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Analysis of strategies for learning English vocabulary effectively

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Abstract:

This research review article aims to better understand how teachers at private schools may best support their students' efforts to expand their vocabularies. Vocabulary is crucial to the acquisition of a language and to academic performance in general while studying a foreign language. Students need a strong command of English not just to complete the coursework for a certain degree program but also to thrive in careers that involve regular use of English. The study's authors recognize the significance of vocabulary in everyday conversation and set out to explore how students of English acquire new terms. The findings indicated that self-regulation skills correlated well with memory, cognitive, metacognitive, and social strategies for vocabulary development. There was a significant relationship between social strategy and vocabulary self-regulation.

Keywords:

Foreign language learning, vocabulary learning techniques, vocabulary development.

1. Introduction:

Albeit English is viewed as an unknown dialect in Kurdistan, numerous understudies at private universities in the locale consider it to be a need. For one thing, outside of school, children in Kurdistan have no opportunities to interact with the English language. School attendance and regular participation in extracurriculars are both necessary for Kurdish students to fulfill their academic responsibilities. In today's interconnected world, it's crucial that English be recognized as a vital part of the linguistic landscape. There is hope that if this is implemented, students would pay closer attention to and develop a stronger affinity for English (Hao et al., 2019). This indicates that learning English is more important to students in Kurdistan than meeting degree requirements because of its practical applications. Students from other nations studying English as a second language, however, need a far more advanced level of proficiency. The English language should be taught in schools via a variety of mediums, including reading, writing, and speaking, and teachers should work with children to hone their linguistic skills. Vocabulary is sometimes referred to be a "fundamental component" of English since it is so crucial to the language's study. Despite the fact that many professors disagree, students still regard learning a new language to be a challenging endeavor (Zou et al., 2021). This examination expects to give an outline of the different methodologies involved by confidential organizations in the Kurdistan area to the study of vocabulary acquisition. We need to be resourceful in our approaches if we are to understand the factors that influence vocabulary acquisition and learn how to effectively incorporate them into our own learning of new words.

2. Literature Review:

2.1. Methods of studying vocabulary:

There has recently been a change away from the traditional educator-centric approach and toward one that views the learner as the key actor in vocabulary development (Albaladejo et al., 2018). An emphasis on the relevance of the student's participation and active engagement is essential. Despite constant evaluation of the conventional approach to vocabulary instruction among educators, its relevance must be addressed in light of other issues. The fundamental point of debate is whether or not students should be expected to get a sense of ownership with their own picking up, including the acquisition of new language and other skills. However, students are putting their faith in their teachers and attempting to absorb as much information as they can from them. Thus, showing a subsequent language might be testing, particularly

with regards to the errand of granting another jargon to understudies (Khan et al., 2018).

2.2. Classification of vocabulary learning strategies:

Many researchers and educators have developed numerous taxonomies to classify the many diverse approaches to learning. For instance, Yusuf et al. (2019) presented five main categories for strategies, with many more secondary ones provided by Kabooha and Elyas (2018). The studies conducted by Sanosi (2018) show that there are two main types of learning strategies: those that straightforwardly add to the educational experience, and those that by implication add to the educational experience. Analysts utilizing the ABAS structure recognized three classes of survival strategies: mental, metacognitive, and social-emotional. Schmitt (2019) made a careful scientific categorization by gathering and revising a few strategies tracked down in past exploration. Most of the Oxford scientific classification's order plot for learning strategies consists of direct and indirect learning strategies. (Zhang et al., 2019) These two categories make up the bulk of the total.

2.3. Direct strategies 17f:

Legault, et al. (2019) argue that these methods really help students learn a second language by connecting them to authentic performance in that language. The term "direct strategies" refers to the use of memory skills and other cognitive strategies to achieve a goal (Albiladi & Alshareef, 2019).

- Methods to improve recall in order to better remember and retain previously taught words, students considerably benefit from the usage of strategies, as the name "strategies" indicates. The following components, as outlined by Wu (2018), are fundamental to memory techniques:
- Compiling and organizing the vocabulary that has to be taught for expressive purposes (by grouping words according to their parts of speech, topic relationships, semantic similarities and differences, etc.). As cited in (Tavoosy & Jelveh, 2019).

To help you remember new words, it's helpful to make associations between them and other concepts you already know and use (Razali et al., 2018). To retain the new vocabulary, you could visualize the page number or the arrangement of the number on that page (Tsai and Tsai, 2018).

