

## INTERNATIONAL STUDENTS' VOCABULARY LEARNING STRATEGIES AT THE ENGLISH LANGUAGE INTENSIVE COURSE FOR OVERSEAS STUDENTS' PROGRAM

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### Abstract

The purpose of this research is to investigate the Vocabulary Learning Strategies (VLS) employed by international students who are studying English as a second language at the English Language Intensive Course for Overseas Students Program (ELICOS) of the University of Canberra College English Language Centre (UCCEL) in Australia. A qualitative design was used to gather information from six international students from different countries including Indonesia, China, Philippine, and Japan by using interviews. The results from the interview were then analyzed and presented by using the qualitative research procedures including coding, grouping, argument construction, and drafting. The finding of this research revealed that students at the ELICOS program employ various VLS including memory, cognitive, metacognitive, and social strategies. Cognitive strategies are identified as the most popular strategies used by the students, followed by metacognitive and memory strategies, respectively. Meanwhile, social strategies are recognized as the least popular. These findings have important implications in improving the quality of language learning and enriching the research repertoire of VLS.

**Keywords:** vocabulary learning strategies, english language intensive course for overseas students

### Abstrak

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran kosakata yang digunakan oleh mahasiswa internasional yang sedang mempelajari bahasa Inggris sebagai bahasa kedua di English Language Intensive Course for Foreign Students Program (ELICOS) di University of Canberra College English Language Centre (UCCEL) di Australia. Desain kualitatif digunakan untuk mengumpulkan informasi kepada enam siswa internasional dari berbagai negara termasuk Indonesia, Cina, Filipina, dan Jepang dengan menggunakan wawancara. Hasil wawancara kemudian dianalisis dan disajikan dengan menggunakan prosedur penelitian kualitatif meliputi pengkodean, pengelompokan, penyusunan argumen dan penyusunan. Temuan penelitian ini mengungkapkan bahwa siswa pada program ELICOS menerapkan berbagai strategi pembelajaran kosakata termasuk strategi kognitif, metakognitif, memori dan sosial. Strategi kognitif diidentifikasi sebagai strategi paling populer diikuti oleh strategi metakognitif dan memori masing-masing dan strategi sosial diakui sebagai yang paling tidak populer. Temuan ini memiliki implikasi penting dalam meningkatkan kualitas proses belajar mengajar bahasa dan memperkaya khasanah penelitian di bidang strategi pembelajaran kosakata.

**Kata kunci:** strategi pembelajaran kosakata, kursus intensif bahasa inggris bagi siswa asing

## Introduction

English is recognized as the most dominant language used in the world and this situation makes English becomes an essential language to learn.<sup>12</sup> In producing a language, vocabulary is the main source to master for language learners. As one of the most significant aspects in the area of second language acquisition, vocabulary also plays an important role in all language skills.<sup>3 4 5</sup> The teachers should emphasize the deliberate teaching of vocabulary and find an efficient way to help learners develop language skills to get better output in learning a language.<sup>6 7</sup> Having a wide range of vocabularies will also help the learners to construct good sentences and demonstrate their ability to write quality academic writing.<sup>8</sup> Furthermore, it also

escalates the learners' higher-order thinking skills, both in oral and written expressions.<sup>9</sup>

The use of vocabulary learning strategies is necessary for second-language and foreign-language learners to learn vocabulary effectively and to have competence over the entire target language skills.<sup>10 11 12</sup> A number of academic researches have been published to provide information on various language learning strategies used by second language students in some parts of the world including China, Malaysia, Iran, Pakistan, Turkey, and Croatia.<sup>13 14 15 16 17 18 19</sup> However, concerning the need for enhancement in the research field of vocabulary learning strategies, the researcher is

<sup>1</sup> Irum Fatima and Zahid Hussain Pathan, 'Investigating Learning Strategies for Vocabulary Development: A Comparative Study of Two Universities of Quetta, Pakistan', *Advances in Language and Literary Studies*, 7.2 (2016), p, 7–12.

<sup>2</sup> Jennifer Jenkins, 'Current Perspectives on Teaching World Englishes and English as a Lingua Franca', *TESOL Quarterly*, 40.1 (2006), p, 157–81.

<sup>3</sup> N N Manuel, 'Evaluating Vocabulary Learning Strategies (VLS): Gender Differences, the Most and Least Used (VLS) among Angolan EFL Students at the Faculty of Arts (Luanda, Angola)', *International Journal of Scientific Research in Education*, 10.5 (2017), p, 483–504.

