



UNIVERSITI PUTRA MALAYSIA

***RELATIONSHIPS BETWEEN VOCABULARY LEARNING STRATEGIES,
PERCEPTUAL LEARNING STYLES AND LEVELS OF VOCABULARY
KNOWLEDGE AMONG IRANIAN EFL LEARNERS***

MAHDI YAZDI

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My supportive wife, Maryam and

My cute daughters, Mahdis & Mahyas



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment
of the requirement for the degree of Doctor of Philosophy

**RELATIONSHIPS BETWEEN VOCABULARY LEARNING STRATEGIES,
PERCEPTUAL LEARNING STYLES AND LEVELS OF VOCABULARY
KNOWLEDGE AMONG IRANIAN EFL LEARNERS**

By

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September 2013

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This study tries to investigate the vocabulary learning strategies, learning styles and vocabulary level of Iranian EFL learners and any potential relation and contribution between these variables. The research design of this study is primarily quantitative although qualitative data collection was applied to address the last research question “What are the tendencies of Iranian EFL students with high and low vocabulary knowledge in applying vocabulary learning strategies?” 238 participants both male and female were selected from Semnan universities according to random cluster sampling. Schmitt’s vocabulary learning strategies questionnaire (VLSQ), Ried’s perceptual learning styles preferences questionnaires (PLSPQ), Nation’s vocabulary level test (VLT) and Kafipour’s approach for journal writing protocol were used to collect data.

The results showed that Iranian junior EFL students can be classified as medium strategy users with overall strategy mean score of 2.99 out of 5. It indicated that the

participants of the current study need more training on vocabulary learning strategies to become more familiar with all types of vocabulary learning strategies. The study also indicated that memory strategy was found as the most frequently used strategy with mean score of 3.03 and cognitive strategy as the least frequently used with mean score of 2.95 out of 5. The analysis of perceptual learning style preferences showed that the learners mostly preferred the individual learning style (mean score=32.64 out of 50) while auditory learning style was the least preferred learning style (mean score=27.69 out of 50); however, none of the learning styles were found as a major preference of the learners.

The descriptive statistics showed that the vocabulary knowledge level of students is very good at 2000 as they knew 905 out of 1000 words available in this level and 3000 levels as they knew 850 out of 1000 words available in this level and good at AWL level as they knew 407 out of 570 words available in this level but low at 5000 word level as they knew 571 out of 1000 words available in this level and very low at 10000 word level as they knew 195 out of 1000 words available in this level. The results also indicated that there was significant relationship between vocabulary learning strategies and vocabulary knowledge levels of the students ($r= 0.371$). There was high correlation between memory strategy and 3000 word level ($r=0.36$) and low correlation between social strategy and 3000 word level ($r=0.12$) as well. The multiple regression was run to determine the amount of contribution of vocabulary learning strategies to vocabulary knowledge level. The elicited results were also the same as correlation results. Memory ($\beta=0.37$, $T=6.13$, Sig. $T=0.00$) and social strategies ($\beta=0.20$, $T=3.97$, Sig. $T=0.00$) made the highest and lowest contribution to vocabulary knowledge levels respectively. At the end, two high and

low proficient groups who were selected out of vocabulary level test (Nation, 2002) were qualitatively scrutinized to find out type of vocabulary learning strategies they applied. The finding revealed that the more vocabulary pool learners have the more variety of vocabulary learning strategies they will use. For the same reason, high vocabulary knowledge respondents tended to use mixed vocabulary learning strategies in comparison with low vocabulary knowledge learners.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**HUBUNGAN ANTARA STRATEGI PEMBELAJARAN
PERBENDAHARAAN KATA, PERSEPSI GAYA PEMBELAJARAN DAN
TAHAP PENGETAHUAN PERBENDAHARAAN KATA DALAM
KALANGAN PELAJAR EFL IRAN**

Oleh

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September 2013

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Kajian ini cuba mengkaji strategi pembelajaran perbendaharaan kata, gaya pembelajaran dan tahap pengetahuan perbendaharaan kata pelajar EFL Iran dan potensi hubungan serta sumbangan antara tiga pembolehubah tersebut. Rekabentuk kajian adalah kuantitatif walaupun terdapat komponen pengutipan maklumat kualitatif digunakan bagi menjawab soalan terakhir “Apakah kecenderungan pelajar EFL Iran yang mempunyai tahap pengetahuan perbendaharaan kata yang tinggi dan rendah dalam mengaplikasikan strategi pembelajaran perbendaharaan kata?” Seramai 238 responden - lelaki dan perempuan telah dipilih dari universiti-universiti di Semnan mengguna pensampelan rawak kelompok. Soalselidik strategi pembelajaran perbendaharaan kata Schmitt (VLSQ), soalselidik persepsi gaya pembelajaran Ried (PLSPQ), ujian tahap perbendaharaan kata Nation (VLT) and protokol penulisan jurnal Kafipour digunakan dalam pengutipan maklumat.

Dapatan menunjukkan bahawa pelajar EFL Iran boleh diklasifikasikan sebagai pengguna strategi sederhana dengan skor min 2.99 daripada 5. Ini menunjukkan bahawa responden memerlukan latihan dalam strategi pembelajaran perbendaharaan kata supaya lebih biasa dengan pelbagai strategi pembelajaran perbendaharaan kata. Kajian ini juga menunjukkan bahawa strategi memori ditemui sebagai strategi yang paling kerap digunakan dengan skor min 3.03 dan strategi kognitif yang paling kurang digunakan dengan min skor 2.95 daripada 5. Analisis persepsi pemilihan gaya pembelajaran menunjukkan bahawa pelajar cenderung terhadap gaya pembelajaran persendirian (skor min = 32.64 daripada 50) manakala gaya pembelajaran auditori merupakan yang paling kurang dipilih (skor min = 27,69 daripada 50). Walaubagaimanapun, tiada gaya pembelajaran yang menjadi pilihan utama pelajar.

