

Appendix:-

A Questionnaire on Vocabulary Learning Strategies					
Items	Always	Often	Sometimes	Rarely	Never
1. I use a bilingual dictionary to help me translate English words into Arabic.	22%	44%	22%	10%	2%
2. I use pictures illustrated in the textbook to find the word meaning.	18%	18%	34%	20%	10%
3. I learn meaning of words by identify their part of speech.	12%	18%	34%	34%	2%
4. I ask the teacher to translate the word into Arabic.	28%	34%	18%	10%	10%
5. I ask the teacher to put the unknown word into a sentence to help me understand the	6%	10%	34%	24%	26%
6. I ask my classmate for meaning.	23%	26%	26%	14%	2%
7. I knew some new words when working in group works.	30%	46%	18%	4%	2%
8. I practice English in group work activities.	42%	32%	10%	10%	6%
9. I ask native speakers for help.	10%	8%	8%	36%	38%
10. I learn words about the culture of English speaking countries.	8%	20%	20%	32%	10%
11. I write a new word in a sentence so I can remember it.	24%	26%	22%	20%	8%
12. I study the spelling of new words.	28%	26%	24%	10%	12%
13. I use physical actions when learning words	8%	24%	26%	20%	22%
14. I speak words out loud when studying	40%	26%	14%	12%	8%
15. I repeatedly practice new words	32%	32%	24%	12%	0%
16. I write a new word on a flashcard so I can remember it.	5%	8%	10%	36%	40%
17. learn words by listening to vocabulary CDs	10%	16%	20%	24%	30%
18. I record vocabulary from English sound track movies in my notebook	16%	14%	18%	22%	30%
19. When I try to remember a word, I write or say it repeatedly.	23%	34%	24%	8%	2%
20. I make vocabulary cards and take them with me whenever I go.	4%	6%	8%	26%	56%
21. I listen to English songs and news	36%	14%	14%	20%	16%
22. I memorize words from English magazines.	8%	2%	12%	30%	48%
23. I review my own English vocabulary cards for reviewing before the next lesson starts.	8%	2%	16%	30%	40%
24. I do not worry very much about the difficult words found when reading or listening. I pass them.	8%	16%	28%	28%	20%
25. I use on-line exercises to test my vocabulary knowledge.	16%	22%	20%	18%	24%

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Conclusions

This study has focused upon the strategies used by EFL Iraqi learners by exposing them to all the strategies that are widely used by foreign learners in order to give an accurate picture of the strategies used by EFL Iraqi learners.

The most outstanding conclusions are:

- 1- Iraqi EFL learners, like other learners, have their own strategies.
- 2- Students rely on their classmates more than they rely on their teachers.
- 3- Bilingual dictionaries are widely used by the students but they need to be trained on how to use them.
- 4- Students like group work for the sake of learning vocabulary.
- 5- Students rarely rely on asking native speakers in learning vocabulary.
- 6- The majority of the students use the strategy of memorization.
- 7- Students rarely use vocabulary cards or English magazines.

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Table 2: Most Widely Used Strategies

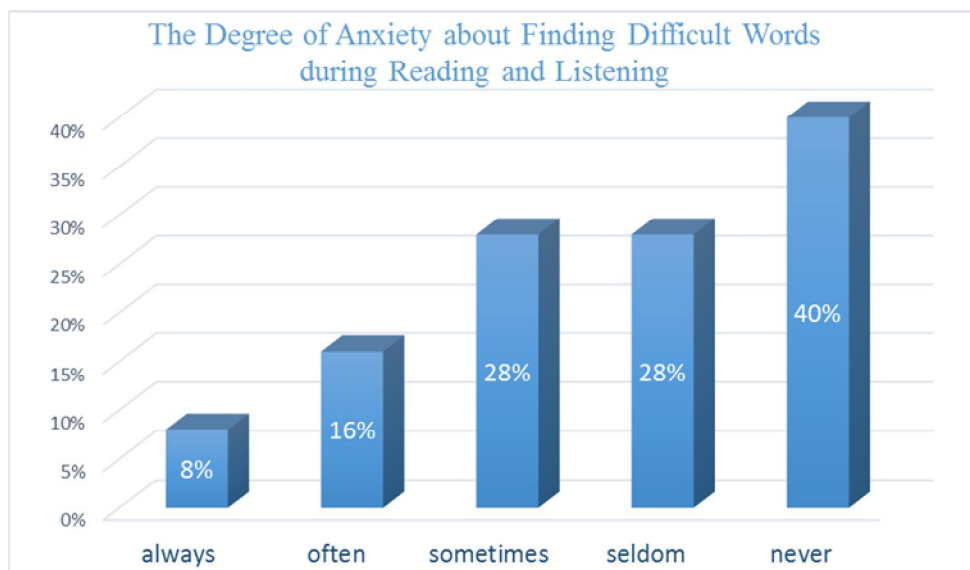
Items	Always	Often	Sometimes	Rarely	Never
8. I practice English in group work activities.	42%	32%	10%	10%	6%
14. I speak words out loud when studying	40%	26%	14%	12%	8%
21. I listen to English songs and news	36%	14%	14%	20%	16%
15. I repeatedly practice new words	32%	32%	24%	12%	0%
7. I knew some new words when working in group works.	30%	46%	18%	4%	2%
1. I use a bilingual dictionary to help me translate English words into Arabic.	22%	44%	22%	10%	2%
4. I ask the teacher to translate the word into Arabic.	28%	34%	18%	10%	10%
12. I study the spelling of new words.	28%	26%	24%	10%	12%
12. I study the spelling of new words.	28%	26%	24%	10%	12%
6. I ask my classmate for meaning.	23%	26%	26%	14%	2%
19. When I try to remember a word, I write or say it repeatedly.	23%	34%	24%	8%	2%
2. I use pictures illustrated in the textbook to find the word meaning.	18%	18%	34%	20%	10%

Table 3: The Least Used Strategies

Items	Always	Often	Sometimes	Rarely	Never
20. I make vocabulary cards and take them with me whenever I go.	4%	6%	8%	26%	56%
22. I memorize words from English magazines.	8%	2%	12%	30%	48%
16. I write a new word on a flashcard so I can remember it.	5%	8%	10%	36%	40%
23. I review my own English vocabulary cards for reviewing before the next	8%	2%	16%	30%	40%
9. I ask native speakers for help.	10%	8%	8%	36%	38%
17. learn words by listening to vocabulary CDs	10%	16%	20%	24%	30%
18. I record vocabulary from English sound track movies in my notebook	16%	14%	18%	22%	30%
5. I ask the teacher to put the unknown word into a sentence to help me	6%	10%	34%	24%	26%
24. I do not worry very much about the difficult words found when reading or	8%	16%	28%	28%	20%
25. I use on-line exercises to test my vocabulary knowledge.	16%	22%	20%	18%	24%
13. I use physical actions when learning words	8%	24%	26%	20%	22%
10. I learn words about the culture of English speaking countries.	8%	20%	20%	32%	10%
3. I learn meaning of words by identify their part of speech.	12%	18%	34%	34%	2%

Table 1 The Summary of the Results

A Questionnaire on Vocabulary Learning Strategies					
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1. I use a bilingual dictionary to help me translate English words into Arabic.	22%	44%	22%	10%	2%
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4. I ask the teacher to translate the word into Arabic.	28%	34%	18%	10%	10%
5. I ask the teacher to put the unknown word into a sentence to help me understand the	6%	10%	34%	24%	26%
6. I ask my classmate for meaning.	23%	26%	26%	14%	2%
7. I knew some new words when working in group works.	30%	46%	18%	4%	2%
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18. I record vocabulary from English sound track movies in my notebook	16%	14%	18%	22%	30%
19. When I try to remember a word, I write or say it repeatedly.	23%	34%	24%	8%	2%
20. I make vocabulary cards and take them with me whenever I go.	4%	6%	8%	26%	56%
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24. I do not worry very much about the difficult words found when reading or listening. I pass them.	8%	16%	28%	28%	20%
25. I use on-line exercises to test my vocabulary knowledge.	16%	22%	20%	18%	24%