<sup>4</sup> Jean Kaya and Krassimira Charkova, 'The Most and Least Frequent Vocabulary Learning Strategies of High School English Language Learners', *International Journal of English Language Education*, 2.2 (2014), p, 122–41.

<sup>5</sup> Patsy M Lightbown and Nina Spada, *How Languages Are Learned 4th Edition-Oxford Handbooks for Language Teachers* (Oxford university press, 2013).

<sup>6</sup> Rahmila Murtiana, 'An Analysis of Interlingual and Intralingual Errors in EFL Learners' Composition', *Journal Educative: Journal of Educational Studies*, 4.2 (2019), p, 204–216.

<sup>7</sup> Fitri Handayani, 'Structure and Written Expression Section on Paper-Based TOEFL: Perceived Difficulties by Nursing Students of Poltekes Solok, West Sumatera', *Journal Educative: Journal of Educational Studies*, 4.2 (2019), p, 135–49.

<sup>8</sup> Irvonny Gustira and Febria Sri Artika, 'An Analysis of Syntactic Structures and Error on the Relative Clause as Found in Students' Academic Writing at the Sixth Semester Students of English Department', in *7th International Conference on English Language and*

*Teaching (ICOELT 2019)* (Atlantis Press, 2020), p. 317–27.

<sup>9</sup> Jalmi Harti, Febria Sri Artika, and Irwandi Irwandi, 'Students'ability In Answering Higher Order Thinking Skills Test On English Subject', *English Language and Pedagogy*, 4.2 (2019), p. 19–26.

<sup>10</sup> John Read, 'Focus on Vocabulary [Book Review]', *New Zealand Studies in Applied Linguistics*, 13.1 (2007), p, 101.

<sup>11</sup> Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching* (Cambridge university press, 2020).

<sup>12</sup> Rebecca L Oxford, 'Toward a More Systematic Model of L2 Learner Autonomy', in *Learner Autonomy across Cultures* (Springer, 2003), p. 75–91.

<sup>13</sup> L I P Paul Chi Hong, 'Investigating the Most Frequently-Used and Most-Useful Vocabulary Language Learning Strategies among Chinese EFL Postsecondary Students in Hong Kong', in *Global Practices of Language Teaching: Proceedings of the 2008 International Online Language Conference (IOLC 2008)* (Universal-Publishers, 2008), p. 209.

<sup>14</sup> Azadeh Asgari and Ghazali Bin Mustapha, 'The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia', *English Language Teaching*, 4.2 (2011), p. 84.

<sup>15</sup> Zahra Hashemi and Maryam Hadavi, 'Investigation of Vocabulary Learning Strategies among EFL Iranian Medical Sciences Students', 2015.

<sup>16</sup> Orhan Kocaman, Merve Yildiz, and Büsra Kamaz, 'Use of Vocabulary Learning Strategies in Turkish as a Foreign Language Context.', *International Journal of Psychology and Educational Studies*, 5.2 (2018), p. 54–63.

<sup>17</sup> Fatima and Pathan.

<sup>18</sup> Manuel.

<sup>19</sup> Jasmina Rogulj and Ivana Čizmić, 'Vocabulary Learning Strategies Used by Medical Students: Croatian Perspective', *Journal of Arts and Humanities*, 7.2 (2018), p. 44–58.

interested in continuing a deeper exploration of vocabulary learning strategies used by ESL students who directly use English in the target language country, Australia, and being taught by English native teachers.

That language learning strategies can affect the successful and unsuccessful (English Second Language) ESL or (English Second Language) EFL learners have been proven. Successful language learners apply a wider range of language learning strategies compared to unsuccessful learners.<sup>20</sup> It can be seen that the language learning strategy plays a very important role in L2 learning. Gerami, & Baighlou<sup>21</sup> defined language learning strategies as techniques or approaches used by language learners to improve their proficiency in developing (second language) L2 skills. Furthermore, language learning strategy refers to the main role to operationalize all language skills including speaking, listening, reading, writing, grammar, vocabulary, and translation.<sup>22</sup>

With regard to its function, language learning strategy is categorized into cognitive, metacognitive, affective, and social.<sup>23 24</sup> Metacognitive strategies help students to control their cognition by managing the planning, monitoring and regulating of learning processes and language activities.<sup>25 26</sup> Cognitive strategies encompass awareness, perception, reasoning, and conceptualizing in learning the target language and in activating their knowledge.<sup>27</sup> The learners employ social strategies to interrelate and cooperate with

others to accomplish language learning goals.<sup>2829</sup> Affective strategies assist students in managing their motivations, attitudes, and emotions.<sup>30</sup> The components of language learning strategies mentioned contribute to the development of the taxonomy concept of vocabulary learning strategies.

