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Running head: IMPLEMENTING LEARNING STRATEGIES INSTRUCTION

Implementing Learning Strategies to Improve Vocabulary Learning:
A Literature Review

Claudia Milena Tibaduiza Contreras

Research Report submitted in partial fulfillment of the requirements for the degree of
Master in English Language Teaching for Self-Directed Learning

Directed by Diana Patricia Gómez Pereira
Department of Foreign Languages and Cultures
Universidad de La Sabana
Chía, Colombia
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IMPLEMENTING LEARNING STRATEGIES INSTRUCTION

Declaration

I hereby declare that my research report entitled:

Implementing explicit learning strategies instruction to improve vocabulary learning: A literature review

- Is the result of work done in collaboration as declared and specific in the text;
- Is neither substantially the same as nor contains substantial portion of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- Complies with the words limits and other requirements stipulated by the Research subcommittee of the Department of Foreign Languages and Cultures;
- Has been submitted by or on the required submission date

Date: September 1st, 2018

Full Name: Claudia Milena Tibaduiza Contreras

Signature:

Handwritten signature of Claudia Milena Tibaduiza Contreras in black ink.

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Abstract

Research recommends that implementing explicit teaching of learning strategies to improve vocabulary learning, enhanced the students process to self-directed learning. Lately, there has been a concern in the concept of planning, implementing and evaluating explicitly learning strategies by teachers in the classroom. However, the long-term benefits of this process in the students and their vocabulary growth seems to be under researched. This review considers twenty research papers to identify the outcomes that determine the effectiveness of implementing learning strategies instruction. The findings suggest that the effort and time spent on direct teaching is favored by the outperformance on students' vocabulary posttests and abilities. Moreover, high proficiency students trained by this explicit instruction found this process more helpful, since the exposure to the strategies assist them to determine if they adopt or neglect the use of the strategies in their vocabulary learning process; activating their self-efficacy and self-directed learning. Further research in this area is needed to investigate the impact of the explicit training towards their self-direction process.

Keywords: vocabulary, explicit instruction, learning strategies, teaching vocabulary

Resumen

La investigación recomienda que implementar la enseñanza explícita de las estrategias de aprendizaje mejora el aprendizaje del vocabulario y destaca el proceso de enseñanza autodirigida. Recientemente, ha habido un interés en el concepto de planear, implementar y evaluar las estrategias de enseñanza explícita por los profesores en el salón de clase. Sin embargo, los beneficios a largo plazo de este proceso en los estudiantes y su progreso en el vocabulario parecen estar todavía sin investigar. Este análisis incluye veinte documentos de investigación para evaluar los resultados que determinan la efectividad de poner en marcha la instrucción de las estrategias de aprendizaje. Las conclusiones sugieren que el esfuerzo y el tiempo tomado en la instrucción directa es favorecido por el mejoramiento del vocabulario en los estudiantes, sus evaluaciones posteriores y sus habilidades lexicales. Además, del alto nivel de desempeño los estudiantes formados por esta instrucción directa en las estrategias de aprendizaje encuentran este proceso más útil. Dado que la exposición a las estrategias es provechosa para que los estudiantes decidan si incorporan o ignoran las estrategias en sus procesos de aprendizaje del vocabulario. Así mismo esta instrucción directa active la auto eficacia y el aprendizaje auto dirigido. Sin embargo, la mayoría de los estudios de investigación no reportan información importante del progreso de este aprendizaje auto dirigido. De esta manera se sugiere una investigación más extensa en esta área para explorar el impacto de la instrucción directa hacia el proceso de autonomía.

Palabras claves: Vocabulario, instrucción explícita, estrategias de aprendizaje, enseñanza del vocabulario.

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List of Abbreviations

L1	First language; Native language
L2	Second Language; Foreign Language
SDL	Self-directed learning
SLA	Second Language Acquisition
SRL	Self-Regulated learning
VLSs	Vocabulary Learning Strategies

Chapter 1: Introduction

1.1 Introduction to the study

Learning vocabulary is filling boxes from which students initiate their second language (L2) learning, at the beginning of early phases of the learning of any language. The central discussion among teachers and researchers is whether words should be taught in context, isolation, by incidental vocabulary learning or if teachers should lead this process by intentional directed learning strategies instruction. According to Hulstijn (2001) L2 teachers feel uncertain about how to guide their students. In fact, Nation (2001) stated that deliberately teaching vocabulary is one of the least efficient ways of developing learners vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary program. Nation (2001) also suggested that the main problem with vocabulary teaching is that only few words and a small part of what is required to know a word can be dealt with at any one time.

In second language learning, teachers can develop vocabulary skills on students through incidental learning, by extensive reading or form input-rich environments. Or, intentional vocabulary learning, learning, that is based on synonyms, antonyms, word substitution, multiple choice and other strategies to retain words for a longer period of time (Ahmad, 2011 p.203).

Teaching may effectively handle with a limited amount of information about a word at the same time. If teachers give more complex information, learners need to be able to use it under other conditions students might misunderstand it.

The purpose of this literature review is to examine previous studies that address intentional vocabulary learning by implementing direct instruction of vocabulary learning strategies. Nyikos (2007) states that skilled teachers enable learners to use a wider range of appropriate strategies to facilitate the internalization, storage, retrieval and the use of new words to convey meaning. In the field of learning strategies, for some authors explicit vocabulary learning vs. implicit vocabulary learning is not a dichotomy but rather a continuum (Hunt and Belgar, 2005; Lee and Tan, 2012); Schmitt (2008) stated that any well-structured vocabulary program needs to have a proper mix of explicit teaching and activities from which incidental learning can occur. For the articles reviewed, effective direct vocabulary teaching reached positive effects. This literature review aims to describe the results of the studies that support the relevance of teaching strategies explicitly, determine key aspects and variables faced before implementing teaching vocabulary learning strategies in the classroom.

1.2 Problem Statement

Introduction:

This section provides the background, context and details about the objective function and constraint regards of the problem and the main aims of this literature review.

During the past decades L2 vocabulary learning has become of great research interest (Restrepo, 2015). Since the grammar translation method to the communicative approach, vocabulary has assumed an active and important role in Second Language Learning. Teachers are faced with the challenge of implementing new techniques to support student' opportunities to strengthen their lexical skills. Among researchers, there has been a long discussion about implicit or explicit vocabulary instruction. Schmitt (2008) addressed to this dilemma stating that there is no "right" or "best" way to teach vocabulary, the best practice in any situation will depend on the

type of student being taught, the words targeted, the school system and curriculum, and many other factors. Studies in the area of second and foreign language learning allow the discovery of strategies for teaching that contribute to the development of learners and empowers teachers' work and students' proficiency in the target language, given the significance of finding effective ways to assist students to broad their vocabulary.

1.3 Problem's significance

Foreign language teaching and learning in Colombia was ruled and regulated by The Ministry of Education framed in the Common European Framework Reference CEFR 2001. According to CEFR foreign language learning aims are based on the learners and the societal needs, tasks, activities and processes. "Learners need to accomplish these aims to achieve certain levels of linguistic competence. This linguistic competence covers lexical competence, which the ability to use vocabulary of a language such as single words like nouns, verbs, adjectives and adverbs, and grammatical words, such as articles, pronouns, auxiliary verbs, conjunctions. (Council of Europe 2011, p.110).

Furthermore, teachers may consider size (numbers of words and fixed expressions), range (domains and things covered), distinction (learning for recognition and understanding and learning for recall and productive use) as a control of vocabulary major parameters of the vocabulary language acquisition. Similarly, The Ministry of Education describes what students need to know and be able to do as they learn a foreign language; through the Content National Standards (MEN, 2006). These standards help language educators to set expectations at the assessment level.

Every year, Colombian examinations in Foreign Language are held in order to assess educational quality at different levels of the educative system. Prueba SABER 11 includes English as a subject to be evaluated. Perez and Alvira (2016) found that in a public school in Tolima, 11th graders, who have A1- and A1+ levels of English according to the Common European Framework (CEFR), have problems learning new words. According to the surveys Pérez and Alvira (2016) revealed that these low results were directly linked to their lack of vocabulary and the ability to retain and retrieve words.

This study concluded that if teachers and learners could be aware of learning strategies, teachers could develop the implementation of these tools to be used in the future by the students to initiate their self-directed learning process. Hence, according to Fandiño (2008) Colombian teachers can help students to become aware of the strategies that they already use or could potentially use in their learning process. This means encouraging them to assume greater responsibility for their own learning. Since 2013, Universidad de La Sabana facilitated the access to professional growth programs for foreign language teachers, such as Master in English Language Teaching for Self-Directed Learning to provide professionals in the teaching of the English language, with excellent academic and pedagogical skills that allow them to bring creative and innovate solutions to their professional practice of teaching so that they can meet the needs of their specific context.

Once foreign language teachers are enrolled on these programs, they have reflected on the need to better prepare students to face new challenges inside the classroom, such as ¹SABER

¹ This standardized test similar to the SAT in the United States. The test is administered prior to graduation in Colombian high schools final year, 11th or 12th. The exam, evaluates five subjects; Critical Reading, Math, Social Studies, Science and English.

11 norm-referenced tests. After working in-service programs and undergoing a reflection process, teachers considered research studies a good way to approach and find alternatives that can lead effective teaching and learning processes in their classrooms.

In the study, *Applying Metacognitive Strategies for Vocabulary Acquisition Through Learning Portfolios*, carried out in Valle del Cauca in which 90% of students were ranked in A1 (CEFR descriptors) in the SABER 11 examination, after three months of explicit learning strategies instruction, the findings showed that this instruction helped students to overcome their challenges related to unknown words and provide them with a new way to improve their ability to learn, self-access, share and enhance teamwork. (Mosquera, 2013, p. 30.)

In other study, *Metacognitive Learning Strategies: Their Influences on Vocabulary Learning Through a WebQuest*, direct learning of metacognitive strategies was simultaneously implemented in two public schools in Bogota and Ibague. The researchers found that thirty eighth graders were able to recall vocabulary outside the classroom by completing a web quest task. The collaboration became a scaffold for students who faced problems with responsibility and independence from their team members when attempting to use strategies autonomously (Baron & Martinez, 2013, p.27.)

