The purpose of the present study was to investigate the relationship between the EFL learners' active and passive lexical knowledge and use of vocabulary learning strategies. It also intended to determine the relation of vocabulary learning strategies to the size and depth of active and passive vocabulary knowledge. To achieve this end, Schmitt's (2000) classification of vocabulary learning strategies was utilized as the intended model. To collect data, a questionnaire the second version of the vocabulary levels test (VLT) and the Word-Associate Test (WAT) were administrated to 64 undergraduate students majoring either in English literature or in English translation at Arak Azad University. To analyze the data, statistics such as Pearson correlations and stepwise multiple regressions were used. The results demonstrated that the use of cognitive and metacognitive vocabulary learning strategies was correlated with learners size of active vocabulary knowledge. Alternatively, the findings reveal that learners depth of passive vocabulary knowledge only involved the use of cognitive learning strategies for vocabulary learning. Overall, the result of the study can be insightful and inspiring for EFL teachers, textbook writers and language learners because vocabulary learning strategies are interlinked with the size and depth of active/passive lexical knowledge.