Language learners tend to use strategies more often in learning vocabulary compared to other language skills.<sup>31</sup> There are two reasons why the use of VLS is more dominant than other strategies.<sup>32</sup> The first reason is that vocabulary learning is more discrete which allows students to apply learning strategies effectively. The second reason is that students are more aware of the importance of vocabulary in language learning. Hence, the use of VLS is important in language learning and effective to increase vocabulary skills which can help the students obtain proficiency in all language skills including speaking, writing, listening, and reading.

Vocabulary learning strategy is defined as the sequence of students' analysis in tasks, planning, use, monitoring, and evaluation of learning behavior to acquire the vocabulary.<sup>33</sup> The students' analysis is then configured with the particular learning context and situation in order to produce particular and appropriate vocabulary learning strategies. Hence, in the context of vocabulary acquisition through language learning strategies, learners can adopt different strategies depending on personal characteristics, tasks, or contexts.

As a part of Language Learning Strategies (LLS),<sup>34</sup> the components of VLS taxonomy are derived from the classification

<sup>20</sup> Mohammad Hossein Gerami and Shiva Madani Ghareh Baighlou, 'Language Learning Strategies Used by Successful and Unsuccessful Iranian EFL Students', *Procedia-Social and Behavioral Sciences*, 29 (2011), p. 1567–76.

<sup>21</sup> Rebecca Oxford, *Language Learning Strategies What Every Teacher Should Know* (Heinle & Heinle Publishers, 1990).

<sup>22</sup> Andrew D Cohen, *Strategies in Learning and Using a Second Language* (Routledge, 2014).

<sup>23</sup> Rebecca Oxford.

<sup>24</sup> Rebecca L Oxford, *Teaching and Researching Language Learning Strategies: Self-Regulation in Context* (Taylor & Francis, 2016).

<sup>25</sup> Cohen.

<sup>26</sup> Carol Griffiths, *The Strategy Factor in Successful Language Learning* (Multilingual Matters, 2013), LXVII.

<sup>27</sup> Cohen.

<sup>28</sup> Tsung-Yuan Hsiao and Rebecca L Oxford, 'Comparing Theories of Language Learning Strategies: A Confirmatory Factor Analysis', *The Modern Language Journal*, 86.3 (2002), p. 368–83.

<sup>29</sup> Cohen.

<sup>30</sup> Cohen.

<sup>31</sup> Qing Ma, *Second Language Vocabulary Acquisition* (Peter Lang, 2009), LXXIX.

<sup>32</sup> Norbert Schmitt and Paul Meara, 'Researching Vocabulary through a Word Knowledge Framework: Word Associations and Verbal Suffixes', *Studies in Second Language Acquisition*, 19.1 (1997), p. 17–36.

<sup>33</sup> Read.

<sup>34</sup> Ma, LXXIX.

of LLS.<sup>35</sup> Also, language learners need to utilize LLS to recognize learning materials and VLS is a part of them.<sup>36</sup> Then, a taxonomy of VLS has been developed<sup>37</sup> and classified into social, cognitive, memory, and metacognitive strategies.<sup>38</sup> The four classifications of VLS are usually created as part of a piece of research into students' learning strategy use.<sup>39</sup>

**Table 1.** Vocabulary Learning Strategies

Metacognitive	Cognitive	Memory	Social
*Selective Attention	*Guessing	*Rehearsal	*Discovering
*Self-initiation	*Use of dictionary	*Encoding	*Practicing
*Consolidating	*Organizing lexical in-formation and using mechanical means.		others.
	*Using new words in different contexts.		

\*Source: Read, John

The table above is the classification of vocabulary learning strategies and the researchers combine the two concepts and draw the taxonomy of VLS into five categories including metacognitive cognitive, memory, social, and activation strategies:<sup>40,41</sup>

Vocabulary is the basis for acquiring proficiency in the four major language skills and VLS is the tool to help students learn vocabulary effectively. Based on the research, it is reported that the successful language learning is significantly correlated to the frequency of learning strategy use.<sup>42</sup> There have been mixed results produced by the temptation to investigate the relation between success in language learning and language

learning strategies.<sup>43</sup> Furthermore, some students reported that they gained very good progress during their courses when they employed language learning strategies.<sup>44</sup> Thus, it is clear that the students can obtain benefits for their vocabulary skills when they develop VLS.

