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The Relationship between Vocabulary Learning Strategy Preferences and Vocabulary Size among Iranian EFL Learners

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Najmeh Maghsoudi

(Corresponding author)

Department of English, Maybod Branch
Islamic Azad University, Maybod, Yazd, Iran

Mohammad Golshan

Department of English, Maybod Branch,
Islamic Azad University, Maybod, Yazd, Iran

ABSTRACT

The present study was an attempt to explore the vocabulary learning strategy preferences among Iranian EFL learners. It also investigated the relationship between their vocabulary learning strategy use and vocabulary size. To this end, 90 Iranian EFL learners were selected as the participants of the study based on convenience sampling at Islamic Azad University, Kerman, Iran. The instrument used in the current study was Strategy Inventory for Language Learning (SILL) consisting of six different categories of vocabulary learning strategies. The other instrument was Nation's vocabulary size test which assessed the learners' lexical knowledge. In order to address the research questions, Friedman Test and Spearman Correlation were conducted. The results revealed that the most frequently used vocabulary learning strategy subgroup was metacognitive and the least frequent one was social strategy. Besides, no significant correlation was found between vocabulary size and vocabulary learning strategies except a small and reverse correlation between the vocabulary size and compensation strategy. The important implication of the study is that if students get aware of vocabulary learning strategies, they may develop their vocabulary size more easily and effectively.

Keywords: Vocabulary learning strategy, vocabulary size, strategy preferences, Iranian EFL learners, SILL

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1. Introduction

Many researchers have admitted the important role of vocabulary in second language acquisition. According to Read (2000, p.1), "Words are the basic building blocks of language, the units of meaning from which the larger structures such as sentences, paragraphs, and whole texts are formed". In this regard, Nation (2001) claims that learning vocabulary items plays a vital role in all language skills (listening, speaking, reading, and writing). Apparently without sufficient lexical knowledge, developing language skills seems questionable. Moreover, Wilkins (1972) states that the knowledge about grammar in a language is not sufficient if the learners do not possess the necessary vocabulary to convey their message and further emphasizes "While without grammar very little can be conveyed, without vocabulary nothing can be conveyed (p.97).

According to Afghari & Khayatan (2017), 'learning new vocabularies, which is one of the most important sub-skills of the language, seems to be a complicated process involving a variety of sub-processes and tasks demanding more elaboration to be internalized'. (P: 122). It is believed that lexical development is an integral component of second language learning and researchers have paid close attention to the need to develop this important subskill through the strategies to improve the language learners' vocabulary known as vocabulary learning strategies (VLS). The shift from traditional teacher-centered approaches to modern learner-centered approaches made the learners more responsible and autonomous for their own learning. Studying the vocabulary learning strategies employed by the language learners emphasizes the students as the active participants who can take the responsibility of their own learning. Many



studies have witnessed what distinguishes good language learners from the weak ones is the use of strategies. Therefore, Bouirane, (2015), based on her study, has proposed that 'the frequently strategies used by successful students may be introduced to the less successful through strategy workshops or intensive courses' (P: 130).

2. Literature Review

2.1 Language Learning Strategies (LLS) and Vocabulary Learning Strategies (VLS)

Language learning strategies have been defined by O'Malley and Chamot (1990, p.7) as "the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more effective". Oxford (1990, p. 8) defines vocabulary learning strategies as "any set of techniques or learning behaviors which language learners use to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to extend one's vocabulary". Vocabulary learning strategies are believed to be beneficial to the language learners as they enable them to foster their autonomy and independence (Nation, 2001). As these strategies seem to be "readily teachable" (Oxford & Nyikos, 1989), the time spent on introducing and practicing such strategies should not be considered as wasted. It seems the best teaching method is the one that introduces learning strategies so that learners can decide upon which one to choose according to their personality and character.

Since 1970s vocabulary learning strategies have been the center of attention by many scholars. Undoubtedly learning a second language requires the effective use of four language skills: listening, speaking, reading, and writing. However, the role of lexical knowledge cannot be overlooked since the inadequate vocabulary may lead to failure in effective communication (either oral or written). Since the 1970s, many scholars have carried out research on how language learners can acquire lexical knowledge through different strategies. As Catalan (2003) asserts vocabulary learning seems to be incidental in most language classes that is whenever language learners find a word difficult to understand, they are provided with the definitions. In other cases, the students are required to look the words up in the dictionary.

