VOCABULARY LEARNING STRATEGIES AND KNOWLEDGE OF 1st YEAR BSED MAJOR IN ENGLISH STUDENTS: A CORRELATION

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Abstract: **Using the descriptive-correlation design, this study attempted to explore the correlation between vocabulary learning strategies and the vocabulary knowledge (depth and breadth) of the 1st year BSED Major in English students of University of the Cordilleras. To this end, a sample of were the 32 students from University of the Cordilleras, BSED English enrolled in the subject Philippine History during the academic year 2019-2020 completed a questionnaire concerning vocabulary learning strategy use based from Schmitt's (1997) taxonomy. Vocabulary Size Test (Nation and Beglar, 2007) and Word Associates Test (Read, 1998) were administered to measure the breadth and depth of the respondents' vocabulary knowledge.**

The findings of the study showed that there is no positive significant relationship between the vocabulary learning strategies and vocabulary knowledge of the respondents. Thus, none of the vocabulary learning strategies affects the breadth and depth of vocabulary knowledge of the respondents positively. It may be because the respondents do not use the vocabulary learning strategies often since the grand mean of the respondents' scores in each vocabulary learning strategy revealed that they just use the vocabulary learning strategies sometimes. However, a negative relationship between the cognitive strategy and the depth of vocabulary knowledge was shown through the results. According to it, it may be inferred that the more the students use cognitive strategies, the lower level of depth of vocabulary knowledge is expected from them. Therefore, in enhancing the respondents' depth of vocabulary knowledge, they may consider other strategies as their primary options to employ.

Keywords: **determination strategy, learning strategy, memory strategy, cognitive strategy, metacognitive strategy, social strategy, social strategy, vocabulary knowledge, vocabulary learning strategy.**

I. INTRODUCTION

Research studies have shown that the best time to introduce vocabulary to the learners is at a young age and the best approach to teach it is to educate the students the strategies for learning the meaning of words. This is in line with the DepEd Order No. 12, s. 2015 known as the "Guidelines on the Early Language, Literacy and Numeracy Program: Professional Development Component" which aims to enhance the teachers' competencies to develop literacy and numeracy skills of Kindergarten to Grade III pupils in the following domains: Oral Language, Phonological Awareness, Book and Print Knowledge, Alphabet Knowledge, Phonics and Word Recognition, Fluency, Spelling, Writing and Composition, Grammar Awareness and Structure, Vocabulary Development, Reading Comprehension, Listening Comprehension, Attitudes Towards Language, Literacy and Literature, and Study Strategies. It is viewed that as early as possible, the vocabulary development must be given an attention in order to equip these learners to achieve a successful and effective second language acquisition and learning.

Yet, even though English is used as a second language in the Philippines, and it is part of the curriculum from the very first grade, teachers refrain from teaching the strategies to the students because they are unaware of these strategies and on how to use them effectively in teaching and learning vocabulary. Instead, they directly teach students the dictionary definitions for words and translate English words to Filipino language, presuming that by doing so; the students can easily

understand the unfamiliar words. Doing these do not enhance the vocabulary knowledge of the students because a word's definition only provides a superficial understanding of a word. As a result, there are many older struggling readers who do not have very large vocabulary.

Insufficient vocabulary may lead to the lack of communicative competence and lack of expressing ideas correctly. The inability to expand the vocabulary will gradually result into the demotivating factors of the learners to learn the language; thus, competitiveness in the communicative level will be a continual issue or a loophole of the language itself (Tizon, 2009).

An aid for the language teachers to inject the vocabulary learning in the classroom is the unlocking of difficulties in the lesson planning as observed by the researchers during their practice teaching. The teachers define words that are unfamiliar to the students and have these used in a sentence but the context is not given emphasis that leads to rote learning rather than a meaningful, direct, and purposive language learning.

With this, the research was led to discover more about the vocabulary knowledge of the English major college students of one of the biggest schools in Baguio, University of the Cordilleras. Furthermore, the researcher aimed to help the college students because they must be equipped with sufficient vocabulary knowledge through the use of vocabulary learning strategies that will be beneficial to them as they will soon be future educators, educating the next generation. The researcher put much interest in determining the correlation between vocabulary learning strategies and knowledge of the 1st year English majors in University of the Cordilleras.