1.4 Strategy Selected to Address the Problem

According to Hart (2008) a literature review provides researchers a way to distinguish what has been done from what needs to be done, discover important variables relevant to the topic, synthesize and gain a new perspective. Since the research about vocabulary and explicit instruction was a common aspect to research in Colombian classroom, the purpose of this literature review was to analyze these two common aspects in more foreign language classrooms.

This literature review is of significance to teachers who want to improve the way they teach vocabulary. The theme of this literature review is built around concepts of vocabulary, teaching approaches, vocabulary learning processes, and learning strategies. Nation (2013) stated that explicit teaching of vocabulary learning strategies provides a quick and effective boost in the knowledge of the words. Particularly, word form and meaning, with subsequent incidental learning filling in the many gaps in knowledge and use of a word, this study considers and aligns its analysis to Nation's views.

For this review, although the search was not confined to any time period, the reviewed studies fell into 15 years and originated from a range of countries in North America, (United States, Mexico), Europe (Greece and Turkey), Africa (Egypt), Asia (Saudi Arabia, Iran, Iraq, Japan, Taiwan and Thailand). These studies identified central issues and explained a line of argument within the field of learning strategies and explicit instruction. The search included selected articles from: EBSCOhost Research Platform and ERIC Education Resources Information Center. The keywords used were: explicit instruction, learning strategies, vocabulary learning and direct instruction of vocabulary learning strategies.

1.5 Review Question (s) and Objectives (s)

Considering that learning vocabulary is an ongoing process that takes time and practice, it has become an extremely important part of second language learning, teachers cannot rely on students acquiring the needed vocabulary just through interaction with the language (Mehring, 2006).

The following research questions were formulated as a starting point for the development of this literature review:

1. How are the concepts related to direct instruction defined and used in studies focused on direct instruction of learning strategies to improve vocabulary?
2. What are the effects of learning strategies through direct instruction?

1.5.1 General Objective

To Determine the benefits of explicit instruction of learning strategies to improve vocabulary learning in a foreign language classroom.

1.5.2 Specific objective

- To Describe some recent results of studies about foreign language teaching strategies focused on explicit vocabulary instruction.
- To Consolidate the outcomes from the authors who deal with this issue to present the data founded to examine the relevance of direct teaching in the vocabulary learning.

Chapter 2: Relevant Theoretical Bases for this Review and other Reviews

2.1 Introduction

This chapter presents essential definitions, constructs and concepts to recognize the analysis and formulation of this literature review. Similarly, the research studies showed insights and implications for teaching vocabulary, vocabulary learning strategies and the instruction of these strategies in the classroom. Considering that explicit instruction of learning strategies can offer more opportunities to ensure that learners are more exposed to vocabulary. Learning by

using the most effective tools continuously; it can benefit not only vocabulary but reading, writing and other skills.

2.2 Implications for teaching vocabulary

According to Cohen & Macaro (2007) vocabulary learning has changed during the last three decades. The movement to find effective methodologies for teaching vocabulary has emerged suggesting many strategies and techniques that are dependent on the efforts of each learner. The two main paths towards vocabulary teaching and learning have been generated among vocabulary researchers: 1. Explicit instruction 2. Incidental learning. Explicit instruction involves diagnosing the words learners need to know, presenting the words for the first time and elaborating word knowledge. Incidental learning s requiring vocabulary through other communicative skills. (listening, reading, speaking or writing).

Nation (2013) remarked that direct instruction can deal effectively with some aspects of word knowledge and not very effectively with others which rely on quantity of experience and implicit rather than explicit knowledge. Particularly word form and meaning, with subsequent incidental learning filling in the many gaps in knowledge and use of a word. The combination of these two approaches and the need for strategy training is paramount Learners need to be taught strategies for inferring and retaining words from contexts (Hunt & Beglar 2002). Although, there is a direct relationship between vocabulary learning strategies and language learning strategies (Altan, 2003 p.20); there is not a clear consensus to inform teachers what they should do to better help their learners. However, explicit instruction of learning strategies to improve vocabulary skills warrants effort and time that is needed to align with the selection, definition and exposure to the use of the strategies. This can be a successful plan to carry out inside the classroom to help impact the use of the strategies outside the classroom.

2.3 Vocabulary Learning Strategies (VLS)

In order to make it clear what strategies should be used to improve vocabulary learning, and for the purpose of this review, it is important to define what vocabulary learning strategies are. The term “vocabulary learning strategies” refers to “any set of techniques or learning behaviors, which language learners use to understand the meaning of a new word, to restore the knowledge of newly-learned words, and to expand one’s knowledge of vocabulary” (Siriwan, 2007 as cited in Intaraprasert 2014 p.1). This section attempts to provide information about these techniques. Oxford (1990) defined learning strategies as “steps taken by students to enhance their own learning” (p.1). Similarly, O’Malley & Chamot (1990) considered learning strategies as “special thoughts or behaviors that an individual use to help them comprehend, learn or retain new information” (p.85). Schmitt (1997) expanded and centered learning strategies to the field of vocabulary suggesting categories and taxonomies focused only on vocabulary. Likewise, Cameron (2001) stated vocabulary learning strategies are “the actions that learners face to help themselves to improve their vocabulary” (p.92). For the purpose of this review, Schmitt’s definition of VLS, is highly considered due to the fact that Schmitt (1997) classified the learning strategies according to O’Malley and Chamot taxonomy, (See Appendix A.) Furthermore, he asserts that introducing language learners to a great number of strategies can be very helpful, so students can select the individual strategies that suit their individual learning styles; he also embedded the cognitive, metacognitive and social categories according to two elements: Discovery of new words meaning and consolidating a word once it has been encountered.

Catalan (2003) explained that Schmitt’s taxonomy is popular because it offers a number of advantages not found in other taxonomies, including the fact that it is comprehensive;

incorporates key elements from commonly used vocabulary learning taxonomies by Nation (1990), Oxford (1990) and Stoffer (1995). This taxonomy is also rooted on language learning theory and theories of cognition and memory. Aligned to Schmitt (1997) taxonomy, this literature review analyzed the vocabulary learning strategies implemented by the researchers in the twenty articles selected to determine if the elements of understanding, restoring and expanding the knowledge of a word, were included in the explicit learning strategies instruction implemented in their classroom. Figure 1 shows two main categories (1) Discovery and (2) consolidating and five subcategories (1) determination (2) social (3) cognitive (4) metacognitive and (5) memory strategies. According to Schmitt (1997) the reason for compiling his taxonomy was the lack of a comprehensive list or taxonomy of distinct vocabulary learning strategies and it is not viewed as extensive but rather as active. As shown in figure 1.

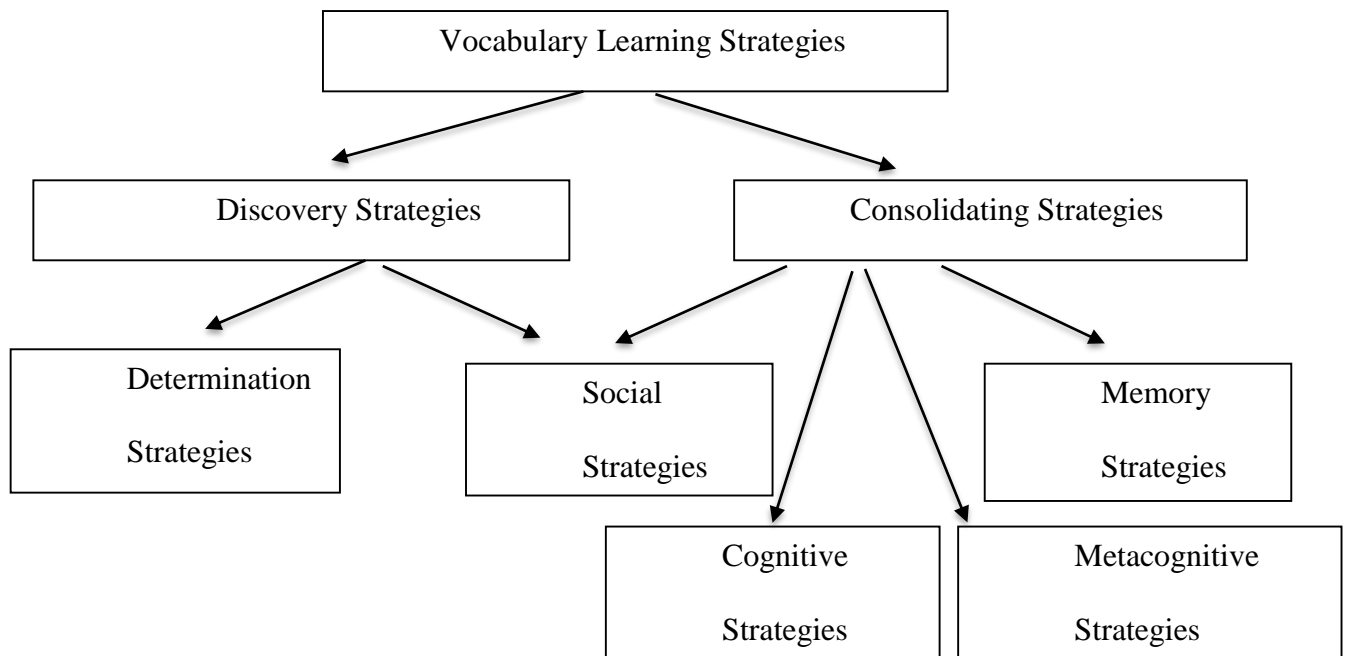


Figure 1. Schmitt's taxonomy of vocabulary learning strategies (1997, pp. 205-210)

The first version was compiled in 1993, it includes 36 distinct items and was initially tested on Japanese EFL students. The last version of this taxonomy is the basis of the current literature review. Schmitt's (1997) taxonomy described the following: Discovery strategies facilitate gaining knowledge, when learners first encounter a new word they need to try and use their previous knowledge of the target language to guess its meaning. Conversely, consolidation strategies demand elaboration, manipulation and integration of incoming knowledge that help students to retrieve or storage information later. (p.208)

Since vocabulary is not being given the same systematic attention that grammar and reading are given; teachers need training in multiple ways that vocabulary can be taught and assessed. Teachers need training in ways to increase VLS in their classes, and learners need training in noticing, practicing, retaining new words. (Nation, 2009 as cited in Folse, 2010 p.153).

