VOCABULARY LEARNING STRATEGIES USED BY LIBYAN UNIVERSITY STUDENTS AT AL-JIMAYL FACULTY OF ARTS

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ABSTRACT

This study investigates the awareness, use, and effectiveness of vocabulary learning strategies among Libyan university students studying English as a foreign language. The research focused on identifying the most commonly used strategies, determining which strategies that students consider as effective, and examining the challenges they encounter in vocabulary acquisition. A quantitative approach was used, and data were collected through a structured questionnaire that was adopted and adapted to fit the context of the study. The sample consisted of twenty students from the English Department at Al-Jimayl Faculty of Arts, Sabratha University. Moreover, the findings revealed that students are generally aware of a variety of vocabulary learning strategies. In addition, they frequently encounter new vocabulary through digital and media sources, such as the internet and English-language media. The most commonly used strategies included guessing from context, using bilingual dictionaries, note-taking, repetition, and associating new vocabulary with their first language. However, the results also indicated that students face constant challenges in pronunciation, understanding words with multiple meanings, remembering collocations and idiomatic expressions, and spelling. Furthermore, the study concludes that while students demonstrate an acceptable level of awareness and use of vocabulary learning strategies, their dependence on traditional approaches and translation into the mother tongue limits their linguistic development. The study recommends increasing exposure to authentic language input, encouraging greater use of monolingual dictionaries, and providing more classroom opportunities for communicative practice to enhance vocabulary retention and application.

Keywords: *Vocabulary Learning Strategies, English as a Foreign Language, Libyan University Students, Vocabulary Acquisition, Language Learning.*

1. INTRODUCTION

English language is the official language of many countries. It also regards as the most commonly spoken language among non-native speakers. In addition, it serves as the main language utilized in international affairs (Sukpinit, 2018). Moreover, learning English as a foreign language involves mastering both macro skills (speaking, reading, writing, listening) and micro skills (structure, grammar, vocabulary, pronunciation). For English language learners, proficiency is required in all these skills. Thus, the benefit of employing language learning strategies facilitate their learning to these skills (Tunggadewi, 2016). The learning of vocabulary is highly important, since vocabulary forms the center of the acquisition of the four main English skills: reading, writing, listening and speaking. The learners need to master the required knowledge of vocabulary which can transform an EFL learner into a good reader, writer, listener and speaker (Anderson, 2000). For this reason, particular attention from both learners and teachers should be paid to develop vocabulary Learning strategies. (Sukpinit, 2018)

2. THE AIMS OF THE STUDY:

This study aims to highlight to students' unawareness to the vocabulary learning strategies. It also determines the most familiar strategies that may used by the students in order to learn English language easily. Another important goal of this study is to investigate the most effective strategies that can help the students in learning English vocabulary. In addition, this study aims to facilitate the knowledge of vocabulary learning strategies to the learners. Thus, this can contribute to enhance in acquiring language skills more easily.

3. THE PROBLEM OF THE STUDY:

This study investigates in the problem of the lack of awareness of vocabulary learning strategies by the majority of Libyan students. Most of Libyan students are unaware with the strategies of learning English vocabulary. The lack of knowledge about these strategies can lead to many problems in acquiring the main English skills: reading, writing, listening and speaking. It also makes the students feel more stress and anxiety when learning English vocabulary. Besides, many students have difficulty in expanding the amount of vocabulary learning. Therefore, the use of these strategies can improve students' learning efficiency and lead them to learn fast. In order to develop vocabulary acquisition, students need to be more aware of using these strategies.

4. RESEARCH QUESTIONS:

The following research questions are supposed to be answered throughout this research:

1- Are Libyan university students aware of the vocabulary learning strategies?

2- What are the vocabulary learning strategies frequently used by Libyan university students when they meet new vocabulary?

3- What are the most effective strategies that help Libyan university students to learn English vocabulary?

4- Do vocabulary learning strategies used by the participants contribute to improving their vocabulary level?

