University of Bahrain

College of Arts

Department of English
Language and Literature

Investigating the Vocabulary Learning Strategies of High and Low Achievers at Government Schools in Bahrain

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master Degree in Applied English Language Studies

Submitted by

Khulood Abdulla Al-Balooshi

19941263

Supervised by

Dr. Nuri Ageli

(Associate Professor)

University of Bahrain

Kingdom of Bahrain

March, 2016

DECLARATION

I declare that this work, which I submit to the University of Bahrain, contains my own investigation. This research has not been previously accepted for any degree and is not being currently considered for any other degree at any other university.

Name: Khulood Abdulla Al-Balooshi

ID: 19941263

Signature: .....

Date: 7/6/2016

The thesis defence committee considered the thesis titled:

Investigating the Vocabulary Learning Strategies of High and Low Achievers at Government Schools in Bahrain

Submitted to the Department of English Language and Literature for the award of the degree of Master in Applied English Language Studies.

Thesis Defence Committee:

Name		Signature
.....	Supervisor	.....
.....	External Examiner	.....
.....	Internal Examiner	.....

Defense Committee's Approval Page

University of Bahrain

Collage of Arts

Department of English Language and literature

M.A. program (Master in Applied Linguistics)

Student ...**Khulood Abdulla Al-Balooshi**... ID number .....**19941263**..... defended her thesis by which she fulfilled the requirement for the degree of M.A. in (Applied Linguistics) entitled (Investigating the Vocabulary Learning Strategies of High and Low Achievers at Government Schools in Bahrain) on this day of .....

The committee recommends awarding of M.A. with the grade of:

.....A.....

(Defense Committee)

Name		Signature
Dr. Nuri R. Ageli	Supervisor	.....
Prof. Ayatolla Lebadi	External examiner	.....
Dr. Madani Othman	Internal examiner	.....

.....

Academic department's stamp

ABSTRACT

High and low achievers are found to use different vocabulary learning strategies in order to understand the meaning of new words which they encounter in the foreign language. High achievers on one hand, are better equipped with strategies that enable them to become more successful in learning the foreign language in general and vocabulary in specific, while low achievers on the other hand, struggle in handling different vocabulary-related tasks.

This mixed-method study investigates the vocabulary learning strategies which are employed by high and low achievers from different genders. The main purpose of the study is to prove whether achievement has any significant role on the choice of the strategies students report using. In addition, male and female high and low achievers' choice of strategies was examined in order to determine the effect of gender on the choice of strategies among the two groups. The subjects of the study were selected to be 11^{th} grade male and female Bahraini students enrolled in government schools in Bahrain. The study was implemented by means of a questionnaire that investigated vocabulary learning strategies which was administered to 120 students and interviews carried out with twenty subjects from the population who took part in the questionnaire. Furthermore, the study also investigates the beliefs students hold regarding vocabulary learning.

The findings of the study reveal that some differences exist between high and low achievers in their choice of vocabulary learning strategies. In addition, gender is found to affect the use of different vocabulary learning strategies. Moreover, the beliefs students hold regarding vocabulary learning distinguish between high and low achievers and to some extent contribute to the success and failure of the students in learning the foreign language.

ACKNOWLEDGEMENTS

Thank you God Almighty for the gift of life, strength and perseverance

I would like to express my gratitude to my master thesis supervisor and a higher committee member, Dr. Nouri Ageli for his useful comments, remarks and engagement through the learning process of this master thesis. Furthermore I would like to express my thanks and appreciation to Dr. Madani Abdulla, the Chairman of the Department of English and literature for his guidance and continuous support during my years of study in the M.A. programme. Many thanks also go to Dr. Abdul Aziz Bulaila for his guidance and constructive feedback. Special thanks go to my colleague Dr. Yosif Al. Mahroogi, the curricula specialist at the Directorate of Curricula for his help in analyzing the research results.

I would like also to thank Mr. Hussain Abdul Redha, the acting senior teacher at Hamad Town Secondary Boys School, Mrs. Thaiba Mohammed, the acting senior teacher at Omima Bint Al-Noman Secondary Girls School and Ms. Eman Al-Dossari, the acting senior teacher at Qasi Al-Qosibi Secondary Girls School, for their cooperation in my research data collection. Special thanks go to the 120 students who participated voluntarily in the study. Many thanks go to Ms. Gillian West, my colleague at the Directorate of Curricula for her willingness to proofread my work despite her obligations. I would like to thank my loved ones, who have supported me throughout the entire process, both by keeping me harmonious and helping me putting pieces together especially my mother, sisters and brothers. I will be grateful forever for your love.

Finally, my deepest thanks go to the one person in my life who made every difficulty an opportunity, for the one person whom without his continuous support and encouragement, I wouldn't have reached this far, my beloved husband and soul mate EBRAHIM and to my two wonderful boys Khalil and Abdulla for their continuous encouragement.

Thank you all for everything I have accomplished today.

TABLE OF CONTENTS

Subject	Page number
Defense Committee's Approval	A
Abstract	B
Acknowledgments	C
Table of Contents	D
List of Tables	H
List of Figures	J
List of Appendices	K
CHAPTER ONE INTRODUCTION TO THE STUDY	
1.1 Introduction	1
1.2 Statement of the Problem	4
1.3 Significance of the Study	5
1.4 Aim of the Study	6
1.5 Research Questions	6
1.6 Scope and Limitations of the Study	7
1.7 The Organization of the Study	8
1.8 Definitions of Terms	10
CHAPTER TWO THEORETICAL FRAMEWORK AND LITERATURE REVIEW	
2.1 Introduction	11
2.2 Identification of Learning Strategies	11
2.3 Theories and Models of Language Learning Strategies	14
2.3.1 The Cognitive Theory of Learning	14
2.3.2 Interlanguage Theory	16
2.3.3 Bialystok's Second Language Learning Model	17
2.3.4 Multidimensional Model	18
2.3.5 Adaptive Control of Thought (ACT) Model	18
2.3.6 Stern's Synthesis Model	19
2.3.7 Abraham and Vann's Model of Second Language Learning	20

2.3.8 Ellis's Second Langage Acquisition Model	21
2.3.9 Cognitive/Conative Model of Learning	21
2.3.10 Skehan's Model of Individual Differences in Language Learning	22
2.4 Strategic Competence	23
2.4.1 Conceptualizing Strategic Competence within a Process Model of SFL Learning	24
2.5 Learner Beliefs	25
2.6 Definition of a Word	27
2.6.1 Word Meaning Theory	27
2.6.1.1 Fixed Meaning Assumption	28
2.6.1.2 Fuzzy Meaning Viewpoint	29
2.6.2 Semantic Network	30
2.6.3 The Internal Architecture Theory	30
2.7 The Importance of Teaching Vocabulary	32
2.8 Vocabulary Learning and Teaching	33
2.8.1 The Role of Vocabulary in Language Teaching	33
2.8.2 Approaches to L2 vocabulary Instruction	35
2.9 Vocabulary Ability	36
2.10 Receptive and Productive Vocabulary Knowledge	38
2.11 Intentional and Incidental Vocabulary Learning	38
2.12 Vocabulary Learning Strategies	39
2.12.1 Taxonomies of vocabulary Learning Strategies	41
2.12.2 Vocabulary Learning in a Second Language: A Person-Task-Context-Strategy Perspective	44
2.12.2.1 Task-dependent Vocabulary Learning Strategies	46
2.12.2.2 Vocabulary in Use: Focus on Language Context	50
2.12.2.3 Person-dependent Vocabulary Learning Strategies	50
2.13 Factors that Affect the Choice of Vocabulary Learning Strategies	51
2.13.1 Gender	52
2.13.2 Language Learning Achievement	53
2.14 Empirical Studies of the Use of Vocabulary Learning Strategies Among Good and Poor Learners	54

2.14.1 Categorization of Strategies Among High and Low Achievers	60
2.15 Conclusion	62
CHAPTER THREE METHODOLOGY	
3.1 Introduction	64
3.2 Mixed Methodology Perspective	65
3.3 The Setting	65
3.4 Participants	66
3.4.1 Strategy of Sampling	66
3.5 Materials and Procedures	67
3.5.1 The Vocabulary Achievement Test	68
3.5.2 Main Instruments	69
3.5.3 The Vocabulary Learning Questionnaire	69
3.5.4 Interviews	73
3.6 Data Analysis	75
3.6.1 Quantitative Data Analysis	76
3.6.2 Qualitative Data Analysis	76
3.7 Validity and Reliability	77
3.7.1 Phase One: Validity and Reliability	77
3.7.2 Phase Two :Validity and Reliability	79
3.8 Ethical Issues	80
CHAPTER FOUR DATA ANALYSIS AND FINDINGS	
4.1 Introduction	82
4.2 Data Analysis : Phase One	82
4.2.1 Analysis of Research Question One	83
4.2.2 Analysis of Research Question Two	88
4.2.3 Analysis of Research Question Three	90
4.2.4 Analysis of Research Question Four	95
4.2.5 The Analysis of Research Question Five	96
4.3 Data Analysis: Phase Two	103
4.3.1 Participants' Profile Based on Achievement	104

4.3.2 The Findings Obtained from High Achievers	106
4.3.3 The Findings Obtained from Low Achievers	108
4.3.4 Participants' Profile Based on Gender	115
4.3.5 The Findings Obtained from Male Participants	116
4.3.6 The Findings Obtained from Female Participants	118
4.4 Findings and Discussion	125
4.5 Conclusion	134
CHAPTER FIVE: CONCLUSIONS, PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS	
5.1 Introduction	135
5.2 General Conclusions	136
5.3 Pedagogical Implications	137
5.4 Recommendations for Future Research	140
References	142

LIST OF TABLES

No.	Subject	Page
1	Categorization of Strategies among High and Low Achievers	61
2	The Reliability of Different Items within the Vocabulary Learning Questionnaire	70
3	Means and Standard Deviations for Students' Overall Beliefs Regarding Vocabulary Learning	84
4	High Achievers' Beliefs Regarding Vocabulary Learning	85
5	Low Achievers' Beliefs Regarding Vocabulary Learning	87
6	The Means and Standard Deviations of the Vocabulary Learning Strategies Employed by High Achievers	89
7	The Means and Standard Deviations of the Vocabulary Learning Strategies Employed by Low Achievers	90
8	Sources for Learning Vocabulary Among High achievers	92
9	Sources for Learning Vocabulary Among Low Achievers	94
10	The Means and Standard Deviations of Vocabulary Learning Strategies Among High and Low Achievers	95
11	The Results of (T-test Independent Samples) for Differences in the Means of High and Low Achievers in Terms of their Use of Vocabulary Learning Strategies	96
12	The Results Obtained from the Group of Male High Achievers on Their Use of Vocabulary Learning Strategies	97
13	Results of Male Low Achievers' Use of Vocabulary Learning Strategies	98
14	Results of Female High Achievers' Use of Vocabulary Learning Strategies	100
15	Results of Female Low Achievers' Use of Vocabulary Learning Strategies	101
16	Means and Standard Deviations of Males and Females Use of Vocabulary Learning Strategies	102

17	The Results from (T-test Independent Samples) for Differences in the Means and Standard Deviation of Students' Responses to Their Use of Vocabulary Learning Strategies on the Basis of Gender Differences	103
18	The Profile of High Achievers	105
19	The Profile of Low Achievers	105
20	Comparison Between High and Low Achievers in Relation to Their Responses to the Interview	111
21	Male Participants Profile	115
22	Female Participants Profile	116
23	Comparison Between Males and Females in Relation to Their Responses to the Interview	121

LIST OF FIGURES

No.	Subject	Page
1	The Relationship between Individual Learner Differences, Situational Factors and Learning Outcomes	21
2	Mean and Standard Deviations of Students' Overall Beliefs Regarding Vocabulary Learning	85
3	The Beliefs High Achievers' Hold Regarding Vocabulary Learning	86
4	Low Achievers' Beliefs Regarding Vocabulary Learning	87
5	The Means of Vocabulary Learning Strategies of High Achievers	90
6	Low Achievers' Use of Vocabulary Learning Strategies	91
7	Sources for Learning English Vocabulary Among High Achievers...	93
8	Sources for Learning English Vocabulary Among Low Achievers	94
9	Means of Male High Achievers' Use of Vocabulary Learning Strategies	97
10	Means of Male Low Achievers' Use of Vocabulary Learning Strategies	98
11	Means of Female High Achievers' Use of Vocabulary Learning Strategies	100
12	Figure 12 Means of Female Low Achievers' Use of Vocabulary Learning Strategies	101

LIST OF APPENDICES

No.	Appendix
(1)	Vocabulary Test
(2)	Vocabulary Learning Strategies Questionnaire
(3)	Vocabulary Learning Strategies Questionnaire (Arabic version)
(4)	The Semi-Structured Interview : "Questions Guidelines"
(5)	The Interview Questions (Arabic version)

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

In the past, vocabulary was given little attention in the field of language teaching and learning. This approach towards vocabulary was due to the fact that linguistic research focused on syntax and phonology but neglected the important role of vocabulary teaching and learning. These approaches assumed that once learners have learnt the structure and the grammatical rules, they will be able to fill in the necessary lexical items. However, in the 1970s the vital role of vocabulary in language learning was recognized and a great deal of vocabulary related research emerged (Richards & Renandya: 2002; Carter &McCarthy: 1988, Koda; 1997, Paribakht & Wesche: 1997). The approach presented by (Hymes, 1972) illustrated the importance of communicative competence and considered vocabulary as secondary to functional language use.

Over the past few decades, a number of researchers emphasized the need to concentrate on learning and learners in the field of vocabulary rather than teaching (Sadighi & Zarafshan, 2006). This seems to be a more realistic goal for teachers to focus on helping students reach a level of autonomy in vocabulary learning and make them less dependent on teachers (O'Malley & Chamot, 1990). Learners' autonomy can be enhanced by equipping the learner with various vocabulary strategies which can help develop the overall learning process. Added to that, using vocabulary learning strategies can in fact help students become more active and conscious and therefore, take more responsibility for their own learning (Oxford, 1990).

Recent years have witnessed a growing interest in the vocabulary learning strategies adopted by students across the world. Nandi (2011) in his review on Carol Griffiths's book stated that there are certain strategies which would enable learners to be more successful in language learning. Jafari & Ajideh (2012) explain that many studies were conducted to achieve certain aims regarding vocabulary teaching and learning, which are: 1) identifying the most efficient memorization techniques, 2) investigating and developing taxonomies of strategy usage 3) distinguishing the good and poor learners in terms of strategy use. Gu (2003) believes in the importance of knowing a word and using it in a meaningful context. Therefore, vocabulary learning strategies should include strategies for knowing a word and using a word.

"Knowing-oriented strategies include those strategies for remembering form-meaning pairs (e.g., most mnemonic devices); skill-oriented strategies involve the use of words in meaningful contexts and aim to develop automaticity in retrieving and producing those words (e.g., reading extensively and deliberately using a newly learned word in one's writing." (Gu: 2003, p.75).

Zimmerman (2009) believes that it is vital to teach students to become independent learners. This process starts with understanding what a word actually means together with the ability to observe what is important. In addition, students should build a working knowledge of vocabulary learning strategies and the ability to use these strategies appropriately. Students cannot be independent word learners until they are able to use the vocabulary learning strategies appropriately. This is achieved through teaching students strategies that would enable them to approach new vocabulary effectively until students become successful lifelong word learners.

Since word knowledge is crucial for communicating in the foreign language, students should be equipped with proper strategies so that these strategies become part of their learning process and would enable them to deal effectively with vocabulary related tasks.

This area of research will determine the strategies that high and low achievers use for understanding the meaning of unfamiliar words. Nandi (2011) believes that certain strategies such as guessing from context can create better language learners. Wessels (2011) emphasizes that vocabulary knowledge is considered vital to students' academic success. Many researchers believe that students who achieve high scores in their English summative tests (80 and above) are better equipped with strategies that enable them to deal with the language skills in general and vocabulary in particular, while students who score 50 and below are found to depend mainly on strategies such as memorization and rehearsal in dealing with language skills. Students who are considered to be high achievers on the bases of their test scores are found to be more successful in using cognitive and metacognitive strategies which are considered to be deeper strategies for word processing. (Bremner, 1998; Green & Oxford, 1995; Peacock, 1999).

This study will shed some light on the differences that may exist between high and low achievers in terms of strategy use for undertaking different vocabulary-related tasks. In addition, difference in the use of strategies among students of different genders is also examined. Findings from this study might help low achievers reach a level of autonomy which will enable them to become more successful in vocabulary learning in particular and language learning in general by adopting the strategies which are reported by high achievers. In addition, the researcher suggests that the beliefs students hold about vocabulary learning may to a certain

extent influence the vocabulary learning strategies which they use while learning new words.

Both quantitative and qualitative methods will be used in the form of a questionnaire and interviews with a sample of the population in order to investigate the vocabulary learning strategies. The use of a mixed-method approach will enable the researcher to compare and contrast the results and cross-validate them to determine the specific vocabulary learning strategies that both high and low achievers report using.

1.2 Statement of The Problem

Secondary students in Bahrain are found to differ in their ability to deal with vocabulary-related tasks. High achievers tend to be more capable in dealing with vocabulary, unlike low achievers who obviously suffer from lack of vocabulary-based strategies that enable them to deal with different vocabulary tasks. This is noted when high and low achievers answer any vocabulary-related task. In classrooms, teachers find that high achievers tend to answer vocabulary tasks in a more successful manner than low achievers. The report published by The National Authority for Qualifications & Quality Assurance of Education and Training (2014) on the results of the National Examinations of English which was administered to grade 12 students indicated that students found the task of deducing meaning of a word or phrase from context rather challenging and only few students managed to achieve the task successfully.

Therefore, it is vital to identify what type of vocabulary learning strategies were employed by high achievers that enabled them to deal with vocabulary more successfully compared to the ones used by low achievers. In addition, some studies suggest that females are better strategy users than males (Catalan, 2003); therefore, gender will also be a

variable in this study. Such findings might shed some light on what makes some learners better than others and whether gender plays a significant role in determining the strategies used.

1.3 Significance of The Study

In this study, achievement plays a vital role in determining the strategies used among high and low learners. Austin (1991) defines academic achievement as the results of any learner's knowledge and skills which are affected by education. This study is beneficial for teachers and curriculum designers as it provides insights into what strategies students employ while learning vocabulary and how the strategies students report using differ among high and low achievers across different genders. Identifying the vocabulary learning strategies of high and low achievers will result in identifying good language learners in terms of strategy use and will develop understanding of how the knowledge of what good learners do can contribute to the teaching of poor learners.

The current study involves males and females, which the researcher chose to include as a second variable because there are some studies which have reported significant differences between males and females in terms of strategy use. Catalan (2003) indicated that most studies on gender differences in relation to vocabulary learning strategies revealed that females use more strategies than males, however, Griffiths (2010) claims that studies in this area are relatively small and more studies should be carried out to yield accurate results. The choice of second year learners was not random; this is done intentionally as students in the secondary cycle study one series of English (Opportunities) (1995) which ranges from level A2 to B2 according to the Common European Framework of Reference for Languages. Second year learners (B1 level) are neither

complete beginners i.e. they are familiar with the book and its techniques nor senior students who are keen to finish secondary school and join college. They are in the mid-stage of secondary school. Therefore, they are the ideal population for the study.

The findings of this study will help curriculum designers to be selective in the materials they aim at introducing to the students and evaluate them objectively in terms of what strategies they present regarding teaching and presenting new vocabulary items.

1.4 Aim of The Study

The purpose of this study is mainly to identify the vocabulary learning strategies which are employed by high and low achievers at government schools in Bahrain. As many studies point out high achievers are better at learning vocabulary and are more successful in using different strategies to understand the words they find difficult. Bastanfar & Hashemi (2010) emphasize the importance of incorporating vocabulary learning strategies into the course books. Students and teachers should be informed about the importance of such strategies for achieving communicative competence. In addition, examining the differences between males and females in terms of their use of different vocabulary strategies is expected to enrich this field with more understanding of how each gender uses different or similar vocabulary learning strategies.

1.5 Research Questions

Two phases of research are adopted in the present study: a quantitative phase followed by a qualitative phase. Phase One is basically designed to identify, by using a large-scale survey, the vocabulary learning strategies

employed by high and low achievers amongst Bahraini secondary school students (males and females) from governments schools. In other words, the aim of the survey is to distinguish the beliefs and different vocabulary learning strategies between high and low achievers and between male and female learners. Phase Two addresses the same broad questions by using qualitative methods that are generated from the beliefs and strategies which were identified and addressed in Phase One. The study at hand was mainly designed to answer the following questions:

1. What beliefs do high and low achievers who are studying EFL in Bahraini secondary schools hold about learning English vocabulary?
2. What vocabulary learning strategies are used by high achievers who are studying EFL in Bahraini secondary schools?
3. What vocabulary learning strategies are used by low achievers who are studying EFL in Bahraini secondary schools?
4. What are the differences between high and low achievers in terms of vocabulary use?
5. Are there any differences between males within high and low achievers and females within high and low achievers in the use of different vocabulary learning strategies?

1.6 Scope and Limitations of The Study

This study is limited to second year students enrolled in government schools in Bahrain, during the academic year (2014-2015). Since the size of the Kingdom of Bahrain is relatively small (780 km^2), the Bahraini population is homogenous in their culture and language. Therefore, the research sample (120 students) is expected to yield results which could be

generalized to other second year students enrolled in government students in Bahrain.

The current study is limited in its scope of investigating achievement and gender as two dependent variables. The subjects of the study are categorized according to their summative English test and an achievement test on vocabulary which was administered to determine the accurate population of the study. The self-report methods are used mainly to provide insights into the possible differences that may exist between high and low achievers, males and females. In order to generate accurate self-reports from students, the subjects were chosen based on three aspects; their achievement level, their teachers' perception and finally based on a vocabulary designed test. In addition, the subjects participated on a voluntary basis and the researcher ensured that they had not been exposed to prior studies of the same nature (i.e. involving vocabulary learning strategies). Furthermore, the nature of the interviews and the questionnaire used in the study were designed to reduce the possibility of inaccurate reports.

1.7 The Organization of The Study

The thesis consists of five chapters. Chapter One is the introduction, which includes the statement of the problem, the aims and significance of the study and the presentation of the research questions.

Chapter Two presents the theoretical framework and literature review which includes the theories on which the current study is based and empirical framework of vocabulary learning strategies research and vocabulary acquisition. Added to that, an overview of research in the field of vocabulary learning strategies among good and poor learners and their findings is presented and discussed. This chapter also includes the

analysis of learning strategies within a cognitive model of human learning. In addition, the description of vocabulary learning strategies and its relevant research is thoroughly discussed.

Chapter Three explains the design of the study and the methods used in data collection and analysis in both the quantitative phase and the qualitative follow-up phase. This chapter provides a comprehensive description of participants, the research instruments, and the procedures followed while conducting the experiment, data collection and analysis.

Chapter Four presents and discusses the statistical and qualitative analysis of the study. This includes both the quantitative (descriptive and inferential numeric analysis) data analysis approach and the qualitative (thematic text) approach. In addition to that, the research findings are presented and discussed in depth.

Chapter Five presents general conclusions, the pedagogical implications of the study and recommendations for future research.

1.8 Definitions of Terms

This part presents a brief definition of key terms which are related to the topic of the study and which are essential for the understanding of vocabulary learning strategies within an information-processing model of human learning.

Declarative Knowledge: A type of information that exists in the long-term memory and involves knowledge about facts and the things we know about. (O'Malley & Chamot, 1990).

Metacognitive Strategy: A learning strategy that includes knowledge of the learning process, how to plan and monitor the learning process in addition to self-evaluation of learning after task completion. (O'Malley & Chamot, 1990).

Procedural Knowledge: This term refers to the knowledge of the things we know how to do. Procedural knowledge includes mental activities such as problem solving, receiving and producing language and learning strategies. (O'Malley & Chamot, 1990).

High Achievers: students who achieve high scores in their English summative tests (80 and above), they are also referred to as good learners.

Low Achievers: students who score (50 and below) in their English summative tests, they are also referred to as poor learners.

Vocabulary Learning Strategies (VLS): Any technique used to learn unfamiliar words.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

This study is concerned with identifying the strategies that learners employ when faced with the task of vocabulary learning. It is important to notice that vocabulary learning theory should be presented through an understanding of the nature of language learning strategies on the one hand and the nature of vocabulary acquisition on the other hand. Different vocabulary learning strategies are used with different vocabulary-related tasks.