2.4 Vocabulary learning strategies instruction

According to Tu & Talley (2016), vocabulary is an outgoing process that takes time and practice and requires continual repetition (p.122); Nowadays, approaches are offered through structure programs from classroom instruction to more eclectic and unstructured exposure in a more naturalistic language environment such as friends, workplace interaction, and travel scenarios. Although vocabulary strategies instruction enables the student's exposure to new techniques and ways for building their lexical skills, teachers should be taught a combination of strategies to provide a balance in the instruction of these new techniques and the amount of time spent on this instruction.

Moreover, Anderson (2012) stated that students under an explicit, or direct instruction of learning strategies, have to make their strategy selection and they have to know about the process of making this selection. Sanaoui (2005) categorized the vocabulary learning strategy instruction,

in two different approaches. Systematic and unsystematic (p.15). In a systematic approach, learners are more organized and independent. They use extensive records of lexical items and review the words more often. In an unsystematic approach: learners depend on the course, they use minimal or no records of lexical items and they review the words a little or not at all. As previously stated, the main idea in this theme of the literature is that explicit instruction of vocabulary learning strategies is vital for students' learning in the foreign language classroom. McDonough (1999) specified that the researchers who favored strategy instruction proposed that it can be more successful when incorporated into regular classroom instruction, rather than just a few lessons. In terms of which techniques to use Collins (2008) suggested four different techniques to implement with explicit learning strategies instruction:

- Modeling: Learners observe the teacher using a certain strategy.
- Scaffolding: Allows to assist learners in carrying out the tasks, giving occasional recommendations on what to do next.
- Fading: Teachers slowly remove his or her support and gives more and more responsibility to the learner
- Coaching: Learners will connect the whole process of direct instruction and teachers make sure learners are able to choose a task or strategy, through hints and scaffolding. considering direct instruction of vocabulary learning strategies.

Conclusion:

As Ghazal, (2009) claimed vocabulary learning is one of the major challenges during the process of learning a language; one way to cope with this challenge is to assist learners in becoming independent learners during the process of learning a foreign language.

This literature review is aligned to Nation (2013) states that when teachers implement learning strategies instruction, the capacity for detachment, critical reflection and independent action is simultaneously implemented. This capacity includes the planning, monitoring and evaluating of learning activities that involve both content and the process of learning. However, this literature review demonstrated three important cautions to be considered by teachers when they are implementing explicit instruction of vocabulary learning strategies model. First, Instruction should be directed towards the high frequency words of the language, second, explicit instruction is only one part of the four strands of a well-balanced course and third, direct training of vocabulary can deal effectively with some aspects of word knowledge and not very effectively with others which rely on quantity of experience with the words and implicit rather than explicit knowledge.

Chapter 3: Research design

3.1 Introduction: What is a theoretical literature review?

This study is categorized as a theoretical literature review. It examines the corpus of theories that have accumulated in regard to an issue, concept, theory or phenomena; to establish what theories already exist and to what degree the existing theories have been investigated. According to Hart (1998) by carrying out a literature review, the researcher may discover important variables, summarizing and gaining a new perspective of the topic or subject investigated (p.172). Additionally, Cooper (1998) proposed the taxonomy of literature reviews based on five characteristics: focus, goal, perspective, coverage, organization and audience (p.83). Based on this taxonomy, this literature review contains the following concepts:

1. Focus: This literature review analyzes the outcomes and findings of the 20 research studies that found positive effects on the implementation of explicit learning strategies instruction.

2. Goal: The goal of this literature review is to explain a line of arguments within the field of second language learning, particularly direct strategies instruction to improve vocabulary.

3. Perspective: This study gives a perspective to the foreign language teachers interested in implementing vocabulary learning strategies instruction in their classroom.

4. Coverage: This study is purposive sample. It means that it examines only the 20 articles in the field of learning strategies and vocabulary selected for the analysis.

5. Organization: This study is built around constructs and theories in the literature.

6. Audience: The audience of this literature review is foreign language teachers interested in implementing learning strategies to assist students on improving their vocabulary skills. Eight steps method Borg, Gall and Borg (1996) state:

1. Create an audit trail: This literature review described the steps taken from the start to the development and reporting of findings. These records supported the evidence of the analysis on the effectiveness of the implementation of explicit vocabulary learning strategies.

2. Define the focus of the review: The constructs of this review were defined, and they determined what to include and exclude in the study.

3. Data Collection Stages: Databases from EBSCO, ERIC Journals and Institutional Repository at Universidad de la Sabana, research articles, non-research articles were consulted.

4. Classify the documents. For this literature review, the research studies were classified according to the author, year, country, educational, sector, population, aims, findings, theoretical constructs, methodologies, type of design, instruments and data analysis.

5. Create summary databases: Excel spreadsheets were used to categorize the information of the research studies included in this literature review.

6. Identify constructs and hypothesized linkages. Once constructs of this study were identified on the selected research studies, a narrative summary was carried out through an annotated bibliography that considers all the pertinent information in the documents: APA bibliography, purpose, theoretical perspective, methods, sample and population, results and other findings.

7. Search for opposing perspectives, findings and interpretations. Rereading the documents and the authors to find contrary evidence. In the present study, the perspectives, findings and interpretations analyzed in the selected research studies were conclusive to support the implementation of learning strategies instruction to improve vocabulary learning.

8. Use colleagues or informants to corroborate findings, foreign language professors from Universidad de la Sabana revised and provided feedback to improve the quality of the study. These eight steps were used throughout the design of the present literature review.

3.2 Search criteria and searching the literature

The researcher conducted the search for 24 months by using keywords: “learning instruction”, “Vocabulary learning” and “explicit instruction of vocabulary”. These words are related to the concepts developed in this literature review.

3.3 Inclusion and exclusion criteria

Inclusion and exclusion criteria focused on content related to the research questions. Articles that refer to direct or indirect vocabulary learning instruction, articles related to metacognition and self-directed learning were considered.

Articles and reports that did not provide support to determine the benefits of learning vocabulary strategies or not related to the focus of the study, or the ones that were broad and complex were excluded from this literature review.

3.4. Data extraction

After the articles were selected the inclusion and exclusion filter began, those articles were categorized in different themes and/or subtopics foundations of vocabulary, teaching vocabulary, learning vocabulary, vocabulary learning strategies, vocabulary learning strategies instruction and self- regulated and self-directed learners.

3.5. In-depth review

After this inclusion and exclusion criteria, the studies had to provide a theoretical framework in direct learning strategies instruction and vocabulary learning and the process of implementing an explicit instruction of learning strategies to improve vocabulary.

3.6. Writing the research

After obtaining the evidence from the data extraction stage, summarize the information, report the main findings, compare and discuss conclusions with the research counselor. Finally, the data obtained is interpreted in the form of a report to be published.

Chapter 4: Results and Data Analysis

4.1 Introduction

In order to provide evidence that the use of vocabulary learning strategies might contribute to vocabulary learning. Moreover, using the results of the studies analyzed to show the effectiveness of implementing vocabulary learning strategies very often, this chapter provides an account of the annotated bibliography that shows the most relevant studies considered for this review.

4.2 Results of the database search

The initial database search strategy provided 1,209 articles result. Results were as Instruction follows Second Language Vocabulary Acquisition 4 results, Second Language Vocabulary: 2625; Incidental Vocabulary Teaching 82; Incidental Vocabulary Learning: 1; Implicit Vocabulary Acquisition: 48; Explicit Vocabulary Acquisition 385, Explicit Vocabulary Teaching: 1,860; Explicit Vocabulary Learning 1,310, Second Language Vocabulary Learning and L2 Vocabulary. Using ERIC database direct vocabulary learning: 485 results; direct vocabulary learning strategies 5,213, direct vocabulary learning strategies instruction 43,448, direct vocabulary learning strategies and self-directed learning 867 reports were excluded. (See Figure 2 and Figure 3)

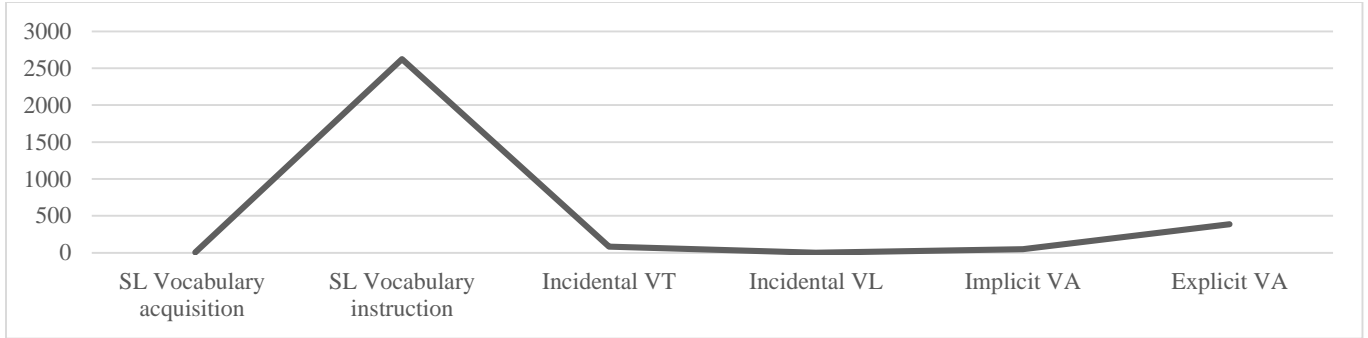


Figure 2. Results of the database EBSCOhost Research Platform

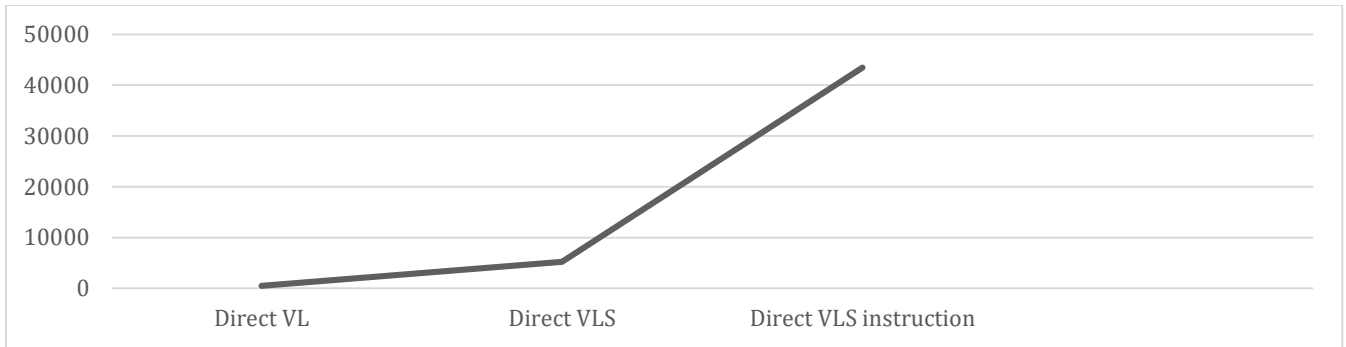


Figure 3. Results of the database ERIC Education Resources Information Center

The provided flow diagram illustrates the process of selecting the potentially relevant reports on vocabulary learning strategies. In an orderly manner includes the number of the articles included and excluded according to the not EFL and the effectiveness.