5. THE SIGNIFICANCE OF THE STUDY:

The purpose of this study is to investigate to identify instructional strategies that help Libyan university students learn English vocabulary. Therefore, the students can learn more vocabulary to communicate more effectively in the four main English skills. Indeed, the students will be able to improve their English language proficiency. In addition, language learning outcomes will be enhanced by providing a better understanding of the vocabulary strategies for Libyan university students. Moreover, this study provides helpful results for the teachers on how to use vocabulary learning strategies among Libyan university students, which leads to improved academic performance. This study can also help teachers to understand the reasons that make Libyan students face difficulties in learning English vocabulary.

6. LITERATURE REVIEW:

6.1. Definition of Vocabulary Learning Strategies:

Catalan (2003) defined the vocabulary learning strategies as the knowledge of the processes that are used to learn vocabulary and the procedures that the students must take into consideration in order to discover the meaning of new vocabulary. This will make the learners keep the vocabulary in the long-term memory and use them when they learn oral or written skills. In addition, vocabulary learning strategies are also defined by Huỳnh (2023) as the scientific approaches that help us in acquiring vocabulary in the simplest and most efficient way. They also encompass strategies and techniques for capturing, memorizing and utilizing vocabulary in more effective ways. Moreover, vocabulary learning strategies are mainly considered as the conscious mental and behavioral techniques that English language learners use to build and develop their knowledge of the English vocabulary (Zabidin and et al., 2024). Recent studies emphasize that vocabulary learning strategies vary across learners depending on

exposure, motivation, and learning environment. Therefore, identifying which strategies are used most frequently and effectively helps to support vocabulary acquisition in EFL contexts.

6.2. Classification of Vocabulary Learning Strategies:

The classification of vocabulary learning strategies regards as an important element in recognizing how learners acquire and memorize new words while learning the second language. Different researchers have suggested various categorization systems to clarify the diversity of vocabulary learning strategies. Therefore, language learning vocabulary can be classified into various categories. This point will begin with the most famous classification of language learning strategies, which was created by Oxford (1990). This classification is important, because language learning strategies are regarded as the basic element that can help the students to facilitate the learning and acquiring of English language. Afterwards, vocabulary learning strategies will be presented from two familiar taxonomies that are identified by Nation (2001) and Gu and Johnson (1996).

6.2.1. Language Learning Strategies (General Perspective)

Before focusing specifically on vocabulary learning strategies, it is important to consider their place within the broader field of language learning strategies. One of the most influential classifications in this area was proposed by **Oxford (1990)**, who categorized language learning strategies into **direct** and **indirect** strategies:

6.2.1.1. Oxford's (1990) LLS Taxonomy:

In language learning strategies, one of the most famous classification is established by Oxford (1990). She divided the learning strategies into direct and indirect taxonomy. The direct method regards as an initial and main categorization which deals with the new language. It interacts with the language through various groups of specific tasks and contexts. The direct class includes the following strategies:

1- Memory strategies for remembering and retrieving new information. They are strategies that can involve mental linkages, apply pictures and sounds, make a good review of the information and employ action.

2- Cognitive strategies to comprehend and produce the language. These strategies include practicing, sending and receiving information, analyzing and rationalizing the information and generating a structure for the input and output.

3- Compensation strategies for using the language. This type can consist of guessing intelligently and surmounting limitations when learning speaking and writing skills.

The second strategy, according to Oxford (1990) is the indirect strategies for general management of learning. This class includes also three categories:

1- Metacognitive strategies for coordinating the learning process. They are related to students' learning process, identifying and organizing the learning procedure and evaluating the learning outcomes.

2- Affective strategies for regulating emotions. These types of strategies indicate to reducing anxiety, encouraging with positivity and managing emotions.

3- Social strategies for learning with others. These strategies belong to asking questions, coordinating and understanding with the other people.

6.2.2. Vocabulary Learning Strategies (Specific Taxonomies)

While Oxford’s taxonomy presents a general strategy framework, other researchers developed models that focus specifically on vocabulary acquisition. Two of the most widely recognized VLS taxonomies are **Nation (2001)** and **Gu and Johnson (1996)**.

6.2.2.1. Nation's (2001) VLS Taxonomy:

The second classification is established by Nation (2001). Nation's taxonomy includes three types of strategies:

1. The first class of strategies is related to planning vocabulary learning. This type refers to where and how to focus attention, and how often to give attention to the item. This class includes choosing words, choosing aspects of word knowledge to focus on, choosing strategies and planning repetition.