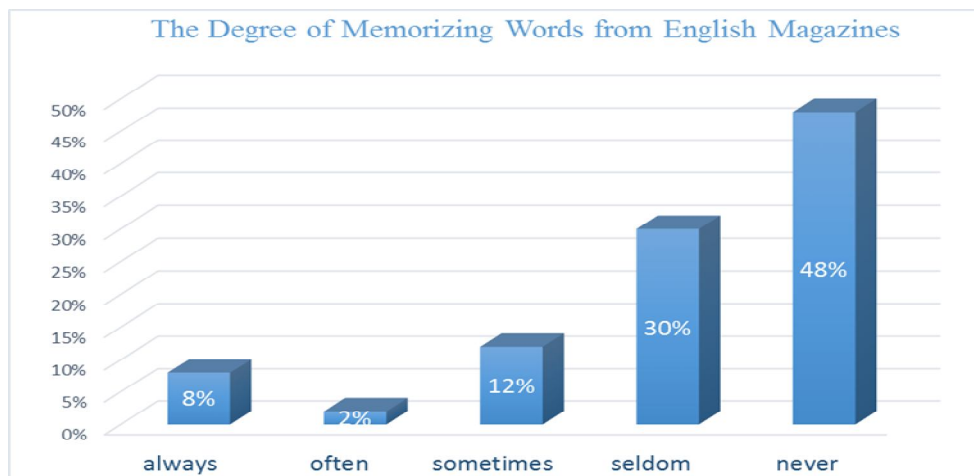


Again, the Iraqi EFL learners seem to be ignorant about this strategy. Their ultimate goal is how to learn new words to increase their working vocabulary and not the general meaning of what they read.

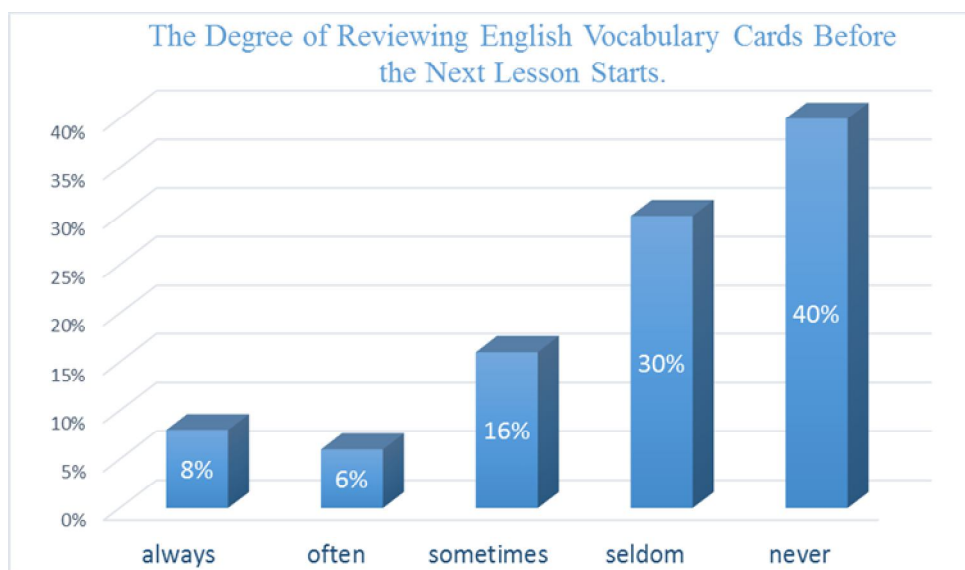
25) I use on-line exercises to test my vocabulary knowledge

Testing the learner's knowledge is essential. It gives him a good idea of his standard and makes him aware of what is lacking in his linguistic competence. The role of the teacher here is to train his students on how to use such exercises in the language lab of his institutions.





23) I review my own English vocabulary cards for reviewing before the next lesson starts.

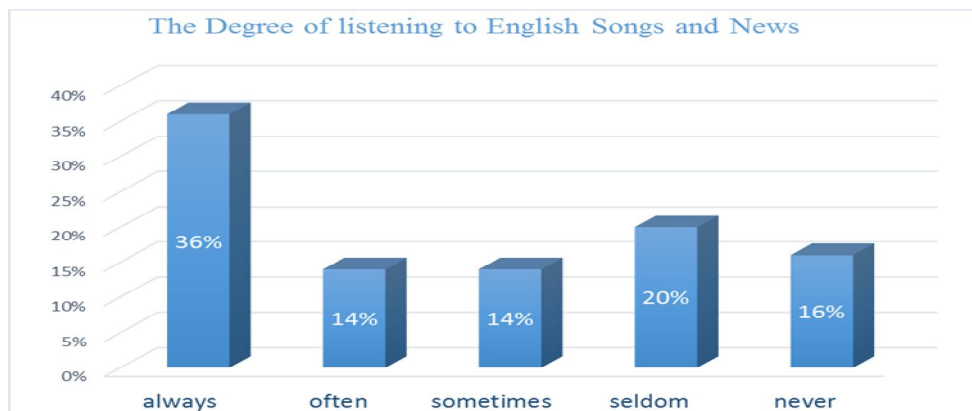


The results show that %70 of the subjects either seldom use this strategy or never use it so it does not work in Iraq.

24) I do not worry very much about the difficult words found when reading or listening. I pass them.

From the results above, students seem ignorant about this strategy.

21) I listen to English songs and news



Using news and songs is powerful tool for vocabulary learning since it introduces an authentic source of language exposure. News broadcasting provides audiovisual clues for guessing meaning. Songs is often associated with passion and love so the new words introduced in the songs are emotionally connected to the listener's personal life which make words easier to be remembered.

The students need to be taught how to use this strategy. Listening to songs and news may work properly if and only if the learner is familiar with pronunciation in normal speed. It is difficult to learn the meaning of new words from the context since singers and newscasters speak in a high speed to cope with time.

22) I memorize words from English magazines

Reading is an essential skill for language acquisition and communication. Reading skill represents language input and exposure that can be motivating, creating interest and up-to-date in terms of vocabulary (Lindsay, 2000:161).

From the results mentioned above it seems that this strategy does not work with Iraqi EFL learners. English magazines are rarely available in Iraq for commercial reasons. They are not good sellers.

19) When I try to remember a word, I write or say it repeatedly.

All students find that practicing both written and spoken forms will make the given lexical item easier to remember, particularly if they write it down together with its equivalent meaning (Ur, 2000: 66).