This chapter aims at presenting a theoretical and empirical framework of vocabulary learning strategies. The first section will investigate language learning strategies, related theories, models of human learning and learner beliefs about learning. The second section will explore linguistic theories on word knowledge, vocabulary acquisition and instruction in addition to investigating vocabulary learning strategies definition and related taxonomies. This linguistic view of vocabulary includes an explanation of how words are related in the mental lexicon, and how vocabulary is developed in a foreign language. The last section provides a general framework of vocabulary learning strategies, empirical studies and the investigation of the factors that determine strategy use.

2.2 Identification of Learning Strategies

The phrase learning strategies in education refers to 'the operations employed by learners to aid the acquisition, storage, retrieval, and use of

information.' (Oxford: 1990, p.8). Oxford (1990) expands her definition of learning strategies to consider them as operations which learners use to make their learning better and more transferrable to new situations.

Chamot (1987) defines language learning strategies as techniques or alternative actions which students employ to enable them to manage their learning and recall both linguistic and contextual information. The term language learning strategies is also defined by Wenden and Rubin (1987) as special tasks or behaviours which students use to aid their learning of new information.

Nyikos and Oxford (1993) believe that 'learning begins with the learner'. (p.11). Through their view of learning, they focus mainly on the learners' use of learning strategies to facilitate their learning of the target language. Richards and Platt (1992) define learning strategies as "intentional behaviour and thoughts used by the learners during learning so as to better help them understand, learn or remember new information." (p.209).

The aim of equipping learners with language learning strategies results in achieving communicative competence and enabling students to communicate in authentic situations. These strategies are divided into direct and indirect strategies. Direct strategies involve memory, cognitive and compensation strategies. While indirect strategies cover social, affective and metacognitive strategies (Oxford: 1990).

Chamot (2005) believes that language learning strategies are important for two main reasons. First of all, the examination of the strategies used by language learners is a powerful tool to understand the metacognitive, cognitive, social and affective processes that occur in language learning. Secondly, pinpointing the most effective strategies used by successful

learners can help the less successful learners become better language learners.

Cohen (2007) summarized the purpose of language learning strategies which were expressed by experts. Experts agreed on the fact that the use of language learning strategies can in fact enhance learning. In addition, these strategies can help learners perform specific language-related tasks. Furthermore, the strategies help overcome certain language-related problems which learners face when dealing with language. Moreover, they make learning easier and faster. Finally, they help to compensate certain difficulties in learning the target language.

Oxford (1990) argues that although there has been extensive research into language learning strategies, many theoretical and practical aspects still need further investigation. Oxford (2002) defined and systematically categorized learning strategies into the following systems:

1) Systems which are mainly associated with successful language learners
2) Systems that are related to psychological functions such as cognitive, metacognitive and affective
3) Systems which are based on linguistics that deal with inferencing, language monitoring, formal rule practising and communicative practising
4) Systems which are associated with a specific language skill such as speaking, vocabulary learning, reading comprehension or writing
5) Systems which are associated with different types of learners (p.127)

Oxford (2002) claims that these five categories that represent the strategy systems suffer from lack of coherence for an accurate description of the

strategies. In order to overcome this shortcoming, Oxford (1990) developed a strategy system that consists of six sets of learning behaviours. She based her work on the theory that perceives the learner as a 'whole person' who uses intellectual, social and emotional resources rather than depend mainly on the cognitive/metacognitive information-processing machine. Her strategy system includes the following: a) affective: the use of meditation, self-praise and reinforcement b) social: being able to pose questions and interact with native speakers of the language c) metacognitive: paying attention, seeking opportunities, self-evaluation and error monitoring d) memory: which involves grouping, imagery and other memory-related strategies e) general cognitive: this involves reasoning, analysing and summarizing f) compensatory :including guessing from context, using synonymy to convey meaning. Although, she claims that her typology is not perfect, it has the potential to break the limited view of what happens when one learns a new language.

Language learning strategies are best identified through self-report procedures such as questionnaires and interviews (Chamot, 2004).

2.3 Theories and Models of Language Learning Strategies

This section will provide an overview of the theoretical background of the concept of learning strategies which is considered as a precondition for understanding vocabulary learning strategies in cognitive theory and other L2 acquisition theories and models.

2.3.1 The Cognitive Theory of Learning

It is vital to discuss the cognitive theory because it recognizes the role of learning strategies as important cognitive processes in L2 acquisition. The

Cognitive Theory is based on the theory of information processing and deals mainly with the mental processes in L2 acquisition. The theory addresses three major cognitive aspects of learning; how knowledge is developed, how knowledge becomes automatic and how the new knowledge is built into the existing cognitive system of the learner (Takac, 2008). Ellis (2000) defines L2 acquisition within the framework of the cognitive theory as a complex cognitive skill that involves cognitive systems such as memory, perception and information processing to overcome any limitations in human mental capacity which may inhibit performance. The Cognitive Theory views memory as functioning in two stages. Stage one involves working memory (short-term memory) system which has limited capacity. The working memory requires conscious effort and control in order to retain only certain amounts of information. The second stage of information storage is through the long-term memory system which is considered to be larger in capacity and it is not affected by conscious control (Atkinson & Schiffrin, 1968). Information is transferred from one system to another by phonological and visual repetition in the working memory system. During intake of information, the working memory is required to differentiate between what is relevant for comprehension and serves as a 'storage' for storing different elements which are retrieved from long-term memory for the reason of composing a message (Takac, 2008). Therefore, what distinguishes the Cognitive Theory from other L2 acquisition theories is the fact that it considers language acquisition as being guided by the same principles as any other type of learning (Ellis, 1995). This theory has attracted the interests of researchers as it focuses on how individual learners approach learning. This identifies the role of individual differences that exist among learners. This area involves a number of

variables which include language aptitude, motivation, cognitive style and learning strategies (Takac, 2008).

The Cognitive Theory regards learning strategies as one of the key notions for L2 acquisition. Therefore, L2 acquisition is defined as a mental process that requires the use of learning strategies (Ellis, 1995). Second language learners according to the Cognitive Approach are active participants in the learning process and tend to use different mental strategies to aid their learning of the language (Williams & Burden, 2001). Takac (2008) argues that the use of learning strategies is what makes L2 acquisition different from L1 acquisition.

The Cognitive Theory has been criticized for neglecting the influence of linguistic factors in L2 acquisition. However, Ellis (2000) argues that the theory accounts for the learner's role in obtaining control over L2 knowledge by means of learners' ability to activate strategies for proceduralizing knowledge by interaction or free practice. In addition, the theory implies that learners tend to reconstruct their L2 knowledge for the purpose of making this knowledge available for use.

2.3.2 Interlanguage Theory

The Interlanguage Theory was among the first attempts to describe second language acquisition from a cognitive rather than linguistic point of view. The term Interlanguage 'refers to a language system (i.e. grammar) constructed by language learners in the process of L2 learning.' (Takac:2008, p.31). This theory directly addresses learning strategies and tends to differentiate between cognitive learning strategies and communication strategies. The founder of the theory Selinker (1972) indicated that Interlanguage is the product of five major cognitive processes in L2 acquisition: language transfer, transfer of knowledge,

strategies for learning a second language, strategies for communication in L2 and overgeneralization of linguistic material. Selinker, Baumgartner-Cohen, Kinahan & Mathieu (2000) define learning strategies as cognitive activities which are performed either on the conscious or unconscious level and involve the processing of L2 information in order to express meaning. The importance of this theory lies in its approach which acknowledges the possibility of learners' conscious attempts to control their own learning in second language acquisition. According to Griffiths and Parr (2001), the Interlanguage Theory resulted in the expansion of research into the psychological processes which aimed at identifying what learners do to aid their own learning or which learning strategies they use to facilitate their learning.

2.3.3 Bialystok's Second Language Learning Model

Bialystok's (1978) model recognized the important role of learning strategies in the process of L2 acquisition. The model is also labelled as (Analysis-Control Model). Her model is cognitive in nature and based on the assumption that humans process language in their minds like any other kind of information. The model differentiates between processes as obligatory activities and strategies as optional mental activities (Ellis & Beaton, 1995). According to Bialystok's (1987) model, learning strategies come into two groups; the first is formal strategies which refer to linguistic form including formal practising and monitoring. The second group is the functional strategies which refer to language use; this involves functional practising and inferencing. Bialystok (1978) defines learning strategies as 'optimal methods for exploiting available information to increase the proficiency of L2 learning. They operate by bringing relevant knowledge to the language task that has the effect of improving performance.' (p.76). Learners' use of the learning strategies

depends mainly on the three levels of the model (input, knowledge and output). Learners when interacting in the second language use three sources of knowledge: other knowledge, conscious knowledge and intuitive knowledge. However, their choice of learning strategies will be determined on the bases of the knowledge needed for task completion, the difficulty of the task at hand and their proficiency level (Bialystok, 1979).

Vendergriff (1995) states that the model suggests that learning strategies can become automatic and eventually lead to implicit linguistic knowledge.

2.3.4 Multidimensional Model

This model was proposed by Clahsen, Meisel & Penemann (1983) cited in Takac (2008). The model assumes that learners are believed to rely on non-linguistic devices such as lexical items which are not part of grammatical categories, later they move through a number of stages until they become able to carry out more complex grammatical operations. The theory views the relationship between implicit knowledge and output as mainly dependent on the learning strategies which learners use in order to generate linguistic input.

2.3.5 Adaptive Control of Thought (ACT) Model

Anderson's (1995) (ACT) model is another model that is cognitive in nature because it views L2 acquisition as skill learning (Ellis & Beaton, 1995; O'Malley and Chamot, 1990; Robinson, 2001). This model is mainly based on distinguishing between two types of knowledge: declarative knowledge and procedural knowledge. Declarative knowledge is our knowledge of facts and things while procedural knowledge is the knowledge of how we do things (Ellis, 1995). The model perceives L2

acquisition as consisting of three stages (cognitive, associative and autonomous). During declarative knowledge the information which is stored as facts becomes procedural through practise. Learning strategies in this model are interpreted in two ways. The first interpretation views learning strategies as occurring consciously in the early cognitive stage after that learners continue to use them subconsciously as habits (O'Malley and Chamot, 1990). The second interpretation assumes that learning strategies occur at all developmental stages as long as they are required by the task in which the learners are asked to perform. O'Malley and Chamot (1990) agree with the second interpretation as they view learning strategies as complex cognitive skills that are used consciously in the early stages of learning, but can develop into procedural strategies through practice as they move through when they move through the cognitive, associative and autonomous stages of learning.

2.3.6 Stern's Synthesis Model

Stern (1986) believes that the proposed models of L2 acquisition are useful; however, none of them can be regarded as conclusive in explaining all the phenomena in L2 learning. Therefore, Stern (1986) proposed a model in which different variables of L2 learning were examined. The model identifies five sets of variables: 1) social context 2) learner characteristics 3) learning conditions 4) learning process and 5) learning outcomes. He pinpointed that it is vital to examine why some learners are successful while others are not, in other words what factors determine success or failure in language learning. The model considers learning strategies as influential in the learning outcomes. He identified the characteristics of good language learners as having the following skills:

1) Active planning strategy by selecting goals, recognizing their developmental stages and being active participants in the learning process.
2) Academic learning strategies by being ready to study and practise language rules, to analyse and develop the techniques by practice and memorization, to monitor their own progress to reach a higher level of competence in the target language.
3) Affective strategies through self-management of emotional and motivational problems and attitudes towards the L2 culture. (p.411)

To Stern (1986) unsuccessful learners are those who do not tend to use learning strategies sufficiently or adequately to learn the target language.

2.3.7 Abraham and Vann's Model of Second Language Learning

Abraham and Vann's (1987) model was mainly developed from their work in investigating and comparing language learning strategies which were used by successful and unsuccessful learners. The model assumes that learners' approach in language learning is determined by their own philosophy of language learning. The approach investigates observable and unobservable strategies which are used in language learning. Many factors influence language learning such as the background factor which includes intelligence, personality and cognitive style and environmental factors which include formal and informal instruction and practice. They argue that these factors can directly influence learner's achievement and degree of success in mastering the target language.

2.3.8 Ellis's Second Language Acquisition Model

Ellis's (1995) model of L2 acquisition views learning strategies as a mediator between individual learner differences and situational and social factors on the one hand and learning outcomes on the other hand. The variables proposed by the approach determine the learner's choice of learning strategies, learning outcomes and level of achievement. (Figure 1)

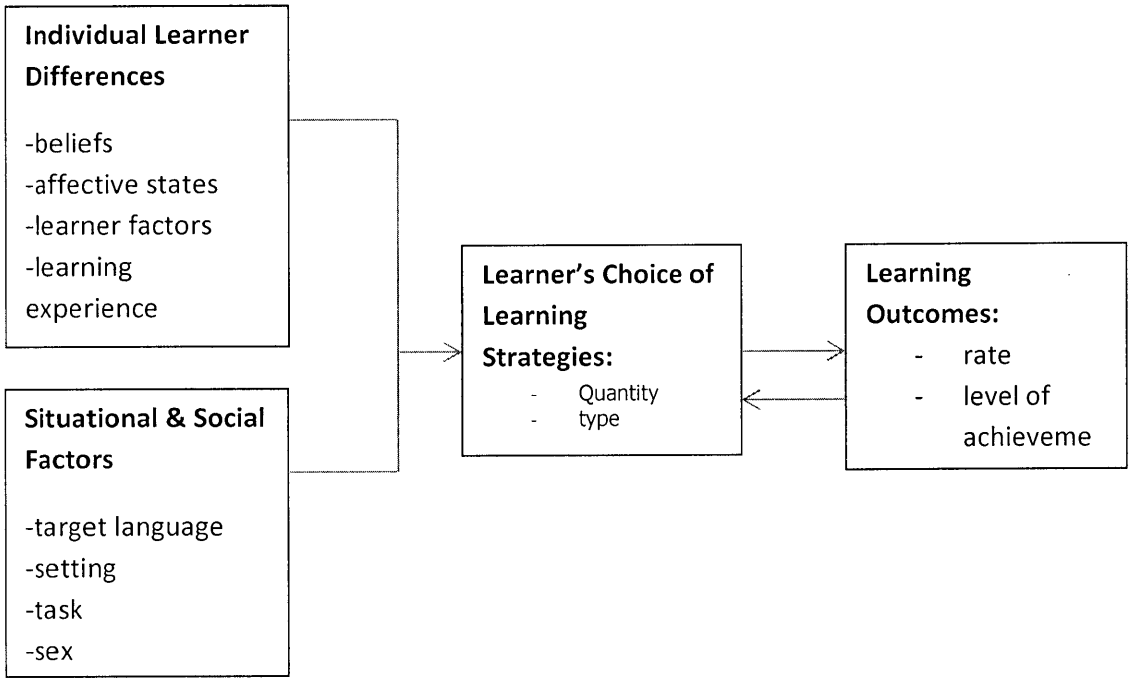


Figure (1)

The Relationship between Individual Learner Differences, Situational Factors and Learning Outcomes (Ellis: 1995: p. 530)

2.3.9 Cognitive/Conative Model of Learning

This model was originated by Young and Perkins (1995). They claim that their model caters for individual differences in the L2 processes. The model identifies five main types of mental constructs namely: conceptual structures, procedural skills, learning strategies, self-regulatory functions and motivational orientation. According to the model, conceptual

structures include declarative knowledge while procedural skills after practice become automatic and result in enhanced performance. Young and Perkins (1995) define learning strategies as 'specialized ways of processing information that enhance its comprehension, learning or retention' (p.150). Their definition suggests that learning strategies can be enhanced by training. Self-regulatory functions enable learners to consciously regulate their information processing by the use of metacognitive strategies, whereas, motivational orientations refer to learners' motivation for continuous learning and achievement. The model views learning strategies as having both cognitive and conative elements; cognitive in the sense that they affect information processing and conative because they are mainly affected by learners' motivation.

2.3.10 Skehan's Model of Individual Differences in Language Learning

Skehan (2000) has introduced a model which involves four areas of individual differences: modality preferences, foreign language aptitude, learning style and learning strategies. According to the model, modality preference is related to learners' preference input channel (visual, auditory or kinaesthetic). The second area is language aptitude which involves the capacity of phonemic coding, language analytic capacity or memory. Skehan's model suggests that learners could either have an analytic or memory predisposition. The next area is namely learning styles which refer to learners' ability to have either visual or verbal representation. The last area in the model is learning strategies which Skehan adopts from O'Malley and Chamot (1990). The classification of strategies include metacognitive, cognitive and socio-affective strategies. The model considers learning strategies as the most amenable to change

of all other areas because instruction can in fact influence their development and change.

In conclusion, it is important to notice that all models and theories presented earlier recognize the important role of language learning strategies to aid language learning and determine the success or failure in acquiring the second language (Takac, 2008).

2.4 Strategic Competence

The Grammar-Translation method and the influence of Structural Linguistics and Behaviourism and the Audiolingual Method received criticism from new opposing theories such as the Interlanguage Theory because it considers the learner as the most important part in the learning process and viewed errors which learners make as positive effort in the learning process (Selinker, 1972). Rubin's (1975) work focused on raising awareness of the strategies learners employ to succeed in language learning. In addition, Krashen's (1981) theory states that for language acquisition to take place, natural authentic communication should be available to learners. In fact, Krashen is considered the creator of the communicative approach to language teaching (Takac, 2008).

Purpura (2014) defines strategic competence as 'the information structures in working memory and long-term memory associated with the brain's information processing system; strategies are thoughts or behaviours used by the learners to regulate SFL learning or use'. (p.533).

Strategic competence regulates how the learners observe and understand language input, and how the new input is stored and remembered in the brain. Research conducted recently indicates that the use of strategies for language learning may occur either consciously or unconsciously; in other words learners sometimes use strategies without actually knowing

that they are using them. They just use what facilitates their learning of the language. The unconscious use of strategies is also referred to as automatic processing and it usually occurs with more advanced learners.

2.4. 1 Conceptualizing Strategic Competence within a Process Model of SFL Learning

Strategic competence has been regarded as behaviours that language learners use to facilitate their learning of the language. Purpura (2012) presented a conceptualization of strategic competence which is aimed at linking learning strategies to different stages of information processing. In second language acquisition, information processing describes the mental activities that people engage in for developing a conceptual understanding of the new language input in order to use the new information in meaningful contexts. This approach places its emphasis on human memory as it assumes that the new language input will be handled by the cognitive system within the brain (Baddeley, 1986; McLaughlin, 1987; Wenden, 1991).

The cognitive system of the brain involves different types of memory: sensory memory, short-term memory, working memory and long term memory (Purpura, 2012). During the first stage in processing new language input, the new information enters first through the sensory devices such as ears or eyes and is stored in sensory memory (SM). Then the information is perceived and stored for a short time in the learner's short-term memory (STM). To illustrate the previous point, Purpura (2014) gives the example of the word 'travelled'; when encountered in speech or read in a book, he/she tends to perceive several different pieces of information about the word. One might only attend to and notice the past form of the verb (travel). The noticed input is held in the working

memory (WM) in order to process it. Therefore, learners should focus and pay attention to the new language input if they want to learn the language.

The working memory is where the focused information is stored temporarily. It is important to understand that through the key processes of perceiving and understanding, the new language input is stored in the long-term memory (LTM). When learners attend to and notice the past tense of the verb (travelled) by identifying the morpheme (-ed) in written text, this will enable learners to keep this information temporarily in their working memory. The use of the morpheme (-ed) will be associated with the past form and this will eventually be remembered and stored in the learners' long term memory. By doing so, learners will reconstruct their English verb system to accommodate this new information in their long term memory.

2.5 Learner Beliefs

Learner's beliefs about language learning play an important role in learners' experience and can contribute to their success or failure in the second language. Horwitz (1987) indicated that L2 learners hold certain beliefs about language learning which are influenced by their previous experience with the language.

Highlighting these beliefs and pinpointing their reflection on learners' language learning can provide insights into specific areas such as learners' expectations and strategies used. This is found to have a positive impact on learning (Breen, 2001; Arnold, 1999).

Early psychological studies of beliefs about language learning concluded that these beliefs were more central to the understanding of the learners'

performance than the theories of learning (Thomas & Harri-Augustein, 1983).

Cognitive psychology investigated learners' beliefs about the nature of learning by linking them to the idea of being part of metacognition (Flavell, 1987; Ryan, 1984). From this view point, learners' beliefs about language learning are viewed as part of metacognitive knowledge (Flavell, 1987). This involves all that people understand about themselves as learners together with their goals and their language learning needs.

Wenden (1999) defines metacognitive knowledge as 'learners' acquired knowledge about learning: the nature of learning, the learning process, and humans as learners, including themselves.' (p.435). She considers metacognitive knowledge as 'a system of related ideas, some accepted without question and other validated by their experience.' (p.436). She also differentiates between metacognitive knowledge and metacognitive strategies by considering metacognitive knowledge as the information which learners acquire about language learning while metacognitive strategies are general skills that enable learners to direct and guide their learning.

The beliefs students bring to the classroom were found to influence the learning behaviour (Bandura & Schunk, 1981; Como, 1986; McCombos, 1984) and learning outcomes (Martin & Ramsden, 1987; Van Rossum & Schenk; 1984). In addition, some research indicated that successful learners develop certain ideas in their beliefs about language learning processes, their abilities and their use of effective learning strategies (Anstey, 1988; Biggs, 1987; Zimmerman & Martinez-Pons, 1986).

Therefore, the first part of the questionnaire used in the current study investigates the beliefs students' hold about vocabulary learning in order

to relate them to the strategies students' report using and whether these beliefs change among high and low achievers of different genders.

2.6 Definition of a Word

It is rather difficult to define the concept of a word. Word knowledge is found to be vital to achieve communicative competence (Singleton, 1999). Schmitt (2007) argues that the concept of word knowledge includes a number of properties. A word is best defined as a sound or a combination of sounds and this is represented in writing and leads to the communication of a message. In addition to that, knowing a word should not only include knowing the basic word meaning but also to learn its register, association, grammatical patterns, collocation and the written and spoken form.

Many language learners believe that in order to master the meaning of a word, he/she must know the dictionary definition of the word. However, the dictionary meaning of a word is only the basic meaning and words have different meanings in different contexts (Schmitt, 2005).

The next section will provide the theoretical framework of word knowledge on which the current study is based.

2.6.1 Word Meaning Theory

Aitchison (2003) explains that there are two main arguments about word meaning; *the fixed meaning assumption* and *the fuzzy meaning assumption.* The fixed meaning assumption claims that every word has a basic meaning while the fuzzy meaning claims that a word may have different meanings in different contexts.

Aitchison (2003) explains that the notion of fixed meaning is mainly encouraged by lexicographers because it is easier to have precise

definitions of words, whereas, the fuzzy meaning assumption is promoted among poets and those who are interested in the figurative meaning of words.

2.6.1.1 Fixed Meaning Assumption

The advocates of this assumption believe that words have fixed meaning which fill our brains like connected pieces of knowledge. However, this viewpoint has one major problem in that a word which is being talked about can be viewed from different angles, because words involve mental images associated with them. When a person talks about an object, he/she could be describing a specific object that he/she has perceived in the mind. While listeners might think of the same object from a different point of view based on the experience they have had with the object (Aitchison, 2003).

The fixed meaning view point also involves a theory called the Checklist Theory. The theory suggests that each word has an internal list of basic characteristics and we label objects like cat or bird only if it has the basic characteristics attributed to it. However, one major problem arises from this theory is that there are certain words that do not have precise definitions. Supporters of the Checklist Theory through their research claim that each word in the lexicon has a semantic core and that humans have an encyclopaedia of general knowledge in the brain, which gives additional data to the semantic core of a word. The Checklist Theory has been criticized for two main reasons; the first is that it is hard to decide what goes into the checklist because there is no clear distinction between necessary and unnecessary characteristics. Second, there are some words that seem not to virtually exist since there hardly seem any necessary

conditions such as abstract words which are difficult to describe (Aitchison, 2003).

2.6.1.2 Fuzzy Meaning Viewpoint

The supporters of this viewpoint believe that people's mental lexicon differ in their description of different objects; they disagree with each other and in many cases seem to be inconsistent with their own responses. Words are believed to have fuzzy edges because there does not seem to be a clear point at which one word ends and another word begins. Labov (1973) demonstrated this point when he showed his students pictures of containers and asked them to try and label them as a vase, a cup or a bowl. His students successfully managed to agree on certain shapes. They all labelled tall thin containers without handles as vases and low flat ones as bowls. However, they we confused when faced with objects in between the two. Was it a vase or a cup?

Another reason for this viewpoint is the family resemblance syndrome. Aitchison (2003) explains this by illustrating a comparison of games (what defines a game?). There are many different types of games; they share some similarities, relationships but there are not many things which are common in all games.

