Analyzing the Influence of English Vocabulary Learning Strategies on English Language Learners

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Abstract— The purpose of this study is to examine the role of ESL instructors in assisting their students with vocabulary development at a private institution in Kurdistan. When learning a new language, vocabulary plays a key role in both language acquisition and overall academic success. Having a working grasp of English is essential for students in Kurdistan, not just to meet the academic requirements for a given degree but also to help them succeed in using English in their daily lives. Because vocabulary is so important in communicating in English, this study aims to investigate the wide range of approaches students take to learning new words. Results showed that self-regulation abilities were positively related to memory, cognitive, metacognitive, and social techniques for vocabulary acquisition. The strongest correlation was found between social strategy and the ability to regulate one's own vocabulary learning (B=.547).

Keywords— Foreign Language Acquisition, Vocabulary Learning Strategies, ESL

I. INTRODUCTION

The English language is regarded as a foreign language in Kurdistan; however, many students attending private universities in Kurdistan consider English to be an essential language. This is due to the fact that students in Kurdistan do not have access to the English language outside of what they are taught in schools. In order to properly respond to the academic obligations placed on them, students in Kurdistan are required to both attend classes and continue with their normal activities. The English language ought to be seen as an essential component of the global linguistic community. If this is done, there is a chance that students will pay more attention to the English language and show greater interest in it (Hao et al., 2019). This suggests that students in Kurdistan require English for practical reasons rather than simply to fulfill academic requirements for a degree. At the same time, students in other countries need the assistance of a great knowledge of the language to be successful in practicing English as a second language. In addition, schools should offer kids chances to study the English language through writing, reading, and conversational skills, and they should work to develop students' particular language abilities. Learning the English language would be nearly impossible without having a good vocabulary, which is why it is considered a fundamental component of the language. Some academics hold the view that acquiring a new language is not very difficult, yet many students find that doing so is an extremely tough task (Zou et al., 2021). The purpose of this study is to analyze the wide variety of vocabulary learning methodologies utilized by private institutions in the region of Kurdistan. In order for us to be able to grasp the process of acquiring new vocabulary, we need to think creatively and address the primary elements that have an impact on acquiring new vocabulary.

II. LITERATURE REVIEW

Vocabulary Learning Strategies

At this time, there has been a significant shift away from the conventional education provider-dominated strategy toward a system that places more emphasis on the student as the primary agent in the vocabulary acquisition process

(Albaladejo et al., 2018). It is important to address the significance of the student's involvement and engagement in the process. Although the traditional method for education providers in terms of vocabulary teaching has been regularly evaluated, concerning many other things, it is important to address the significance of the traditional method. The main point of contention in this topic is that students are rarely motivated to create their own opportunities for healthy vocabulary and other skill development. Students, on the other hand, are placing their trust in education providers and obtaining whatever learning they can from them. Accordingly, teaching a second language may be rather difficult when it comes to the process of teaching vocabulary (Khan et al., 2018).

Classification of Vocabulary Learning Strategies

Learning techniques have been categorized in a variety of different ways by a large number of academic experts. For instance, Yusuf et al. (2019) proposed a total of five primary strategy categories in addition to many minor ones (Kabooha and Elyas, 2018).

According to Sanosi (2018) research, learning methods can be broken down into two primary categories: those that contribute directly to the learning process and those that contribute indirectly to the learning process. ABAS found that there are three different types of strategies and labeled them cognitive, metacognitive, and social-affective, respectively. Schmitt (2019) developed a comprehensive taxonomy by compiling and reorganizing several methods that had been discovered in prior studies. Direct and indirect learning techniques make up the bulk of the Oxford taxonomy's classification system for learning methods. These are the two primary groups (Zhang et al., 2019).

Direct Strategies

Techniques, according to Legault et al. (2019), are directly participating in language acquisition by directly linking the student in performing on the second language.[Citation needed] Memory techniques and cognitive strategies make up what are known as direct strategies (Albiladi and Alshareef, 2019).