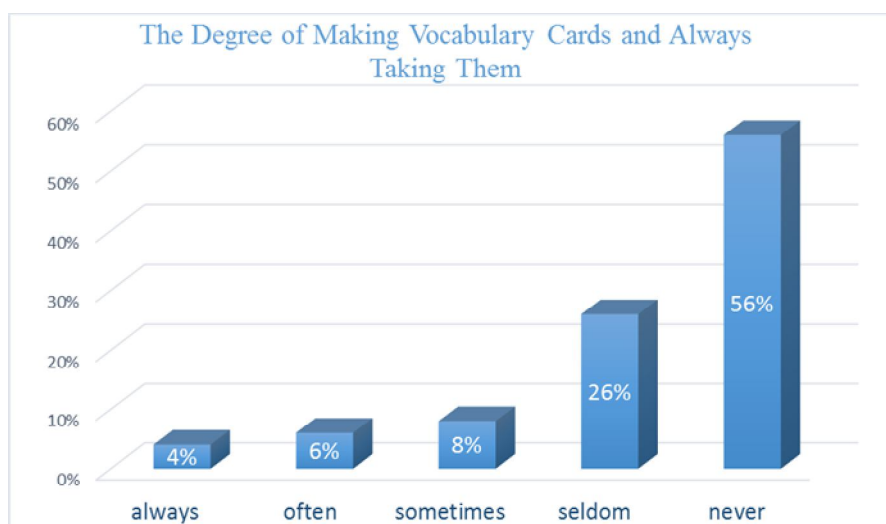
The results are:



This strategy seems to be widely used by student because it is the only way focused on by their teacher. The researchers practiced asking learners to memorize new words in this way.

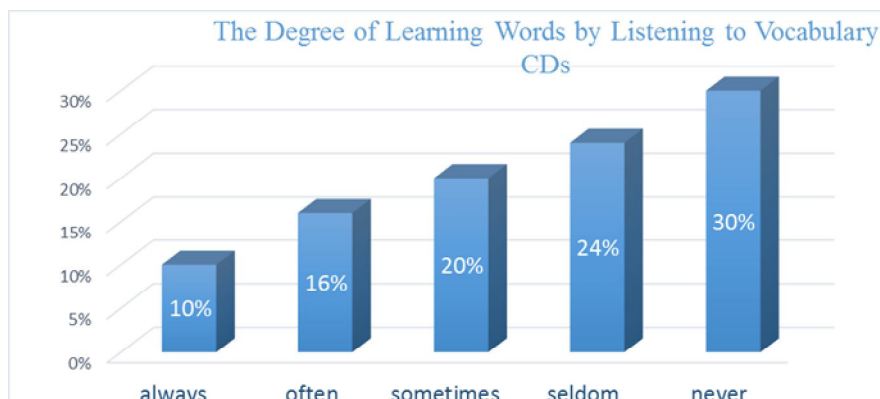
20) I make vocabulary cards and take them with me whenever I go.

The results are:



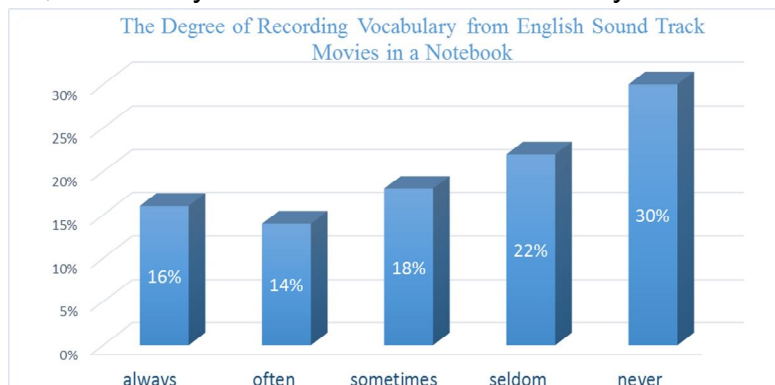
purposes and specific information to listen for. Listening anxiety can be reduced when the students feel comfort that they are not expected to understand every word they are listening to (Lindsay, 2000:123-125).

From the results below, we easily notice that Iraqi EFL learners have no tendency to use this strategy. The researchers believe and out of their long experiences that students do not have enough practice in this field and they are not encouraged by their teachers to use this strategy owing to the fact that not all students are able to use this strategy.



18) I record vocabulary from English sound track movies in my notebook

From the results below, we notice that Iraqi EFL learners are ignorant about this strategy. The researchers believe that the reason behind that is that students do not have enough ear training. They rarely listen to a native speaker speaking in a normal speed. Therefore, when they listen to the sound track they are frustrated.

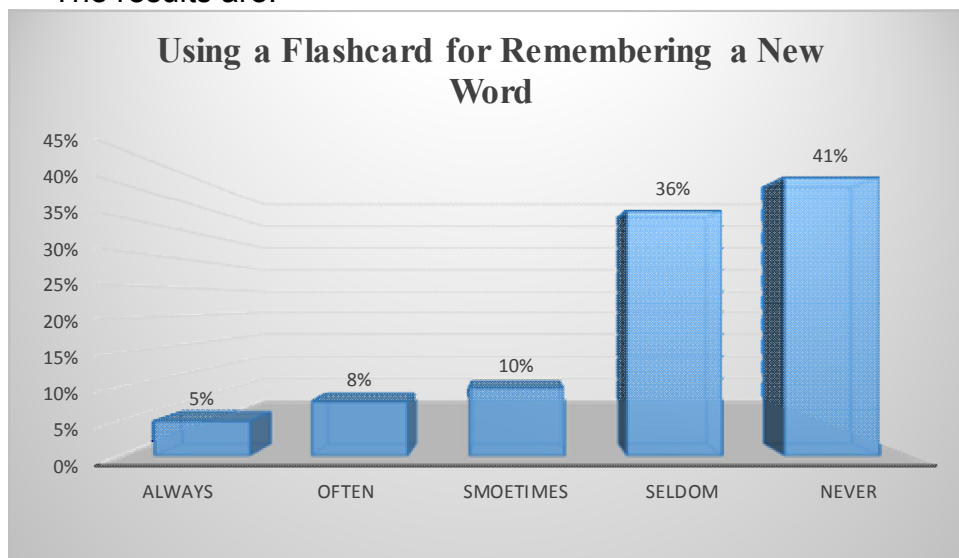


16) I write a new word on a flashcard so I can remember it.

Using flashcard is a supplementary tool. This tool may help students to memorize words. Nevertheless, this memorization will not last unless the flashcard is equipped with pictures. It will boost the retention of words. This strategy will work properly if the card has the foreign word and its meaning with a sentence in the foreign language. Software flashcards are more practical especially if the words are pronounced by a native speaker.

As alternative method for remembering words, students can keep notebooks in which they write down the words they learn. The notebooks can be better organized according to word topic, pronunciation, common use, register, and /or grammatical classification to help understanding and memorization. (Lindsay, 2000:51-52).

The results are:



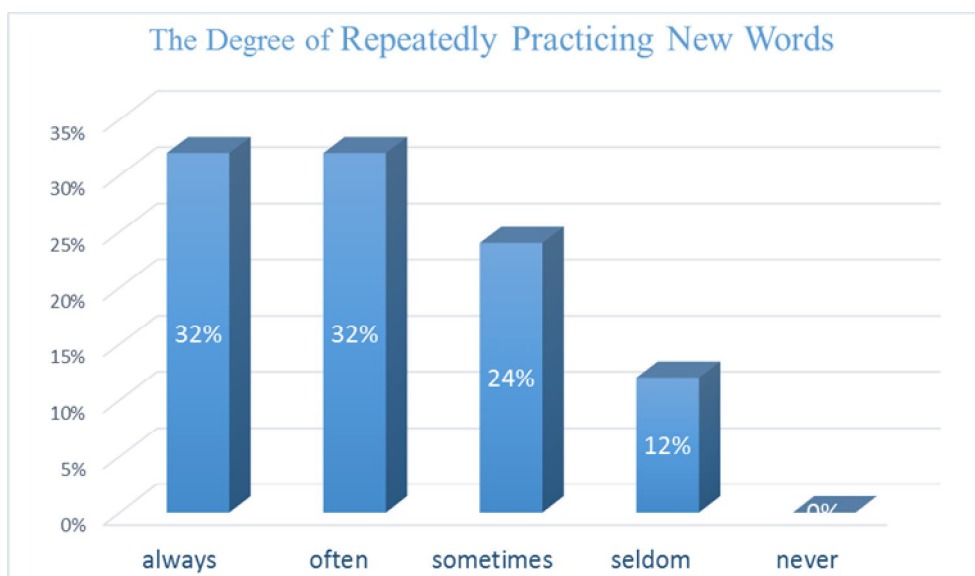
17) I learn words by listening to vocabulary CDs