As is observed from figure 4, studies excluded were based on filters as peer review and second language learning; Finally, in depth review for articles about effectiveness and vocabulary learning strategies, (See Appendix B.) In summary, the analysis considered the vocabulary learning strategies and the effectiveness of implementing learning strategies instructions as criteria to select the articles to be included in this literature review.

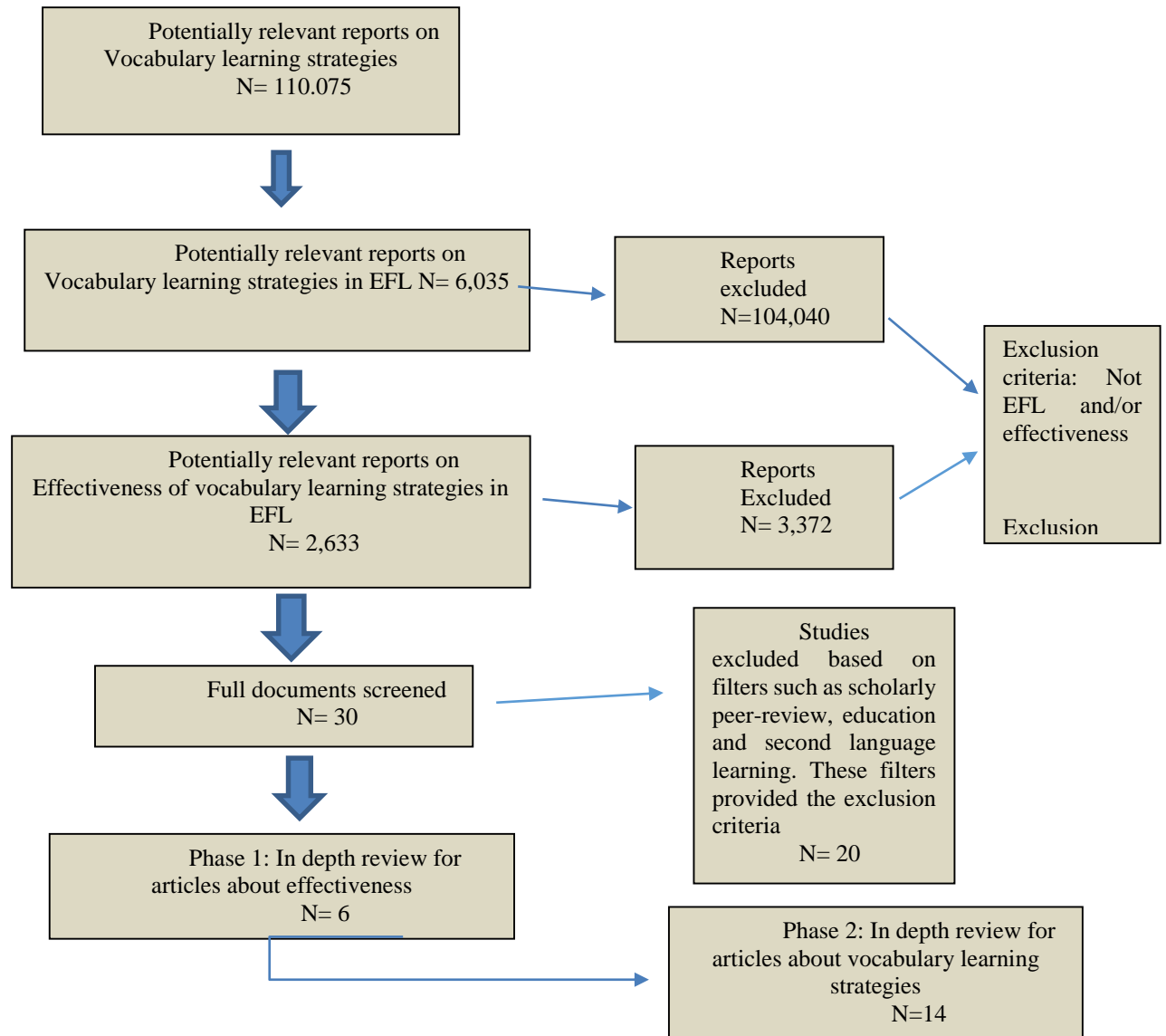


Figure 4. Flow diagram of studies included in this literature review

4.3 Phase 1: Characterization of the studies and interpretation of findings

To analyze the studies and interpret the information, there were two phases considered:

Phase 1 characterization of the studies and *Phase 2* interpretation of findings and in-depth review results. Phase 1 has two parts: the vocabulary learning strategies analysis and the characterization of the studies that corresponds to the general information of the research studies

analyzed: time, countries, educational section and population. After analyzing these categories, the following conclusions were made accordingly.

According to Schmitt (1997) taxonomy. (See Appendix A). The following table shows the VLS implemented by the researchers in the 20 articles analyzed.

Table 1

VLS Analysis

Author	Learning Strategies
Sonbul & Schmitt (2009)	Translation, general and specific comprehension questions, synonym generation <i>(Determination and social strategies)</i>
Barcroft (2009)	Translation, Synonym generation <i>(Determination and social strategies)</i>
Naeimi & Foo (2015)	Structure Reviewing, using mechanical techniques, Organizing, discussing your feelings with someone else. <i>(Cognitive and social strategies)</i>
Schmitt & Schmitt (1993)	<i>(Determination, social and cognitive strategies categories)</i>
Shintani (2011)	Exposure to the words, flashcards, corrective feedback, drill repetitions. <i>(Cognitive and social strategies)</i>

Min (2008)	Target words highlighted in boldface, discussion, interpretation, and answering questions, complete vocabulary-enhancing exercises. <i>(Memory strategies)</i>
Mizumoto & Takeuchi (2009)	(1) Self-management, (2) Input-seeking, (3) Imagery (4) Writing rehearsal, (5) Oral rehearsal, and (6) Association, extrinsic and intrinsic motivation. <i>(Cognitive, metacognitive strategies)</i>
Faraj (2015)	Selecting the words, Recording the words and monitoring the recording, color cards, memory strategies, storytelling, sharing with others, oral presentation, peer assessment. <i>(Memory, social strategies)</i>
Rahimi & Shams (2012)	<i>Cognitive, memory and determination strategies</i> in learning new vocabularies, <i>metacognitive and social strategies</i> were those strategies used least often by students
Kulikova (2015)	Word List, Oral and Written Repetition, Associations, Imagery, Visual, Semantic, Contextual encoding, Word Structure, Dictionary, Note-taking, Guessing, Activation, Technology, Affective. <i>(Cognitive, Memory, Determination and Metacognitive strategies)</i>

Aktekin & Guven (2013)	Roots and affixes, think aloud sessions, Posters, vocabulary lists on the walls, Vocabulary games, Notebook checking and feedback. <i>(Determination, Memory, Cognitive strategies)</i>
Taghinezhad et al, (2016)	Direct Strategy: Structure Reviewing, using mechanical techniques Indirect strategies: Organizing, discussing your feelings with someone else. <i>(Memory, Social strategies)</i>
Marzban, Kamalian (2013)	Marginal glossing and checking words in dictionary <i>(Cognitive, Determination strategies)</i>
Brown & Perry (1991)	Keyword, Semantic and Keyword semantic <i>(Memory, Determination strategies)</i>
Riankamol (2008)	Schmitt's Taxonomy (1997): Determination, Social (Discovery), Social (Consolidation), <i>(Memory, and Cognitive strategies)</i>
He (2010)	Transition of meanings, categorization, word formation, through listening, Learning using word cards, in daily life, from context, using other strategies <i>(Determination, Metacognitive, Memory strategies)</i>
Nicolaidis & Matteoudakis (2012)	Categorization, Organizing, Sound link <i>(Memory strategies)</i>

Kudo (1999)	Social, memory, cognitive and metacognitive Schmitt (1997)
Sagarra & Alba (2006)	Rote memorization and Keyword method (<i>Memory strategies</i>)
De la Fuente (2006)	Vocabulary lists, listening conversations, interaction with peers (<i>Cognitive, Metacognitive, social strategies</i>)

After determining the VLS used in the twenty articles analyzed in this literature review, following Schmitt's taxonomy and the first category: Discovery strategies, the determination strategies reached a peak, 82%. This means that when teachers implemented direct instruction of VLS, they supported strategies such as guessing meaning from context, consulting reference materials such as monolingual or bilingual dictionaries and analyzing suffixes or roots of the words, these strategies are known and used by students traditionally. The social strategies hit a lower point, about 18%, this means teachers still need to favor VLS that promote interaction among students. Figure 5 represents these percentage and proportions.