II.   REVIEW OF RELATED LITERATURE

Second language learning largely depends on the vocabulary, as the building blocks from which learners start their second language (L2) acquisition. Hence, its significance lies inherently deep within the first stages of the acquisition of any language (Ramos, 2015). As well-supported by years of research, vocabulary learning is a non-stop process. It is a continual process of encountering new words in meaningful and comprehensible contexts.

Lessard (2012) stated that vocabulary knowledge is known to be an important part to English language teaching. Without having enough vocabulary, students will have a hard time communicating and understanding others. Accordingly, Daug (2013) said that enriching one's vocabulary is also empowering one's self. All the words contained in a human mind waiting to be used in communication, it helps one to develop self-confidence.

Meanwhile, according to Schmitt (2008), in order for a learner to be functional in the English language, his/her vocabulary should range from 8000-9000 word levels that he/she needs for reading purposes and a range of 5000-7000 word levels for oral discourse purposes – and this does not always happen for most learners, because the responsibility of vocabulary learning does not only lie to the learners' part. Moreover, there is a predominant principle that learners can maximize their vocabulary learning through being engaged with lexical items.

Furthermore, Diamond & Gutlohn (2012) stated that vocabulary knowledge pertains to the ability of a learner to use a word in communicating with others. It is not something that can be mastered, instead, it is something that continuously develops over time. It does not only involve consulting the dictionary to look up for the meanings of unfamiliar words, but more of indirect exposure and explicit instruction of words and word-learning strategies. As for the vocabulary knowledge, Shen (2008) wrote that it consists two dimensions which are breadth and depth. Breadth deals with the size or the number of words that a learner has whereas the depth is concerned with quality or the words that a learner has profound understanding. Similarly, Bardakç (2016) mentioned that learners' lexicon has two important aspects known as breadth and depth of vocabulary knowledge. Breadth of vocabulary knowledge refers to linear and unidimensional aspects while depth is related not only to word meanings but also to semantic relationships, collocations and syntactic patterning.

Maher (2008) investigated the relationship between vocabulary knowledge and reading comprehension of authentic Arabic texts. Data were gathered from 23 learners at Brigham Young University, whose range were classified from Intermediate Low to Intermediate. Two reading comprehension tests were used, for identifying unfamiliar words in texts and a lexical test for each passage texts were given to the participants. The data showed that there is a correlation coefficient of 0.7 and 0.6 between the percentage of known words and students' comprehension of the two reading texts. The results gave emphasis that the subjects needed to know approximately 90% of running words to understand the first passage and around 86% to comprehend the second passage. Also, Maher conceded that vocabulary knowledge is

prerequisite and has a huge factor in understanding text. Also, there is a relationship between vocabulary knowledge and reading comprehension.

Kaivanpanah and Zandi (2009) identified the role of depth of vocabulary knowledge in reading comprehension. A TOEFL test and a measure of depth of vocabulary knowledge were administered to 57- 17 are males, while 40 are females of EFL (English as Foreign Language) learners. The analysis of the results showed that vocabulary knowledge is significantly related to reading comprehension.

Furthermore, Mehrpour et al. (2011) examined the relationship between vocabulary knowledge and reading comprehension on EFL learner from among five language teaching institutes in Shiraz. The participants of the study were sixty-30 participant for both male and female. The results gathered from the analysis of the data showed that while both depth and breadth of vocabulary knowledge play an important role in EFL learners' reading comprehension performance, depth of vocabulary knowledge make a huge contribution. The results further discovered that depth and breadth of vocabulary knowledge are positively related, that is, those learners who had large vocabulary size had also a deeper knowledge of the words.

