

# Vocabulary Learning through Using Mechanical Techniques Vocabulary Learning Strategy

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**Abstract**—Vocabulary learning and teaching is a key issue that has always been one of the related subjects for both teachers and learners of foreign languages. The aim of the present study was to investigate the effect of vocabulary learning strategy of using Mechanical Techniques in reading comprehension as a Direct vocabulary learning strategy by Iranian EFL learners for their lexical knowledge improvement. To achieve the aim of the study, fifty-eight pre-intermediate language learners were elected and appointed into two experimental and control groups based on a vocabulary pre-test. During the period of the study the experimental group was taught Mechanical Technique vocabulary Learning Strategy and the second group was assigned as a control group. To assess the impact of vocabulary learning strategy the researchers have used the model proposed by Oxford (1990) “Strategies Inventory for Language Learning. At the end of the study, the students in experimental and control group participated in a post test. The results showed that using Mechanical Technique by the students in the experimental group is effective in enhancing their vocabulary storage. Measuring lexical improvement indicated that using Mechanical Techniques vocabulary learning strategy at pre- intermediate level can lead to higher achievement of vocabulary storage of Iranian pre-intermediate EFL undergraduate learners in reading comprehension skill.

**Index Terms**—mechanical techniques vocabulary learning strategy, vocabulary learning strategy

## I. INTRODUCTION

Vocabulary mastery is one of the significant components in acquiring a second or foreign language and also is required to be learned in order to command of four important abilities, that is to say, reading, listening, writing and speaking, which cause to successful contact. In order to have successful communication, having acceptable knowledge of vocabulary is an inseparable portion of that communication. Thus, without having good and acceptable knowledge, no effective contact can manage and successful communication relies massively on vocabulary knowledge. According to Fauziati (2005) lack of enough vocabulary, one cannot transfer his/her message successfully or represent his/her views in both written and oral forms. One significant determinant is the amount of lexical a person possesses and can remember. Thus, having a good knowledge of vocabulary shapes the significant part of any language (McCarthy, 1988; as cited in Hamzah, Kafipour, & Kumar Abdullah, 2009). Attraction in acquiring a second language (L2) vocabulary has increased recently, especially after the necessity for more study on this ignored area of language learning (Meara, 2009) was declared by pioneer vocabulary learning researchers (Webb, 2007; Schmitt, 2008; Meara, 2009).

Regarding language learning, vocabulary acquisition is basic to language and of greater attention to typical language learner (Zimmerman, 1998). Moreover, it carries a significant role in English language skills. The more word learners acquire, the better they accomplish their language. Based on Schmitt (2000), the center of learning and communication is vocabulary. Limitation of vocabulary knowledge, the learners will face problems commanding English skill. The central effect of vocabulary storage in second or foreign language learning has been lately identified by researchers and theorists in the field. In the same line, some methods, techniques, styles, efforts and practice have been indicated in the area to train how to learn vocabulary (Schmitt, 2000). It has been proposed that teachers in the process of instructing vocabulary should not only include particular vocabularies, but also aimed at familiarizing students with strategies and techniques necessary to improve their vocabulary knowledge (Hulstijn, 1993, cited in Morin & Goebel, 2001).

Various explorations by different researchers in foreign or second language have been done in the previous decades (O'Malley and Chamot, 1990; Green and Oxford, 1995; Weinstein et al, 2000), concerning with language learning strategies (LLS) and the effects of strategies in language learning. These studies had a realistic aim which was the investigation of the methods of enabling or improving second language learner to become more, resourceful, flexible, self-directed, and productive in their learning. As the teaching of language has enhanced also with different techniques, language researchers got more information on the significance of language learning strategies (LLS). The more researches were implemented in the mid-seventies, the more important the strategies were achieved (Rubin, 1975; Stern, 1975). The main goal of learning strategies is to build communicative competence (Oxford, 1990).

Learning strategies can help students manipulate, guide, assign and direct their learning process (Hu & Tian, 2012). The exploration discovered that language learning strategies could assist learners' deficiencies, for instance, in English reading text and students also use strategies that do not entail them to be examined and criticized (Normazidah, Koo, & Hazita, 2012). Thus, strategies are regarded as facilitator tools, or guidance to a language learning of learners who are learning the English language as a second foreign language. English learners can be looked as personalities in English speaking setting whose native language is not English (Tamara, Elizabeth, Laura, Michelle, & Nina, 2012). Therefore, the language learning strategies can improve the learners' requirements, motivation, enjoyments, and other methods of learners in learning the English language. These informants help learners to affect their language learning acquisitions.

