Investigating The Students' Awareness Of Memory Strategies Use In Vocabulary Learning

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Abstract:

Vocabulary knowledge is the engine of any language, and without it communication fails. Therefore, vocabulary learning was given much importance by language teachers and language learners. The processes of knowing, processing, and memorizing new words need to be accompanied with particular strategies that make this task easy, and that is the role of Memory Strategies (MSs). Hence, the objectives of this study is to investigate the students' awareness of the effects and use of Memory strategies to learn vocabulary and investigate which Memory Strategies do learners use and whether they use them or not. Results achieved were very positive and MSs are effective tools to learn vocabulary items and language in general.

Keywords: Memory Strategies؛ Memory Strategies Awareness؛ Vocabulary Learning.

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I. INTRODUCTION

Vocabulary learning is one of the most Vocabulary important areas in learning English as second or foreign language, it is also the most problematic area of language learning, and that due to the huge and unlimited number of words that the language learner should learn and memorize to communicate fluently, write correctly, and understand the reading texts, books,..Learning language vocabulary needs certain suitable vocabulary learning strategies, which help not only in understanding or knowing words, but also in processing and memorizing the lists of words that had been learnt in the classroom. Among these vocabulary strategies, Memory Strategies and their positive effects on vocabulary learning caught the attention of researchers and language teachers. Hence, in a language course that is based on teaching and learning vocabulary it is important to include Memory Strategies (MSs) as part of the course to help in understanding, processing, and memorizing lists of vocabulary items . Therefore, MSs are the main focus of this study which is conducted to investigate the participants' performance in vocabulary learning and which MSs they use and whether they know the positive role of such strategies in making this task easy, especially that the course focused on teaching vocabulary (technical English vocabulary), we will try to see how learners learn and memorize the large amount of vocabulary items and the major MSs they often use.

1. Literature Review

This part is sitting the main researches dealing with vocabulary, vocabulary learning, memory, and memory strategies

1.1The Importance of Language Vocabulary

Vocabulary learning is considered as a basic area in learning a Second or Foreign language, it is also regarded as the most difficult field in learning a language (Celik and Topas, 2010). Having vocabulary knowledge is important to learn other skills, Richards and Renandya (2002) believe that vocabulary knowlrdge is crucial to communicative competence; it is also crucial to reading comprehension (Tozcu and Coady, 2004).Wilkins (1972) maintains that "without grammar little can be conveyed, but without vocabulary nothing can be conveyed"(p.111). This idea supported by Madiha and Enisa (2014) who claim that communication cannot take place without having enough vocabulary (cited in Pérez and Alvira, 2017). The idea is also mentioned by Folse(2004) who states " without vocabulary no communication is possible (p.25). Hence, to acquire the necessary vocabulary, Thornbury (2004) states " acquiring vocabulary requires not only labeling but categorizing skills"(p.18). Therefore, vocabulary is an undeniable process to learn a language, but not alone; Oxford (1990) states that some elements of language use are at first conscious as a result of direct instruction but then become unconscious or automatic through practice (cited in Pérez and Alvira,2017). Hence in order to build a store of vocabulary items learners need to be trained to be able to organize, interconnect, and link previous word knowledge to the new one in order to process new information. Ibid

1.2Vocabulary Learning Strategies

In a study conducted by Rubin et al (2007) showed that teaching learners' language learning strategies(LLSs) not only helps them acquire more vocabulary items but also encourage them to have a better performance. Rubin(1987) defines LLSs as "strategies which contribute to the development of the language system which the learner constructs and affect learning directly"(p.22). O'Malley and Chamot (1990) conducted a study and indicated that LLSs are mostly used for learning vocabulary. Nation (2001)suggests that vocabulary learning can be enhanced when the learners' attention is directed consciously to vocabulary items and to

the strategies used to learn them. Whereas, Cohen(1998) suggested *"explicitly describing, discussing, and reinforcing strategies in the classroom, and thus raising them to the level of conscious awareness, can have a direct pay off on student outcomes"*(p.19).In other words, the teachers' main concerns are to teach learners language vocabulary and how to learn vocabulary, and to teach the learners Vocabulary Learning Strategies(VLSs) and the way they use them efficiently. Cameron(2001) adds that these strategies are "*actions that the learners take to help themselves understand and remember vocabulary*.(p.92).