Zhang and Lu (2015), on their study "The Relationship between Vocabulary Learning Strategies and Breadth and Depth of Vocabulary Knowledge," identified the correlation between vocabulary learning strategies and vocabulary breadth and depth knowledge. 150 first-year university students in China took the Vocabulary Levels Test-a meaning recall task and the Depth of Vocabulary Knowledge Test. The two consecutive instruments used were the tests that identifies that participants' meaning recognition and meaning recall which are both passive, while the last test was used to identify the participants' depth of vocabulary knowledge. Participants also took a survey regarding their vocabulary learning strategies using the revised of questionnaire by Schmitt's taxonomy. The researchers also used a structural equation in assessing how vocabulary learning strategies predicted the depth and breadth of vocabulary knowledge. The results of the test showed that strategies that focus the forms and meaning of the words from the text are great basis of both vocabulary depth and breadth knowledge.

In addition, Orafi and Aljdee (2009) in their study entitled "Vocabulary Learning Strategies and Vocabulary Knowledge among EFL Tertiary Learners: Match or Mismatch?" tried to identify the range and frequency of vocabulary learning strategies of the students in the two departments at Al:Zawia University in Libya. The participants of the study were all the 4th year undergraduate students (112 students) majoring in English as a foreign language. They represented two English language departments in the cities of Zawia and Sabratha. In the study, the score averages of the five categories accumulated total grand mean scores of 45 for Group A and 52 for Group B. This revealed that for the Group A the most frequently used vocabulary learning strategies are the determination strategies that received a score average of 56 and their least frequently used strategies are the metacognitive strategies which accumulated a score average of 40. While, for the Group B it is the combination of determination strategies and cognitive strategies that has a score average of 58 and their least frequently used strategies are the social strategies which garnered a score average of 39.

Using a vocabulary learning strategies questionnaire which is divided into five sections namely (1) memory strategies, (2) determination strategies, (3) social strategies, (4) metacognitive strategies, and (5) cognitive strategies, Orafi and Aljdee (2009) showed that the students in both departments used discovery strategies such as using dictionaries, and guessing meaning from context more frequently than consolidation strategies such as practicing in groups or making word lists.

Furthermore, Teng and Feng (2016), on their study "Assessing the Relationship between Vocabulary Learning Strategy Use and Vocabulary Knowledge," attempted to explore the relationship between direct and indirect vocabulary learning strategies along with the depth and breadth of vocabulary knowledge. To this end, a sample of 145 low proficiency students who learn English as a Foreign Language (EFL) completed a questionnaire regarding vocabulary learning strategy use. Vocabulary Levels Test and Word Associates Test were used as instruments to measure the breadth and depth of lexical repertoire respectively. The results indicated that direct strategies were frequently used by EFL students and indirect strategies were less frequently used strategies. The scores obtained by the students in the test on strategy use were correlated significantly and positively with breadth and depth of vocabulary knowledge.

III. METHODOLOGY

Descriptive-correlational research design was used in order to determine the relationship between the vocabulary knowledge and vocabulary learning strategies of the 1st year college students.

According to Ary (2010), descriptive research design uses instruments such as questionnaires and interviews to gather information from groups of individuals to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issue. On the other hand, correlational research design is defined by Calmorin (2012) as a research design that describes and predicts how variables are naturally related in the real world, without any attempt by the researcher to alter them. Therefore, in this study, these research designs will be used to systematically summarize the vocabulary knowledge and vocabulary learning strategies of the respondents and to help the researchers determine the extent to which the two different variables are related to each other.

The respondents of this study were the 33 students from University of the Cordilleras, BSED English enrolled in the subject Philippine History during the academic year 2019-2020. The vocabulary size test used in this study was formulated by Nation and Beglar in 2007. It is designed to identify an individual's receptive vocabulary size. It is composed of 140 multiple-choice items that is divided into 14 parts, each part represents the 1000-word family level. The words at each level were selected properly so that they would be representative of all the words at that word family level.

The vocabulary learning strategies questionnaire based on Schmitt's (1997) taxonomy is composed of 42 statements divided into 5 categories of vocabulary learning strategies: thirteen statements on memory strategies (items 1-13), eight statements on determination strategies (item 14-21), seven statements on social strategies (items 22-28), eight statements on metacognitive strategies (items 29-36), and six statements on cognitive strategies (items 37-42). The frequency of use was measured with a 5-point Likert scale, ranging from 1 (never) to 5 (always).