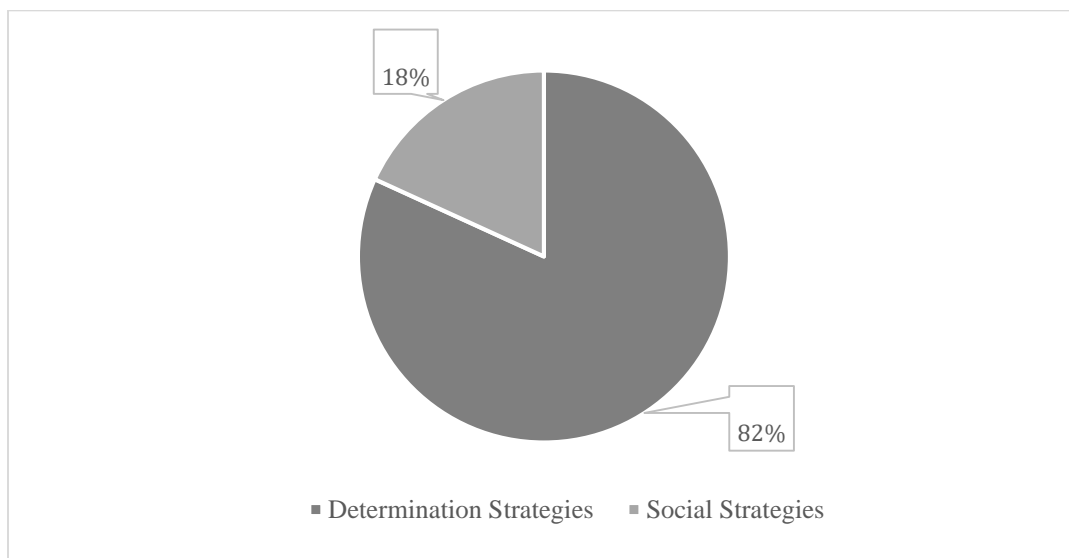


Figure 5. Strategies for discovery of new words meaning

According to the second category following Schmitt's taxonomy (1997): Consolidating strategies, the memory strategies went up 33%. This means that teachers favored direct instruction of VLS through the elaboration, manipulation and integration of incoming knowledge. This knowledge helps students to storage and retrieve information later. By using imagery or grouping of words. Cognitive strategies that include activities such as verbal and written repetition, creating word lists and taking notes during the class and metacognitive strategies are almost the same at 21% and 28% respectively, social strategies went down 18% as well as it was in category 1. Figure 6 shows the results.

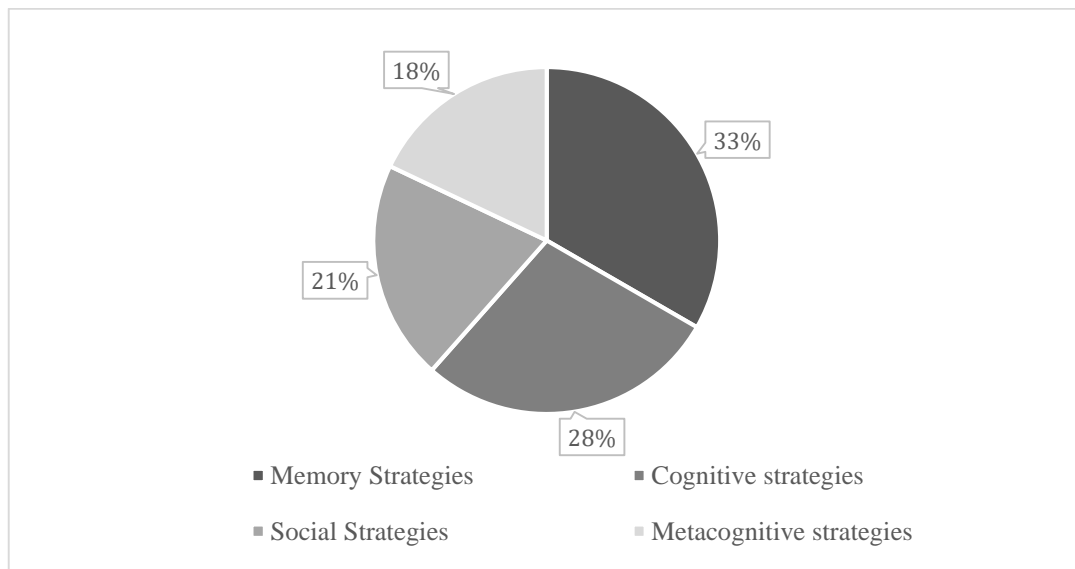


Figure 6. Strategies for consolidating a word once it has been encountered

Conclusion:

Although direct instruction of VLS is a step ahead that the research articles analyzed had in common. However, learners have to be more instructed to be more assertive and dynamic in looking up new actions to learn vocabulary words. The direct instruction of VLS after this analysis is average. Even though, the students had classes where learning strategies instruction was covered, there was no further implementation of alternative and unknown system to discovery new words and consolidate the meaning of words once they are discovered.

The characterization of the studies that corresponds to the general information of the research studies analyzed: time, countries, educational section and population, the analysis suggests that of the literature presented in this review, spanning 20 years, 10 research papers (50%) were written during 2012-2016, which suggest an increase in the research being conducted in the area of learning strategies to improve vocabulary learning. The majority of the studies originated in The Middle East: Saudi Arabia, Iran, Iraq (30%) and Asia: Japan, China, Taiwan, Thailand (30%). Other results include North America: United States, Hawaii and Mexico (25%). And other countries: Turkey, Egypt, Greece (each less than 15%). In terms of the students range of ages; the main group was 18-35 years old (50%). Other age ranged represented include: 6-12 y/o (25%) 13-16 y/o (12.5%) 29-53 y/o (12.5%).

Time: Within reference to the time of the articles reviewed, they tend to vary from study to study. Explicit instruction is a field that has been explored since the onset of learning strategy research three decades ago. Nevertheless, it is a field still explored by teachers and researchers. Brown (2007) stated that for several decades, vocabulary has been a matter of word cards and word lists or, after student attain basic conversational skills or reach the intermediate level, has been relegated to the sidelines in classroom teaching. Thus, explicit instruction of learning strategies has been seen as an essential tool in the development of teaching and learning.

Country: Although contexts are typical or different from other contexts, implementing vocabulary learning strategies instruction to expose learners a systematic way to expand their individual's vocabulary size and the level of understanding a word are two common goal for teachers. The studies analyzed in this literature review varies from one context to another, out of the 20 articles, 30% Asian and Middle east countries showed a common interest in the use of direct instruction of vocabulary learning strategies. 25% of the total were carried out in North

America. Other countries made up 15% of our total carried out studies. Educational policies and classroom practices can affect these results.

Educational sector: Direct vocabulary learning instruction is affected by learners' individual variations such as motivation, level, gender, self- efficacy, career orientation, proficiency and learning environment in which learners are situated (Oxford and Nyikos,1989; Cohen and Dörnyei, 2002; Gu, 2003b; Takeuchi et al.,2007); this literature review analyzed research study articles in which students belonged to different educational sectors. Out of the 20 research articles analyzed, the results found that in the elementary school only 5% of foreign language teachers implemented vocabulary learning strategies instruction, because students are early independent learners.

In high school 15% and in the university sector the implementation of explicit direct instruction increased to 65% due to the fact that students have the skills necessary to multitask and manage their time, which can lead to academic success. However, this increase reversed in the sector of language institutes to 10%. It is more usual to implement explicit instruction of vocabulary learning strategies at the university sector. This educational scenario promotes the intervention of teachers to instruct in direct vocabulary learning.

Population: Out of the 20 research articles on direct instruction of vocabulary learning strategies, 16 (80%) studied male and female population, 3 (15%) studied only female students and 1, (5%) implemented the study in only male learners. Learners' gender is a less determinant factor in learning a word, compared to engagement with the vocabulary (Schmitt, 1997).

The following table summarizes the authors' time, the country, the educational sector and the population of the articles selected; the following categories emerged to outline the conclusions: Time, Country, Educational Sector and Population.

Table 2

General Aspects Analysis

Authors	Country	Educational Sector	Population
1. Sanbul and Schmitt (2009)	Saudi Arabia	Private universities	40 females, 12 years old
2. Barcroft (2009)	Mexico	University	114 (59) low-intermediate- (55) high-intermediate
3. Naeimi & Foo (2015)	Iran	University	100 pre-intermediate. 19- 25 years old
4. Schmitt & Schmitt (1993)	Japan	Junior-Adults	600 students, 14-25 years old
5. Shintani (2011)	Japan	Elementary school	36 students, 6-8 years old
6. Min (2008)	Taiwan	Senior high school	50 male, upper- intermediate
7. Mizumoto & Takeuchi (2009)	Japan	Private universities	204 females. 18-22 years old
8. Faraj (2015)	Iraq	University	30 students. 29-53 years old
9. Rahimi & Shams (2012)	Iran	English institute	60 females. 20-30 years old
10. Kulikova (2015)	United States	University	97 first semester students 18-35 years old

11. Aktekin & Guven (2013)	Turkey	University	70. elementary. 18-22
12. Taghinezhad et al (2016)	Iran	Language institutes	90 upper-intermediate. 18-30.
13. Marzban, Kamalian (2013)	Iran	University	30 first year students
14. Brown & Perry (1991)	Egypt	University	6 classes, language institute 3 lower- 3 upper
15. Riankamol (2008)	Thailand	High School	27 students
16. He (2010)	China	University	30 sophomores. 20
17. Nicolaidis & Matteoudakis (2012)	Greece	University	1 Class High-school level
18. Kudo (1999)	Hawaii	High School	325 students. 11th-13th 13-18
19. Sagarra & Alba (2016)	United States	University	916 learners of Spanish (Upper) 3 rd semester
20. De la Fuente (2006)	United States	University	38 Learner of Spanish (22 low-7 pre)

The common goals of the research studies reviewed in this literature were to go through the direct instruction of vocabulary learning strategies. Out of 20 articles, 10 (50%) aimed to examine the effectiveness of the learning strategies, the other 10 (50%) aimed to determine the effectiveness of the direct instruction of learning strategies as an approach to implement in the foreign language classroom.

The next table shows the aims of the 20 articles of this literature review. Table 3 will break down the aim by author.