Linguists, scholars, and researchers propose various explanations of language learning strategies. Suwanarak, (2012) recognizes that language learning strategies are particular methods of learning, activities, techniques, behaviors which empower to make the process of vocabulary storage easy, reminding or usage of the target language for the purpose of connecting to an incomparable context. Takač, (2008) characterizes language learning strategy relates to the learners' attempt in order to acquire that it has become widely identified in the scope of second or foreign language learning. White, (2008) illustrates the process of language learning strategies as the procedures or activities that learners who elite and utilize to acquire the second or foreign language or make the process of language learning easy for learners. Macaro, (2001) reveals that using a strategy in the process of foreign or second language learning is a particular activity that learners utilize for the purpose of making their language learning methods faster, easier, more pleasant, independent, productive and applicable to the other specific situation. English language learning strategies relates to factors such as management, methods of acquisition in both outside and inside classes environment, actions of particular English language, and process utilized by a foreign or second language learners to make them gain their acquisition achievement (Kanchanit, 2009).

## II. LITERATURE REVIEW

### A. *Significance of Vocabulary Learning*

According to Folse (2004), this is like a fiction to claim that vocabulary learning is not as significant as grammar learning or other components of language learning, concerning the point that in facts, vocabulary learning has a sorely significant role in learning the English language (Chen & Chun, 2008; Shoebottom, 2007). This is due to the fact that the more vocabulary storage those learners equipped, the more they have the ability to comprehend what they read and hear, thus the more successful they are transferring their ideas and more capable of saying what they need when writing or speaking (Shoebottom, 2007). In addition, learning the vocabulary of L2 is different from learning one's first language (L1). Folse (2004) also asserts that, contrary to vocabulary learning of L1, it is necessary for the learners of L2 to recover the form, the meaning, or the usage of the word that can be acquired by doing varieties of activities within classroom time. Wilkins (1972, as cited in Herbertson, 2010), explains the significance of learning vocabulary in his quote, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." The expression demonstrates that without words, someone's efforts to make communication of his/her message to others could be of no profit. Although, a message could still be comprehended even though he/she does not use grammatically correct sentences. Nevertheless, problems might happen if a person does not have suitable and enough information to use the right vocabulary to understand his/ her message. The expression also shows that one could not read or listen without the enough knowledge of vocabulary storage (Herbertson, 2010).

### B. *Vocabulary and Reading Comprehension*

Having good and acceptable command of the knowledge of vocabulary will help students to the better understanding of a reading text. Literacy experts are in a agreements that good knowledge of vocabulary storage and the capability to inseparably linked, the strength word is a base predictor of his or her capability to comprehend an extensive range of texts (Anderson and Freebody, 1981). This is also can be generalized for both native speakers of English and second language learners (Coady,1993). Different types of strategies can be utilized to guide and help these learners for improvement their knowledge of vocabulary such as guessing meaning from context and using a dictionary. In other hand, to help students grasp and be able to keep in mind the new vocabularies better, it is necessary that they do more tasks and activities in which trainers would have to devote more and more time and this is where the direct teaching of vocabulary comes in.

### C. *Vocabulary Learning Strategy*

For a long time, the significance of vocabulary teaching and learning has been attracted by instructors, researchers and commentators, due to the fact that having acceptable knowledge of vocabulary has a significant role in learning a second or foreign language (Laufer, 1986; Nation, 1990; Richards, 1980; cited in Lawson and Hoghen, 1996). Using strategy in Language learning can guide and help English trainers get a clearer comprehending of their learners' expectations and satisfaction with their language classes Suwanarak, (2012).It should be noted that sometimes the method of teaching applied by the English instructor may influence the learner' language learning strategies (Mohammad, 2011). Therefore, all English language teachers should explore different methods of teaching. Oxford,

(1990) illustrates that novel teaching capacities mentions the recognition of learners' learning strategies, administrating teaching on learning strategies, and guiding learners become to be more independent of their learning and thinking.

