice the word to be learnt mainly by using recording strategies such as keeping a vocabulary record. Then, learners should retrieve the word previously met and finally create and exploit opportunities for language use.

2.9 Approaches to teaching vocabulary strategies

Due to the fact that vocabulary learning strategies play a vital role in the development of linguistic competence (Jurkovic, 2006), it is important that it starts early enough so that students can acquire a wide repertoire of VLS.

Vocabulary strategy instruction can be undertaken at any educational level, and in a variety of forms. These include explicit and implicit strategy training, and they mainly differ in their degree of integration into the syllabus and course books.

2.9.1 Explicit vocabulary strategy training

According to Hall, (2009) in direct or explicit strategy training, the teacher uses an instructional approach that is systematic and in which students not only see a specific language learning strategy but also learn about its use and value. A number of models for teaching strategies explicitly have been developed by O'Malley & Chamot (1990), Cohen (2008), Harris & Gaspar (2001).

All of them have some specific steps in common, steps which include the demonstration and use of a specific language learning strategy, followed by the students' practice to see if they have acquired the ability to use it effectively and later evaluation to see how well this strategy is helping them.

Vocabulary strategies can be taught to students at different levels of language proficiency. At lower levels, they will need more modelling and support from the teacher. Additionally, Chamot et al (1999) advise that teachers better start with the simplest strategies when having to select the ones that they plan to start working with, or those that the students already use. Another possibility is that teachers can show the students how these strategies can be expanded for more advanced uses. Because advanced level students can use such strategies more thoughtfully and flexibly, they will need less coaching.

Explicit strategy training has been considered more effective than the implicit one mainly because the teachers who have to conduct this kind of instruction have to

be proficient in the use of the strategies so that they can adapt the syllabi and the materials to match their students' level and needs.

2.9.2 Implicit vocabulary strategy training

This type of instruction, which is also known as implicit, indirect or embedded training, focuses on those strategies that are embedded into learning materials and tasks that the students have to deal with. However, in this kind of training, learners are never taught how to use these strategies. Implicit strategy training has been heavily criticised because if students are not fully aware of the strategies they are using they will have little opportunity of becoming independent learners (O'Malley & Chamot, 1990).

III- Research Methodology

3.1 Participants and Teaching Context

The research was carried out at Asociacion Cultural Peruano Britanica, also known as Britanico, one of the leading English Language teaching institutions based in Lima with 11 teaching centres around the city. Britanico uses basically a communicative approach whose aim is to develop its students' communicative competence.

Britanico teaches English at 3 levels: Basic, Intermediate and Advanced. The Basic and Intermediate levels have 12 short cycles of 18 classes each, and the Advanced level has 6 cycles of 18 classes each too.

The population in this research were 12 monolingual general English B1 (CEFR) students (Intermediate 7 in Britanico's structure) from the Pueblo Libre teaching centre. This teaching centre was selected by means of convenience sampling. In convenience sampling, "the researcher simply chooses the sample from those to whom she has easy access" (Cohen et al, 2007, p 102). Nevertheless, the problem with this type of sampling is that the researcher does not know whether the samples is representative and consequently whether the information

collected about the sample is directly applicable to the population as a whole. Therefore, convenience sampling can lack “transferability” (Given, 2008) and their results should not be hastily generalised to the wider population.

The ages of the participants ranged from 18 to 30 years old. Most of them had studied English between 1 and 5 years. Their reasons to learn English were varied. Some of them needed English to graduate from university, others to improve their career prospects or to study a master’s degree in an English-speaking country.

These learners take 18,1.5-hour classes per cycle, and the course book they use is Speakout, Upper-intermediate by Frances Eales, Steve Oakes with Nick Witherick. This research was conducted during February 2017.

3.2 Research methods and instrumentation

A quasi-experimental, one-group pretest-posttest design was used in this study. According to Moore (2008), this type of study compares outcomes for one group of individuals before and after the group’s involvement in a program or treatment. The design format followed is often delineated as: $O_1 \quad X \quad O_2$, in which O_1 refers to the pre-test, X represents the treatment implemented, and O_2 represents the post-test (Cohen et al., 2007).

The research approach in this study was both *quantitative* and *qualitative* and the following instruments were used for data collection:

a) To gather quantitative data:

A Vocabulary Strategy Use Questionnaire (see appendix 1) was used both as a pre-test and post-test. It was used as a pre-test to identify the type and frequency of use of VLS employed by the participants before the implementation of vocabulary strategy instruction. As Hosenfeld states (1976, p 128) “Too often our focus has been on what students should be doing, we must begin by asking what

students are doing”. It was used as a post-test to determine if there were any changes in the use of VLS after the treatment.

The questionnaire used was adapted from Schmitt’s taxonomy (1997) based on Oxford’s (1990). Nevertheless, modifications were made so that this questionnaire could properly match both the participants’ learning environment and language competence level. Some of these modifications included:

-While Schmitt’s taxonomy included 58 strategy statements, only 20 were selected. This was achieved by grouping strategy statements related to the same topic in one question. For example, in the Discovery strategies, more specifically, in the Determination sub category, there were 2 strategies statements about dictionary use. These were grouped into 1 question (e.g. “I look up new words in a monolingual/bilingual(electronic) dictionary”).

-Some of the statements were rephrased using vocabulary that was simple, avoiding jargon and technical terms. Also, some of them included examples to ensure that participants had a clear idea of what each question was about.

- Memory strategies such as the Peg, Loci and Keyword method were excluded from the questionnaire because Britanico students are not familiar with them since teachers do not use them in class. Other strategies such a L1 translation were also omitted because they were not suitable for the participants’ language learning level.

The questionnaire consisted of two parts:

Part 1 contains questions to collect demographic information about the participants such as gender, age, and the number of years they have been studying English.

Part 2 contains a 20-item questionnaire to elicit data on the frequency of vocabulary strategies used by participants. These strategies were divided into two main groups: Discovery (items 1 to 6) and consolidation strategies (items 7 to 20). Discovery strategies were further subdivided into determination strategies (items 1 to 4) and social strategies (items 5 to 6). On the other hand, consolidation strategies were subdivided into social (items 7 to 8), memory (items

9 to 15) cognitive (item 16) and metacognitive (items 17 to 20). The questionnaire items were rated on a five point Likert scale type ranging from always (5) to never (1).

A pilot testing was carried out with 5, Intermediate 7 students of the afternoon shift who did not participate in the actual study. They were required to answer the questions and mark those items that they did not understand well or at all. Because they did not show that they had any problems with any of the items, nothing was changed in the questionnaire. With respect to the issue of reliability, Oppenheim (1992, p 69) says, “reliability refers to consistency, obtaining the same results again”. To assess the reliability of the test, the SPSS software, version 24 (Statistical Package for the Social Sciences) was used to calculate the Cronbach- Alpha. The reliability value was 0, 814 ($\alpha =0, 814$). By convention, an alpha ranging from 0.70 to 0.95, is often considered an acceptable value. (Tavakol & Dennick, 2011)

A Vocabulary Test (see appendix 2) was given to students as a pre-test to find out how familiar they were with the vocabulary items presented in units 1 and 2 from their course book “Speakout”. The same vocabulary test was used as a post-test to measure students’ progress in learning the new words selected for the treatment.

The Vocabulary Test was adapted from the review and check units 1 and 2 of the course book Speakout Upper Intermediate. As for the format, the discrete point multiple-choice test being applied consisted of 20 multiple-choice questions in which the students had to choose the correct answer out of three possibilities. As for the distractors for each question, at least one them included a graphological and/or phonological similarity to the word being tested. For instance, in the following example given below, the words “homelessness” and “homely” bear some graphological and phonological similarity to “homeless”.

Question 16 from the Vocabulary test

Charity provides shelter for _____ people.

- a) homelessness b) homeless c) homely

The 20 words included were 7 nouns, 5 verbs, and 8 adjectives all of which were related to the topics of “personality and feelings”, “social issues”, “surveillance”. As suggested by Coombe *et al.* (2007) “a balanced number of nouns, verbs and adjectives” were selected as tested words. In terms of practicality, the multiple choice format was chosen not only because it was easy to mark and produced results easy to interpret but also because students were familiar with the format.

b) To gather qualitative data:

A perception survey (see appendix 3) with one closed question and two ended questions was used to gauge students’ perception of the vocabulary strategy instruction after its implementation in class.