2. The second strategy is associated with finding information about words. These strategies include analyzing word parts, using context, consulting a reference source in the first or second language, and using parallels also in the first and second language.

3. The third class of strategies indicates to the establishment of the knowledge process. The goal of this category is to focus on remembering the vocabulary of the second language and making it available for use. It involves observing, retrieving and generating.

6.2.2.2. Gu and Johnson 's (1996) VLS Taxonomy:

Gu and Johnson (1996:643-679) asked 850 Chinese students about the use of vocabulary learning strategies when learning English. They determined the following vocabulary learning strategies:

1. Beliefs about vocabulary learning involve the following aspects: words should be memorized, words should be acquired in context: bottom-up, words should be studied and put to use: top—down.

2. Metacognitive regulation in relation to selective attention and self-initiation

3. Guessing strategies have two contexts: using background knowledge/wider context and using linguistic cues/immediate context.

4. Dictionary strategies are branched into three properties: the dictionary strategies for comprehension, extended dictionary strategies and looking-up strategies.

5. Note-taking strategies are based on the meaning-oriented note-taking strategies and the usage-oriented note-taking strategies.

6. Rehearsal strategies are applied by using word lists, oral repetition and visual repetition.

7. Encoding strategies are divided into encoding strategies, association/elaboration, imagery, visual encoding, auditory encoding, using word-structure, semantic encoding and contextual encoding.

8. Activation strategies such as using the words that are learned.

7. METHODOLOGY:

This point will provides an outline of the methodology that is used in the research to investigate in the vocabulary learning strategies. The presentation of the instrument of the data collection is addressed in this point, along with a description of those who participate in the case study. In order to conduct this study, a quantitative technique will be used in this research.

7.1. The Participants:

The samples that participates in the study are twenty students, ten students from the second semester and the other ten from the fourth semester. They were chosen from the English Department at Al-Jimayl Faculty of Arts, Sabratha University. The students were asked to complete a questionnaire had been designed specifically for them and all of them completed the questionnaire with pleasure.

7.2. Instruments of data collection:

A structured questionnaire was used as a main instrument to gather the data for this study. The questionnaire was adopted and adapted from a previous study used in vocabulary learning strategy research (Dóczi, 2011). The original questionnaire was reviewed for suitability, and simple modifications were made to ensure that the items were in line with the context of Libyan university students and the objectives of the present study. These adaptations included deleting the questions that involved adding and listing any other strategies. The questionnaire is designed to investigate the students' awareness, use and perceived, effectiveness of vocabulary learning strategies when they learned English as a foreign language. In addition, it contained a total of seven axes, each focusing on a specific aspect of vocabulary acquisition, including encountering new words, discovering their meanings, memorizing vocabulary, and evaluating the effectiveness of learning strategies. The questionnaire included closed-ended statements answered with Yes/No. This design provided the means to allow for the quantitative measurement of students' responses and facilitated statistical analyses of the results. The instrument was distributed to twenty students from the English Department at Al-Jimayl Faculty of Arts, Sabratha University, comprised of ten from the second semester and ten from the fourth semester. Each student agreed to complete the questionnaire and did so honestly and willingly.

8. THE RESULTS:

8.1. The Results of the First Axis:

Where and when are you aware of meeting new vocabulary?

The Questions	Mean	Std. Deviation	NO	YES	
When browsing the internet	1.95	0.224	1	19	high
			5.0	95.0	
When listening to and watching English-language media (e.g. songs, TV; movies, newscasts)	1.90	0.308	2	18	high
			10.0	90.0	
When reading texts for my university courses	1.75	0.444	8	12	high
			40.0	60.0	
When reading texts outside university	1.70	0.470	6	14	high
			30.0	70.0	
When corresponding with other non-native speaker of English in writing	1.70	0.470	6	14	high
			30.0	70.0	
When browsing through a dictionary or a thesaurus	1.70	0.470	6	14	high
			30.0	70.0	
In lectures/lessons	1.60	0.503	8	12	high
			40.0	60.0	
When corresponding with native speakers of English in writing	1.60	0.503	8	12	high
			40.0	60.0	
When speaking with other non-native speaker of English	1.55	0.510	9	11	high
			45.0	55.0	
When speaking with native speakers of English	1.45	0.510	11	9	low
			55.0	45.0	
Where and when are you aware of meeting new vocabulary?	1.69	0.44	56	124	high
			31.1	68.9	