To conclude, Aitchison (2003) states the fuzzy meaning assumption fits into L2 acquisition because it is not possible to translate a word into a fixed meaning in the first language. Words have different meanings in different contexts and most words have fuzzy meanings and only few ones have fixed meanings.

2.6.2 Semantic Network

The semantic network simply refers to the connections that exist between concepts. People tend to link words together to form an interconnected system. When encountering a word, people associate the word with another in a pair or a group. Four types of word association are found: coordination, superordination, collocation and synonymy (Aitchison, 2003).

In coordination, words are organized on the same level of details, for example, apple, orange and banana are stored together in the brain because they belong to the same main category of fruit. In addition, opposites also fit into this category such as north and south (Aitchison, 2003).

The next category of word association is collocation, which refers to the words which are used together in connected speech. For example, blue and sky are collocated together because they are often used together (blue sky) to refer to the normal state of the sky (Aitchison, 2003).

Another type of word association is superordination. It refers to the main or cover term that includes other words, for example (colour) is the cover term which underlies other words such as green and blue.

The last type of word association is synonymy which indicates a word that gives the same meaning of the original word. For example, happy and content are synonyms.

2.6. 3 The Internal Architecture Theory

Aitchison (2003) states that there are two types of English words. There are words which exist as a whole and words which are complex in their internal structure and can be divided into chunks which they share with

other words (Aitchison:2003, p.126). Nation (2001) explains that most content words in English can change form by adding prefixes such as un-, in-, dis- or suffixes such as: -ful, -less, -ness. Affixes are of two types: derivational and inflectional.

Inflectional affixes include all suffixes, for example in the noun (games) the (-s) is an inflectional affix. Whereas, derivational affixes include prefixes and suffixes, for example in the adjective (reliable), the (-able) is considered a derivational suffix.

The internal architecture theory indicates that the inflectional suffixes are added only when needed in speech (Aitchison, 2003; 136). For example: he plays tennis; the suffix (s) is added to the verb (play) only when it is necessary in speech. Whereas, derivational prefixes and suffixes are already connected to their stems, for example in the words (reorder and playful). When a prefix is attached to a stem, it creates a new meaning transferred from the prefix. For example, the prefix (un-) gives the meaning of negation, when attached to the adjective (available) it becomes (unavailable) which has a new meaning of not available. In addition to this, when a suffix is added to a word, it has the ability to change the part of speech of the word. For example: the suffix (-ful) is used with adjectives, therefore when (-ful) is attached to a noun such as (care) the noun becomes an adjective (careful) (He, 2010).

Aitchison (2003) states that there are three major ways of forming words: affixation, compounding and conversation. Affixation includes suffixation and prefixation. The common way of creating words in English is through suffixation. Suffixation has three characteristics; the first is that they are not attached to bits of words but rather to whole words. The second characteristic is that they are in most cases attached to

major word classes such as nouns, adjectives and verbs to form new nouns, adjectives or verbs. The last characteristic indicates that various word classes have their own suffixes.

According to Hatch and Brown (1995) compounding is the most powerful tool to create new words in English. Common compounds include combining two nouns to create new meaning that is different from each of its parts, examples for, fire engine or toothbrush. In most cases compounds are developed by grouping words which have a similar semantic relationship. A brick wall is a wall that is made of bricks. Compounds are believed to be very useful in condensing information and they add variation to the way we refer to concepts in discourse.

Conversation is a third way of creating new words. The most popular conversation is forming verbs from noun. For example: *I will mail you tomorrow*. The word (*mail*) is a noun which means (e-mail) but used as a verb (He, 2010). However, Aitchison (2003) states that the context is vital to understand conversation.

Word formation is considered a good strategy for learning vocabulary especially for second language learners because it helps in dividing the word into different categories (He, 2010).

2.7 The Importance of Teaching Vocabulary

Vocabulary is considered of great importance to language learners. Words build blocks of language because they label different objects, actions and ideas without which people cannot convey the intended meaning. The noticeable role of vocabulary knowledge in second or foreign language learning has been recently recognized by different theories in the field which yield various types of approaches, techniques and exercises to teach vocabulary (Hatch & Brown, 1995). It has also

highlighted the prominence of teaching vocabulary not as single words but rather to equip learners with the necessary strategies to expand their vocabulary knowledge (Hulstijn, 1992).

Research during the past two decades has been keen to investigate vocabulary acquisition among second language learners (Koda: 1997, Paribakht &Wesche: 1997, Coady&Huckin 1997). Carter and McCarthy (1988) investigated the previous trend of looking at vocabulary as lists of items to be learnt towards a more recent approach that looks at learners and to find an answer to what is actually meant by learning vocabulary.

Nation and Coady (1988) believe in the importance of learning vocabulary through context as one of the main ways of increasing vocabulary knowledge. Good language learners are found to be successful at guessing around 60% to 80% of the text if the density of unfamiliar words is not too high.

2.8 Vocabulary Learning and Teaching

Kojic-Sabo and Lightbown (1999) indicate that since the 1990s the number of publications regarding vocabulary field in second language acquisition is increasing by the minute. However, they claim that some central issues regarding vocabulary are still under debate. Such issues include the effectiveness of various types of vocabulary learning strategies.

2.8.1 The Role of Vocabulary in Language Teaching

Vocabulary has been tackled in many different ways based on the different approaches to language teaching. Zimmerman (2014) presented different approaches to teaching and the role of vocabulary instruction within these approaches. The approaches include the following:

Grammar-translation approach: this approach focused mainly on teaching students to pass standardized tests where language was not used for communication. Students' were evaluated according to their ability to translate from the target language to their mother tongue. Words were only chosen for the purpose of their usefulness to the grammatical rules. During this time, the bilingual dictionaries were used as reference books. This method was dominant till the late 1920s, however, this approach was challenged by many researchers.

Reform approach: this approach developed as a reaction to the grammar-translation approach. The main goal of the reform approach was to develop the phonetic training which was defined as the accurate pronunciation of passages rather than isolated words. Grammatical patterns were not the key emphasis. Simple, practical words were chosen in order to enable students to concentrate on phonetic training.

Direct method: this method was again a reaction against the grammar-translation approach. The main goal of this approach was to enable students to communicate in the foreign language. Students were encouraged to use familiar words such as everyday items. This method promoted the use of charts, pictures and realia.

Reading Approach: this approach focused on the content of the target language by improving reading skills through developing vocabulary. The approach placed emphasis on reading and scientific and quantifiable content. This approach resulted in the Vocabulary Control Movement, which was the beginning of the use of wordlists based on frequency. This approach placed a primary role on vocabulary in language teaching. This period witnessed the publication of a General List of English Words

(GSL) by Michael West (1953). The list which includes 2,000 most frequently used words is still being used by many researchers.

Audiolingualism: the approach focused on oral-aural skills and emphasised syntax and language structure. The approach was mainly based on the behaviourist notion of habit formation and the importance of modelling, drills, memorization and feedback. The founder of this approach was the structural linguist Charles Fries (1945) who believed that syntactic structure was the most important in language teaching and considered vocabulary as objects used only to emphasis grammatical points. His view was that too much attention given to words could result in giving students the false impression that they know the language because they know some words. Therefore, he chose simple and familiar words so that students do not focus on word knowledge.

Communicative language teaching: this method involves many different methods but its main emphasis is on the notion that language is mainly meant for communication. Therefore, communicating in the target language is given main focus rather than grammatical structures. This approach selected vocabulary from authentic sources on the basis of their usefulness to the learner (Hymes, 1972).

Meara (1980) claims that all research involving vocabulary was criticised because of the focus on teaching rather than word learning and for giving little information about how words are acquired and learned.

2.8.2 Approaches to L2 Vocabulary Instruction

Coady (1997) identified four main approaches in dealing with vocabulary. The first is called *Context Alone*; this approach suggests that students will learn vocabulary by extensive reading and there is no need for vocabulary instruction. The second is *Strategy Teaching*; the

advocates of this believe that students should be equipped with strategies that enable them to deal with vocabulary in context. The third is *Development plus Explicit Instruction*; this approach suggests explicit teaching of vocabulary by the means of using various techniques. The last approach is *Classroom Activities*; the proponents of this approach suggest the use of practical classroom activities without advocating any particular approach. Since the current research is based on strategy in dealing with vocabulary, it is vital to further discuss the strategy based teaching. Coady (1997) believes that equipping students with vocabulary strategies is essential due to the fact that this has the potential of creating better language learners.

Added to that, good learners were found to be more successful in using different strategies to aid their vocabulary learning than poor learners (Ahmed: 1989). Cohen (1997) found that certain techniques and strategies such as using mnemonics were rarely used by learners although they might aid them in working with vocabulary. Sanaoui (1995) emphasized the need for a systematic approach to vocabulary learning as she found out that some adult learners were more capable of handling vocabulary on their own, unlike others who obviously needed help in strategy learning to handle vocabulary. Parry (1997) found out from her study that different cognitive strategies can obviously affect the success and failure of specific learners in their vocabulary acquisition which they needed for advanced academic text books.

2.9 Vocabulary Ability

The concept of vocabulary ability has been defined by Chapelle (1994) as 'knowledge of language and the ability to use it in context'. (p.163). The above definition of vocabulary ability incorporates three main

components: The context of vocabulary use, vocabulary knowledge and finally metacognitive strategies for vocabulary use.

The context of vocabulary use: Context is found to influence vocabulary use in various ways. Difference in vocabulary use can be found between colloquial and formal uses of a word. Added to that, differences also exist in interpretation across different language varieties (New Zealand English opposed to American English). Furthermore, differences can also be noted between everyday vocabulary use and specialised terminologies in different fields of study (Read, 2000).

Vocabulary knowledge: This is the second component in Chapelle's (1994) definition of vocabulary ability. This component has gained a lot of attention from applied linguists. It includes the following:

- *Vocabulary size*: This refers to the total number of words that a person knows.
- *Knowledge of word characteristics:* Second language learners know more about certain words than others and they tend to get confused with words that share certain common features such as affect and effect. However, the words learners know depend on the context which they are used in.
- *Lexicon organization:* This involves how words and lexical items are stored in the brain.
- *Fundamental vocabulary processes:* Language learners are believed to apply vocabulary processes to get hold of their knowledge of vocabulary in order to comprehend and use for their own productive skills such as speaking and writing.

Metacognitive strategies for vocabulary use: Language learners use strategies to facilitate their understanding of different vocabulary

items. Read (2000) believes that people tend to use strategies unconsciously and only in the case of facing a challenging task the use of these strategies becomes more conscious. Some of the metacognitive strategies which learners tend to use are: reading a text without trying to understand the unfamiliar words, looking up difficult words in a dictionary or guessing the meaning of a word by using the context.

2.10 Receptive and Productive Vocabulary Knowledge

Receptive vocabulary refers to words that learners understand when encountered in a text; however, they are unable to produce accurately. While productive vocabulary refers to the words students understand and are able to produce correctly in speaking and writing (Haycraft, 1978). Nation (1990) expands on Haycraft's definition of the receptive knowledge of a word to include having the expectation of the grammatical pattern in which a word may appear in; for example the word (music) will not occur in plural form. Added to that knowing a word may also involve being able to make different associations with other related words.

Productive knowledge of a word according to Nation (1990) involves productive knowledge and expands it to include knowing the pronunciation, the spelling, the grammatical pattern and the most important part is knowing how to use the word correctly.

2.11 Intentional and Incidental Vocabulary Learning

Word learning involves intentional learning which is defined as the directed study of words also known as explicit learning. Incidental learning refers to learning words naturally through language use. Recent

teaching methods promote meaning-based approaches because it is believed that language is better learned through use rather than instruction (Zimmerman, 2014).

Schmitt (2000) believes that explicit learning provides the best opportunity for acquisition of new words. However, it is time-consuming, whereas incidental learning gives multiple benefits for time expansion. But it is seen as more gradual and slower as one has to read a lot in order to understand the meaning of words which are not frequent. Therefore, both approaches are needed as they are seen to complete each other.

Schmitt (2008) argues that the field of psychology which is closely related to learning and word processing suggests that explicit language learning is powerful for word learning; the more one engages with a word, the more likely he/she will remember it at a later stage. As for incidental learning of vocabulary, the more exposure and facilitation of the use of the vocabulary learning strategies, the better one becomes at language learning.

2.12 Vocabulary Learning Strategies

Takac (2008) states that research in the area of vocabulary learning strategies mainly follows two directions of research. The first one is related closely to language learning strategies which proved that many learning strategies used by learners are in fact vocabulary learning strategies such as memory strategies or can be used to learn vocabulary. The second line of research focuses on investigating the effectiveness of the use of individual strategy application in learning vocabulary. Takac (2008) argues that the availability of a satisfactory typology of vocabulary learning strategies is still unsolved. Although vocabulary learning strategies remain a sub-category of general language learning

strategies, research conducted so far revealed that many learners use vocabulary learning strategies more frequently than in other language-related skills (O'Malley, Chamot, Stewner-Manzanares, Kupper & Russo, 1985).

Vocabulary learning strategies refer to the organized systematic approaches that learners follow to facilitate their own word-learning process. These strategies are used for many purposes; to understand the meaning of a difficult word by analysing the word part, using the context to guess the meaning, using dictionaries and posing questions about the word. Vocabulary learning strategies are also used to retrieve the meaning of a word that has been learned before and this is done by studying the word with other classmates, using word cards and vocabulary notebooks, using English media such as songs and social media (Schmitt: 1997). Purpura (2014) pointed out that research in the field of vocabulary is in favour of the use of strategies to learn words which leads to success in language learning.

Kafipour, Yazdi, Soori & Shokrpour (2011) define vocabulary learning strategies as 'any techniques or tools which can be used to learn vocabularies quickly, easily and independently' (p.65). Wang (2012) seems to agree with Kafipour et.al. (2011) in defining vocabulary learning strategies as specific techniques used by learners to facilitate vocabulary learning. Vocabulary learning strategies are part of language learning strategies, but they tend to focus on vocabulary-related tasks. Vocabulary learning strategies (VLS) have gained a lot of attention because they are found to facilitate vocabulary learning. This interest in VLS advocated a movement away from the traditional teaching-orientated perspective towards a focus on how language acquisition is affected by the actions demonstrated by learners. Learners tend to use

various strategies in dealing with vocabulary in the target language compared to other language related tasks that involve different linguistic skills such as oral presentation and pronunciation. This could be the result of the special nature of vocabulary learning in comparison to other integrated language related tasks which makes it easier to use strategies in an effective manner (Schmitt: 2000).

Schmitt (2000) argues that mechanical strategies such as memorization, repetition and taking notes on vocabulary are among the most commonly used by learners. However, vocabulary learning strategies have some more complex strategies which require active processing of information such as imagery, inferencing and keyword method. Learners are found to favour the use of simple strategies over more complex ones. However, some complex VLS are found to be more effective and better enhance the retention of the vocabulary items. Soureshjani (2011) emphasizes that language strategies in general and vocabulary learning strategies in particular are important in helping learners master forms and functions which are vital for the production of the second language which is found to affect the overall achievement.

2.12. 1 Taxonomies of Vocabulary Learning Strategies

Knowledge of word is vital for communicative competence (Seal, 1991) and it involves many aspects; first of all, the general frequency of use, syntactic and situational limitations on its use. Added to that, are the underlying forms and the forms that can be derived from a particular word. Moreover, the network of a word's semantic features is also important. In addition, the different meanings associated with a particular word should be considered (Richards, 1976). Finally, knowing its spelling, pronunciation, collocations and appropriateness is vital (Nation,

1990). Second language researchers have made many attempts to classify vocabulary learning strategies used by foreign and second language learners (Ghazal, 2007). There are three well-known taxonomies for vocabulary learning strategies developed by researchers in the field.

Gu & Johnson (1996) categorize second language vocabulary strategies into *metacognitive, cognitive, memory* and *activation* strategies. *Metacognitive* strategies consist of selective attention and self-initiation strategies. Second language learners who use selective attention strategies know which words are important for them in order to comprehend a passage. Such learners employ self-initiation strategies by using a variety of ways in order to understand the meaning of words. *Cognitive* strategies according to Gu & Johnson's (1996) taxonomy involve guessing strategies, and good use of dictionaries and note taking strategies. Learners who employ guessing strategies use their background knowledge and linguistic clues like grammatical structures of a sentence in order to be able to guess the meaning of a word. *Memory* strategies are classified into rehearsal and encoding categories. Word lists and repetition are related to rehearsal strategies. Encoding strategies involve such strategies as association, imagery, visual, auditory, semantic and contextual encoding as well as word structure; which: involves analyzing a word in terms of prefixes, stems and suffixes. *Activation* strategies include learners' actual use of the new words in different contexts. The current study is mainly based on the taxonomy presented by Gu & Johnson (1996).

Another inventory of vocabulary learning strategies is developed by Schmitt (1997). He distinguishes the strategies into two groups: the ones that determine the meanings of new words when first encountered and ones to consolidate meaning when encountered again. The first one

involves determination and social strategies and the second involves cognitive, metacognitive, memory and social strategies. In encountering new words for the first time, learners try to discover the meaning of unknown words by guessing with the help of context, structural knowledge of language and reference material. According to Schmitt (1997), the second way involves discovering a new meaning through using social strategies of asking someone for help with new words. Therefore, learners use a variety of social, memory, cognitive and metacognitive strategies to consolidate their knowledge of vocabulary. Cooperative group learning through which learners learn and practise the meaning of words is a form of social strategy for consolidating word memory strategies, also known as mnemonics, which involves relating the word with some previously learnt knowledge by using imagery or grouping. *Cognitive* strategies in Schmitt's (1997) taxonomy are focused on manipulative mental processing, which includes repetition and word lists, flash cards and vocabulary notebooks in order to study words. Finally, *metacognitive* strategies in the taxonomy are the ones used by leaners to control and evaluate their own learning. In which leaners test themselves to ensure the effectiveness of the strategy employed.

A more recent attempt is presented by Nation (2001), who developed a taxonomy of various vocabulary strategies. He divided his taxonomy into three general classes of 'Planning', 'Source' and 'Process', each of which is divided into a subset of key strategies. The first category 'Planning' involves deciding on where, how and how often to focus on the vocabulary item. The strategies underlying this are selecting words, selecting aspects of word knowledge and selecting strategies. The second category 'Source' involves finding and getting information about the word. Information may come from the word itself, the context or

reference sources such as dictionaries. 'Process' is the last in Nation's (2001) taxonomy of vocabulary learning strategies. It includes word knowledge through noticing, retrieving and generating strategies. According to Nation (2001), noticing involves seeing the word item to be learned. Strategies under noticing include putting the word in a notebook or list, putting the word on a word card and orally and visually repeating the word. He debates that although these strategies are considered of a recording type, they are helpful and can result in deeper processing of words. Retrieval involves recalling the items encountered before. It includes recalling knowledge in the same way it was originally stored. Generating strategies involve visualizing examples of words, word analysis, semantic mapping. These include creating context, collocations and sentences containing the new word.

2.12. 2 Vocabulary Learning in a Second Language: A Person-Task-Context-Strategy Perspective

The field of vocabulary learning strategies is full of studies which were carried out in order to measure the effectiveness of different types of vocabulary learning strategies (Gu, 2007).

Gu (2007) argues that although much has been written in this field, there is a need for a person-task-context-strategy perspective in order to get a full understanding of the available factors that affect vocabulary learning. This perspective was presented earlier by different researchers in different ways. The social constructive model presented by Williams and Burden (1997) focused on four aspects of the teaching-learning process which include teachers, tasks and contexts. Cohen's (2001) views focused on the learners and included different factors such as learning style preferences, learner strategies and language tasks. According to Brown, Bransford, Ferrara and Campione (1983), learning activities, the learner's

characteristics, criterial tasks and the nature of the materials used are all part of their framework for examining problems of learning.

Gu's (2007) model of the person-task-context- strategy perspective is examined to analyse the research on language learning strategies. The following is a definition of each part of the perspective.

Person: the individual differences which are associated with learners have an influence on the language learning situation. There are many factors that affect the learning situation which are related to the learner, such as age, sex, language aptitude, intelligence, prior knowledge, motivation, self-image, personality and cognitive and learning style.

Task: the learning task is considered the final product in the perception of the learner. Tasks could refer to various tasks that a learner undertakes while learning the language, such tasks that include remembering a word or inferring from context.

Context: learning context refers to the place where learning occurs. This includes teachers, classmates, the social and cultural tradition of learning and the curriculum.

Strategy: a learning strategy is defined as the specific actions which learners take to help complete a specific language-related task. This process includes analysing a task, selecting what is appropriate, evaluating the effectiveness and deciding on the action to be taken.

Gu (2007) clearly states that person, task, context and strategy are all interconnected parts of the learning process.

2.12.2.1 Task-dependent Vocabulary Learning Strategies

Gu (2007) emphasizes that most research in the field of vocabulary learning strategies is based on different sub-tasks of vocabulary learning, such tasks include the following:

- *Guessing and vocabulary learning*: Coady (1993) argues that most words in L1 come from extensive exposure to the language rather than direct instruction and this leads to the assumption that second language learners follow the same path. However, Bensoussan and Laufer (1984), Kelly (1990) and Schatz and Baldwin (1986) studies suggest that L2 learners are less competent in guessing from context than L1 learners. This happens for a number of reasons. First of all, L2 learners usually have inadequate knowledge of the target language which makes them less effective at guessing. Secondly, beginners L2 learners lack the basic language skills in the second language to enable them to make correct guesses to understand the new vocabulary items and their contexts and this result in facing difficulties in learning vocabulary incidentally.
- *Dictionary use and vocabulary learning:* the issue of the usefulness on the use of dictionaries has been a lively issue among language teachers and researchers in the field of vocabulary learning Gu (2007). Research has focused mainly on the usefulness of using the dictionary compared to guessing (Knight, 1994). Krashen (1989) stated that learners carry dictionaries to learn a language rather than grammar books. Scholfield (1982) suggested a number of strategies for learners to look up words in dictionaries. His views look at dictionary use as an active complex

process of testing hypothesis. Nation (2001) shares the same view as Scholfield (1982) in idealizing dictionary use.

- *Note taking and vocabulary learning*: Gu (2007) claims that learners often take notes of the new words either in their notebooks, vocabulary cards or just writing notes along the margins or between the lines. However, the way of note taking differs from one learner to another and this distinguishes between good and poor learners (McCarthy, 1990).
- *Rote rehearsal and vocabulary learning*: language learners often face the problem of the large number of words in the foreign language which they are supposed to learn and memorize. For most learners, repeating a new word continuously is the easiest strategy. Many studies in this field took place during the 1970s. Gu (2007) discussed a number of issues which are related to rehearsal. Such issues include the number of repetitions a learner needs in order to learn a word, the total number of words which are required to be studied at one time, the timing of repetition and finally silent repetition versus loud repetition.
  - *Number of repetitions needed for remembering a wordlist:* research conducted by Crothers and Suppes (1967) revealed that nearly all of their subjects managed to remember all 108 Russian-English word pairs after seven repetitions and around 80% of 216 word pairs were remembered by most subjects after six repetitions. General results on this issue reveal that if the learners' main aim is learning the wordlist, they will learn it in a relatively short time (Thorndike, 1908).
  - *The total number of words to be learned at one time:* research reveals that this issue mainly depends on the level of difficulty of the words which appear on the wordlist (Gu, 2007).

- *Timing of repetition:* language learning research in this field together with psychological research in memory concluded that learners usually forget the newly learned word after the first encounter. Therefore, language learners are advised to repeat the new words directly after the first encounter (Seibert, 1927, 1930).
- *Loud repetition versus silent repetition:* most research indicates that loud repetition of newly learnt words is better than silent repetition. The study conducted by Seibert (1927) revealed that studying aloud generated better results than studying aloud with written recall or silent studying. Gu (2007) argues that strategies related to memory depend mainly on learners' ability to memorize which explains why some learners are more skilled in remembering words than others.

- *Encoding and vocabulary learning:*

Gu (2007) emphasises the importance of deeper processing strategies rather than remembering wordlists. In this area the following is discussed:

a) *The use of Mnemonics*: this line of research was inspired by Atkinson (1972, 1975). The Keyword Method was one of the most studied mnemonics; this method focuses on remembering a word by linking it to a keyword to create an acoustic link by developing an interactive image which involves both the foreign word and the native word (imagery link) (Atkinson, 1975). Gu (2007) argues that the mnemonic approaches to vocabulary development suffer from a number of limitations:

- Mnemonic devices focus on the retention of paired associations. (Richards, 1976). However, Meara (1996) claims that the vocabulary in the L2 is more than L1-L2 word pairs.