The importance of VLS has been noted by many researchers. Some related studies discovered that it is used by learners vary due to different personalities, genders, and countries. The preference, use, and effectiveness of VLS determined by the student's characteristics, tasks demanding, and environmental constraints.<sup>45</sup> Concerning some insufficient information provided in some studies under the VLS area, several gaps for this research have been identified including the different research contexts, different research methodologies, and research instruments used, and different styles in incorporating VLS taxonomy.

Some researchers have done several investigations on VLS of EFL learners from many different nations. The studies were conducted in order to examine various vocabulary strategies used by EFL learners from different majors, universities, and countries.<sup>46,47,48,49</sup> However, the majority of the studies only investigated ESL learners who were studying in non-English speaking countries. Since the environment and learning context provide a big influence on the use of VLS,<sup>50</sup> this current research is interested in exploring students' VLS use from another different field including an English-speaking country.

<sup>43</sup> Madeline E Ehrman and Rebecca L Oxford, 'Cognition plus: Correlates of Language Learning Success', *The Modern Language Journal*, 79.1 (1995), p. 67–89.

<sup>44</sup> Rebecca Oxford.

<sup>45</sup> Read.

<sup>46</sup> Asgari and Mustapha.

<sup>47</sup> Hashemi and Hadavi.

<sup>48</sup> Rashidah binti Robani and Faizah A Majid, 'Vocabulary Learning Strategies among Malaysian TEVT Students in German-Malaysian Institute (GMI)', *Procedia-Social and Behavioral Sciences*, 123 (2014), p. 361–68.

<sup>49</sup> Rogulj and Čizmić.

<sup>50</sup> Read.

<sup>35</sup> Ian S P Nation, *Learning Vocabulary in Another Language Google EBook* (Cambridge University Press, 2013).

<sup>36</sup> Cohen.

<sup>37</sup> Schmitt and Meara.

<sup>38</sup> Rebecca Oxford.

<sup>39</sup> Read.

<sup>40</sup> Rebecca Oxford.

<sup>41</sup> Schmitt and Meara.

<sup>42</sup> John M Green and Rebecca Oxford, 'A Closer Look at Learning Strategies, L2 Proficiency, and Gender', *TESOL Quarterly*, 29.2 (1995), p. 261–97.

Due to a very small number of studies analyzed qualitatively, this current research is trying to apply the qualitative method to examine the research finding. This decision is motivated by the suggestion from some previous studies.<sup>51 52</sup> They suggested that further research is expected to employ other different methods of data collection such as interview and observation. It is purposed to dig deeper into information and obtain more detailed and reliable data regarding the vocabulary learning strategies.

With regard to several different categorizations for the taxonomy of vocabulary learning strategies offered by some experts, the current research tries to incorporate the two most popular VLS taxonomy designed by Oxford and Schimt & Meara.<sup>53 54</sup> It makes this current research different from the past studies<sup>55 56 57 58 59</sup> which were only emphasized one concept of VLS taxonomy. The combination of the two concepts is purposed to gain a broader and comprehensive result for the research. Some previous researches<sup>60 61</sup> employed taxonomy suggested by other researchers<sup>62 63 64 65</sup> and adopted taxonomy developed by Schmit and Meara

This research aims to discover students' VLS at the ELICOS program at the University

of Canberra in Australia. It is hoped that the students can recognize their VLS and be able to apply the VLS effectively. By realizing and understanding the usefulness of VLS, students will be motivated and encouraged to apply more strategies in language learning. Students who frequently apply a wide range of learning strategies will be highly motivated compared to the students who do not.<sup>66</sup>

Regarding some gaps found in the previous studies, this current research aims to fill the gaps by discovering deeply vocabulary learning strategies used by international students at the English Language Intensive Course for Overseas Students' program (ELICOS) of University of Canberra College English Language Center (UCCELC) in Australia.

### Research Method

This research aims to discover Vocabulary Learning Strategies (VLS) utilized by the students at the English Language Intensive Course for Overseas Students (ELICOS). It will give enlightenment for language learners of the VLS they apply as VLS choice influences the success in learning vocabulary.<sup>67</sup>

The research design employed in this study is a qualitative method. The participants of this study are chosen by utilizing a purposive sampling. They are 6 international students from Indonesia, China, Philippine, and Japan who are studying English at the University of Canberra. The reason for selecting these six students is because they are international students who are learning English as a second language which is under the research subject criteria. Dörnyei stated, "a good sample is very similar to the target population in its most important characteristic".<sup>68</sup> Hence, the students are taken from the ELICOS program at the University

<sup>51</sup> Rogulj and Čizmić.