VLSs according to Cohen and Macaro(2007), are subdivisions of LLSs and since vocabulary knowledge is of a great importance in teaching and learning a second language or a foreign language. Oxford(1990) subsumes VLSs within a broad definition of LLSs, defining the as "*specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations.*"(p.8).Gu (1994) defines VLSs as "*strategies used by learners in order to learn new words in the second language*"(cited in Taghinezhad, 2016). Schmitt(1997), also defines VLSs as "*the process by which information is obtained, stored, retrieved, and used*" (cited in Easterbrook,2013). Regarding vocabulary learning, several classifications have been proposed by different scholars like, for instance, Gu (2003) classified second language vocabulary learning strategies as: metacognitive, cognitive, activation, and memory strategies. Schmitt(1997) classified them as determination strategies, social strategies, memorization, cognitive, and metacognitive strategies. In Fan's (2003) classification, he modified Gu's (2003) classification, in which, he included primary category which comprised dictionary strategies and remembering category which included repetition, grouping, analysis, association, and known words strategies (Taghinezhad,2016).

1.3 Memory Strategies

All the above classifications included Memory Strategies(MSs) which had been found to enhance remembering through the connection of new knowledge with familiar words and images(Levin, 1983). According to Sozler (2012) MSs as one of the most effective strategies in the vocabulary learning process are extremely powerful mental tools. Sozler (2012) adds they include activities for remembering and retrieving the new information such as, acronyms, key words, images, etc. Oxford (1990) states "*the mind can store some 100 trillion bits of information, but only part of that potential can be used unless memory strategies come to the aid of the learner*"(p.38). Oxford (1990) divided MSs into four categories and each one with different techniques, the four categories are; Creating Mental Linkage, Applying Images and Sounds, Reviewing Well, Employing Action. Arias(2003) suggests that vocabulary needs to be meaningfully stored in Long Term Memory(LTM) and this requires establishing links between words. In addition, to enhance memory Nation(2001) suggests some principles including repetition and retrieving. Thornbury(2004) adds Spacing, pacing, use, cognitive depth, organization, imagining, and mnemonics to ensure that information moves to permanent LTM. According to Pérez and Alvira (2017) these principles are reflected in Memory Strategies such as "arranging in order, making association, and reviewing" Oxford (1990, p.39).

Language learners have a serious problem remembering the large amounts of vocabulary necessary to achieve fluency. Lord states "*vocabulary is by far the most sizable and unmanageable component in the learning of any language whether a foreign or one's mother tongue*" because of "*tens of thousands of different meanings*"(quoted in Hague, 1987). Therefore, and according to Oxford (1990, p.39) MSs help language learners to cope with this difficulty, she adds, they have highly specific function in that they enable learners to store and retrieve new information. Dreyer and Brits(1994) add MSs involve impairing different types of materials, as for instance, it is possible in language learning to give verbal labels to pictures, or to create visual images of words or phrases.

II. Methods and Materials:

This part is talking about the methodology, design of the study, and the main results obtained from the study, in addition, to the analysis and discussion of the main findings.

1Research questions and Hypothesis:

The previous mentioned studies show the different MSs and the positive effects of such powerful strategies on vocabulary learning. Therefore, it is hypothesized that MSs help in facilitating the learning and memorization of vocabulary items which leads to a rich vocabulary repertoire and good mastery of the language. To test and confirm the above research hypothesis we ask the following questions:

1-How can learners learn and memorize long lists of vocabulary items? And do they associate MSs in the process of vocabulary learning or not? If yes, which strategies they use?

2-What are the main effects of the use or lack of Memory Strategies on the learners' vocabulary development and their language learning?

2.Research methodology

Two data collection tools are used to answer the study research questions. The students questionnaire devoted to diagnose the learners' vocabulary learning problems, needs, lacks, and the MSs they know and use to learn vocabulary. The questionnaire is followed by a vocabulary test to assess the learners vocabulary knowledge, to what extent they rely on MSs to learn vocabulary and which the most frequent MSs they use.

3.The Sampling

A total population of 24 students from the National Superior School of Mines and Metallurgy (NSSMM) of Annaba were involved in the study. The students of the school were chosen instead of the students of the university (English Department) because, as we observed in the course of English, the students of the school face certain problems in learning the language mainly learning the English language vocabulary, as they lack the needed vocabulary that enable them to interact, understand the course, communicate in real environment, and read references written in English, though their English course is based on teaching vocabulary.