Additionally, to conduct this research, I requested both verbally and also through a written document (see appendix 4) the official permission from the Britanico Teacher Training Manager and the Head of Centre of Pueblo Libre. In both cases, the main aims and benefits that the study would bring about for both teachers and students were explained.

To obtain the research participants verbal informed consent, an oral script (see appendix 5) was prepared to describe the purpose, research methods, duration and potential outcomes of the research. The fact that participation was voluntary and that refusal to participate or withdrawal from the research at any time would not affect their grades in the course was also mentioned. Following the verbal explanation, the participants were given time to consider whether or not to participate in the research. Participants who filled in the surveys were considered to have given consent. No parental consent was needed because there were no minors involved in the research. Additionally, before the research was carried out, the necessary ethical approval was obtained from Aston University (see appendix 6).

3.3 Data collection procedure and timeline (see table 2)

During the second class of the course, all the research participants answered the vocabulary strategy questionnaire and took the vocabulary test as pre-tests.

Specific vocabulary strategy instruction was provided during the fifth, seventh, and ninth class.

In the fifteenth class, the participants not only answered again the questions of the same vocabulary strategy questionnaire but also took once more the same vocabulary test, this time as post-tests. The aim of these two activities was to figure out whether the learners had increased their use of vocabulary strategies or had made progress in learning the new words selected for the treatment.

In the sixteenth class, a perception survey was administered. Then all the data were processed and analysed.

Table 2: Data collection procedure and timeline

<p>CEFR-B1</p> <p>Intermediate 7</p> <p>18 sessions/4 weeks</p> <p>Start date: 1st Feb 2017</p>	<p>PRE -TESTS</p> <p>a) Vocabulary strategy use questionnaire</p> <p>b) Vocabulary test</p>	<p>Beginning of the cycle</p> <p>Class 2</p>
	<p>TREATMENT: Teaching procedure</p> <p>Vocabulary strategy training</p>	Class 5
	Vocabulary strategy training	Class 7
	Vocabulary strategy training	Class 9
	<p>POST -TESTS</p> <p>a) Vocabulary strategy use questionnaire</p> <p>b) Vocabulary test</p>	Class 15
	c) Perception survey	Class 16
		End of cycle

3.4 Treatment: Teaching procedure

In order to conduct the explicit instruction of vocabulary learning strategies during the fifth, seventh and ninth sessions (covering a two-week period), the following criteria was followed:

a) The skills and strategies the 12 participants needed to deal successfully with the different papers of the Cambridge English: Preliminary (PET), more specifically the reading paper, part 5 (Multiple-choice cloze).

b) Because students are invariably going to find words whose meanings they do not know when they engage in reading or listening activities both inside and outside the classroom, they have to learn to guess the meaning of new words by using the context. This skill is especially essential not only because students are not allowed to use dictionaries in EFL examinations such as the Cambridge English: Preliminary (PET) but also because it helps students to avoid becoming over dependent on the use of the dictionary. During the treatment, the five-step sequence proposed by Nation & Coady (1988) was followed when guessing from context.

1-Identify what part of the speech of the unknown word is

2-Look at the immediate context

3-Look at the wider context

4- Guess

5-Check if the guess is correct.

Only if the students fail at guessing from the context should they use monolingual dictionaries. To do so, the students were taught how to use the dictionary speedily and accurately using the four-step procedure proposed by Nation (2001).

1-Get as much information as possible from the context in which the word occurs.

2- Look up the corresponding dictionary entry.

3- Choose the most appropriate meaning.

4-Try to match this meaning to the context in which the word occurs.

To teach the students how to use the aforementioned strategy, “searching tasks” (Hedge, 2000) were used.

To remember the meaning of the words worked out from context, students were trained on how to use a vocabulary notebook. The steps suggested by Thornbury (2002) were followed:

- 1- How to organise words
- 2- Word forms (spelling and pronunciation)
- 3- Part of speech 4-How to illustrate the meaning of words (e.g. translation, definition, synonyms, antonyms, etc.)
- 5- Providing an example sentence

Table 3 presents the vocabulary strategies explicitly taught in class:

TABLE 3: Questionnaire based on Schmitt's Vocabulary Learning Strategies Taxonomy (1997)

Strategy number	Explicitly taught strategy	Type of strategy	Sub category	Vocabulary strategies
1		DS	DET	I identify what part of speech a new word is (e.g. nouns, verbs, etc)
2		DS	DET	I analyse the prefixes, roots and suffixes of new words. (e.g. In-formal-ly).
3	X	DS	DET	I guess the meaning of new words from textual context
4	X	DS	DET	I look up new words in monolingual/bilingual (electronic) dictionaries.
5		DS	SOC	I ask the teacher to explain the meanings of new words and put them in sentences to help me understand their meaning.
6		DS	SOC	I ask my classmates for the meaning of new words.
7		CS	SOC	I study and practice the meaning of new words in groups
8		CS	SOC	I interact with native speakers
9		CS	MEM	I study new words with a graphical representation of their meaning
10		CS	MEM	I connect new words to personal experiences
11		CS	MEM	I connect new words with their synonyms and antonyms
12		CS	MEM	I group the words about a topic to study them
13		CS	MEM	I study the spelling of a new word
14		CS	MEM	I study the pronunciation of a new word
15		CS	COG	I study word lists or flashcards to review words
16		CS	COG	When I try to remember a word, I write it or say it repeatedly.
17	X	CS	COG	I keep a vocabulary notebook
18		CS	MET	I use English language media(songs, movies, internet)
19		CS	MET	I use online exercises(e.g, My English Lab) to test my vocabulary knowledge
20		CS	MET	I go over new vocabulary periodically to make sure I remember them well..

Note: DS=Discovery strategy, CS = Consolidation strategy
 DET= Determination strategy, SOC=Social strategy, MEM= Memory strategy, COG= Cognitive strategy,
 MET=Metacognitive strategy.

Explicitly strategy instruction was implemented in class following the five phases of CALLA approach, based on the Cognitive learning theory, and developed by Chamot & O'Malley (1994).

1- Preparation: Any prior knowledge related to a specific vocabulary strategy is elicited and then analysed.

2-Presentation: Description, explanation and modelling of what the new strategy consisted of

3-Practice: The presented strategy is used in cooperative learning tasks, group discussions using the classroom material.

4-Evaluation: Students evaluate the effectiveness of the strategy used through discussion activities, keeping journals, etc.

5-Expansion: Students' independent use of strategy demonstrating that they have learnt to use it effectively. In other words, it is the transfer of the strategy learnt to new tasks.

IV- Data analysis

In this study, data was obtained by using "mixed methods" (Johnson and Onwuegbuzie, 2004), that is, both quantitative and qualitative data.

I decided to use mixed methods in this research for the following reasons:

The first one because by using "complementarity of data" (Greene et al. 1989), I managed to combine both qualitative and quantitative approaches, and thus obtained better results than if I had used only one of them.

The second one because of the "triangulation of data" (Cresswell, 1999). In this case, the research involved the convergence of multiple data sources such as the vocabulary strategy test, the vocabulary test and the survey on students' perception of vocabulary strategy instruction.

Quantitative data was collected from both the vocabulary strategy use questionnaire and the vocabulary test. Qualitative data was gathered through a survey on students' perception of vocabulary strategy instruction.

4.1 Vocabulary strategy use questionnaire

The results were divided into two parts: the participants' general information and the use of vocabulary strategies.

a) Participants general information

As it can be seen on Table 4, 58.3 % of the participants were male and 41.7% were female. In terms of age, 41.7 % belonged to the 18-20 and 41.7 % 21-25 age groups. Only 16% belonged to the 30+ age group. More than half of the students (58.3%) have been learning English between 1 and 5 years.