• Memory Enhancement Techniques

Students benefit greatly from the use of strategies, which, as the term "strategies" suggests, help them more successfully recall and retain previously learned words. According to Wu (2018), memory methods include the following elements:

• Gathering the words that need to be taught in an expressive manner and putting them into groups (for instance, gathering words together based on parts of speech, subject relationship, dissimilarity and similarity in meaning, etc.) (Tavoosy and Jelveh, 2019).

• Correlating and elaborating is the process of linking new vocabulary to something similar in the mind, building connection in a meaningful way to enable memory (Razali et al., 2018). For instance, remembering the new words by imagining the page number or location of the number on that page is an example of correlating and elaborating (Tsai and Tsai, 2018).

Cognitive Strategies

• In accordance with the findings of Yudha and Utami (2022), students make use of cognitive methods even when directly performing on the target language (Chen et al., 2018). Cognitive techniques denote two phases that are utilized in the process of addressing problems or learning that need direct inspection and communication (Teng and Zhang, 2020). The two most important cognitive methods are repetition, which may be done by writing or repeating the new words repeatedly, as well as listening to the same phrases several times, and modeling one's speech after more advanced English speakers (Cenoz and Gorter, 2020).

• Utilizing Tools for the Purpose of Receiving Messages - utilizing linguistic reference resources such as the dictionary or asking someone else for assistance with the meaning of rare terms (Lin and Lin, 2019).

• Using deductive reasoning and a dogged determination, together with general techniques, to identify the meaning of unusual vocabulary (for example, determining the meaning of the word "dissatisfy" by combining the meanings of the prefix "dis-" and the word "satisfy"); (Chou, 2018).

• Translation is the process of changing the meaning of a language or term into a meaning that is equivalent in the speaker's native language (Uchihara et al., 2019).

• Transferring refers to the process of employing previously acquired knowledge of words from one language to understand the meaning of words in a different language (Wang and Chen, 2020).

• Highlighting, which involves underlining, coloring, or otherwise drawing attention to the key words in the text as one reads it in order to determine their meanings (Cohen and Wang, 2018).

Indirect Strategies

Included in the category of indirect methods are those that contribute in a roundabout way to the growth of the vocabulary (Hettiarachchi et al., 2022). The use of strategies typically does not necessitate the students exerting direct effort on target language activities; rather,

they assist and facilitate the students' learning in a variety of ways by creating advantageous learning environments for the students (Xiao and Yang, 2019). The two types of methods that fall under the category of indirect tactics are known as metacognitive and social tactics, respectively (Hao et al., 2019).

Metacognitive Strategies

Students employ these strategies in order to attain their goals by regulating their performance (Zou et al., 2021), planning and measuring their general growth, or determining the impact of their learning on the world around them (Albaladejo et al., 2018). Students can participate in the following activities using metacognitive methods (Khan et al., 2018):

o Reviewing and Reconnecting with Previously Acquired Material- thoroughly reviewing the essential vocabulary topics that will be taught in upcoming vocabulary instruction and reuniting them with previously learned terms (Yusuf et al., 2019).

Paying attention means deciding in advance to model one's vocabulary learning in general and deciding which relevant vocabulary activities to focus on and giving them one's full attention (Kabooha and Elyas, 2018).

 Organizing: the process of creating a suitable physical environment in which students may acquire vocabulary; indoctrinating students in the process of acquiring vocabulary (Sanosi, 2018).

o Self-monitoring, also known as categorizing student errors during vocabulary learning and determining whether or not one is acquiring language correctly or incorrectly (Schmitt, 2019). Reflecting on one's own performance and

analyzing the impact of one's vocabulary acquisition on one's own learning (Zhang et al., 2019).

• Social strategies Strategies that include making use of one's social relationships in order to facilitate learning are known as "social strategies" (Legault et al., 2019). In the meantime, learning a language involves other individuals as well; pupils typically do not carry it out completely by themselves (Albiladi and Alshareef, 2019). Learners participate in social tactics in the following ways (Wu, 2018):

Collaborating with Proficient Users of English entails developing friendships with native English speakers who are also fluent in the language in order to increase one's knowledge of English vocabulary.

o Developing Cultural Understandings entails broadening one's understanding of the lifestyles and traditions of people who speak English as a first language.