Generally, vocabulary knowledge is looked as the basic communication instrument, and usually labeled as the most problematic area by language instructors (Celik & Toptas, 2010). Although students command all grammar points in the language learning, they cannot make suitable communication when they do not have the enough word storage. The usage of strategies for learning of vocabulary has been explored by various researchers, scholars, linguists and language trainers in the previous decades (Levenston, 1979). A great number of scholars and researchers have been exploring the language learning and teaching method in different styles, and possible importance of other contexts of learning or trainee contributions such as learning styles, motivation, and language learning strategies and so forth. Various researchers have recently attempted to explore the conceivable causal connection between word knowledge and the enhancement of reading comprehension skill. Vocabulary storage has been regarded as a longitudinal predictor of reading comprehension (Ouellette & Beers, 2010; S é́chal et al., 2006; Verhoeven & Van Leeuwe, 2008). Thus, the aim of this study is to find out the effect of using Mechanical Technique vocabulary Learning strategy in vocabulary learning process in reading comprehension skill based on Oxford's taxonomy of language learning strategies on Iranian Pre-intermediate university students.

#### *D. Some Current Studies of Vocabulary*

Nyikos & Fan (2007) pointed out, outcomes from research after research argue that successful second of foreign language learners, for the most part, present a sample of choosing more complex, suitable, and task-compatible strategies for learning new L2 vocabularies and attain outcomes comparable to more proficient L2 learners.

Arjomand and Sharififar (2011) in an experiment study, made attempts to study the relationship between vocabulary learning strategies and gender among Iranian EFL students. They induced that cognitive strategy has been the most frequently used strategy, while social strategy was the least commonly utilized one. Moreover, considering the gender, they contended that cognitive/ metacognitive and social strategies were respectively the most and the least frequently utilized ones. Regarding the disagreement outcomes of the vocabulary strategy studies, especially at tertiary level, the outcomes of this study may have an important contribution to our understanding of this strategy and the way they are implemented by Iranian EFL university students.

In a recent experimental study; Naeimi and Yaqubi (2013) examined the impact of Structure Reviewing as a sub branch of direct vocabulary learning strategy in reading comprehension of university students. They assign two groups of EFL language learners at pre-intermediate language proficiency level as experimental and control group. Although both groups were taught how to use vocabulary learning strategies for a period of 10 weeks, only the experimental group received Structure Reviewing vocabulary learning strategy. The model of training was based on the theoretical framework for direct and indirect language learning strategies instruction suggested by Oxford (1990). The outcome of the study showed that Structure Reviewing as a sub branch of direct strategy training could notably improve the vocabulary learning of Iranian pre-intermediate EFL undergraduate students (as cited in Naeimi & Foo, 2014).

### III. DIRECT STRATEGY AND OXFORD'S VOCABULARY LEARNING STRATEGIES

Concerning different researcher's classifications of language learning strategies, Oxford's (1990) taxonomy of strategies seems to be the most comprehensive specialized arrangement representing direct and indirect learning strategies. Oxford's (1990) classification represented direct and indirect strategies with 6 categories, 19 strategies and 62 sub-strategies. The Direct language learning strategy of language learning recommended that vocabulary can be learned by using instruments that engage the learners' attention in direct connection with the form and meaning of word items, like word lists, dictionaries and so on (as cited in Naeimi & Foo, 2014). A direct method of vocabulary learning is defined as any activity that intends on giving word information to memory (Hulstijn, 2001; cited in Choo et al., 2012). In contrast to Indirect strategy of vocabulary learning that concentrate chiefly on the context, the major emphasis of the Direct strategy of vocabulary learning is the word itself. Any intentional strategy may be utilized with the purpose of learning vocabulary in direct learning.

### IV. OBJECTIVES OF THE STUDY

The current study is an attempt to broaden our knowledge and also achieving more information on vocabulary learning strategies by analyzing the impact of using Mechanical Techniques vocabulary learning strategy of teaching vocabularies in terms of Direct VLSs. Consequently, the present research has emphasized on instructing vocabulary and the impact of learning strategy use by students and their success in learning vocabulary. The available literature in Iran is admittedly low on experimental research on the impact of Direct and specially sub-branches of VLS, particularly in the context of EFL. As such, the scarcity of research exploring the VLSs can shed light on the effect of Direct in general and sub-branches of Direct vocabulary learning strategy in particular at pre-intermediate level and thereby making the EFL instructors and even the curriculum designers to be more aware of their roles in designing suitable materials and tasks to guide the students enhance their vocabulary learning. It allows EFL educators and curriculum developers to correspond teaching and learning to improve the learners' potentials. It also guides the learners to enhance strategies to

become more autonomous learners. Simply put, the study is an attempt to compare the impact of teaching through using Mechanical Techniques vocabulary learning strategy of the experimental group in comparison to the control group. This study intends to address the following research question:

#### V. RESEARCH QUESTION

Does using Mechanical Techniques vocabulary learning strategy have any significant impact on Iranian EFL learners?