As we have mentioned above our target population is the students of the National Superior School of Mines and Metallurgy (NSSMM) in Annaba. The study began with40 students of two groups of 1st year learners. However, as some students dropped the course for different reasons, the number was reduced to 24 students. Accordingly, the sample of the study consisted of 24 female and male students -randomly selected.

4.Description and Analysis of Students' Questionnaire:

A total population of 24 NSSMM students were exposed to the needs analysis questionnaire(appendix 1) to investigate what the students know as English language learners, what they need to know, and what they lack? It is divided into four sections; a general information part rounding around the learners' age, the years they learnt the English language, and their language level. Results obtained from this section show that the students' median age ranged between 21 and 24 (62.5%), they all have less than 7 years of EFL instruction prior to their admission to the English program at the NSSMM(58.33%). The students' level in English, as they referred to in the questionnaire, is between poor(33.33%) and average(54.16%).

A second part is devoted to the English language and vocabulary, it contains 6 questions through which we try to diagnose the learners' difficulties in learning the language, what they lack and what they want to learn in the language course and how they want to learn the language vocabulary. Concerning the first and second questions about how learners considered the English language and the English vocabulary, results show that the majority of the learners (58.33%) found a difficulty in the English language and that may be because of the position of the English language in Algeria (Foreign language), and the limited time provided for learning the language(one hour and a half per week). Learners also considered the English vocabulary as

very important to learn the language (79.16%) and since they lacked the necessary vocabulary knowledge they faced difficulty in learning the English language. Furthermore, they estimated their vocabulary repertoire as poor (54.16%).

Concerning the reasons of the above results students replied on the short time précised to learn the English language (one hour and a half) that they considered as insufficient, still that the main problem that all the learners agreed on is the problem of memory; in other words, the huge amount of vocabulary items makes memorization very difficult, some said "lots of vocabulary leads us to forget words". The absence of certain strategies that enhance memorization does not help them or facilitate memorizing new items; some students said "I cannot memorize words for a short time", "my vocabulary is poor because I do not have a good memory." Concerning the last question which is about the learners' preferred strategies they used in developing their vocabulary repertoire, results show that the majority of the learners (91.66%) rely on songs and movies to get a rich vocabulary, however, some of the students (20%) used translation to increase their vocabulary knowledge.

The third section is devoted to demonstrate the learners' main problems of vocabulary memorization and memory strategies, it consists of 9 questions about learners' problems in memorizing information, the memory strategies (MSs) they know and use to help them in memorization, which MSs they ignore and their attitudes concerning teaching and MSs training. The first three questions focused on the learners problems in memorizing for a test or an exam, and the results show that the majority of students (41.66%) sometimes fail to memorize information for a test or an exam, whereas, (25%) of students are always facing the same difficulty. Similarly, in question ten about the mixture of the memorized information, results show that the majority of students(62.5%) sometimes mix information they memorized and (33.33%) of the learners always mix information.

In question eleven, students were asked about how often they fail to access the memorized information and results show that most of learners (46.16%) sometimes fail to remember the memorized information, while, (33.33%)of learners always fail to get the memorized information. So, in the first three questions we got the learners' main problems of memorization. The remaining questions dealing with the learners' perceptions and attitudes toward including MSs in the language course, learners' previous experiences with MSs, and MSs training, as well as, the benefits they wanted to get from training them. The results obtained from these questions are as the following, the majority of the learners (70.83%) strongly supported the inclusion of strategies that enhance memorization vocabulary items and overcome the memory problems.

The results of students' previous experiences to MSs show that (41.66%) of students never use MSs, whereas, (50%) of students sometimes use MSs to memorize vocabulary. Furthermore, results obtained from MSs training question show that students displayed high willingness(91.66%) to train MSs in the classroom, because they are aware of the positive effects of MSs on vocabulary learning as results in question fifteen show that the majority of students answered that MSs help in getting a rich vocabulary, develop the use of the language, and fit the learners' needs(45.83%), while others answered MSs help in getting a rich vocabulary (25%) to have a good command of the language(25%).

