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The Role of Metacognitive Strategies on EFL Students's Vocabulary Acquisition.

The Case of Third Year LMD Students of English at Kasdi Merbah University of Ouargla

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Dedication

I would like to dedicate this piece of work to my lovely parents, whose unfaltering love and support have been my biggest motivation.

To my dear sister Samira, whose life,

even in solitude, has encouraged me more than words can say.

To my brothers Salim and Abdo, for their continuous encouragement and faith in me.

To my freind Abdelouahab, for encouragement and support along the way.

And to my friends and large family especially my grandparents (Khalifa and Ali)   oh my God have mercy on them

I wish they were present at this moment—

thank you for being part of my life and for your ongoing support.

This achievement is as much yours as it is mine.

From Djawhar

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Abstract

These research study look at the application of metacognitive strategies,the case of third year LMD students of English at Kasdi Merbah university of Ouargla. Vocabulary skills qualify as one of language skills based on which language competence is determined, but learners fail to learn and employ new words in an effective manner as yet. A mixed-method design was employed in these studies using students' and teachers' questionnaires to assess awareness and use of planning, monitoring, and evaluating as metacognitive strategies of learning. The findings revealed that both groups of participants did consider learning vocabulary, though students were not informed about these strategies and employing them, while teachers also referred to insufficient treatment of these strategies in classroom courses. Most of the learners were at tacit or basic levels of metacognitive, while there were learners at reflective or strategic levels as well. Such studies propose using metacognitive strategies to support vocabulary learning and recommend integrating them into EFL classes. They can make learners autonomous, memorize vocabulary, and enhance language skills in general. The findings confirm the necessity of further strategy-instruction to deal with theory-practice differences.

Keywords: Metacognitive Strategies, Vocabulary Acquisition, EFL Students, Language Learning, Cognitive Awareness, English as a Foreign Language.

List of Abbreviations

EFL   English as a Foreign Language

LMD   Licence – Master – Doctorate

VLS   Vocabulary Learning Strategies

L2   Second Language

L1   First Language (Mother Tongue)

SLA   Second Language Acquisition

ELT   English Language Teaching

FL   Foreign Language

ESP   English for Specific Purposes

ESL   English as a Second Language

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Introduction

Learning vocabulary is considered as essential part when communicating in Second or foreign language where learning new words enable learners to use each word in more than one context metacognition has long been recognize it as the most significant component in language learning the use of metacognitive strategies Active learners thinking and leads to improve performance in Learning in general many EFL student find difficulties when it comes to communicate using a foreign language because they do not have any strategies or method to improve their vocabulary and capacities to communicate. On the other hand, there are different strategies that can help EFL student to enhance and improve their vocabulary acquisition such as: meta cognitive strategies.

1. Aim of Study

In light of this learning challenge, the main aim of the present study is to explore how EFL students use cognitive and metacognitive strategies in vocabulary acquisition. It also seeks to describe how these strategies may relate to students' ability to communicate effectively, and how teachers perceive and respond to vocabulary-related difficulties during classroom interaction.

Additionally, the study aims to identify the most commonly used metacognitive strategies among learners and examine students' attitudes toward their effectiveness. The findings are expected to provide insights that can inform vocabulary instruction and support the development of more strategy-based language teaching practices.

2. Statements of the problem

Vocabulary plays a crucial role in the teaching and learning process. Students cannot communicate effectively if their vocabulary is limited. Unfortunately, in the Algerian context where English is taught as a foreign language starting from middle school - students are rarely given opportunities to use the vocabulary they have learned in speaking, writing, or reading comprehension. As a result, they often view English as a difficult language and face challenges in all language skills due to a lack of vocabulary knowledge. To overcome this problem, cognitive strategies—particularly metacognitive strategies— can play a vital role in enhancing vocabulary acquisition among EFL students. Therefore, this study aims to focus on improving EFL learners' vocabulary through the use of metacognitive strategies.

3. Research Question

The study aims to find answers to the following questions:

- Do EFL students use metacognitive strategies to improve their vocabulary acquisition?

- What is the re relationship between student's use of metacognitive strategies and their vocabulary retention rates?

- To what extent do teachers emphasize the use of metacognitive strategies to enhance their students' vocabulary acquisition?

4. Hypothesis

- Metacognitive strategies may lead to improve comprehension and communication skills among EFL student at university of Ouargla in addition to vocabulary acquisition.

- It has been hypothesized that when EFL students use metacognitive strategies—such as planning, monitoring, and evaluating their learning—they are more successful in acquiring vocabulary. As a result, their improved vocabulary knowledge positively influences their reading comprehension and oral/written communication skills.

5. Significance of the Study

This study is significant for both EFL teachers and students for several reasons. Firstly, it aims to enhance students' vocabulary acquisition by exploring the impact of metacognitive strategies. It also seeks to improve language learning outcomes by identifying the most effective metacognitive strategies used by learners.

Additionally, the study can assist teachers in managing classroom interactions more effectively, encouraging students to participate, share their ideas, and develop their vocabulary. Furthermore, it offers students potential solutions to common challenges they face during language sessions, such as vocabulary limitations that hinder effective communication.

6. Definition of key Terms

- **Vocabulary acquisition:** According to Oxford Learner's Dictionaries, is the process of learning new words and their meanings in a language. It's a crucial.

- **Metacognitive strategies :** According to Oxford learner's dictionaries, is awareness and understanding of one's Own thought process.

7. Research Methodology Design and Tools

7.1. Sample of the study

This study was conducted during the academic year 2024 - 2025 and targeted two groups: forty (40) third-year LMD students from the English Department at Kasdi Merbah University - Ouargla, and eleven (10) oral comprehension teachers from the same department. The student sample was selected randomly to ensure equal representation, while a non-random sampling strategy was used for teachers, as the questionnaire was designed specifically for those teaching oral comprehension.

7.2. Means of Research

This descriptive study aims to explore how can metacognitive strategies affect vocabulary acquisition among EFL students. A mixed-method approach was used, relying on two questionnaires—one for students and one for teachers—as the main data collection tools. The questionnaires included various items to gather information about participants' awareness, use, and perceptions of metacognitive strategies and their impact on vocabulary learning.

8. Structure of Dissertation

This research is divided into two main parts: a theoretical part and a practical part.

Part One: Theoretical Part

This part consists of **Chapter One**, which is divided into two main sections:

- **Section One** focuses on the dependent variable: *Vocabulary Acquisition*. It explores various theories and perspectives on vocabulary learning, including definitions, types, and the significance of vocabulary in language development. This section also highlights the factors influencing vocabulary acquisition and discusses various learning strategies, with particular emphasis on the role of **metacognitive strategies** in improving EFL learners' vocabulary skills.

- **Section Two** is devoted to the independent variable: *Metacognitive Strategies*. It provides a definition of metacognition and its components, examines the historical development of metacognitive strategies, and outlines different types with a focus on their application in vocabulary learning. This section concludes with a detailed discussion on the impact of metacognitive strategies on vocabulary acquisition in EFL contexts.

Part Two: Practical Part

This part includes **Chapter Two**, which consists of:

- **Section Three,** presenting the fieldwork carried out at the English Department of Kasdi Merbah University – Ouargla. It outlines the methodology, describes the participants, and details the procedures used in the research. The chapter further analyzes and interprets the data collected through two structured questionnaires—one administered to EFL students and the other to their teachers—to assess their perceptions and application of metacognitive strategies in vocabulary learning. The findings are discussed in relation to how these strategies influence vocabulary acquisition, followed by general recommendations based on the study's results.

Theoretical Part

Chapter One: Vocabulary Acquisition andMetacognitive Strategies

Introduction

Vocabulary acquisition is at the heart of second language learning, as it significantly affects learners' language production and understanding. A good vocabulary is not only important for communication but also for academic success and intellectual development. Acquiring and recalling new words are, however, a challenge, particularly for language students learning in heterogeneous and complex learning environments. In order to surmount these challenges, scholars and educators have put more emphasis on employing metacognitive strategies—strategies for planning, monitoring, and evaluating one's own learning process. These strategies enable learners to take ownership of their vocabulary learning through the development of increased awareness and autonomy in learning activities. If effectively utilized, metacognitive strategies can consolidate vocabulary retention, promote deeper learning, and support long-term language proficiency. This chapter explains the interconnectedness of metacognitive strategies and vocabulary learning, situating their significance in the overall language learning and teaching framework.

Section One: Vocabulary Acquisition

1.1. Vocabulary Acquisition Definition

Different linguists have proposed different definitions for the term "vocabulary." The Cambridge Advanced Learner's Dictionary (2003, p.1423) has defined vocabulary as the entire store of words which one knows and makes use of. The Longman Dictionary (2010,p.629), however, has defined it as an inventory of lexemes, such as single words, compound words, and idiomatic phrases, besides Vocabulary can be defined. After Richards and Rodgers (1986,p.255) "vocabulary is a core component of language proficiency and provides much of the basis for the way in which the learners speak,listen,read,and write"

From these statements, vocabulary can be defined as the foundation of language competence, which is a collection of words with particular forms and characteristics. Included among these are characteristics like meaning, pronunciation, and spelling, which enable them to be used correctly.

The process of cumulative word learning and the word's encoding, including its meaning and usage, in receptive (reading and listening) and productive (speaking and writing) modes, can be referred to as "vocabulary acquisition". Nation (2001) has also explained it as "the process of acquiring lexical knowledge that involves the form, meaning, and use of words." Similarly,

Schmitt (2000) reiterates that learning vocabulary is not merely learning a word's definition—it involves knowledge of its grammatical pattern, frequency, and contextuality.

In addition, lexical knowledge is two-dimensional, including breadth (quantity of words known) and depth (quality of words known) (Read, 2000). This means that learners need to experience both wide exposure and targeted study in order to achieve an enhanced lexical store.

The term "vocabulary acquisition" can be defined as the gradual process of learning and internalizing words, their meanings, and their uses in both receptive (listening and reading) and productive (speaking and writing) modalities (Nation, 2001). Nation (2001) defines it as "the process of acquiring lexical knowledge that includes the form, meaning, and use of words". Similarly, Schmitt (2000) stresses that vocabulary learning encompasses more than simply knowing a word's definition; it involves understanding its grammatical behavior, frequency, and contextual appropriateness.

1.2. Importance of Vocabulary Acquisition

Vocabulary is the building block of all languages, and therefore, it is impossible to acquire competence in a language without first acquiring its vocabulary. Highlighting this, Pickett (1978, as cited in Hedge, 2002) identifies the characteristic nature of vocabulary in learning a language: "This brings me to the subject of vocabulary learning, which to me always seems the key to any language" (p. 110). I am more than happy to get "Bradley" wrong and make grammatical mistakes, but learning words is inevitable (Pickett, 1978, as cited in Hedge, 2002, pp. 110–111).

Apparently, vocabulary is a fundamental element for English as a Foreign Language (EFL) learners, as they constantly try to enhance, expand, and apply their lexical knowledge in communicative competence. This concept is also confirmed by Wilkins (1972, as cited in Thornbury, 2002), who stated, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 13). Additionally, Read (2000) contended that vocabulary must be positioned at the center of language instruction, with the necessity of proper assessment materials to quantify learners' improvement in learning and utilizing vocabulary (pp. 1–2).