- Mnemonic approaches to vocabulary development emphasize fixed relationships between form and meaning, yet in applied linguistics vocabulary is found to have multiple meanings.
- Mnemonic techniques are found to focus on the referential meaning rather than the grammatical information of a word.
- Mnemonic devices are less effective in productive vocabulary learning than in learning to understand L2 words, this happens because imagery association in the Keyword Method is just an approximation to the L2 form (Ellis, 1997).
- Mnemonic meditation is not suitable for all words (for example, abstract words) (Ellis, 1997).
- Cohen (1987) warned that mnemonic devices should only be used to complete not to replace other approaches to vocabulary learning.

b) *Word-formation (Focus on form):* Gu (2007) states that work under this field came from lexicographers. Nation (1990) emphasises the importance of focusing on the skill aspect and defines three skills which a learner requires in order to make use of affixation by breaking a new word into its smaller parts so the learner can identify the affixes and roots, understanding the meaning of the parts and most importantly being able to link the meaning of the parts with the meaning of the word. Gu (2007) claims that research in the area of vocabulary errors and the mental lexicon are not directly linked to the process of vocabulary acquisition, however, it provides information on how different aspects of a word are learned.

c) *Semantic Networks (Focus on meaning):* Semantic network or semantic grid strategies organize words in terms of grids of interrelated meaning (Channell, 1981, 1988; Crow, 1986; Crow &

Quigley, 1985). This line of research lacked a systematic view of looking at how learners used strategies and how the use of these strategies affects the learning of vocabulary in the second language. However, the study carried out by Crow and Quigley (1985) suggests the effectiveness of using semantic grid strategies.

2.12.2.2 Vocabulary in Use: Focusing on Language Context

Incidental learning by itself is found to be insufficient in developing functional vocabulary in the second or foreign language. However, intentional or direct vocabulary learning should not replace contextual learning. Learning words from context is found to be the first step that learners use to understand the meaning of unfamiliar words. Most work under this line of research compared incidental learning with other forms of vocabulary presentation (Gu, 2007).

2.12.2.3 Person- dependant Vocabulary Learning Strategies

Using different vocabulary learning strategies depends mainly on the choice of the learner on which strategies to use to handle different vocabulary–related tasks (Gu, 2007).

- *The vocabulary language studies of good and poor learners*: Ahmed (1989) studied vocabulary learning strategies among good and poor learners. His findings revealed that good learners were more aware of the words they wanted to learn, paid close attention to collocations and spelling and exhibited a conscious behaviour of contextual learning. On the other hand, poor learners in Ahmed (1989) study did not attempt to use the dictionary and overlooked unfamiliar words. Another study was conducted by Schouten-Van Parreren (1989) who discovered

that poor learners ignored the context and did not use any source to help understand the meaning of unfamiliar words.

- *Individual differences and vocabulary learning strategies*: Many factors were found to affect the vocabulary learning strategies that learners use, such factors include motivation, self-efficiency, gender, learning background and learning style. Gu (2007) claims that only few studies were conducted in this line of research.
- *Learning context and vocabulary learning strategies*: This line of research has received less attention compared to task and person-dependent strategies. (Gu,2007). Oxford's volume (1996) stressed on the importance of placing emphasis on the learning context for strategy research.

  Gu (2007) states that he has pinpointed learning context when the focus is on task or person.

The person-task-context-strategy model is interconnected and inseparable. Gu's (2007) views concentrated on looking at the factors that influence strategy use within a person-task-context strategy model. However, a general view of these factors is further investigated below.

2.13 Factors that Affect the Choice of Vocabulary Learning Strategies

Researchers in the field of vocabulary learning and teaching identified a number of factors which affect the strategies students use. Factors such as age, gender, culture, language level, motivation and task are found to influence the vocabulary strategies students adopt while learning (Gharbavi & Mousavi: 2012, Nyikos & Fan: 2007).

Learners' age plays an important role in deciding the appropriate strategy to be used. It is found that younger students use simpler strategies than

older students who tend to use more complex strategies (O'Malley & Chamot, 1990). Gender is also another influential factor in determining strategy use. Females were found to be better strategy users than males (Oxford & Nyikos, 1989). However, Griffiths (2010) claims that studies in this area are not enough and more research should be conducted to identify the differences between males and females in terms of vocabulary use. In addition, students from different cultures differ in the strategies they use. For example, Asian ESL students were found to use more rote memorization than Hispanic students (Schmitt, 2000; Chamot, 2004; Griffiths, 2010). Language level plays a significant role in the choice of the appropriate vocabulary learning strategy. Many studies report that successful learners are better strategy users than less successful learners (Gu & Johnson: 1996, Rubin: 1975, Griffiths: 2010). Furthermore, students who are highly motivated are found to use more strategies than less motivated students (Oxford & Nyikos, 1989). The learning task is another factor that affects strategy use. Karami and Barekat (2012) believe that learners use specific strategies based on the task they are asked to undertake.

The current study is mainly concerned with achievement; high and low achievers' strategy use will be investigated among males and females. Therefore, achievement and gender will act as the dependent variables while the other factors such as age, task and cultural background will be controlled. Therefore, these two factors are discussed further.

2.13.1 Gender

Many studies indicate that students of different genders report using different learning strategies (Politzer, 1983; Lee, 1994; Kim, 1995). All studies which examined gender as a variable in the use of learning

strategies revealed the fact that there is a significant difference between the sexes. Politzer's (1983) study showed that females tended to use more social strategies than males. Erhman and Oxford's (1988) study revealed that females reported greater use of language learning strategies in four areas: general study strategies, functional practice strategies, searching and communicating meaning strategies and self-regulating strategies. In conclusion, earlier studies indicated that females used more strategies to facilitate their own learning.

The current study investigates gender as a variable in using vocabulary learning strategies. Therefore, the findings from this study might confirm previous studies or provide new insights into this area which will be beneficial for this line of research as only a few studies were conducted in this area.

2.13.2 Language Learning Achievement

Achievement has been explained in many different perspectives by researchers such as self-rating reports (Oxford & Nyikos, 1989); language achievement tests (Phillips, 1991); placement examinations (Mullin, 1992); years of language study (Watanabe, 1990) and language course grades (Mullins, 1992). Language learning achievement has also been strongly linked to strategy use (Green & Oxford, 1995; Wharton, 2000). However, the relationship between achievement and strategy use is far more complicated than simple linear connection between using strategies and improving achievement levels as it depends more on the type of strategy used by the learner (Suwanarak, 2012).

Chen (1990) conducted a study among Chinese EFL learners and the study revealed that although high achievers tended to use fewer

communication strategies, they used the strategies more effectively than low achievers.

In the current study, achievement is determined by the participants summative test grades and a specially designed vocabulary test. These two measures were used to ensure that high and low achievers according to their test grades perform accordingly in the vocabulary test.

2.14 Empirical Studies of the Use of Vocabulary Learning Strategies Among Good and Poor Learners

White, Graves & Slater (1990) indicate that word knowledge is regarded as the best indicator of students' academic success. Guduru (2014) believes that vocabulary learning strategies are important without which learners often achieve less than their expected potential regarding their academic success. Rubin (1975) was among the first researchers together with Stern (1975) who believed in the notion of what makes good learners better at language learning and how good learners differ from poor learners. Their views are still valid today and form the bases of most research in identifying successful language learners. Rubin (1975) presented the characteristics of good learners; they are found to be excellent at guessing, aim to communicate, ready to undertake different guesses, concentrate on form and meaning at the same time, seek to get the best of all available opportunities, observe the speech of their own and the speech of others. The good learners' characteristics presented above by Rubin identify guessing from context (cognitive strategy) as one of the key formations of a successful learner.

Gu (1994) emphasized that 'research is badly needed on the strategies and processes of vocabulary development that very possibly make the good learners good and the poor learners poor' (p.2). Gu is one of the

pioneers who investigated vocabulary learning strategies among good and poor learners in China and his work is often cited in most vocabulary-related research. Gu (1994) conducted a case study of two learners; one good learner (scored 96.5 in the national college test band 4) and one poor (scored 31 in the same test). His findings show that the good student relied more on cognitive and metacognitive strategies to deduce the meaning of unfamiliar words. Added to that, the good student was highly selective when choosing words to neglect or postpone unlike the poor student who looked up every single word she thought was problematic. Moreover, the good student used clues to guess the meaning of unfamiliar words while the poor student never attempted to try guessing from context to deduce the meaning of unfamiliar words. Gu (1994) emphasized that learning a word to the poor learner meant simply to memorize its form, meaning and association, whereas to the good learner, it meant not only looking at the form-meaning association but also to put the word in a meaningful context. The poor student in Gu's study employed few strategies and relied heavily on rehearsal strategy. He concluded that students' way of handling vocabulary can to a certain extent contribute to their success or failure in learning the foreign language. Vann an Abraham (1990) studied two unsuccessful Arabic learners of English based on the Michigan English Language Proficiency Test. The findings from the study indicated that the unsuccessful learners did not use metacognitive or self-regulated skills.

Bremner (1998), Oxford & Eharman (1995) and Peacock & Ho (2003) investigated which individual vocabulary strategies were used by students who had high test scores. The strategies which revealed positive variation across learners' high test scores were cognitive, compensation and social strategies. Another study was carried out by Schmitt (quoted in Nation,

2001) who used a questionnaire to track learners' reported strategy and how useful learners rated each strategy. This study indicated that students favoured the use of bilingual dictionaries to consolidate learning. Learners in the study used certain strategies such as written and oral repetition more often than other strategies (Nation, 2001). Schmitt explained that common vocabulary learning strategies such as memorization, repetition and taking notes on vocabulary are used by beginners whereas advanced learners tend to use deeper strategies such as imagery, inferencing and keyword method. However, language learners in general use a combination of different methods to learn vocabulary in the target language. Decarrico (2001) believes that good learners use strategies such as guessing from contextual clues, mnemonic devices and vocabulary notebooks. Gan, Humphreys and Hamp-Lyons (2004) studied a number of Chinese good and poor learners. The groups were categorized based on their college English test and teachers' perceptions. The study revealed that good learners had a systematic plan to master the target vocabulary and achieve their desired goal.

Gu and Johnson (1996) presented five types of learners who employed different types of strategies. They conducted a study among a number of language learners and their study categorized language learners according to the following:

1) Readers: these were categorized as the best learners and they represented a very small group. They learnt through reading and direct exposure rather than memorization.
2) Active Strategy Users: these were categorized as the second best learners. They were considered to be motivated and used different types of strategies to comprehend words they felt important.

Strategies employed by these learners include natural exposure, memorization, dictionary use and guessing words from context.

The first two groups accounted for less than 11% of the sample of the study.

3) Non-encoders
4) Encoders

The non-encoders and the encoders groups were similar to one another in their average use of different strategies. However, the encoders use more intentional memorization strategies such as association, imaginary and breaking down the words into smaller parts. These two represented 87% of the learners.

5) Passive Strategy Learners: this group was the least successful and represented only 2% of the sample. This group only believed in memorization and neglected the use of other strategies.

The study revealed that a large sample of learners used memorization strategies. Therefore, we may conclude that average language learners employ only basic vocabulary learning strategies such as memorization and its related strategies.

In their study, Nyikos and Fan (2007) discovered that good learners have the necessary knowledge to use different strategies more effectively than poor learners. Mori (2008) indicated that good learners tend to use a greater variety of strategies than poor learners. Moir and Nation (2008) in their study interviewed a number of adult learners who were enrolled in a language course at a New Zealand university. Their study aimed at looking at students' personal approach to learning tasks, their beliefs about learning and how effective they were at learning vocabulary. Most participants favoured the use of memorization to work out the assigned vocabulary tasks. Only one student from the ten participants used a

greater range of strategies to learn the selected words. His approach was more successful than the other participants. In a more recent study, Alothman (2011) studied vocabulary learning strategies among Saudi female students. Her finding revealed that there is a significant difference between good learners and poor learners in terms of vocabulary strategy selection and use. Poor learners favoured the use of memorization unlike the good learners who believed in learning words through their natural context. Jafari & Ajideh (2012) conducted a study among Iranian EFL learners across different levels; pre-intermediate, intermediate and advanced at a language institute in Ahar. The findings from the study indicated that the advanced level students did not use memory strategy as frequently as the other two groups. The intermediate level students reported the use of cognitive strategies more than the advanced students. In addition, the intermediate group used the compensation strategies more often than the other two groups. Another study was conducted by Alhaisoni (2012) where 701 Saudi EFL students were involved to investigate the vocabulary language learning strategies they employ. The findings revealed that high achievers used all six categories of learning strategies (cognitive, metacognitive, social, compensation, affective and memory) unlike low achievers who used fewer strategies.

Nosidlak (2013) carried out a study that investigated the vocabulary learning strategies of the advanced students. This study aimed at targeting the effective strategies which were employed by advanced students at a University in Poland. This study revealed that advanced students use various sources of new words such as TV, songs and the Internet. However, students declared the use of traditional sources of vocabulary such as asking the teacher or lecturer for the meaning of difficult words. Added to that, the advanced students used only the most effective

strategies; i.e. they only depended on a few kinds of strategies which they know will fulfil their goal of understanding the meaning of new words. Added to that, advanced students reported the use of memory, cognitive, compensation and social strategies quite frequently. However, advanced students did not report the use of metacognitive strategies.

By reviewing the related literature very few studies that deal precisely with terms such as 'high and low achievers' use of vocabulary learning strategies were found. Wu, Surasin & Prammanee (2014) investigated the vocabulary learning strategies used by senior students in Hainan Lingshui Middle School in China. The researchers studied the vocabulary learning strategies of 167 science and 112 arts students, and 140 high achievers and 139 low achievers. Using a mixed-method approach, the findings revealed that memorization strategies was the most frequently used to learn vocabulary. In addition, significant differences were found among high and low achievers' use of cognitive, memory and metacognitive strategies, as high achievers were found to use more of these strategies than low achievers.

A second study was conducted by Bonsa & Wolde-Mariam (2014), who investigated the vocabulary learning strategies of 11th grade high and low achievers at Jorgo Nole Preparatory School. The subjects consisted of 27 high achievers and 27 low achievers. Using a questionnaire with open-ended questions and interview, the findings revealed that there is a relationship between the subjects' perception and their achievement level. In addition, high achievers in the study used different strategies, whereas, low achievers hardly used any strategy to learn vocabulary. However, the researcher believes that the population of the study is very small, therefore the findings cannot be generalized to other populations. This creates a need to investigate the vocabulary learning strategies among

high and low achievers with a larger population to yield more accurate results, which is intended in the current study.

To sum up, although most studies indicate that high achievers are better strategy users, the use of vocabulary learning strategies differs from one culture to another. There is no study yet that reveals the fact that high achievers are the same across different cultures. Although it is true that high achievers tend to use more complex strategies such as cognitive strategies but in some cultures they also tend to use some memorization and rehearsal strategies.

2.14. 1 Categorization of Strategies Among High and Low Achievers

One may argue about which strategies are related to high achievers and which are related to low achievers. In order to settle this issue, Rubin (1975) & Gu (1994) pointed out that a good language learner should be excellent at guessing and ready to undertake different guesses, using cues to guess the meaning of unfamiliar vocabulary items. In other words, they should be well-equipped with guessing strategies and have the ability to use background knowledge and linguistic clues to understand the meaning of unfamiliar words. In addition, good learners tend to be highly selective when choosing words to neglect or postpone by using metacognitive regulation.

Gu (1994) emphasized that learning a word to the poor learner meant simply to memorize its form, meaning and association which indicates the use of memorization strategies, whereas to the good learner it meant not only looking at the form-meaning association but also to put the word in a meaningful context by using activation strategies. Therefore, we can conclude that certain strategies are more commonly associated with high

achievers; however, based on previous studies, there are common strategies that are most likely used by both groups. The following table categorizes high and low achievers in terms of the strategies they use, including the common strategies that both groups tend to employ.

Table (1)
Categorization of Strategies among High and Low Achievers

Strategies	High Achievers	Low Achievers
Metacognition Regulation: **a)Self-initiation strategies:** • To consider progress in vocabulary learning • To discover all about the new words learned • To focus only on words related to exams **b) Selective attention** • To know which words are important to learn • To look up interesting words • To make note of important words • To know which clues should be used for guessing a particular word	√	
Guessing Strategies **a) Use of background knowledge** • To skip unfamiliar words • To use experience and common sense for guessing • To guess the meaning first then look it up in the dictionary **b) Using linguistic clues** • To make use of the previous knowledge of the topic to guess • To look at the part of speech of the word to guess the meaning • To analyze the word structure when guessing	√	
Dictionary strategies • To use an English dictionary • To use a bilingual dictionary • To use the dictionary to learn the pronunciation of the word • To use the dictionary to learn only the meaning of the word • To look in the dictionary for the grammatical pattern of the word • To look in the dictionary for the collocation pattern of the word	√	√
Note taking strategies • To use a vocabulary notebook to list new words • To write down the English word and its Arabic translation • To only take notes of the meaning of the word • To take notes of the usage of the word • To take notes of the synonym or antonym of the word	√	√
Memory/Repetition Strategies • To repeat the word aloud in order to remember it • To write a word down in order to remember it • To create a mental image of the word to remember it • To analyze a word by breaking it into different parts (prefix, root...etc.) to remember it	√	√

Activation Strategies • To make use of the new word in speaking and writing. • To make use of the words by using them in everyday situations.	√	

Adapted from Gu & Jonson (1996)

It is concluded from the above table, that high achievers in fact tend to use different strategies to learn vocabulary, while low achievers rely only on few strategies. It should also be noted that although memory strategies are mostly related to low achievers, they are also used by high achievers. There are certain advanced memory strategies which are used by high achievers such as association and imagery while low achievers tend to use mere repetition.

2.15 Conclusion

Having reviewed most of the literature available on vocabulary learning strategies in relation to achievement and gender, it has become evident that this study will prove significant as it will provide insights into cross-cultural studies. There are a small number of studies which have been conducted in this field in the Arab world. However, there is no study that has investigated vocabulary learning strategies in Bahrain. In addition, gender has rarely been used as a variable in research studies investigating vocabulary learning strategies. The present research is important because it aims at examining vocabulary learning strategies of Bahraini high and low achievers enrolled in government schools, an area that has not yet been adequately explored or documented in this area of inquiry.

In addition, research on vocabulary learning strategies has been far too quantitatively oriented. However, it takes far more than strategy counts and mean comparison to understand why some learners are more successful than others. Granted the reliability of questionnaire research that typically characterises a large number of empirical studies in this

field, as has been demonstrated earlier, using different strategies may not necessarily guarantee success in language learning. How strategy is used is more important than the number of strategies learners employ. However, research in this field is in favour of strategy training especially in the field of vocabulary learning as these strategies if well developed and utilized can enhance the overall achievement in language learning.

To sum up, the studies conducted so far are a good starting point for research and they highlight the potential benefits of vocabulary learning strategies in second language acquisition. In fact, there is a need for more extensive and systematic studies of vocabulary learning strategies to either confirm the findings of previous studies or to provide new insights that will enrich this field with new findings. In addition, research into vocabulary learning strategies should also consider cultural factors since the concepts of learning differ from one culture to another. As the literature revealed, no experimental study has been conducted to investigate the vocabulary learning strategies of Bahraini high and low achievers amongst secondary school students across different genders.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The current study is designed to investigate and describe the authentic vocabulary learning strategies employed by high and low achievers amongst EFL secondary level students enrolled in government schools in Bahrain across different genders. This study is aimed at describing in qualitative and quantitative terms how these strategies are related to achievement and gender. A mixed method approach is utilized for the data collection and data analysis procedures. In the first phase, quantitative research questions that probe the statistical relationship between vocabulary learning strategies use and achievement and gender are employed In the second phase, qualitative methods are utilized to obtain significant results by exploring aspects of vocabulary learning strategies in more depth. The two-phase mixed methodology conducted throughout this study is chosen to best answer the research questions by combining both broad numeric results of quantitative research and the details of qualitative research.

This chapter presents the design of the study and the methods used in collecting and analysing the data in both the quantitative phase and the qualitative follow-up phase. First, an overview of mixed method approaches is presented. Then, a description of sampling issues such as setting, participants and the processes followed in developing and applying the main research instruments is presented. A detailed description of materials and procedures used in the study (vocabulary achievement test, questionnaire and semi-structured interviews) will be provided. In addition, this chapter explains the issues of validity and

reliability of data collection procedures together with data analysis measures. This chapter concludes with the ethical issues of the research.

3.2 Mixed Methodology Perspective

To address the research questions posed in the current study adequately, quantitative and qualitative methods were utilized in a two-phase sequential mixed method strategy. The underlying rational for using a mixed approach is that it has the potential of maximizing the validity and reliability of the results obtained. In addition, by using a mixed methodology approach, the researcher is given the opportunity to best capture the trends and details of the phenomenon under investigation. When used in combination, both quantitative and qualitative data provide a more comprehensible analysis, as they are seen to complete each other (Creswell, 2003).

This study adopts the Sequential Transformative technique within the mixed method approach. The Sequential Transformative technique has two sequential phases of data collection. However, in this design either method may be used first i.e. the priority is given to either quantitative or qualitative phase. The aim of the Sequential Transformative technique is to utilize the best method to serve the researcher in addressing the phenomenon under study (Creswell, 2003). Therefore, the Sequential Transformative technique within the mixed methodology approach best serves the researcher's aim at investigating vocabulary learning strategies.

3.3 The Setting

The setting of the current study was two government schools in Hamad Town in Northern Bahrain: Hamad Town Secondary Boys' School and Ghasi Al-Qosaibi Secondary Girls' School. This study targeted second

year learners (grade 11) who were high and low achievers according to their English summative test grades and the results of a vocabulary achievement test designed by the researcher. The vocabulary achievement test was given prior to Phase One (questionnaire) and was administered by English language teachers in the classrooms. The questionnaire in phase one was administered at specially prepared halls within the two schools used for the purpose of conducting the questionnaire. In phase two, semi-structured interviews were held at the resource centre of each school with individual participants in order to have a reflection on their perceptions about vocabulary learning.

In order to carry out the two phases of the study, the researcher obtained an authorized approval from the Ministry of Education in Bahrain to enable the researcher to administer both instruments at the selected schools.

3.4 Participants

The cross-sectional data of this study was collected from 120 EFL Bahraini students, consisting of 60 males and 60 females. All participants were taking their second semester in grade 11 (second secondary level) during the academic year 2014-2015. The participants' age ranged from 16 to 17. They were divided into 60 high achievers (30 males and 30 females) who scored 80 and above in their English summative test and 60 low achievers (30 males and 30 females) who scored 50 and below in the same test. All participants had been exposed to English in formal education since their 4^{th} grade.

3.4.1 Strategy of Sampling

Sampling is very important in mixed methods studies as it is in any type of research. Qualitative research generally tends to use purposive

sampling, where the subjects are intentionally chosen by the researcher. The selected participants are informed about the subject being investigated and samples are small because it is believed that a small number of individuals can provide considerable amount of in-depth information rather than large groups. In quantitative researches, on the other hand, selected participants are representative of a large population so that the results can be generalized to that population. (Fraenkel & Wallen, 2009).

In the current study, purposive sampling was administered for the qualitative study because the research had to choose high and low achievers according to their English summative test grades and their performance in the vocabulary test. As for this phase, 20 students were chosen for the interview (10 high achievers: consisting of 5 males and 5 females) and (10 low achievers: consisting of 5 males and 5 females). The selected participants for Phase Two were chosen from the population who responded to the questionnaire in Phase One.

Therefore, it is concluded that the sampling of the present study is not random but carefully selected to represent high and low achievers from both sexes enrolled in government schools in Bahrain.

3.5 Materials and Procedures

Sequential mixed methods data collection strategies involve collecting data in an interactive process whereby the data collected in one phase contribute to the data collected in the next. The research questions posed in the present study were investigated in the light of several data collection instruments. First, a vocabulary achievement test was utilized to ensure that high and low achievers perform according to their achievements levels. Second, a questionnaire was administered to gather

information on the participants' strategies and beliefs about vocabulary learning. An Arabic version of the questionnaire was used for the purpose of ensuring participants' understanding of all parts of the questionnaire. Third, a general semi-structured interview was conducted to explain in more depth the dynamics of vocabulary learning strategies. Following is a brief description of each instrument.