Table 3

Aims Analysis

Study	Aim
1. Sanbul and Schmitt (2009)	to evaluate the effectiveness of direct teaching of new vocabulary items in reading passages
2. Barcroft (2009)	to examine the effects of synonym generation on second language learning
3. Naeimi & Foo (2015)	to determine the effectiveness of explicit instruction of vocabulary learning strategies
4. Schmitt & Schmitt (1993)	to analyze and determine categories for the vocabulary learning strategies
5. Shintani (2011)	to compare the effects of two types of treatment (input and other output)
6. Min (2008)	to compare the effectiveness of reading plus vocabulary enhancement activities and narrow reading
7. Mizumoto & Takeuchi (2009)	to determine the effectiveness of explicit instruction of vocabulary learning strategies
8. Faraj (2015)	to find out the impact of the teaching methodology materials and learning context.
9. Rahimi & Shams (2012)	to investigate the effect of VLS on Iranian students

- | | |
|--------------------------------------|---|
| 10. Kulikova (2015) | to explore the beliefs and the use of LS by beginners |
| 11. Aktekin & Guven (2013) | to examine the effectiveness of strategy instruction in vocabulary learning. |
| 12. Taghimezhad et al (2016) | to investigate the influence of indirect LS |
| 13. Marzban & Kamalian (2013) | to investigate whether implicit instruction is more effective than explicit instruction |
| 14. Brown & Perry (1991) | to compare three learning strategies-differentiated depths of processing theory |
| 15. Riankamol (2008) | to investigate the use of VLS most and least frequently used |
| 16. He (2010) | to analyze vocabulary learning acquisition through transition of meaning and word |
| 17. Nicolaidis & Matteoudakis (2012) | to proposes a new method for the combined teaching of pronunciation and vocabulary |
| 18. Kudo (1999) | to describe VLS and systematically categorized those strategies. |
| 19. Sagarra & Alba (2016) | to investigate three methods of LV |
| 20. De la Fuente (2006) | to investigate the effects of three vocabulary lesson |

Investigating either the effectiveness of the learning strategies or the explicit instruction were the goals of the researchers when they were conducting the research studies. Comparing learning strategies and examining the effects of the use of one learning strategy from another was also considered for carrying out the studies in the classrooms. Hubbard (2004) stated that a combination of the two methods is often more informative than either alone.

In terms of type of designs and instruments, most of the studies analyzed in this literature review were used mixed methods (85%), the rest of the studies followed an experimental (15%). Mixed methods research is a methodology for conducting research that involves collecting, analyzing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research.

Table 4 shows the instruments used by the researchers in each one of the studies. Pre-tests, post-tests, reading passages, questionnaires, proficiency tests, and instructional interventions were most commonly used. Interview sessions were conducted to inquire more about feelings and exchanging ideas on using the strategies. Furthermore, learners' logs were useful to recall what they had done. Groups of students who were instructed were taught the strategies explicitly during the regular classes

Table 4

Instruments

Authors	Design	Instruments
Sanbul and Schmitt (2009)	Mixed	Pre-test and Post-test were taken questionnaires
Barcroft (2009)	Mixed	Pre-test and Post-test were taken questionnaires
Naeimi & Foo (2015)	Experimental	Pre-post-tests.
Schmitt & Schmitt (1993)	Mixed	Vocabulary Knowledge Scale questionnaire
Shintani (2011)	Mixed	Pretest–posttest design.

Min (2008)	Quasi- experim	Vocabulary Knowledge Scale questionnaire
Mizumoto & Takeuchi (2009)	Mixed	Mizumoto and Shimamoto (2008) tests
Faraj (2015)	Mixed	Pre-test and Post-test were taken questionnaires
Rahimi & Shams (2012)	Mixed	Proficiency test, Reading comprehension passages
Kulikova (2015)	Mixed	Questionnaires and interviews
Aktekin & Guven (2013)	Mixed	Survey of Strategy Frequency questionnaire(Teacher-Learner)
Taghinezhad et al (2016)	Mixed	Proficiency test, Reading comprehension passages, Multiple-choice vocabulary exam
Marzban, Kamalian (2013)	Mixed	40-item proficiency test, three reading comprehension passages, and three 10-item vocabulary Pre-post test
Brown & Perry (1991)	Mixed	The keyword-semantic survey
Riankamol (2008)	Mixed	Questionnaires
He (2010)	Mixed	Questionnaire is used as the first step in data collection.

Nicolaidis&

Matteoudakis (2012) Experimental Encoding and categories

Kudo (1999) Mixed Questionnaire

Sagarra & Alba (2016) Mixed Pre-test, treatment, post-test

De la Fuente (2016) Mixed Instructional intervention, post test

To conclude, according to Nation (2001), deliberately teaching vocabulary is the least efficient way of developing learners' vocabulary knowledge. Although explicit instruction of vocabulary learning strategies has a positive effect on the vocabulary learning (Rasekh & Ranjbary, 2003), teachers should make decisions not only about what strategies to use and how to implement them, they also have to consider the level of knowing a word. According to Nation (2001), knowing a word involves three different categories form, meaning and use; these categories have three subcategories and receptive and productive levels:

- Form: Spoken, written (Receptive and productive)
- Meaning: Form and meaning, concepts and references (Receptive and productive)
- Use: Grammatical functions, collocations, constraints of use

Teachers should make decisions not only about what strategies to use and how to implement them, they also have to consider the level of knowing a word. According to Nation (2001) the first decision to make when teaching a word is to decide whether the word is worth spending time on or not, then if the word comes up in the context and finally if learners need a word or a phrase. By coding the learning strategies implemented in each study, a letter was assigned to facilitate this analysis. The letter A indicates if the explicit learning strategies implemented in every research study correspond to the form of the word, the letter B indicates if

the strategies were focused on meaning and finally the letter C indicates if the learning strategies the researchers used corresponds to the level of use. Table 5 shows the categories mentioned.

Table 5

Levels of Knowing a Word Analysis

Authors	<u>Form</u>	<u>Meaning</u>	<u>Use</u>
Sanbul and Schmitt (2009)		x	
Barcroft (2009)		x	
Naeimi & Foo (2015)		x	x
Schmitt & Schmitt (1993)	x	x	x
Shintani (2011)	x		
Min (2008)		x	x
Mizumoto & Takeuchi (2009)	x	x	x
Faraj (2015)		x	x
Rahimi & Shams (2012)	x	x	x
Kulikova (2015)	x	x	x
Aktekin & Guven (2013)	x	x	
Taghinezhad et al (2016)		x	x
Marzban, Kamalian (2013)		x	

Brown & Perry (1991)	x		
Riankamol (2008)	x	x	x
He (2010)	x	x	x
Nicolaidis & Matteoudakis (2012)	x	x	
Kudo (1999)	x	x	x
Sagarra & Alba (2016)	x	x	
De la Fuente (2006)	x	x	x
Total	A=13	B=18	C=12

Note: Based on *Levels of Knowing a word (Nation, 2001) analysis carried out according to the articles included for this literature review.*

The results found that out of the 20 research articles on direct teaching of learning strategies reviewed, the most common category implemented by teachers focused on the meaning of the words, the second-place category focused on form of the words and the last category focused on word use of the words as shown in figure 7.

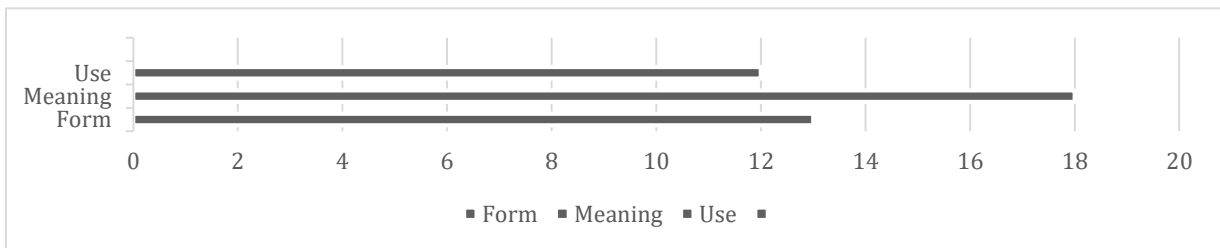


Figure 7. Results of the analysis of the levels of knowing a word

Researchers in the studies claimed that meaning recognition is the easiest level of knowledge of the word (shallower levels), do not require substantial integration with the lexical network and may be the most easily forgotten.

The initial learning was largely maintained over the course of a week and showed that repeated exposure is one of the keys to vocabulary learning. The study showed the value of this recycling combined with explicit instruction (Sanbul & Schmitt 2009) helped the students retain more of the word meanings.

The research showed that the explicit instruction of the vocabulary had a better influence among the learners. According to the researchers, implicit learning is not entirely implicit, as learners must pay at least some attention to individual words. Students generally benefit from explicit vocabulary instruction in conjunction with extensive reading. One of the studies analyzed in this literature review compared the effectiveness of reading plus vocabulary enhancement activities and narrow reading. According to Mint (2008), reading supplemented with vocabulary-enhancement activities are more effective for vocabulary gains and retention. This research study analysis is not an argument against the educational value of reading activities but is done to point out a more efficient and effective method of vocabulary learning in which students expand their vocabulary size to cope with English texts and retain it for subsequent tests during a shorter period of time.

Implicit learning can be guided and governed by explicit learning, and, at the same time, explicit learning can be consolidated and reinforced by implicit learning. Planning a variety of contextualized vocabulary activities is the best strategy itself; it will offer learners useful possibilities to foster their vocabulary knowledge (Marzban & Kamalian, 2013).

According to Mizumoto & Takeuchi (2009), the effectiveness of explicit VLSs instruction in combination with regular classroom instruction was confirmed with their study. Explicit teaching of VLSs results in improved vocabulary test scores. At high school level, the vocabulary size increases. According to Laufer (1998) high school students require a vocabulary size around 3,500-4,000 words. It can be concluded that the chances for using learning strategies increases as well. At this level of strategy use among learners with lower and moderate level of such use may result in little change among learners with high levels of use; however, their teaching can confirm already held beliefs about their effectiveness. Some VLSs are quickly rejected due to their time-consuming nature or being. Finally, VLSs may result in more intrinsically motivated learners

In the study: *The Key Is in the Keyword: L2 Vocabulary Learning Methods with Beginning Learners of Spanish*, the researchers investigated the effectiveness of three learning strategies; rote memorization, keyword method and semantic mapping. The findings in this study confirmed the benefits of the keyword method rather than rote memorization. However, according to Sagarra & Alba (2006) semantic mapping produced worse retention than rote memorization. Results also revealed significant differences among the three strategies. The positive impact of the keyword method on rote memorization implies that teaching L2 learners to employ strategies requiring deeper processing results in better temporary retention, this is to increase the retention in more permanent memory. (Ellis & Beaton, 1995; Hulstijn, 1997; Pressley, Levin & Delaney, 1982).