In question seventeen which is administered to investigate which MSs do learners know, ignore, and use or do not use. We got the following results; the majority of the students use strategies like repetition, grouping words together, and linking words to previous knowledge. Few of them don't use them and others ignore some of them. Concerning the remaining strategies, only few learners use them in comparison to the first three strategies, and the majority of the students ignore strategies like acronyms, decomposition, acrostics, mind maps, and word cards; few of the learners know these strategies, others heard of them but do not know how to use them. Hence, learners do not know all the MSs, but a minority of them. Results are reported in table 1

MSs	Yes	No	Do not know it	Percentage

Repetition	20	03	01	83.33%
Grouping Wds together	12	05	07	50%
Pre. Knowledge	12	05	07	50%
Put Wds in stcs	11	12	01	50%
Acronyms	04	10	10	41.66%
Image wds	11	08	05	33.33%
Decomposition	08	08	08	33.33%
Acrostics	05	05	14	58,33%
Mind map	04	09	11	45,83%
Word cards	01	06	17	70,83%

Table 01: the MSs used in words memorization

The fourth part consists of three questions ,it is devoted to learners' suggestions, as which MSs they want to train more and how? The nineteenth question is the continuation to question(17) concerning the MSs training and which strategies learners need more training on, results obtained from this question show that the majority of the learners mentioned strategies like Mind maps(MM), Word cards (WC), grouping words together(GWT), Acrostic (Ac), Image word form(IWF), Acronyms (Acm), and Repetition(Rep). These are the main strategies which are repeated in the learners' answers and that because they sound interesting, as the learners justified their choices, and because most of these strategies are unknown for the students. Results are reported in table 2.

	Rep	GWT	LWPK	ULWS	Ac	W.image	Dec	Acm	MM	WC
Number	04	02	00	01	04	02	00	04	09	09
Percentage	16.66%	8.33%	00	4.16%	16.66%	8.33%	00	16.66%	37.5%	37.5%

Table 2:MSs for more training

Students wanted to train MSs not to learn only the English vocabulary ,but to extend the use of MSs to other modules (subject matter) and that confirmed by the results obtained from question twenty, where the majority of students(75%) believed that MSs can be used in learning in general. Moreover, they added that MSs are tools that help and fasten learning and memorization, and that leads to save time and increase the quantity of the memorized information. Concerning how they want to learn vocabulary through MSs they did not answer this question because they did receive training on MSs. Therefore, and based on the previous answers, students know very little about MSs and they use the simplest ones like repletion and translation from the target language to the mother language. Concerning the other MSs they ignored them and if they know some of them, they do not know how to use them in learning and memorizing vocabulary items. That's explain why no students suggested how they want to train MSs.

5.Description and Analysis of the Vocabulary Test:

To confirm the previous results and to show the negative effects of skipping training on MSs from the language course, another data collection tool is used which is vocabulary test(appendix 2). To see learners language level and performance, the test consists of six exercises aim to investigate learners' capacity of vocabulary memorization and retention, to investigate how many strategies they know and use. The vocabulary test is based on the textbook "Technical English,Vocabulary and Grammar" by Nick Brieger and Alison Pohl, unit 10 'Engineering'.

The course was studied and explained before the test submission. New words were explained and defined, the exercises were done at the end of the session, and after one day from the course the test was submitted. The first exercise in the test contains five sentences or

definitions, students are asked to give the right word or expression for the right definition and each correct answer is for (0.5pts). Results are shown in table (3)

Scores	0-1	1-2	3-4
Students	11	10	03
Percentage	45.83%	41.66%	12.5%

Table 3: words' definitions results

Results show that (45.83%) of students fail to give the right answers to the five sentences and at least answered one right sentences, and (41.66%) answered at least three right sentences and only (12.5%) of students succeeded to give the five right answers. That means that the majority of students fail to memorize the new words and their definitions, and that because they lack the necessary MSs that help them to memorize new vocabulary items.

The second exercise is a list of words (nouns and compound nouns) and the students were asked to group them by their meaning, type, and field and naming the main groups. Each correct answer for (0.25 pts). Results obtained show that the majority of the learners fail to group the words and to name the groups of words. Though, grouping words together is a MS which facilitate memorization; which means that they do not lack MSs only but the vocabulary knowledge as well. Because they did not learn the list of vocabulary items by using this strategy (grouping words together) they fail to memorize the words and fail to the MS; and that means MSs training is very important in a language course. Results are shown in table 18 that interpret the learners bad performance in the absence of MSs training.