1.3. Types of Vocabulary

Some researchers have categorized vocabulary into two main categories: active and passive. Harmer (1991, quoted in Gruneberg& Sykes, 1991, pp. 60–62) distinguishes these categories by indicating that active vocabulary consists of words for which learners have been directly told to memorize and employ correctly, though tentatively. Conversely, passive vocabulary consists of words that learners can identify when they see them, even if they lack proficiency to

pronounce or utilize them in communication appropriately. Haycraft (1998, in Hatch & Brown, 1995) also defines two synonymous categories, naming them receptive and productive vocabulary.

1. **Receptive Vocabulary**

Receptive vocabulary refers to the words that students are able to identify and understand in a setting, particularly in reading or listening input, but are not yet at the level to use actively in their own speech or writing. To Webb (2009), these are words that students are able to read or listen to, but not yet in their expressive vocabulary range.

2. **Productive Vocabulary**

Productive vocabulary, on the other hand, consists of words that learners not only understand but can also pronounce and use effectively in speech as well as in writing. This type of vocabulary extends beyond knowing, incorporating the capacity to recall and apply words correctly in meaningful context. Webb (2005) defines productive vocabulary as an active language skill since it entails the learner applying language to convey ideas and thoughts.

1.4. Factors of Vocabulary Acquisition

There are many general factors that influence second language learning such as age, intelligence, cognitive style, motivation and personality (Ellis, 1985). The aim of this session is to present these factors and their contribution to success or failure in second language acquisition.

1. **Motivation**

It is one of the most important factors in second language acquisition. Richards (1985) believes that motivation, as a factor, determines a person's desire to do something: "It's obvious that learners who want to learn are likely to achieve more than those who do not" (p. 185). The role of attitude and motivation in second language acquisition (SLA) has been investigated by Gardner and Lambert (1972, as cited in Lightbown et al., 2000), who defined motivation in terms of the learner's overall goal or orientation and attitude as the persistence shown by the learner in striving for a goal (p. 56). They distinguished two types of motivation:

➢ **Integrative Motivation:** learner Studies and language because he is interested to and the people and culture of the target language are in order to communicate with people of another culture who speak it.

➢ **Instrumental Motivation:** a learner's goals for Learning the second language our functional and useful for example they need the language to get a better job, to pass tests to enable him to read foreign newspaper etc.

2. **Age**

Age is one of the factors that influence second language learning it is generally believed that children are better at language acquisition then adults however only Studies conducted in naturalistic learning setting provide the evidence that supports this assumption critical period hypothesis by Lenneberg proposes that in child development there is a period during which language can be acquired more easily than that at any other time according to him critical period glasses until puberty and is due to biological development he adds that language learning may be more difficult after puberty because the brain likes the ability and adaption (Richards, 1985,p.68).

3. **Personality**

Personality has been described as a set of features that categorize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Studies that investigate personality traits are based on the belief that learners bring to the classroom not only their cognitive abilities but also affective states, which influence the way they acquire a language. Some of them have been found to be benefits, while others are an obstacle in learning a second language. The most important personality factors are: introversion/extroversion, self-esteem, risk-taking, anxiety, inhibition, and empathy (Ellis, 1986, pp. 119–121; Lightbown et al., 2000, p. 54).

4. **Learning Styles**

Learning style, also called cognitive style, is the particular way in which a learner tries to learn something. In L2 language learning, different learners may prefer different solutions to learning problems. Some learners may want explanations for grammatical rules (audio learners), some may feel that written-down words and sentences help them remember (kinesthetic learners), and others may find they remember things better if they are associated with pictures (visual learners) (Richards, 1985, p. 45). Ellis (1986) mentions that the learner's style or strategy accounts for how learners assimilate new L2 rules and how they automate existing ones (p. 299).

1.5. Vocabulary Acquisition Strategies

Vocabulary learning strategies (VLS) are specific actions or methods learners adopt to acquire, memorize, and retrieve words. VLS are categorized into several categories:

- **Memory strategies:** Using mental images, word linking, and keyword techniques to memorize words (Nation, 2001).

- **Cognitive strategies:** Repeating words, taking notes, or creating word diagrams (Schmitt, 1997).

- **Metacognitive strategies:** Planning vocabulary, checking for understanding, and assessing one's own progress (Anderson, 2002).

- **Affective and social strategies:** Managing anxiety and collaborating with others (Oxford, 1990).

Oxford (1990) points out that proficient learners make use of a combination of techniques dependent on the purpose and environment of learning. Schmitt (1997) adds that students learn best when they are aware of when and how to apply these techniques to their full potential.

1.6.Difficulties for Acquiring Vocabulary Acquisition

1. Lack of Vocabulary

Perhaps the most common barrier to successful communication in speaking and writing is a limited vocabulary. Word knowledge is the foundation of language understanding and production; when students lack an adequate quantity of words, it inhibits them from understanding texts or articulating themselves properly. Nation (2001) asserts that vocabulary size bears a positive relationship with reading comprehension and overall language proficiency. This deficiency often brings about insecurity in communication and constraints students' academic success. Without proper knowledge of vocabulary, students are unable to comprehend the meaning of texts, instructions, or express complex ideas.

2. Spelling Errors and Pronunciation Problems

Spelling and pronunciation go hand-in-hand with literacy and verbal communication skills. Spelling errors can overshadow meaning and decrease the credibility of the writer, while pronunciation problems can hinder speech communication and lead to misunderstandings. English spelling is particularly problematic due to inconsistency between phonology and orthography (Cook, 1999). Mispronunciation generally arises due to the influence of a first language learner and can interfere with intelligibility (Gilakjani, 2012). Both spelling and pronunciation problems emphasize the need for phonological awareness and focused instruction in phonics and phonetics.

3. Inability to Use Words Correctly

Learning a word does not always equate to being able to use it correctly in different contexts. There are many language learners who struggle with choosing the right form of a word, collocation, or register. Misuse of words can result in misunderstandings or carry unintended meanings. As noted by Schmitt (2000), lexical knowledge involves both word use and word meaning, and these are typically learned in separation. Word use errors reflect a pragmatic language ability shortage that requires extensive exposure and practice within natural contexts of communication.

4. Insufficient Opportunity to View Long Words

Long or compound words normally pose great challenges to language learners, particularly when they are unaware of prefixes, suffixes, or root words. Certain of them may avoid using or cooperating with long words for fear of mispronouncing them or not understanding the meaning. Nagy and Anderson (1984) emphasized the role of morphological awareness in decoding polysyllabic words with the speculation that morphologically unaware students will find it more difficult to read school texts that contain frequent occurrences of polysyllabic and field-specific words. This reason strengthens the need for explicit teaching of word structure and context-specific vocabulary acquisition.

Section Two : Metacognitive Strategies

1.7.Definition of Metacognitive

According to Flavell (1979), who first coined the term metacognition, it refers to "knowledge and cognition about cognitive phenomena" (p. 906). In simpler terms, it involves thinking about one's own thinking. Klein's Comprehensive Etymological Dictionary of the English Language (n.d.) states that the term meta originates from Greek and carries multiple interpretations, including "after," "along," "with," "behind," and "beyond." Over the past few decades, the concept of metacognition has been described in various ways, reflecting different viewpoints and interpretations.

Gavelek and Raphael (1985) assert that metacognition refers to individuals' abilities to regulate their cognitive tasks for elaborating effective apprehension. They also view metacognition as an implicit strategy and argue that the importance of such a strategy is shown in how it affects the learner's performance, not in the knowledge cognition. Furthermore, Hacker (1998) states that metacognition can restrain conscious and purposeful thoughts that are controllable and reportable. Likewise, Paris and Winograd (1990) say that metacognition captures two essential features: self-appraisal and self-management of cognition. More precisely, self-appraisal means assessment of

people's reactions to their own knowledge, liabilities, and characteristics as learners; yet, self-management refers to metacognition in action, which means the mental processes that the learner uses while problem-solving, planning, adjusting or modifying, and evaluating their work (p. 17).

1.8. Development of Metacognitive

The construction of metacognitive strategies has been at the cutting edge of cognitive science for decades. Scholars such as Papaleontiou-Louca (2008) highlight that the term "cognition" in the context of metacognition was formally introduced by American psychologist John Flavell in 1979, who is widely regarded as a pioneer in the subject area. According to Flavell (p.1), "metacognition has become a leading topic of research in cognitive development during the last forty years."

Flavell's early work drew heavily on Jean Piaget's (1963) theories of development, and Vygotsky's 1978 emphasis on the place of social interaction in directing thought and learning (Hacker et al., 2009, p.7). Recent advances in cognitive science have since expanded on this model, with metacognitive abilities starting to emerge in early childhood as a product of interactive dynamics with others. Bainck and Liljenfors (2003, p. 86), as cited in Hokkanen (2019, p.3), indicate that even infants begin to accumulate knowledge about other individuals' mental states from these social interactions.

Brown et al., (1983) also traces the origins of metacognition along a number of theoretical lines. One is via verbal expressions of internal thought, examining how individuals report their mental activity. Another is via executive functions—planning, monitoring, and adjusting one's performance. A third is via self-regulation, where students manage their own behavior in learning environments. These elementary components are taken from Vygotsky's theory that any higher-order psychological function first appears in social interaction and is then internalized, as noted by Hacker et al. (2009).

Cumulatively, metacognition is a multivariate and intricate process to emerge. This is perhaps because it relies upon a series of interrelated processes, particularly those for cognitive awareness and social understanding. Metacognition is not an independent entity; it emerges alongside and through the processes that it strives to monitor.

1.9. Components of Metacognitive:

Brown (1978) and Flavell (1979), as cited in Sajna and Permachandran (2016, p.1), initially defined metacognition as the capacity to understand and regulate one's own mental processes during learning. They separated this concept into two distinguishable but interrelated dimensions:

1. Knowledge of Cognition

This dimension involves an individual's knowledge about his/her thought processes. Brown (1987), as cited by Jayaraba (2003, p.49), describes it as understanding how one thinks and learns. It involves knowing strengths and weaknesses in terms of mental ability and having the capacity to recognize, select, and apply appropriate strategies in order to complete a task at hand (Flavell, 1979; Brown, 1987). This kind of information is central to constructing learners' decision-making and broadening their self-knowledge, mostly characterized as self-knowledge (Cotterall& Murray, 2009, p.34).

Schraw and Moshman (1995) also deconstruct knowledge of cognition into three components:

- **Regulation of knowledge:** This refers to the learner's understanding of their ability and conditions that affect the performance, for example, the ability to determine the right strategies (Schraw &Moshman, 1995).

- **Procedural knowledge:** This refers to knowing how to apply techniques appropriately. Students possessing a good procedural knowledge know how to instinctively apply the right tools for a given problem (Schraw &Moshman, 1995).

- **Conditional knowledge:** This refers to knowing when and why to apply certain strategies, blending elements of both declarative and procedural knowledge to improve learning efficiency (Schraw &Moshman, 1995).

2. Managing Cognitive Regulation

The second most important aspect—cognitive regulation—is related to the regulation of learning strategies. Nelson and Narens (1990) characterize it as the ability of learners to control their own cognitive functioning in terms of managing, monitoring, and evaluating it. This includes selecting proper tools or methods for specific tasks, checking one's own comprehension, and evaluating the result upon completion.