In the same study, the researchers concluded that the ineffectiveness of the semantic map strategy is the lack of phonological links by the learners and the most relevant is that instructing participants to use a specific vocabulary method does not always imply that they will ultimately

implement that method. This is an important reflection for teachers and educators in terms of what pedagogical approach of the L2 vocabulary lessons may have an impact on retention of new L2 words. With reference to the approaches used to implement direct learning strategies, in the study, *Classroom L2 Vocabulary acquisition: Investigating the role of pedagogical tasks and form-focused instruction*, De la Fuente (2006) concluded that task-based lessons with a built-in, planned focus on form seem to be more effective than presentation, practice and production lessons. This study also showed that TBL vocabulary lessons benefit from an explicit focus on the form component when teachers want to foster not only acquisition of the words' basic meanings, but also of important formal aspect of words, (morphological aspects). Moreover, De la Fuente (2006) suggested that TBL can be useful pedagogical tools for promoting attention to form and meaning.

4.4 Phase 2: In- depth review results

This section presents the answer to the research questions formulated at the beginning of this literature review.

4.4.1 Review question 1:

1. How are the concepts related to direct instruction defined and used in studies focused on direct instruction of learning strategies to improve vocabulary?

This section provides the major findings in the studies retrieved for this literature review. Out of the 20 research articles examined in this literature review, the following table shows the articles addressed to the first question.

Table 6

In Depth Review 1

Author	Findings
1. Sanbul & Schmitt (2009)	Explicit instruction was found to be more effective than incidental learning alone. These findings demonstrated the value of the time and effort spend on direct teaching.
2. Naemi & Foo (2015)	Learning strategies direct instruction compared to indirect method of instruction had a significant effect on vocabulary learning.
3. Mizumoto & Takeuchi (2009)	Explicit teaching of VLS resulted in improved vocabulary tests scores
4. Marzban, Kamalian (2013)	Explicit instruction of vocabulary better influenced vocabulary learning among Iranian pre-intermediate learners

The above studies directly stated that explicit instruction of learning vocabulary was superior. In the first study *Direct teaching of vocabulary after reading: Is it worth the effort?* direct teaching of word meanings in a reading passage is more effective than an unstructured vocabulary learning approach in building four levels of form: meaning link, form recall, meaning recall and meaning recognition. In this study only meaning recognition was achieved.

However, findings showed that all four levels can be learned with additional explicit or direct instruction (Sanbul & Schmitt, 2009). The second study, according to Naemi & Foo (2015) explained the value of the use of direct vocabulary learning strategies in language learning classrooms. During the early stages of language learning, participants were instructed

with a basic vocabulary before they started learning from context. In the third study, Marzban & Kamalian (2013) stated that direct teaching of vocabulary learning strategies not only improved test scores, but also increased the strategy use among learners with lower and moderate levels of such use.

For these learners' direct strategy instruction was more beneficial, and the use of the strategies were leading their process of motivation and self-efficacy as well. The last study showed that the implicit learning which can be guided and consolidated by explicit learning as two sides of a coin in vocabulary acquisition (Marzban & Kamalian, 2013). The other 16 studies excluded for this analysis determined, analyzed and described other conclusions in regard to the learning strategies. The excluded studies spanned only one semester or the levels of proficiency of the participants were homogeneous.

4.4.2 Review question 2: What are the effects of learning strategies through direct instruction?

The outcomes reflected in the following table reported significant growth in learners using the strategies suggested by the teachers in the previous interventions. This positive impact provides evidence that the learners who used the strategies, advanced specifically in the study; *Examining the Impact of Vocabulary Strategy Training on Adult EFL students*. Once the learning strategy process had started, the learners became more aware of the strategy use. Moreover, students are more familiar to vocabulary learning strategies when compared to other skills because of the nature of the classroom instruction. Interviews implemented in this study show that the strategies instruction enabled the learners to learn more easily and faster (Aktekin & Guven, 2013).

Table 7

In Depth Review 2

Author	Findings
1. Aktein & Guven (2013)	The study group outperformed the control group on the vocabulary test. Thus, the strategy training seems to have contributed to the improvement of students' vocabulary learning
2. He (2010)	Group A outperformed group B who does not have the skills to use the strategies
3. Faraj (2015)	There is a significant growth in learners' productive vocabulary use in posttests, compared with pre-test.
4. Barcroft (2009)	This study provides evidence favoring the inclusion of direct instruction to learn target words and other techniques to foster intentional vocabulary learning

However, according to the study *A Study of L2 Vocabulary Learning strategies*, He (2010) remarked that the use of the strategies and the importance of the autonomy concept is affected by the English language skills that the learners already have. In different circumstances, if learners are not aware, they would do what they traditionally do to learn new words using the simplest way to memorize words. The study, *Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context*, Faraj (2015) reported a student's level of productive vocabulary use progress. Students had learned a word productively by themselves rather than teaching them receptively.

Learners also checked progress with their classmates and used words in more productive than receptive skills. Findings in the previous studies, revealed that autonomy involves being conscious of using resources around students to facilitate learning rather than just learning independently. In the last study, *Effects of Synonym Generation on Incidental and Intentional L2 Vocabulary Learning During Reading*, the researcher showed evidence favoring the inclusion of direct instruction to learn target words and other techniques to foster intentional vocabulary learning during reading, Barcroft (2009).

Measurement of the outcomes of interest according to the effective methods to use in explicit instruction of learning strategies stated the positive impact of the keyword method on rote memorization. Teaching L2 learners to employ strategies requiring deeper processing results in better temporary retention. This fact increases the probability of establishing connections with long term memory representations for the newly learned L2 words. These findings are consistent with the vast body of literature on rote memorization and the keyword method in several languages, settings and learners (Ellis & Beaton, 1995; Hulstijn, 1997; Press-ley, Levin, & Delaney, 1982). According to Paivio's (1986) there are two memory systems; verbal and image, if one of them fail, the other can still be used for learning. This dual coding theory is implemented with the keyword method. According to Sagarra & Alba (2016), keyword method effectiveness was confirmed when two Spanish native speakers rated the frequency of the keywords and keyword links used by 150 participants.

The participants used a keyword that looked like the target word only 1% of the time, whereas they used a keyword that sounds like the target word 99% of the time. (e.g., oruga "caterpillar": rug: cater-pillars walk on rugs). From literal phonological

limitation (e.g., celador “prison guard” “cell a door”). Finally, these findings showed that clues that facilitate the retention of the phonological form of the L2 word (e.g., “tobacco” to remember ‘sobaco’, means ‘armpit’) are more effective than those that are associated with the meaning of the L2 word (e.g., ‘deodorant’ to remember ‘sobaco’). Access to the L2 word would depend on the connection with the keyword until the L2 word itself would be experienced frequently enough.

It is possible to combine direct vocabulary learning strategies to create effective processes. In the study, *A Comparison of Three Learning strategies for ESL vocabulary acquisition*, the results found that the combined strategy worked better for differing proficiency levels and is, therefore, a possible choice for teachers in the selection of learning strategies to train students. The effects on retention by the combined methods were found in authentic classroom situations.

According to Brown & Perry (1991), one factor is the level of the concreteness of the target words. If it is hard for students to generate images, it will be hard for the keyword method to create words as well. According to the researchers cited above, combining the two strategies provides learners with more versatility in mastering heterogeneous vocabulary. The studies from this literature review followed these steps in the process: selection, definition, exposure, use and assessment of the strategy. Once students have experienced this kind of extensive exposure and practice, chances that they will become more aware of vocabulary receptively is also heightened. Focused

instruction on the value of a systematic approach to vocabulary learning advance beyond word lists, cards and traditional strategies.

Brown & Perry (1991) compared the words and phrases students used to describe effective and ineffective teachers. They found that the students used the words: interesting, approachable, and clarity to describe their teachers. The definition extracted from descriptions of teachers nominated for teaching awards were: approachable, present material well, makes subject interesting, helpful, and knowledgeable. In this sense the literature review wanted to focus on teaching in order to learn how to learn. Exploring this metacognitive aspect in order to initiate autonomous learners that can achieve high order level cognitive skills, by transferring what they learned in the classroom to help their own learning. Alternatively, the use of the strategies in vocabulary learning instruction is prevalent in some of the lessons, since it is easily accessible through direct teaching. When teachers are planning, implementing and assessing direct strategies, learners are supported to build new language acquisition habits to supplement or to replace the old ones.

Chapter 5: Conclusions and pedagogical implications

5.1 Significance of the results

Out of the 20 research articles considered for this literature review, 6 research studies directly reported the effectiveness of the instructions in learning strategies. Five of the studies compared two groups; one group included teacher intervention and the other group did not have any intervention. The findings showed the outperformance of the first group. However, the researchers did not identify any link between the initiation

of self-directed learning; they favored the inclusion of learning strategies without continued monitoring of the progress of the instruction out the classroom.

Therefore, for the purpose of this review, there were attempts to explore the impact of this process for the learners when teachers are not leading the instruction. Given the importance of vocabulary for language learning, explicit instruction becomes a solution to give students access to refine their vocabulary learning. It is necessary that students acquire ways to learn and at the same time they can start taking steps towards self-regulated learning. Nevertheless, the time and resources invested by the teacher should be recognized and highly encouraged. Students then take advantage of this effort to self-direct their learning process and continue using the strategies on their own.

According to Schmitt (2008) incidental and explicit approaches are generally complementary and are often usefully combined. Nevertheless, can direct or explicitly teaching vocabulary words be generalized to different teaching contexts? (Sonbul & Schmitt, 2009). The authors mentioned the case in Saudi Arabia in which reading courses incorporate a direct teaching component focusing on new vocabulary words in reading passages, to enhance comprehension and develop knowledge of technical vocabulary items. However, authors asked if the time taken to teach new vocabulary after it has already been met in a passage justified, and does it add anything to the incidental learning which has already taken place? (Sonbul & Schimtt, 2009). In other words, is the value of the time invested by the authors and researchers to plan, implement and provide learners time to practice, evaluated the strategy and put it in practice worth it?

Although, several students have been benefited from such strategies, it is important to restate that the explicit learning vocabulary instruction will be enhanced with the combination of other approaches, tasks and form-focused instruction. Furthermore, the self-directed learning process starts when the teacher begins implementing strategies as a way to scaffold their learning (Nation, 2001).