#### VI. METHODOLOGY

##### A. Participants

The participants of the present study consisted of 58 individuals of second and third semester (12 female and 46 males) that were chosen out of 118 volunteer students at Islamic Azad University of Omidiyeh, Iran. Taking a *General English* course is compulsory in the syllabus of the bachelor program of non-English major students in Iran universities. The participants of the current study ranging in age from 21 and 26 years old, with different majors and different faculties, and were selected randomly from a bachelor level. The first language of these students was Persian and they were learning English as a foreign language at university level. Moreover, they had learned English as a foreign language for about 6 years and passing English is regarded a prerequisite for entering into university. They are considered as pre-intermediate English learners.

##### B. Instruments

In the present research, the authors were used three types of instruments for collecting data. The first instrument used as vocabulary test and as a pre-test, adapted from the Vocabulary Knowledge Scale (VKS) developed by Paribakht and Wesche (1993). Such test was administered in order to make sure as the homogeneity of the students' lexical knowledge and included of 40 multiple-choice vocabulary items. The reliability of this test was determined through a KR-21 formula in the pilot study (0.86). Its validity was also determined by two competent experts in the field who had considerable experience in test planning. Finally, 58 male and female pre-intermediate Iranian university students from Islamic Azad University, Omidiyeh, Iran, were selected as participants of this study.

The next instrument of this study that researchers provided as the treatment elements constituted of 12 units reading comprehension text practices and exercises. The reading practices and exercises were identical for two groups and were selected from the book of *Select Readings* (Pre-intermediate level) by *Lee and Gunderson* (2002). The focus of this course book is on various subjects in the field of general English learning, including topics for general information, plants, music, university, and work and leisure.

The third instrument is a post-test that prepared by researcher consisted of 40 multiple-choice vocabulary items chose from the 12 units that were taught during the 14 sessions (first sessions considered as introduction and last one post-test) of the treatment period. Each question was given one point. Hence, the learners who answered all the questions correctly obtained 40 points. The total selected vocabularies were about 220 words from different subjects of this textbook that were chosen as the target training words. The post-test was given at the end of the treatment period (14<sup>th</sup> session) of instruction for both groups. The words, estimated in post-test were all selected from new lexical items taught and explained in the period of the teaching procedure. KR21 was used to prove the reliability which was 0.82 for the pre-test and 0.86 for the post-test. As Fraenkel and Wallen (2003) pointed out that the reliability of teachers' self-made tests was accepted when KR 21 was higher than 0.70.

##### C. Procedure

The present study is aimed to examine the impact of one type of sub branch of Direct vocabulary learning strategy (VLSs) namely; Mechanical Technique, by Iranian EFL learners at a tertiary program for better understanding of the methods that they applied to learn new words in English reading comprehension skill. The study is administrated in Omidiyeh Islamic Azad University, Khuzestan, Iran. The focus of this study was concentrated on learners of non-English majors. Prior to the research, Vocabulary Knowledge Scale (VKS) developed by Paribakht and Wesche (1993) test was conducted to 118 university students majoring in different disciplines other than English was administered in order to assure the homogeneity of the participants. Then 58 learners whose scores were between one standard deviation above and one standard deviation below the mean were chosen. The remaining 58 students were randomly divided into two equal experimental and control groups; that is, one experimental group (Mechanical Techniques) and the other one considered as a control group.

Then the main phase of the study began in which the experimental group was instructed about using the Mechanical Techniques vocabulary learning strategy for 14 sessions. Treatment procedures; that implemented by the corresponding author, both experimental and control groups were instructed in the identical subjects from the same book. The treatment period lasted for 14 sessions. The two groups of the study were taught one session every week for 14 weeks (one semester).

