

Undergraduate students' use of vocabulary learning strategies

Shabana Manzoor*, Asma Shahid Kazi**, Rakhshanda Naeem***,
Nusra Inayat****, Noor Muhammad*****

Abstract

This study explored the vocabulary learning strategies used by learners at under graduate level from Lahore College for Women University Lahore and its affiliated colleges. It investigated in particular the strategies used by students with Science, Humanities and Management Sciences as academic majors. Survey method was used to collect information from the students through a vocabulary learning strategy inventory (VLS). Data was analyzed using descriptive analysis, frequencies and One- Way Analysis of Variance (ANOVA). One way ANOVA was used to investigate the different kind of strategies which are being practiced by the three different disciplines (Science, Humanities and Management Sciences). Frequencies were used to examine the most and least used vocabulary learning strategies used by the students. According to the result students from above mentioned groups were practicing all the five strategies namely; Memory, Cognitive, Compensation, Metacognitive, Social and fell in the category of high and medium strategy users. The result showed that a higher number of respondents preferred the metacognitive strategies and least importance was given to memory techniques as compared to other techniques.

Keywords: vocabulary learning, language learning strategies, metacognitive strategies

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* Shabana Manzoor, PhD Scholar. Institute of Education, Lahore College for Women University, Lahore .shabanamanzoor.sm@gmail.com

** Asma Shahid Kazi, Assistant Prof. Institute of Education, Lahore College for Women University, Lahore. asmakazi@hotmail.com

*** Rakhshanda Naeem, PhD Scholar, Institute of Education, Lahore College for Women University, Lahore

**** Nusra Inayat. Associate Professor. Institute of Education, Lahore College for women University, Lahore. nusrainayat@yahoo.co.uk

***** Noor Muhammad, PhD Scholar, Hamdard University Karachi & Assistant Professor Faculty of Education, Lasbela University noorm_noor@yahoo.com