It is the student when they experiment and experience the strategies, when they will determine the effectiveness of the strategy in their learning process. Students will be aware of what strategy can better meet their needs. If the students make the decision to use the strategy consistently and monitor their progress according to the results. That is when the process of self-direction takes place. Researchers in the field of self-direction stated that learners are assumed to have a degree of autonomy which enables them to play an active role in their own learning and to accept responsibility for planning, implementing and evaluating a learning experience. (Brockett and Hiemstra, 1991).

5.2 Limitations of the present study

This study intended to include a representative, if not exhaustive, number of studies. Several factors, however, may have contributed to a bias in the results. For instance, only English language journals were examined, which excludes work in other languages. It is important to recognize that there might be a body of excellent work in the field that appears in other publications not included in online databases. The study is intended as a cross-section of the work done in VLS, SDL and/or SRL, and it cannot include the whole universe of studies that have been recently conducted in each of those areas.

This problem is more complex if it is considered that only a small proportion of activity in the classroom actually appears in academic journals. Efficacy concepts when they experiment

the use of the strategies suggested by teachers in the classroom. However, the conclusions retrieved from the studies, does not exclude the use of indirect or implicit approaches.

Vocabulary is an unlimited and flexible field of study, opposite to grammar which is more determined by rules to follow. Vocabulary skills depends on the styles and preferences of the language learner. So, it is important to recognize that there might be a body of effective and ineffective strategies and they will be evaluating on one of the mentioned categories according to the learner's perspectives and views. This study evaluated the work done by the teacher taking the time to include the study of these strategies to help students enriching their vocabulary skills.

5.3 Further research

Further research in this field would explore and consider the fact that learning strategies instruction is more than just an option for teachers and learners. It should be a basic and a compulsory step to start, continue and refine vocabulary learning skills.

Consider the possibility to research on explicit learning strategies instruction, focusing the attention on studies that can explore deeper thoughts and mindsets of participants. The conclusions found in this review indicate the importance of learning strategies as a key variable to influence individual learning vocabulary acquisition. The direct or explicit instruction of learning strategies to facilitate vocabulary learning have considerable potential for enhancing processes of learners not only to learn a language but also to learn about the learning process when they are learning the language (p.63). More research studies would provide additional findings to contribute deeper knowledge to the worldwide educational community with more possibilities of success in terms of teaching and learning regardless of the classroom context.

Research in the area of language learning strategies and particularly vocabulary learning strategies should be considered and put forward to foster active and independent learners as a likely option to minimize this common concern. Classroom is an opportunity for a learner to begin the journey toward success and to grasp the reality. This reality indicates learners can direct their learning, adapt to changes and make them conscious to identify and adopt useful tools for learning. Moreover, more research is needed in this area to investigate the value of being an intentional classroom teacher, who is aware of the students' outcomes. An intentional teacher who also uses research for his or her subject seeks out professional development opportunities to learn methods that can make a difference in the students learning process. They understand that education is dynamic, and the use of novel techniques can also arouse the curiosity of learners to continue building their own vocabulary learning processes. In order to effectively deliver learning strategies instruction teachers, need to be trained. Main goals of this training include: To understand and evaluate methods of encouraging learning in the classroom, decide on relevant assessment strategies, plan and appropriate teaching and learning programs.

5.4 Conclusion

The existing literature on learning strategies and vocabulary was primarily investigated with reference to the direct or explicit instruction led by the teacher in the classroom. The analysis of 20 research studies showed that this training had a great impact on the students and their deeper processing and retention of the words, demonstrating the value of the time and effort spent on the direct teaching. However, findings also showed that explicit instruction is more effective than incidental learning alone. Nevertheless, the literature review indicated that comparing indirect strategies with

learning strategies had significant effect on vocabulary of the language learners at a pre-intermediate level, in view of the fact that students at upper-intermediate level tend to use more indirect learning strategies than direct learning strategies. Therefore, teaching students about indirect learning strategies can prove helpful for some students.

High proficiency students tend to learn under their own interest. Hence, they will be more likely to activate their metacognitive skills transferring what they have learned in the classroom to support their self-efficacy process. In terms of the effectiveness of the learning strategies, findings of this literature review showed that rote memorization is more effective than creating multiple meaning associations. On the other hand, meaning association strategy yields the best retention. In this age, foreign language learners demonstrate logical use of symbols and their relationship to abstract concepts. They are capable of using both inductive reasoning and have fully developed the capacity to use developed language skills.

Also, this is a critical period for students to consolidate their knowledge and move from one stage of fluency to another. Although most of the studies favoring the inclusion of explicit instruction of learning strategies to improve vocabulary learning, little is known about how a teacher follows up the process to verify the influence of the class learning strategies instruction in students' ongoing process of learning. The direct instruction model offers a more systematic and organized tool for teachers; by implementing a direct instruction model.

Teachers have to provide learners the opportunity to start working in an independent practice. (Hunter,1982). Some teachers can see this method as a mechanistic and simplistic way to teach the learning of basic skills, at the cost of teacher's creativity

being held back and also students' creativity and independent thinking being choked.

Nevertheless, teachers also know that some activities without modeling or reinforcement may be ineffective in the classroom. In this sense, the teacher has to create conditions for students to evaluate their conclusions through logical and systematic examination of the strategy implemented to support the learner's vocabulary skills.

Finally, this literature review compares the importance of keeping good research practices in the field of vocabulary learning acquisition. Teachers need to be consumers of research. Literature reviews, correlational studies, case studies, action research studies are useful means to try a new teaching method that can provide deeper insights from front line teachers. Since vocabulary instruction requires informed, intentional planning, deeper analysis and a well-elaborated organization of the information and the ideas, it is the hope that this synthesis of the recent literature review stimulates further research regarding vocabulary learning strategies as in direct instruction.

Besides, the findings and results mentioned above may determine a general understanding of the efficiency and adequacy of the research studies' as a contribution to the second language learning field and context.

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Appendix

A: Vocabulary learning strategies Schmitt Taxonomy (1997)

Category 1	<u>Determination</u>	<u>Social Strategies</u>	
	<u>Strategies (DET)</u>		
Strategies for the discovery of a new word's meaning	Analyze part of speech Analyze affixes and roots Check for L1 cognate Analyze any available pictures or gestures Guess meaning from textual context Use a dictionary (bilingual/monolingual)	Ask teacher for a synonym, paraphrase, or L1 translation of new words Ask classmate for meaning	
Category 2	<u>Memory strategies</u>	<u>Social strategies</u>	<u>Cognitive</u> <u>Strategies</u>
			<u>Metacognitive</u> <u>Strategies</u>

<p>Strategies</p> <p>for consolidating</p> <p>a word</p> <p>once</p> <p>it has been</p> <p>encountered</p>	<p>Connect word to a</p> <p>previous</p> <p>experience</p>	<p>Study</p> <p>personal practice</p> <p>in a group</p>	<p>and</p> <p>meaning</p>	<p>Verbal</p> <p>repetition</p>	<p>Use English-</p> <p>language</p> <p>media</p>
	<p>Associate the word with</p> <p>its coordinates</p>	<p>Interact with a</p> <p>native speaker</p>	<p>a</p>	<p>Written</p> <p>repetition</p>	<p>Test oneself</p> <p>with word</p> <p>tests</p>
	<p>Connect the words in its</p> <p>synonym and antonyms</p>			<p>Word list</p>	<p>Skip or pass</p> <p>new words</p> <p>tests</p>
	<p>Use semantic maps</p>			<p>Put English</p> <p>labels on</p> <p>physical</p> <p>objects</p>	<p>Skip or pass</p> <p>new words</p> <p>tests</p>
	<p>Image word form</p>			<p>Keep a</p> <p>vocabulary</p> <p>notebook</p>	<p>Skip or pass</p> <p>new word</p>
	<p>Image word's meaning</p>				<p>study word</p> <p>over time</p>
	<p>Use Keyword Method</p> <p>And Group words,</p>				

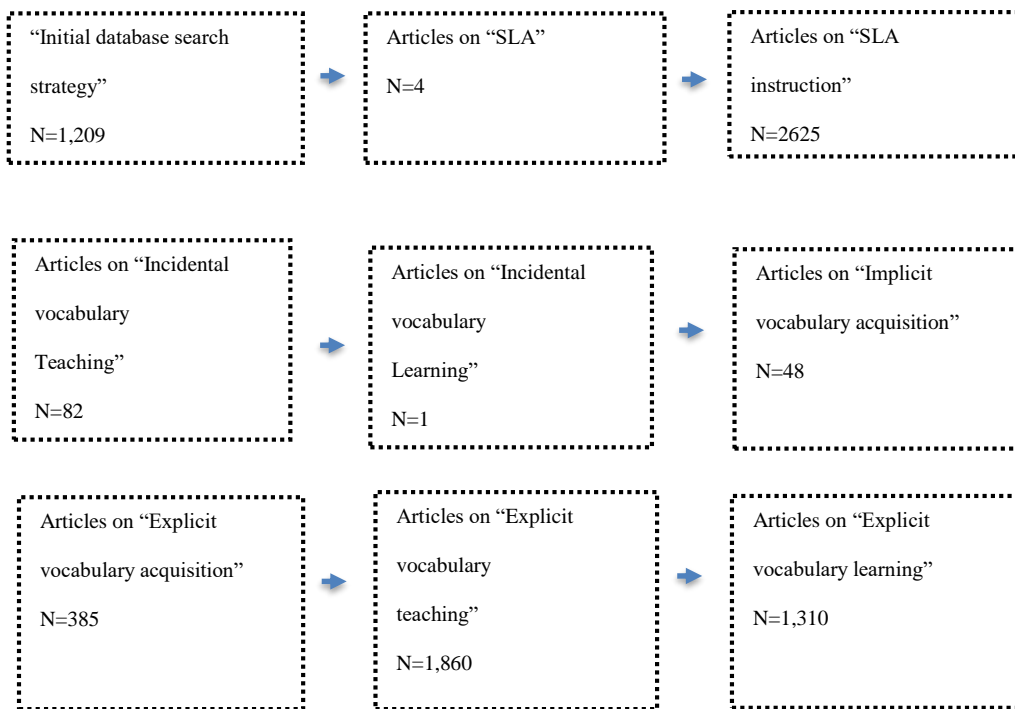
Study spelling, saying

aloud, physical action

Appendix B: Flow chart: Database results of the research

Research conducted between October 2017- July 2018

EBSCOhost Research Platform Results



ERIC Education Resources Information Center