Bernardo and Gonzales in 2009 used the VLSQ based from Schmitt's (1997) taxonomy for their study. In their study, it was indicated that the questionnaire was tested and results showed that these items are reliable since there is a high level of distinction among persons/items along the measured variable (Person Reliability =0.99; Item Reliability =. 95). It was also pre-tested to a number of respondents to ensure clarity of items and directions.

The researcher administered the procedure by using the population of the BSED English students currently enrolled in Philippine History. The tests were taken simultaneously in one classroom. The researchers divided the tests into two parts so that the students will have enough time to answer the tests seriously and will not be bombarded with too many test items that will cause the respondents to have mental fatigue. The respondents were given one meeting to take the 140-item Vocabulary Size Test and another meeting to answer the two remaining instruments which is the 42 statements in the Vocabulary Learning Strategies Questionnaire. The respondents took the tests and questionnaire for 2 hours.

To determine the vocabulary learning strategies of the respondents, 5-point Likert-scale was used. The table below was used to describe the respondents' vocabulary learning strategies:

Table 1: Vocabulary Learning Strategies

Vocabulary Learning Strategies	Limits of index	Verbal Description
Memory	4.50-5.00	Always
Cognitive	3.50-4.49	Often
Social	2.50-3.49	Sometimes
Determination	1.50-2.49	Seldom
Metacognitive	1.00-1.49	Never

To determine the level of vocabulary knowledge of the respondents, frequency counts, percentages and frequency distribution were used. The table below was used to describe the respondents' level of vocabulary knowledge:

Table 2: Breadth and Depth of Vocabulary Knowledge

Breadth of Vocabulary (limits of index)	Descriptive Level	Depth of Vocabulary (limits of index)
123-140	Very High	141-160
88-122	High	101-140
53-87	Average	61-100
18-52	Low	21-60
0-17	Very Low	1-20

IV. RESULTS AND DISCUSSION

The questionnaire used is composed of 42 statements which were divided into 5 different strategies relative in the field of vocabulary learning. These statements allowed the researchers to illustrate the vocabulary learning strategies of the respondents. Vocabulary knowledge plays a huge role in English Language Teaching and has been one of the most important areas of focus in second language acquisition. According to Mahar (2008), vocabulary knowledge can help the learner to comprehend written texts and reading can contribute to vocabulary growth.

Table 3: Vocabulary Learning Strategies

Statements	Mean	Verbal Description
1. Study the word with pictures.	3.41	Sometimes
2. Connect the word to your experience.	3.27	Sometimes
3. Make a list of vocabulary in alphabetical for reviewing.	2.75	Sometimes
4. Make a list of vocabulary arranged by topic or group for reviewing (e.g. animal, parts of body, flower)	2.87	Sometimes
5. Try to use the new word at once after learning.	3.48	Sometimes
6. Associate the word with other words you have learned.	3.40	Sometimes
7. Review the word you have learned by spelling it aloud.	3.26	Sometimes
8. Remember a word from its strange form, pronunciation or difficult spelling.	3.51	Often
9. Say the new word aloud when studying in order to easily remember.	3.49	Sometimes
10. Remember the word by underlining the first letter.	2.88	Sometimes
11. Learn the words by paraphrasing the words meaning.	3.51	Often
12. Learn the words of an idiom together.	2.95	Sometimes
13. Use physical action when learning a word (Ex. You will dance to remember the meaning of the word "dance").	2.49	Seldom
14. Analyze parts of speech (e.g. noun, verb, adjective).	3.36	Sometimes
15. Analyze affixes and roots to guess the meanings of words (e.g. replay – re means do it again).	3.28	Sometimes
16. Use the pictures or gestures to understand the meaning of words.	3.41	Sometimes
17. Guess the meanings of words form textual context.	3.33	Sometimes
18. Look up a word in English - English dictionary.	3.66	Often
19. Look up a word in English – Filipino dictionary.	3.71	Often
20. Look up a word in Filipino – English dictionary.	3.69	Often
21. List vocabulary and review it.	3.14	Sometimes
22. Ask the teacher to translate the meaning of a word that you do not understand.	3.37	Sometimes
23. Ask the teacher for synonyms or similar meanings of new word.	3.34	Sometimes
24. Ask the teacher to make a sentence by using the new word.	3.10	Sometimes
25. Ask for the teacher to check your word lists for accuracy.	2.95	Sometimes
26. Ask classmates for meaning.	3.42	Sometimes
27. Discover the meaning through group work activity.	3.03	Sometimes
28. Interact with native speakers.	2.83	Sometimes
29. Use English media (song, movie, newspaper, leaflets, The Internet, magazines, etc.)	3.76	Often
30. Test yourself with word tests.	3.45	Sometimes
31. Translate the meaning of the word from Filipino into English.	3.44	Sometimes
32. Translate the meaning of the word from English into Filipino.	3.73	Often
33. Continue to study the word over time.	3.80	Often
34. Practice by doing vocabulary exercises (e.g. filling words in the spaces)	3.02	Sometimes
35. Play vocabulary games.	3.04	Sometimes
36. Try to speak or describe things in English.	3.29	Sometimes
37. Learn the word through verbal repetition.	3.33	Sometimes
38. Learn the word through written repetition.	3.27	Sometimes
39. Take notes in class.	3.76	Often
40. Use the vocabulary section in your textbook.	3.05	Sometimes
41. Listen to a tape of word lists.	2.42	Seldom
42. Keep a vocabulary notebook wherever you go.	2.54	Sometimes

