

## **The Impact of Using Vocabulary Learning Strategies on Vocabulary Learning and Learners' Attitudes towards them**

### **Abstract**

This study aimed at investigating the learners' attitudes towards using training-based vocabulary learning strategies. sixty 11<sup>th</sup> graders from a government high school participated in the study. They were divided into an experimental group of 32 students and a control group of 28 students. The experimental group had training on using five VLSs which were practiced over a semester. To investigate the correlation between the learners' vocabulary proficiency levels and VLS use, a pre-test was conducted at the beginning of the semester. A vocabulary achievement test (VAT) was also given to both groups at the end of the semester to measure the effectiveness of VLS use on vocabulary learning. Results show that using VLSs enhances the learners' achievement in vocabulary learning. The learners in the experimental group outperformed those in the control group in the VAT with an average of 72.4% compared to 43.8% for the control group. Results also reveal that students who were trained on using VLSs were more positive than those who were not. Finally, the more proficient learners showed greater tendency towards using VLSs. 65% of the higher level learners supported using VLSs, whereas 59.73% of the lower level learners did. The VAT results show that the higher level learners benefited more from using VLSs at an average of 86.25%, while the lower level learners only scored 66.13%.