Within the process of training, about 220 English words from different subjects of the chosen textbook were determined to be taught in the experimental group of the study following using Mechanical Techniques strategy

instruction. First session of instruction for the experimental group was devoted to strategy instruction and acquainting the students with the strategy using in general and acquainting them with the Mechanical Techniques vocabulary learning strategy that they are going to use during the next sessions and what Mechanical Techniques strategy is. A practice section was also incorporated for the strategy using in order to guarantee the participants' understanding of the strategy. Prior to teaching and learning session, the participants were familiarized with the concept of strategy and its definition; then they were provided with some practical examples to master applying the intended strategy. In the experimental group, all the time of instruction was administered to teach vocabulary by using the Mechanical Techniques strategy and particular activities and different types of assignments on using the strategy as practice and tasks.

In other hand, teaching in the control group, includes the regular and common method that consisted of various ways of presenting vocabulary were included in the instruction. That is, each word was introduced separately on the board. Then, the instructor taught the learners the oral pronunciation of vocabularies, provided them with the parts of speech of words, and finally giving a direct translation of new vocabularies in Persian. This method of teaching was used and implemented every session for the whole 14 sessions of treatment period, which the students were not provided any vocabulary learning strategy. Later, the learners practiced the words in the text and then did the related exercises.

In the last phase of the study, that is, at the end of thirteenth session's teaching period and studying 12 lessons of the course book a post-test provided by an instructor, was implemented to two groups of the research for the purpose of measuring the impact of Mechanical Technique strategy and compare its impact with the control group method of vocabulary learning. The post-test had a similar format like the pre-test which included of 40 questions and was implemented in the final session (14<sup>th</sup>). After collecting the data, the obtained scores, were submitted to statistical analysis. The next sections introduce the treatment period of the using Mechanical strategy briefly.

#### D. Mechanical Techniques as Direct Vocabulary Learning Strategy

According to Oxford (1990), in order to keep in mind what has been read, using Mechanical Techniques vocabulary learning strategy was adapted as a beneficial strategy in manipulating, flashcards, with the new vocabulary written on one side and the definition written on the other, are both familiar. For contextualizing a new expression and get writing practice, learners wrote the new expression in a full sentence on flash cards. Flashcards were moved from one pile to another, depending on how well the learners knew them. Separate sections of the language learning notebook were used useful for words that have been learned and words that had been not reviewed by the learners. Following Oxford (1990) recommendations, the researcher asked learners to read and practice the words when they had some free time out of the class environment. For example, they were required to read them on the bus, in lines, etc. (as cited in Naeimi & Ghassemiazghandi, 2013).

## VII. RESULTS AND DISCUSSION

Following the data collection, the participants' performances in both groups were measured with respect to their improvement in vocabulary learning. For this purpose, according to the data received, the participants' performances in two groups of experimental and control group were gauged on the post-test with concern their improvement on vocabulary learning. The teacher (corresponding author) designed the post-test for two groups at the end of the treatment in which to examine the vocabulary enhancement of participants of two groups. Then, the collected results were given to statistical analysis, which included two independent samples t-tests to compare the impact of using Mechanical Techniques strategy for vocabulary learning on the post-test.

According to Table 1 and 2 the mean scores of two experimental and control groups in pre-test did not differ significantly in terms of vocabulary proficiency before the treatment period. In order to gauge the efficiency of the learners in terms of using Mechanical Techniques vocabulary learning strategy instruction a post-test was implemented by the teacher to the two groups of the study. Thus, to compare the learners' performance another independent samples t-test was conducted as statistical analysis. Tables 1 and 2 reveal the mean score for the experimental and control group. Based on the results demonstrated in Table 1, the mean scores of the experimental group (Mean=38.49) were significantly ( $t(3.854), p<.05$ ) different from the control group (Mean=31.32,  $t=0.58$ ).

TABLE I  
DESCRIPTIVE STATISTICS RELATED TO EXPERIMENTAL GROUP (PRE-POST TEST RESULTS)

Experimental Group	N	Mean	SD	t-test
pretest	26	24.90	0.62	3.854
posttest	26	38.49	0.76	P=0.04

T-observed= 3.854 T-critical=1.729 T-observed is bigger than t-critical

TABLE II  
DESCRIPTIVE STATISTICS RELATED TO CONTROL GROUP PRE-POST TESTS RESULTS

Control Groups	N	Mean	SD	t-test
pretest	26	24.40	0.62	0.056
posttest	26	31.32	0.58	P=0.77