3.5.1 The Vocabulary Achievement Test

The researcher designed an achievement test on vocabulary based on the various vocabulary items students' covered during the first and second semester of their English course. The achievement test was mainly used to determine the appropriate population for the study. The rationale behind this is the assumption that high achievers are believed to perform better than low achievers in vocabulary-related tasks. The test consisted of two parts, each part carries 10 marks. The first part involves the use of vocabulary in context and the second part consists of definitions of vocabulary items. All items within the test were familiar to students as they were selected from their course book (Opportunities 2). The first part of the test involves filling in blanks and students had to choose from a given list of vocabulary items. The second part consists of multiple matching. The participants who scored high and low marks were used as subjects for the current study. The test was administered by teachers at the two selected schools to 200 participants (100 males and 100 females) one week prior to Phase One and the correction was done by the researcher. The participants who had high scores in their English summative test and performed accordingly in the vocabulary test represented the population of high achievers whereas the population of low achievers consisted of those participants who had low scores in both their English summative test and the vocabulary test. For the purpose of

carrying out the main instruments for the study (questionnaire and interview), the researcher selected 60 participants with high scores in the vocabulary test (30 males and 30 females) and 60 participants with low scores in the vocabulary test (30 males and 30 females).

To insure face and content validity, the test was examined by two English department university professors and two English curriculum specialists. In addition, the researcher performed reliability test to ensure the reliability of the instrument, obtaining (.564) which indicates a fairly reliable test. (See Appendix One for a copy of the test).

It is important to notice that the test is not used as a main instrument in the current study but rather to categorize students according to their achievement level.

3.5.2 Main Instruments

The following sections include a description of the instruments used in the present study, namely, the vocabulary learning questionnaire and the interview.

3.5.3 The Vocabulary Learning Questionnaire

Phase One was mainly designed to discover, in broad terms, the patterns of vocabulary learning strategies of Bahraini 11^{th} grade students and to map out the relationship among learners' strategies, achievement and gender.

Learning strategies are unobservable in almost all learning contexts. Therefore, self-report is used to utilize the vocabulary learning strategies that students' employ while learning vocabulary. In addition, verbal report data is also used to identify the strategies because mere observation does not capture mental processes (Cohen, 1998; O'Malley and Chamot,

1990; Rubin, 1975). Although self-report may be inaccurate if the learner does not report truthfully, it is the only means to identify learners' mental processes (Chamot, 2004). Therefore, a vocabulary learning questionnaire was used in Phase One to investigate participants' choice of vocabulary learning strategies.

The most frequent and efficient method for identifying vocabulary learning strategies is through a questionnaire (Chamot, 2004). The major instrument for the elicitation of vocabulary-related beliefs and strategies which was used in the current study was a vocabulary learning questionnaire, developed by Gu and Johnson (1996). (See appendix 2). The vocabulary learning questionnaire contains a Personal Data Section, a Belief Section, and a Strategies Section. The Belief Section consisted of 11 statements and the Vocabulary Learning Strategies Section involved 34 statements. In order to measure the reliability of the test, the reliability of items within each dimension were examined by the researcher for the purpose of ensuring the reliability of the questionnaire. The internal consistency of a variable/construct should reach (.06 -.07) to be considered reliable. Table 2 describes the reliability of different items within the questionnaire.

Table (2)

The Reliability of Different Items within the Vocabulary Learning Questionnaire

Dimensions	Strategies	No. of items	Reliability
Beliefs about Vocabulary Learning	-Words should be memorized	4	.560
	-Words should be acquired in context	3	.711
	-Words should be studied and put to use	4	.666

Metacognitive Regulation	-Self-initiating strategies	3	.540
	-Selective attention	4	.599
Cognitive Strategies	Guessing Strategies -Use of background knowledge	4	.582
	-Using linguistic clues	3	.613
	Dictionary Strategies	6	.686
	Note taking Strategies	5	.691
	Memory/ Repetition Strategies	4	.619
	Activation Strategies	2	.688
	Sources	3	.488

The questionnaire used for the present study is in fact a reduced version of Gu and Johnson's Vocabulary Learning Questionnaire (1996) adapted from Noor and Amir (2009). The researcher has contributed to the questionnaire by adding the final statement under Sources section, because sources for learning English should include English media as well.

The questionnaire includes three sections. The first section concerns personal data, which asks about demographic information about each participant, i.e. name, age and academic information. This section was necessary to ensure as much homogeneity as possible and participants threatening this homogeneity, such as spending years in a foreign country, were eliminated. Section Two asks about beliefs about vocabulary learning, includes 11 statements representing the three dimensions of beliefs: words should be memorized; words should be acquired in context; and words should be studied and put to use. Participants were asked to rate each statement on a five-point Likert-scale

from "Strongly disagree" (1) to "Strongly Agree" (5). The third section considers vocabulary learning strategies Section. This section contains 34 vocabulary learning behaviours that are divided into two major parts: metacognitive strategies and cognitive strategies. Participants were asked again to rate each statement on a five-point Likert-scale from "Strongly disagree" (1) to "Strongly Agree" (5). Table 1 outlines the major dimensions in the questionnaire, categories under each dimension, the number of items under each category, and the internal consistency reliability (Cronbach's Alpha) of each item.

The following is used to explain the results obtained from the questionnaire:

Mean Score	**Explanation**
0 – 2.33	Low usage
2.34 – 2.67	Average usage
2.68 – 4	High usage

The questionnaire was administered to 60 female participants on Monday 6th of April 2015 and 60 male participants on Thursday 16th of April 2015. The researcher explained that the purpose of the study was to explore patterns of vocabulary learning strategies employed by Bahraini 11th grade students during their vocabulary learning. Participants were informed that their participation would assist the researcher in completing an MA research on the topic of vocabulary learning strategies. The Arabic version of the questionnaire with instructions in Arabic was administered for the sake of ensuring participants' understanding of all items within the questionnaire. In addition, the participants were assured that the personal data in section one would be confidential and would never be available to a third party.

The researcher was present during the completion of the questionnaire to answer any questions participants had about any part of the questionnaire. Prior to the administration of the questionnaire, the researcher requested the participants to carefully read the instructions which were presented in Arabic and make sure they understand the requested task beforehand. The instructions prior to each section were carefully written and the whole questionnaire was presented in Arabic providing ample examples that would help participants understand what the questionnaire is about. The task of filling out the items of the questionnaire took about 30 minutes. (See Appendix Two and Appendix Three for the English and Arabic versions of the questionnaire).

3.5.4 Interviews

Phase Two was designed to explore, in more depth, the learners' use of vocabulary learning strategies and to cross validate the data from phase one. This phase aimed at having close-up observations of how high and low achievers from different genders learn vocabulary and to confirm the data obtained from phase one. Another purpose of this stage was to explore vocabulary learning strategies in a general sense, i.e. to find the learners' vocabulary-related beliefs and overall vocabulary learning strategies. A general interview was conducted one week after the questionnaire and based itself on a preliminary analysis of results obtained in Phase One

Lincoln and Guba (1985) describe an interview as a conversation with a purpose. Interviews enable participants to discuss their perception and interpretation with regard to a given situation. A general interview was employed in phase two to elicit task-specific vocabulary learning strategies and emotional reactions to vocabulary learning. For the purpose

of the current study a semi-structured interview was used. Semi-structured interviews are non-standardized and often used in qualitative studies. In semi-structured interviews, the order of questions can be changed depending on the direction of the study; in addition, extra questions can be asked (Corbetta, 2003). The interview consisted of a number of open-ended questions to allow participants to speak their thoughts openly. The main purposes of the interview were: (a) the elicitation of more task-specific vocabulary learning strategies as reported by participants; and (b) comparing and contrasting the vocabulary learning beliefs and strategies of high and low achievers from different genders have about learning vocabulary, if any exist, between the groups to generate the difference in the use of these strategies in relation to achievement and gender. Therefore, the questions of the interview were designed to investigate:

(a) Metacognitive aspects of vocabulary learning
(b) Cognitive aspects of vocabulary learning
(c) The affective aspects of vocabulary learning

The questions of the interview were based on the research questions and resulted from the researcher's reading in the field of vocabulary acquisition and vocabulary learning strategies. The list of questions is grouped into the following main categories.

- Background information
- Metacognitive knowledge and beliefs
- Cognitive aspects of vocabulary learning
- The affective aspects of vocabulary learning.

(See Appendix Four for questions under each category).

Each participant was given a brief verbal explanation of the purpose and nature of the study and the researcher pointed out that the subjects were participating on voluntary basis. They were informed that the study focused on examining the patterns of vocabulary learning among Bahraini 11th grade learners and their participation would facilitate the procedures of the study and the results from this study will enhance the overall vocabulary learning practices in Bahrain. In addition, the researcher informed participants that the content of the interviews were confidential and only used for the purpose of this study. Moreover, participants were told that there is no right or wrong answer to the questions. The correct answers are the ones that reflect truthfully and faithfully the interviewees' views and ideas regarding vocabulary learning. The researcher used an important technique to organize the interview, the researcher used an interview guide that contained questions, discussion starters and suggested points to be raised and discussed during the interview session. The guide was organized in a systematic way that aided the researcher to start, continue and finish the interview properly. The interview was conducted in Arabic to ensure maximum participation on the part of the interviewees and to facilitate the respondents' understanding of the interview questions. Each interview lasted for around 15 minutes. (See Appendix Five for the Arabic version of the interview.

3.6 Data Analysis

Descriptive statistics were used to analyse the data collected from the questionnaire, including demographic data, beliefs about vocabulary learning and strategies for vocabulary learning. As for analysing the qualitative data in interviews, the researcher adopted Cohen, Manion and Morrison's (2008) method of analysing qualitative data by research

questions. A brief description of data analysis procedures in both phases is presented in the following sections.

3.6.1 Quantitative Data Analysis

Descriptive statistics were employed to analyse the data collected from the questionnaire, including demographic data, beliefs about vocabulary learning and vocabulary learning strategies. The beliefs section includes 11 statements representing three dimensions of beliefs: words should be memorized; words should be acquired in context; and words should be studied and put to use. Participants were asked to rate each statement on a Likert-five point scale from "Strongly Disagree" received a weight of (1), "Disagree" received a weight of (2), "Unsure" received a weight of (3), "Agree" received a weight of (4), and "Strongly Agree" received a weight of (5). The section on vocabulary learning strategies contains 34 vocabulary learning behaviours and was divided into two major parts: metacognitive strategies and cognitive strategies. Respondents were asked again to rate each statement on a Likert-five point scale from "Strongly Disagree" received a weight of (1), "Disagree" received a weight of (2), "Unsure" received a weight of (3), "Agree" received a weight of (4), and "Strongly Agree" received a weight of (5). Thus, all items in the questionnaire were given numerical codes to ease the process of entering and analysing the data via the statistical package for social studies (SPSS version 20 for Windows).

3.6.2 Qualitative Data Analysis

As mentioned earlier, the researcher adopted Cohen et al. (2008) method of analysing qualitative data by research questions. This method was found to be very useful for organizing qualitative data because it categorizes all relevant information of the study which enables the

coherence of the data analysis. Using this approach in examining qualitative data, all related data from the different streams (questionnaires, interviews) are collected to provide an answer to the research questions. This type of data analysis follows a systematic way of organizing the findings in which the numerical data for the research questions are presented followed by the qualitative data. This method enables the researcher to examine relationships and comparisons across different data types to be explored systematically and clearly (Cohen et al., 2008). Therefore, the researcher categorized the findings from the interviews according to the research questions where beliefs about vocabulary learning and the strategies of high and low achievers (male and female) in approaching vocabulary-related tasks were examined and conclusions were drawn based on the findings from the interviews and compared to the findings obtained from Phase One.

3.7 Validity and Reliability

The concepts of validity and reliability are viewed differently by quantitative and qualitative researchers. Between the two approaches, there exist many different variations for validity and reliability. Since the present study follows a two-phase sequential mixed method approach, each phase is examined for the purposes of ensuring reliability and validity.

3.7.1 Phase One: Validity and Reliability

Validity in quantitative research is best described by (Joppe,2000: p.1) who states that 'validity determines whether the research study truly measures that which it was intended to measure or how truthful the research results are.' There are two types of validity, external validity and internal validity. Rosnow and Rosenthal (1996) state that external validity

is best achieved when the results of a study can be generalized to other populations under the same circumstances and conditions. In the current study, results obtained from a representative sample of 120 Bahraini 11th grade EFL learners are likely to be generalized to other populations and settings where Bahraini students learn English as a foreign language. To better explain validity in phase one, face validity and content validity are defined and related to the current study. Face validity is related to how a measuring instrument appears (Hatch & Farhady, 1983), whereas content validity is defined as '... the extent to which a test measures a representative sample of the subject matter content.' (Hatch & Farhady,1983: p.251).

The items of the vocabulary learning questionnaire instrument were examined by the researcher to determine whether it covers a representative sample of vocabulary learning construct that had to be investigated. However, there seems to be no statistical measurement of content validity as stated by Hatch and Lazaraton (1991, p.540). Therefore, for achieving this type of validity, experts are asked to evaluate the representativeness and comprehensiveness of the research instrument (Hatch & Lazaraton, 1991). To achieve this type of validity, three copies of the vocabulary learning questionnaire were submitted to linguistic professors at the University of Bahrain. The professors were requested to assess the structure, clarity of language, instructions and the content of each item in light of the research questions and the theoretical framework of the research. The professors were also asked to provide any suggestions or comments that might improve the quality of the questionnaire. Generally, there was an agreement that the content of all items explore vocabulary learning behaviours.

The other type of validity is internal validity and it refers to 'the extent to which the results of a study are a function of the factor that the researcher intends.' (Mackey & Gass, 2005:p.109). In other words, the internal validity should indicate that the obtained results are determined by the independent variable(s). It is important to minimize threats to internal validity. This is done mainly by controlling factors that might affect internal validity. Such factors include participant characteristics such as language background, language experience and proficiency level (Mackey & Gass, 2005). In the present study, the researcher controlled factors such as language background and language learning experience by selecting participants with similar language backgrounds and language learning experience to ensure that the findings are the result of our independent variables (Achievement and Gender).

The reliability of the instrument used in this phase was examined using the statistical package for social studies (SPSS version 20 for Windows) and the reliability of the questionnaire was (0.863) according to Cronbach's Alpha which indicated a highly reliable instrument. See Table 1 for the reliability of items within the questionnaire.

3.7.2 Phase Two :Validity and Reliability

In interviews, face validity is often examined to see whether the interview questions measure what they are supposed to measure (Cohen & Manion & Morrison, 2008).

In the present study, the researcher constructed the interview questions on the basis of the research questions and the dimensions of vocabulary learning strategies in order to get in-depth understanding of the use of vocabulary learning strategies among high and low achievers amongst both male and female Bahraini 11^{th} grade students. To ensure validity of

the interview questions, they were measured against the items of the questionnaire which have been previously measured for validity from different angles. This is called 'convergent validity' and it states that if two measures agree with each other, they are assumed valid. Therefore, it is assumed that the interview questions are comparable to the items within the questionnaire which has proven validity. Therefore, the interview is considered valid (Cohen et al., 2008).

The research tended to control for reliability by having a semi-structured interview, which has the same format and sequence of words and questions for each interviewee (Silverman, 1993). Changes in wording could threaten the reliability of the interview because it ceases to be the same question for each interviewee (Oppenheim, 1992). In the current study, all interviewees have the same set of questions in the same order. The researcher had a friendly attitude during the interview session and initiated the interview with general background of the study to familiarize students with the topic and this resulted in conducting successful interviews.

3.8 Ethical Issues

Ethical issues are one of the main concerns of the researcher. As mentioned earlier, the confidentiality of the participants' information and the data obtained is only used for the purpose of this study. In addition, the implementation of the research instruments at the selected schools took place after obtaining the authorized approval from the Ministry of Education in Bahrain. In addition, prior to the administration of both instruments, the research explained verbally the purpose of the inquiry to the participants and emphasized on the fact that their participation was on a voluntary basis. Moreover, the researcher assured the participants that

the information obtained through both instruments (questionnaire and interview) will only be used for purpose of the current study.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

Data analysis in this study occurs both within quantative (descriptive and inferential numeric analysis) approach and qualitative (thematic text analysis) approach, and often between the two mixed approaches (Carcelli & Greene, 1998; Tashakkori & Teddlie, 1998).

This chapter presents a detailed account of the analysis performed on the data collected through the questionnaire items and interviews. The first part of the chapter is concerned with the analysis of data obtained in Phase One. It statistically provides answers to the research questions in relation to the beliefs students' hold about vocabulary learning and the vocabulary learning strategies they report using with regard to achievement and gender. This section will also provide a comparison between high and low achievers in terms of beliefs and strategies used, in addition to comparing the findings against the second variable (gender). The second part presents a detailed description of the qualitative data obtained in Phase Two. Data collected from the interviews was categorized and organized into thematic categories that based itself on the items of the questionnaire. Such analysis enabled the researcher to cross-validate and confirm results of both methods.

4.2 Data Analysis : Phase One

The analysis of Phase One focuses mainly on answering the research questions by providing inferential numeric analysis to the data obtained

from 120 students. This section is systematically organized by presenting the research questions followed by the analysis and findings.

Responses to the Vocabulary Learning Questionnaire items were coded then analysed using SPSS software. Both 'descriptive' and 'inferential' statistics were utilized. The first type was used to describe, organize and summarize the general characteristics of the data. The second type was used to make inferences and generalizations about the population from a set of data. Mean measures, standard deviation and percentage were calculated collectively. The data was used to create a series of tables, and graphs to provide a precise summary and visual comparison of the collected data.

In order to further explore the study results, the researcher statistically analysed the three variables in the beliefs section as well as the 35 variables in the strategies section.

4.2.1 Analysis of Research Question One

Research Question One addressed the beliefs that high and low achievers who are studying EFL in Bahraini secondary schools hold about learning English vocabulary. To provide an answer to this question, the researcher first utilized the overall beliefs all participants had regarding vocabulary learning. Table 3 illustrates the overall beliefs students' hold regarding vocabulary learning.

Table (3)

Means and Standard Deviations for Students' Overall Beliefs Regarding Vocabulary Learning

Statement	Mean	Std. Deviation
Words should be acquired in context	3.78	.94
Words should be studied and put to use	3.77	.83
Words should be memorized	3.72	.72
Total No. of subjects = 120		

Table 3 presents the means of students' beliefs regarding vocabulary learning as they ranged from 3.78 to 3.72. The belief of *words should be acquired in context* was ranked first with a mean score of 3.78 and standard deviation of .94, followed by the belief of *words should be studied and put to use* with a mean score of 3.77 and standard deviation of .83. The students ranked *words should be memorized* last with a mean score of 3.72 and standard deviation of .72. It is obvious that Bahraini students believe in the importance of using the context to learn vocabulary.

Figure 2 illustrates the responses of participants on the beliefs they hold regarding vocabulary learning.

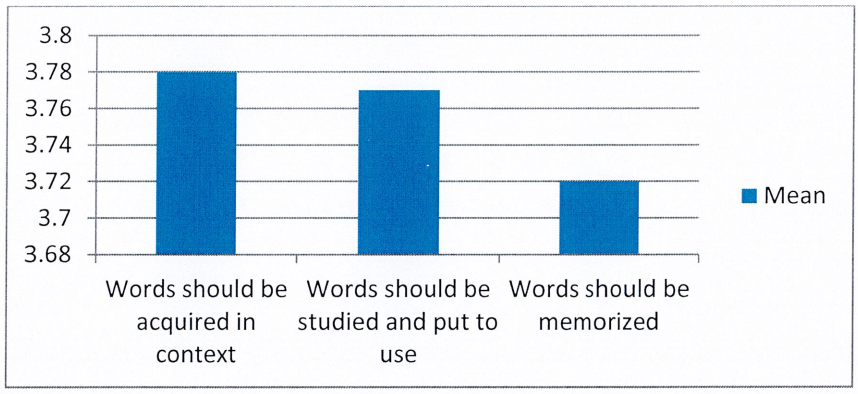


Figure (2)

Mean and Standard Deviations of Students' Overall Beliefs Regarding Vocabulary Learning

After analysing the overall responses of students regarding their beliefs about vocabulary learning, the researcher then utilized the responses of high and low achievers to compare and contrast the findings obtained from the two groups.

- **High Achievers' Beliefs Regarding Vocabulary Learning**

This section aims at investigating the beliefs that high achievers hold about vocabulary learning and the findings of this section will be compared against the data obtained from the group of low achievers.

Table (4)

Analysis of High Achievers' Beliefs Regarding Vocabulary Learning

Beliefs	Mean	Std. Deviation
Words should be acquired in context	4.02	.84
Words should be studied and put to use	3.63	.95
Words should be memorized	3.61	.82
Total No. of subjects = 60		

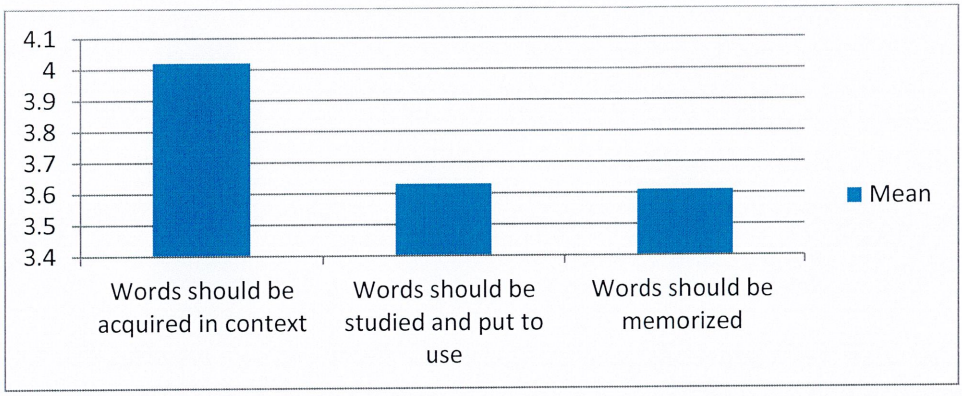


Figure (3)

The Beliefs High Achievers Hold Regarding Vocabulary Learning

It is clearly shown from Figure 3 that high achievers were more oriented towards the belief that *words should be acquired in context.* The belief that *words should be acquired in context* received a high mean score of 4.02 among high achievers, which indicates a higher tendency among high achievers to believe in the importance of acquiring words from the context. The second belief that *words should be studied and put to use* which indicates the awareness of activation strategies reached a mean score of 3.63. In addition, Figure 3 shows a relatively close mean score of beliefs regarding *words should be studied and put to use* with a mean score of 3.63 and *words should be memorized* with a mean score of 3.61 among high achievers. Thus, one concludes that high achievers believe that words should be memorized and studied and put to use.

- **Analysis of Low Achievers' Beliefs Regarding Vocabulary Learning**

This section aims at investigating the beliefs that low achievers hold regarding vocabulary learning and whether these beliefs differ among low and high achievers. Table 5 summarizes the findings obtained from low achievers:

Table (5)

Low Achievers' Beliefs Regarding Vocabulary Learning

Beliefs	Mean	Std. Deviation
Words should be memorized	3.87	.57
Words should be studied and put to use	3.80	.65
Words should be acquired in context	3.53	1.00
Total No. of subjects = 60		

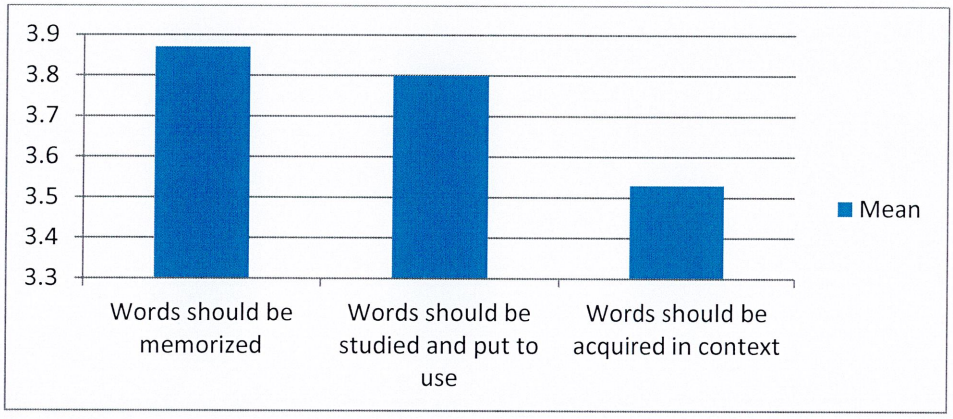


Figure (4)

Low Achievers' Beliefs Regarding Vocabulary Learning

The data analysed show a difference in the ranking of beliefs among high and low achievers as clearly shown from Figure 3 and 4. Low achievers have ranked *memorization* first with a mean score of 3.87 and standard deviation of .57 while the belief that *words should be studied and put to use* was ranked second with a mean score of 3.80 and standard deviation of .65. *Words should be acquired in context* was ranked last with a mean score of 3.53 and standard deviation of 1.00. It is concluded from this, that low achievers believe that *words should be memorized* rather than *acquired from context*. This differs from the beliefs of high achievers who

ranked *acquiring words from context* as their main belief about learning vocabulary.