TABLE 4 : Participants' general information

GENDER	NUMBER	PERCENTAGE
Female	5	41.7%
Male	7	58.3%
Total	12	100%
AGE		
18-20	5	41.7%
21-25	5	41.7%
26-30	0	0%
30+	2	16.6%
Total	12	100%
NUMBER OF YEARS STUDYING ENGLISH		
1-5 years	7	58.3%
6-10 years	4	33.3%
11 years or more	1	8.4%
Total	12	100%

b) Use of vocabulary strategies

Statistical analysis was used to analyse the data collected in both the pre and post-tests. SPSS (Statistical Package for the Social Sciences) software, version 24 was used to calculate the mean scores and standard deviations in order to identify the overall patterns of vocabulary learning strategies that my 12, B1 (CEFR) students used. Since a Likert scale of 5 points was used to determine the frequent, moderate, and infrequent use of vocabulary strategies, this scale had to be divided into three segments as was suggested by Oxford & Burry Stock

(1995) and Sheory's (1999) mean classification. Those strategies with a mean value 3.5 and above were frequently used strategies. Those with a mean value between 2.5 and 3.5 were considered moderately used ones and those with a mean value below 2.4 were the infrequently used ones.

4.1.1 Vocabulary strategy use questionnaire pre-test

Table 5 depicts the frequency of the five VLS (determination, social, memory, cognitive and metacognitive) used by the 12, B1 (CEFR) participants in this study. By categories, it was found that 2 out of 5 of the vocabulary strategies had a mean value above 3.5, placing them as frequently used ones. Determination strategies had the highest mean score of 3.7, followed by Metacognitive strategies (m= 3.66).

The rest of the strategies were ranked as moderately used ones. These included Memory strategies (m= 3.47), Social strategies (m=3.16) and Cognitive strategies (m= 3.13).

The overall strategy used by the participants obtained a mean of 3.43 and a standard deviation of 0.45, indicating that the 12, B1 (CEFR) students in this study used strategies at a moderate *level*.

TABLE 5: Frequency of the five categories of VLS used by participants.

Strategy category	N	Mean	SD
Determination	12	3.7	0.45
Social	12	3.16	0.62
Memory	12	3.47	0.61
Cognitive	12	3.13	0.59
Metacognitive	12	3.66	0.69
Total	12	3.43	0.45

Determination strategies

Table 6 shows the frequency of 4 VLS under the determination category. The average mean of the determination strategies was 3.7, indicating that the 12 participants used determination strategies at a *frequent level*. It was found that the strategy of looking up words in monolingual/bilingual (electronic) dictionaries (m=4.25) was the most frequently used not only among the determination strategies but overall. In addition, identifying what part of speech a new word is (m= 3.91) was also ranked as a frequently used strategy.

On the other hand, analysing the prefixes, roots and suffixes of new words (m= 3.41) and guessing the meaning of new words from textual context (m=3.25) were used at moderate levels respectively.

TABLE 6: Frequencies of use of determination strategies

DETERMINATION STRATEGIES	N	Mean	SD	Frequency of use
I look up new words in monolingual/bilingual (electronic) dictionaries.	12	4.25	0.75	Frequent
I identify what part of speech a new word is (e.g. nouns, verbs, etc)	12	3.91	0.66	Frequent
I analyse the prefixes, roots and suffixes of new words.	12	3.41	0.51	Moderate
I guess the meaning of new words from textual context.	12	3.25	0.86	Moderate
Total :	12	3.7	0.45	Frequent

Social strategies

Table 7 indicates the frequency of 4 VLS under the social category (including strategies for discovery and consolidation). The average mean of social strategies was 3.16, indicating a *moderate level* of use. The results showed that asking the teacher to explain the meanings of new words and putting them in sentences to help them understand their meaning was the strategy that the students used most frequently (m = 3.58) together with asking their classmates for the meaning of words (m=3.5). Interestingly, it can be noted that the aforementioned strategies belong to the discovery category.

On the other hand, social strategies for consolidation which included studying and practising the meaning of new words in groups (m= 3) and interacting with native speakers (m=2.58) were determined at moderate levels of use.

TABLE 7: Frequencies of use of social strategies

SOCIAL STRATEGIES	N	Mean	SD	Frequency of use
I ask the teacher to explain the meanings of new words and put them in sentences to help me understand their meaning	12	3.58	0.79	Frequent
I ask my classmates for the meaning of new words.	12	3.5	0.67	Frequent
I study and practices the meaning of new words in groups	12	3	0.85	Moderate
I interact with native speakers	12	2.58	1.16	Moderate
Total	12	3.16	0.62	Moderate

Memory strategies :

Table 8 shows 6 VLS under the memory category. The average mean for memory strategies was 3.47 suggesting a *moderate level* of use. A more careful examination of each item found that there were a number of vocabulary learning strategies frequently used. These strategies were: Studying the pronunciation of a new word (m= 4.00), connecting new words to personal experiences (m=3.66), connecting new words to their synonyms and antonyms (m=3.58), and studying the spelling of a new word (m=3.58) whereas grouping the words about a topic to study them (m= 3.08) and studying new words with a graphical representation of their meaning (m= 2.91) were determined as moderately used ones.

TABLE 8: Frequencies of use of memory strategies

MEMORY STRATEGIES	N	Mean	SD	Frequency of use
I study the pronunciation of a new word	12	4.00	0.85	Frequent
I connect new words to personal experiences	12	3.66	0.77	Frequent
I connect new words with their synonyms and antonyms	12	3.58	0.66	Frequent
I study the spelling of a new word	12	3.58	0.90	Frequent
I group the words about a topic to study them	12	3.08	1.31	Moderate
I study new words with a graphical representation of their meaning	12	2.91	0.79	Moderate
Total :	12	3.47	0.61	Moderate

Cognitive strategies:

Table 9 represents 3 VLS under the cognitive category. The results show that the 12 participants in this study employed cognitive strategies at a *moderate level*,

being the mean score of 3.13. The data also shows that remembering a word by writing or saying it repeatedly (m=3.5) was a frequently used strategy. However, keeping a vocabulary notebook (m=3.39) and studying wordlists of flashcards to review words (m=2.58) were strategies moderately used.

TABLE 9: Frequencies of use of cognitive strategies

COGNITIVE STRATEGIES	N	Mean	SD	Frequency of use
When I try to remember a word, I write it or say it repeatedly.	12	3.5	0.52	Frequent
I keep a vocabulary notebook	12	3.33	0.77	Moderate
I study word lists or flashcards to review words	12	2.58	1.16	Moderate
Total	12	3.13	0.59	Moderate

Metacognitive strategies

Table 10 illustrates 3 VLS under the metacognitive category. The average mean of the metacognitive strategies was 3.66. This result showed that metacognitive strategies were used *frequently*. The strategy using English language media (songs, movies, internet) (m= 4.08) and going over new vocabulary to make sure I remember them well (m=3.5) were frequently used while using online exercises (e.g. My English Lab) to test vocabulary knowledge (m=3.41) was used moderately.

TABLE 10: Frequencies of use of metacognitive strategies

METACOGNITIVE STRATEGIES	N	Mean	SD	Frequency of use
I use English language media (songs, movies internet)	12	4.08	0.90	Frequent
I go over new vocabulary to make sure I remember them well.	12	3.5	1.00	Frequent
I use online exercises (e.g My English Lab) to test my vocabulary knowledge.	12	3.41	0.79	Moderate
Total :	12	3.66	0.69	Frequent