Nation (2001, p. 229) introduces the strategy training as a part of vocabulary development programs and supports that the most important way for the language

learners to improve their vocabulary is to use strategies independently of the teacher. He also continues that a large amount of vocabulary could be acquired with the help of vocabulary learning strategies. Research has shown that successful language learners are distinguished from unsuccessful ones due to the variety of strategies they may or may not use for particular problems or situations. It is believed that an awareness of the role of vocabulary learning strategies helps curriculum developers in specifying a place for instruction of appropriate strategies in designing the materials practiced inside the classroom. Familiarity with vocabulary learning strategies also assists the learners to develop more independence and autonomy in improving their vocabulary even out of the class. Being aware of vocabulary learning strategies, teachers can also encourage the learners to develop their vocabulary based on strategies not just relying on incidental teaching.

2.2 Different Taxonomies of Vocabulary Learning Strategies

Many scholars have developed different taxonomies for vocabulary learning strategies. As an example, O'Malley and Chamot (1990) proposed three types of strategies: metacognitive, cognitive, and social/affective strategies. Another classification was proposed by Oxford (1990) which has two main categories as direct and indirect strategies. Direct strategies include memory, cognitive, and compensation strategies whereas indirect strategies consist of metacognitive, affective, and social strategies. Gu and Johnson (1996) also introduced two broad categories for vocabulary learning strategies: metacognitive and cognitive strategies which include six subcategories namely, guessing, using a dictionary, notetaking, rehearsal, encoding, and activating. Furthermore, Schmitt (1997) suggested five categories of vocabulary learning strategies as determination, social, memory, cognitive, and metacognitive strategies. Cognitive strategies are related to processing language in the mind: receiving, storing, retrieving, and using information. Metacognitive strategies are based on knowledge about language learning and involve planning, arranging, and evaluation of language in general and specific learning tasks. Affective strategies help the learners cope with stress by lowering anxiety and promoting relaxation. Social strategies

influence learning indirectly and include cooperation with other learners, teachers, or L2 native speakers. The taxonomy of vocabulary learning strategies for the present study was chosen from the Oxford's (1990) questionnaire of Strategy Inventory for Language Learning (SILL).

2.3 Vocabulary Learning Strategies & Vocabulary size

According to Read (2000), the term vocabulary size refers to the number of words that a person knows. But the question to ask is how many words do we have to know? It is believed that language learners can develop their vocabulary by using the right strategies. In an analysis of a text for young native speakers and a text for native speakers at secondary level, Nation (1990) found out that about 87% of the words in the text were the most frequent 2000 headwords of English and concluded that the minimum vocabulary requirement for communication is 2000 to 3000 words. Laufer (1997) also confirms that the threshold vocabulary size essential for reading comprehension is about 3000-word level. In addition, Hirsh and Nation (1992) claim that at least 5000 words are required for the reader who wants to read advanced, authentic, and academic texts. To put it in a nutshell, different studies have shown that the threshold vocabulary size of 2000 high frequency words for the basic use of language and a vocabulary size of 3000 to 5000 words are required. Therefore, the answer to the question "How many words should a learner of English know?" is that 2000 words are the minimum requirement, 5000 words are needed for more proficiency, and vocabulary size for more advanced and academic level is supposed to be not fewer than 8000 words (Nation, 2005; Schmitt, 2000).

Vocabulary learning strategies have recently received paramount attention because they help us understand what processes language learners go through when learning vocabulary. Recent studies have focused on identifying the vocabulary learning strategies use of the students and their relationship between vocabulary learning strategy use and vocabulary size and reported a variety of results. As an example, Gu and Johnson (1996) investigated the relationship between the vocabulary size and vocabulary learning strategies employed by the Chinese university students at non-English majors. They correlated the results of the questionnaire with the students' scores on the vocabulary size test. The results

indicated that contextual guessing, using dictionary, note-taking, and activating the newly learned words correlated positively with the vocabulary test scores. Schmitt (1997) also performed a study to find out what vocabulary learning strategies the learners used. As the findings revealed, dictionary use and repetition strategies were the most frequently used, but semantic grouping and images were the least employed ones. In another study, Şener (2009) conducted a similar research in Turkey investigating the relationship between vocabulary learning strategies and vocabulary size. The results revealed that Turkish students used meta-cognitive strategy more than others and a positive correlation was found between vocabulary learning strategies and vocabulary size. Furthermore, Hamzah, Kafipour, and Abdullah (2009) conducted a study on vocabulary learning strategies of Iranian undergraduate EFL students and their relationship to the vocabulary size. They found out that Iranian EFL learners were medium users of vocabulary learning strategies. However, they discussed that it may be due to the study skills course they pass in the first semester of their studies at the university. Moreover, a positive correlation was found in their study between the vocabulary learning strategies and their vocabulary size.