Foreign Language Acquisition

It gives students additional opportunities for strategic learning and aids them in becoming self-directed and autonomous learners (Tavoosy and Jelveh, 2019). In addition to this, it places an emphasis on the relevance of the regulatory ability in the students' efforts to implement particular strategies for the acquisition of vocabulary (Razali et al., 2018). Self-regulation is not solely focused on the outcomes of students' achievements; rather, its primary focus is on the process that students go through and the way that this affects vocabulary acquisition (Tsai and Tsai, 2018). Previous researchers felt that quantity, such as adopting multiple tactics dependent on learners' levels of learning, was the most effective way to teach (Yudha and Utami, 2022).

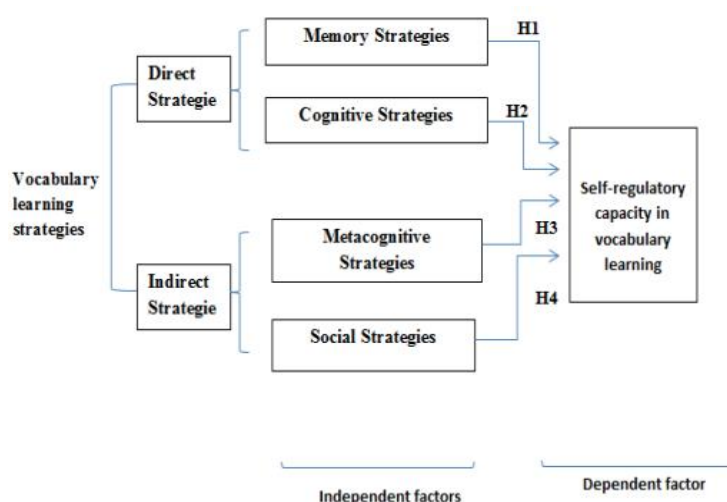## Conceptual framework

Research model and research hypothesis

Fig.1: Research Mode, Created by the researchers

According to the created research model, the researcher developed the following research hypotheses:

H1: There is a positive relationship between memory strategy and Foreign Language Acquisition in vocabulary learning.

H2: There is a positive relationship between cognitive strategy and Foreign Language Acquisition in vocabulary learning.

H3: There is a positive relationship between metacognitive strategy and Foreign Language Acquisition in vocabulary learning.

H4: There is a positive relationship between social strategy and Foreign Language Acquisition in vocabulary learning.

III.   RESEARCH METHODS

Quantitative method was used to analyze the data in this study, the researcher prepared questionnaire and distributed in English language department in the private university at Kurdistan. The survey was divided into two sections, the first section was demographic analysis which started with respondent's age, gender, and level of education. The second section of survey consisted of 28 questions regarding strategies of vocabulary learning. A random sampling method was used in this study. The researcher, distributed 140 questionnaires, 115 questionnaires were received and being completed properly and 25 questionnaires were missing. Students

were varied as for age, gender and level of education. In order to examine the students' vocabulary learning strategies, the participants were asked to mark each item for five point ordered scale. The scale measured and evaluated on a five point Likert Scale with potential answers ranging from strongly disagree to strongly agree, this research instruments were validated by earlier researchers (Samaneh. 2012) and (Tseng,2006) to be appropriate for measuring vocabulary learning strategies in self-regulatory capacity in learning vocabulary.

IV.   DATA ANALYSIS AND RESULTS

Table -1- Demographic analysis

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

As seen in table (1), participants' personal information. As for student's gender; 54 students were male and 36 students were female. As for age 54 students fall into group 18-19 years old, 36 students fall into group 20-22years old, 14 students fall into group 22-23 years old

and 11 students fall into group 24-25 years old. As for level of education 39 students from first year, 29 students from second year, 22 students from third year and 25 students from fourth year.