1.10.Levels of Metacognitive Strategies

There are four levels of metacognitive learning, all representing different degrees of how aware we are of our own learning and utilization of learning strategies as Perkins (1992) first introduced them. As we spend more time thinking about how we think, we can see ourselves moving through each of these stages.

Even when we use metacognition effectively, there will be times when we transition in and out of some of the "levels", and this is a completely natural part of metacognition. As you read these descriptions, reflect on where you currently stand, and where you hope to be. Based on what has been found in University of Oregon (n.d.), metacognitive strategies have four main levels which are:

1. **Tacit**

Tacit learning is when we are unfamiliar with the metacognitive process and do not think about our thinking or reflect on our learning. We are unaware of our strengths and weaknesses and which strategies are most beneficial for us.

2. **Aware**

Aware learning is when we have some familiarity and are aware of our thinking. However, we are not always intentional with our thinking and utilizing the metacognitive process. We may be aware of our strengths and weaknesses but do not know how to implement strategies that work best for us.

3. **Strategic**

Strategic learning is when we are familiar with metacognition and our own thinking. We are mostly able to use the metacognitive process to better complete tasks and goals. We implement strategies that take into account our strengths and weaknesses.

4. **Reflective**

Reflective learning is when we are very familiar with the metacognitive process and are conscious and intentional with our thinking and learning. We not only implement strategies that are most effective for us, but we also monitor our learning and reflect throughout our task in order to readjust when something is ineffective.

1.11.The Effect of Metacognitive Strategies on Vocabulary Acquisition

The positive impact of metacognitive strategies on learning vocabulary has been maintained by a large volume of empirical studies. Students who use metacognitive strategies are:

➢ More independent and self-motivated,

➢ Better at identifying their weaknesses,

➢ More likely to recall and use vocabulary in new contexts (Schmitt, 2008,p. 329).

For instance, Zhang and Wu (2009) find a significant correlation between vocabulary size and the application of metacognitive strategies among Chinese EFL learners. Students who monitored study planning of vocabulary, controlled recall, and reviewed outcomes frequently scored above their peers at both the passive (recognition) and active (use) levels of vocabulary.

Some additional effects are (Perkins, 1992):

➢ Improved reading comprehension,

➢ Enhanced academic writing,

➢ Greater test-taking efficiency.

Conclusion

The theoretical part of this study explained concepts of vocabulary acquisition and metacognitive strategies. It demonstrated that vocabulary is the gateway to effective communication and academic success in EFL learning. However, learners are prone to face issues such as poor word knowledge, spelling and pronunciation difficulties, and the inability to apply words properly.To go beyond these constraints, the study highlighted the contribution of metacognitive strategies—planning, monitoring, and evaluating one's learning—to be key. These strategies render students more autonomous and attuned to their learning process, resulting in improved vocabulary retention and usage. The review of theories confirmed that when learners use metacognitive strategies effectively, they can significantly enhance language proficiency.

Practical Part

Chapter Two: Field work

Section 03: Teachers' and Students' Questionnaires

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Section 03: Teachers' and Students' Questionnaires

Introduction

This chapter is a vital component of our research, as it bridges the gap between theory and practice. It offers useful information pertaining to the Role of metacognitive strategies on EFL students' vocabulary Acquisition. Our objective in this case is to discover how EFL teachers and students view this concept, more than it is to prove or disprove the hypothesis. In order to achieve this, two questionnaires were submitted to EFL teachers and the Third-year LMD students . This chapter is organized to present the results gathered from these tools, which were first encoded onto tables and then analyzed textually. The chapter concludes with a discussion of the participants' responses, offering insightful information on the application of metacognitive strategies on EFL students' vocabulary acquisition.

2.1. Methodology

This study adopts a mixed-method approach to provide a clear and comprehensive investigation of the research topic. The mixed-method design combines both quantitative and qualitative techniques to collect, analyze, and interpret data, allowing for a richer understanding of the issues under study. Specifically, the research involves the administration of two structured questionnaires—one for EFL students and another for teachers—at Kasdi Merbah University, Ouargla. The student sample consists of forty (40) individuals who use metacognitive strategies to enhance their vocabulary acquisition, while the teacher sample includes seven (7) instructors who have experience implementing the same strategies in their teaching practices. This dual approach facilitates a deeper exploration of the effectiveness and perception of metacognitive strategies in EFL vocabulary development.

2.2. Participants

This study's participants include third-year LMD students and English language teachers from the Department of English at Kasdi Merbah University – Ouargla for the academic year 2024/2025. The student sample consists of individuals aged between 20 and 40 years, both male and female, who were randomly selected to reflect a broad range of academic backgrounds and learning experiences. Additionally, And Seven (7)English language teachers from the same department were involved in the study. Their participation allows for a deeper understanding of the topic through a comparative analysis of student and teacher perspectives regarding the use of metacognitive strategies in vocabulary acquisition.

2.3. Research Instruments

In order to gather data for this study, we have used two research tools : one for the student and another for teacher questionnaire.

The purpose of the questionnaire is to collect students' and teachers 'attitude about the use of metacognitive strategies on EFL students' vocabulary acquisition it contains both open-ended and closed-ended questions about students and teachers views and experiences in using metacognitive strategies in EFL setting.

2.4. Teachers' Questionnaire

2.4.1 Description of the Questionnaire

The teachers' questionnaire was administered to a total of seven (07) participants and comprised ten (10) questions. Its primary purpose was to gather essential background information and examine teachers' perspectives on the use of metacognitive strategies in enhancing vocabulary acquisition within EFL education. The questionnaire is divided into two main sections.

The first section consists of six (06) questions aimed at collecting data about the teachers' experience and understanding of vocabulary acquisition as a concept. This includes their familiarity with vocabulary learning strategies and their practical application in the classroom.

The second section includes four (04) questions designed to explore teachers' attitudes toward the use of metacognitive strategies in EFL classes. It focuses on the types and components of these strategies and evaluates their perceived effectiveness in promoting vocabulary learning among EFL students.

2.4.2 Analysis of the Results

Section One: Vocabulary Acquisition

Question 1: Do you think that EFL students are aware of vocabulary acquisition?

Table2.1; Figure2.1

Teachers' Perceptions of Students' Awareness of Vocabulary Acquisition.

Option	Number of Teachers	Percentage
Yes	5	71,43%
No	2	28,57%
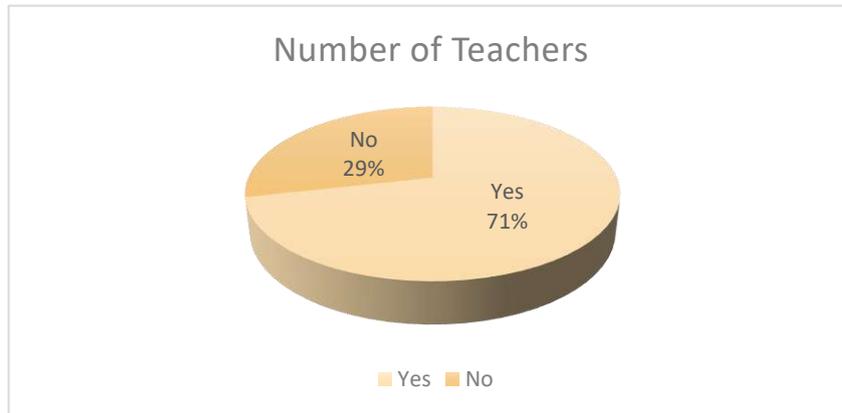
Based on the responses inTable2.1; Figure2.1, it can be deduce that the majority of participants 71.43%   agree that students are aware of vocabulary acquisition. Only 28.57% of participants answer "No" to this quinton indicating that the students are not aware of vocabulary acquisition.

Question 2: Do you think that EFL students have been introduced to the main types of vocabulary acquisition?

Table2.2; Figure2.2

Students' Familiarity with Types of Vocabulary Acquisition.

Option	Number of Teachers	Percentage
Yes	5	71,43%
No	2	28,57%
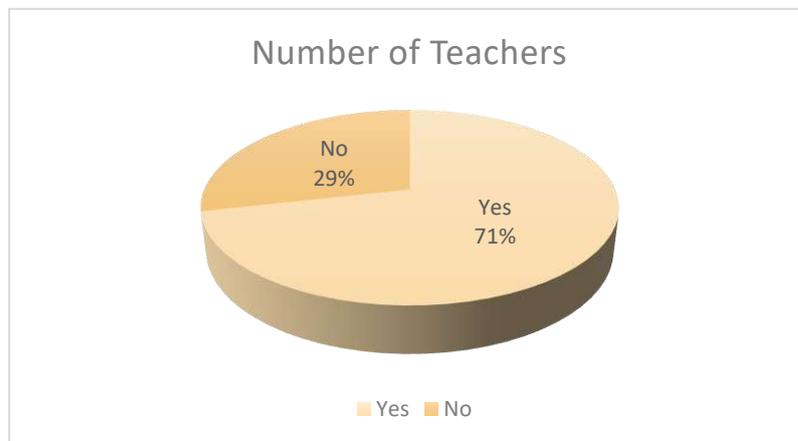
Table2.2; Figure2.2demonstrate the most of teachers 71.43% answer that the students know vocabulary acquisition types, while 28.57% disagree that the students are not familiar with the types.

Q 2.1: If yes, which type are EFL students familiar with?

Table2.3; Figure2.3

Students' Familiarity with Types of Vocabulary Acquisition.

Option	Number of Teachers	Percentage
A/ Receptive vocabulary acquisition	4	57,14%
B/ Productive vocabulary acquisition	0	0,00%
C/ None of them	2	28,57%
D/ All of them	1	14,29%

Number of Teachers

A B C D
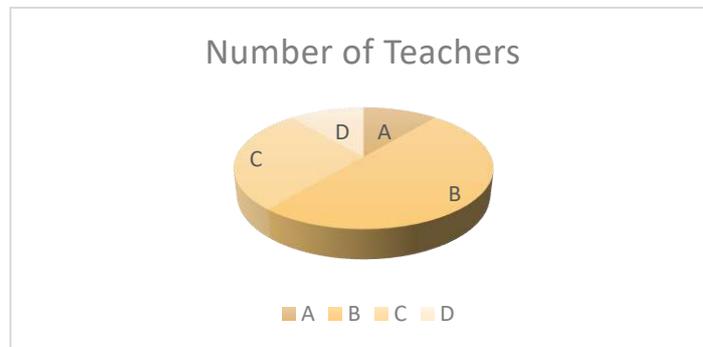
Table2.3; Figure2.3show that the majority of teachers (71.43%) gave a negative answer , which implies minimal exposure. " 57.14% implied receptive vocabulary, while none implied productive vocabulary. This could imply overemphasizing one solitary teaching method and a compulsory emphasis on balanced methods.

Question 3: Do EFL students give importance to acquiring vocabulary acquisition?

Table 2.4; Figure2.4

Importance Given to Vocabulary Acquisition by Students.