4.1.2 Vocabulary strategy use questionnaire post-test

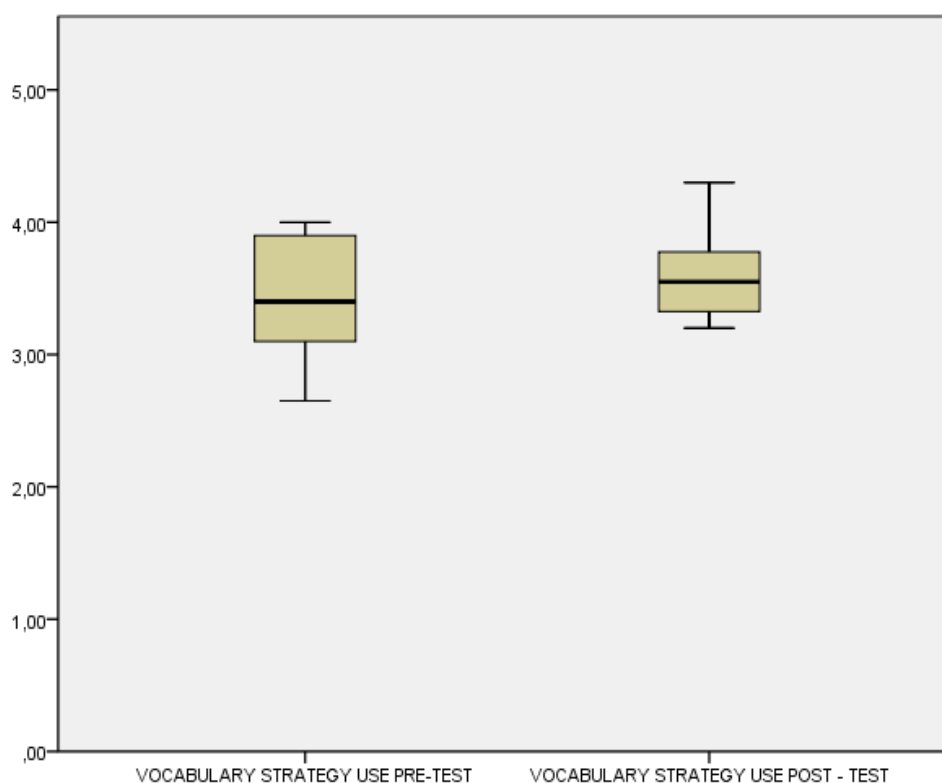
A paired t-test was carried out to determine if there were any statistical significant differences in the overall patterns of use between the VLS pre-and post-tests. A paired t-test is a statistical procedure used to compare two means that are from

the same group measured at two different times. In the current study, a pre-test and post-test with a treatment (vocabulary strategy instruction) between two time points. To do so, the mean scores, the standard deviations and standard error means were obtained (see table 13). As it can be seen in table 11 and figure1, the participants obtained a slightly higher post-test strategy use mean score ($m=3.5958$) than the pre-test strategy use mean score ($m=3.4345$).

TABLE 11: Vocabulary Strategy Use Questionnaire: Paired sample statistics

	Mean	Standard Deviation	Number of items in test	Standard Error mean
Pre-test Vocabulary Strategy use	3.4375	0.45032	12	.12999
Post-test Vocabulary Strategy use	3.5958	0.33129	12	.09564

FIGURE 1: Representation of the mean scores of the Vocabulary Strategy use pre and post-tests.



Although the mean difference was 0.1583, after applying the paired T-test at a significance level of $\alpha = 0.1$, the results showed no statistically significant differences between the pre-and post-tests in the use of VLS because p value of 0.188 was higher than 0.1 (see table 12).

TABLE 12: Vocabulary Strategy Use Questionnaire: Paired samples T-test results

Post-test – Pre test	Means	Standard deviation	Standard Error of the Mean	95% Confidence Interval		t	p
	-.15833	.59499	.17176	Lower	Upper		
				-.53637	.21971		

Level of significance: 0.1

Surprisingly, when looking at each category more in detail, the application of the paired T-tests produced the following results (see table 13). After the vocabulary strategy training programme, it was found that 4 out of 5 strategies had a mean value above 3.5, indicating a frequent level of use. Determination strategies were found to be the most frequently used ones (m=3.91), followed by memory strategies (m=3.73,) and metacognitive strategies (m=3.61). Unlike what happened in the pre-tests, this time cognitive strategies (m=3.50) were ranked as frequent used ones. On the other hand, there were no changes in the use of social strategies (m= 3.12), which were found to be moderately used by the participants.

TABLE 13: Vocabulary learning strategies by categories: T-tests results

Strategy category	N	Pre test		Post test		t	p
		Mean	SD	Mean	SD		
Determination	12	3.7	0.45	3.91	0.45	-1.02	0.16
Social	12	3.16	0.62	3.12	0.66	0.14	0.44
Memory	12	3.47	0.61	3.73	0.44	-1.03	0.16
Cognitive	12	3.13	0.59	3.50	0.52	-1.49	0.08
Metacognitive	12	3.66	0.69	3.61	.023	0.272	0.39

Level of significance :0.1

The results also indicated that only in the *cognitive category*, p value 0.08 was lower than 0.1. This situation led to the conclusion that there is statistical evidence to support that there was an improvement in the use of cognitive strategies. To calculate the effects size, I used Cohen´s d for paired samples T- test.

The scales for d-values created by Cohen (1977) were used:

Small effect size d=0.2 Medium effect size d= 0.5 Large effect size= d=0.8

The following formula was used to get the value of *Cohen's d*

$$\text{Cohen's } d = (\text{mean 2} - \text{mean 1}) / \text{pooled standard deviation}$$

The application of this formula brought about results showing that there had been a small effect size in which *Cohen's d* = 0.2.

Table 14 shows the mean scores and the standard deviations of VLS used by the 12, B1 (CEFR) participants in this study before and after the implementation of the vocabulary strategy instruction in class.

Before its implementation, participants used VLS at a moderate level ($m=3.4375$). Eleven out of the twenty questionnaire items were ranked a frequently use since their mean scores were 3.5 or above. The nine remaining strategies were ranked as moderately used since their mean scores were between 2.5 and 3. None of the items in the questionnaire were ranked as infrequent VLS.

At the end of the vocabulary strategy instruction, these numbers changed. This time, it was clear that the students had used VLS more frequently ($m= 3.5958$) because 13 out of 20 VLS were ranked as frequently used. Also, those strategies that had been often used before the treatment were still often used after it. In some other cases, some of the post-test mean scores were the same as the ones of the pre-test. They were:

- The pre and post-test mean scores of “using English language media (songs, movies, internet)” were 4.08
- The pre and post-test mean scores of “identifying what part of speech a new word is (e.g. nouns, verbs, etc.)” were 3.91

In other cases, some of the post-test mean scores were higher than their corresponding scores of the pre-test. For example, the pre-test mean score of “connecting new words to personal experiences” was $m= 3.66$ and its post-test mean score was $m=3.75$. Something similar happened to “connecting new words

with their synonyms and antonyms”, a strategy that had got a pre-test mean score of $m=3.58$ and then got a post-test mean score of $m=3.66$.

Only two of the strategies mean scores decreased slightly positioning them as moderately used ones. These were:

- Asking the teacher to explain the meanings of new words and put them in sentences to help students understand their meaning ($m=3.33$).
- Asking classmates for the meaning of new words ($m= 3.25$).

However, the mean scores of the following strategies increased, placing them as frequently used ones.

These included:

- Grouping the words about a topic to study them ($m=3.5$).
- Keeping a vocabulary notebook ($m= 3.66$).
- Analysing the prefixes, roots and suffixes of new words ($m=3.91$).
- Guessing the meaning of words form textual context ($m= 4.08$).

It is worthwhile to mention that statistically significant differences were found in the use of the following strategies:

- The explicitly taught determination strategy of “guessing the meaning of words form textual context” where Cohen’s $d = 1.004$, reaching a large effect size
- Although the cognitive strategy of “remembering a word by writing or saying repeatedly” was not overtly taught, a meaningful difference could be observed in its use where Cohen’s $d=0.768$, reaching a medium effect size.

TABLE 14: Vocabulary Strategy Use Questionnaire: Pre-test vs. post-test

Type of strategy	Sub Category	Vocabulary strategies	Pre test		Post test		p-value	d-Cohen
			N =12		N=12			
			Mean	SD	Mean	SD		
DS	DET	I look up new words in monolingual/bilingual(electronic) dictionaries.	4.25	0.75	3.75	0.96	-	-
CS	MET	I use English language media (songs, movies, internet)	4.08	0.90	4.08	0.79	-	-
CS	MEM	I study the pronunciation of a new word.	4.00	0.85	4.33	0.65	-	-
DS	DET	I identify what part of speech a new word is (e.g. nouns, verbs, etc).	3.91	0.66	3.91	0.66	-	-
CS	MEM	I connect new words to personal experiences.	3.66	0.77	3.75	0.86	-	-
DS	SOC	I ask the teacher to explain the meanings of new words and put them in sentences to help me understand their meaning	3.58	0.79	3.33	.077	-	-
CS	MEM	I connect new words with its synonyms and antonyms.	3.58	0.66	3.66	0.65	-	-
CS	MEM	I study the spelling of a new word	3.58	0.90	4.08	0.66	-	-
DS	SOC	I ask my classmates for the meaning of new words.	3.5	0.67	3.25	0.63	-	-
CS	COG	When I try to remember a word, I write it or say it repeatedly.	3.5	0.52	4.08	0.99	*0.033	0.768
CS	MET	I go over new vocabulary periodically to make sure I remember them well.	3.5	1.00	3.58	0.51	-	-
DS	DET	I analyse the prefixes, roots and suffixes of new words. (e.g. In-formal-ly).	3.41	0.51	3.91	0.90	-	-
CS	MET	I use online exercises (e.g. My English Lab) to test my vocabulary knowledge.	3.41	0.79	3.16	0.71	-	-
CS	COG	I keep a vocabulary notebook	3.33	0.77	3.66	0.65	-	-
DS	DET	I guess the meaning of new words from textual context	3.25	0.86	4.08	0.79	*0.008	1.004
CS	MEM	I group the words about a topic to study them	3.08	1.31	3.5	0.79	-	-
CS	SOC	I study and practices the meaning of new words in groups	3	0.85	3.25	1.05	-	-
CS	MEM	I study new words with a graphical representation of their meaning	2.91	0.79	3.08	0.79	-	-
CS	SOC	I interact with native speakers	2.58	1.16	2.66	1.30	-	-
CS	COG	I study word lists or flashcards to review words	2.58	1.16	2.75	0.96	-	-