To conclude, it is obvious that there is a difference in the beliefs high and low achievers hold regarding vocabulary learning, as each group ranked the beliefs in a different order. It is noticeable that low achievers' beliefs were more oriented towards memorization while high achievers seem to believe in the importance of acquiring words from context. Memorization was ranked last among the group of high achievers which shows that memorization and repetition as vocabulary learning strategies are not considered as important as the other two strategies. As we have mentioned in Chapter 2 Section 2.5 the beliefs students hold regarding vocabulary learning can influence their learning of vocabulary and those beliefs can in fact distinguish between high and low achievers. The analysis of this section in the questionnaire provides insights into the differences that exist between high and low achievers in terms of the beliefs they hold regarding vocabulary learning which determines their use of the strategies.

4.2.2 Analysis of Research Question Two

Research Question Two addresses the vocabulary learning strategies which are used by high achievers who are studying EFL in Bahraini secondary schools To provide an answer to this question, the mean and standard deviation of every learning strategy has been analysed. Table 6 summarizes the results:

Table (6)

The Means and Standard Deviations of the Vocabulary Learning Strategies Employed by High Achievers

Rank	Vocabulary Learning Strategies	Mean	Std. Deviation
1	Activation strategies	3.71	.70
2	Metacognition regulation	3.63	.62
3	Memory/ repetition strategies	3.43	1.07
4	Guessing strategies	3.41	.65
5	Note taking strategies	2.95	.87
6	Dictionary strategies	2.79	.91
Total No. of subjects = 60			

Table 6 illustrates the strategies high achievers employ while learning vocabulary. The mean score ranged from 3.71 to 2.79. *Activation strategies* were ranked first as they involve statements involving the use of words in speaking and writing and everyday situations. These strategies as indicated earlier in Chapter Two Section 8.1 are mainly employed by high achievers across different cultures. *Activation strategies* received the highest rank with a high mean score of 3.71 and standard deviation of .70, followed by *metacognitive regulation* with an average mean score of 3.63 and standard deviation of .62. *Memory/repetition strategies* were ranked third with an average mean score of 3.43 and standard deviation of 1.07. *Note taking strategies* were ranked fifth with an average mean score of 2.95 and standard deviation of .87. *Dictionary strategies* were ranked last with an average mean score of 2.79 and standard deviation of .91. Figure 5 illustrates the findings obtained from the group of high achievers.

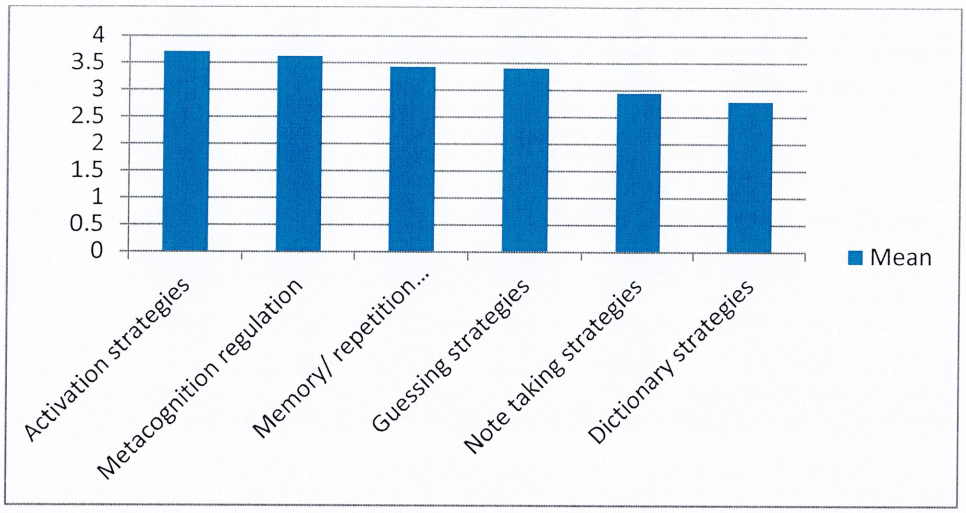


Figure (5)

The Means of Vocabulary Learning Strategies of High Achievers

4.2.3 Analysis of Research Question Three

Research Question Three addressed the vocabulary learning strategies which are used by low achievers who are studying EFL in Bahraini secondary schools. To find an answer to research Question Three, the responses of low achievers were analyzed and are shown in the following table:

Table (7)
The Means and Standard Deviations of the Vocabulary Learning Strategies Employed by Low Achievers

Rank	Vocabulary Learning Strategies	Mean	Std. Deviation
1	Metacognition regulation	3.70	.51
2	Memory/ repetition strategies	3.61	.79
3	Activation strategies	3.52	.70
4	Guessing strategies	3.29	.69
5	Note taking strategies	3.25	.92
6	Dictionary strategies	3.17	.84
Total No. of subjects = 60			

As clearly shown in Table 7, low achievers ranked *metacognitive regulation* first with a high mean score of 3.70 and standard deviation of .51 which was different from the group of high achievers. Second choice was given to the use of *memory/repetition strategies* with average mean score of 3.61 and standard deviation of .79 which is again not the same as the group of high achievers who ranked it third. *Activation strategies* were ranked third with an average mean score of 3.52 and standard deviation of .70. It is quite interesting to notice the resemblance pattern of strategy use as high and low achievers had exactly the same order for the remaining strategies. Low achievers ranked *guessing strategies* fourth with an average mean score of 3.29 and standard deviation of .69. *Note taking strategies* were given fifth place with an average mean score of 3.25 and standard deviation of .92. The final place was given to *dictionary strategies* with an average mean score of 3.17 and standard deviation of .84.

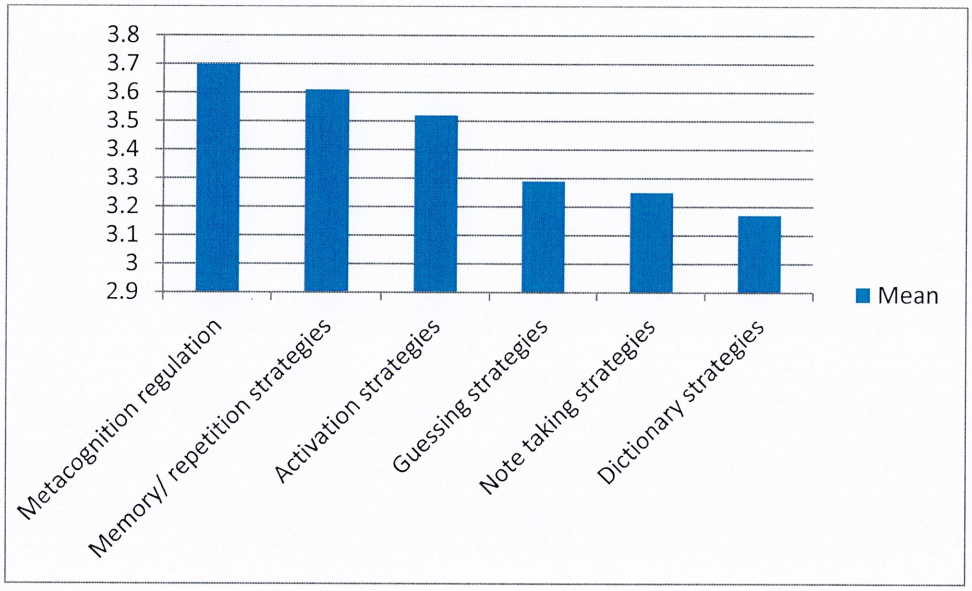


Figure (6)
Low Achievers' Use of Vocabulary Learning Strategies

The findings show that high and low achievers differ in their use of particular vocabulary learning strategies, which are metacognitive

strategies, activation strategies and memory/repetition strategies. Although one concludes that low achievers use metacognitive strategies which include self-initiation strategies and selective attention, they do not tend to use the words effectively in speaking or writing in the same manner as high achievers. Added to that, low achievers seem to depend more on memory strategies than high achievers. This could explain the reason for high achievers' success in vocabulary learning over low achievers.

- **Sources for Learning Vocabulary Among High and Low Achievers**

This section aims at presenting the different sources that high and low achievers use to learn English. The findings of each group (high and low achievers) were analysed and presented in Table 8.

- **Sources for Learning Vocabulary Among High Achievers**

Table (8)
Sources for Learning Vocabulary Among High Achievers

Rank	Sources	Mean	Std. Deviation
1	I learn English from English media (e.g., Internet, TV, songs, etc.)	4.38	1.12
2	I learn new words from reading English materials (e.g., newspaper, novels, etc.)	3.82	1.18
3	I learn new words only in my class from my teacher	2.10	1.28
Total No. of subjects = 60			

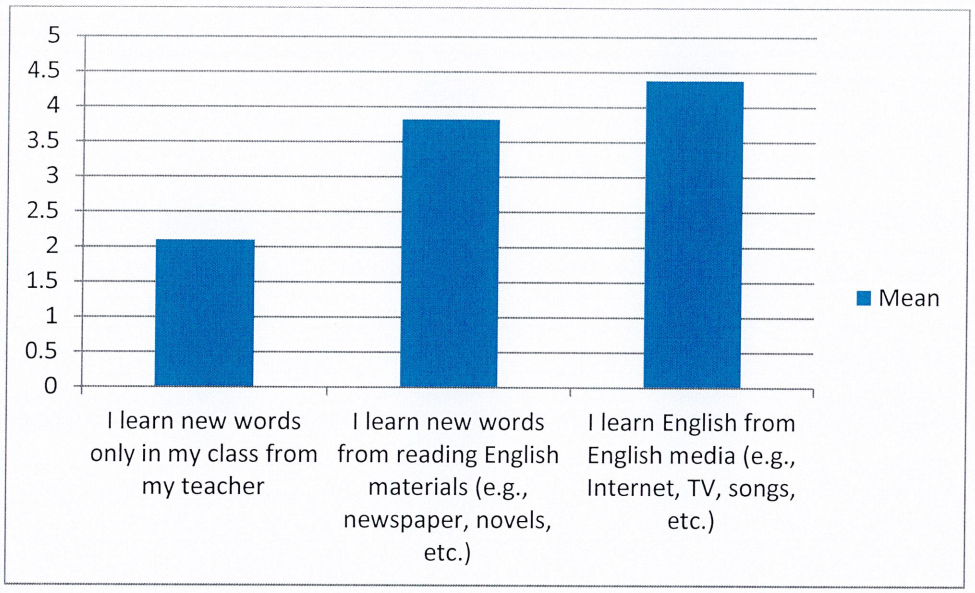


Figure (7)
Sources for Learning Vocabulary Among High Achievers

Analyzing the sources for learning English vocabulary among high achievers, reveals a high tendency among high achievers towards *learning vocabulary from English media* as it was ranked first with a high mean score of 4.38 and standard deviation of 1.12. *Learning English vocabulary from reading English materials* was ranked second with a high mean score of 3.82 and standard deviation of 1.18. The last on the list was *learning new words from the teacher inside the classroom* which received a low mean score of 2.10 and standard deviation of 1.28. This shows that high achievers rarely depend on the teacher for learning new words.

- **Sources for Learning Vocabulary Among Low Achievers**

Table (9)
Sources for Learning English Vocabulary Among Low Achievers

Rank	Sources	Mean	Std. Deviation
1	I learn English from English media (e.g., Internet, TV, songs, etc.)	3.93	1.33
2	I learn new words only in my class from my teacher	3.17	1.26
3	I learn new words from reading English materials (e.g., newspaper, novels, etc.)	2.90	1.50
Total No. of subjects = 60			

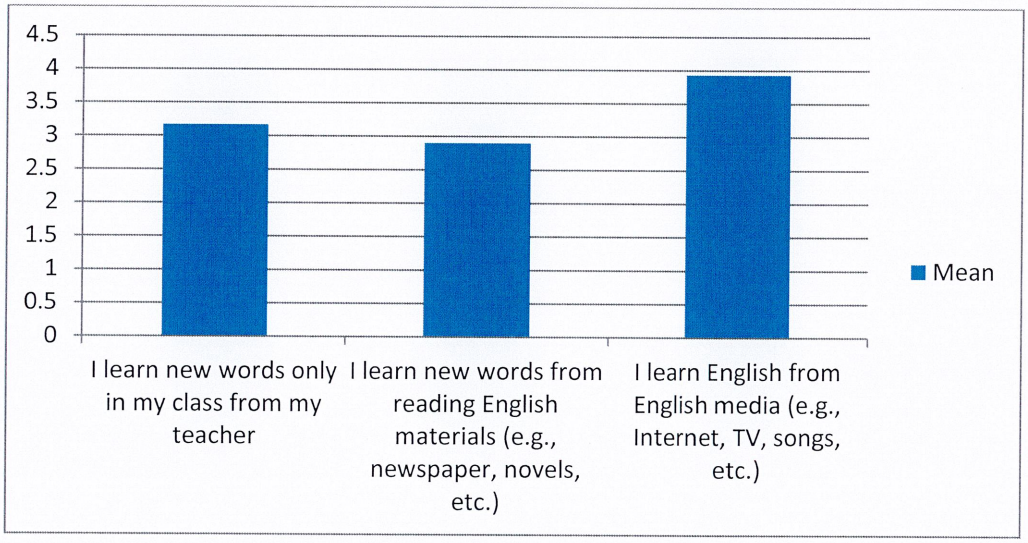


Figure (8)
Sources for Learning English Vocabulary Among Low Achievers

Analysis of the sources for learning English vocabulary among low achievers indicates that low achievers ranked *learning from English media* as their first source for learning English with a high mean score of 3.94 and standard deviation of 1.33, which was the same as the group of high achievers. However, the second and the third ranking varied, as low

achievers ranked *learning new words from the teacher*, second with an average mean score of 3.17 and standard deviation of 1.26. This indicates low achievers tendency to rely on the teacher as a second source for learning vocabulary. The final place was given to *learning new words from reading English materials*, which received the lowest mean score of 2.90 and standard deviation of 1.5.

To sum up, it is obvious from the results obtained from high and low achievers on the sources used to learn English vocabulary, that both groups learn best from English media such as the Internet, TV and songs, which are available sources especially with the popularity of social media applications such as Facebook, Twitter and Instagram. However, low achievers seem to rely more on the teacher than high achievers, who reported a higher tendency to read English materials than low achievers

4.2.4 Analysis of Research Question Four

Research Question Four aimed at addressing the differences between high and low achievers in terms of their vocabulary use.To provide an answer to this question, the means and standard deviation for both groups (high and low achievers) were analysed. Table 10 presents the findings:

Table (10)
The Means and Standard Deviations of Vocabulary Learning Strategies Among High and Low Achievers

Level	No.	Mean	Std. Deviation
High	60	113.23	17.83
Low	60	116.33	16.18

Table 10 shows that the means of students' responses in relation to achievement was in favour of low achievers, as the mean of low achievers was higher than the mean of high achievers, as the means of

low achievers was 116.33, whereas high achievers responses, had a mean score of 113.23. To decide whether these differences have any statistical significance, the researcher performed T-test Independent Samples. Table 11 illustrates the findings:

Table (11)
The Results of (T-test Independent Samples) for Differences in the Means of High and Low Achievers in Terms of their Use of Vocabulary Learning Strategies

	T	Df	Sig. (2-tailed)
Final Mark	-.997	118	.321

Table 11 shows that the significance level reached .321 and it is higher than α=0.05, which indicates accepting the null hypothesis and this means that there are no significant differences at the α=0.05 level in the use of strategies between high and low achievers in their overall use of vocabulary learning strategies. This indicates that both groups have shown high means of the use of different strategies. However, the researcher has found a difference in the ranking of the three first strategies which indicates that high achievers indeed use more cognitive strategies for word retention than low achievers.

4.2.5 The Analysis of Research Question Five

Research Question Five addresses whether there are any differences between males within high and low achievers and females within high and low achievers in the use of different vocabulary learning strategies. In order to answer this question, the researcher analyzed the data obtained from each group separately (male high, male low, female high, female low) then compared and contrasted the overall results.

- **Results of Male High and Low Achievers Use of Vocabulary Learning Strategies**

Table 12 presents the results obtained from the group of male high achievers.

Table (12)

The Results obtained from the Group of Male High Achievers on Their Use of Vocabulary Learning Strategies

Rank	Strategy	Mean	Std. Deviation
1	Activation strategies	3.70	.61
2	Metacognitive regulation	3.57	.68
3	Guessing strategies	3.25	.58
4	Memory/ repetition strategies	3.15	1.08
5	Note taking strategies	2.96	.97
6	Dictionary strategies	2.56	.90
Total No. of subjects = 30			

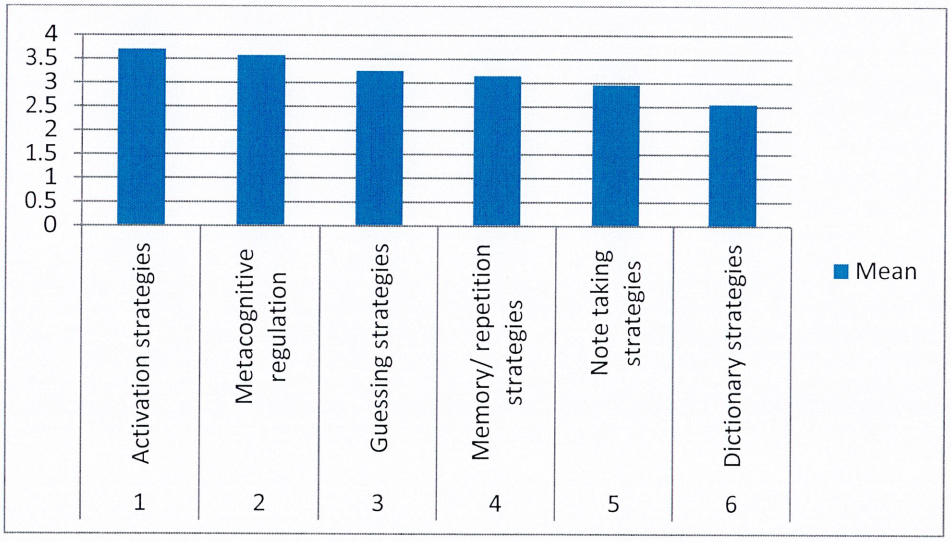


Figure (9)
Means of Male High Achievers' Use of Vocabulary Learning Strategies

Table (13)

Results of Male Low Achievers' Use of Vocabulary Learning Strategies

Rank	Strategy	Mean	Std. Deviation
1	Metacognitive regulation	3.74	.53
2	Activation strategies	3.44	.78
3	Memory/ repetition strategies	3.36	.76
4	Note taking strategies	3.22	.88
5	Guessing strategies	3.20	.68
6	Dictionary strategies	2.94	.91
Total No. of subjects = 30			

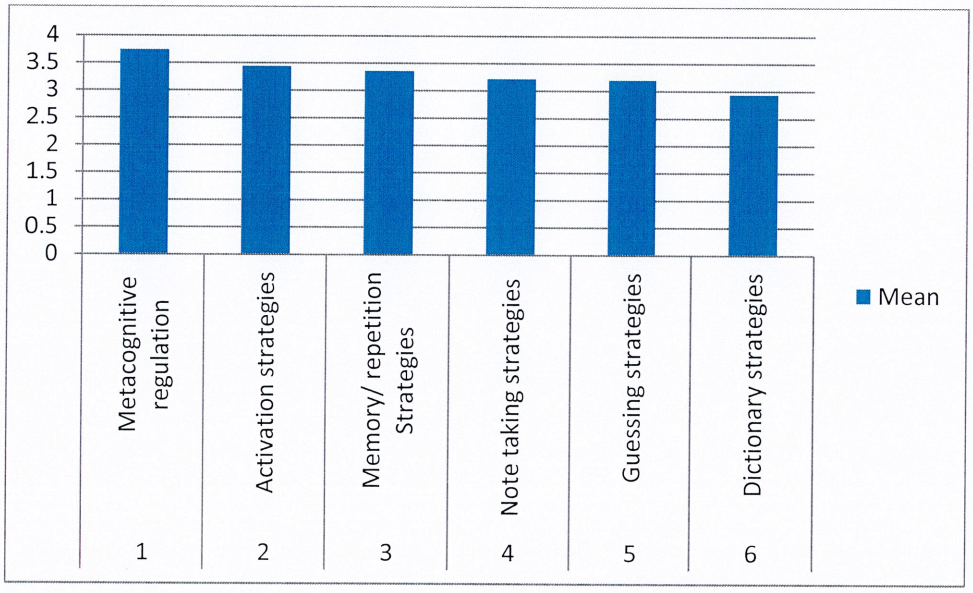


Figure (10)

Means of Male Low Achievers' Use of Vocabulary Learning Strategies

Tables 12 and 13 show the differences in the ranking between male high and low achievers their use of vocabulary learning strategies. Male high achievers ranked *activation strategies* first as they seem to use the newly

learnt words in different situations, while male low achievers, on the other hand, ranked *metacognitive regulation*. First, this indicates their awareness of focusing on important words. The second place on the high achievers' list was for the use of *metacognitive regulation* followed by *guessing strategies*. In contrast, male low achievers ranked *activation strategies* second. This indicates that male low achievers tend to use the new words in speaking and writing. *Memory strategies* were ranked third with a mean score of 3.36 among male low achievers. However, the same strategy was ranked fourth with a mean score of 3.15 among male high achievers. *Guessing strategies* which are considered as important strategies for word learning, were ranked third among male high achievers, whereas, these were ranked fifth by male low achievers. In fact, *note taking strategies* were ranked fourth on the list of male low achievers and fifth among male high achievers. Both groups ranked *dictionary strategies* the last on their list which is a clear indication to their rare use of the dictionary to look up words.