Table 3 revealed that the most frequently used vocabulary learning strategy, both with a mean score of 3.76, are the take notes in class which is under the cognitive strategy and the use English media such as songs, movies, newspapers and magazines which is under the metacognitive strategy. This is due to the fact that learners take notes in class to have a reference that they may use as their reviewer for quizzes or examinations and that they are exposed to various aforementioned English media. In contrast, the least frequently used vocabulary learning strategy with a mean score of 2.42, is the listen to a tape of word lists under the cognitive strategy. As the result revealed, the learners prefer to listen to other English media such as songs rather than listening to tape of word lists.

Breadth of Vocabulary Knowledge

Vocabulary knowledge plays a huge role in English Language Teaching and has been one of the most important areas of focus in second language acquisition. According to Mahar (2008), vocabulary knowledge can help the learner to comprehend written texts and reading can contribute to vocabulary growth.

Shen (2008) defined breadth of vocabulary knowledge as the number of words that a person knows. Using the vocabulary size test updated by Nation and Beglar (2007), the researchers identified the respondents' receptive vocabulary size or breadth of vocabulary knowledge. It is composed of 140 multiple-choice items that is divided into 14 parts. Each part represents the 1000-word family level. Respondents' scores can be regarded as a close approximation to the proportion of words in the test that they know. Their vocabulary sizes are leveled through very high, high, average, and low levels

Table 4: Level of Breadth of Vocabulary Knowledge

Level	F	%
Very High	1	3.1
High	3	9.4
Average	28	87.5
Low	0	0
Total	**32**	**100.0**

Table 4 reveals the distribution of the respondents according to their breadth of vocabulary knowledge as seen in the results of the vocabulary size test. It is shown in the table that 28 (87.5%) out of 32 (100%) respondents got their breadth of vocabulary knowledge ranged to the average level, which has the highest frequency among all the levels. Next to it is the high level with the second highest frequency with 3 (9.4%), which means that out of 32 (100%) respondents, 3 (9.4%) got their breadth of vocabulary knowledge ranged to the high level. On the other hand, the level which got the third highest frequency and percentage was the very high level where 1 (3.1%) respondents' breadth of vocabulary knowledge was ranged to. The level which got the least frequency was the low level with none (0.0%) out of 32 (100%) respondents. The results show that majority of the respondents' breadth of vocabulary knowledge are under the average level with the highest frequency and percentage of 87.5% of the respondents.

Research on the amount of vocabulary needed for receptive use indicates that learners need around 6,000-word families to read novels written for teenagers, to watch movies, and to participate in friendly conversation. According to Nation (2006), around 8,000 to 9,000 words are needed to read newspapers, novels, and some academic texts. Majority of the respondents fall under the average level, ranging from 5,300 to 8,700 word families which is far from the standard range recommended by Nation (2006) for them to be able to read newspapers, novels, and some academic texts.