Type of strategies: DS=Discovery strategies, CS = Consolidation strategies

Subcategories: Determination strategies, SOC=Social strategies, MEM=Memory strategies, COG=Cognitive and MET =Metacognitive strategies

SD= Standard deviation

N= Number of participants

Level of significance P= 0.1

***P < 0.1**

D- Cohen : Effects size : D= 0.2 (Small effect size) // D= 0.5 (Medium effect size) // D= 0.8 (Large effect size)

4.2 Vocabulary test:

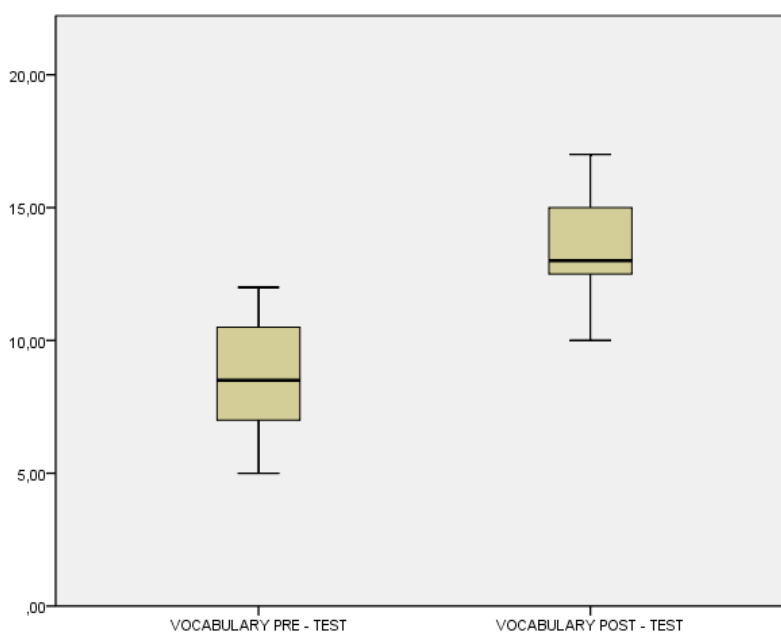
The vocabulary pre and post-test applied in this study was adapted from Speakout Upper Intermediate workbook, from units 1 and 2. The test consisted of 20 questions carrying out 20 marks in total (one mark per question). In terms of the evaluation system, the minimum pass mark was 70 % (score which is established in the Britanico Academic regulations, information and instructions for teachers). This fact means that a total score of 14 points were required to reach a pass mark in the vocabulary test.

To analyse the data obtained from the vocabulary pre-and post-tests, the mean scores, standard deviations and standard error means were calculated using the SPSS software, version 24 (see table 15). The results show that the participants in the study earned a higher post-test mean score ($m= 13.58$) than the pre-test mean score ($m=8.58$) (see figure 2).

TABLE 15: Vocabulary tests: Paired-sampled statistics

	Mean	Standard Deviation	Number of items in test	Standard Error mean
Vocabulary Pre-test	8.58	2.15	12	0.62
Vocabulary Post-test	13.58	1.92	12	0.55

FIGURE 2 : Representation of the mean scores of the vocabulary pre-and post-test



To see if there was a statistically significant change between the results of the post and pre-vocabulary tests, a paired T-test was carried out with a significance level of 0.1 (see table 16)

TABLE 16: Vocabulary Test : Paired samples t-test results

Post-test – Pre test	Means	Standard deviation	Standard Error of the Mean	95% Confidence Interval		t	p
				Inf	Sup		
	5.00	3.04	0.87	3.06	6.93	5.68	0.00

Level of significance $\alpha = 0.1$

Since p value 0.00 was lower than 0.1, there was statistical evidence to support that the students learnt most of the selected words related to the topics of “personality and feelings”, “social issues”, “surveillance” after explicit vocabulary strategy instruction.

To calculate the effects size, I used Cohen’s d for paired samples T-test using the following formula:

$$\text{Cohen's } d = (\text{mean 2} - \text{mean 1}) / \text{pooled standard deviation}$$

The application of this formula showed that there had been a medium effect size in which Cohen’s $d = 0.61$.

4.3 Survey on students’ perception of vocabulary strategy instruction.

Qualitative data was obtained in the sixteenth class through an end-of-course survey, in which the participants had the chance to express their perceptions about vocabulary strategy instruction. As Horwitz (1988) stated, when studying vocabulary learning strategies, it is important that we consider our students’ feelings, and pay attention to what they think of the various learning strategies they have been exposed to.

These were the questions that the survey tried to answer.

- 1- Have you ever been taught vocabulary learning strategies before?
- 2- Did you find strategy instruction useful? Why?

3- Which vocabulary strategy will you continue to use in/outside the class in the future?

In general, learners' perceptions about vocabulary learning strategies were positive.

Regarding question 1, only 5 out of the 12 participants had been trained in the use of vocabulary strategies before.

When my 12, B1 (CEFR) learners were asked whether they found vocabulary strategy instruction useful, all of them responded affirmatively. Among the reasons mentioned was the fact that strategies help them to improve not only their speaking and writing ability but also their understanding of reading comprehension. They also pointed out that the strategies helped them to memorize and remember vocabulary more effectively and provided them with a greater chance to pass the Cambridge English: Preliminary (PET).

Here are some of the answers.

"Yes, because if I learn more words, I can speak and write more fluently".

"Yes, because it helps me to learn English faster. I will have more chances to pass the PET".

"Yes, because at university I have to read a lot of texts in English so I need to expand my vocabulary".

When asked about which strategy they would continue to use in the future, more than half of the class (9 out of 12 participants) stated that they would use the cognitive strategy of *"keeping a vocabulary notebook"* for the following reasons:

"Because I will have the chance to check the new words after the course ends".

"Because it is easy to remember the difficult words".

7 out of 12 students answered that they would continue using the determination strategy of *"guessing the meaning of an unknown word by using the context"*.

One of the reasons mentioned was that by doing so they could remember most of the new words and expressions learnt.

6 out of 12 students responded that they would continue using the determination strategy of “*looking up new words in monolingual/bilingual(electronic) dictionaries*”. Interestingly, one of them reported that by doing so he would not have to depend on the teacher all the time.

V- Discussion

The first research question investigated *the most and the least frequently used vocabulary learning strategies employed by my 12, B1 (CEFR) students before and after vocabulary strategy instruction was implemented in class.*

After applying the vocabulary strategy instruction, the following patterns in the use of VLS were identified:

The Vocabulary Strategy Instruction did not produce statistically significant changes in the overall patterns of VLS because p value 0.188 was higher than 0.1.

By categories, those vocabulary strategies that were the most and the least frequently used by the students remained the same. Determination strategies were reported as the most frequently used strategies, obtaining the highest mean score before ($m=3.7$) and after ($m=3.91$) the study. These results fall in line with the ones obtained by Al-Khasawneh (2012), who informed that Jordanian university students most frequently used Determination strategies. Nevertheless, the findings of this research seem to contradict Kapifour et al (2011), in whose study Iranian undergraduate students ranked this type of strategies in the fourth place.