Table -1: The awareness of encountering new vocabulary

According to the contexts of encountering new vocabulary, the table indicates that the highest mean scores were recorded when browsing the internet (Mean = 1.95, Agreement = 95%), followed by listening to and watching

English-language media such as songs, films, and newscasts (Mean = 1.90, Agreement = 90%). This indicates that digital environments and media represent the richest sources of new vocabulary for students. University course texts also showed a relatively high level of awareness (Mean = 1.75, Agreement = 60%), reflecting that students are exposed to the new vocabulary in academic contexts, though they rely more heavily on non-academic sources. Similarly, reading outside the university, corresponding with non-native speakers, and browsing dictionaries all yielded high percentages (between 60% and 70%), indicating a diversity of vocabulary exposure sources. In contrast, the data revealed that oral interaction with native speakers of English was the least significant context for vocabulary acquisition (Mean = 1.45, Agreement = 45%), which may be attributed to the limited opportunities for direct communication with native speakers in the Libyan context.

8.2. The Results of the Second Axis:
What do you do first when you meet new words?

The Questions	Mean	Std. Deviation	NO	YES	
I ask the speaker at once to explain	1.70	0.470	6	14	high
			30.0	70.0	
I make a note and look them up afterwards	1.70	0.470	6	14	high
			30.0	70.0	
I underline the word and look it up later	1.70	0.470	6	14	high
			30.0	70.0	
I read with a bilingual dictionary	1.65	0.489	7	13	high
			35.0	65.0	
I read with a monolingual dictionary	1.40	0.503	12	8	low
			60.0	40.0	
What do you do first when you meet new words?	1.63	0.48	37	63	high
			37	63	

Table -2: Students' actions when they encounter new words

Regarding the strategies associated with meeting new words, the results show that students prefer direct and practical approaches, such as asking the speaker immediately (70%), noting down the word and looking it up later (70%), or underlining it for subsequent reference (70%). The use of bilingual dictionaries was also reported at a high level (65%), reflecting reliance on direct translation to grasp meaning. Conversely, the use of monolingual dictionaries was less common (40%), suggesting that students still prefer to depend on their mother tongue as a mediator in understanding new vocabulary rather than fully immersing themselves in the target language.

8.3. The Results of the Third Axis:
How do you discover the meaning of new vocabulary?

The Questions	Mean	Std. Deviation	NO	YES	
I try to guess from context.	1.75	0.444	5	15	high
			25.0	75.0	
I use a bilingual dictionary to find out the meaning of a word.	1.75	0.444	5	15	high
			25.0	75.0	
I analyse the form of a new word.	1.55	0.510	9	11	high
			45.0	55.0	
	1.50	0.513	10	10	low

I ask a native speaker for the meaning of a word in L2 (e.g. English)			50.0	50.0	
I use a monolingual dictionary to find out the meaning of a word.	1.35	0.489	13 65.0	7 35.0	low
I use a computer-based dictionary to find out the meaning of a word.	1.35	0.489	13 65.0	7 35.0	low
How do you discover the meaning of new vocabulary	1.54	0.48	55 45.8	65 54.2	high

Table -3: The methods used to discover the meaning of new vocabulary

At the level of discovering the meaning of new vocabulary, the results indicate that the most frequently used strategies are guessing from context (75%) and using a bilingual dictionary (75%), which demonstrates students' reliance on quick and effective tools for understanding meaning. Word-form analysis (55%) was less common but still indicates a degree of morphological and lexical awareness. In contrast, the use of monolingual or computer-based dictionaries was less frequent (35%), suggesting that students still prefer to rely on their mother tongue as a mediator rather than fully immersing themselves in the target language. Asking native speakers appeared at a moderate level (50%), which may be explained by the limited opportunities for direct interaction with them.

8.4. The Results of the Fourth Axis:

Who do you turn to when you need help with new vocabulary?