In much the same way, Kalajahi and Pourshahian (2012) tried to explore the vocabulary learning strategies and vocabulary size of ELT students in Cyprus. The findings of this study indicated that most of ELT students preferred psycholinguistic strategies more than other ones while the study found no relationship between the psycholinguistic strategy and vocabulary size. Askar (2013) also attempted to explore the type of vocabulary learning strategies among students at Duhok University in Northern Iraq. The results of the study showed that Iraqi students were medium strategy users and the most popular strategies were cognitive strategies and the least frequent ones were social strategies. However, in the Iranian context, Azizi, Nemati & Estahbanati (2017) concluded that 'the Iranian EFL students lacked meta-cognitive strategy awareness' (P: 49). In another study by Şener (2015), the vocabulary learning strategies and their relationship with vocabulary size of Turkish pre-service English teachers were examined. The most frequently used strategy was determination but cognitive strategy ranked the last.



Besides, the most significant relationship was found between the vocabulary size and cognitive strategy.

Moreover, the study performed by Mashhadi Heidar and Sadeghzadeh Hemayati (2017) aimed to find out the vocabulary learning strategies used by Iranian EFL learners and Marine Engineering (ME) students by Schmitt's (1997) categorization of vocabulary learning strategies. The participants were 30 EFL learners and 43 ME students. A comparison was made between two groups in terms of their vocabulary learning strategies. The results revealed that both groups tended to use determination strategies more than social strategies. EFL learners also used memory strategies more than other types while ME students preferred cognitive strategies.

Similar to the studies reported above, a recent research was carried out by Sazvar and Varmazyar (2017) in which Iranian EFL monolingual and bilingual learners were compared in terms of their differences in vocabulary learning strategies. Participants were 70 EFL learners_45 monolingual (Persian) and 25 bilingual (Arabic-Persian) students who completed Schmitt's Vocabulary Learning Strategies Questionnaire (VLSQ). The findings revealed that there were significant differences between bilingual and monolingual learners' use of determination, memory, cognitive, and meta-cognitive strategies. No variation was found between monolingual and bilingual students in their use of social strategies. Although there has been a vast body of research regarding vocabulary learning strategies, there is no definite strategy for developing vocabulary size of the learners.

Regarding the above-mentioned studies, the order of strategies which are most favored by students seems to be as follows: determination, cognitive, memory, meta-cognitive, and social strategies. In addition, guessing from context and using dictionary were preferred by the students when encountering unfamiliar words. However, the role of context and individual preferences for strategy use cannot be overlooked. The topic seems controversial and more research in the field may shed light on the existence of any relationship between vocabulary learning strategies and vocabulary size. The present study was an attempt to explore the most and the least frequently used vocabulary learning strategies by Iranian undergraduate EFL

students. Moreover, it investigated the relationship between Iranian EFL learners' vocabulary learning strategies and their vocabulary size. Therefore, two research questions were addressed in the study:

1. What are the most and least frequently used categories for vocabulary learning strategies by Iranian undergraduate EFL learners?
2. Is there any relationship between the vocabulary learning strategies and the vocabulary size of the participants?

3. Methodology

3.1 Participants

The participants of the study were 90 sophomore and junior Iranian EFL students at Kerman Islamic Azad University, Kerman, Iran. The study was conducted in fall semester 2016-2017 academic year. 21 of students were male and 69 of them were female students and had at least 7 years of English instruction at junior and senior high school. As the participants were easily accessible to the researchers, the convenience sampling was used.