This result may be caused by the respondents' lack of exposure to vocabulary words that can increase their vocabulary size. Also, their academic strands may also have an impact to their vocabulary size which means that vocabulary is perhaps not given much priority in their chosen strands

Depth of Vocabulary Knowledge

Depth of vocabulary knowledge is defined as a learner's level knowledge of various aspects of a given word, or how well the learner knows this word (Z. Shen, 2008). Richards (1976) identified seven aspects of word knowledge, and one of those aspects is association. Using the word associate test of Read (1998), the researchers measured the respondents' depth of vocabulary knowledge in two aspects: synonyms and collocation of words. The respondents' depth of vocabulary knowledge is leveled through very high, high, average, and low levels.

Table 5: Respondents' Depth of Vocabulary Knowledge

Level	F	%
Very High	2	6.3
High	26	81.3
Average	4	12.5
Total	**32**	**100.0**

Table 5 shows the distribution of the respondents according to their depth of vocabulary knowledge as seen in the results of the word associate test. It is revealed in the table that 26 (81.3%) of the 32 (100%) respondents got their depth of vocabulary knowledge ranged to the high level, which had the highest frequency among all the levels. Following it is the average level with the frequency of 4, meaning 12.5 % of the respondents got their depth of vocabulary knowledge placed under the average level. Two (2) respondents got their depth of vocabulary knowledge ranged to the very high level or 6.3% of the 32 respondents making it the level with the least frequency. This is similar to the results of their breadth of vocabulary knowledge where the level which got the least frequency was the very high level as well. The low level was not included, for none of the respondents' depth of vocabulary knowledge fell under this level. The results show that majority of the respondents' depth of vocabulary knowledge are under the high level with the highest frequency and percentage of 32, 81.3% of the respondents.

According to Schmitt and Norbert (2014), there may be second language learners in an English class who knew a relatively small number of words, but knew them quite well which may be due to a particular study approach where the students study the words in textbooks, look them up in dictionaries, look for them in their readings, and practice them over and over. Probably the respondents apply this intensive approach in studying words which may be the reason behind their high level of depth of vocabulary knowledge.

In line with this, using different vocabulary learning strategies may lead to a very different kind of learning. For example, studying the words in isolation without contextual elaboration limits the students to learning only something about the word form, something about the meaning, and some linkage between the form and meaning (Schmitt and Norbert, 2014).

In this study, the percentage of the respondents who have high level of depth of vocabulary knowledge (81.3%) is higher than the percentage of those who have high level of breadth of vocabulary knowledge (9.4%). These results suggest that it is possible to know a little about a larger number of words, or to know a great deal about a smaller number of words. That is, breadth and depth do not necessarily grow in a parallel manner.

Relationship between the Vocabulary Learning Strategies and Vocabulary Knowledge of the Respondents

Vocabulary learning strategies have great impact on the state of a learner's vocabulary knowledge. Schmitt (1997) has stated that vocabulary learning strategies are with great importance, affecting the vocabulary acquisition of the language learners. He also mentioned that vocabulary learning processes can determine overall success or failure of second language. Sufficient vocabulary knowledge is important for students to understand what they have read or heard. Hence, to manipulate the process of learning and easily acquire the words, learning strategies have been considered an important component of language acquisition.

Table 6: Correlation Matrix of the Vocabulary Learning Strategies and Vocabulary Knowledge

Vocabulary Learning Strategies		Depth	Breadth
Memory	Pearson Correlation	-.084	.118
	Sig. (2-tailed)	.314	.157
	N	146	146
Determination	Pearson Correlation	.041	.123
	Sig. (2-tailed)	.619	.140
	N	146	146
Social	Pearson Correlation	-.102	.021
	Sig. (2-tailed)	.222	.802
	N	146	146

Metacognitive	Pearson Correlation	.039	.152
	Sig. (2-tailed)	.637	.067
	N	146	146
Cognitive	Pearson Correlation	***-.182*** *	-.011
	Sig. (2-tailed)	.028	.891
	N	146	146

*. Correlation is significant at the 0.05 level (tailed).