2.4. Cognitive strategies:

As discovered by Yudha and Utami (2022), understudies utilize mental techniques even while

working straightforwardly in objective language (Chen et al., 2018). For challenges or learning that call for in-depth analysis and open dialogue, cognitive approaches are used in two stages (Teng and Zhang, 2020). Writing out or saying aloud the new words and phrases several times, paying attention to similar expressions various times, and copying the discourse examples of local English speakers are two of the most effective cognitive approaches for learning English (Cenoz and Gorter, 2020). Relying on a dictionary or a native speaker to help you decipher an unusual phrase is an example of "using tools for the purpose of receiving messages" (Lin and Lin, 2019). By combining broad procedures with deductive reasoning and tenacity to decide the significance of extraordinary jargon (for instance, sorting out the importance of "disappoint" by coordinating the implications of the prefix "dis-" and "fulfill"); (Chou, 2018). Interpretation is the most common way of changing over the importance of a language or expression into an implication that is equivalent in the speaker's local language (Uchihara et al., 2019). Utilizing one's gained jargon information from one language to fathom the importance of words in another dialect is referred to as "transferring" (Wang and Chen, 2020). Highlighting, which is the practice of highlighting, shading, or in any case pointing out the significant words in the text as one peruses it to perceive their implications (Cohen and Wang, 2018).

2.5. Indirect Strategies:

The strategies that add to the expansion of the vocabulary in a roundabout fashion fall under the umbrella of "indirect" (Hettiarachchi et al., 2022). Most of the time, when students use methods, they don't have to put in extra work to make progress in their target language.

When teachers design beneficial classroom settings, they help students learn in a number of ways (Xiao & Yang, 2019). The terms "metacognitive" and "social" are used to describe the two subsets of "indirect tactics" (Hao et al., 2019).

2.6. Metacognitive Strategies:

Students use these approaches to achieve their aims, whether it is via self-monitoring of performance (Zou et al., 2021) or general development planning and effect assessment (Albaladejo et al., 2018). Using metacognitive strategies, students may do the following (Khan et al., 2018). Assessing the key jargon topics that will be shown in future jargon training and reconnecting them with recently gained words is an important step in preparing students for future vocabulary instruction (Yusuf et al., 2019). Kabooaha and Elyas (2018) define "paying attention" as "making a conscious decision to demonstrate one's jargon learning overall" and

"making a conscious decision to focus on those vocabulary activities that are most relevant to one's needs." Setting up a structured environment in which pupils may learn new words; and indoctrinating them into the vocabulary learning process (Sanosi, 2018). o Self-observing, frequently known as characterizing understudy botches made while learning jargon and sorting out whether one is retaining language appropriately or wrongly (Schmitt, 2019). Assessing one's endeavors and Conceptual structure:

2.7. Model and hypothesis for the study of a phenomenon:

Understanding how one's vocabulary growth has influenced their own education (Zhang et al., 2019). The Role of Social Tactics "Social strategies" (Legault et al., 2019) refer to methods that include using one's social connections to improve one's ability to learn. However students seldom study a foreign language in isolation (Albiladi & Alshareef, 2019); rather, they interact with native speakers and teachers to help them progress. Social techniques that students engage in include the following (Wu, 2018). If you want to expand your vocabulary in English, it's a good idea to make friends with other people who are proficient in the language and native speakers of English. To improve one's cultural competence, one must get familiar with the customs and practices of native English speakers.

2.8. Foreign Language Acquisition:

Tavoosy and Jelveh (2019) argue that this practice helps students become self-directed and independent learners by providing them with more possibilities for strategic learning. As an added bonus, it features the significance of understudies' administrative capacities in their endeavors to execute certain tactics for vocabulary learning (Razali et al., 2018). Rather of focusing exclusively on the final results of students' efforts, self-regulation looks at the steps students take to get there and how it impacts their vocabulary growth (Tsai and Tsai, 2018). Researchers in the past believed that using a large number of different strategies in class, tailored to each individual student's level of understanding, was optimal (Yudha and Utami, 2022).

The following research hypotheses were formulated by the researcher in accordance with the established research model:

H1: Vocabulary development is positively correlated with the use of memory techniques and second language acquisition.

H2: Vocabulary development is aided by using a variety of cognitive strategies, and this aids in second-language acquisition.