Paragraph	Mean	Std. Deviation	NO	YES	
I ask my teacher, a classmate or someone else for the L1 (e.g. Spanish) translation of a new word	1.90	0.308	2 10.0	18 90.0	high
I ask the speaker for a paraphrase or synonym of a new word, an example sentence, or a definition, etc.	1.75	0.444	5 25.0	15 75.0	high
Who do you turn to when you need help with new vocabulary?	1.83	0.38	7 17.5	33 82.5	high

Table -4: The individuals who help with learning new vocabulary

With regard to the sources students turn to when they need help, the findings show that the vast majority (90%) ask their teachers or classmates for translation into their first language, while (75%) prefer to request an explanation, synonym, or illustrative example from the speaker. This highlights the role of social interaction within the classroom and the academic environment as a key source of support in vocabulary learning.

8.5. The Results of the Fifth Axis:

How do you memorize new vocabulary?

The Questions	Mean	Std. Deviation	NO	YES	
I study the spelling of a new word.	1.85	0.366	3 15.0	17 85.0	high
I make notes of a new word on my handout- underline or add L1 equivalent.	1.75	0.444	5 25.0	15 75.0	high
I tend to learn vocabulary in short phrases.	1.75	0.444	5 25.0	15 75.0	high

I study the pronunciation of a new word.	1.75	0.444	5 25.0	15 75.0	high
In my vocabulary notebook I write vocabulary in context, or add new words with a definition, synonyms or collocations.	1.70	0.470	6 30.0	14 70.0	high
I say the word aloud when studying.	1.70	0.470	6 30.0	14 70.0	high
When possible, I associate it with a similar word in my L1	1.70	0.470	6 30.0	14 70.0	high
I write the new word down together with its pronunciation.	1.60	0.503	8 40.0	12 60.0	high
I put the words into sentences.	1.60	0.503	8 40.0	12 60.0	high
I group words together to study them.	1.50	0.513	10 50.0	10 50.0	low
I study the word in a bilingual/monolingual dictionary.	1.50	0.513	10 50.0	10 50.0	low
I learn an idiom as a whole.	1.35	0.489	13 65.0	7 35.0	low
How do you memorize new vocabulary?	1.65	0.47	85 35.4	155 64.6	high

Table -5: The techniques used to memorize new vocabulary

As for vocabulary memorization strategies, the results reveal that the most common practices include studying spelling (85%), noting down new words with underlining or adding their L1 equivalents (75%), learning vocabulary in short phrases (75%), and studying pronunciation (75%). Writing words in a vocabulary notebook with definitions, synonyms, or contextual usage (70%), associating them with similar words in the mother tongue (70%), and saying them aloud (70%) were also widely used. Less common strategies included learning idiomatic expressions as whole units (35%) and grouping words together for study (50%).

8.6. The Results of the Sixth Axis:

What strategies do you find effective for consolidating new vocabulary?

The Questions	Mean	Std. Deviation	NO	YES	
I use English-language media (e.g. songs, movies, newscasts).	1.95	0.224	1 5.0	19 95.0	high
I say the word aloud.	1.85	0.366	3 15.0	17 85.0	high
I take notes in class.	1.75	0.444	5 25.0	15 75.0	high
I make an effort to use new vocabulary when speaking.	1.75	0.444	5 25.0	15 75.0	high
I test myself with word tests.	1.75	0.444	5 25.0	15 75.0	high
I repeat words in writing.	1.70	0.470	6	14	high

			30.0	70.0	
I continue to study a word over time and revise old vocabulary regularly.	1.65	0.489	7	13.0	high
			13	65.0	
I practise new vocabulary on a regular basis.	1.60	0.503	8	12	high
			40.0	60.0	
I make an effort to use new vocabulary in writing.	1.45	0.510	11	9	low
			55.0	45.0	
I interact with native speakers and try to use new words.	1.45	0.510	11	9	low
			55.0	45.0	
I use word lists for revising.	1.30	0.470	14	6	low
			70.0	30.0	
My practise time is scheduled and organized.	1.30	0.470	14	6	low
			70.0	30.0	
I skip or pass a new word.	1.25	0.444	15	5	low
			75.0	25.0	
What strategies do you find effective for consolidating new vocabulary?	1.60	0.45	105	155	high
			40.39	59.61	

Table -6: Certain strategies are considered effective for consolidating new vocabulary.