Table -2- Reliability analysiss

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 seen in table (2), the reliability analysis for vocabulary learning strategies as independent factor (memory strategy, cognitive strategy, metacognitive strategy and social strategy), on the other hand self-regulatory capacity in vocabulary learning as a dependent factor. According to the correlation analysis, the researcher found out Cronbach's Alpha for the seven items used for memory strategy factor =.857, which is greater than .6 this means that items for memory strategy factor were reliable for this study, the Cronbach's Alpha for six items for cognitive strategy factor =.766, which is greater than .6 this means that items for cognitive strategy factor were reliable for

this study, the Cronbach's Alpha for seven items of metacognitive strategy factor =.935, which is greater than .6 this means that items for metacognitive strategy factor were reliable for this study, the Cronbach's Alpha for eight items of social strategy factor =.921, which is greater than .6 this means that items for social strategy factor were reliable for this study and the Cronbach's Alpha for eight items for self-regulatory capacity strategy in vocabulary learning factor =.973, which is greater than .6 this means that items of self-regulatory capacity strategy in vocabulary learning factor were reliable for this study.

Table-3 Correlations analysis

Correlations		memory	Cognitive	Social	Metacognitive
Self-regulatory	Pearson Correlation	.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).

Regression analysis

Table-4- Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.405a	.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

Table (5), shows the coefficients analysis for this study. As seen in the above table the value B for memory strategy =.271 <0.01, accordingly the first research hypothesis was supported. The value B for cognitive strategy = 0.24 <0.01, accordingly the second research hypothesis was supported. The value B for memory strategy = 0.19<0.01, accordingly the third research hypothesis was supported and the value B for social strategy =0.547< 0.01 accordingly the fourth research hypothesis was supported.

V. DISCUSSION

The current study aims to investigate the vocabulary learning strategies and how students learn and adopt their vocabulary information, since vocabulary knowledge has a significant role in mastering the new language and in attaining total academic achievement when that language is used as a medium of instruction. Quantitative methods used to analyze this study, the researcher prepared a questionnaire and distributed at English language department in private university at Kurdistan. The researcher used multiple regression analysis; accordingly all research hypothesis were supported. The highest value was for social strategy (B = .547). Previous studies found the positive effect of vocabulary learning strategies (cognitive, memory, meta-cognitive and social strategy on teaching second language (Chen et al., 2018).

A. Cognitive strategy:

Students prefer to use a bilingual dictionary to translate English words into their mother tongue language; this indicates that teachers should rely on cognitive strategy to teach vocabulary to their students such as using language reference resources. When students find a new word while they are in the classroom, they would ask their teacher to put that word ina sentence in order to assist them to memorize and understand the meaning of that word. Students would like to listen to news and songs in order to enhance their English language, this indicates that teachers should use a cognitive strategy such as using Resources for Receiving Messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words (Teng and Zhang, 2020). Students use English magazine to learn new English vocabulary, this indicates that teacher should use a cognitive strategy such as using Resources for Receiving Messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. In case a new word comes across students would guess from context, this means the teacher should use a cognitive such as Highlighting – coloring or highlighting the essential words while reading the text and finding their meaning. When a new word comes across, while class they would refer to ask their teacher, therefore; the teacher should apply a cognitive strategy such as using resources for receiving messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. In case a new word comes across, while they are at home, they would use bilingual dictionary, so teachers should use a cognitive strategy such as using resources for receiving messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. When a new word comes across, while students are at home, they would use an online dictionary, so teachers should use a cognitive strategy such as using resources for receiving messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. Students use an online dictionary to find out the pronunciation of new vocabulary and students learn new vocabulary from their teachers, so teachers should use cognitive strategy, according to this results teacher should use cognitive strategy such as using Resources for Receiving Messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. Students repeat the new word several times in their mind to memorize it and they are repeating new words loudly for several times in their mind in order to be able to memorize it. Based on this results teacher should apply a cognitive strategy such us repeating – writing or saying the new words again, listing with the same words numerous times; copying experienced users of English. Students are using the definition of new words in order to be able to understand and memorize it, in this case teacher should use cognitive strategy such as Using Resources for Receiving Messages - using language reference resources for example the dictionary or requesting someone to help with the meaning of uncommon words. Students take notes when they learn new vocabulary; TV programs help students to learn new words, Listening to radio help students to learn new words , students read English newspaper regularly, Online vocabulary learning activities helps students to learn new words and Students are not satisfied with English materials and methods in their classes , based on these results teacher should use a cognitive strategy such as using resources for receiving messages - using language reference resources, for example the dictionary or requesting someone to help with the meaning of uncommon words. Therefore, the researcher came to conclude that research hypothesis, one has been supported, there is a positive association between cognitive strategy and vocabulary learning strategies (Cenoz and Gorter, 2020).