Option	Number of Students	Percentage
Yes	7	100%
No	0	0%
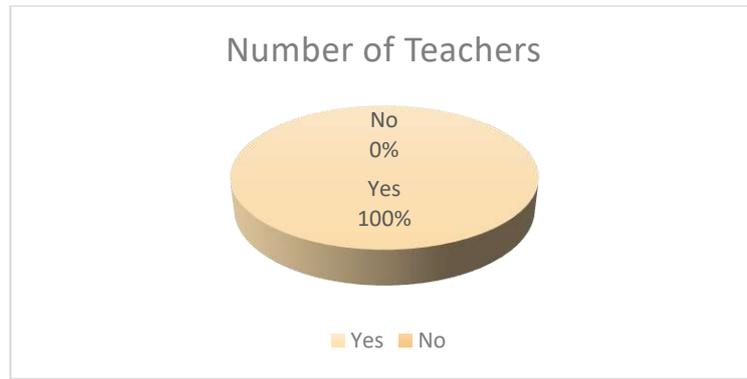
The results from Table2.4; Figure2.4 indicate that all teachers (100%)agree that all students give the importance to vocabulary acquisition.

Question 4: Have EFL students been taught about the main factors of vocabulary acquisition?

Table2.5; Figure2.5

Awareness of Vocabulary Acquisition Factors

Option	Number of Teachers	Percentage
Yes	4	57,14%
No	3	42,86%
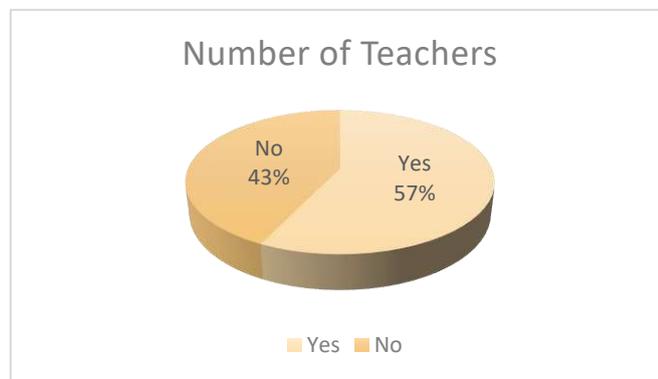
Table2.5; Figure2.5 clarify that 57.14% from the teachers state that the students are aware vocabulary acquisition factors. In other hand 42.86% said that they are not aware of factors.

Q 4.1 : If yes, which factors have been taught ?

Table2.6; Figure2.6

Awareness of Vocabulary Acquisition Factors

Option	Number of Teachers	Percentage
A/ Motivation	4	57,14%
B/ Age	1	14,29%

C/ Learning styles	2	28,57%
D/ Personality	0	0,00%
E/ Other factors	0	0,00%
F/ No one	0	0,00%
G/ All of them	0	0,00%
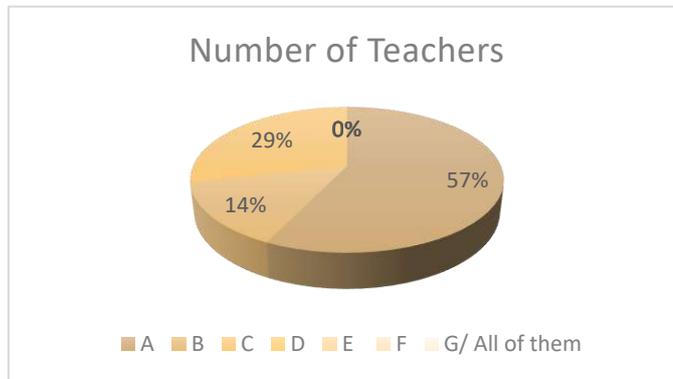
Table2.6; Figure2.6 said that57.14% of the teachers reported that students had been exposed to vocabulary acquisition factors. Of these, the most prevalent was motivation, followed by learning styles (28.57%) and age (14.29%). None of the teachers reported that all factors had been taught to the students, which reflects differences in complete instruction on the factors influencing vocabulary development.

Question 5:Are EFL students aware   with   vocabulary acquisition strategies?

Table2.7; Figure2.7

EFL students Awareness of Vocabulary Acquisition Strategies

Option	Number of teachers	Percentage
Yes	4	57,14%
No	3	42,86%
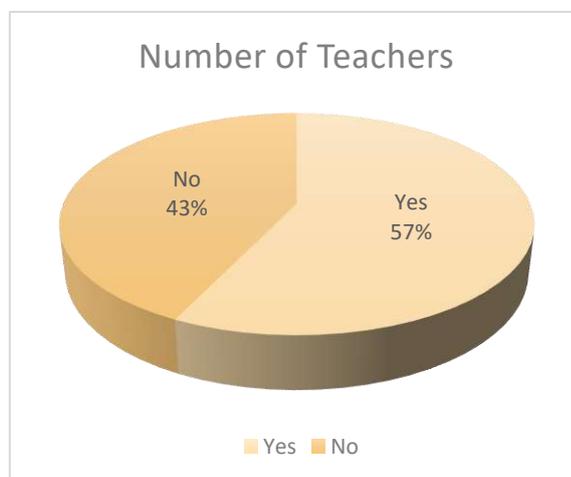
Table2.7; Figure2.7 shows that 42.86% of responses say that the students are not aware of vocabulary acquisition strategies. Whereas 57.14% from the responses declare that they are aware of the strategies.

Q 5.1: If yes, among the following strategies, which one are EFL students aware with?

Table2.8; Figure2.8

Awareness of Vocabulary Acquisition Strategies.

Option	Number of Teachers	Percentage
A/ Memory strategies	2	28,57%
B/ Cognitive strategies	3	42,86%
C/ Metacognitive strategies	2	28,57%
D/ Affective and social strategies	2	28,57%
E/None of them	0	0,00%
F/ All of them	0	0,00%
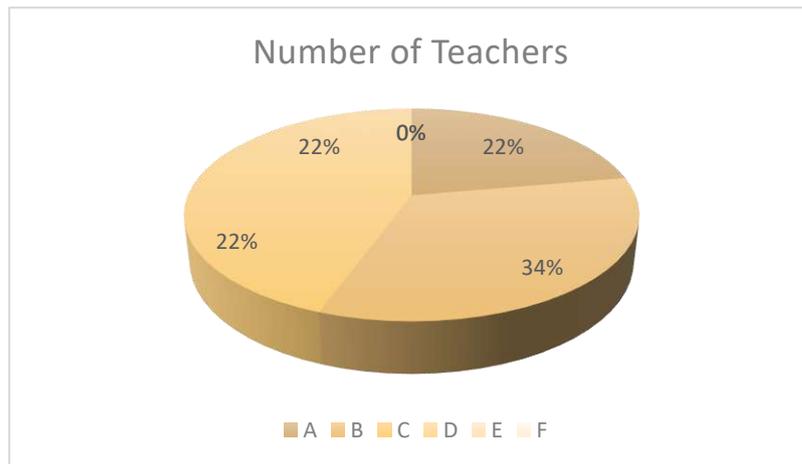
The result obtained from Table 2.8; Figure 2.8, Just over half of the teachers (57.14%) believed students were aware of vocabulary acquisition strategies. Among these, "Cognitive strategies" was most common (42.86%), while "Memory strategies," "Metacognitive strategies," and "Affective and social strategies" followed at equal rates (28.57%). Notably, 28.57% selected "None," revealing that strategy awareness is uneven and needs strengthening.

Question 6:EFL student are facing different difficulties, so what type of difficulties that EFL student may face them?

Table2.9; Figure2.9

Difficulties Faced EFL Students in acquiring Vocabulary Acquisition.

Option	Number of Teachers	Percentage

A/Lack of knowledge of words	6	85,71%
B/Spelling errors and pronunciation problem	5	71,43%
C/Inability to use words correctly.	6	85,71%
D/Inability to Encounter lengthy words.	2	28,57%
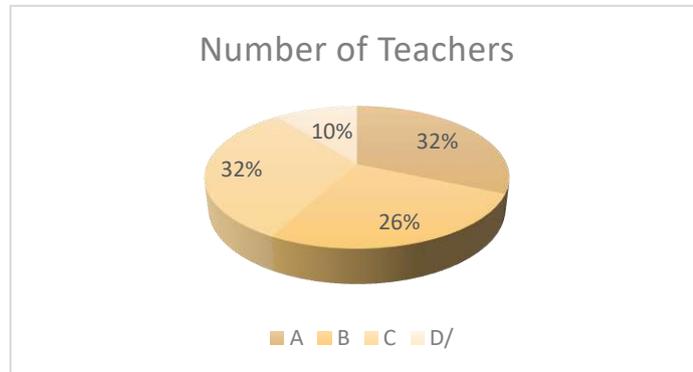
Table2.9; Figure2.9 indicate that Teachers identified several vocabulary acquisition difficulties . "Lack of word knowledge" and "inability to use words correctly" were the most prevalent (85.71%), while "spelling and pronunciation problems" also ranked high (71.43%). Only 28.57% mentioned issues with lengthy words, suggesting students struggle more with usage and recall than with word complexity.

Section Two: Metacognitive Strategies

Question 7 : Do EFL students know what is meant by metacognitive ?

Table2.10; Figure2.10

Understanding of Metacognitive Knowledge Among Students

Option	Number of Teachers	Percentage
Yes	1	14,29%
No	6	85,71%
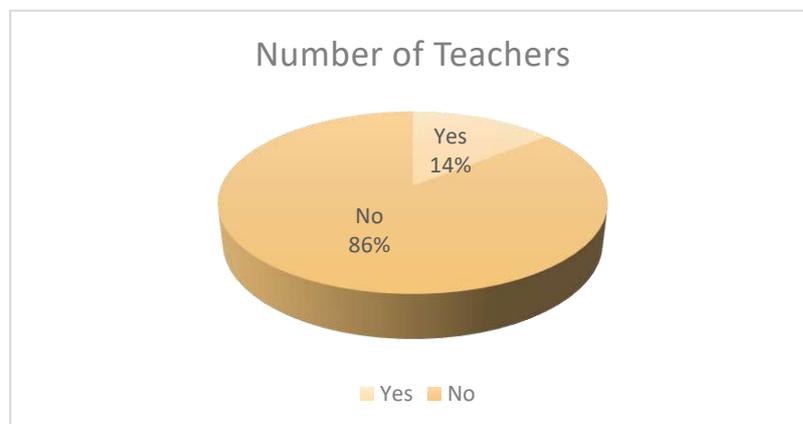
Table2.10; Figure2.10 show that 85.71% of teachers agree that EFL students do not know what do mean by metacognitive, only one teacher (14.29%) disagree This overwhelming finding points to a huge instructional gap and the necessity to introduce metacognitive principles in language vocabulary acquisition.

Question 8:   Metacognitive have a variety of components. Which one among the following components have EFL students been thought?