First, it is evident that using English-language media such as songs, films, and newscasts represents the most effective strategy (95%). This indicates that the audiovisual environment provides a rich source for consolidating vocabulary, as this type of exposure allows words to be repeated in natural and varied contexts.

Second, oral practices such as saying the word aloud (85%) and using new vocabulary in conversation (75%) ranked highly, reflecting students' recognition of the importance of actively applying vocabulary in communicative situations. Likewise, taking notes in class (75%) and self-testing through vocabulary exercises (75%) emerged as effective strategies, suggesting that students employ traditional and structured methods to strengthen long-term memory.

Third, the results show that rewriting words (70%), regularly reviewing old vocabulary (65%), and practicing consistently (60%) are all widely accepted strategies, highlighting students' awareness of the role of periodic repetition in consolidating vocabulary.

In contrast, some strategies were perceived as less effective, such as using word lists (30%), strictly scheduling practice time (30%), or interacting with native speakers (45%). This may be explained either by a lack of motivation toward these methods or by the limited opportunities available to apply them in the Libyan context.

8.7. The Results of the Seventh Axis:

What aspect of vocabulary acquisition/knowledge do you find problematic?

The Questions		Mean	Std. Deviation	NO	YES	
Word form	pronunciation	1.75	0.444	5	15	High
				25	75	
	spelling	1.60	0.503	8	12	High
				40	60	
	syntactic properties	1.55	0.510	9	11	High

				45	55	
	morphology	1.40	0.503	12	8	Low
				60	40	
Word meaning	to deal with words which have several meanings	1.75	0.444	5	15	High
				25	75	
	to remember collocations/idioms	1.65	0.489	7	13	High
				35	65	
	to learn more synonyms	1.55	0.510	9	11	High
				45	55	
	to find L1 equivalents	1.50	0.513	10	10	High
				50	50	
	to establish the exact meaning	1.50	0.513	10	10	High
				50	50	
	to get rid of L1 influence	1.40	0.503	12	8	Low
				60	40	
What aspect of vocabulary acquisition/knowledge do you find problematic?		1.57	0.49	87	113	High
				43.5	56.5	

Table -7: The challenges or problems in vocabulary acquisition and knowledge

The table indicates that the most problematic areas are pronunciation (75%) and dealing with words that have multiple meanings (75%), followed by remembering collocations and idiomatic expressions (65%) and spelling (60%). These high percentages suggest that students encounter considerable difficulties in the phonological and semantic dimensions of vocabulary. This implies that their current strategies, while effective in memorization and basic meaning recognition, are insufficient to address the complexities associated with pronunciation and polysemy.

The relatively less problematic areas include syntactic properties (55%) and learning synonyms (55%), whereas morphology (40%) and overcoming the influence of the mother tongue (40%) were reported as the least problematic. This may be explained by students' heavy reliance on their first language as a mediating tool, which reduces their perception of difficulty in these areas but simultaneously limits their opportunities for full immersion in the target language.

- **The results can be summarized as in the following points:**

1. The study revealed that students encounter new vocabulary in multiple contexts, most of which are predominantly informal. Browsing the internet recorded the highest mean score (1.95) with an agreement rate of (95%), followed by listening to and watching English-language media such as songs, films, and newscasts (1.90, 90%). University course texts showed a relatively lower mean (1.75, 60%), reflecting that students rely more heavily on digital and media sources compared to academic contexts. In contrast, oral interaction with native speakers was the least prominent (1.45, 45%), which can be explained by the limited opportunities for direct communication with them.

2. The study indicated that students prefer direct and practical strategies, such as asking the speaker immediately (70%), noting down the word and looking it up later (70%), or underlining it for subsequent reference (70%). The use of bilingual dictionaries was also reported at a relatively high level (65%), whereas reliance on monolingual or electronic dictionaries was less common (35–40%). This suggests a continued dependence on the mother tongue as the primary medium for understanding meaning.