B. Metacognitive:

When students work as groups in their classroom, they will learn new words from their classmates, according to this result, it seems that students are comfortable working in a group, therefore teachers should use meta-cognitive strategy in order to teach their students, as mentioned that meta-cognitive strategy is organizing - building satisfactory physical environment to enable student's vocabulary learning; brainwashing student's vocabulary learning. Physical actions help students to learn new word, based on this result, teachers should use meta-cognitive strategy such as organizing - building satisfactory physical environment to enable student's vocabulary learning (Lin and Lin, 2019); brainwashing student's vocabulary learning. Students are skipping a new word that comes across while they are home, according to these results the teacher should apply metacognitive strategy such as a self - monitoring - classifying student's mistakes in the sequence of vocabulary learning by examining whether one is learning properly or incorrectly. Students learn new vocabulary when their teacher shows them their mistakes, according to this result, teachers should use a meta-cognitive strategy such as self - monitoring - classifying student's mistakes in the sequence of vocabulary learning by examining whether one is learning properly or

incorrectly. Students revise new words that they have learnt in class, therefore the teacher should apply meta-cognitive strategy such as over viewing and connecting with the previously recognized material over viewing widely the key vocabulary matters to be learned in future vocabulary. Students learn new vocabulary in certain situation and they learn new vocabulary from their classmates, according to these results the teacher should apply a meta-cognitive strategy such as organizing - building satisfactory physical environment to enable student's vocabulary learning; brainwashing student's vocabulary learning. Therefore, the researcher came to conclude that research hypothesis two has been supported; there is a positive association between metacognitive strategy and vocabulary learning strategies (Chou, 2018).

C. Social:

Based on the statistical results of the questionnaire, it seems that students do not refer and speak to English speaker when they do not know a particular word, the reason could be the lack of the English speakers in Kurdistan. At this point the teacher should encourage their students to be involved in English cultural events if it is possible, therefore the teacher should use a social strategy which means cooperating with proficient users of English – being friends with proficient speakers of English to enhance one's information of English vocabulary. In case the new word comes across, while students are in the class they would prefer to ask their classmates, according to this result, teachers should use and encourage a social strategy, grouping students in the classroom to enhance their vocabulary and learn new vocabulary, developing cultural understandings-expanding one's thoughtful of the culture and ways of living of English speaking people (Uchihara et al., 2019).

Students prefer to imitate someone's vocabulary in order to learn, consequently, teachers should use social strategy such as cooperating with proficient users of English– being friends with proficient speakers of English to enhance their information of English vocabulary. Well physical environment helps students to quick learning, this means that the teacher should apply social strategy such as developing cultural understandings and expanding their understanding of the culture and English-speaking peoples ways of living. Students prefer to be involved in English culture speakers in order to learn new vocabularies, this means that the teacher should apply a social strategy, for instance; developing cultural understandings and expanding their understanding of the target culture and ways of living of English-speaking people. Therefore, the researcher came to conclude that research hypothesis 3 has been supported; there is a positive association between

social strategy and vocabulary learning strategies (Wang and Chen, 2020).