What is more, within determination strategies, “looking up new words in monolingual/bilingual(electronic) dictionaries” remained as one of the most often used strategies. Before the study, it obtained the highest mean score ($m=4.25$) not only among the determination strategies but overall. After the study, the mean score dropped minimally to ($m=3.75$). These results are congruent with

many previous research works showing that their research subjects strongly preferred the use of dictionaries (Schmitt, 1997; Kudo, 1999). This outcome was not surprising at all in an EFL context in which language learners use dictionaries not only to look up the meaning of new words but also to obtain information that can help them to understand and produce texts (Nation, 2001).

However, the learners frequent dictionary look ups do not necessarily imply being able to use them effectively since there could be a superficial and partial reading of dictionary entries (Wingate, 2004).

On the other hand, within this category, explicit vocabulary strategy instruction produced a statistically significant change (Cohen's $d = 1.004$, large effect size) in the use following strategy "guessing the meaning of new words from textual context". Some other factors that may explain this change are: First, learners' familiarity with this strategy, considering that 5 of participants in the current study had been exposed to VLS before. Second, the learners' language level and "vocabulary size" (Qian, 1999). This result correlates with the findings of Schmitt (1997) and Gu & Johnson (1996) that learners used contextual guessing more than any other type of strategy.

The mean score of Memory strategies increased slightly from 3.47 to 3.73 placing it in the second position among VLS. This result matches that of Huang & Naerssen (1987) who stated that learners really prefer to use memory strategies. In order to relate new words to previously learned knowledge, the participants of this study focused their attention on the spoken form of words. In other words, they had to be able to recognise a word whenever it appears and to pronounce it correctly too (Nation, 2001). Not surprisingly, the strategy of studying the pronunciation of new words obtained one of the highest mean scores before ($m=4.00$) and the highest after the study ($m= 4.33$). Besides, the study also showed that the participants paid attention to the spelling of words so that they could recall them more easily.

The mean score of Metacognitive strategies decreased minimally from 3.66 to 3.61, placing it in the third position among VLS. The finding is consistent with other research study showing that metacognitive strategies achieved a middle

position in the ranking that considered category averages (Kudo, 1999). This fact means that the participants in this study acknowledge the importance of “controlling and evaluating their own learning” (Schmitt, 1997, 216). Furthermore, using English language media (songs, movies, internet) was ranked as the second most frequently used strategy obtaining the same mean of 4.08 before and after the study. This is probably explained due to the fact being in an EFL environment, participants try to maximise their exposure to English.

Regarding Cognitive strategies, there is statistically significant evidence to support that there was an improvement in their use because Cohen’s $d = 0.08$ showed that there had been a small effect size passing from being moderately used strategies ($m=3.13$) to frequently used ones ($m=3.50$) and placing it on the fourth position among the VLS.

Interestingly, this study also revealed that although not overtly taught, there was also significant difference in the use of the following strategy “remembering a word by writing or saying it repeatedly” where Cohen’s $d = 0.768$ (medium effect size). The possible explanation for this result is that the participants are interested in taking the Cambridge English: Preliminary (PET) to improve their job, study, and travel prospects. Therefore, to enhance their vocabulary, these learners use repetition because it helps them to remember words more effectively. In this respect, researchers such as Nation (2001) point out the importance of repetition, as a technique which not only adds to the quality but also to the quantity of knowledge. In addition, O’Malley & Chamot (1990) saw that students pick up and use these strategies first and rather easily. Hence, as stated by Schmitt (1997) these do not involve “Deep levels of Processing”.

On the other hand, even though there was an explicit teaching of the following strategy “keeping a vocabulary notebook”, after the study the mean score rose slightly from 3.33 to 3.66 so as not to generate any statistically significant change. This outcome could be explained by the fact that a limited amount of time (two weeks) was spent on strategy instruction.

Social strategies were found to be the least frequently used strategies among participants since they obtained the lowest mean score before ($m=3.16$) and after

($m=3.12$) the study. Thus, “interacting with native speakers” obtained the lowest mean score not only among the social strategies but also overall, both before ($m=2.58$) and ($m=2.66$) the study. This result might be attributed to the language learning environment. Hardly are communicative opportunities provided out of the EFL classroom. The results of this study confirm previous research findings related to the factors affecting the choice of vocabulary learning strategies (Kafipour,2006; Bookonsaen, 2012). According to Kafipour (2006), students do not need to use social strategies widely in communication situations in an EFL environment because in this type of environment they do not need to negotiate the meaning of words.

The second research question investigated whether *explicit vocabulary strategy training had an impact on my 12, B1 (CEFR) students' vocabulary learning*. To answer this question, the participants of this study took a vocabulary pre-test to find out how familiar they were with the chosen 20 vocabulary items related to the topics of “personality and feelings”, “social issues”, and “surveillance” for the treatment during the fifth, seventh and ninth class respectively. Then, at the end of the treatment and in order to measure the growth of their vocabulary, the participants were given the same vocabulary test, but this time they took it as a post test, one which they did not have prior knowledge of and which they did not prepare for.

Tables 15 and 16 show that the participants achieved a statistically significant ($p < 0.1$) and higher mean score in the vocabulary post-test ($m= 13.58$) in comparison to the vocabulary pre-test ($m = 8.58$). An analysis of the post test results indicates two things: First, that there was a direct correlation between vocabulary learning strategy instruction and the development of vocabulary. Second, when rounding the post-test mean score ($m =13.58$) to the nearest whole number ($m=14$), the group reached an overall pass mark as established in the Britanico Academic regulation, information and instructions for teachers.

What might explain this kind result is the fact that since the participants have benefited from vocabulary strategy instruction, they had a wider range of strategies to choose from. As Gu (2005) states, those students who are

successful in their efforts to learn a foreign language intentionally select, monitor and evaluate their use of vocabulary strategies. Another aspect that contributed to the way VLS are used was the level of proficiency of the participants in the study. According to O'Malley & Chamot (1990), when learners have a high level of proficiency, they use a larger variety of strategies, and they use them in more organised and systematic way. This result is congruent with previous research confirming that there is a really relevant connection between vocabulary learning strategies and learning results (Fan, 2003; Gu & Johnson, 1996).

The third research question investigated *the participants' perception on the use of vocabulary strategies after its implementation in class*. It is important to understand learners' perceptions and beliefs because in that way teachers can more clearly see their learners' expectations about, commitment to, success in and satisfaction with their English classes.

To answer this question, a students' perception survey was applied during the sixteenth class. From the results, it can be inferred that the participants' beliefs about the usefulness of strategies influenced positively their use both in and outside the class as well as their learning achievement. This finding was consistent with previous research studies showing that there are links between learners' beliefs, motivation and strategy use (Wenden, 1986; Yang, 1999; Horwitz, 1988). As Bernat & Gvozdenko (2005,1) point out "foreign language students may hold strong beliefs about the nature of the language under study, its difficulty, the process of its acquisition, the success of certain learning strategies ,the existence of aptitude, their own expectation about achievement and teaching methodologies".

One of the beliefs that the participants in this study most strongly held was that vocabulary learning strategies enabled them to memorize and remember the meaning of new words; that is, they could see the benefits of using both cognitive and memory strategies. The learners' beliefs in the usefulness of cognitive strategies influenced their choice and use of them. This was also reflected in the results obtained in the vocabulary strategy use post-test, in which cognitive strategies passed from being moderately to frequently used.

Motivation and attitude are also considered important factors affecting learners' vocabulary strategy use. Williams & Burden (1997, p 120) define motivation as a "state of cognitive arousal" which elicits a "decision to act". On the other hand, Latchanna & Dagnev (2009) assert that attitude is a mental state that comprises both beliefs and feelings. With regards to motivational beliefs, some of the participants indicated that the use of vocabulary strategies would not only help them to learn vocabulary faster but also to pass international examinations such as the Cambridge English: Preliminary (PET). This meant that they were extrinsically motivated. The effect that both motivation and learning strategies have on achievement has been well-documented in L2 research (Logan, Medford, & Hughes, 2011).

VI- Limitations of the study

Even though useful insights have been gained from this study, there are some limitations:

First, the sample being used in this study was not fully representative since it was taken from 1 out of the 46, Intermediate 7 (B1-CEFR) courses offered simultaneously at Britanico during February 2017, in one of the eleven teaching centres in Lima.