3. The findings showed that the vast majority of students (90%) turn to their teachers or classmates for translation into their first language, while 75% prefer to request an explanation, synonym, or illustrative

example. This highlights the pivotal role of social interaction within the classroom in supporting vocabulary learning.

4. The most common practices included studying spelling (85%), noting down new words with underlining or adding their L1 equivalents (75%), learning vocabulary in short phrases (75%), and studying pronunciation (75%). Other strategies also emerged, such as writing words in a vocabulary notebook with definitions or contextual usage (70%), associating them with similar words in the mother tongue (70%), and saying them aloud (70%). Less common strategies included learning idiomatic expressions as whole units (35%) or grouping words together for study (50%).

5. The study demonstrated that using English-language media (95%) was perceived as the most effective strategy, followed by saying words aloud (85%), using new vocabulary in conversation (75%), taking notes in class (75%), and self-testing (75%). Conversely, the least effective strategies from the students' perspective were using word lists (30%), strictly scheduling practice time (30%), and interacting with native speakers (45%).

6. The main difficulties faced by students were pronunciation (75%) and dealing with words that have multiple meanings (75%), followed by remembering collocations and idiomatic expressions (65%) and spelling (60%). The relatively less problematic aspects included syntactic properties (55%) and learning synonyms (55%), while morphology (40%) and overcoming the influence of the mother tongue (40%) were reported as the least problematic.

9. THE DISCUSSION OF RESULTS:

9.1. The Discussion of the First Research Question's Result:

Q1- Are Libyan university students aware of the vocabulary learning strategies?

The discussion of the first research question is related to the first axis in the questionnaire. According to the previous results, it can be inferred that students are highly aware of vocabulary learning strategies and that they encounter new vocabulary in multiple contexts, predominantly informal ones (internet, media), while remaining less exposed to direct interactive situations with native speakers. In addition, their strategies for discovering meaning tend to rely more on bilingual translation and subsequent consultation than on contextual inference or monolingual dictionary use. Furthermore, this pattern reflects an educational and cultural environment with limited exposure to native speakers, yet it simultaneously highlights students' ability to employ available resources with awareness and flexibility. It may therefore be argued that enhancing opportunities for direct interaction with native speakers and encouraging the use of monolingual dictionaries could contribute to improving the efficiency of students' vocabulary learning strategies. Therefore, based on the analysis of the presented statistical tables that relate to the students' vocabulary learning strategies, it can be concluded that students show a high level of awareness regarding vocabulary learning strategies, both in terms of the contexts in which they encounter new vocabulary and the methods they employ to discover its meaning. Additionally, it can be inferred that they use a wide range of techniques that reflect a high level of awareness of the importance of vocabulary in foreign language learning, with a clear tendency toward direct and practical strategies.

9.2. The Discussion of the Second Research Question's Result:

Q2- What are the vocabulary learning strategies frequently used by Libyan university students when they meet new vocabulary?

The discussion of this research question is related to the second, third, fourth and fifth axes in the questionnaire. In light of the related findings, it can be inferred that students mainly depend on guessing from context, using bilingual dictionaries. In addition, most of them rely on seeking assistance from teachers and classmates, and employing translation into their first language as the main strategies for discovering word meanings. In terms of memorization, they focus on spelling, pronunciation, note-taking, and linking words to contexts or equivalents in their first language. Therefore, this pattern reflects a learning environment characterized by a traditional

orientation and the dependence on the mother tongue. It also reflects the demonstration of increased awareness of the importance of context and note-taking as supporting tools for vocabulary acquisition. As a result, this highlights the role of social interaction within the classroom and the academic environment as a main source of support in learning new vocabulary.

9.3. The Discussion of the Third Research Question's Result:

Q3- What are the most effective strategies that help Libyan university students to learn English vocabulary?