D. Memory

Students would like to use images in order to demonstrate in the textbook to find the word meanings, this indicates that teachers should use memory strategy such as Correlating/Elaborating- by linking new vocabulary to another thing similar in mind, building connection in a meaningful way to enable memory for example, recalling the new words through imagining the page number or location of the number in that page (Cohen and Wang, 2018). Students would like to put a new word into a sentence as an example to be able to memorize new words. In this case the teacher should use memory strategy such as Correlating/Elaborating- by linking new vocabulary to another thing similar in mind, building connection in a meaningful way to enable memory (for example, recalling the new words through imagining the page number or location of the number in that page. Students write down words to memorize them, they are matching example with new words in order to memorize them and students are using images and pictures to memorize new word, according to this result, teachers should use memory strategy such as correlating/Elaborating- linking new vocabulary to another thing similar in mind, building connection in a meaningful way to enable memory (for example, recalling the new words through imagining the page number or location of the number in that page. Students are trying to memorize a word and remember it through a song or a text and when they find a new word, they would match it with another similar word in order to be able to memorize it; therefore, teachers should use memory strategy. Therefore, the researcher came to conclude that the research hypothesis four has been supported; there is a positive association between memory strategy and vocabulary learning strategies (Hettiarachchi et al., 2022).

VI.   CONCLUSION

Since vocabulary knowledge plays a significant role in mastering the new language and in attaining total academic achievement when that language is used as a medium of instruction, the current study aims to investigate vocabulary learning strategies and how students learn and adopt their vocabulary information. This study employed quantitative methods of analysis, with the researcher preparing and distributing a questionnaire to the English Language Department of a private university in Kurdistan. The study's many hypotheses were confirmed by the analysis method utilized (multiple regression). B =.547 was the highest value, and it was for "social strategy."

Vocabulary acquisition techniques (cognitive, memory, meta-cognitive, and social strategies) have been shown to be effective in second language instruction (Chen et al., 2018).

It is clear that students prefer a bilingual dictionary when translating English terms into their native tongue, and this suggests that educators should employ a cognitive method when teaching vocabulary, such as the usage of linguistic reference materials. If a student learns a new term in class, they may ask their instructor to use it in a sentence. This can help the student better remember and comprehend the phrase. Considering that students who wish to improve their English proficiency often express a desire to do so through exposure to news and music, it follows that instructors should employ a cognitive strategy such as Resources for Receiving Messages, in which students consult a dictionary or someone else for clarification on the meaning of unfamiliar words (Teng and Zhang, 2020). If a teacher notices that her students are utilizing an English magazine as a means of expanding their vocabulary, she should use a cognitive technique such as Resources for Receiving Messages, in which the students consult a dictionary or a native speaker for clarification on difficult terms. In the event that a student encounters a new term, they will likely deduce its meaning from context, suggesting that teachers employ cognitive strategies like highlighting—having students color in or otherwise draw attention to the most essential words in the text as they seek to understand it. The instructor should employ a cognitive technique like utilizing resources for receiving messages, like using linguistic reference resources like the dictionary or asking someone to assist you in figuring out the meaning of an uncommon term if a student needs help with it during class. If a student encounters a new word at home, they are likely to look it up in a bilingual dictionary; thus, teachers should employ a cognitive technique like employing resources for receiving messages, such as consulting a dictionary or asking a classmate for clarification on a specialized term. Teachers could employ a cognitive method like having students utilize resources for receiving messages, such as a dictionary or asking a friend to assist them in figuring out the meaning of an unfamiliar term, much as students do at home when they encounter a new word. Teachers should employ cognitive strategies, such as having students use a dictionary or asking a classmate for clarification on how to pronounce a new word, when teaching new vocabulary. Many students, in an effort to learn a new word, say it aloud numerous times before they can say it correctly. This data suggests that teachers should implement a cognitive technique like repetition (writing or pronouncing the new words again, listing the same phrases several times, etc.) or model their

