

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This last chapter of thesis concludes the whole study by providing concluding remarks, suggestions based on the discussion in chapter 4, and ideas for further research in this area of study focus.

#### **5.1 Conclusion**

The present investigation has been descriptive in manner. It has contributed to the field of vocabulary learning strategies in respect of vocabulary learning strategy classification, and the variables investigated. One of the major contributions of the present investigation has been the classification system of vocabulary learning strategies which these university undergraduate students reported employing when encountering vocabulary items, either in a classroom-related setting, or a classroom-independent setting. The vocabulary learning strategies have been classified on the basis of vocabulary learning purposes, including the discovery of the meaning of new vocabulary items, the retention of the knowledge of newly-learned vocabulary items, as reported by the research participants. Since vocabulary is an important component of language and vocabulary learning is an essential part of second or foreign language learning, language learners need a wide array of target language words to be able to cope successfully with both production and comprehension activities in the second or foreign language. Thus, one way to help learners to enhance their knowledge of L2 vocabulary is through equipping learners with a variety of vocabulary learning strategies. Different taxonomies have thus been proposed, and some of which were discussed in chapter two of this study.

## 5.2 Suggestions

As revealed in the present study, the significance related to vocabulary learning strategies and to training students in those strategies they lack may have the following implications for EFL teachers/lecturers:

1. Teachers should think of ways to provide less successful learners with vocabulary learning strategies. This should be done by making them aware of the need to become independent learners by recognizing the strategies they possess and those they lack. Learner's attention should also be directed toward the strategies successful learners benefit from, as their stories of success can be followed by other learners. EFL teachers should get learners to practice a wide range of vocabulary learning strategies ranging from decontextualized and mechanical strategies to contextualized ones. This enables learners to deal with any unknown vocabulary they may encounter both in and out of class context.
2. Teachers need to bear in mind that individual learners may vary on the basis of which strategies they consider more useful and they apply more frequently. Thus, teachers may first need to have an appreciation of learner's belief regarding vocabulary learning strategies and then try to help them gradually realize the value of other types of strategies.
3. Pedagogically, teachers or college lecturers may take advantages from the findings by providing in-class training of vocabulary learning strategies use to students. For instance, they can teach learners to use guessing strategies through reading practices. Plus, training students to use monolingual or bilingual dictionaries appropriately and skillfully is necessary because they can carefully study all aspects of each word.

## 5.3 Concluding Remark

Learning new vocabulary can be challenging to foreign language students at all levels of studies, but they can overcome by having access to a variety of vocabulary learning strategies. Learners should then be trained in strategies they lack. To this end, teachers should consider the learners' willingness and readiness

to receive trainings and think of the most appropriate way to introduce the strategies. In addition, students themselves should realize that vocabulary learning in class is never enough, as time allocation is primarily focused on other macro skills. It is therefore recommended that they themselves seek to adopt any vocabulary learning strategies (VLS) to learn and retain memory of English vocabulary by themselves or with friends outside classroom so that they become independent vocabulary learners and so that they can enhance their vocabulary competence, which is crucial in acquiring other language skills.

#### **5.4 Further research**

As seen from chapter 3 of this thesis, the study was carried out with a relatively small samples, and the main instrument used was mainly the VLS questionnaires adapted from Schmitt's (1997) taxonomy. Even though, respondents were given chances to offer free responses concerning reasons behind their adopted VLS strategies, the researcher suggest that further research in this field shall include other types of research instruments such as observation, interview and vocabulary size test, for the sake of data triangulation and for a greater reliability and validity of research findings.