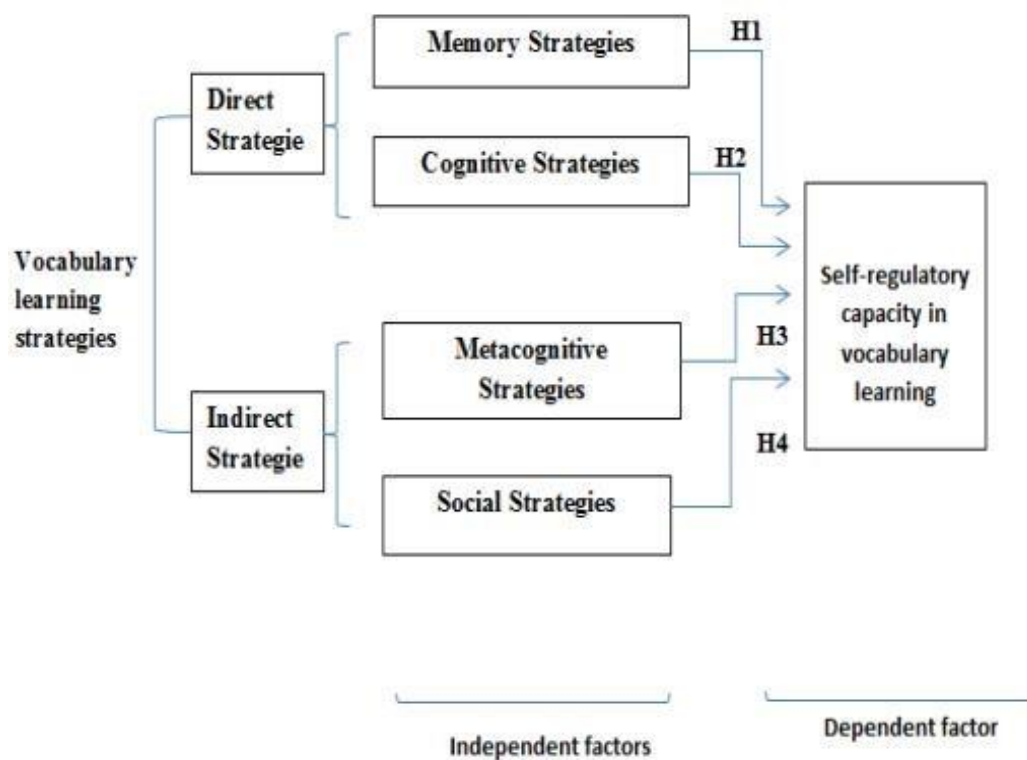


Figure.1: The Researchers' Customized Study Mode

3. Research Methods:

The scientist in this quantitative review used a survey she created to gather data from English language majors at a private institution in Kurdistan. In the first part of the survey, we looked at basic demographic information like age, gender, and education to get a sense of the population we were surveying. After that, there was a section with 28 questions on how respondents learned new words. In this analysis, we used a random sampling strategy. There were a total of 140 questionnaires sent out by the researcher; 115 were returned complete and 25 were never received. Students Vocabulary acquisition is aided by using a metacognitive approach, which is associated favorably with Foreign Language Acquisition (H3).

Vocabulary learning is facilitated by using a social approach, and this helps with second language acquisition (H4). Were heterogeneous in respect to age, gender, and education. In order to analyze how kids acquire new vocabulary, they were approached to score everything on a five-point scale. This exploration instrument was approved by past scientists (Samaneh, 2012; Tseng, 2006) as proper for estimating jargon learning procedures in self-administrative

limit on a five-point Likert Scale with potential responses going from unequivocally differ to concur emphatically.

4. Results and Analytics of the data:

Table. 1: Analysis of the Population

Item	Frequency	Percent	
Age	18-19	54	47.0
	20-21	36	31.3
	22-23	14	12.2
	24-25	11	9.6
Gender	Male	73	63.5
	Female	42	36.5
education	First year	39	33.9
	Second year	29	25.2
	Third year	22	19.1
	Fourth year	25	21.7

The demographic data of the study's participants is shown in table (1). There were a total of 108 pupils, 54 male and 36 female. Of the total number of pupils, 54 are between the ages of 18 and 19, while another 36 are between the ages of 20 and 22, 14 are between the ages of 22 and 23, and 11 are between the ages of 24 and 25. The breakdown by year of study is as follows: 39 first-years, 29 second-years, 22 third-years, and 25 fourth-years.