students' language use after proficient speakers of English. For students who need to look up the meaning of unfamiliar words in a dictionary or online glossary or who would benefit from asking an expert for clarification, teachers might implement the cognitive technique of "Using Resources for Receiving Messages." To remember new terms, students use flashcards, and many turn to television programs. Students read English newspapers daily and listen to the radio to pick up new vocabulary. Students who participate in vocabulary-building exercises online report improved word recall and Teachers can address students' complaints about the English curriculum by encouraging them to develop a cognitive strategy for receiving messages, such as consulting a dictionary or a fellow student for clarification on a word they don't know. Researchers concluded that there is a correlation between cognitive approach and vocabulary acquisition techniques, thereby supporting study hypothesis 1 (Cenoz and Gorter, 2020). Based on this finding, it appears that students are at ease when working in groups, suggesting that teachers should employ a meta-cognitive strategy when instructing their students, such as organizing—constructing a physically conducive environment for student vocabulary acquisition—and brainwashing students into learning new words. This finding suggests that meta-cognitive strategies, such as constructing a physically conducive learning environment for students (Lin and Lin, 2019) and brainwashing them into learning new words, are effective ways to aid students in their acquisition of new vocabulary. Based on these findings, educators should implement metacognitive strategies, including having students self-monitor and categorize their vocabulary learning errors to determine if they are learning correctly or not. This finding suggests that teachers should employ a meta-cognitive method like self-monitoring, in which students identify their own errors, to help students acquire new vocabulary by determining whether or not they are learning the words correctly. In order to ensure that students retain the new terminology they have acquired in class, teachers should employ meta-cognitive strategies such as requiring students to see the content many times and make connections to information they already know. Based on the findings that students pick up new words in specific contexts and from their peers, teachers could employ meta-cognitive strategies like designing a conducive physical environment for vocabulary acquisition and brainwashing students into learning new words. Researchers concluded that H2 was correct since there was a correlation between metacognitive and vocabulary learning techniques (Chou, 2018).

The statistical findings of the questionnaire suggest that students do not consult an English speaker when they have

a query about a term they do not know. This may be due to the scarcity of English speakers in the Kurdistan region. Teachers should utilize a social strategy that involves collaborating with proficient users of English, making friends with proficient speakers of English to expand one's knowledge of English vocabulary, and encouraging students to participate in English cultural activities whenever feasible. Teachers should use and encourage a social strategy of grouping students in the classroom to improve vocabulary and learn new vocabulary while developing cultural understandings—expanding one's thoughtfulness of the culture and ways of living of English-speaking people (Uchihara et al., 2019). As a result, teachers should employ social strategies, such as collaborating with competent users of English and making friends with proficient speakers of English, to help their students acquire a more extensive vocabulary in English. A social strategy, such as helping students build cultural understandings and broaden their knowledge of the culture and ways of life of English speakers, may assist in creating a conducive physical environment for learning, which in turn can help students learn more quickly. If a teacher wants their students to acquire new vocabulary, they should employ a social technique, such as helping their students learn about and get immersed in the target culture and lifestyle of English speakers. Since there is a correlation between social approach and vocabulary acquisition techniques, the researcher concluded that H3 was correct (Wang and Chen, 2020).

Teachers should employ memory strategies like correlating and elaborating, in which students recall new vocabulary by imagining the page number or location of the number on that page, to help students who prefer to use visual aids to find the word meanings in the textbook (Cohen and Wang, 2018). The best way for students to learn new words is to use them in context. Teachers may help students remember what they've learned by employing memory techniques like correlating and elaborating (helping students remember new words by visualizing the page number or the placement of the number on the page, for instance). Teachers should employ memory strategies like correlating or elaborating on linking new vocabulary to something similar in mind and building connections in a meaningful way to enable memory (for example, recalling the new words by imagining the page number or location of the text in which they first appeared) because students are using these methods to memorize new words (writing them down, matching them to examples, and using images and pictures). Students who are attempting to memorize a word through a song or a book are more likely to utilize a memory approach in which they pair the new word they've learned with one that sounds similar. This led the

researcher to infer that he or she was correct in accepting null hypothesis 4, namely, that there is a correlation between memory technique and vocabulary acquisition strategies (Hettiarachchi et al., 2022).

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