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 (UCCELC) in Australia. A qualitative design was used to gather information from six international students from different countries including Indonesia, China, Philipine, 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

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 (UCCELC) 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 dituangkan dengan menggunakan prosedur penelitian kualitatif meliputi pengkategorian, pengelompokan, penyusunan argumen dan penyusunan. Temuan penelitian ini mengungkapkan bahwa siswa pada program ELICOS menggunakan berbagai strategi pembelajaran kosakata termasuk strategi kognitif, metakognitif, menori dan sosial. Strategi kognitif dideteksi sebagai strategi paling populer diikuti oleh strategi metakognitif dan memori masing-masing dan strategi sosial diikuti sebagai yang paling tidak populer. Temuan ini memiliki implikasi penting dalam meningkatkan kualitas proses belajar mengajar bahasa dan memperkaya khsuanah 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. 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. 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. Having a wide range of vocabularies will also help the learners to construct good sentences and demonstrate their ability to write quality academic writing. Furthermore, it also escalates the learners’ higher-order thinking skills, both in oral and written expressions.

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. 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. However, concerning the need for enhancement in the research field of vocabulary learning strategies, the researcher is

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17. Fatima and Pathan.
18. Manuel.
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. It can be seen that the language learning strategy plays a very important role in L2 learning. Gerami, & Baiglou 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.

With regard to its function, language learning strategy is categorized into cognitive, metacognitive, affective, and social. Metacognitive strategies help students to control their cognition by managing the planning, monitoring and regulating of learning processes and language activities. Cognitive strategies encompass awareness, perception, reasoning, and conceptualizing in learning the target language and in activating their knowledge. The learners employ social strategies to interrelate and cooperate with others to accomplish language learning goals. Affective strategies assist students in managing their motivations, attitudes, and emotions. 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. There are two reasons why the use of VLS is more dominant than other strategies. 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. 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 (L.L.S), the components of VLS taxonomy are derived from the classification

22 Andrew D Cohen, Strategies in Learning and Using a Second Language (Routledge, 2014).
23 Rebecca Oxford.
25 Cohen.
27 Cohen.
29 Cohen.
30 Cohen.
31 Qing Ma, Second Language Vocabulary Acquisition (Peter Lang, 2009), LXXIX.
33 Read.
34 Ma, LXXIX.
of LLS.\textsuperscript{35} Also, language learners need to utilize LLS to recognize learning materials and VLS is a part of them.\textsuperscript{36} Then, a taxonomy of VLS has been developed\textsuperscript{37} and classified into social, cognitive, memory, and metacognitive strategies.\textsuperscript{38} The four classifications of VLS are usually created as part of a piece of research into students’ learning strategy use.\textsuperscript{39}

<table>
<thead>
<tr>
<th>Table 1: Vocabulary Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metacognitive</strong></td>
</tr>
<tr>
<td><em>Selective Attention</em></td>
</tr>
<tr>
<td><em>Self-initiation</em></td>
</tr>
<tr>
<td><em>Consolidating</em></td>
</tr>
</tbody>
</table>

*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.\textsuperscript{40,41}

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.\textsuperscript{42} There have been mixed results produced by the temptation to investigate the relation between success in language learning and language learning strategies.\textsuperscript{43} Furthermore, some students reported that they gained very good progress during their courses when they employed language learning strategies.\textsuperscript{44} 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.\textsuperscript{45} 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.\textsuperscript{46,47,48,49} 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,\textsuperscript{50} this current research is interested in exploring students’ VLS use from another different field including an English-speaking country.


\textsuperscript{36} Cohen.

\textsuperscript{37} Schmitt and Meara.

\textsuperscript{38} Rebecca Oxford.

\textsuperscript{39} Read.

\textsuperscript{40} Rebecca Oxford.

\textsuperscript{41} Schmitt and Meara.


\textsuperscript{44} Rebecca Oxford.

\textsuperscript{45} Read.

\textsuperscript{46} Asgari and Mustapha.

\textsuperscript{47} Hashemi and Hadavi.


\textsuperscript{49} Rogulj and Čizmić.

\textsuperscript{50} Read.
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.\footnote{Rogulj and Cizmić, ‘Vocabulary Learning Strategies Employed by Form 6 Students’, \textit{International Journal of Scientific and Research Publications}, 3.6 (2013), p. 1–32.} 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 Schmit \& Meara.\footnote{Frankie Subon, ‘Vocabulary Learning Strategies Employed by Form 6 Students’, \textit{International Journal of Scientific and Research Publications}, 3.6 (2013), p. 1–32.} Oxford and Schmit \& Meara.\footnote{Rebecca Oxford.} It makes this current research different from the past studies\footnote{Schmit \& Meara.} 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 research\footnote{ibn Robani and Majid.} employed taxonomy suggested by other researchers\footnote{FatiRx and Pathan.} and adopted taxonomy developed by Schmit \& 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.\footnote{Xian Zhang and Xiaofei Lu, ‘The Relationship between Vocabulary Learning Strategies and Breadth and Depth of Vocabulary Knowledge’, \textit{The Modern Language Journal}, 99.4 (2015), p. 740–53.}

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.