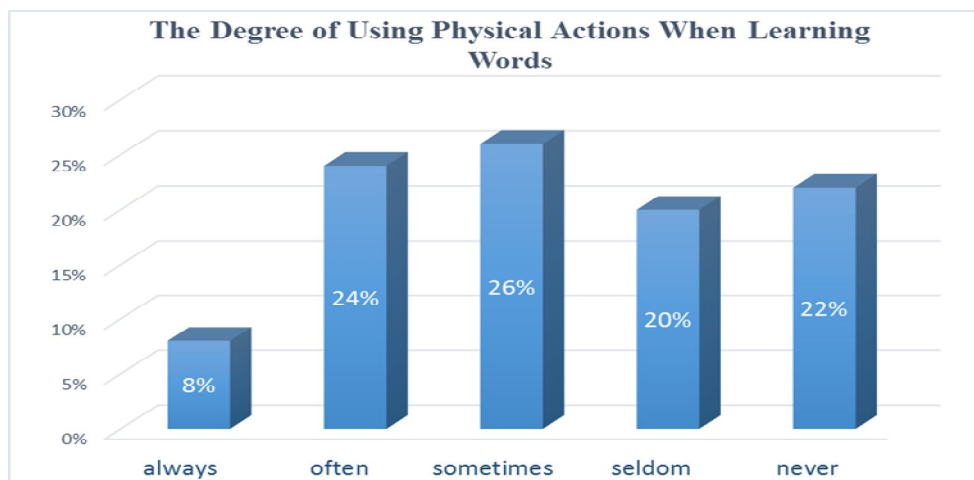
Listening for authentic material is essential skill for language acquisition. Vocabulary CDs present a list of lexical items that lack contextualization. Successful listening depends on our ability to understand sounds in particular contexts and circumstances. Input comprehension is obstructed by students' listening anxiety. To avoid this, students should always be motivated by having listening

pronunciation find great difficulty of being understood and hence, socially integrated (Seidlhofer, 2001:56).

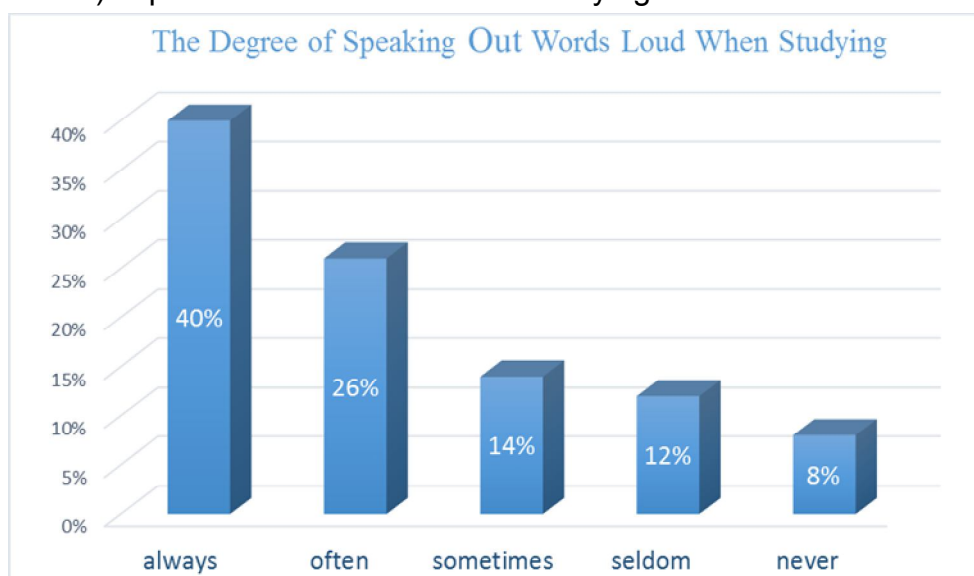
15) I repeatedly practice new words.

It is the first time that all subjects agree on using this strategy. Repetition may lead to memorization. However, the memory may not last forever unless it takes place in authentic meaningful situations. If you refer to a bilingual dictionary and memorize all words and their equivalents in the target language, your effort will come to nothing. You will forget what you memorize quickly and easily. Lindsay (2000:42) explains that human brain has the capacity to memorize seven digits for twenty seconds without any practice and for a longer period with practice and rehearsal. Students should limit the number of new lexical items to a number between seven and fourteen for each learning session with visual meaning and non-verbal associations. It also depends on how the given words meet the student's needs and interests. By the same token, Ur (2000: 68) states, "learners remember words better if they have some personal significance or emotional connection." Therefore, when they are presented, teachers try to associate them with students' lives, culture, feelings, interests, and experiences.





14) I speak words out loud when studying

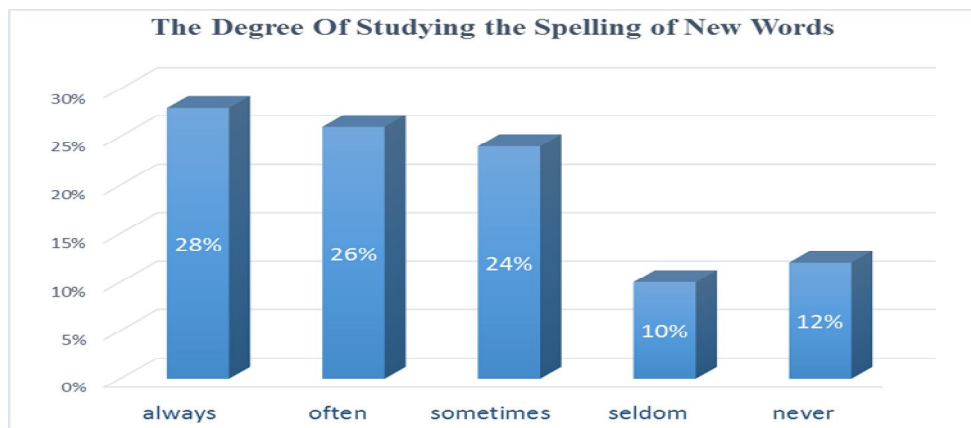


This strategy is widely used by Iraqi students. The teacher should make sure that the pronunciation of his student is perfect. Pronunciation plays a central role in both our personal micro and our social macro levels: as individuals, we show who we are through the way we speak and how we can make meaningful interaction, and also indicates our social identity as members of particular communities. Students with unnatural and foreign sounding

Learning language is a long-term process

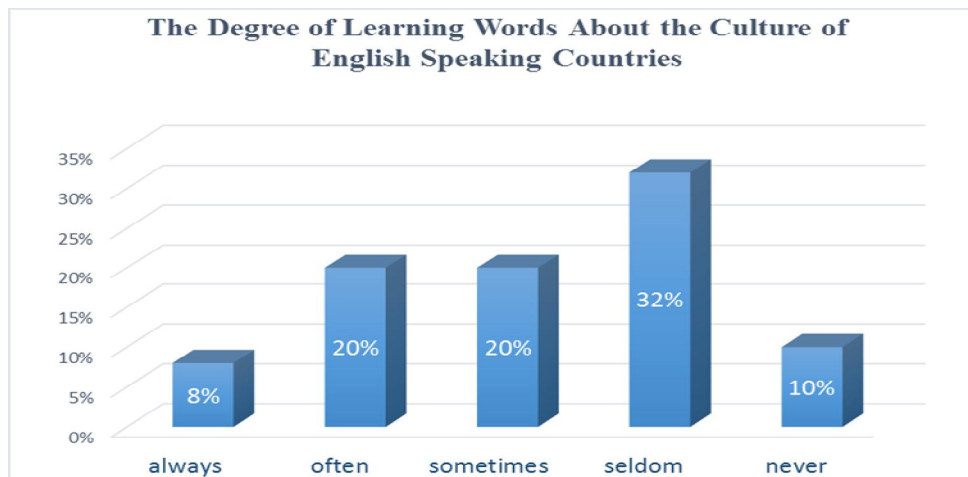
12) I study the spelling of new words.