Statistik deskriptif menunjukkan bahawa tahap pengetahuan perbendaharaan kata adalah baik pada tahap 2000 kerana mereka tahu 905 daripada 1000 kata-kata yang terdapat di peringkat ini dan 3000 kerana mereka tahu 850 daripada 1000 kata-kata yang terdapat di peringkat ini serta baik pada Tahap Perkataan Akademik (AWL) kerana mereka tahu 407 daripada 570 kata-kata yang terdapat perkataan di dalam tahap ini tetapi rendah pada tahap 5000 perkataan kerana mereka tahu 571 daripada 1000 kata-kata yang terdapat di peringkat ini dan sangat rendah pada tahap 10000 perkataan kerana mereka tahu 195 daripada 1000 kata-kata yang terdapat di peringkat ini. Dapatan menunjukkan bahawa terdapat hubungan yang signifikan antara strategi pembelajaran perbendaharaan kata dengan tahap pengetahuan perbendaharaan kata pelajar ($r= 0.371$). Korelasi yang tinggi terdapat antara strategi menghafal dengan tahap 3000 perkataan ($r=0.36$) dan korelasi yang rendah antara

strategi sosial dengan tahap 3000 perkataan ($r=0.12$). Regresi berganda dilakukan bagi menentukan jumlah sumbangan strategi pembelajaran perbendaharaan kata terhadap tahap pengetahuan perbendaharaan kata. Dapatan adalah sama dengan keputusan korelasi. Strategi menghafal ($\beta=0.37$, $T=6.13$, $Sig. T=0.00$) dan sosial memberikan ($\beta=0.20$, $T=3.97$, $Sig. T=0.00$) sumbangan yang tinggi dan rendah terhadap tahap pengetahuan perbendaharaan kata. Dua kumpulan profisiensi tinggi dan rendah dipilih berdasarkan ujian tahap perbendaharaan kata (VLT) (Nation, 2002) dan dipantau secara kualitatif untuk menerangkan jenis strategi pembelajaran perbendaharaan kata yang digemari. Dapatan menunjukkan bahawa lebih banyak himpunan perbendaharaan kata yang dimiliki pelajar, maka lebih banyak strategi pembelajaran perbendaharaan kata yang akan mereka gunakan. Dalam keadaan yang sama, responden yang mempunyai pengetahuan perbendaharaan kata yang tinggi akan menggunakan strategi pembelajaran perbendaharaan kata yang pelbagai berbanding pelajar yang bertahap rendah.

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Approval

I certify that a Thesis Examination Committee has met on 24 September 2013 to conduct the final examination of Mahdi Yazdi on his doctor of philosophy thesis entitled "RELATIONSHIPS BETWEEN VOCABULARY LEARNING STRATEGIES, PERCEPTUAL LEARNING STYLES AND LEVELS OF VOCABULARY KNOWLEDGE AMONG IRANIAN EFL LEARNERS" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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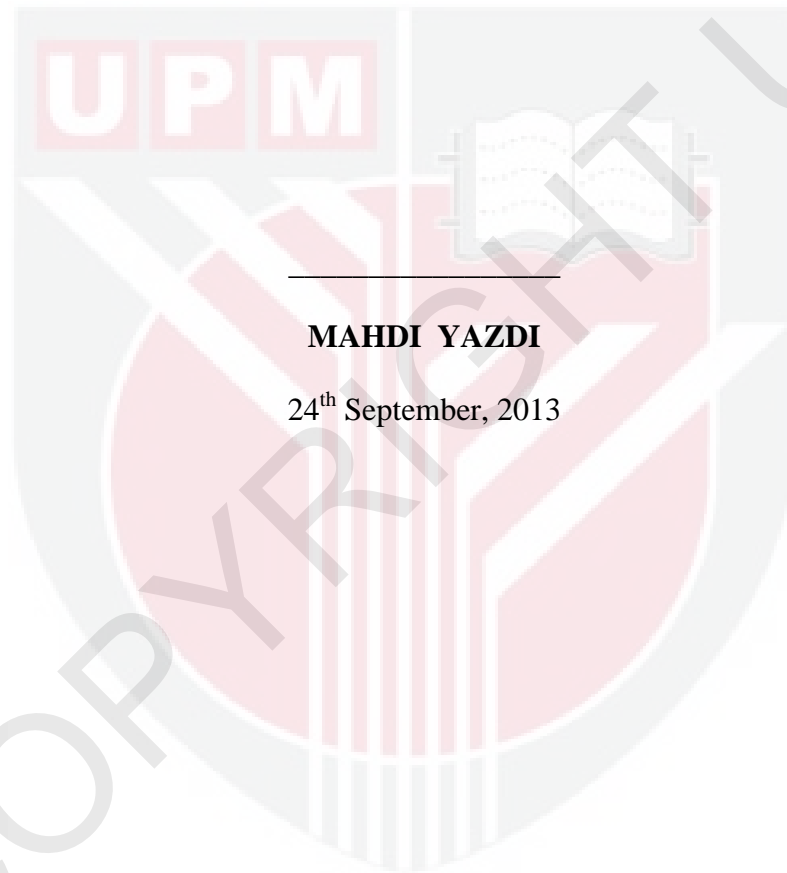
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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.



MAHDI YAZDI

24th September, 2013

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