<sup>52</sup> Frankie Subon, 'Vocabulary Learning Strategies Employed by Form 6 Students', *International Journal of Scientific and Research Publications*, 3.6 (2013), p. 1–32.

<sup>53</sup> Rebecca Oxford.

<sup>54</sup> Schmitt and Meara.

<sup>55</sup> binti Robani and Majid.

<sup>56</sup> Fatima and Pathan.

<sup>57</sup> Xian Zhang and Xiaofei Lu, 'The Relationship between Vocabulary Learning Strategies and Breadth and Depth of Vocabulary Knowledge', *The Modern Language Journal*, 99.4 (2015), p. 740–53.

<sup>58</sup> Zahra Akbari and M H Tahririan, 'Vocabulary Learning Strategies in an ESP Context: The Case of Para/Medical English in Iran', *The Asian EFL Journal Quarterly*, 11.1 (2009), p. 39–61.

<sup>59</sup> Asgari and Mustapha.

<sup>60</sup> binti Robani and Majid.

<sup>61</sup> Fatima and Pathan.

<sup>62</sup> Yongqi Gu and Robert Keith Johnson, 'Vocabulary Learning Strategies and Language Learning Outcomes', *Language Learning*, 46.4 (1996), p. 643–79.

<sup>63</sup> Zhang and Lu.

<sup>64</sup> Akbari and Tahririan.

<sup>65</sup> Asgari and Mustapha.

<sup>66</sup> Martha Nyikos, 'The Effect of Color and Imagery as Mnemonic Strategies on Learning and Retention of Lexical Items in German.', 1989.

<sup>67</sup> Nation.

<sup>68</sup> Zoltán Dörnyei, 'Creating a Motivating Classroom Environment', in *International Handbook of English Language Teaching* (Springer, 2007), p. 719–31.

of Canberra. This program provides an English language intensive course for international students and it has become one of the oldest English centers in Australia.

Furthermore, interviews are utilized for the data collection instrument due to its usefulness to explore the complexity of students' VLS. There are eight questions provided in the interview which are formulated in relation to the taxonomy of vocabulary learning strategies<sup>69</sup> developed by Oxford and Schmitt. Each question is provided by a short brief prompt formulated around the information in the questionnaires developed. The prompts give general as well as precise information to the students about the questions that they are going to answer. Furthermore, a semi-structured interview is implemented due to the possibility of some important questions arising during the interview.

A grounded theory, coding, is utilized as the framework to carry out the data analysis. Coding is the key process of grounded theory in qualitative analysis.<sup>70</sup> The results recorded from the interview will be analyzed, classified, and broken down into the appropriate categories of VLS taxonomy developed by Oxford and Schmitt. The analysis process follows the classic procedures for qualitative data including coding, grouping, argument construction, and drafting.<sup>71</sup>

## Finding and Discussion

### Finding

The result of interview on the VLS used by the learners will be presented in this section. Six students who participated in the interview are labeled as S1, S2, S3, S4, S5, and S6. Gender differences and various nationality backgrounds including Indonesia, China, Philippine, and Japan contribute general and varied information that enrich the realm of this study.

The analysis of VLS used is described sequentially based on the process of learning vocabulary formulated by Brown and Payne including “discovering new words, getting a clear image of the new words, learning the aspect of the new words, making memory connection for the new words, using the words, and maintaining the words.”<sup>72</sup> In the following tables, the researchers summarized the result of interview codings of the ELICOS students' VLS.

First, the table below will be the summary of interview on how the learners get new vocabularies.

**Table 2.** Interview Coding of the ELICOS Students' VLS (Question Item 1: How do you discover new vocabulary?)

Summary of Interview Transcripts	Students' VLS			
	Meta	Cog	Mem	Soc
S1: by reading BBC news	√			
S2: by looking at an advertisement, look at the word I am interested in	√			
S3: in public places; restaurant, recipe book		√		
S4: by reading a textbook and online newspaper			√	
S5: by reading a book; novel, textbook			√	
S6: by watching movies				√

**Notes:** Meta : Metacognitive  
Cog : Cognitive  
Mem: Memory  
Soc : Social

The table shows that in discovering new vocabulary, students use different media. S1, S4, and S5 enjoy reading news, textbook, and novel as a means to enrich their vocabulary. S2 and S3 prefer finding new words in public spaces including recipes in the restaurant or advertisement on the street. Moreover, S6 is the only one who likes watching movies for new words. Although they utilize different media, all strategies they used are categorized as the metacognitive strategy.

<sup>69</sup> Ma, LXXIX.