The discussion of this research question is related to the fifth axis in the questionnaire. Based on the relevant findings, it can be concluded that the most effective strategies for Libyan university students in learning English vocabulary include continuous exposure to English-language media, oral and written repetition, note-taking, regular review, and self-testing. These results reflect a combination of traditional strategies (note-taking and testing) and modern ones (exposure to the media), indicating that students employ a variety of approaches that integrate both academic practice and informal activities. Moreover, the analysis of the statistical table concerning the most effective strategies for helping to learn new vocabulary among students, the findings reveal a set of practices that reflect a high level of awareness of the importance of repetition and continuous exposure to vocabulary in diverse contexts. Furthermore, this reflects the learning environment that seeks to compensate for the limited opportunities for direct interaction with native speakers by relying on educational and media resources. It also emphasizes the need to enhance opportunities for authentic interaction and to encourage students to organize their practice time more effectively in order to increase the efficiency of vocabulary learning strategies.

9.4. The Discussion of the Fourth Research Question's Result:

Q4- Do vocabulary learning strategies used by the participants contribute to improving their vocabulary level?

The discussion of the final research question is related to the fifth axis in the questionnaire. Based on the analysis of the statistical table concerning problematic aspects of vocabulary acquisition among students, it can be concluded that the vocabulary learning strategies employed by the participants do contribute to improving their lexical competence. However, their effectiveness varies depending on the specific skill or aspect of vocabulary involved. Accordingly, it can be argued that the vocabulary learning strategies most frequently used by students, such as repetition, note-taking and the use of bilingual dictionaries, are effective in enhancing their ability to recognize meanings and expand their lexical repertoire. Nevertheless, these strategies are less effective in developing the phonological aspects (pronunciation) and the more complex semantic aspects (polysemy and collocations). This indicates that current strategies emphasize memorization and recall rather than communicative and applied use. Therefore, it is necessary to strengthen alternative strategies, such as pronunciation training through auditory media, the use of monolingual dictionaries to reduce reliance on the mother tongue, and the integration of interactive activities that embed vocabulary in authentic communicative contexts.

10. CONCLUSION

This study aimed to investigate the awareness and use of vocabulary learning strategies among Libyan university students. It also determine the strategies they find most effective in acquiring English vocabulary. The findings revealed that most of the Libyan university students encounter new vocabulary mainly through informal and digital environments such as the internet and English-language media, while the opportunities to communicate with native speakers are very limited. In addition, the learners in the study seem to support the use of a variety of different vocabulary learning strategies. However, they had a strong tendency toward the use of, as the study directly stated, bilingual translation, note-taking, spelling, pronunciation practice, and repetition. These strategies were effective in helping learners to remember and recognize new vocabulary. However, it seems that the strategies do not fully help learners in addressing challenges such as pronunciation, multiple word meanings, and the mastery of collocations and idiomatic expressions. Overall, the study concludes that while students show a relatively high awareness of vocabulary learning strategies, their use is still shaped by traditional interference

learning habits and dependency on the native language. Enhancing interactive learning opportunities, encouraging increased use of monolingual dictionaries and incorporating communicative practices can lead to supporting the development of students' mastery of vocabulary.

11. RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed to ensure the best strategies to learn vocabulary:

1- Teachers should promote students to increase the use of English-language media. In this case, the students should be encouraged to participate regularly with English songs, films and online content. Such an engagement will provide natural exposure to real language use, and will help reinforce vocabulary.
2- Teachers should also encourage students to use monolingual dictionaries. To apply this, teachers should direct students gradually towards the use of English-English dictionaries in order to enhance direct understanding of new words and reduce the overall dependence on translation.
3- Teachers should incorporate students into pronunciation training activities. Classroom activities should include focusing on pronunciation practice, such as phonetic exercises and listening tasks. These activities are important to address the difficulties students face while learning vocabulary.
4- Teachers must develop activities that include context-based vocabulary. In this case, teachers should emphasize on learning vocabulary through sentences, dialogues, short texts and real communication rather than memorizing isolated words.
5- Teachers should encourage students to use notebooks to compile new vocabulary. Thus, the students should get used to systematically recording new vocabulary along with definitions, synonyms, pronunciation and example sentences to improve retention.
6- Teachers should also work to increase the opportunities for interactive learning. Activities such as group discussions, role-playing and conversation clubs should be carried out to provide students with multiple opportunities to use new vocabulary in meaningful contexts.
7- Teachers should increase students' awareness of advanced vocabulary strategies. This recommendation can be implemented by organizing workshops and short training courses to teach students strategies for learning collocations, idioms and words with multiple meanings.

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