Table.2: Reliability analysis

Variable	Cronbach's Alpha	Number of items
Memory strategy	.857	7
Cognitive strategy	.766	6
Metacognitive strategy	.935	7
Social strategy	.921	8
Self-regulatory capacity strategy in vocabulary learning	.973	8

As can be shown in table (2), the reliability analysis for memory strategy, mental technique, metacognitive procedure, and social system for learning jargon, from one viewpoint, and self-administrative limit in jargon securing, on the other, might be viewed as isolated factors. As per the relationship examination, the analyst figured out Cronbach's Alpha for the seven things utilized for memory methodology factor =.857, which is more noteworthy than 6 this implies that things for memory technique factor were dependable for this review, the Cronbach's Alpha

for six things for mental system factor = .766, which is more noteworthy than 6, this implies that things for mental procedure factor were solid for this review, the Cronbach's Alpha for seven things of metacognitive methodology factor = .935, which is more prominent than 6 this implies that things for metacognitive methodology factor were dependable for this review, the Cronbach's Alpha for eight things of social system factor = .921, which is more noteworthy than 6 this implies that things for the social technique factor were solid for this review and the Cronbach's Alpha for eight things for self-administrative limit procedure in jargon learning factor = .973, which is more prominent than this implies that things of self-administrative limit methodology in jargon learning factor were dependable for this review.

Table. 3: Correlations analysis

		Correlations			
		memo ry	Cogniti ve	Social	Metacog nitive
Self- regula tory	Pearson Correlatio n	.208**	.198**	.368**	.058**
	Sig. (2- tailed)	.026	.033	.000	.538
	N	115	115	115	115
* . Correlation is significant at the 0.05 level (2-tailed).					
** . Correlation is significant at the 0.01 level (2-tailed).					

The study's coefficients analysis may be shown in Table-5. The first hypothesis was validated by the data, as shown in the table above, where the value for memory method B was found to be .2710.01. Since B = 0.24 0.01 for cognitive strategy, the second null hypothesis is also confirmed by the data. Support for the third examination speculation was found with a worth of B for the memory procedure of 0.190.01, and for the fourth, with a value of B for the social strategy of 0.5470.01.

Table. 4: Summary of the Model

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.405 ^a	.164	.134	1.25505
a. Predictors: (Constant), social, memor, Metacognitive, Cognitive				

Table-4-ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	34.079	4	8.520	5.409
	Residual	173.266	110	1.575	
	Total	207.345	114		
a. Dependent Variable: self-regulatory					
b. Predictors: (Constant), social, memor, Metacognitive, Cognitive					

Table. 5: Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.305	.885		-.344	.731
	Memory	.271	.148	.175	1.832	.070
	Cognitive	.024	.175	.018	.139	.889
	Metacognitive	.019	.144	.012	.131	.896
	Social	.547	.197	.336	2.774	.006
a. Dependent Variable: self-regulatory capacity						

5. Discussion:

Since jargon information assumes a huge part in dominating the new dialect and in accomplishing complete scholastic accomplishment when that language is utilized as a mode of guidance, the ongoing review expects to explore the jargon learning techniques and how understudies learn and take on their jargon data. The scientist used a poll she created to manage to understudies in the English language program at the confidential college in Kurdistan to gather quantitative information for the review. The speculations were all affirmed when the specialist used numerous relapse investigations. The best pointer was social methodology (B = .547). Jargon obtaining procedures (mental, memory, meta-mental, and social system) have been demonstrated to be compelling in second language guidance (Chen et al, 2018).

5.1. Cognitive strategy:

A cognitive method, such as employing linguistic reference materials, should be relied on by instructors in order to educate students' vocabulary, as shown by the fact that understudies favor utilizing a bilingual word reference to make an interpretation of English terms into their local tongue. The most ideal way for kids to learn and hold new jargon is to involve it in setting, so when they do, they frequently encourage their educators to involve the term in a sentence. Understudies who wish to work on their English capability through openness to news and music might profit from a mental technique, for example, Assets for Getting Messages, in which understudies counsel a word reference or a local speaker for explanation on new jargon things (Teng and Zhang, 2020). In the event that an educator sees that her understudies are using an English magazine for the purpose of extending their jargon, she ought to utilize a mental method, for example, Assets for Getting Messages, in which the understudies counsel a word reference or a friend for explanation on the importance of new terms. This suggests that the educator ought to utilize a mental methodology like Featuring - shading or featuring the watchwords while perusing and recognizing their importance -in the event that a new word is encountered and the pupils are unable to predict its meaning from context. Students will often turn to their teachers for clarification on unfamiliar vocabulary in the classroom, so it's important for instructors to employ cognitive strategies like these to ensure that students are able to fully comprehend the material being presented. On the off chance that an understudy experiences another word at home, they are probably going to find it in a bilingual word reference; as needs be, educators ought to utilize a mental system like involving assets for getting messages, for example, counseling a language reference asset like a word reference or asking a colleague for explanation on an especially dark term. At home, understudies are bound to look into a new word in a web-based word reference; in this way, while speaking with