Scores	0-1	1-2	3-4
Students	21	3	00
Percentage	87.5%	12.5%	00%

Table 4: grouping words together results

The third exercise is a list of five words and four different MSs for use, students were asked to use at least one strategy to show that they memorize the meanings of words. The strategies are acronyms, sentences, Loci method, and Chaining method; each one word is for (01pts). Results obtained from the exercise show that the majority of the students did not answered the exercise because they ignore the MSs indicated in the question; not only that they also failed to remember the meanings of words. Therefore, a minority of students put only one word or two in sentences, so they know one strategy and ignore the word meaning. Results are in table 5

Scores	0-1	2-3	3-5
Students	18	06	00
Percentage	75%	25%	00%

Table 5: the preferred MSs

The fourth exercise was two lists of words, in the first list students were asked to give synonyms and the second list was for opposites. The exercise was a way to make students link the new items to their previous knowledge or to unit 10. Each correct answer was for (0.25pts), and results are in table 6.

Scores	0-0.5	1-1.5	2
Students	20	03	01
Percentage	83.33%	12.5%	4.16%

Table 6: linking words to previous knowledge

Again the majority of students' results (83.33%) were between (0 and 0.5pts) for both synonyms and opposites which is a problem of memorization, though the words were discussed one day before the test. Learners fail to memorize the words meanings except one or two words

were remembered and fail to retain meanings during the test. The lack of MSs training is the main cause in this situation, and that means that such strategies are very crucial in the language course particularly in learning vocabulary.

In the fifth exercise, learners were asked to create words maps. The teacher gave the learners three main words in the center and students provided words that belong to the words in the center like activities, processes,…etc, each correct word is for (0.25pts). results are in table 7

Scores	0-01	1-2	2-3
Students	19	04	01
Percentage	79.16%	16.66%	4.16%

Table 7:word maps results

Results show that the majority of students (79.16%) fail to answer the exercise, they only provide one or two right words ,instead they used whatever words that do not belong to the central words. The exercise is a kind organizing and summarizing information to facilitate them for memorization and retention, but what happened in the exercise was that the students forgot the vocabulary items (lack of vocabulary knowledge) which lead to the bad performance in the test. That results are because students did not train this strategy in the classroom, so the absence of MSs training that help in processing, organizing information, and memorizing them leads to bad performance, poor vocabulary knowledge, and poor language learners. Therefore, MSs are very important in language course to help in organizing, summarizing, memorizing, and retaining information.

The sixth exercise contains four pictures of different tools, and students were asked to give the names of each tool in pictures. The pictures were used to enhance retention, and each correct tool name was for (0.5pts). table 8 shows the results;

score	0-1	1-2
Number	24	00
Percentage	100%	00%

Table 8: word imagery results

The results obtained from this exercise show that all students' scores are between (0-1) and few of them succeeded to name one or two tools. The results reflected the failure of learners to memorize and retain the tools names though, they were discussed one day before the vocabulary test. This failure of memorization was due to the absence of these pictures during the lesion; in other words, if learners were taught the new vocabulary items through the help of pictures that's will be very helpful in memorizing items, but what happened was that the language course lacked the strategies that enhance memorization. Again these results reflect the absence of MSs in the language course. Table 9 shows the mean scores of the vocabulary test and shows the learners' performance, as well as, their level.

Results	Number	Mean score	SD	Percentage
Voc test	24	5.25	1.691	21.87%

Table 9: learners' main scores in the vocabulary test.

According to the results obtained from the vocabulary test, learners' man score is (5.25) with SD of (1.691). the results reflect the bad performance of students in the test, which means that learners failed in the vocabulary test which in turn means that they have insufficient vocabulary knowledge, ignorance and lack of MSs training which is the result of their failure to memorize vocabulary items they had already learned.

All in all, the vocabulary test results show that the lack of MSs has the following impacts on the learners' language vocabulary learning:

*poor performance in the vocabulary test

*lack of the necessary vocabulary that facilitate the learners' use of the language.