Second, the results are not generalizable or transferable to other educational settings such as schools or universities since the study is not only small-scaled but also limited to a sample of just 12 out of 889 learners taking the same course I07, in February 2017.

Third, one more limitation was the two-week period available to implement vocabulary strategy instruction in class. If there had been more time available, it would have been possible to implement other vocabulary strategies as well.

Fourth, the pre and post vocabulary tests applied to the participants in this study only measured "partial knowledge" (Schmitt, 2000) of the target words. The ability to use the target words in spoken and written discourse was not measured. The focus was mainly on "receptive knowledge" (Henricksen, 1999). In other words, the learner's ability to understand a word when he sees or hears it.

Fifth, when the participants were completing the perception survey, they might have tended to report those beliefs that in their view would please the teacher-researcher. Moreover, it is likely that they might not have thought out over the beliefs they hold (Horwitz, 1987). As Gu (2005) noted, “there is always a question of how much self-reports reflect reality” (p. 196).

A future study could greatly benefit from working with both a control and an experimental group, with bigger samples, and with enough time to get a more comprehensive understanding of the effects vocabulary strategy instruction on the learners’ learning process.

The information on the VLS used by the participants in this study came from a vocabulary strategy use questionnaire and a perception survey. To obtain more complete and conclusive information, the researcher can make use of such other methods for collecting data such as observations, interviews, think-aloud procedures, diaries or journals.

Future research projects should include the use technology such as the use mobiles devices, or apps for vocabulary learning.

VII- Conclusion

This study focused on identifying the most and least used VLS by B1 (CEFR) Peruvian English as a Foreign Language (EFL) learners and the possible effects of vocabulary strategy instruction on their learning results and strategy awareness.

After a two-week period of explicit vocabulary strategy instruction, the participants’ use of vocabulary strategies improved considerably as they became frequent users of them ($m=3.59$). Not only more variety of strategies were used but also these strategies were used more frequently. Within categories, there were no changes in the overall patterns of VLS. However, the use of cognitive strategies increased noticeably to pass from moderately used strategies ($m=3.13$) to frequently used ones ($m=3.50$).

The study also found a positive correlation between vocabulary strategy instruction and learning results. In other words, the participants improved their performance substantially in the vocabulary post-test after the treatment.

Findings also revealed that after the treatment, the participants' strategy awareness increased considerably. Thus, their beliefs in the usefulness of strategies influenced positively in their choice and use of them.

The findings of this study have important implications for teaching vocabulary in an EFL context. First, teachers will have to reassess the way vocabulary is taught. This will imply including explicit vocabulary strategy instruction in their vocabulary lessons since it will help learners to take responsibility for their own learning. If vocabulary strategy instruction does not feature in their syllabus and course books, teachers will have to take the responsibility of supplementing the course with different activities to include vocabulary strategies. Additionally, course planners should include strategy instruction as part of the syllabus since it should form an integral part of every language course. By doing so, teachers will have broader view of what vocabulary teaching involves.

Second, strategy instruction should be regarded as long term and must be "sharpened through training" (Nemati, 2013). This type of strategy goes beyond familiarization training or one-time strategy training, since learners need to feel confident in the use of strategies. Thus, for it to be effective it should include "presentation, practice, evaluation and expansion" (Chamot, & O'Malley, 1994).

Third, novice teachers might not be so informed in how to teach vocabulary strategies. Therefore, it is important to train them in how to use and implement them in class so that they can build their own confidence by understanding and using them well. Unnecessarily complex explanations of how to use these strategies might only make students fail in the efforts to use them. Training can be done through workshops which can include teaching practice-based activities such as microteachings, followed by a post evaluation and reflection.

Number of words: 14589

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APPENDICES

APPENDIX 1:

VOCABULARY STRATEGY USE QUESTIONNAIRE (PRE-TEST/ POST-TEST)

Directions:

The following questionnaire has been designed to examine Britanico's I07 (B1 CEFR) level learners use of vocabulary learning strategies.

Part 1: General Information

1. Gender Female Male
2. Age 18-20 21-25 26-29 30 +
3. How long have you been studying English? _____

Part 2: Statements of Vocabulary Learning Strategies

Read the following sentences and give each one a mark from 1 to 5 according to the following scale.

<i>1- Never 2-Rarely 3-Sometimes 4-Often 5- Always</i>

It is important to answer in terms of how well each statement describes you, NOT in terms of what you think you should do. The score you obtain will not have any impact on your final course grade.

Strategies for the discovery of a new word's meaning

- | | |
|---|-------------------|
| 1. I identify what part of speech a new word is (e.g. nouns, verbs, etc.). | 1 2 3 4 5 |
| 2. I analyse the prefixes, roots and suffixes of new words (e.g. in-formal-ly). | 1 2 3 4 5 |
| 3. I guess the meaning of new words from textual context. | 1 2 3 4 5 |
| 4. I look up new words in monolingual/bilingual (electronic) dictionaries. | 1 2 3 4 5 |
| 5. I ask the teacher to explain the meanings of new words and put them in sentences to help me understand their meanings. | 1 2 3 4 5 |
| 6. I ask my classmates for the meaning of new words. | 1 2 3 4 5 |

Strategies for consolidating a word once it has been encountered

- | | |
|--|-------------------|
| 7. I study and practise the meaning of new words in groups. | 1 2 3 4 5 |
| 8. I interact with native speakers. | 1 2 3 4 5 |
| 9. I study new words with a graphical representation of their meaning. | 1 2 3 4 5 |
| 10. I connect new words to personal experiences. | 1 2 3 4 5 |
| 11. I connect new words with its synonyms and antonyms. | 1 2 3 4 5 |
| 12. I group the words about a topic to study them. | 1 2 3 4 5 |
| 13. I study the spelling of a new word. | 1 2 3 4 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 14. I study the pronunciation of a new word. | 1 | 2 | 3 | 4 | 5 |
| 15. I use word lists or flashcards to review new words. | 1 | 2 | 3 | 4 | 5 |
| 16. When I try to remember a word, I write it or say it repeatedly. | 1 | 2 | 3 | 4 | 5 |
| 17. I keep a vocabulary notebook. | 1 | 2 | 3 | 4 | 5 |
| 18. I use English language media (songs, movies, internet). | 1 | 2 | 3 | 4 | 5 |
| 19. I use online exercises (e.g. My English Lab) to test my vocabulary knowledge | 1 | 2 | 3 | 4 | 5 |
| 20. I go over new vocabulary periodically to make sure I remember them well. | 1 | 2 | 3 | 4 | 5 |

Other strategies I use :

Thank you for your cooperation.

Questionnaire based on *Schmitt's Vocabulary Learning Strategies Taxonomy* (1997)

APPENDIX 2:

VOCABULARY TEST (PRE-TEST/POST-TEST)

Circle the correct option to complete the following sentences.

- 1- The article is called "Top health questions you are too _____ to ask".
a) awkward b) embarrassed c) ashamed
- 2- We believe that the law should protect decent, _____ citizens.
a) well-behaved b) law-abiding c) lawful
- 3- Hopefully his punishment will act as a(n) _____ to others.
a) deterrent b) obstacle c) impediment
- 4- We need to _____ all their comings and goings over the next twenty-four hours.
a) permit b) record c) log
- 5- Heavy rainfall recently caused _____ in some areas of Peru
a) avalanches b) landslides c) droughts
- 6- The first _____ came just minutes after the earthquake.
a) aftershock b) tremor c) shake
- 7- There were reports of refugees dying of _____.
a) hunger b) famine c) cravings
- 8- When I am working on a painting, I never _____ the time. It drives me crazy.
a) monitor b) control c) keep track of
- 9- He never pays for anything, he's so _____.
a) tight-fisted b) generous c) down to earth
- 10- The typhoid _____ started as an urban problem but has rapidly spread to the countryside.
a) pandemic b) epidemic c) endemic
- 11- No one knows who killed her, but the police _____ her husband
a) suspect b) suppose c) imagine