The results gathered in the statistical treatment shows that none of the vocabulary learning strategies have a positive significant relationship with the depth and breadth of vocabulary knowledge of the respondents across various academic strands. Thus, it revealed that there is a negative significant relationship between the cognitive strategy and depth of vocabulary knowledge of the respondents which indicates an inverse relationship between the two variables aforementioned. It is revealed that the more the respondents use cognitive strategy (take notes in class, listen to a tape of word lists, keep a vocabulary notebook wherever you go, use the vocabulary section in your textbook and learn the word through verbal/written repetition) in vocabulary learning, the lower the level of depth of vocabulary knowledge is obtained.

For instance, a learner takes down notes during class discussion because he/she believes that the teacher's talk is important. As he/she is engaged in listening for a while, his/her focus shifts into the words or concepts that he/she writes rather than understanding the content of what the teacher is talking about in the class. With this, there is a greater chance that the learner would not be able to understand and use the words in real world context. Therefore, the level of depth of vocabulary knowledge (which measures the ability of the learners to use an English word in context more than understanding its superficial meaning) of the learner will decrease as he/she continues to be engaged in this malpractice. Some study habits of the learners would support this claim such as memorizing the words and concepts during examination and not being able to remember them the next day after they have taken the examination.

Eventually, this results to grammar and sentence construction errors. The jargons that the respondents use in their academic strands differ from one another, (jargons used in Accountancy and Business Management are not related to the jargons used in Humanities and Social Sciences or Science, Technology, Engineering and Mathematics and vice versa) which disables them to have an in-depth knowledge of the various words. It is also a factor to consider in accordance to their level of depth of vocabulary knowledge. In addition, when the learners use cognitive strategy the information is just stored in the short-term memory (Schmitt, 1997).

V. CONCLUSION

The statistical treatment revealed that the most frequently used vocabulary learning strategy is metacognitive strategy. Thus, the least frequently used vocabulary learning strategy is cognitive.

Based on the majority respondents belonged to average level. These respondents' breadth of vocabulary knowledge is ranging from 5,300 to 8,700 word families. On the other hand, with the result of the depth of vocabulary knowledge, most of the respondents are at the high level. Also, none of the respondents fell under the low and very low levels in the depth of vocabulary knowledge which is a positive result for the respondents.

Using the Pearson Product Moment correlation, the statistics revealed that the memory strategy, determination strategy, social strategy and metacognitive strategy have no positive significant relationship with the breadth and depth of vocabulary knowledge. However, the statistics also revealed that there is a negative relationship between the cognitive strategy and depth of vocabulary knowledge. This implies that the more often the respondents use the cognitive strategy, the lower level of depth of vocabulary knowledge is expected from them.

VI. RECOMMENDATION

Based on the findings and conclusions of the study, the following are hereby recommended:

1. The study showed that cognitive strategy has a negative correlation with the depth of vocabulary knowledge. Apparently, it is recommended for the respondents to consider other strategy as their primary option, while cognitive as their last to use in enhancing their depth of vocabulary knowledge. In this way, they may test and enhance the effectiveness of the other vocabulary learning strategies.

2. School administrators, together with the teachers should provide lectures and seminars among students to increase awareness on different vocabulary learning strategies that they may use to improve their vocabulary knowledge, since the result of the study shows that all the grand mean of the five vocabulary learning strategies obtained a verbal description of "sometimes".

3. Teachers should provide the learners variety of teaching techniques and methods, incorporated to their class discussions to help the students increase their vocabulary knowledge in terms of breadth and depth.

4. The present study can serve as a guide for the language teachers to reconsider their language teaching styles and methods to promote the use of different vocabulary learning strategies in learning vocabulary.

5. Language teachers may use vocabulary tasks, exercises, drills and electronic vocabulary games in introducing different vocabulary learning strategies among the learners.

6. Future researchers may use this present study as a basis for further improvement and as a tangible certification that problems do exist, most specially in the field of vocabulary learning, and the sole key to repair it is by entertaining the immutable power of change.

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