understudies in the study hall, educators ought to utilize a mental technique like involving assets for getting messages, like a word reference or asking a friend for explanation on an especially troublesome term. Since students look up unfamiliar words in dictionaries online to learn how to pronounce them, and since students learn new vocabulary from their teachers, these findings suggest that educators should employ cognitive strategies like the use of Assets for Getting Messages, like the word reference or asking a colleague for explanation on a new term. It is common practice for students to say a new word aloud multiple times before they can commit it to memory, and this practice is mirrored in their minds as they try to learn the term. Based on these findings, educators may use a cognitive method, including having students write or recite the new words once more, making records with similar expressions a few times, or demonstrating their own discourse after local English speakers. Understudies who need to look into the significance of new words in a word reference or ask an educator or friend for explanation could profit from a mental methodology like "Involving Assets for Getting Messages," in which they actively seek out and use language reference resources such as the dictionary or seek out the help of a knowledgeable person when they become stuck. Vocabulary is learned via note-taking and watching TV, both of which are common practice among pupils. To improve their vocabulary, students listen to the radio and read newspapers in English on a daily basis. Online vocabulary exercises are a great way for students to expand their lexicons and with this information in mind, teachers can employ a cognitive strategy like having understudies utilize a word reference or asking a colleague for the explanation on a word's importance when they're having trouble with it, two of the most common reasons why students are dissatisfied with the English materials and methods they're exposed to in class. Because of this, the study's author concluded that the first research hypothesis was correct: cognitive strategy and vocabulary acquisition techniques are positively correlated with one another (Cenoz and Gorter, 2020).

5.2. Metacognitive:

Therefore, apparently understudies are quiet while working in gatherings, proposing that educators ought to utilize a meta-mental system while training their understudies, for example, sorting out — building a genuinely favorable climate for understudy jargon obtaining and conditioning understudies into learning new words. In light of this finding, educators could utilize meta-mental systems to help their understudies' jargon securing, like organizing a genuinely favorable learning climate (Lin and Lin, 2019) or "programming" their students into procuring new words. As per the discoveries, educators ought to carry out metacognitive techniques, for example, having understudies self-screen and arrange their own slip-ups with

regards to learning new jargon, to decide if their understudies are learning the material accurately. This finding proposes that educators ought to utilize a meta-mental procedure like self-observing, in which understudies group their own mistakes, to assist understudies with learning new jargon by deciding if they are learning the words accurately or mistakenly. When it comes to reviewing new vocabulary, it's important for teachers to use meta-cognitive strategies like requiring students to make connections to previously taught content and assigning extensive readings on the most important topics. Teachers should use meta-mental procedures like getting sorted out a favorable actual climate for jargon learning and indoctrinating understudies to learn new words based on research showing that students are more likely to pick up new words when exposed to them in context and when they hear them used by their peers. Since there is a relationship between's metacognitive methodology and jargon obtaining strategies, the scientist presumed that concentrate on speculation two was likewise approved (Chou, 2018).

5.3. Social:

The factual discoveries of the poll propose that, when understudies don't have the foggiest idea about a specific term, they don't allude to and converse with an English speaker; this might be because of the shortage of English speakers in Kurdistan. This is where a social procedure including cooperation with capable clients of English — befriending local speakers of English to work on one's information on the language's jargon — becomes possibly the most important factor: the educator ought to urge their understudies to take part in English widespread developments whenever the situation allows. Educators ought to utilize and empower a social technique, gathering understudies in the homeroom to further develop jargon and learn new jargon, creating social understandings — growing one's smart of the way of life and approaches to residing of English-talking individuals (Uchihara et al., 2019).