Table2.11; Figure2.11

Components of Metacognitive Strategies have been Taught to EFL Students

Option	Number of Teachers	Percentage
A/ Knowledge of cognition	2	28,57%
B/ Regulation of knowledge	1	14,29%
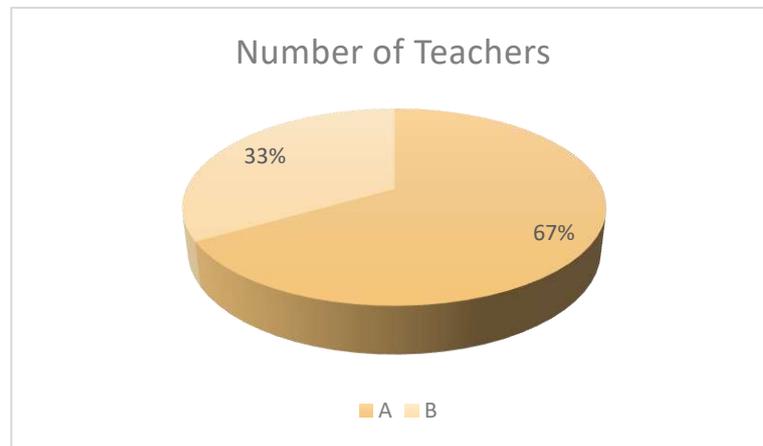
From Table2.11; Figure2.11, Only 28.57 from all responses said that the aspects of metacognition,had beentaughtbeforeto "knowledge of cognition," and 14.29% had referred to "regulation of knowledge." These are low percentages showing minimal emphasis on metacognitive strategies, which is extremely vital to independent learning and vocabulary acquisition.

Question 9:   Metacognitive strategies have a different of levels, Which level have EFL students been introduced to ?

Table2.12; Figure2.12

Levels of Metacognitive Learners Identified by Teachers.

Option	Number of Teachers	Percentage
A/ Tacit	5	71,43%
B/ Aware	4	57,14%

C/ Strategic	1	14,29%
D/ Reflective	3	42,86%
E/ No one	1	14,29%
F/ All of them	0	0,00%

Results of the above Table2.12; Figure2.12 said that Teachers reported varied levels of metacognitive strategies. "Tacit learners" were most identified (71.43%), followed by "Aware" and "Reflective" learners (57.14% and 42.86%, respectively). "Strategic" learners were identified by one teacher, and no one selected "all," suggesting a partial and limited conceptualization of learner profiles.

Question 10: Metacognitive strategies may affect EFL students' vocabulary acquisition , what do you think?

➢ **Discussion of the Results**

All responses (7 teachers) are agreed that most teachers 100% agreed that cognitive strategies are a significant part of EFL students' vocabulary acquisition. They were eager to emphasize that cognitive strategies promote coordination, awareness, and reflective thinking—areas in which most students are normally weak. Introducing students to cognitive strategies can therefore enhance their ability to coordinate, monitor, and evaluate their own vocabulary learning. On the other hand, only One teacher noted that cognitive strategies help to consolidate language competence through the activation of learners' knowledge in meaningful contexts. Others suggested that the utility of these strategies depends on the educational program and teacher instruction, while one mentioned that students also learn these strategies independently as part of the learning process.

2.4.3 Discussion of the Results

From the data collected via the teacher's questionnaire we have discovered several major findings regarding the teachers' perceptions of the function of metacognitive strategies on EFL student vocabulary acquisition.

Most teachers   estimated that students were familiar with vocabulary learning strategies, with a particular emphasis on cognitive strategies, including summarizing or analyzing, as they are most familiar with memory, metacognitive, and affective/social strategies to a lesser extent, with no teachers suggesting students were either completely unfamiliar or familiar with all strategies. The teachers also indicated the same kind of problems as were noted by the students,

without knowing words and not being able to use words properly in a context. And the most prominent problems, followed closely by spelling errors and pronunciation problems, whereas difficulty with long words was less mentioned, indicating a recognition of basic problems in vocabulary acquisition.

However, an overwhelming number of teachers reported students to be unaware of the term "metacognitive," suggesting a tremendous lack of awareness of this construct. Among the small group of students who had been introduced to metacognitive strategies, knowledge of cognition—awareness of one's own learning processes—was slightly more recognized than regulation of knowledge, which involves control over those processes, suggesting little and disparate exposure to these aspects. Instructors indicated that tacit strategies, where there is unconscious learning strategy, and conscious strategies, where the students are knowingly aware of their learning process, were presented most often, followed by reflective strategies that involve evaluating learning, while strategic strategies, where there is intentional planning, were the least familiar, and some instructors indicated no types were overtly taught. These findings reflect the teachers' report of limited student activity with vocabulary learning strategies but reveal a large gap in metacognitive awareness, pointing to the need for more instructional focus on cultivating self-regulated learning to facilitate vocabulary development.

2.5. The Student's Questionnaire

2.5.1 Description of the Questionnaire

This questionnaire was designed as part of a research study to investigate the Role of Metacognitive Strategies on EFL Students' Vocabulary Acquisition at Kasdi Merbah University – Ouargla for the 2024/2025 academic year. The instrument is targeting third-year LMD students in the Department of Letters and English Language.

The questionnaire has two main sections:

➢ **Vocabulary Acquisition:** The section one explores students' awareness and knowledge regarding vocabulary acquisition, types and methods they know about, the importance they place on vocabulary acquisition, and issues they may be facing.

➢ **Metacognitive Strategies:** The section two assesses students' metaknowledge for metacognitive awareness, the factors and metacognitive categories they are familiar with or use, and what they believe about how this impact learning vocabulary.

Students respond to a mix of multiple-choice and open-ended questions. Multiple answers are acceptable in the majority of items to elicit a broad range of student views. The questionnaire stresses strongly the importance of anonymity and voluntariness with a clear warning that responses are confidential and used for academic purposes only.

2.5.2 Analysis of the results

Section One: Vocabulary Acquisition

Question 1: Do you know what is meant by vocabulary acquisition?

Table2.13; Figure2.13

Awareness of Vocabulary Acquisition

Option	Number of students	Percentage
No	0	0%
Yes	40	100%
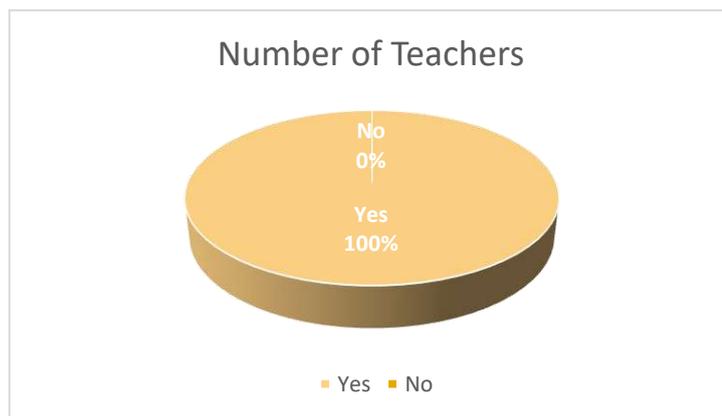
According to Table2.13; Figure2.13 all the students 40 (100%) are aware of vocabulary acquisition.

Q 1.1: If yes, what do you know about vocabulary acquisition among the following answers?

Table2.14; Figure2.14

Awareness of Vocabulary Acquisition

Option	Number of students	Percentage
A/ Vocabulary acquisition refers to the way individuals acquire knowledge and words.	13	32,50%
B/ Vocabulary acquisition is the mental process through which a person learns, organizes, and recalls new vocabulary.	16	40,00%

C/ Vocabulary acquisition is the process by which students or learners gain mastery over words.	8	20,00%
D/ Vocabulary acquisition is the natural developmental process through which children or language learners expand their lexicon as they grow.	9	22,50%
E/ All of them.	13	32,50%
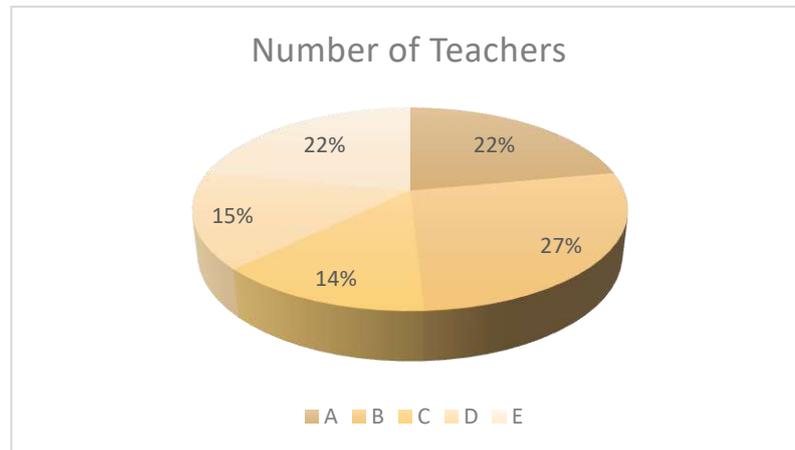
From Table2.14; Figure2.14, it appears that 32.5% believed it involves gaining words and knowledge. Collectively, while 40% said that vocabulary acquisition is the mental process through which a person learns, organizes, and recalls new vocabulary. In other hand 20% are agree that vocabulary acquisition is the process by which students or learners gain mastery over words ,and 22% state that vocabulary acquisition is the natural developmental process through which children or language learners expand their lexicon as they grow. 32% select all of them.

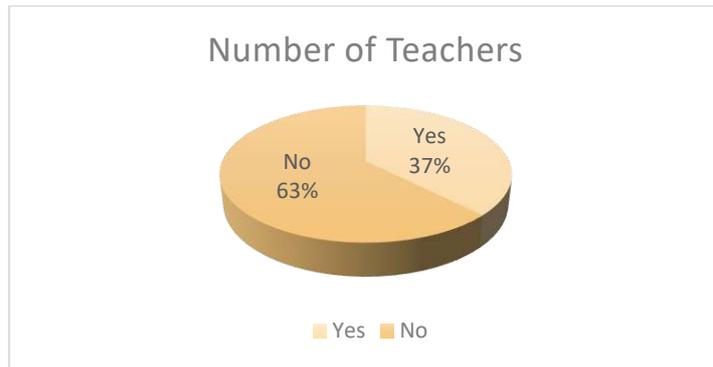**Question 2: Are you aware with the main types of vocabulary acquisition?**

Table2.15; Figure2.15

Awareness of Types of Vocabulary Acquisition

Option	Number of students	Percentage
No	20	50%
Yes	20	50%

Number of Teachers

Based on the data from Table2.15; Figure2.15, it seems that the half of responses 50% are aware of vocabulary Acquisition types, while a half of students 50% are not familiar with the types.

Q 2.1: If yes, which type among the following types, are you aware with?

Table2.16; Figure2.16

Awareness of Types of Vocabulary Acquisition.

Option	Number of students	Percentage
A/ Receptive vocabulary acquisition.	9	22,50%
B/ Productive vocabulary acquisition.	3	7,50%
C/ None of them.	8	20,00%
D/All of them.	0	0,00%

Number of Teachers
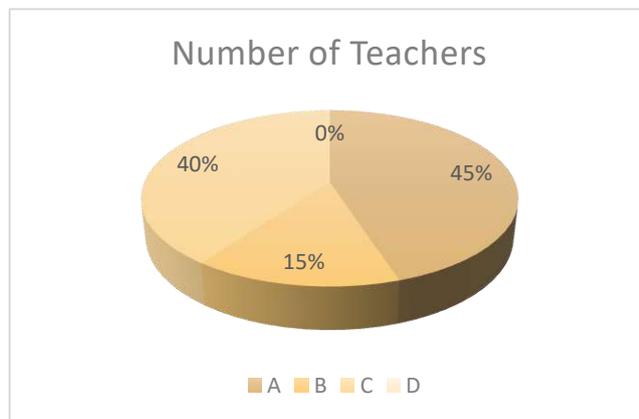
This Table2.16; Figure2.16 reveals students' realization of vocabulary acquisition types. Just 20 students realized. Out of them, 22.5% realized receptive vocabulary acquisition and only 7.5% for productive vocabulary acquisition., 20% said "None of them," which reveals a general unawareness of specific knowledge although having the general awareness.