3.2 Instruments

The instrument in the present study was a Strategy Inventory for Language Learning (SILL) questionnaire (version 7) and Nation's Vocabulary Size Test. SILL questionnaire consisted of 50 items developed based on 5-point Likert scale. The questionnaire was categorized into six subscales: memory, compensation, cognitive, meta-cognitive, affective, and social. The scale was developed by Oxford (1990) to investigate the type of strategies that the participants preferred for vocabulary learning. The internal reliability (Cronbach- α) for the SILL questionnaire was 89%. The other instrument used in this study was the Vocabulary Size Test developed by Nation and Beglar (2007). The test consisted of items to test the vocabulary size test within a range of 1000-14000 English words. There were 10 items at each 1000-word level.

3.3 Procedure

The SILL questionnaires were administered to 90 sophomore and junior EFL students at Kerman Islamic Azad University. The participants were asked to choose their preferred strategy for vocabulary learning. The purpose of the study was to investigate the type of vocabulary learning strategy used by the participants. The students were asked to rate each item on a Likert-type scale from 1(never) to 5 (always) and to respond the

questions by choosing from the 5-point Likert Type Scale ranging from 1 (never true of me) to 5 (always true of me). The questionnaire administration took half an hour. In another session, the students were required to do the vocabulary size test based on which their vocabulary size was determined. The participants were required to choose the best alternative for each item.

4. Data Analysis and Discussion

The study initially used descriptive statistics to determine the frequency of vocabulary learning strategy use. After data collection, the completed SILL questionnaires were analyzed using SPSS (version 19). First, the descriptive statistics (minimum, maximum, mean, standard deviation) were calculated for the participants' responses to the questionnaire items and vocabulary size test. To address the first research question, Friedman Test was run to rank the vocabulary learning strategies used by the participants. To answer the second research question, Spearman correlation was computed to see if there is any relationship between the vocabulary learning strategies and vocabulary size test scores of the participants. The present study was conducted to explore the most and the least frequently used vocabulary learning strategies and to find out whether there is any relationship between such strategies and vocabulary size of Iranian undergraduate EFL learners. The first research question aimed to find out the most and the least frequently used strategies for vocabulary learning by Iranian EFL learners. Table 1 shows the descriptive statistics related to the participants' use of these strategies and their vocabulary size test.

Table 1: Descriptive Statistics of Vocabulary Learning Strategies and Vocabulary Size Test

Variable	n	Mean	SD	Skewness	Kurtosis
Memory Strategy	90	3.25	0.65	0.45	-1.10
Cognitive Strategy	90	3.22	0.50	0.97	0.39
Compensation Strategy	90	3.38	0.40	0.85	-0.26
Metacognitive Strategy	90	3.98	0.43	0.76	-0.89
Affective Strategy	90	2.91	0.81	0.66	1.04
Social Strategy	90	2.80	0.58	-0.56	-0.73
Vocabulary Size Test	90	46.60	17.70	-0.16	-0.95

Table 1 illustrates the descriptive statistics of the vocabulary learning strategies and vocabulary size test of the participants. With regard to 5-point Likert Type scale (from 1-5) for each item, the descriptive statistics of vocabulary learning strategies and vocabulary size test revealed

the means for memory, cognitive, compensation, metacognitive, affective, and social strategies were 3.25, 3.22, 3.38, 3.98, 2.91, and 2.80) respectively and the mean for vocabulary size test was 46.60 (SD=17.70) within the score range of (0-140) based on Nation's vocabulary size test. As Table 1 shows, the most frequent vocabulary strategy was metacognitive strategy and the least frequent was social strategy. The mean of the students' vocabulary size test revealed that students are within the range of 6000 words based on the threshold proposed by Nation (2005) and Schmitt (2000) and this shows that Iranian learner's vocabulary size is above the minimum requirement (2000 words).

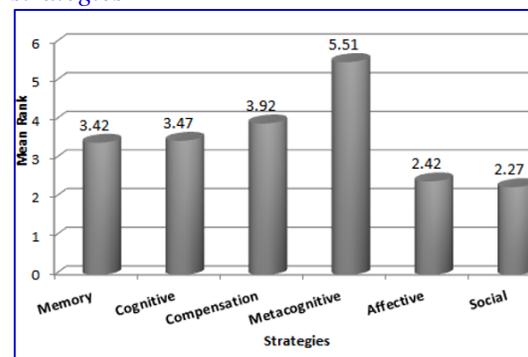
In order to understand the rank of strategies employed by the participants, Friedman Test was performed. As table 2 reveals, metacognitive strategy ranked first (mean rank=5.51) followed by compensation strategy (mean rank=3.92), cognitive strategy (mean rank=3.47), memory strategy (mean rank=3.42), affective strategy (mean rank=2.42), and social strategy ranked the last vocabulary learning strategy used by Iranian EFL learners (mean rank=2.27).