Subsequently, educators ought to utilize social methodologies, for example, teaming up with skilled clients of English and befriending capable speakers of English, to assist their understudies with securing a greater jargon in English. The teacher ought to utilize social procedures, for example, assisting understudies with building social understandings and expand their insight into the way of life and the lifestyles of English-talking individuals, to assist understudies with learning all the more rapidly in a very much planned actual learning space. The most ideal way for understudies to learn new jargon is to interface with local English speakers, so teachers should adopt a social strategy that encourages students to learn about and engage with the culture and lifestyles of the English-speaking world. As a result, the author

concludes that, contrary to hypotheses 1 and 2, study hypothesis 3 has been confirmed: (Wang and Chen, 2020) Social skills and vocabulary acquisition techniques.

5.4. Memory:

In light of the fact that students prefer visual aids when looking up definitions in a textbook, instructors would do well to implement memory strategies like Correlating/Elaborating (Cohen & Wang, 2018) in which students associate new vocabulary with familiar concepts, concepts with which it shares similarities, and so on. In order to better retain new vocabulary, many students find it helpful to use the term in context. Correlating/elaborating is a useful memory strategy in this situation because it helps students remember new words by making a connection between them and something familiar in their minds (thinking back to the page number or the word's location on the page, for example). Educators ought to utilize memory techniques like relating/explaining connecting new jargon to something else comparative as a main priority, building association in a significant method for empowering memory (for instance, reviewing the new words by envisioning the page number or area of the text in which they previously showed up) considering that understudies are utilizing memory techniques like writing down words, matching examples with new words, and using images and pictures to memorize them. Teachers should use memory strategies because students, when attempting to recall a word from a song or a book, will often try to discover another word with which it is homophonous. As a result, the author of the study concluded that H4 had been confirmed: there is a relationship between's memory approach and jargon procurement strategies.

6. Conclusion:

The ongoing review tries to investigate jargon learning techniques and how understudies embrace their jargon data because of the crucial role that vocabulary knowledge plays in both mastering a new language and achieving overall academic success at the point when that language is utilized as a mechanism of guidance. The specialist in this quantitative review made and conveyed a survey to the English Language Branch of a confidential organization in Kurdistan. The analytical strategy used in the research (multiple regression) supported the various hypotheses made. The highest rating, $B = .547$, was for the term "social strategy."Methods for teaching vocabulary (including cognitive, memory, meta-cognitive, and social tactics) have been shown to be useful in the classroom for foreign language learning (Chen et al., 2018).

Because of this, teachers should use a cognitive approach to teaching vocabulary, such as the use of linguistic reference resources, such as a bilingual dictionary, while having their pupils translate English phrases into their native language. If you learn a new phrase in class, feel free to put it to use by suggesting a sentence to your teacher. The pupil may be better able to recall and understand the term as a result of this. Educators ought to utilize a mental methodology called Assets for Getting Messages, in which understudies look into the importance of new words in a word reference or ask a schoolmate for explanation to work on their English capability, as examination shows that understudies who need to learn English through media openness are bound to succeed (Teng and Zhang, 2020). An educator who finds that her understudies are utilizing an English magazine to expand their jargon could utilize a mental methodology, for example, Assets for Getting Messages, in which the understudies look for explanation from a word reference or a local speaker when they experience new words. Understudies can as a rule sort out the significance of another expression by taking a gander at its specific situation, so teachers might help them out by utilizing mental strategies like featuring, in which they variety in or in any case point out the main terms in the text while they attempt to sort it out. On the off chance that an understudy experiences difficulty understanding an idea in class, the educator ought to embrace a mental procedure, for example, utilizing assets for getting messages, for example, counseling a word reference or asking a schoolmate for help. An understudy might check up another word in a bilingual word reference in the event that they meet it at home; in this manner, teachers ought to utilize a mental technique like involving assets for getting messages, like perusing a word reference or asking a colleague for explanation on a specific expression. Educators could utilize a mental methodology by having students use assets for getting messages, for example, a word reference or asking a companion for help in deciding the significance of an obscure expression, very much like they would at home. Educators ought to use mental strategies, for example, having understudies look into words in a word reference or asking a companion for help articulating a word, while teaching students in another jargon. Numerous understudies, trying to dominate another word, rehash it so anyone might hear oftentimes previously they hit the nail on the head. In view of these outcomes, teachers could either utilize a mental procedure like redundancy (having understudies compose or articulate the new words once more, posting similar sentences various times, and so on) or model their understudies' language utilization after that of talented speakers of English. Educators might utilize the mental procedure "Involving Assets for Getting Messages" with understudies who need to look for up the significance of obscure terms in a word reference or online glossary, or who could profit from asking a specialist for an