<sup>70</sup> Alan Bryman, *Social Research Methods* (Oxford university press, 2016).

<sup>71</sup> Brian Paltridge and Aek Phakiti, *Research Methods in Applied Linguistics: A Practical Resource* (Bloomsbury Publishing, 2015).

<sup>72</sup> Cheryl Brown and Melinda E Payne, 'Five Essential Steps of Processes in Vocabulary Learning', in *TESOL Convention, Baltimore, Md, 1994*.

At the next table, the researchers summarise of how the learners experience the new vocabularies.

**Table 3.** Interview Coding of the ELICOS Students' VLS (Question Item 2: What do you do on encountering new vocabulary?)

Summary of Interview Transcripts	Students' VLS			
	Meta	Cog	Mem	Soc
S1: Guessing the meaning from context		√		
S2: Guessing the meaning		√		
S3: Guessing the meaning		√		
S4: Guess and analyze from root/affixes		√		
S5: Guessing the meaning from context		√		
S6: Guessing from context		√		

**Notes:** Meta : Metacognitive  
Cog : Cognitive  
Mem: Memory  
Soc : Social

Having discovered new vocabularies, all students try to get a clear image of the new words by guessing their meanings. They use different ways in exploring the meaning of the words that they encountered. While S1, S2, S3, S5, and S6 uses context to guess the meaning from new vocabularies, S4 identifies from the root and affixes. When they get difficulties in finding the meaning by guessing, all of them decide to open their monolingual or bilingual dictionary. In this step, all students apply the same strategy since guessing and consulting with a dictionary belong to cognitive strategy.

At the following table, the learners tell the aspect of vocabulary they learn when they find new vocabularies.

**Table 4.** Interview Coding of the ELICOS Students' VLS (Question Item 3: When learning new vocabulary, what aspect do you study?)

Summary of Interview Transcripts	Students' VLS			
	Meta	Cog	Mem	Soc
S1: Every aspects, spelling, pronunciation, and part of speech		√		
S2: Part of speech		√		
S3: only meaning		√		
S4: Study the way the		√		

Summary of Interview Transcripts	Students' VLS			
	Meta	Cog	Mem	Soc
word is used in a sentence				
S5: Study pronunciation and spelling		√		
S6: all aspects		√		

**Notes:** Meta : Metacognitive  
Cog : Cognitive  
Mem: Memory  
Soc : Social

The table reveals that with regard to study other aspects of new words, students apply their cognitive VLS strategy in different ways. S1, S5, and S6 study many aspects of the new words including pronunciation, spelling, and part of speech. Furthermore, S4 likes to study how the words are used in a sentence. However, S2 is only interested in finding part of the speech of the new words, and S3 only concerns finding the meaning in the dictionary.

Next, the following table describes how the learners construct the information about the new vocabulary.

**Table 5.** Interview Coding of the ELICOS Students' VLS (Question Item 4: How do you organize the information about the new vocabulary)

Summary of Interview Transcripts	Students' VLS			
	Meta	Cog	Mem	Soc
S1: organize the information in a vocabulary notebook		√		
S2: do not recognize		√		
S3 Writing down in vocabulary notebook		√		
S4: Make a vocabulary notebook		√		
S5: Put the vocabulary section in a textbook		√		
S 6: Write it down in a book		√		

**Notes:** Meta : Metacognitive  
Cog : Cognitive  
Mem: Memory  
Soc : Social

The table above shows that while acquiring the new vocabulary, almost all students S1, S3, S4, S5, and S6, develop their cognitive strategy by writing down the new words into their notes including in a scrap

paper, in a vocabulary section in their textbook, or even in a special vocabulary notebook.

The next following table reveals how the learners study hard to remember the vocabularies.

**Table 6.** Interview Coding of the ELICOS Students' VLS (Question Item 5: How do you memorize vocabulary)

Summary of Interview Transcripts	Students' VLS			
	Meta	Cog	Mem	Soc
S1: Say the word aloud several times			√	
S2: Look at the word several times			√	
S3: Keep in mind, memory thinking (rehearsal)			√	
S4: Write down several times			√	
S5: Write the word many times			√	
S6: Rehearsal the word many times			√	

**Notes:** Meta : Metacognitive  
Cog : Cognitive  
Mem: Memory  
Soc : Social

The summary of the interviews indicates that after understanding the new word, all students acknowledged that they try to make a memory connection for the new words through memorizing and retrieving vocabulary. In memorizing new vocabulary, all students employ memory strategies with different styles. S 1 memorizes the words by saying them aloud several times; S2 looks at the word several times; S3 and S6 use memory thinking and rehearsing, and S4 and S5 write down the vocabulary many times.