\section*{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.\footnote{Zahra Akhari and M H Tahiririan, ‘Vocabulary Learning Strategies in an ESP Context: The Case of Paha/Medical English in Iran’, \textit{The Asian EFL Journal Quarterly}, 11.1 (2009), p. 39–61.}

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”.\footnote{Asgari and Mustapha.} Hence, the students are taken from the ELICOS program at the University.

\begin{thebibliography}{99}
\footnotesize
\item 53 Rebecca Oxford.
\item 54 Schmit \& Meara.
\item 55 ibn Robani and Majid.
\item 56 FatiRx and Pathan.
\item 59 Asgari and Mustapha.
\item 60 ibn Robani and Majid.
\item 61 FatiRx and Pathan.
\item 63 Zhanh and Lu.
\item 64 Akhari and Tahiririan.
\item 65 Asgari and Mustapha.
\item 66 Martha Nyikos, ‘The Effect of Color and Imagery as Mnemonic Strategies on Learning and Retention of Lexical Items in German’, 1989.
\item 67 Nation.
\end{thebibliography}
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\(^69\) 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.\(^70\) 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.\(^71\)

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.”\(^72\) 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>
<thead>
<tr>
<th>Interview Transcripts</th>
<th>Students’ VLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: by reading BBC news</td>
<td>Meta</td>
</tr>
<tr>
<td>S2: by looking at an advertisement, look at the word I am interested in</td>
<td>Cog</td>
</tr>
<tr>
<td>S3: in public places; restaurant, recipe book</td>
<td>Mem</td>
</tr>
<tr>
<td>S4: by reading a textbook and online newspaper</td>
<td>Soc</td>
</tr>
<tr>
<td>S5: by reading a book; novel, textbook</td>
<td></td>
</tr>
<tr>
<td>S6: by watching movies</td>
<td></td>
</tr>
</tbody>
</table>

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.

\(^{69}\) Ma, LXXIX.

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?)

<table>
<thead>
<tr>
<th>Summary of Interview Transcripts</th>
<th>Students’ VLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meta</td>
</tr>
<tr>
<td>S1: Guessing the meaning from context</td>
<td>√</td>
</tr>
<tr>
<td>S2: Guessing the meaning</td>
<td>√</td>
</tr>
<tr>
<td>S3: Guessing the meaning</td>
<td>√</td>
</tr>
<tr>
<td>S4: Guess and analyze from root/affixes</td>
<td>√</td>
</tr>
<tr>
<td>S5: Guessing the meaning from context</td>
<td>√</td>
</tr>
<tr>
<td>S6: Guessing from context</td>
<td>√</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Summary of Interview Transcripts</th>
<th>Students’ VLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meta</td>
</tr>
<tr>
<td>S1: Every aspects, spelling, pronunciation, and part of speech</td>
<td>√</td>
</tr>
<tr>
<td>S2: Part of speech</td>
<td>√</td>
</tr>
<tr>
<td>S3: only meaning</td>
<td>√</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Summary of Interview Transcripts</th>
<th>Students’ VLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meta</td>
</tr>
<tr>
<td>S1: Say the word aloud several times</td>
<td>√</td>
</tr>
<tr>
<td>S2: Look at the word several times</td>
<td></td>
</tr>
<tr>
<td>S3: Keep in mind, memory thinking (rehearsal)</td>
<td></td>
</tr>
<tr>
<td>S4: Write down several times</td>
<td></td>
</tr>
<tr>
<td>S5: Write the word many times</td>
<td></td>
</tr>
<tr>
<td>S6: Rehearsal the word many times</td>
<td></td>
</tr>
</tbody>
</table>

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 are 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 7: Interview Coding of the ELICOS Students’ VLS (Question Item 6: How do you review vocabulary)

<table>
<thead>
<tr>
<th>Summary of Interview Transcripts</th>
<th>Students’ VLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meta</td>
</tr>
<tr>
<td>S1: Remember where the first time she met</td>
<td>√</td>
</tr>
<tr>
<td>S2: Remember the first place I met</td>
<td></td>
</tr>
<tr>
<td>S3: Ask native speaker for meaning because they can solve all the problem</td>
<td></td>
</tr>
<tr>
<td>S4: Using hint to find meaning, eg. Affixes or root</td>
<td></td>
</tr>
<tr>
<td>S5: Remember when the first time see the word</td>
<td></td>
</tr>
<tr>
<td>S6: remember when and where the first time met the word</td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Transcripts</th>
<th>Meta</th>
<th>Cog</th>
<th>Mem</th>
<th>Soc</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1: Use new vocabulary in many different contexts: writing, speaking.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2: Try to talk with classmate and teacher</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S3: Try to speak out with others</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S4: use in writing assignment and homework</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>S5: use new vocabulary in writing</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>S6: use in speaking and daily conversation</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

**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. Students apply a large number of behaviors for some particular language learning strategies to improve their L2 proficiency or in specific language skill areas. 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. 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. 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.

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 word. This finding is supported by the research conducted by researchers.

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75 Ma, LXXIX.
76 Gu and Johnson.
78 Ma, LXXIX.
80 Asgari and Mustapha.
81 Fatima and Pathan.
82 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. Metacognitive strategies are investigated as the second popular VLS strategy among language learners at ELICOS after cognitive strategy. Cognitive and metacognitive strategies go hand-in-hand and they are interdependent with each other. 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. 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. It refuses the studies which found that social strategy is more popular than cognitive and metacognitive strategy. 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.

83 Nation.
85 Fatima and Pathan.
86 Griffiths, LXVII.
87 Asgari and Mustapha.
88 Ma, LXIX.
89 Safian, Malakar, and Kalajahi.
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