Again, studying spelling involves a type of repetition which is essential for learning vocabulary. The process of noting the spelling, the pronunciation, and other associations is a powerful support to the memory.



13) .I use physical actions when learning words

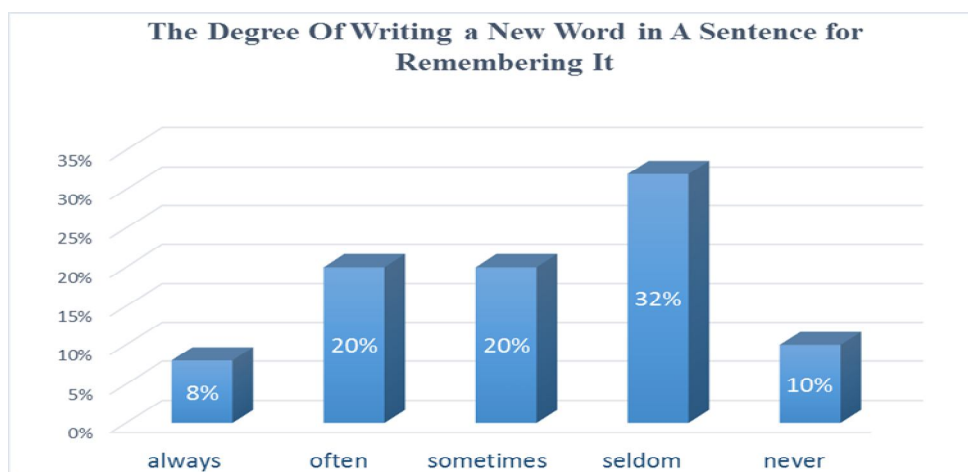
Learning with action is much better than the traditional strategy of memorization. Long experience in teaching English as a foreign language by the researchers have shown that students usually forget 80% of the words memorized by them within one year. Learning vocabulary through action leads to increasing the memory of the student. Sometimes a situation in the classroom makes the student remember the word throughout his life especially if humor is there. Make them laugh! Associate new words to funny images or get students to create their own imaginative connection with a visual image, a rhyming word, or sound in the student's own language (Lindsay, 2000:52-53).



11) I write a new word in a sentence so I can remember it.

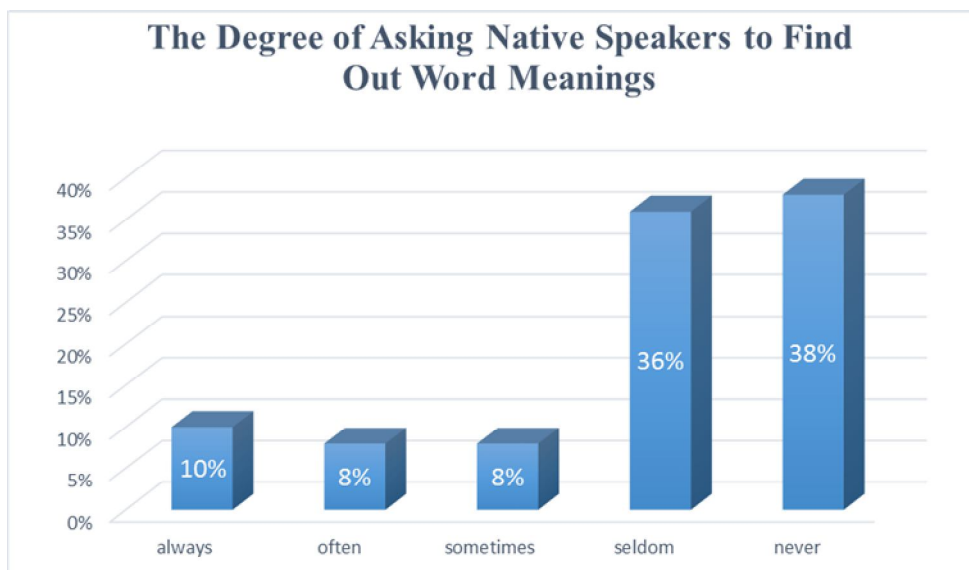
This strategy should be encouraged by teachers. Because, a lot of time is wasted and many efforts are exerted if a new word are not remembered. Writing the new word in a sentence will lead to the repetition of the word and its spelling. Repetition is essential for learning new vocabulary since it accelerates memorization process. "Repetition can enhance noticing and contribute to automatization, by facilitating faster processing of input, and the ability to process longer segments in "working memory" (Saville, 2006:161).

The results are:



of explicit knowledge of the rules, but by the ability to do things with language, appropriately, fluently and effectively. Consequently communicative pedagogy shifted its attention from the teaching and practice of the grammar and pronunciation rules, and the learning of vocabulary list, to communicative activities”

9. I ask native speakers for help.



The choice I never ask native speakers for help took the lead. This seems a natural result in a country like Iraq where native speakers are not available everywhere. The results are:

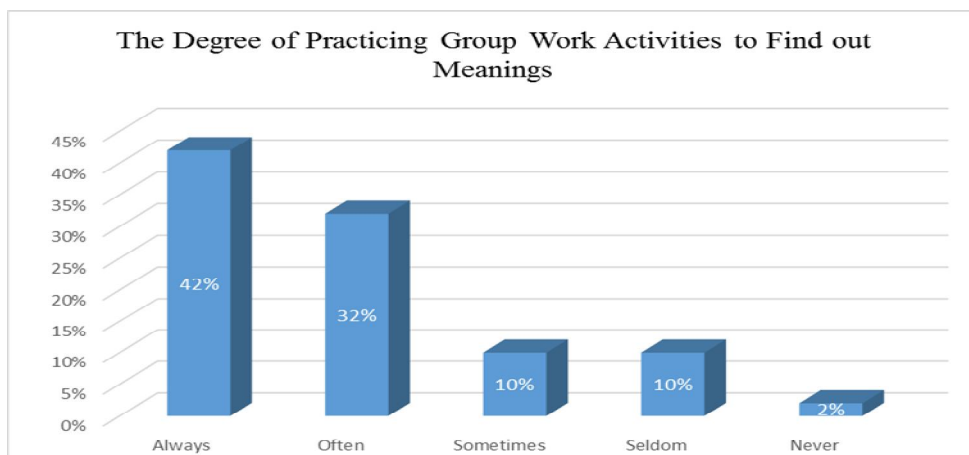
10) I learn words about the culture of English speaking countries.

It is worth mentioning that we cannot isolate language for its own culture. The vocabulary is a reflection of the culture of language. It is often said that words symbolize meaning. Meaning is the result of the attitude toward and the classification of the universe by a certain community.

doing their degree but also in their future career. In service, training is badly needed here.

8.1 practice English in group work activities.