- **Results of Female High and Low Achievers' Use of Vocabulary Learning Strategies**

Table (14)

Results of Female High Achievers' Use of Vocabulary Learning Strategies

Rank	Strategy	Mean	Std. Deviation
1	Activation strategies	3.73	.79
2	Memory/ repetition strategies	3.71	1.00
3	Metacognitive regulation	3.70	.55
4	Guessing strategies	3.57	.68
5	Dictionary strategies	3.03	.87
6	Note taking strategies	2.94	.78
Total No. of subjects = 30			

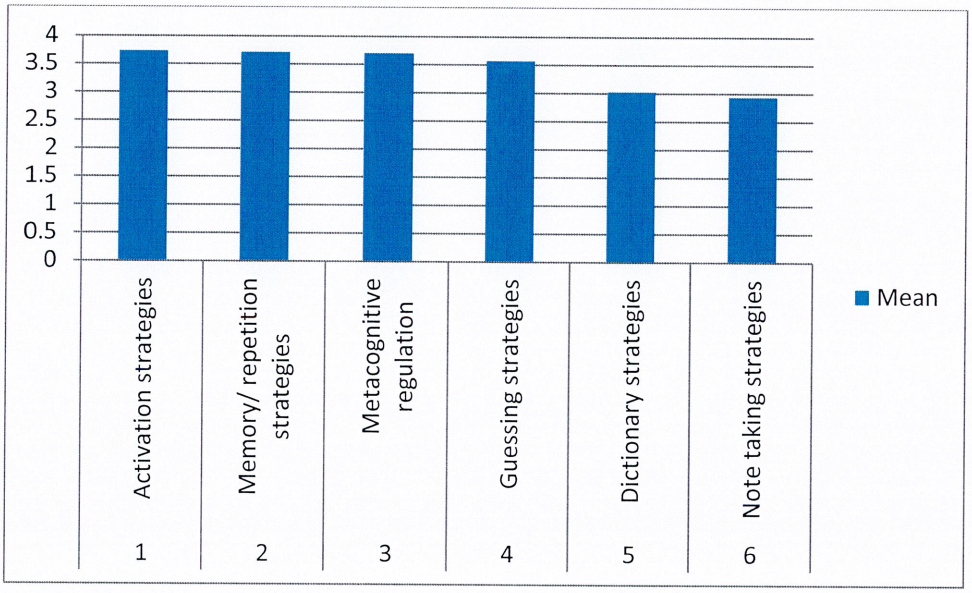


Figure (11)
Means of Female High Achievers' Use of Vocabulary Learning Strategies

Table (15)

Results of Female Low Achievers' Use of Vocabulary Learning Strategies

Rank	Strategy	Mean	Std. Deviation
1	Memory/ repetition strategies	3.85	.75
2	Metacognitive regulation	3.66	.50
3	Activation strategy	3.59	.62
4	Dictionary strategies	3.40	.70
5	Guessing strategies	3.39	.70
6	Note taking strategies	3.28	.98
Total No. of subjects = 30			

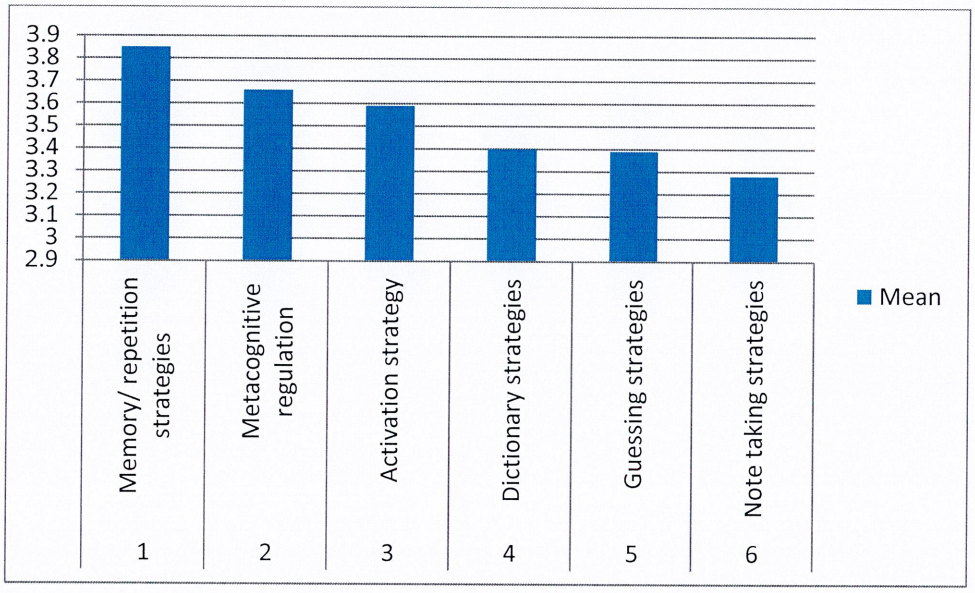


Figure (12)

Means of Female Low Achievers' Use of Vocabulary Learning Strategies

Female high achievers ranked *activation strategies* first with a high mean score of 3.73, while female low achievers ranked *memory/ repetition strategies* first with a high mean score of 3.85. It is quite interesting to notice that female high achievers ranked *memory strategies* second

preceding *metacognitive regulation*. On the other hand, female low achievers, ranked *metacognitive regulation* second with average mean score of 3.66, followed by *activation strategies*. *Dictionary strategies* were ranked fourth among low achievers and fifth among high achievers. Both groups had a later rank for *guessing strategies* as they were ranked fourth among high achievers and fifth among low achievers. Both groups ranked *note taking strategies* the last on their list.

It is concluded from the findings that females have a higher tendency to use memory strategies than males. In addition, females reported less use of guessing strategies than males. Furthermore, females have a higher tendency to use dictionary strategies than males. In contrast, males reported the use of note taking more than females.

- **Differences Among Males and Females' Use of Different Vocabulary Learning Strategies.**

The researcher felt the importance of comparing the overall strategy use of participants in relation to gender to observe the differences that may exist among males and females.

The means and standard deviation of students' responses were analysed on the basis of gender. Table 16 illustrates the findings:

Table (16)

Means and Standard Deviations of Males and Females' Use of Vocabulary Learning Strategies

Sex	No.	Mean	Std. Deviation	Std. Error Mean
Male	60	111.08	15.59	2.01
Female	60	118.48	17.71	2.28

Table 16 indicates that the means for students' use of vocabulary learning strategies on the basis of gender differences between males and females was in favour of females, as the mean score of females was higher than males which indicates that females use more strategies than males. The mean score of female learners was (118.48), while male learners' mean score was (111.08), and to decide whether these differences are statistically significant, the research performed (T-test Independent Samples). Table 17 shows the results:

Table (17)

The Results from (T-test Independent Samples) for Differences in the Means and Standard Deviations of Students' Responses to Their Use of Vocabulary Learning Strategies on the Basis of Gender Differences

	T	Df	Sig. (2-tailed)
Total Mark	-2.428	118	.017

Table 17 illustrates that the significance level reached (.017) which is less than the significance of (α=0.05), which means rejecting the null hypotheses and this means that there are significant differences at the (α=0.05) level in the use of strategies between males and females in their overall use of vocabulary learning strategies. As mentioned earlier in Chapter 2 Section 2.13.1 that most research in the use of vocabulary learning was in favour of females and the results of the current study confirm these findings.

4.3 Data Analysis: Phase Two

Having the research questions in mind, Phase Two aimed to explore how exactly Bahraini 11th grade students learn vocabulary and how their strategies are related to their achievement level and gender. Findings

from Phase One are used to support the findings from the interviews when needed. The purpose of the analysis in Phase Two is a) to demonstrate exactly how Bahraini 11th grade students who are enrolled in government schools learn vocabulary, at the metacognitive, cognitive and affective levels; b) to compare and contrast the vocabulary beliefs and strategies used by male and female high and low achievers in order to map out patterns of similarity and differences.

4.3.1 Participants' Profile Based on Achievement

Twenty participants were chosen from the sample of 120 subjects who participated in Phase One to take part in Phase Two. The selection of the participants was carried out after preliminary analysis of Phase One. The participants of Phase Two were chosen from the 120 subjects who completed the questionnaire from Phase One. Table 18 represents the profile of high achievers and Table 19 represents the profile of low achievers. This section is concerned with presenting the participants' profiles as these profiles had a comprehensive part in shaping the participants' beliefs about vocabulary learning as well as their employment of vocabulary learning strategies. These profiles, illustrated in Table 18 and 19, include background information regarding the participants' age, academic level, English summative test score and number of years spent in learning English.

Table (18)

The Profile of High Achievers

No.	Name	Age	Academic level	Gender	Years of learning English	Eng. Summative Test Score
1	Ebrahim H.	16	High	Male	7	89
2	Ahmed	16	High	Male	7	95
3	Maitham	17	High	Male	7	95
4	Abdulrahman	17	High	Male	7	90 ½
5	Mansoor	16	High	Male	7	90
6	Wala	16	High	Female	7	90
7	Mariam	16	High	Female	7	92
8	Fatima S.	16	High	Female	7	98
9	Fatima A.	16	High	Female	7	93
10	Shada	17	High	Female	7	94

Table (19)

The Profile of Low Achievers

No.	Name	Age	Academic level	Gender	Years of learning English	Eng. Summative Test Score
1	Ebrahim M.	17	Low	Male	7	49
2	Radwan	17	Low	Male	7	35
3	Abdulla	17	Low	Male	7	30
4	Abdulaziz	16	Low	Male	7	50
5	Mushari	17	Low	Male	7	40
6	Shaikha	16	Low	Female	7	50
7	Noof	16	Low	Female	7	48
8	Dalal	16	Low	Female	7	39
9	Eman	17	Low	Female	7	50
10	Haya	17	Low	Female	7	38

The rationale behind presenting the groups of learners according to their level of achievement was to demonstrate the descriptive data obtained from each group and compare and contrast the findings in relation to achievement. It should be noted that the analysis of Phase Two is mainly

based on the dimensions of vocabulary learning and beliefs students hold regarding learning vocabulary.

4.3.2 The Findings Obtained from High Achievers

All high achievers interviewed considered themselves good at learning vocabulary. However, their reasons behind this belief varied. Maitham and Ebrahim H. stated that once they hear or encounter a new word they tend to look for its meaning immediately, while Ahmed and Mansoor indicated that they use English at home with their family members. Mariam and Fatima S. said that they tend to put the new words in sentences for better understanding. Wala, Abdulrahman and Fatima A. on the other hand, stated that they are good at learning vocabulary because they can easily memorize new words. Bushra was the only participant who stated that reading was behind her success at vocabulary learning.

As for their style of learning English vocabulary, Ahmed, Mansoor, Abdulrahman and Shada use memorization for vocabulary learning, whereas Fatima S., Fatima A. and Maitham learn vocabulary better by listening to the new words and paying attention to pronunciation. Mariam, Wala and Ebrahim H. learn vocabulary by writing the words down with their meaning in English.

All ten participants agreed that English words change based on the context in which they are used. They also were in agreement with the fact that learning vocabulary is important for learning English. However, their reasons behind this varied. Ahmed, Mariam, Wala, Ebrahim H.and Shada believe that without words it is impossible to form sentences as vocabulary forms the basis for language learning and vocabulary knowledge comes before grammar. Fatima S., Abdulrahman, Maitham, Mansoor and Fatima A., on the other hand, believe that vocabulary

knowledge is vital for communication and it helps learners when they go on to higher education. In addition, vocabulary helps in improving speaking skills.

In relation to the best strategies to learn English vocabulary, Fatima A., Shada and Mariam emphasized reading as the best strategy to learn vocabulary, while Fatima S. and Maitham indicated listening to English media such as songs as an effective strategy to acquire vocabulary. Ahmed mentioned his use of memorization for learning vocabulary as he believes this will result in better retention of the word. Ebrahim H. and Wala indicated frequent use of the dictionary for looking up words and their meanings in different contexts and observing pronunciation. Mansoor was the only participant who tends to break down the word into its smaller parts in order to understand the structure and the use, while Abdulrahman uses the context to guess the meaning of unfamiliar words.

With regard to dictionary use, Wala, Ahmed, Fatima S., Maitham, Mariam and Fatima A. never use dictionaries but they stated their frequent use of Google Translate tool to translate words into Arabic. Only Mansoor, Abdulrahman, Ebrahim H. and Shada indicated their use of English Arabic dictionaries.

All participants indicated that they first attempt to use the context to deduce the meaning of unfamiliar words which they face while reading. If this is not successful, then they would ask the teacher for the meaning of the words.

In addition, all participants apart from Ebrahim H. emphasized that they directly attempt to use the newly learnt words in writing and speaking inside and outside the classroom. They particularly use the words in social media applications such as Twitter, Facebook and Instagram.

As for enhancing their learning of English vocabulary, participants agreed on the importance of writing down newly learnt words after the first encounter and using them in real life situations.

In relation to enriching English vocabulary, all participants were in agreement on the importance of reading articles and novels. Wala and Fatima A. added watching English movies without Arabic subtitles as an additional way for enriching English vocabulary.

Main sources for learning English vocabulary as indicated by participants were the internet; in particular YouTube, watching movies, listening to songs, reading novels and books.

As for the affective aspect of vocabulary learning, nine participants believe that learning vocabulary is an easy task, however, all nine participants emphasized the importance of practising the words in new situations. In addition, they also indicated that the task of learning vocabulary requires some effort on the part of the learner. Only Shada believed that learning vocabulary is difficult especially in exams where most words are unfamiliar and require attention on the part of the learner.

4.3.3 The Findings Obtained from Low Achievers

Only three out of the ten participants, namely Mushari, Abdulaziz and Ebrahim M., considered themselves to be good at vocabulary learning because they pay attention to their teacher and try to focus on important words, while the rest of the group believed they were poor at vocabulary learning because they consider English as a difficult language.

As for their preferred style of learning vocabulary, all participants use memorization and repetition for vocabulary learning. There was an

agreement on the part of participants that English vocabulary changes according to the context.

Noof, Radwan and Mushari believe in the importance of learning vocabulary to learn English because they think that words are the basis for sentence formation. Abdulaziz, Ebrahim M., Haya, Abdulla and Shaikha think that learning vocabulary is the key to communicating in English and expressing ideas, while Dalal thinks that vocabulary is important particularly for writing.

As for the best strategies to learn English vocabulary, participants' answers varied because they seem to use different strategies to learn English vocabulary. Abdulaziz, Eman, Haya, Shaikha and Noof use loud repetition and memorization. It was quite interesting that some participants, namely Ebrahim M., Radwan, Dalal and Mushari indicated the use of note taking of newly learnt words. Abdulla was the only participant who mentioned his use of context to try and guess the meaning of new words.

Regarding the use of dictionaries, Ebrahim M., Radwan, Mushari, Abdulla and Noof indicated the use of English-Arabic dictionaries, while the rest of the group stated that they never attempt to use dictionaries. However, there was a sort of agreement on the use of Google Translate as a tool for a quick access for word meaning.

When faced with a new word while reading, Abdulaziz, Haya, Ebrahim M., Radwan, Mushari, Eman and Dalal stated that they first attempt to use the context to understand the meaning of the difficult word and if this fails, they ask the teacher for the meaning of the word. The rest of the group simply stated that they tend to ignore the word they fail to understand.

Only Abdulla, Shaikha and Dalal mentioned their frequent use of the new words in speaking and writing, while, Eman, Haya, Abdulaziz, Noof and Mushari indicated their minimum use of newly learnt words in speaking and writing. Ebrahim M. and Radwan clearly stated that they never attempt to use the new words either in writing or in speaking.

In relation to enhancing the learning of new vocabulary, Radwan, Ebrahim M., Shaikha, Abdulla, Eman and Haya emphasized memorization and repetition. Dalal, Noof and Abdulaziz said that they tend to write down the new words for better understanding. In fact, Mushari was the only participant who reported using reading to enhance his learning of new vocabulary.

Most participants indicated reading and doing class activities to enrich the knowledge of English vocabulary, apart from Eman and Mushari who mentioned watching more English speaking movies. It was interesting that one participant, Ebrahim H. stated that the best way to enrich his English vocabulary is by carrying out conversations with native speakers of English.

With regard to students' sources for learning English vocabulary, all participants stated that their only source for learning new vocabulary is in the classroom from their teacher and only Dalal, Haya, Mushari added watching English movies.

As for the affective aspect of vocabulary learning, Eman, Shaikha, Dalal, Haya, Abdulla and Radwan think that English is a difficult language because words have different meanings in different contexts and this requires a lot of effort from the students. However, Noof, Abdulaziz, Mushari and Ebrahim M. believe that learning vocabulary is an easy task if the student has the desire to learn.

Table (20)

Comparison Between High and Low Achievers in Relation to Their Responses to the Interview

Area	High Achievers	Low Achievers
Do you think you are good at learning English vocabulary?	100% believe they are good at vocabulary learning	70% believe they are poor at vocabulary learning 30% believe they are good at vocabulary learning
Style of learning vocabulary	40% use memorization 30% listening 30% writing words down	100% memorization and repetition
Do you think English vocabulary have fixed meanings or they change based on context?	100% believe English vocabulary change based on context	100% believe English vocabulary change based on context
Do you think that learning vocabulary is important to learn English language?	100% think that learning vocabulary is important to learn English	100% think that learning vocabulary is important to learn English
Strategies for vocabulary learning	30% reading 20% listening to English media 20% dictionary 10% memorization 10%breaking words to smaller parts 10% guessing from context	50% loud repetition 40% note taking 10% guessing from context
Dictionary use	60% never use dictionaries (Google Translate Tool instead) 40% use English-Arabic dictionary	50% use English-Arabic dictionary 50 % never use dictionaries (Google Translate Tool instead)

What do you do if you face a new word while reading?	100% use the context to understand unfamiliar words	70% use the context to understand unfamiliar words 30% ignore the new word
Do you use the newly learned vocabulary in speaking and writing?	90% directly use the new words in speaking and writing 10 % never use the words in speaking and writing	30% directly use the new words in speaking and writing 50% indicated minimum use of the new words 20% never use the words in speaking and writing
How do you enhance your learning of new words?	100% reading articles and novels (20% added watching English speaking movies in addition to reading)	60% memorization and repetition 30% writing words down 10% reading
How do you enrich your knowledge of English vocabulary?	100% writing words down and using them in real life situations	70% reading in class and doing classroom activities 20% Watching English speaking movies 10% carrying out conversations with natives speakers of English
What are your sources for learning new English vocabulary?	The internet (YouTube), watching movies, listening to songs, reading books	Classroom teacher, watching English movies
Do you think learning vocabulary is difficult or easy?	90% learning vocabulary is easy 10% learning vocabulary is difficult	60 % learning vocabulary is difficult 40% learning vocabulary is easy

It is obvious from Table 20 that there are differences in the beliefs of high and low achievers regarding learning vocabulary. All high achievers interviewed considered themselves to be good at vocabulary learning, while only 30% of low achievers believe that they are good at vocabulary learning. As indicated in Chapter Two Section 2 the beliefs learners' hold can play a crucial role in distinguishing good and poor learners.

The styles for learning vocabulary indicated that 100% of low achievers tend to use memorization, while only 40% of high achievers reported the use of memorization. 30% of high achievers reported listening and the other 30% tend to write words down. Findings obtained from Phase One indicate that low achievers indeed use memorization more frequently as they have ranked memory strategies the second on their list. Both high and low achievers were in agreement regarding the fact that English vocabulary changes on the basis of the context which they are used in. In addition, both groups seem to believe in the importance of learning vocabulary to learn English.

The strategies used by high and low achievers varied, however, 30% of high achievers use reading while 50% of low achievers reported the use of loud repetition and 40% use note taking to learn vocabulary. Again Phase One results confirm low achievers tendency to use memory and repetition strategies, while only 10% of high achievers use repetition. Guessing from context received little attention as both groups reported 10% use of guessing from context. This brings up the results of Phase One as guessing strategies were ranked fourth among high and low achievers, see Tables 6 and 7. This indicates that Bahraini 11th grade students do not tend to use guessing strategies as frequently as they should. Dictionary use reported 60% among high achievers and 50% among low achievers. It is quite interesting to notice that participants of both groups who reported never using dictionaries mentioned their use of Google Translate Tool instead, which indicates a transformation into the digital world. However, this tool should be handled with caution as it sometimes fails to translate words in the accurate context.

100% of high achievers indicated their use of the context to understand the meaning of the difficult words they face while reading, while 70% of

low achievers reported the use of context. It is quite interesting that both groups reported using the context for undertaking reading tasks, although it was ranked the fourth strategy for word learning. This could be the result of having a small number of participants being interviewed as it is the case with most interviews.

90% of high achievers reported using newly learnt words in speaking and writing, while only 30% of low achievers use the new words. This clearly shows the difference between high and low achievers in terms of using activation strategies. As activation strategies in Phase One was given the third rank among low achievers, whereas it was ranked the first among high achievers. (See Tables 6 and 7).

Another difference existed among the two groups in terms of enhancing the learning of English vocabulary. All high achievers indicated their use of reading, while only 10% of low achievers reported reading. This is also reflected in the sources for learning English vocabulary. (See Table 8 and 9) Low achievers ranked reading English materials the last, which confirms the findings obtained from Phase One.

100% of high achievers mentioned writing words down and activating their use of the words in real life situations to enrich their vocabulary learning, which again corresponds to their ranking of activation strategies first on their list. In contrast, 70% of low achievers stated reading only in the classroom. This indicates low achievers tendency to read only in class to enrich their learning of vocabulary.

As for the sources for learning English vocabulary, high achievers mentioned using the Internet, English media and reading, which corresponds to the analysis of sources for vocabulary learning obtained from Phase One, (See Table 8) whereas, low achievers mentioned the

classroom teacher and watching English speaking movies, which is clearly shown in the analysis of Phase One. (See Table 9).

Finally, regarding the affective aspect of vocabulary learning, 90% of high achievers believe that vocabulary learning is easy, while 60% of low achievers consider the task of vocabulary learning difficult. This sums up the important role of beliefs in shaping the learning of vocabulary among high and low achievers as these beliefs can foresee how each group handles the task of learning vocabulary.

4.3.4 Participants' Profile Based on Gender

This section aims at analysing the qualitative data on the basis of gender differences between males and females. (See Section 4.3.1 for a general profile of learners). Table 21 and Table 22 represent the participants profile on the basis of gender differences.

Table (21)

Male Participants' Profile

No.	Name	Age	Academic level	Gender	Years of learning English	Eng. Summative Test Score
1	Ebrahim H.	16	High	Male	7	89
2	Ahmed	16	High	Male	7	95
3	Maitham	17	High	Male	7	95
4	Abdulrahman	17	High	Male	7	90 ½
5	Mansoor	16	High	Male	7	90
6	Ebrahim M.	17	Low	Male	7	49
7	Radwan	17	Low	Male	7	35
8	Abdulla	17	Low	Male	7	30
9	Abdulaziz	16	Low	Male	7	50
10	Mushari	17	Low	Male	7	40

Table (22)

Female Participants' Profile

No.	Name	Age	Academic level	Gender	Years of learning English	Eng. Summative Test Score
1	Wala	16	High	Female	7	90
2	Mariam	16	High	Female	7	92
3	Fatima S.	16	High	Female	7	98
4	Fatima A.	16	High	Female	7	93
5	Shada	17	High	Female	7	94
6	Shaikha	16	Low	Female	7	50
7	Noof	16	Low	Female	7	48
8	Dalal	16	Low	Female	7	39
9	Eman	17	Low	Female	7	50
10	Haya	17	Low	Female	7	38

4.3.5 The Findings Obtained from Male Participants

Eight participants considered themselves to be good at vocabulary learning, apart from Abdulla and Radwan who believe that they were poor at learning vocabulary because they face difficulties while reading English texts.

In relation to their style of learning vocabulary, Abdulrahman, Mansoor, Radwan and Ebrahim M. stated that they tend to memorize new words and repeat them after the first encounter. Ahmed, Abdulla and Maitham learn better by listening to new words and writing them down, while, Ebrahim H. and Mushari tend to write down the new words. Abdulaziz was the only participant who indicated that his style of learning vocabulary is by reading.

There was an agreement among participants regarding the concept that English words change based on the context in which they appear in.

As for the importance of learning vocabulary to learn English, all participants agreed on the importance of vocabulary learning to aid

language learning. Ahmed, Mushari, Radwan and Abdulaziz stated that without vocabulary, it is not possible to form sentences, while Abdulla, Ebrahim H., Abdulrahman and Ebrahim M. believe that words are important to communicate in English. Mansoor and Maitham added that learning vocabulary helps students in their higher education.

Regarding the best strategies to learn vocabulary, Mushari and Radwan mentioned their use of note taking to learn and remember new words, while Ahmed and Abdulaziz emphasized the use of memorization for better word retention. Ebrahim M. and Ebrahim H. indicated writing down new words and looking for their meanings. Maitham said that he tends to focus on listening to the new words, writing them down and using them appropriately.

Mansoor tends to break down the word to its smaller parts for better understanding of the meaning of the word, while the rest of the group stated that they try to use the new words in real situations.

In relation to the use of dictionaries, three participants namely, Abdulaziz, Ahmed and Maitham stated clearly that they never use dictionaries but they reported the use of Google Translate Tool instead, while the rest, indicated their use of English-Arabic dictionaries.

When faced with a new word while reading, Mansoor, Mushari, Maitham, Abdulrahman and Abdulla indicated their use of the context to try and understand the meaning of the new word, while the rest of the group prefer to ask the teacher directly for the meaning of the new word.

As for using the new words in speaking and writing, three participants, namely, Radwan, Ebrahim H. and Ebrahim M. stated that they never use the new words in speaking or writing, while the rest of the class said that they directly tend to use the words in a relevant context.

In relation to enhancing the learning of new vocabulary, Abdulla, Radwan, Ebrahim M. and Ebrahim H. use memorization and repetition, while the rest emphasize reading.

As for enriching the learning of English vocabulary, Abdulrahman and Ebrahim M. feel that the best way to enrich their knowledge of English vocabulary is through carrying out conversations with native speakers of English. Abdulla and Radwan believe in the importance of doing classwork to enrich English vocabulary, whereas, the rest emphasize on reading and watching English speaking movies.

In relation to sources for learning English vocabulary, only Ebrahim H., Abdulla and Radwan said that their only source is from their teacher in the classroom. The rest of the group mentioned various sources for learning English vocabulary such as using social media applications like Facebook, Twitter and Instagram, reading stories and novels and watching English speaking movies.

With regard to the affective aspect of vocabulary learning, Abdulla and Radwan were the only two participants who believe that the task of vocabulary learning is quite difficult, while the rest were in agreement that learning vocabulary is easy, however, it requires some effort on the part of the learner.

4.3.6 The Findings Obtained from Female Participants

In relation to whether they consider themselves good at vocabulary learning, half of the participants, namely, Shada, Fatima A., Wala, Fatima S. and Mariam believe that they are good at vocabulary learning because they like English and they read in English, while the rest of the group believe that they are poor at vocabulary learning because they feel that English is a difficult language.

