
An Investigation into Vocabulary Learning Strategies and Their Relation to Vocabulary Size among EFL Learners

Presenter: Fatimah Aljayzani

Affiliation: English Instructor at ITC Medina, Saudi Arabia

Conference: 18th Edition of Innovation in Language Learning

Date: November 5th, 2025



BRIEF INTRODUCTION

- Vocabulary is fundamental for language proficiency and academic success.
- Vocabulary Learning Strategies (VLS) help learners acquire and retain vocabulary more effectively.
- However, few studies in Saudi Arabia have explored how strategy use relates to actual vocabulary size.



LITERATURE REVIEW AND RESEARCH GAP

- Based on Schmitt's (1997) taxonomy: determination, memory, cognitive, metacognitive, and social strategies.
- Previous studies: mixed results on which strategies are most used and whether they predict vocabulary size.
- Research gap: limited focus on non-English majors and Saudi university learners.



RESEARCH QUESTIONS

- What Vocabulary Learning Strategies do Saudi EFL female learners at Taibah University use?
- What is the level of vocabulary size among Saudi EFL female learners?
- What are the differences among participants in vocabulary usage and size in relation to the specialty variable?
- How does the use of Vocabulary Learning Strategies by Saudi EFL female learners at Taibah University relate to their vocabulary size?



METHODOLOGY

- Design: descriptive-correlational
- Participants: 186 female EFL learners at Taibah University (Arts, Science, Business, Engineering).
- Sampling method: convenience sampling due to the extensive nature of the survey conducted in this study and the timing of response collection, when a limited pool of students was available for selection.
- Instruments:
 - VLS Questionnaire (Schmitt, 1997)
 - Vocabulary Size Test (Nation & Beglar, 2007)
- Analysis: Descriptive statistics and Pearson correlation.



RESULTS (1): STRATEGY USE

- Most frequent: cognitive (M=3.68)
- Followed by: memory (M=3.59), determination (M=3.53)
- Least used: metacognitive (M=3.44), social (M=3.38)



RESULTS (2): VOCABULARY SIZE

- Overall: moderate vocabulary size (mean = 17.40 / 40).
- Highest: College of Computer Science & Engineering.
- No significant difference between colleges.

Table 1. Descriptive Statistics of Vocabulary Size Test

College	VST	N	Minimum	Maximum	Mean	Std. Deviation	level
College of Arts and Humanities	Scores of VST	59	4.00	36.00	15.5763	8.01336	Moderate
College of Computer Science and Engineering	Scores of VST	60	7.00	40.00	19.0667	8.53679	Moderate
College of Science	Scores of VST	37	7.00	40.00	17.0811	8.01865	Moderate
College of Business Administration	Scores of VST	30	5.00	36.00	18.0667	8.51746	Moderate
Total	Scores of VST	186	4.00	40.00	17.4032	8.32540	Moderate



RESULTS (3): CORRELATIONS

- No overall significant correlation between total VLS and vocabulary size.
- Determination strategies showed a weak positive correlation with vocabulary size.
- Metacognitive strategies showed a negative correlation with vocabulary size.



DISCUSSION & IMPLICATIONS

- Consistent with recent findings (Oladini et al., 2024).
- Differences may be due to teacher-centered instruction and limited English exposure.
- Pedagogical implications:
 - Encourage awareness and balanced strategy use.
 - Integrate explicit strategy instruction in EFL courses.



CONCLUSION

- EFL learners mainly use cognitive strategies.
- Vocabulary size is moderate and consistent across majors.
- Determination strategies are linked to larger vocabularies.
- Teachers should promote metacognitive awareness and diverse strategy use.



THANKS