At the next table, the researchers demonstrate how the participants review the vocabularies they have memorized.

**Table 7.** Interview Coding of the ELICOS Students' VLS (Question Item 6: How do you review vocabulary)

Summary of Interview Transcripts	Students' VLS			
	Meta	Cog	Mem	Soc
S1: Test myself on new words	√			
S2: never review, just look dictionary	√			
S3: Test myself on new	√			

Summary of Interview Transcripts	Students' VLS			
	Meta	Cog	Mem	Soc
words periodically				
S4: Review words periodically	√			
S5: Never review, just look at a dictionary	√			
S6: Never review	√			

**Notes:** Meta : Metacognitive  
Cog : Cognitive  
Mem: Memory  
Soc : Social

The data show that maintaining vocabulary is necessary; however, not all students try to keep up with their vocabulary. Among the six students, only half of them is aware of the importance of reviewing vocabulary periodically. S1, S3, and S4 review vocabulary and test themselves periodically, however, the other three students never review their vocabulary and they just look at a dictionary if they forget the word or find some difficulties.

Furthermore, the way of making connection among the vocabularies can be seen in the following table.

**Table 8.** Interview Coding of the ELICOS Students' VLS (Question Item 7: How do you retrieve vocabulary)

Summary of Interview Transcripts	Students' VLS			
	Meta	Cog	Mem	Soc
S1: Remember where the first time she met			√	
S2: Remember the first place I met			√	
S3: Ask native speaker for meaning: because they can solve all the problem				√
S4: Using hint to find meaning, eg. Affixes or root		√		
S5: Remember when the first time see the word			√	
S6: remember when and where the first time met the word			√	

**Notes:** Meta : Metacognitive  
Cog : Cognitive  
Mem: Memory  
Soc : Social

The table reveals that in retrieving the new vocabulary, students utilize different VLS. S4 uses cognitive strategy by trying to get a hint to find the meaning of the words



including from affixes or root of the words. S3 prefers using social strategy by asking a native friend for meaning and the other four students, S1, S2, S5, and S6, utilize their memory strategy by remembering the first time they met the words.

Finally, the last interview question on how the interviewees apply the vocabularies are shown in the last table.

**Table 9.** Interview Coding of the ELICOS Students' VLS (Question Item 8:

How do you make use of new vocabulary)

Summary of Interview Transcripts	Students' VLS			
	Meta	Cog	Mem	Soc
S1: Use new vocabulary in many different contexts: writing, speaking.		√		
S2: Try to talk with classmate and teacher				√
S3: Try to speak out with others				√
S4: use in writing assignment and homework		√		
S5: use new vocabulary in writing		√		
S6: use in speaking and daily conversation				√

**Notes:** Meta : Metacognitive  
 Cog : Cognitive  
 Mem: Memory  
 Soc : Social

Hence, all students admitted that getting the new vocabulary into practice is important. In this case, there are two different strategies used by the students including cognitive and social. S1, S4, and S5 apply cognitive strategy including using new vocabulary in different contexts including in speaking and writing assignments. Furthermore, S2, S3, and S6 enjoy using social strategy including trying to talk or having a conversation with classmates or native speakers.

**Discussion**

Concerning the result of the interview, it can be summarized that the students at ELICOS apply a wide range of VLS. Learners apply various language learning strategies in many complex contexts including in the classroom, at home, at the market, at the

library, and on the bus.<sup>73</sup> Students apply a large number of behaviors for some particular language learning strategies to improve their L2 proficiency or in specific language skill areas.<sup>74</sup> Furthermore, Vocabulary learning strategies are utilized within different proportions where some strategies are more dominant than others. Behaviors in cognitive strategy are the most widely used and followed by metacognitive strategy, memory strategy, and least of all social strategy.<sup>75</sup>

Students tend to use cognitive strategy more frequently than any other strategy during their language learning. This finding is in line with the research conducted by some researchers.<sup>76 77 78 79 80 81</sup> The result of the interview indicates that almost all of the students use cognitive strategy to encounter new words, to organize the information about the words, to study some aspects related to the words, and to utilize the new words in daily life. Cognitive strategies are processes recognizing learning materials that involve awareness and concerns actions and conceptualizing processes.<sup>82</sup>

Furthermore, all students utilize a dictionary in learning vocabulary for different contexts which is considered a cognitive strategy. The use of a dictionary has been admitted as the second option when employing another cognitive strategy is unsuccessful for a particular situation since it is argued that a dictionary helps learners to explore complete knowledge about the

<sup>73</sup> Anne Burns and Jack C Richards, *The Cambridge Guide to Learning English as a Second Language* (Cambridge University Press, 2018).