- 12- As we went through security, we had to _____ our bags for inspection
 a) hand over b) hand on c) hand down
- 13- Two marathon runners were taken to hospital suffering from _____.
 a) exhaustion b) tiredness c) burnout
- 14- Hunting elephants is _____ but deer is allowed, with a permit.
 a) illegal b) unethical c) illicit
- 15- Fire quickly _____ through the building.
 a) extended b) expanded c) spread
- 16- The charity provides shelter for _____ people.
 a) homelessness b) homeless c) homely
- 17- Domestic _____ is one of the most common and least reported crimes in the world.
 a) mistreatment b) battering c) dispute
- 18- How _____ is it to buy medicine over the internet from someone you don't know?
 a) practical b) justifiable c) sensible
- 19- He was _____ and very charming.
 a) witty b) moody c) gullible
- 20- It was absolutely _____ that the workers were told of their job losses by text message.
 a) disturbing b) mysterious c) outrageous

Answer key:

1-b	11-a
2-b	12-a
3-a	13-a
4-c	14- a
5-b	15-c
6-a	16-b
7-b	17-b
8-c	18-c
9-a	19-a
10-b	20-c

Adapted from: Eales, F. & Oakes, S. (2011) *Speakout Upper Intermediate Workbook with Key*. Harlow: Pearson Education Limited

APPENDIX 3

SURVEY ON STUDENTS' PERCEPTION OF VOCABULARY STRATEGY INSTRUCTION

Instructions:

Now that you have received training in the use of vocabulary learning strategies in class, answer the following questions.

1- Have you ever been taught vocabulary learning strategies before?

- a) Yes b) No

2- Did you find vocabulary strategy instruction useful? Why?

3- Which vocabulary strategy will you continue to use in/outside the class in the future? Why?

Thank you for answering these questions

APPENDIX 4

LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

Thursday 12th January 2017

Mr. Cesar Rivas Plata
Britanico Head of Centre

RE: Permission to Conduct Research Study

Dear Mr. Rivas Plata

I am a registered Master's students in the School of Languages & Social Sciences at Aston University and I am in the process of writing my Master's dissertation. The proposed topic of my research is Vocabulary Learning Strategies and the objectives are:

-To identify the most and least used Vocabulary Learning Strategies by B1 (CEFR) learners

-To examine the contribution of Vocabulary Strategy Instruction to vocabulary learning.

I am hereby seeking your consent to carry out my research with my daily I07 class at 7:00 am. If permission is granted, I would need to ask these students if they would be willing to take part in my study by completing a vocabulary strategy questionnaire, a vocabulary test and a perception survey about vocabulary strategy instruction during class time. The questionnaire results would be then pooled for the dissertation and individual results of this study would remain confidential and anonymous.

To assist you in reaching a decision, I have attached to this letter:

A copy of the research instruments which I intend to use in my research.

Should you require any further information, please do not hesitate to contact me at the following email address: smontesinos@britanico.edu.pe

Upon completion of the study, I undertake to provide Britanico with a copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely,

Silvana Montesinos

APPENDIX 5:

FULL ORAL INFORMATION GIVING AND CONSENT SEEKING PROCESS SCRIPT

“As you know, I am currently doing my master’s degree at Aston University and I am conducting a research on Vocabulary Learning Strategies as part of my dissertation. I wondered if you would be interested in participating. The research will help me identify the most and least used vocabulary learning strategies by I07, B1 (CEFR) learners and too examine the contribution of vocabulary strategy instruction to vocabulary learning.

Your participation is voluntary. If you choose to participate, I would like to give you a vocabulary strategy questionnaire, a vocabulary test and a perception survey about vocabulary strategy instruction throughout the February cycle during class time. The information you share with me will be of great value in helping me to complete this research project. If you do not wish to participate, you may stop at any time without any negative impact on your final course grade. Responses will be completely anonymous. Taking part in these activities is your agreement to participate.

If you have any questions concerning this research or your participation in it, please feel free to contact me at any time.”

Appendix 6 : Student Research Ethics Approval Form (REC1)

PLEASE NOTE: You MUST gain approval for any research BEFORE any research takes place. Failure to do so could result in a ZERO mark

Name	Silvana Montesinos Becerra
Student Number	149229214
Module Name	DISSERTATION
Module Number	LEM068

Please type your answers to the following questions:

1. What are the aim(s) of your research?

- a) To identify the most and the least frequently used vocabulary learning strategies before and after explicit vocabulary strategy instruction is implemented in class.
- b) To examine the contribution of explicit vocabulary strategy instruction to the vocabulary learning of my B1 (CEFR) monolingual learners at Britanico.
- c) To gauge my B1 (CEFR) students' perception of the use of vocabulary strategy instruction after its implementation in class.

2. What research methods do you intend to use?

This research will be conducted during February 2017. Because there will be only one group under study, I will use the *one group pre-test and post-test model*. The research approach in this study will be both *qualitative* and *quantitative* and the following instruments will be used for data collection:

a) To gather quantitative data:

A vocabulary strategy questionnaire to find out the vocabulary strategy awareness level of the students. The questionnaire will be based on Schmitt's taxonomy (1997). This questionnaire will be used as a pre-test and post-test.

A vocabulary test to assess my students' vocabulary knowledge before and after explicit instruction on vocabulary learning strategies

b) To gather qualitative data:

A perception survey to gauge students' perception of the vocabulary strategy instruction

After the application of the vocabulary strategy questionnaire and vocabulary pre-tests, the research subjects will receive explicit instruction of vocabulary learning strategies.

Considering that the research subjects will not be provided with the answers after both pre-tests, they will be given the same tests as post-tests

To analyse if there will be a significant difference between the post-tests and pre-tests results I will carry out a T-test, and to calculate the effects size I will use Cohen's D.

3. Please give details of the type of informant, the method of access and sampling, and the location(s) of your fieldwork. (see guidance notes).

This research will be carried out at Asociacion Cultural Peruano Britanica, also known as BRITÁNICO, a private English language teaching institution based in Lima. The population in this research will be approximately 12 monolingual general English CEFR-B1 students (Intermediate 7 in Britanico's structure) whose ages range from 18 to 30 years old.

4. Please give full details of all ethical issues which arise from this research

To undertake the research, I first need to obtain the *informed consent* from Britanico, the language centre I work for.

Second, I will also need the *informed consent* from the research participants. No parental consent is needed because I will not be working with minors.

Third, I will have to ensure the *protection of anonymity and confidentiality* of research participants

5. What steps are you taking to address these ethical issues?

a) To get the consent of the language centre I work for, I will request authorisation from both the Teacher Training Manager and the Head of Centre where the upcoming research will take place both orally and also through a written document. In both cases, the benefits that the study will bring about for both teachers and students will be explained. The written document is one of the requirements since its part of the school policy and regular procedures.

b) The informed consent to be obtained for the research subjects, in this case, my CEFR B1 (Intermediate 7 –Britanico Structure) will be verbal. To do so, I will prepare an oral consent script which describes information about the purpose, research methods, duration and potential outcomes of the research. I will also mention the fact that participation is voluntary and that refusal to participate or withdrawal from the research at any time will not affect their grades in the course. To guarantee that participants understand what they are consenting, I will avoid technical terms and rather use language that is appropriate to their level.

Following this verbal explanation, the participant will be given some time to consider whether or not to participate in the research, and then I will obtain the verbal agreement of these participants. Because the research does not involve video and /or audio recording my students will not have to give authorization in writing. (New Personal Data Protection Law in Peru)

c) To ensure anonymity and confidentiality, I will use data collection instruments that will not contain information that could readily identify participants. Instead they will use a study code. After the research the study data will be destroyed.

6. What issues for the personal safety of the researcher(s) arise from this research?

There are no anticipated physical, psychological or health threats and risks in this research for the **participants or researcher**

7. What steps will be taken to minimise the risks of personal safety to the researchers?

As previously mentioned there are no anticipated physical, psychological or health threats and risks in this research for the **participants or researcher**.

Statement by student investigator(s):

I/We consider that the details given constitute a true summary of the project proposed

I/We have read, understood and will act in line with the LSS Student Research Ethics and Fieldwork Safety Guidance lines .

Name	Signature	Date
Silvana Montesinos Becerra	Silvana Montesinos Becerra	23 September 2016

Statement by module convenor or project supervisor

I have read the above project proposal and believe that this project only involves minimum risk. I also believe that the student(s) understand the ethical and safety issues which arise from this project.

Name	Signature	Date

This form must be signed and both staff and students need to keep copies.