explanation. Many students utilize television shows and flashcards to help them learn new vocabulary. In order to expand their vocabularies, many students listen to the radio or read newspapers published in English on a regular basis. Students who take part in online vocabulary-building tasks report increased word recall and a broader vocabulary. If pupils are having trouble with the English curriculum, teachers may help by fostering the development of a mental system for getting messages, (for example, looking into a term in a word reference or asking a cohort for explanation on a word they don't have the foggiest idea). Specialists observed that there is a connection between mental system and jargon learning strategies, loaning confidence to the primary invalid speculation of the examination (Cenoz and Gorter, 2020). This finding recommends that understudies are more agreeable while working in groups, and that educators ought to utilize a meta-mental methodology while teaching their understudies, for example, coordinating (establishing a truly favorable climate for understudy jargon procurement) and conditioning (getting understudies amped up for learning new words). This exploration offers help for the viability of meta-mental strategies in helping understudies in securing new jargon, for example, establishing a genuinely reasonable learning climate for students (Lin and Lin, 2019) and programming them into learning new words. Given these outcomes, educators ought to urge understudies to self-screen and group their jargon securing botches to check whether they are learning the material appropriately. This disclosure shows that teachers ought to utilize a meta-mental system, for example, self-observing, in which understudies recognize their own mix-ups, to support the obtaining of new jargon by permitting understudies to measure whether they are learning the terms appropriately. Educators might assist understudies with recalling the new jargon they've learned in class by utilizing meta-mental strategies, for example, having them audit the material commonly and attracting equals to what they definitely know. Educators might utilize meta-mental strategies like making a truly reasonable setting for jargon securing and conditioning kids into learning new terms in view of exploration showing that understudies take up new words in specific conditions and from their companions. Since metacognition and jargon obtaining procedures were displayed to have a correspond (Chou, 2018), specialists discovered that H2 was exact.

The consequences of the review demonstrate that when understudies have an inquiry regarding a word they don't have any idea, they don't look for the exhortation of a local English speaker. This may be on the grounds that there aren't numerous English speakers in the Kurdistan region. Educators ought to utilize a social methodology that underlines cooperating with cutting-edge English clients, creating companions who are likewise best-in-class English clients to build one's jargon, and empowering understudies to participate in English far-reaching developments

whenever the situation allows. Uchihara, et al. (2019) recommend that educators take on and support a social procedure of collecting understudies in the study hall to increment jargon and get new jargon while working on social understandings or expanding one's care of the way of life and lifestyles of English-speaking individuals. In this way, to help their understudies gain a more thorough jargon in English, teachers ought to take on friendly techniques, for example, having their understudies team up with talented clients of English and befriend capable speakers of English. Social systems, for example, acquainting understudies with the way of life and customs of English-speaking networks, may assist with establishing a more reasonable actual climate for realizing, which thus can assist understudies with procuring the language all the more quickly. The most ideal way for an educator to guarantee their understudies get new words is by means of the utilization of social methods, for example, acquainting them with and empowering them to take part in the objective culture and lifestyle of English speakers. It was resolved that H3 was correct (Wang and Chen, 2020) because of the relationship between the specialist's social methodology and the techniques used to procure a bigger jargon.

Understudies that advance best with visual guides might profit from educators utilizing memory strategies, for example, associating and expounding, in which they hold new dialect by envisioning the page number or position of the number on that page (Cohen and Wang, 2018). The best methodology for understudies to get new jargon is to apply it in a significant way as a matter of fact. Instructors might help their understudies' remembrance endeavors by embracing memory techniques, for example, connecting and explaining, (for example, having students review new jargon by envisioning the page number or the situating of the number on the page). Since understudies are utilizing these techniques to remember new words (thinking of them down, matching them to models, and utilizing pictures and pictures), educators ought to utilize memory systems, for example, corresponding or expounding on connecting new jargon to something almost identical as a main priority and building associations in a significant manner to empower memory. It is normal for understudies to involve a memory procedure where they join the new word they've learned with one that sounds comparable while attempting to review something from a tune or a book. Along these lines, the scientist reasoned that invalid speculation 4 was substantial (that will be, that there is a connection between memory strategy and jargon-securing procedures; see likewise, Hettiarachchi et al., 2022).

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