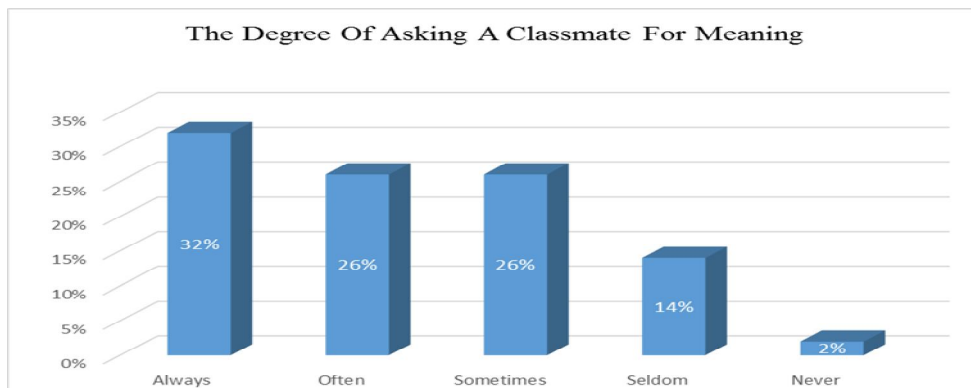
The results are:



It goes without saying that language learning is a skill and language is acquired through using it over a long period. Interaction is essential here. Not only vocabulary can be learnt through practice, but also the whole language is learned in this way. Arranging students into pairs and/or group works maximizing students participation, interaction, cooperation, competition within group work and time investment, because students in group activities get much more listening ,speaking , writing , reading time than when working with individuals in the whole class. Organizing students into groups enhances creativity, confidence, gives helpful hand to weak students, and eliminates class domination by smart students (Lindsay, 2000:23-25).

This strategy should be encouraged by the teacher inside and outside the institution. Even the administration of the institution can be of help. For example, the department or the school or even the classroom can be considered as English speaking zone. Students should be compelled to use this strategy through the need for the foreign language as the only means of communication. Cook (2003: 36) summarizes the core of communicative strategy when he states "language- learning success is to be assessed neither in terms of accurate grammar and pronunciation for their own sake, nor in terms

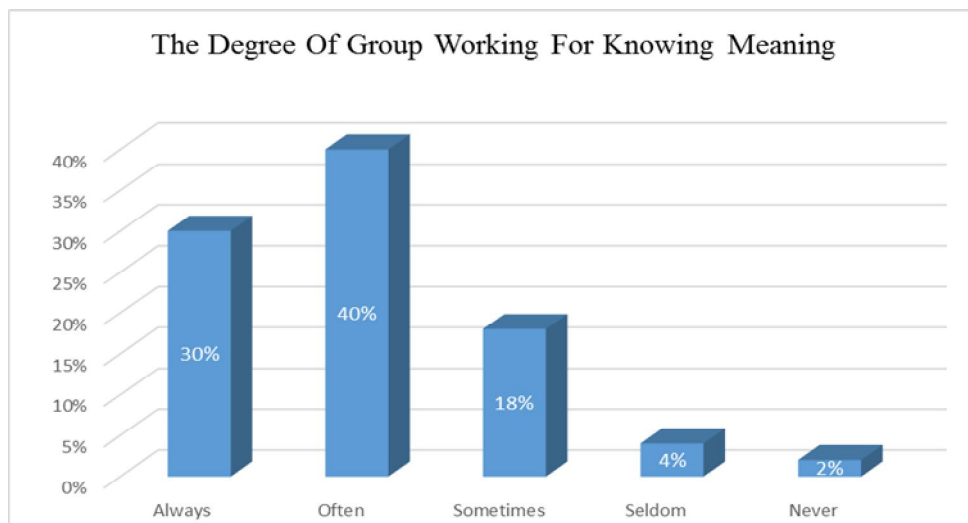
6. I ask my classmate for meaning



Always asking their classmates took the lead. The researchers expected the students to rely heavily on their teacher and not their classmates.

We need to work hard to improve this unsatisfactory situation.

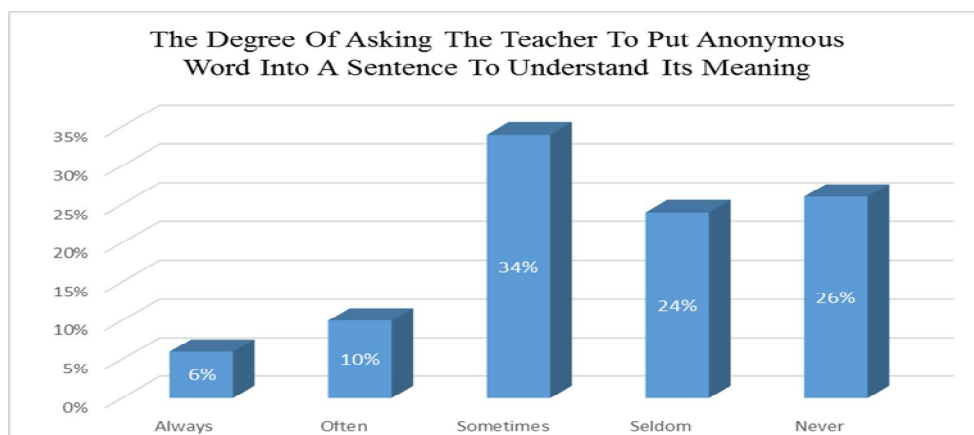
7. I knew some new words when working in-group works.



It seems that there is a tendency among the subjects to work in group work for learning vocabulary. It is worth mentioning that group work needs to be supervised and managed by the teacher. This requires a type of sophistication on the part of the teacher. The teacher should definitely be well trained in this field not only when

We notice from results mentioned above that the majority of the students reject asking their teacher. This shows that either the students do not trust their teacher or they are afraid of asking him.

The researchers believe that the teacher should not be a fearful figure in the classroom. He should be friendly with his students. His attitude towards the questions of his student should be flexible. He should bear in mind that foreign learners are not expected to know all the words of the foreign language. Error making is natural. He should not rebuke his students when they ask questions even if they ask about something easy. The teacher should make his student love him and not fear him.



5) I ask the teacher to put the unknown word into a sentence to help me understand the word meaning.

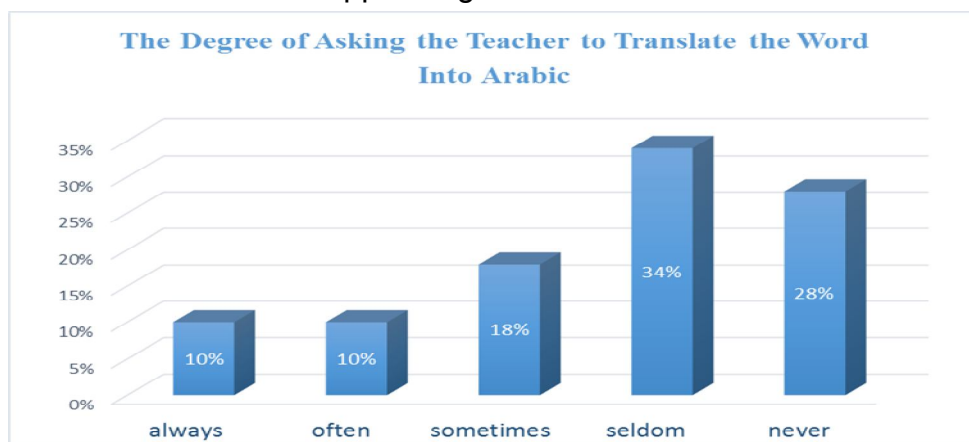
This strategy is useful but it should be conducted carefully, because forming grammatical sentences that contextualize vocabulary and guessing meaning of words out from context can be quite difficult and boring task. This strategy need to be implemented and checked be teacher who needs to create interest by composing simple, easy, and personalized sentences (Ur, 2000: 66-70).