<sup>74</sup> J C Richard and W A Renandya, 'Methodology in Language Learning: A Case Study in the National University of Laos', *International Journal of English Language Education*, 1.1 (2002).

<sup>75</sup> Ma, LXXIX.

<sup>76</sup> Gu and Johnson.

<sup>77</sup> Visnja Pavicic Takac, 'From Individual Differences to Common Patterns in the Use of Vocabulary Learning Strategies', *The European Journal of Applied Linguistics and TEFL*, 1.1 (2012), p, 81–97.

<sup>78</sup> Ma, LXXIX.

<sup>79</sup> Brigitta Dóczi, 'Comparing the Vocabulary Learning Strategies of High School and University Students: A Pilot Study', *WoPaLP*, 5 (2011), p, 138–58.

<sup>80</sup> Asgari and Mustapha.

<sup>81</sup> Fatima and Pathan.

<sup>82</sup> Cohen.

responsive and constructive aspects of understanding a word, and students will not only benefit from the type of information in it, but also from the way it is portrayed.<sup>83</sup>

Metacognitive strategies are investigated as the second popular VLS strategy among language learners at ELICOS after cognitive strategy.<sup>84 85</sup> Cognitive and metacognitive strategies go hand-in-hand and they are interdependent with each other.<sup>86</sup> Some behaviors of metacognitive strategy that applied by all students are enriching new vocabulary outside of the classroom including from newspapers, advertisements, novels, movies, and restaurant book menu. Furthermore, some students admitted that they review their vocabulary periodically together with friends or independently by themselves. By applying behaviors in a metacognitive strategy, it indicates that the students plan and monitor their own learning process effectively.

The ELICOS program may also play a role in the high use of memory strategy by their preference for utilizing behaviors in metacognitive strategy as much as memory strategy participants.<sup>87</sup> A large number of students showed a strong preference for learning by memorizing vocabulary and retrieving the words by using memory. They create a memory connection and a mental linkage with new words through rehearsal, saying the words aloud, writing down the words, and looking at the words several times. The students also use the memory strategy to retrieve the vocabulary by remembering the first time they met and saw the words.

Socio strategy becomes the least popular strategy used by students in learning vocabulary.<sup>88 89</sup> It refuses the studies which found that social strategy is more popular than

cognitive and metacognitive strategy.<sup>90 91</sup> A small number of students employ socio strategy behavior when retrieving and making use of vocabulary. Among six students, only one student revealed using socio strategy when retrieving vocabulary including asking native speakers for meaning to solve the problem that she faced. Furthermore, three students admitted that they try to talk with the teacher, friends, and native speakers to make use of new vocabulary.

## Conclusion

The result of the research revealed that all respondents in ELICOS programs employ diverse VLS. It is identified that the most popular strategies are cognitive strategies while the least favored strategy among language learners are social strategies. All students admitted that they gain different benefits based on the strategies they use. Hence, as the implication, these results will be beneficial for teachers as a matter of consideration in the language teaching process to suit the students' behaviors and needs. Students also benefit from knowing and being aware of strategies that suit them and their benefits. Furthermore, this research also functions to enrich the repertoire of knowledge in the scope of VLS.

Further researchers are expected to be able to examine VLS in other different language programs in Australia. Hence, they can make comparisons on the VLS employed by ESL students and even can support the findings that have been studied previously. Furthermore, other types of research methodology including mix method that utilizes both questionnaire and interview can be implemented in order to get more detailed and in-depth information about VLS. Additionally, a pilot study can be done to provide an overview of the general strategies used by students.

<sup>83</sup> Nation.

<sup>84</sup> Manfred Man-fat Wu, 'Language Learning Strategy Use of Chinese ESL Learners of Hong Kong- Findings from a Qualitative Study', *Electronic Journal of Foreign Language Teaching*, 5.1 (2008), p, 68–83.

<sup>85</sup> Fatima and Pathan.

<sup>86</sup> Griffiths, LXVII.

<sup>87</sup> Asgari and Mustapha.

<sup>88</sup> Ma, LXXIX.

<sup>89</sup> Safian, Malakar, and Kalajahi.

<sup>90</sup> Wu.

<sup>91</sup> Kyungsim Hong-Nam and Alexandra G Leavell, 'Language Learning Strategy Use of ESL Students in an Intensive English Learning Context', *System*, 34.3 (2006), p, 399–415.

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