*lack of the strategies that enhance memorization and retention, such as Mind map S, Word cards S, Decomposition, Linking words to previous knowledge, using knew words in sentences,…etc

III.Results and discussion :

Based on the results obtained from the needs analysis questionnaire we got the following:

First, most of the students are poor or average English language learners (users) with poor and some of them average vocabulary knowledge, which is the main reason for the poor level as a language users. Thus, students lack the necessary vocabulary to use the English language efficiently. This has negative effects on learners use and performance of the language. Second, students' main difficulty is learning long lists of vocabulary items, which make the memorization and use of the words very difficult, and the way they learn vocabulary lacks particular strategies that may help in improving their vocabulary knowledge and the language use. Therefore, they need to learn certain strategies to help them process, know, and memorize vocabulary items. Third, students have problems in memorizing information and they know very few MSs that can be of great importance in the language course. The MSs they know and use are of a small percentage; they use for instance, repetition, grouping words together, and linking words to previous knowledge (synonyms and opposites), and they ignore the majority of MSs but not their role in learning the language

Fourth, a great awareness and willingness to learn MSs as necessary part of the language course, because students acknowledged the positive impacts of such strategies on learning vocabulary and learning the English language. Not only that, whenever, students learn to use MSs they will be autonomous learners. They will be able to apply their preferred MSs to learn and memorize vocabulary items, not only in the classroom but also at home, street, bus,…etc. And thus learners' vocabulary becomes rich and their language learning and use will be better. Finally, it is necessary to include MSs in language course, especially in when the main focus of the course is vocabulary. We have seen the negative effects when the course lacks MSs (poor language, poor vocabulary knowledge, failure in language use), we have also seen the positive effects of MSs included in the language course(rich vocabulary, good language learners, autonomous language learners). Hence, MSs should be a fundamental part of the language course. The needs analysis questionnaire results answered the study first question about how students can learn and memorize the huge amount of vocabulary.

Concerning the results obtained from the vocabulary test are clearly interpreting the learners' difficulties in learning and memorizing vocabulary items (5.25), since they were tested on words they had learned during their previous English course selected from their textbook and explained one day before the test .   Therefore, according to these results we got a total percentage of (21.87%) of learners' vocabulary test performance, which means that the majority of learners cannot memorize vocabulary items and have bad performance in the vocabulary test. Hence, teaching and explaining English vocabulary to learners without training them to use MSs is insufficient Therefore, the vocabulary test results answer the study second question concerning the effects of the lack of MSs from the vocabulary learning course. That also confirms the results obtained from the needs analysis questionnaire. Therefore, according to the above discussion we concluded the following:

1- EFL learners main difficulties is the lack of vocabulary knowledge, students cannot use the English language appropriately because they have a poor vocabulary knowledge.
2- Poor vocabulary is the result of certain problems mainly they fail to memorize vocabulary items and the lack of training to use Memory Strategies which can enhance and improve their memorization and vocabulary learning.

3- Since the course main objective is teaching learners technical English vocabulary and with lot of items and in the absence of MSs, forgetting the majority of the learned words is the result.

4- Vocabulary learning cannot be enhanced without the use of certain strategies and as a results we got poor vocabulary learners' and low levels in learning a language in general.

5- MSs can solve most of the language learners' problems concerning how to process a word, how to memorize it and how to use it, and the absence of such strategies lead to negative effects on learners performance in a language in general and on learners' vocabulary learning in particular.

6- Students acquainted the necessity to include MSs as part of vocabulary learning to overcome their difficulties because vocabulary learning is not an easy task.

In this case it is recommended from the language teachers to focus on teaching vocabulary as the basic components of any language, associate the vocabulary learning task with the necessary vocabulary learning strategies(VLSs) mainly MSs, and raise the students' awareness toward the positive effects of MSs training. To train learners use these strategies effectively and individually to be autonomous learners, so they can extend the use of MSs from language learning to learning other subjects. It is also recommended that the students should acquaint that learning vocabulary is not the teachers' role alone and that they have to be responsible for their learning as well as, VLSs training; each students should have his/her preferred strategies. Learners should extend the use of these strategies and vocabulary learning outside the classroom for better results.

IV. Conclusion:

Learning a language vocabulary is one preliminary, inevitable step to achieve the language mastery. It includes processes, techniques, strategies, and practice. Concerning the strategies used in learning a language vocabulary MSs are the most wildly used strategies among language learners, and the between hands study investigated and clarified the importance of MSs training in a language course. Therefore, from this study we got that the absence of the strategies that enhance and reinforce memorization of vocabulary items leads to a general failure in the language use, due to the lack of vocabulary knowledge. The study also indicates that learners failed to memorize the vocabulary items they studied one day before, which negatively affected the learners' vocabulary knowledge (poor vocabulary) and performance. Results also showed that students are aware about the positive effects of using MSs, and they use some of these strategies in learning vocabulary. So, they know a minority of MSs and use them to facilitate the task of vocabulary learning; but still insufficient to achieve a good level in language learning.

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