Table 2: Friedman Test of Ranking Vocabulary Learning Strategies

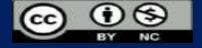
Strategies	Mean Rank	Priority	Chi-square	N	df	P-Value
Memory Strategy	3.42	4 th	183.27	90	5	0.000
Cognitive Strategy	3.47	3 rd				
Compensation Strategy	3.92	2 nd				
Metacognitive Strategy	5.51	1 st				
Affective Strategy	2.42	5 th				
Social Strategy	2.27	6 th				

Figure 1 visualizes the ranking of vocabulary learning strategies. As it can be inferred, the participants reported they employed vocabulary learning strategies and as the results showed they tended to use metacognitive strategies more than other strategies; however, social strategies were not much preferred among the participants.

Figure 1: Ranking order of vocabulary learning strategies



The results are in line with Gu and Johnson's (1996) and Şener's (2009)



studies in which the metacognitive strategies were known as the most preferred ones. The findings of the present study were somehow congruent with the results of Zhang (2001), and Hamzah, Kafipour, Abdullah (2009) who reported that the learners in their studies preferred metacognitive and psycholinguistic strategies. The findings reveal that Iranian EFL learners employ a variety of vocabulary learning strategies based on their preferences but what seems interesting is their great tendency towards the metacognitive strategy. The questionnaire items categorized in meta-cognitive group are related to the ability of self-regulation among the participants. As the most frequent strategy was meta-cognitive strategy, it implies that Iranian learners can successfully self-monitor and self-regulate their learning of vocabulary. However, the social strategy ranked the last one which may be due to the fact Iranian students are not used to collaborative learning and are rarely familiar with the ways they can interact with others to facilitate their learning.

The second research question was an attempt to explore if there is any relationship between vocabulary learning strategies and vocabulary size among Iranian EFL learners. Addressing the second research question, correlational analysis of Spearman at the alpha level of ($\alpha=0.05$) was performed.

Table 3: Correlation between Vocabulary Learning Strategies and Vocabulary Size

Variables	Spearman's rho Correlation	P-Value	N
Memory Strategy Vocabulary Size Test	0.04	0.7	90
Cognitive Strategy Vocabulary Size Test	-0.18	0.09	90
Compensation Strategy Vocabulary Size Test	-0.23	0.03	90
Metacognitive Strategy Vocabulary Size Test	0.08	0.5	90
Affective Strategy Vocabulary Size Test	-0.10	0.4	90
Social Strategy Vocabulary Size Test	-0.03	0.8	90

As table 3 illustrates, no significant correlation was found between the vocabulary size of the participants and

memory strategy ($r_s=0.04$, $p\text{-value}>0.05$), cognitive strategy ($r_s= -0.18$, $p\text{-value}>0.05$), metacognitive strategy ($r_s=0.08$, $p\text{-value}>0.05$), affective strategy ($r_s= -0.10$, $p\text{-value}>0.05$), and social strategy ($r_s= -0.03$, $p\text{-value}>0.05$) since α level for each strategy is ≥ 0.05 . However, the only strategy which correlated with the vocabulary size of the participants was compensation strategy ($r_s= -0.23$, $p\text{-value}<0.05$) although it is weak and reverse i.e. the more the participants use compensation strategy, the less their vocabulary size will be. It can be concluded that the vocabulary size and vocabulary learning strategies do not seem to be very much correlated and if there is just one, it is negligible. These findings are congruent with the study carried out by Kalajahi and Pourshahian (2012) who found no relationship between vocabulary learning strategy preferences and vocabulary size.