The teacher should work in a systematic way to improve his student vocabulary. Again, we notice the weakness of the role played by the teacher in the classroom.

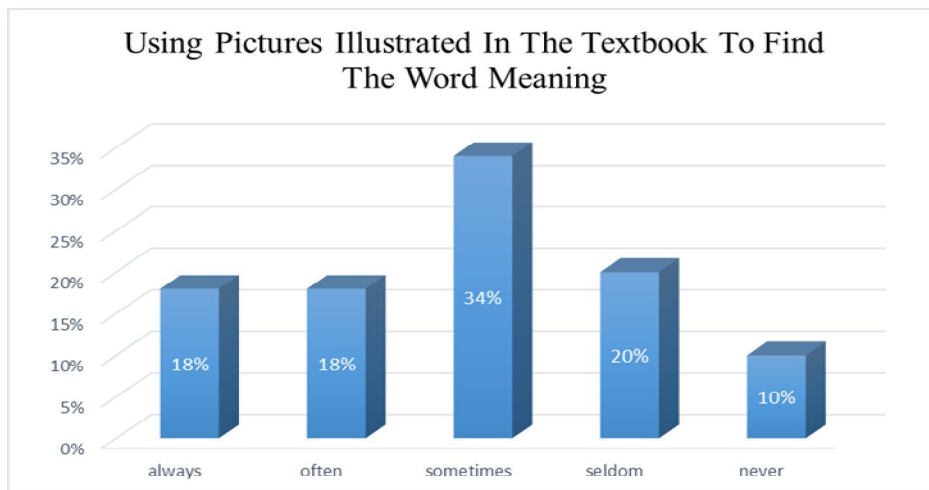
Knowing the part of speech of the word may be of help to the learner in following situations:

- a - When he uses a dictionary.
- b - When he is able to notice the word linguistic behavior.
- a) When the learner uses a dictionary, knowing the part of speech of the word will help him in selecting the correct form of the item-how to place the vocabulary in phrase or sentence-and suitable meaning for the context at hand.
- b) Knowing the linguistic behaviour of the word needs a type of linguistic sophistication on the part of the learner.
- 4) I ask the teacher to translate the word into Arabic.

The results are disappointing since we notice that:



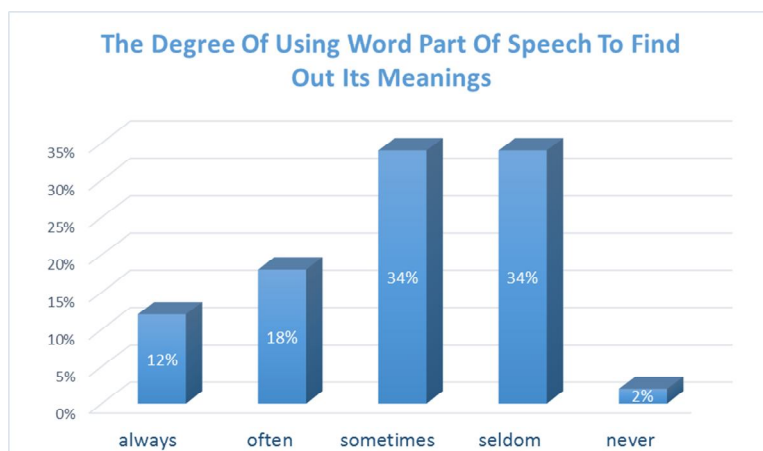
Ur (2000: 66) finds out, under special circumstances, that vocabulary can be explained through the students' own language translation equivalents. He states, "Pictures are sometimes misleading, and English definitions and synonymous may not be clear enough. Once you provided the student with the L1 equivalent so they know more or less what it means and the more precise meaning(s), and use of the target item can be clarified through multiple examples and contexts." The best strategy of introducing new words is for learner to read genuine text and listen to real world conversation to see and/or read those words in action (Harmer, 2012:229)



The process of using pictures to clarify meaning is still in its infancy in Iraq. The present researcher agrees with the Chinese proverb saying: "A picture is worth thousand words." In using pictures, we use two senses of the five senses. The more interesting way of using pictures is, the more likely students are to remember (Ur, 2000: 66). Lindsay (2000 :53) states that " if the learner can see it , hear it , smell it , touch it ,and if possible , taste it , you will have an unforgettable memory of the word!" . However, from the existing result, we notice that our students need to be taught the value of using pictures in learning vocabulary.

3) I learn meaning of words by identify their part of speech.

The results are:



is because they do not know the riches found in the dictionary. The teacher is available only at the school. The only teacher that is available all the time with the student is the dictionary. This ignorance of this teaching aid may be because of the problems inherent in the bilingual dictionary itself. Since bilingual dictionaries involve two languages, the lexical behaviour of the words of these two languages may not be identical. Words may be polysemous in one language while they are not in the other language. This leads to the situation that the student resorts to the process of guessing from the context at hand. The teacher should put high emphasize on using English-English dictionary and advising students which one to acquire and use in line with their level of comprehension. Emphasize to students that their monolingual dictionary is a valuable self-study reference (Lindsay, 2000:54).

This strategy should be used with care. It involves some problems that may

be summarized as follows:

- a. Since bilingual dictionaries involve two languages the lexical behaviour of the vocabulary may not be identical some words are polysemous in one language, while they are not in the other, or, they may be polysemous in both languages. The only way out of this problem is to refer to the context. Therefore, the student should use two different types of strategies to learn the vocabulary: the monolingual dictionary use and the context.
- b. Another important problem is the lack of time especially in speaking and listening.

An important suggestion is that dictionary use should be taught at all stages of study.

- 2) I use pictures illustrated in the textbook to find the word meaning.

The majority of the subjects use pictures illustrated in the textbook. The choice "I often use" took the lead. The percentage may be summarized as follows:

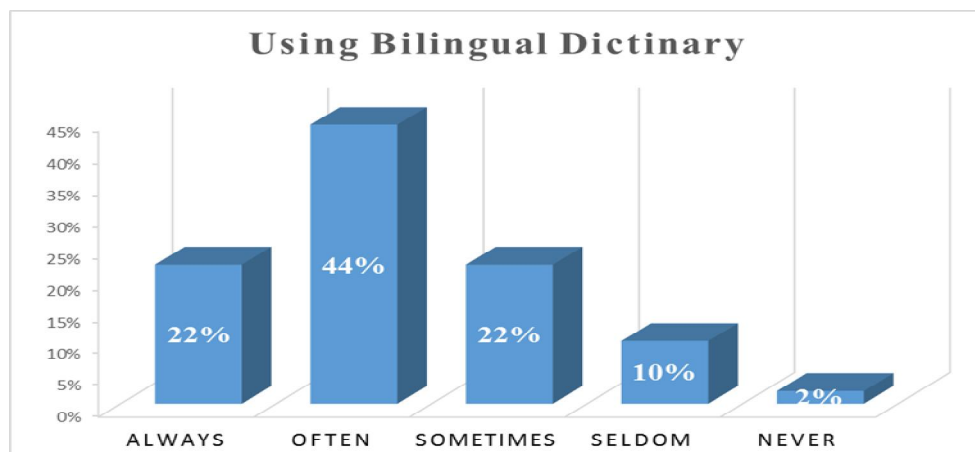
is concerned with the Kurds whose linguistic background and environment are different. The learning burden of any foreign word differs according to the background of the learner (Nation, 2000:23). The need for such studies is badly needed in Iraq since knowing the strategies used by the student will be of great benefit not only for the students but also for the teachers of the foreign language. Teachers will have a great success if their teaching copes with the strategies used by their students.