Question 3: Vocabulary acquisition plays an important role for EFL student' vocabulary acquisition, which importance are you aware with ?

Table2.17; Figure2.17

Importance of Vocabulary Acquisition

Option	Number of Students	Percentage
A/ Increased confidence.	5	12,50%
B/ Better comprehensions.	13	32,50%
C/ Academic success.	5	12,50%
D/ None of them.	1	2,50%
E/ All of them.	19	47,50%
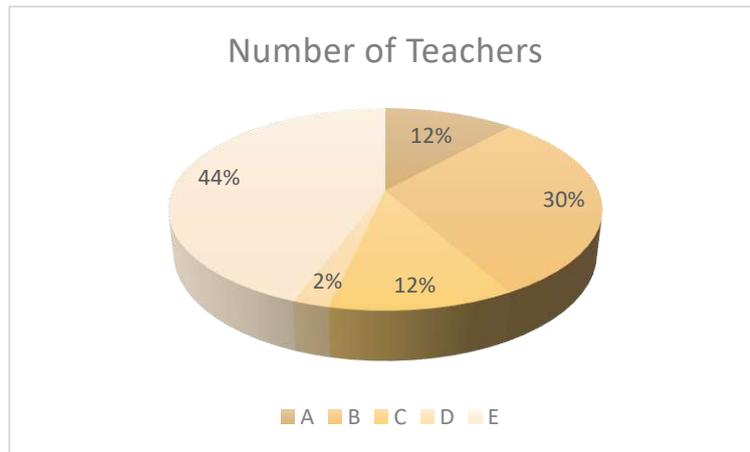
From Table2.17; Figure2.17, the students' opinions show how much it matters to learn vocabulary. Nearly half (47.5%) selected "All of them," recognizing benefits of confidence, comprehension, and academic success. "Better understanding" was selected most single-handedly (32.5%), reflecting its perception as core. Few students (2.5%) thought it unnecessary.

Question 4: do EFL students Vocabulary acquisition affectby different factors?

Table2.18; Figure2.18

Factors Affecting EFL Students Vocabulary Acquisition

Option	Number of Students	Percentage
No	15	62,50%
Yes	25	37,50%

Number of Teachers
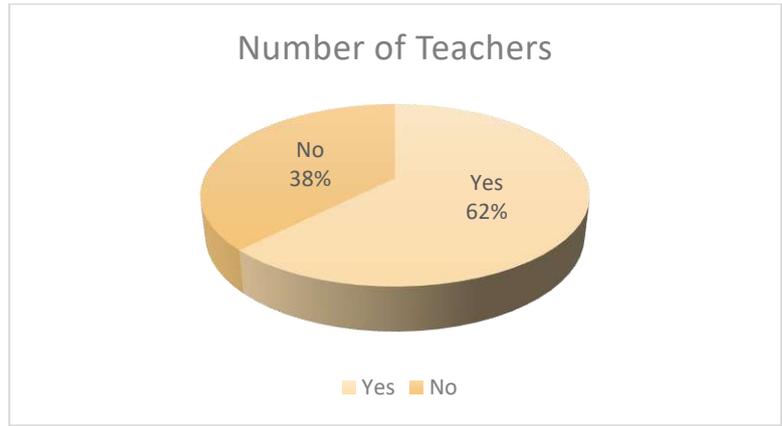
According to Table2.18; Figure2.18, 62.58% from the responses are familiar with the factors of Vocabulary Acquisition. 37.50% declare that they do not know the factors.

Q 4.1: If yes, which   factor do you know among the following   factors ?

Table2.19; Figure2.19

Factors Affecting EFL Students Vocabulary Acquisition

Option	Number of Students	Percentage
A/ Motivation.	3	7,50%
B/ Age.	12	30,00%
C/ Personality.	11	27,50%
D/ Learning Styles.	10	25,00%
E/ Other Factors.	10	25,00%
F/ All of Them.	1	2,50%
G/ No One.	5	12,50%

Number of Teachers
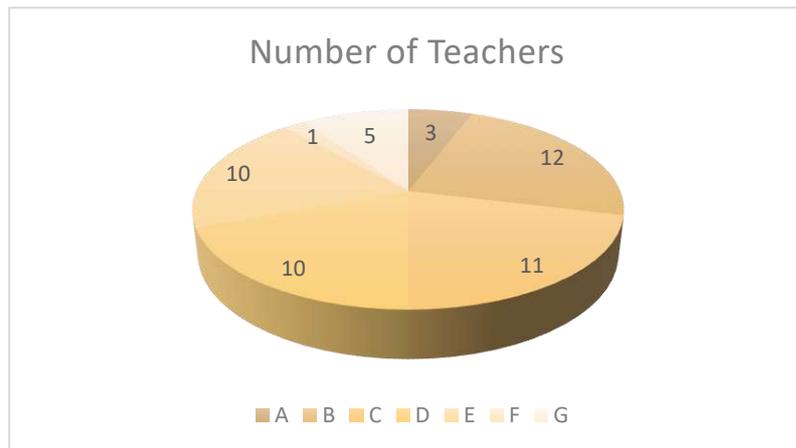
Table2.19; Figure2.19 show that the "Age" (30%) and "Personality" (27.5%) were the singly quoted factors most frequently cited. However, 7.50% select motivation. While 25% from the responses are aware of learning style and other factors. Only one single student had quoted all the provided factors, and 12.5% quoted none, indicating fragmented awareness.

Question 5: Are you aware of the main important vocabulary acquisition strategies?

Table2.20; Figure2.20

Awareness of Vocabulary Acquisition Strategies

Option	Number of Students	Percentage
No	20	50,00%
Yes	20	50,00%
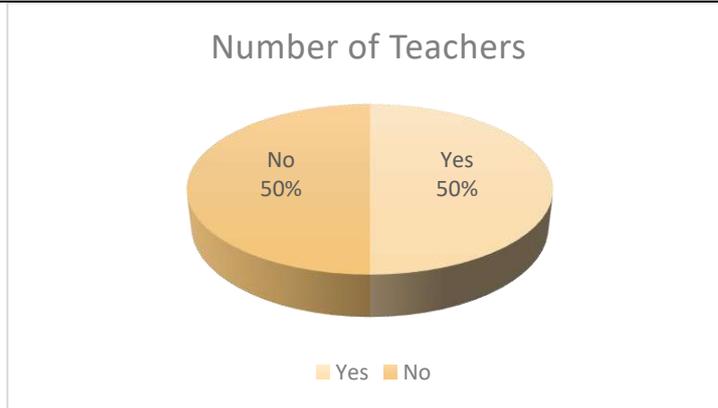
According toTable2.20; Figure2.20, show that a half of the responses are aware of vocabulary acquisition strategies. However, this same number are not aware of it.

Q 5.1: If yes, which one among the following strategies are you aware   with?

Table2.21; Figure2.21

Awareness of Vocabulary Acquisition Strategies

Option	Number of Students	Percentage
A/ Memory strategies	13	32,50%
B/ Cognitive strategies	8	20,00%
C/ Metacognitive strategies	6	15,00%
D/Affective and social strategies	19	47,50%
E/None of them	8	20,00%
F/ All of them	3	7,50%
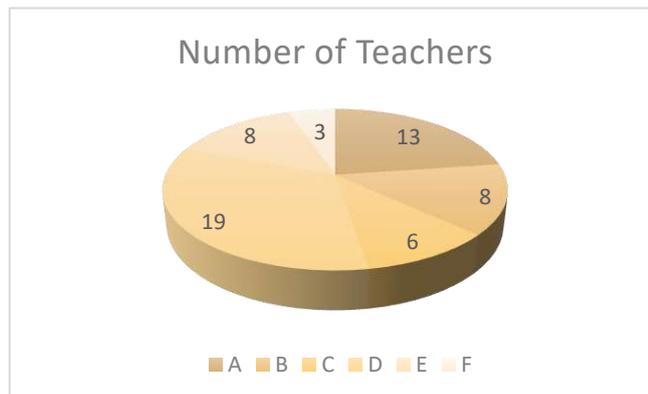
Table2.21; Figure2.21 said that out of those who know, affective and social strategies (47.50%) are best known, followed by memory strategies (32.50%), cognitive strategies (20%), and metacognitive strategies (15%). Affective and social strategies' popularity shows that students value interpersonal and emotional strategies a lot, perhaps due to collaborative learning environments. However, the 20% who chose "None of them" among those who reported being aware gives a hint towards the absence of specialized knowledge, just 7.50% said all of them.

Question 6:   EFL students are facing different   difficulties to acquire   vocabulary?

Table2.22; Figure2.22

Difficulties Faced EFL Students in acquiring Vocabulary Acquisition.

Option	Number of students	Percentage
No	0	0,00%
Yes	40	100,00%
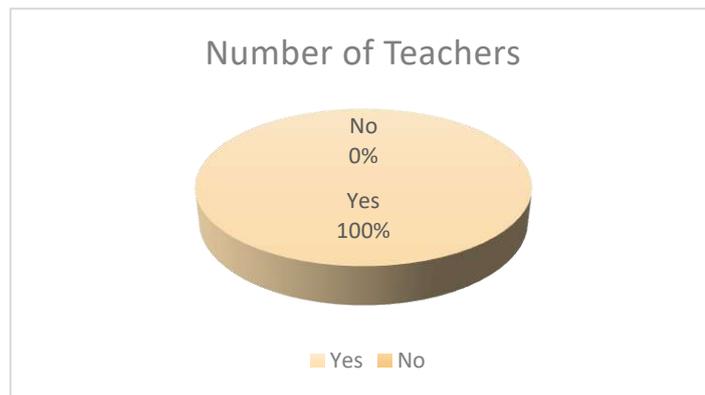
From theTable2.22; Figure2.22, we find that all the student are facing difficulties to acquire vocabulary.

Q 6.1: If yes, what type of difficulties EFL students   may face when acquiring vocabulary?

Table2.23; Figure2.23

Difficulties Faced EFL Students in acquiring Vocabulary Acquisition.