5. Conclusion

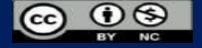
Emphasizing the importance of vocabulary learning strategies, Sokemen (1997) states that it is not possible for the language learners to learn all the vocabulary of a given language inside the classroom, so they should learn the strategies to improve their vocabulary. The findings of the present study supported the idea that Iranian EFL learners utilize different vocabulary learning strategies; however, they seem more willing towards metacognitive strategy. Moreover, the results of the vocabulary size test showed that Iranian EFL learners appear to possess the average vocabulary size to comprehend the texts. Furthermore, the study found no significant relationship between vocabulary size and vocabulary learning strategies employed by EFL learners. The findings of the present study imply that it is essential to include the vocabulary learning strategies in language classes. Although the study found no significant relationship between vocabulary size and vocabulary learning strategies, the students showed to possess an average vocabulary size. If vocabulary learning strategies are taught to the students, they may achieve a larger vocabulary size. This implies the necessity of introducing and including such strategies in the language teaching curricula. An important implication of the study is that if students get aware of vocabulary learning strategies, they may develop their lexical knowledge more easily and effectively provided that they have a clear understanding of what strategies are and the type of benefit they

can get from them. EFL learners should be taught to make wise decisions on the strategy choice based on their character, personality, and styles. Undoubtedly teachers can play an important role in making the students informed about the effectiveness of vocabulary learning strategies and developing students' self-awareness of what strategy suits them. After sufficient practice in language classes, students can get more autonomous and independent in using such strategies on their own.

Several limitations of the present study need to be acknowledged. As a case in point, it was limited in having a small sample size (n=90) so the results should be interpreted with caution. Further studies may choose larger samples so that their findings can be generalizable. Moreover, the study used convenience sampling the results of which do not seem as trustworthy as random sampling. It is also recommended that other variables such as the learners' age, gender, and proficiency level are taken into account. In this study, only quantitative data were gathered and analyzed; it is suggested that future studies employ qualitative data analysis as well in order to get more accurate results which lead to a better understanding of vocabulary learning strategies and their effectiveness in developing Iranian learners' lexical knowledge.

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Appendix: Strategy Inventory for Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT is.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements.]

Sr. No	Statements	Response				
		1	2	3	4	5
1	I think of relationships between what I already know and new things I learn in the SL.					
2	I use new SL words in a sentence so I can remember them.					
3	I connect the sound of a new SL word and an image or picture of the word to help me remember the word.					
4	I remember a new SL word by making a mental picture of a situation in which the word might be used.					
5	I use rhymes to remember new SL words.					
6	I use flashcards to remember new SL words.					
7	I physically act out new SL words.					
8	I review SL lessons often.					
9	I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign					
10	I say or write new SL words several times.					
11	I try to talk like native SL speakers.					
12	I practice the sounds of SL.					
13	I use the SL words I know in different ways.					
14	I start conversations in the SL.					
15	I watch SL language TV shows spoken in SL or go to movies spoken in SL.					
16	I read for pleasure in the SL.					
17	I write notes, messages, letters, or reports in the SL.					
18	I first skim an SL passage (read over the passage quickly) then go back and read carefully.					
19	I look for words in my own language that are similar to new words in the SL.					
20	I try to find patterns in the SL.					
21	I find the meaning of an SL word by dividing it into parts that I understand.					
22	I try not to translate word for word.					
23	I make summaries of information that I hear or read in the SL.					
24	To understand unfamiliar SL words, I make guesses.					
25	When I can't think of a word during a conversation in the SL, I use gestures.					
26	I make up new words if I do not know the right ones in the SL.					
27	I read SL without looking up every new word.					
28	I try to guess what the other person will say next in the SL.					
29	If I can't think of an SL word, I use a word or phrase that means the same thing.					
30	I try to find as many ways as I can to use my SL.					
31	I notice my SL mistakes and use that information to help me do better.					
32	I pay attention when someone is speaking SL.					
33	I try to find out how to be a better learner of SL.					
34	I plan my schedule so I will have enough time to study SL.					
35	I look for people I can talk to in SL.					
36	I look for opportunities to read as much as possible in SL.					
37	I have clear goals for improving my SL skills.					
38	I think about my progress in learning SL.					
39	I try to relax whenever I feel afraid of using SL.					
40	I encourage myself to speak SL even when I am afraid of making a mistake.					
41	I give myself a reward or treat when I do well in SL.					
42	I notice if I am tense or nervous when I am studying or using SL.					
43	I write down my feelings in a language learning diary.					
44	I talk to someone else about how I feel when I am learning SL.					
45	If I do not understand something in SL, I ask the other person to slow down or say it again.					
46	I ask SL speakers to correct me when I talk.					
47	I practice SL with other students.					
48	I ask for help from SL speakers.					
49	I ask questions in SL.					
50	I try to learn about the culture of SL speakers.					

Adapted from <http://homework.wtuc.edu.tw/sill.php> (May 5, 2009)