4. The Data Analysis and Results

1) I use a bilingual dictionary to help me translate English words into Arabic.

The majority of the subjects use a bilingual dictionary. The choice "I often use a bilingual dictionary" took the lead among the five choices.

The results are as follows:



a- Though the dictionary is an important teaching aid and not only a reference book and it was first compiled in Iraq three thousand years ago for learning and teaching vocabulary when the Assyrian came to Babylon, they found difficulty in understanding the Sumerian words. Together the pupils and their teachers compiled glossaries of difficult words and their meaning and carved them on the clay just to help them learn the vocabulary of the foreign language (Haywood, 1960:1) Unfortunately we notice that this teaching aid has not received enough attention from the students and their teachers. That

1. The Subjects

It is not an easy task to examine the strategies used by all students. It is beyond the ability of the researchers. A random sample of 50 students' majoring in teaching English as a foreign Language is chosen. Twenty-five of them are females. The subjects are studying at the Islamic University College. Their ages are more than sixteen years. They have been studying English for more than ten years.

2. The Methodology

A well-organized questionnaire was distributed on students majoring in teaching English as a foreign Language at the Islamic University College. The questionnaire was based on the classification of Schmitt 1997. That taxonomy falls into five types of strategies: determination strategies, social strategies, memorization strategies, cognitive strategies, metacognitive strategies. The strategies provided in the questionnaire covered all the types isolated by Schmitt in his taxonomy of strategies. Five degrees of frequencies of use were provided: always use, often use, sometimes use, seldom use, never use.

Since this survey of vocabulary, learning strategies was done throughout the world by some eminent linguists and in order to give the present survey a similar status and to be in line with them. This questionnaire is based on the classification of Schmitt.

The questionnaire included 25 strategies. The researchers asked their subjects about the strategies mentioned in the questionnaire and applicability and frequency of using them.

The results are studied and analyzed. The final conclusion is mentioned and some expert suggestions are included.

3. Significance of the Study

Vocabulary learning strategies used by EFL learners have witnessed an increase of awareness all over the world since 1961. Unfortunately, Iraqi EFL vocabulary learning strategies received little attention. In Iraq, the study of vocabulary learning strategies is still in its infancy. The only research in this field was done by Zana M. Hassan and Soma N. Abubakr (2015). They studied English vocabulary learning strategies used by EFL student at the University of Sulymaniya. This study does not represent all the Iraqi learners. It

Iraqi EFL learners, like any other foreign learners have their own strategies, which might be different from other strategies owing to their linguistic background and their environment.

In general, EFL learners as non- native speakers can only be familiar with the fundamental aspects of new given vocabulary in his/her graded stages of learning the language. What students need to learn about vocabulary knowledge determines what the best strategies need to be learnt. It is worth briefly summarizing the most important aspects of a new lexical item the students need to know:

- Recognition: written and spoken form.
- Denotation: dictionary or literal meaning.
- Connotation: emotional associated meaning.
- Collocation: frequently co-occurrence with other words.
- Grammar: syntactic behavior of an item: form, position, and function in a phrase or sentence.
- Sound: pronunciation.
- Register: the suitable level of formality and informality.
- Semantic field: network- meaning relationships with other item(s) such as , synonyms, antonyms, hyponyms , co-hyponyms and superordinate
- Word formation: affixation and compounding (Lindsay, 2000:41-47).

2. The Aim of the Study

The aim of this study is to explore the strategies used by EFL Iraqi learners to learn vocabulary and help the students to improve their strategies and to educate them in this field. Teachers will benefit from the strategies in teaching their students. Their teaching plan should cope with these strategies. The present researcher believes that the best way to do so is to adopt a well-organized questionnaire distributed on a random sample of students.

A questionnaire based on Schmitt classification of strategies was distributed on fifty subjects studying at the Islamic University College. The first major of the subjects is teaching English as a foreign Language.

Introduction:-

Learning a foreign language is not an easy task. The learner should master all the aspects of language: phonology, morphology, syntax, and semantics. Unfortunately, the semantic field received little attention from both linguists and researchers. That was the legacy of Bloomfield who stated that we should focus on phonology, morphology, and syntax leaving semantics because it was, according to him, not easy to study (Atchison, 1999:25). An important objection to the idea of Bloomfield is that it is impossible to operate the language without studying semantics and the semantic units. Language is often described as a machine. If we assemble all the parts of that machine successfully, the machine will not work because it needs fuel. The fuel of that linguistic machine is words. The foreign learner should have a sufficient amount of working vocabulary .McCarthy (1992:50) stated that" without words to express a wider range of meaning, communication in L2 just cannot happen in any meaningful way"

1.1 What is Vocabulary?

Vocabulary can be defined according to Ur (2000: 60) as "the word in the language. However, it may include items that are more than a single word: for example, post office and mother-in-law" Learning vocabulary is not primarily a matter of learning single words, however. Vocabulary may be a multi-word semantic item such as tit- for-tat, or abbreviations such as SCUBA and NATO, or affixed item such as unhappiness, or may be compounding item such as hard working and good-looking (Lindsay, 2000).

In order to acquire that amount of vocabulary, the foreign learner should work to a plan or should have certain" techniques which student use to comprehend, store, and remember information and skills (Chamot and Kupper, 1989: 9). Oxford states that there should be" specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed , more effective and more transferable to new situations(Oxford 2003:8). He/ she should have some certain strategies to learn vocabulary and to change them into a working vocabulary. He should also be educated on how to use a good strategy.

Abstract:-

Learning vocabulary is one of the formidable problems facing EFL learners. Without sufficient vocabulary, the linguistic machine will not work properly since vocabulary is the fuel of that machine. This study explored the types of vocabulary learning strategies used by Iraqi EFL learners majoring in teaching English as foreign language at the Islamic university college with the intention to examine them and discuss their use and give both learners and teachers some expert advice since the researchers feel that learners should be educated on how to use them. The study is conducted through a questionnaire distributed on fifty subjects of a random sample. Twenty-five of them are females and the rest are males. The results are analyzed and discussed. The conclusion reached is that Iraqi EFL learners like any other categories have their own vocabulary learning strategies but they need to be educated on how to use them and enrich them with other foreign learners of English. The results showed that EFL learners are not aware of the value of most of the vocabulary strategies.

Keywords:- vocabulary - strategy - Learning - questionnaire - analysis

الخلاصة:-

من الصعوبات التي تواجه متعلمي اللغة الانكليزية من الناطقين بغيرها هي صعوبة تعليم المفردات الخاصة باللغة حيث ان المكانة اللغوية لا تعمل بشكل جيد بدون المفردات لأنها تمثل الوقود لتلك المكانة تستعرض هذه الدراسة الاستراتيجيات التي يستخدمها الطلبة العراقيين لتعليم مفردات اللغة الانكليزية و تحليل تلك الاستراتيجيات واعطاء الطلبة ومدرسيهم نصائح خبرة في هذا المجال لان ذلك سيؤثر حتما على تعليم اللغة الاجنبية وتعليمها

قام الباحثان بالدراسة من خلال توزيع استبيان على طلبة قسم اللغة الانكليزية في الجامعة الاسلامية و بواقع خمسين طالبا نصفهم من الذكور والنصف الثاني من الاناث ثم قام الباحثين بتحليل النتائج و الوصول الى استنتاجات من اهمها ان الطلبة العراقيين شأنهم شأن باقي الطلبة في العالم لهم استراتيجياتهم الخاصة بهم.

الكلمات المفتاحية:- كلمات، استراتيجيات، تقنيات، استطلاع، تحليل.

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