Option	Number of students	Percentage
A/Lack of knowledge of words	18	45,00%
B/Spelling errors and pronunciation problem	23	57,50%
C/Inability to use words correctly.	12	30,00%

D/Inability to Encounter lengthy words .	5	12,50%
E/None of them	0	0,00%
F/ All of them	7	17,50%
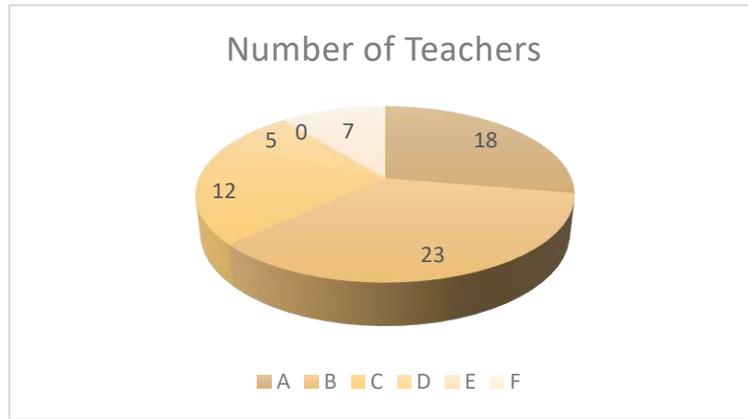
Table2.23; Figure2.23 show that all of the students (100%) report having issues, the most common of which are spelling errors and pronunciation difficulties, reported by 23 students (57.50%), followed by not knowing words, reported by 18 students (45.00%). Not being able to use words contextually is reported by 12 students (30.00%), while difficulty with long words is least reported, by 5 students (12.50%). Seven students (17.50%) checked "All of them," indicating that they have multiple issues.

Section 02: Metacognitive strategies

Question 7:Do you know what is meant by metacognition?

Table2.24; Figure2.24

Awareness of Metacognition Knowledge

Option	Number of students	Percentage
No	25	62,50%
Yes	15	37,50%
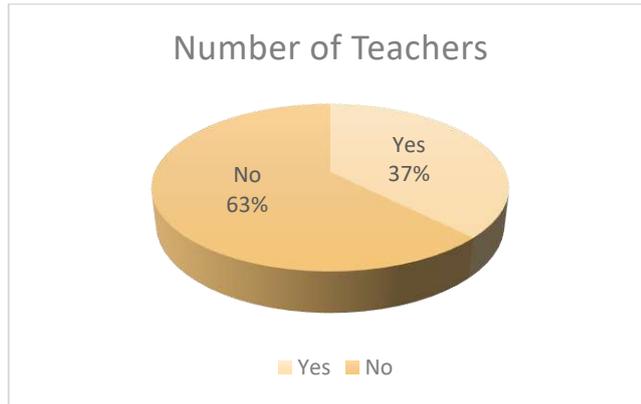
This Table2.24; Figure2.24 demonstrate that the most students are aware of metacognition knowledge. However, 37% are not aware of it.

Q 7.1: If yes, among the following answers, which one do you know?

Table2.25; Figure2.25

Awareness of metacognition Knowledge.

Option	Number of students	Percentage
A/ It refers for both people awareness and control.	6	15,00%
B/ It is thinking or awareness of its own cognation.	11	27,50%
C/ It is one of the buzz words in educational psychology.	1	2,50%
D/ All of them.	3	7,50%
E/ None of them.	0	0,00%
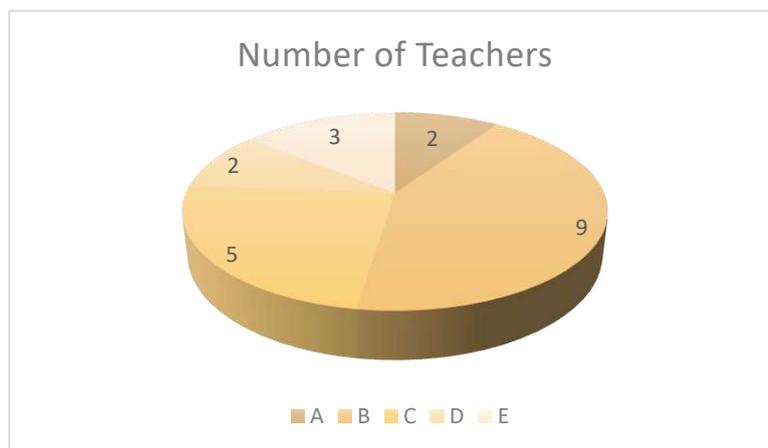
According to Table2.25; Figure2.25 shows the extent to which students are familiar with metacognition. The majority (62.5%) said they were familiar among them, 27.5% defined it as "thinking or awareness of one's own cognition", and some as awareness and control 15%. "All of

them" was only selected by 7.5%, and 2.50% they think that it is one of the buzz words in educational psychology.

Question 8:Metacognitive   have many components, which components have you used before?

Table2.26; Figure2.26

Components of Metacognitive Knowledge

Option	Number of Students	Percentage
A/ Knowledge of cognition.	14	35,00%
B/ Regulation of knowledge.	4	10,00%

Number of Teachers
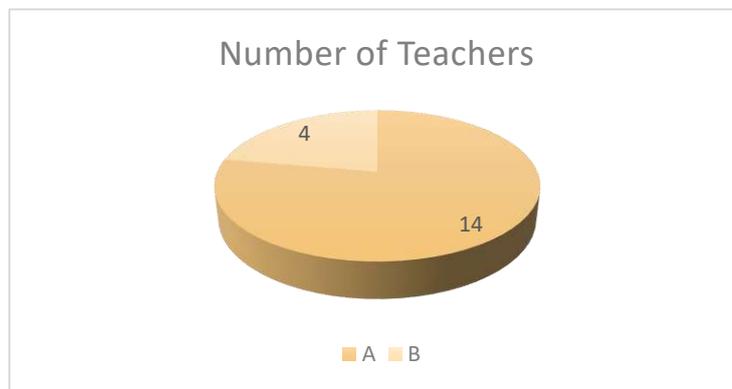
Based on the Table2.26; Figure2.26 indicates which metacognitive aspects the students have used. "Knowledge of cognition" was most familiar (35%), and "Regulation of knowledge" was less familiar (10%).

Question 9:Metacognitive strategies have a variety of leveles, which one among the following types do you know?

Table2.27; Figure2.27

Types of Metacognitive Learners

Option	Number of Students	Percentage
A/ Tacit learners	2	5,00%
B/ Aware learners	9	22,50%
C/ Strategic learners	5	12,50%
D/ Reflective learners	2	5,00%
E/ No one	3	7,50%
F/ All of them	0	0,00%
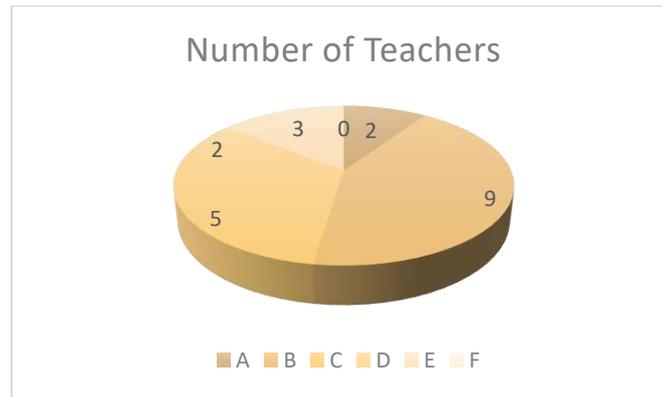
Table2.27; Figure2.27 represents students' awareness of metacognitive learner types. "Aware learners" were identified most (22.5%), followed by "Strategic" (12.5%) and "Tacit" and "Reflective" learners (5% each). But few students were aware of all types, reflecting inadequate understanding of metacognitive variety. And just 7.5% they do not know.

Question 10: Metacognitive strategies may be affected EFL student' vocabulary acquisition, what do you think?

> **Discussion :**

For the students , cognitive strategies play a crucial role in EFL vocabulary learning. Most learners indicated that such strategies are an internal motivation factor—an "inner voice" which makes them learn more effectively. Some of them emphasized that cognitive strategies keep them positive and focused, particularly through enhanced capability for planning, monitoring, and evaluating learning. Others highlighted that these methods assist in developing vocabulary knowledge, improving retention, and developing self-awareness, which leads to avoiding spelling mistakes and developing vocabulary in an efficient way. Other students highlighted the significance of having the capacity to set goals and measure their performance, as this leads to improved learning as well as a greater understanding of new words. Others added that cognitive strategies encourage students to take charge of their own learning, making them independent and confident. Though a student or two admitted never to have heard of the term, the majority recognized cognitive strategies as essential tools facilitating them to manage their learning and become more aware of how they learn and utilize language.

2.5.3. Discussion of the results

From the data compiled from the questionnaire, we have obtained a number of important findings related to the students' perceptions of the Role of Metacognitive strategies on EFL students' vocabulary acquisition.

All of the students demonstrated familiarity with the concept of vocabulary acquisition, defining it for the most part as the mental process of learning, storing, and recalling new words, with some of them also perceiving its broader consequences, such as gaining knowledge of words, their mastery, and automatic vocabulary enrichment in the long term. Knowledge of specific types of vocabulary acquisition was also evenly split, with students more likely to know receptive vocabulary acquisition—understanding words when reading or listening—than productive, meaning using words in speaking or writing, and some were not aware of these distinctions. The majority of the students identified that vocabulary learning boosts confidence, enhances understanding, and supports academic success, with understanding being the most valued benefit, while some did not know these benefits. The majority of them knew that age, personality, learning style, and other factors impact vocabulary learning, but some indicated no specific factors or considered all listed factors relevant.

Awareness of vocabulary learning strategies was also divided, with affective and social strategies, such as the use of emotions or interaction, being most familiar, followed by memory strategies, while cognitive and metacognitive strategies were less known, with some students knowing no strategies or all of them. Common issues were word knowledge difficulty, using words correctly, spelling, and pronunciation, with fewer students citing issues with long words. These findings suggest satisfactory basic understanding of vocabulary learning on the part of the EFL students, but also highlight areas—particularly in recognizing types and strategies, and overcoming specific difficulties—in which targeted educational intervention can enhance learning outcomes.

Conclusion

The fieldwork undertaken here gave meaningful information on both teachers' and students' perception and awareness of vocabulary acquisition and the application of metacognitive strategies in the EFL learning environment. Through the data gathered from the questionnaires, it was observed that both groups perceive the significance of vocabulary acquisition, yet there are large loopholes in metacognitive strategy understanding as well as implementation.

There was a consensus that students are aware of how precious vocabulary is, and there was agreement that cognitive strategies were the most commonly used by students. Only a few

teachers believed that students are familiar enough with metacognitive strategies, and there was agreement from most that these strategies are introduced inadequately or not introduced at all in class. The findings revealed that students confront fundamental challenges of poor word knowledge, misguided vocabulary use, and pronunciation or spelling errors—challenges that might be mitigated through deliberate use of metacognitive strategies such as planning, monitoring, and self-regulation.

From the students' point of view, while there was profound comprehension of what vocabulary acquisition is and the significance of vocabulary acquisition in mastering language, fewer students were capable of naming or making differences between categories of vocabulary (productive vs. receptive), acquisition strategies, or vocabulary acquisition determinants. To their surprise, most students lacked little or no knowledge or specific comprehension of metacognitive knowledge and components. Few used reflective or strategic approaches to learning, with many being part of the tacit or unaware learner category.

Finally, the findings imply that metacognitive strategies are not yet maximally utilized in the acquisition of EFL vocabulary at Kasdi Merbah University. It is high time to integrate metacognitive explicit instruction into teaching vocabulary procedures to facilitate learner autonomy, optimize vocabulary retention, and enhance language competency. This chapter stresses the importance of equipping teachers and learners with the appropriate knowledge and tools for effective and long-lasting use of metacognitive strategies.

