

Abstract

Title:" The Effect of a Vocabulary Learning Strategy Training Program on Faculty of Education English Majors' Vocabulary Achievement, their Attitudes Towards these Strategies and Autonomy"

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The present study investigated the effect of vocabulary learning strategy training program on enhancing Faculty of Education English majors' vocabulary achievement, their attitudes towards these strategies and autonomy. The study sample consisted of 60 male and female students. The researcher used a quasi experimental design in which two groups are randomly selected: experimental and control groups each consisted of 30 participants. The vocabulary learning strategies program was used with the experimental group whereas the control group received the regular instruction. The vocabulary achievement test, the learner attitudes questionnaire and learner autonomy questionnaire were administered to measure the effect of the program. The results showed that there were statistically significant differences between the pre and post application of vocabulary achievement test, the learner attitudes questionnaire and learner autonomy questionnaire in favor of the post application. Also, there were statistically significant differences between the experimental and control groups in the post application of the above mentioned tools in favor of the experimental group. It was concluded that the direct training in vocabulary learning strategies proved to be effective in improving students' learning of vocabulary, their attitudes towards these strategies and autonomy.

Key words: Vocabulary Learning Strategies- Attitudes -Autonomy