T-observed=0.056 T-critical=1.729 T-observed is smaller than t-critical

Table 1 and 2 show the learners' performance on the post-test with regard their vocabulary learning. As it can be considered, the learners' performance in the experimental group did improve significantly. That is to say, regarding vocabulary learning and training, the difference between the learners' performance in two groups of the exploration was statistically significant on the post-test. In summary, the findings of the study gained from independent samples t-tests showed that using Mechanical Techniques had a significant effect in improving learners' vocabulary. However, this impact on the participants' vocabulary learning through control was less significant in comparison to the experimental group instruction. The findings of the sample t-test for the results gained from the post tests of experimental group also revealed that the improvement was statistically significant ( $p < 0.05$ ). That is, learners of experimental group in which using Mechanical Technique as a Direct strategy outperformed the learners in the control group in the vocabulary post-test. Thus, the Direct Mechanical Technique strategy teaching seemed to have improved the learners' vocabulary intake. In other hand, the findings of the sample t-test for the data provided from group B also revealed that the improvement was not statistically significant ( $p > 0.05$ ).

In this study the impact of using Mechanical Techniques vocabulary learning strategy as a direct vocabulary learning strategy was explored on 58 pre-intermediate Iranian learners. Utilizing the statistical analysis, the researchers of the study discovered confirmation that using Mechanical Techniques strategy teaching did positive effect on the students' vocabulary performance. This reveals that performing the Mechanical Techniques as Direct vocabulary learning strategy could enhance vocabulary learning of the Iranian's learners. The findings of the present research are in agreements with Craik and Lockhart's (1972) depth of processing theory which claims that the more cognitive energy a person apply while administrating and thinking about a vocabulary, the more likely it is that they will be capable to remember and utilize it later (Craik & lockhart, 1972; Craik & Tulving, 1975). This hypothesis points out that it is not significant how lately individuals have learnt something. What is of more significance in learning process is, in fact, the depth of processing; in other words, learners must be taught on how to process data deeply. The results of the study show that the learners' vocabulary learning is impressed and thus enhanced through Mechanical Techniques strategy instruction significantly.

#### VIII. CONCLUSIONS AND IMPLICATIONS

The purpose of the present study was to examine 58 pre-intermediate male and female Iranian university learners from non-English majors of Omidyeh Islamic Azad University, Khuzestan, Iran in learning English as a general course. The particular aim of this study was to investigate the impact of the Mechanical Techniques as a Direct vocabulary learning strategy of the aforementioned students. The research question of this study is "does using Mechanical Techniques vocabulary learning strategy has any significant impact on Iranian EFL learners?" The effect of Mechanical Techniques strategy teaching on the vocabulary learning was gauged through comparing the learners' performance in the pre-test and post-test. Concerning the findings of this study, the answer to this question was positive; that is to say, students who received the Mechanical Techniques vocabulary learning strategy treatment revealed a higher word learning rate compared to control group students. The fundamental point in this exploration was the amount of enhancement of learners in the Mechanical Techniques strategy in the experimental group and that outscoring its parallel group in the control group. In fact, training through using Mechanical Techniques as a Direct vocabulary learning strategy was an effective way of learning and retaining the vocabulary items for pre-intermediate students.

Concerning the focus point of this study, it is recommended that the English teachers in pre-intermediate level should introduce the Direct vocabulary learning strategy like the Mechanical Techniques strategy to their learners in better improving their vocabulary knowledge. The teachers can encourage their learners to utilize it effectively. It may help learners, instructors, and curriculum developers to be aware of the effectiveness of sub categories of VLSs components, and vocabulary knowledge in order to provide and present vocabulary education and training. In addition, it may enhance the knowledge on the importance of lexical learning strategies in English language learning and teaching. The explanations of former scholars lend support to the respective benefit of category and subcategory of the Direct strategy instruction in improving learners' vocabulary learning. The results found in the current research also give more highlighting to the previous studies (Beck et al., 2002; Beck et al., 2005; Beck et al., 2007; Naeimi & Yaqubi, 2013) which focused on the pedagogical value of implementing category and sub-category of direct vocabulary learning strategies in language learning classrooms.

#### IX. LIMITATIONS OF THE STUDY

Although the findings of this exploration might be regarded as an important contribution to a better understanding of VLSs training, some limitations should be noticed. Firstly, this study consists of just fourteen instructing sessions, thus, a more broad research could convey more comprehensive conclusions. Second, the proficiency levels of the learners under exploration were Pre-intermediate. Moreover, the number of learners in two groups was relatively small, which made it limited for the generalization of the findings. It is recommended that these elements be regarded in future replications of the current research.

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