General Conclusion

General Conclusion

The study focused on metacognitive strategies' effect on vocabulary acquisition in Kasdi Merbah University – Ouargla third-year students of English as a foreign language. With the aid of a mixed-methods approach involving both quantitative and qualitative data, the study attempted to assess the learners' and teachers' awareness, use, and perception of vocabulary learning strategies, especially metacognitive strategies.

The findings confirmed that both instructors and students recognize the acquisition of vocabulary as central to language learning. However, identification of specific strategies, particularly metacognitive strategies (e.g., planning, monitoring, evaluation), remains meager and sporadic. Students were more aware of affective and social strategies, while instructors indicated student reliance on cognitive strategies. Nonetheless, both sets reported a lack of deep understanding and use of metacognitive aspects like cognition knowledge and cognition regulation.

The outcomes of the fieldwork confirmed that students are faced with word-related issues such as limited word knowledge, incorrect use of words in situations, and spelling/pronunciation difficulties. These issues, based on the theory framework deciphered, can be easily resolved with methodical metacognitive training. Unluckily, the results of the data confirmed that the majority of students were at tacit or conscious learner phases with zero exposure to strategic or reflective learning phases.

Lastly, the study concludes that although metacognitive strategies' effectiveness is much-recommended in literature, their implementation in EFL classrooms remains inadequate. For vocabulary learning to improve, it is crucial that explicit metacognitive strategy training is a part of EFL instruction. This will make learners more self-managed, reflective, and proficient in regulating their own vocabulary acquisition and general language use.

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Appendices

1.Teachers' Questionnaire :

Kasdi Merbah Ouargla University

Faculty of Letters and Languages

Department of Letters and English Language

Teachers' Questionnaire

Introduction

Dear teachers,

This research is made to investigate the Role of Metacognitive Strategies on EFL Student's Vocabulary Acquisition. For third year LMD English students University Kasdi Merbah at Ouargla of the year 2024/2025 .We will be   greateful if you could answer these questions to help us with our research .

Please put a check (✔) next to your option , and justify your answer when needed, May I thank you in advance for   your collaboration and time devoted to answering this   questionnaire

Section 01: Vocabulary Acquisition

1. **Do you think that EFL students are aware of vocabulary acquisition?**

Yes
No

2. **Do you think that EFL students have been introduced to the main types of vocabulary acquisition?**

Yes
No

Which type are EFL students familiar with?

A/ Receptive vocabulary acquisition
B/ Productive vocabulary acquisition
C/ None of them
D/ All of them

3. **Do EFL students give importance to acquiring vocabulary acquisition?**

Yes
No

4. **Have EFL students been taught about the main factors of vocabulary acquisition?**

Yes
No

If yes, which factors have been   taught ?

A/ Motivation
B/ Age
C/ Learning styles
D/ Personality
E/ Other factors
F/ No one

	G/ All of them

5. Are EFL students aware with vocabulary acquisition strategies?

	Yes
	No

If yes, among the following strategies, which one are EFL students aware with?

	A/ Contextual clues
	B/ Use new words
	C/ Dictionary and thesaurus
	D/ Word games and puzzles
	E/ Review and practice.
	F/ All of them.
	G/ None of them.

6. EFL student are facing different difficulties ,so what type of difficulties that EFL student may face them?

	A/Lack of knowledge of words
	B/Spelling errors and pronunciation problem
	C/Inability to use words correctly.
	D/Inability to Encounter lengthy words.

Section 02: Metacognitive strategies

1. **Do EFL students know what is meant by metacognitive ?**

Yes
No

2. **Metacognitive have a variety of components. Which one among the following components have EFL students been thought?**

A/ Knowledge of cognition
B/ Regulation of knowledge

3. **Metacognitive strategies have a different of types, Which type have EFL students been introduced to ?**

A/ Tacit
B/ Aware
C/ Strategic
D/ Reflective
E/ No one
F/ All of them

4. **Metacognitive strategies may affect EFL students' vocabulary acquisation , what do you think?**

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2. Student's Questionnaire:

Kasdi Merbah Ouargla University

Faculty of Letters and Languages

Department of Letters and English Language

Student's Questionnaire

Introduction

Dear   my students,

This research is made to investigate the Role of Metacognitive Strategies   on EFL Student's Vocabulary Acquisition. For third year LMD English students   University Kasdi Merbah at Ouargla   of the year 2024/2025 .

We will be   greateful if you could answer these questions to help us with our research .

Please put a check (✓)   next to your option , and justify   your   answer when   needed, May I thank you in advance for   your collaboration and time devoted to answering this   questionnaire.

Note: Be sure that your responses will remain private and will not be used for any other purposes rather than the one stated above.

Section 01: Vocabulary Acquisition

1. **Do you know what is meant by vocabulary acquisition?**

	Yes
	No

If yes, what do you know about vocabulary acquisition among the following answers? (You may choose more than one answer)

	A/ Vocabulary acquisition refers to the way individuals acquire knowledge and words.
	B/ Vocabulary acquisition is the mental process through which a person learns, organizes, and recalls new vocabulary.
	C/ Vocabulary acquisition is the process by which students or learners gain mastery over words.
	D/ Vocabulary acquisition is the natural developmental process through which children or language learners expand their lexicon as they grow.
	E/ All of them.

2. **Are you aware with the main   types of vocabulary acquisition?**

	Yes
	No

If yes, which type among the following types, are you aware with?

	A/ Receptive vocabulary acquisition.
	B/ Productive vocabulary acquisition.
	C/ None of them.
	D/All of them.

3. **Vocabulary acquisition   plays   an important role for EFL student' vocabulary acquisition, which importance are you aware with ?**

	A/ Increased confidence.
	B/ Better comprehensions.
	C/ Academic success.
	D/ None of them.
	E/ All of them.

4. **Vocabulary acquisition may be affected by different factors, which factor do you know among the following factors ? (You may choose more than one answer).**

	A/ Motivation.
	B/ Age.
	C/ Personality.
	D/ Learning Styles.
	E/ Other Factors.
	F/ All of Them.
	G/ No One.

5. **Are you aware of the main important vocabulary acquisition strategies?**

	Yes
	No

If yes, which one among the following strategies are you aware with?

	A/ Contextual clues
	B/ Use new words
	C/ Dictionary and thesaurus
	D/ Word games and puzzles
	E/ Review and practice
	F/Non of them
	G/ All of them

6. **EFL students are facing different difficulties to acquire vocabulary?**

	Yes
	No

If yes, what type of difficulties EFL students may face when acquiring vocabulary

	A/Lack of knowledge of words
	B/Spelling errors and pronunciation problem
	C/Inability to use words correctly.
	D/Inability to Encounter lengthy words .
	F/Non of them
	G/ All of them

Section 02: Metacognitive strategies

1. **Do you know what is meant by metacognitive ?**

	Yes
	No

 If yes, among the following answers, which one do you know? (You may choose more than one answer)

	A/ It refers for both people awareness and control.
	B/ It is thinking or awareness of its own cognation.
	C/ It is one of the buzz words in educational psychology.
	D/ All of them.
	E/ None of them.

2. **Metacognitive have many components, which components have you used before? (You can choose more than one answer)**

	A/ Knowledge of cognition.
	B/ Regulation of knowledge.

3. **Metacognitive strategies have a variety of types, which one among the following types do you know**

	A/ Tacit learners
	B/ Aware learners
	C/ Strategic learners
	D/ Reflective learners
	E/ No one
	F/ All of them

4. **Metacognitive strategies may be affect EFL student' vocabulary acquisation ,what do you think?**

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Résumé

Cette étude examine l'application des stratégies métacognitives chez les étudiants de troisième année de licence en langue anglaise à l'Université Kasdi Merbah Ouargla. Les compétences en vocabulaire sont l'une des compétences linguistiques déterminantes de la maîtrise linguistique, mais les apprenants échouent encore à apprendre et à utiliser efficacement de nouveaux mots. Une méthodologie mixte a été utilisée dans cette étude, combinant des questionnaires destinés aux étudiants et aux enseignants pour évaluer la conscience et l'utilisation de la planification, de la surveillance et de l'évaluation en tant que stratégies métacognitives pour l'apprentissage. Les résultats ont révélé que les deux groupes de participants prenaient en compte l'apprentissage du vocabulaire, bien que les étudiants n'aient pas été informés de ces stratégies ni ne les aient utilisées, tandis que les enseignants ont également signalé une prise en charge insuffisante de ces stratégies dans les programmes d'enseignement en classe. La plupart des apprenants se situaient à des niveaux implicites ou de base de la connaissance métacognitive, bien que certains se trouvaient également à des niveaux réfléchis ou stratégiques. Ces études suggèrent l'utilisation de stratégies métacognitives pour soutenir l'apprentissage du vocabulaire et recommandent leur intégration dans les cours d'anglais comme langue étrangère. Ces stratégies peuvent rendre les apprenants autonomes, faciliter la mémorisation du vocabulaire et améliorer les compétences linguistiques de manière générale. Les résultats soulignent la nécessité d'un enseignement stratégique plus poussé pour combler l'écart entre la théorie et la pratique.

Mots-clés : Stratégies métacognitives, acquisition du vocabulaire, étudiants d'anglais comme langue étrangère, apprentissage linguistique, conscience cognitive, anglais comme langue étrangère.

الملخص

تبحث هذه الدراسة في تطبيق الاستراتيجيات ما وراء المعرفية لطلبة السنة الثالثة ليسانس لغة انجليزية بجامعة قاصدي مرباح ورقلة. تعتبر مهارات المفردات إحدى المهارات اللغوية التي يتم على أساسها تحديد الكفاءة اللغوية، لكن المتعلمين يفشلون في تعلم واستخدام كلمات جديدة بطريقة فعالة حتى الآن. تم استخدام تصميم مختلط الأساليب في هذه الدراسة باستخدام استبيانات الطلاب والمعلمين لتقييم الوعي واستخدام التخطيط والرصد والتقييم كاستراتيجيات ما وراء المعرفية للتعلم. وكشفت النتائج أن كلا المجموعتين من المشاركين أخذوا في الاعتبار تعلم المفردات، على الرغم من عدم إعلام الطلاب بهذه الاستراتيجيات واستخدامها، في حين أشار المعلمون أيضًا إلى عدم كفاية معالجة هذه الاستراتيجيات في الدورات الدراسية في الفصول الدراسية. وكان معظم المتعلمين في مستويات ضمنية أو أساسية من المعرفة الميتاإدراكية، في حين كان هناك متعلمون في مستويات تأملية أو استراتيجية أيضًا. تقترح مثل هذه الدراسات استخدام استراتيجيات ما وراء المعرفية لدعم تعلم المفردات وتوصي بدمجها في فصول اللغة الإنجليزية كلغة أجنبية. يمكنهم جعل المتعلمين مستقلين، وحفظ المفردات، وتعزيز المهارات اللغوية بشكل عام. وتؤكد النتائج ضرورة المزيد من التعليمات الاستراتيجية للتعامل مع الاختلافات بين النظرية والتطبيق.

الكلمات المفتاحية:الاستراتيجيات ما وراء المعرفية، اكتساب المفردات، طلاب اللغة الإنجليزية كلغة أجنبية، تعلم اللغة، الوعي المعرفي، اللغة الإنجليزية كلغة أجنبية.