Regarding their style of learning vocabulary, Noof, Shaikha, Haya and Shada said that they tend to memorize and repeat new words for better retention, while, Dalal, Mariam, Fatima S. and Wala said that they usually write down new words and put them in sentences. Only Fatima A. and Eman said that they learn vocabulary better by reading.

All participants agreed that English vocabulary does not have fixed meanings but they tend to change according to the context in which they appear in.

As for the importance of learning vocabulary to learn English, all participants agreed on the importance of learning vocabulary in order to learn English. Their reasons for this varied, Dalal believes that English vocabulary is important for writing, unlike Fatima A. who thinks that vocabulary is important for speaking. Fatima S. was the only participant who considered vocabulary learning important for later stages of education, while the rest of the group regarded vocabulary learning to be vital for communicating in English.

Regarding the best strategies to learn vocabulary, Dalal indicated using the context to deduce the meaning of unfamiliar words. Mariam, Shada and Fatima A. believe that reading is the best strategy to learn vocabulary. Fatima S. indicated listening as the best way to learn vocabulary while the rest of the group said that they frequently use memorization and repetition.

Only Shada and Noof mentioned their use of English-Arabic dictionaries, while the rest clearly stated that they never attempt to use dictionaries but they use Google Translate Tool instead.

When faced with a new word while reading, Noof and Shaikha indicated that they normally ignore the words they do not understand while reading,

while the rest of the group said that they normally use the context to understand the meaning of unfamiliar words.

Most participants said that they usually use the newly learned words in speaking and writing apart from Haya, Noof and Eman who confessed that they rarely use the new words in speaking or writing.

As for enhancing the learning of English vocabulary, Haya, Eman, Fatima A. and Shaikha use repetition and memorization. Noof and Shada tend to write the new words down. Mariam and Dalal read in order to enhance their learning of vocabulary, while, Fatima S. and Wala use the words in relevant situations.

In relation to enriching English vocabulary, most participants indicated reading to enrich vocabulary learning. Fatima A. and Eman added watching English speaking movies.

As for sources for vocabulary learning, Haya, Eman, Shaika, Dalal and Noof said that their English language teacher is the main source for learning English vocabulary, while the rest mentioned reading books and novels, using social media, watching TV and English movies.

With regard to the affective aspect of vocabulary learning, Mariam, Fatima Ali, Fatima S. and Wala feel that vocabulary learning is easy because English is an easy language, whereas, the rest of the group feel that the task of learning vocabulary is difficult.

Table (23)

Comparison Between Males and Females in Relation to Their Responses to the Interview

Area	Male	Female
Do you think you are good at learning English vocabulary?	80% believe they are good at vocabulary learning 20% believe they are poor at vocabulary learning	50% believe they are poor at vocabulary learning 50% believe they are good at vocabulary learning
Style of learning vocabulary	40% use memorization 30% listening and writing words down 20% writing words down 10% reading	40% memorization and repetition 40% writing words down and putting them in sentences 20% reading
Do you think English vocabularies have fixed meanings or they change based on context?	100% believe English vocabulary change based on context	100% believe English vocabulary change based on context
Do you think that learning vocabulary is important to learn English language?	100% think that learning vocabulary is important to learn English	100% think that learning vocabulary is important to learn English
Strategies for vocabulary learning	40% guessing from context 20% note taking 20% memorization 10% listening to English media, writing words down and using them in relevant context 10% breaking words to smaller	50% memorization and repetition 30% reading 10% guessing from context 10% listening
Dictionary use	70% use English-Arabic dictionary 30% never use dictionaries (Google Translate Tool instead)	20% use English-Arabic dictionary 80 % never use dictionaries (Google Translate Tool instead)
What do you do if you face a new word while reading?	50% ask the teacher 50% use the context to understand unfamiliar words	80% use the context to understand unfamiliar words 20% ignore the new word
Do you use the newly learned vocabulary in speaking and writing?	70% directly use the new words in speaking and writing 30% never use the words in speaking and writing	70% directly use the new words in speaking and writing 30% never use the words in speaking and writing

How do you enhance your learning of new words?	40% memorization and repetition 60% reading	40% memorization and repetition 20% writing words down 20% reading 20% using the words in relevant context
How do you enrich your knowledge of English vocabulary?	60% reading and watching English movies 20% reading in class and doing classroom activities 20% carrying out conversations with natives speakers of English	80% reading 20% watching English speaking movies
What are your sources for learning new English vocabulary?	70% social media, reading stories and novels and film watching 30% classroom teacher	50% classroom teacher 50% social media, reading stories and novels and film watching
Do you think learning vocabulary is difficult or easy?	80% learning vocabulary is easy 20% learning vocabulary is difficult	70% learning vocabulary is difficult 30% learning vocabulary is easy

80% of males believe themselves to be good at vocabulary learning, while only 50% of females believe so. Both groups reported 40% use of memorization as their preferred style of learning English vocabulary. Memorization is found as a characteristic of Asian students (Schmitt, 2000; Chamot, 2004; Griffiths, 2010), which explains Bahraini learners' tendency to use it frequently. In addition, 40% of females indicated writing words down and putting them in sentences, while 20% of males reported writing words down. Furthermore, 30% of males mentioned listening and writing the new words down, whereas, females neglected the use of listening. Females reported a higher tendency towards reading as 20% use reading, in comparison to males who reported that only 10% use reading.

Both groups agreed that English vocabulary changes according to context and that learning vocabulary is important to learn English.

As for the best strategies to learn vocabulary, 40% of males reported the use of context compared to 10% among females. 50% of females reported the use of memorization as it appears that females use more memorization than males, while 20% of males reported using memorization. In addition, 30% of females mentioned their use of reading, whereas, none of the males reported using reading. Note taking was only reported by males as 20% mentioned using note taking strategies.

There was a significant difference between the two groups in terms of dictionary use. 70% of males reported the use of English–Arabic dictionaries, while only 20% of females reported the use of dictionaries. Although Phase One analysis indicated the rare use of dictionaries among males compared to females, the interviews with participants revealed opposing findings; this could be the result of the small number of participants who responded to the interview as they represent only 6% of the overall population who responded to the questionnaire.

Male participants have a higher tendency to ask the teacher for the meaning of the difficult word which they encounter while reading, as 50% reported asking the teacher for the meaning of the words and the other 50% mentioned the use of the context. In contrast, 80% of females reported the use of the context to understand the meaning of the difficult word. Both groups show a tendency towards using the context for reading. 70% of both groups tend to use the newly learnt words in writing and speaking.

In relation to enhancing the learning of English vocabulary, male participants reported 60% use of reading to enhance the learning of vocabulary, while 20% of females use reading to enhance vocabulary

learning. Males and females seem to depend heavily on memorization as 40% of both groups use memorization as an active way to enhance their learning of English vocabulary. This corresponds to the findings obtained from Phase One. (See Tables 12, 13, 14 and 15)

Regarding enriching the knowledge of English vocabulary, females reported a higher tendency towards reading as 80% reported reading in comparison to males as 60% of the male population reported the use of reading. In addition, 20% of males reported undertaking reading tasks in the classroom, while 20% of females, mentioned watching movies. Furthermore, 20% of male participants believe that carrying out conversations with native speakers can enrich their knowledge of English vocabulary.

70% of males use social media, reading and watching English movies, while 50% of females reported the use of the same sources. Females seem to rely more on the teacher as 50% mentioned the teacher as a source for learning vocabulary. Male participants on the other hand, rely less on the teacher as only 30% mentioned learning new words from the classroom teacher.

As for the affective aspect of vocabulary learning, females have a higher tendency towards believing in the difficulty of learning English vocabulary as 70% reported that learning vocabulary is a difficult task, while 80% of males believe that learning vocabulary is easy.

The analysis of the data obtained from males and females shows that differences exist among the two groups in most areas related to vocabulary learning, especially in the belief of whether learning vocabulary is difficult or easy. Males seem to have more positive beliefs regarding vocabulary learning than females. In addition, females seem to

use memorization and dictionary strategies more than males. All previous studies that looked at gender differences in relation to vocabulary learning strategies discovered the existence of certain differences among males and females such as the study conducted by Politzer's (1983) and Erhman and Oxford (1988) study and this study confirms these findings.

4.4 Findings and Discussion

In this section, each of the previously proposed research questions will be stated and discussed in terms of the relevant results. This discussion will be integrated by the relevant data analysis results and an interpretation of these results.

Research Question One of the present study was: What beliefs do high and low achievers who are studying EFL in Bahraini secondary schools hold about learning English vocabulary?

In order to answer this question, a sample of 120, 11th grade students consisting of 60 high achievers (30 males and 30 females) and 60 low achievers (30 males and 30 females) were asked to respond to a vocabulary learning strategies questionnaire including beliefs and vocabulary learning section. Descriptive statistics were obtained in order to see the overall patterns of beliefs held by these participants about vocabulary learning. In general, high achievers demonstrated that less attention should be given to the memorization of vocabulary, than the other two belief categories in this section, that vocabulary should be studied and put to use and vocabulary should be acquired in context. The prevailing belief was that vocabulary should be acquired in context.

Low achievers on the other hand, presented a different view, as they seem to rely more on memorization as the belief that words should be memorized had the highest mean score of 3.87 followed by the belief that

words should be studied and put to use. The belief that words should be acquired in context received the lowest mean score of 3.53, whereas, the belief of words should be acquired in context was ranked first among high achievers with a high mean score of 4.02.

Using a qualitative method of research following on from the questionnaire, the researcher used a qualitative approach in the form of follow up interviews to attempt to corroborate the results obtained from the questionnaire. Moreover, the interview data helped the researcher to gain more insights about whether these beliefs are correspondent to the use of the strategies associated with that belief. 100% of high achievers interviewed reported the use of the context while reading while 70% of low achievers reported using the context to understand the difficult words they face while reading. This corresponds with the high ranking of the belief that words should be acquired in context among high achievers. In addition, the belief that words should be studied and put to use received a mean score of 3.63 among high achievers. This is clearly stated by the group of high achievers as 90% reported using the new words in writing and speaking.

Research Question Two was: What vocabulary learning strategies are used by high achievers who are studying EFL in Bahraini secondary schools? Utilizing quantitative and qualitative methods, high achievers seem to use activation strategies as it received the highest mean score of 3.71 followed by metacognitive regulation. Third on the list was memory strategies which were given an average mean score of 3.43. Guessing strategies were fourth, followed by note taking strategies and dictionary strategies. Sources for learning English vocabulary were also investigated among high achievers. Learning from English media had the highest mean score of 4.38 followed by reading English materials which received

a mean score of 3.82. Finally, learning from the teacher received the lowest mean score of 2.10.

Qualitative data obtained from the interviews confirms that high achievers use activation strategies as 90% use the newly learnt words directly in speaking and reading. In addition, 40% of high achievers reported the use of memorization, which again explains their ranking of memory strategies, third on the list. Regarding the use of guessing strategies, 100% of high achievers reported the use of guessing from context for undertaking reading tasks. However, it should be noted that guessing strategies involve using background knowledge and linguistic clues, students in the current study refer only to using background knowledge, as only 10% reported breaking words to smaller parts, which is part of linguistic clues within guessing strategies. Furthermore, only 40% reported the use of dictionaries which explains ranking dictionary strategies last on the list. In addition, high achievers in the interview reported that their main source to learn English was using English media, which corresponds to the data obtained from Phase One.

Research Question Three was: What vocabulary learning strategies are used by low achievers who are studying EFL in Bahraini secondary schools? By using quantitative and qualitative measures, the findings of low achievers revealed the use of metacognitive regulation, which indicates that low achievers use self-initiation strategies and selective attention to learn vocabulary. Metacognitive regulation scored the highest on the list with a mean score of 3.70, followed by memory strategies with a mean score of 3.61. Activation strategies were ranked third with a mean score of 3.52 followed by guessing strategies with a mean score of 3.29. Note taking strategies received a mean score of 3.25 followed by dictionary strategies with a mean score of 3.17. Sources for learning

English among low achievers revealed that they mainly learn vocabulary from English media which received a mean score of 3.93 followed by learning from the teacher with a mean score of 3.17. Finally, low achievers had the lowest mean score for reading English materials 2.90. Reflecting on Phase Two, low achievers mentioned watching English speaking movies and the classroom teacher as main sources for vocabulary learning.

Research Question Four was: What are the differences between high and low achievers in terms of vocabulary use? To provide an answer to this question, the mean scores of high and low achievers were compared. Low achievers had a higher mean score than high achievers and to decide whether these differences were significant, the researcher performed (T-test Independent Samples) and the significance level was .32, which reveals that there were no significant differences between high and low achievers. However, the researcher has identified differences in the ranking of the three first strategies among the groups. High achievers tend to activate their knowledge of new vocabulary in speaking, writing and real life situations. Whereas low achievers rarely tend to use the words actively after their first encounter. In addition, low achievers use more memorization than high achievers.

Research Question Five was: Are there any differences between males within high and low achievers and females within high and low achievers in the use of different vocabulary learning strategies? To provide an answer to this question, quantitative and qualitative means were utilized. The group of male high achievers seem to use the newly learnt words in speaking and writing and this was clearly shown in the ranking of activation strategies the first on the list of vocabulary learning strategies, with a high mean score of 3.70. This was followed by metacognitive

regulation. Guessing strategies were ranked third with a mean score of 3.25. Note taking strategies received a mean score of 2.96 and dictionary strategies were the last on the list with the lowest mean score of 2.56. Male low achievers on the other hand, ranked metacognitive regulation first with a high mean score of 3.74, followed by activation strategies with an average mean score of 3.44. Memory strategies received the third place, as a clear indication to male low achievers' tendency to use memorization rather than applying guessing strategies. Note taking strategies received a mean score of 3.22 followed by guessing strategies with a similar mean score of 3.20. Finally, Dictionary strategies received the lowest mean score of 2.94.

It is obvious from the data obtained from male high and low achievers that male high and low achievers tend to activate their knowledge of English by using the new words in speaking and writing as activation strategies were ranked first among high achievers and second among low achievers. Data obtained from Phase Two indicated that 70% of male participants tend to use the newly learnt words in speaking and writing. In addition, male low achievers have a higher tendency to focus on important words rather than using the words in real life situations. It is quite obvious that memorization strategies are used more by male low achievers as they were ranked third preceding note taking strategies in Phase One. Interviews revealed that 40% of male participants use memorization strategies. Guessing strategies which are considered as important cognitive strategies were ranked third among male high achievers and fifth among male low achievers. Phase One results indicated 40% use of guessing from the context strategies. It was quite interesting to notice that male low achievers ranked note taking fourth. This was evident from the data obtained in Phase Two as 20% of male

participants reported the use of note taking strategies. Although both groups, male high and low achievers ranked dictionary strategies the last on their list in Phase One, whereas, 70% of male participants reported the use of English-Arabic dictionaries in Phase Two. This is due to the fact that only 6% of the participants who responded to the questionnaire were interviewed.

The data obtained from the group of female high and low achievers in Phases One and Two revealed different findings. Female high achievers ranked activation strategies the highest with a mean score of 3.73, whereas, female low achievers ranked the same strategies third with a mean score of 3.59. This could be because high achievers are more conscious about using the newly learnt words in relevant situations. Memory strategies were ranked first among female low achievers with a high mean score of 3.85, while female high achievers ranked the same strategies second with a high mean score of 3.71. This indicates that females have a high tendency towards using memory strategies as 50% of female learners reported the use of memorization to learn vocabulary. Metacognitive regulation was ranked second among female low achievers with an average mean score of 3.59 and third among female high achievers with a high mean score of 3.70. Dictionary strategies was ranked fourth followed by guessing strategies among female low achievers, whereas, female high achievers ranked guessing strategies fourth on their list followed by dictionary strategies. Although Phase One analysis indicates dictionary use, 20% of female participants reported the use of dictionaries. In Phase Two, only 10% of female participants reported the use of guessing from context as a strategy for vocabulary learning. Note taking strategies was the last on the list among both

groups, as none of the female participants mentioned the use of note taking strategies which confirms the findings of Phase One.

After performing a comparison of mean scores among males and females in order to decide whether gender has any significance on the vocabulary learning strategies among the two groups, the mean score of females was higher than males as it reached 118.48, while males had a mean score of 111.08. The researcher performed (T-test Independent Samples) and the results indicated that gender has a significant influence on the strategies used. As most related studies in relation to gender and vocabulary learning strategies has indicated that females were more efficient strategy users than males.

Phase Two was designed to confirm results of Phase One and to provide deep insights about the way the learners of different achievement and gender employ vocabulary learning strategies. Among the main findings that have been generated in Phase Two are the following:

- High and low achievers hold different beliefs about vocabulary learning because they view the language system differently. High achievers believe they are good at vocabulary learning because they pay attention and feel that English is an easy language to learn, while most low achievers believe the opposite. This is due to low achievers' main belief that English is a difficult language to learn which is supported by their low level of achievement in the language.
- Low achievers are more oriented towards memorization as they seem to use it frequently over other deeper strategies such as guessing strategies. This could be because memorization and repetition does not require complex mental efforts like other strategies such as guessing strategies.

- High achievers use a wider range of strategies than low achievers, which could be the reason for their success at vocabulary learning. Low achievers on the other hand, tend to focus only on memory, repetition and note taking.
- High achievers prefer the use of Google Translate Tool over the use of dictionaries. This is due to the availability of the tool and students' tendency to use digital instruments over dictionaries.
- High achievers use guessing from context more than low achievers, as high achievers use both aspects of guessing strategies which include background knowledge and linguistic clues.
- High achievers activate their knowledge of new vocabulary by using the newly learnt words in speaking, writing and real life situations. While low achievers rarely use the new words in relevant situations. This has participated in the success of high achievers over low achievers in vocabulary-related tasks.
- Low achievers neglect the use of reading to enhance their learning of vocabulary, whereas all high achievers reported reading as one of the main ways to enhance the learning of English vocabulary.
- Low achievers rely more on the reading tasks which are performed in class and believe in their importance in enriching their English vocabulary system. High achievers on the other hand, prefer writing words down and using them in relevant situations.
- High achievers use different sources for learning English such as English media and reading English materials, while low achievers, rely more on the teacher as a main source for learning. This indicates their lack of awareness regarding the use of other important sources for learning English.

- Males had a more positive attitude regarding vocabulary learning than females as they believe that the task of vocabulary learning was easy.
- Males believe they are good at vocabulary learning more than females. This could be the result of males being more confident regarding vocabulary learning than females.
- Both males and females seem to depend on memorization and its related-strategies. This is due to the nature of Asian students and the teaching strategies which are employed by teachers in the classroom.
- Males use more guessing strategies than females. This reflects their awareness of the importance of guessing from context to learn vocabulary.
- Males tend to use the dictionary more than females, as females prefer the use of Google Translate Tool instead of carrying heavy dictionaries.
- Males have a higher tendency to ask the teacher for the difficult words they face while reading, whereas females, prefer using the context to understand the meaning of unfamiliar words.
- Most males and females tend to try and use the newly learnt words in productive skills such as speaking and writing.
- Males and females use reading to enhance and enrich their knowledge of English vocabulary. This indicates a sense of awareness among students to use reading as a rich source to learn vocabulary.
- Males rely more on social media and reading as sources for learning English. Females on the other hand, placed equal weights on social media, reading and the classroom teacher.

- Males were more oriented towards the belief that learning vocabulary is an easy task, unlike females who believed in the opposite, because of the nature of English vocabulary which changes according to context.

4. 5 Conclusion

It is apparent from the analysis of Phase One, that achievement had no statistical significance on the overall use of vocabulary learning strategies, which indicates that both high and low achievers use different strategies. However, referring to Tables 6 and 7, the researcher has identified a difference in the ranking of the first three strategies among high and low achievers. Phase One analysis confirms the results obtained from previous studies which categorizes certain strategies as being used more by high achievers such as activation strategies. The data also confirm low achievers tendency to use more memorization than high achievers. In addition, most data obtained from Phase Two confirm the findings of Phase One.

In relation to gender, there was a statistical difference between males and females to the benefit of females, as the mean score for their vocabulary learning was higher than males; this indicates that they use more strategies than males. Furthermore, females reported the more use of memorization strategies than males who reported a more use of the context as a strategy for vocabulary learning. Moreover, females seem to have negative beliefs regarding vocabulary learning, unlike males who were more confident about vocabulary learning.

CHAPTER FIVE

CONCLUSIONS, PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

Review of related literature in the area of vocabulary learning has revealed that the acquisition of an adequate vocabulary is essential for successful language use and plays an important role in the formation of productive skills. (Nation, 1990). In addition, there is a need for second language acquisition studies focusing on the relationship of vocabulary learning strategies, achievement and gender. The present study aimed at investigating the vocabulary learning strategies employed by high and low achievers from both genders in a Bahraini context and to identify the differences that may exist among the groups.

The present study has attempted to answer a group of research questions in relation to a) the patterns of beliefs and vocabulary learning strategies adopted by 11th grade Bahraini high and low achievers b) how high and low achievers differ in the beliefs they hold about vocabulary learning and in the strategies they employ in their vocabulary learning and c) how males and females differ in the beliefs they hold about vocabulary learning and the strategies they employ in their vocabulary learning. To best answer the research questions, the researcher applied a two-phase sequential mixed approach which involved gathering numeric data information as well as textual-based data so that the final database represented both quantitative and qualitative information.

In this chapter, the researcher first provides general conclusions regarding the study. Then, pedagogical implications will be addressed. Finally, the

researcher offers suggestions in order to direct future studies in the area of vocabulary learning strategies.

5.2 General Conclusions

Vocabulary learning strategies are considered important tools which each learner should be equipped with in order to succeed in language learning. (Purpura, 2014). The study aimed at investigating vocabulary learning strategies among Bahraini high and low achievers EFL learners from different genders. Quantitative and qualitative methods were utilized to address the proposed research questions through the use of a questionnaire and semi-structured interviews.

It is concluded from the study that, certain differences exist among high and low achievers. First of all, high achievers believe that the best way to learn vocabulary is through acquiring words in context. Low achievers on the other hand, believe that memorization is the best way to learn vocabulary. In addition, high achievers were in favour of using activation strategies which indicates the use of the newly learnt words in relevant context. In contrast, low achievers preferred the use of metacognitive strategies, which implies that they attempt to focus on important words and monitor their progress, however, they do not use the words in appropriate contexts. Furthermore, sources for learning English vocabulary differed among high and low achievers. High achievers reported high mean scores for learning English vocabulary from English media and reading English materials, while low achievers mentioned using English media and the teacher as main sources for learning English vocabulary. This suggests that low achievers need to be directed towards reading English outside the classroom instead of mainly depending on reading texts presented in the classroom. Furthermore, guessing strategies

were prioritized neither among high achievers nor among low achievers. This could be the result of not being aware of the strategies which are associated with guessing from context, that include using background knowledge and linguistic clues. Moreover, low achievers reported a high use of memorization strategies, which could be a reflection of classroom practices that encourage memorization over other important cognitive strategies such as guessing from context and note taking. Although, memory strategies could be useful, students need to be exposed to other useful strategies to learn vocabulary. In addition, dictionary strategies were not popular among students, because of the availability of other sources for learning vocabulary such as Google Translate Tool.

The study also revealed some differences between males' and females' use of vocabulary learning strategies, which include: males' tendency to hold more positive beliefs regarding vocabulary learning. Added to that, males prefer the use of note taking over dictionary use. Females on the other hand, prefer the use of dictionaries than note taking and depend more on memorization strategies to learn vocabulary.

To sum up, it is important to notice that achievement and gender influence the learners' use of different vocabulary learning strategies. Bahraini high and low achievers are found to differ in their use of certain vocabulary learning strategies; Metacognitive Strategies, Activation Strategies and Memory Strategies. Added to that, although females use more vocabulary related strategies, they tend to use less cognitive strategies than males.

5.2 Pedagogical Implications

This section tackles pedagogical implications of each significant finding in this study. Below is a summary of some important implications that are relevant to Bahraini 11th grade students.

High and low achievers in the present study were found to use a variety of vocabulary learning strategies. (See Tables 4 and 5). In fact, high achievers can be categorized as active participants who make use of their learning of vocabulary and focus on their progress regarding their learning of vocabulary with preferred use of memorization over guessing. They also tend to use more note taking strategies over dictionary use.

Low achievers on the other hand, were found to monitor their progress in word learning and tend to rely heavily on memory and its related strategies. They rarely attempt to use the newly learnt words in productive skills and do not use guessing strategies as frequently as memorization. They share a tendency of using note taking over dictionary use with high achievers.

The study revealed that there were no statistical differences in relation to achievement among the two groups, as both reported using a variety of vocabulary learning strategies; however the ranking of the first three strategies identified high achievers' orientation towards activation strategies. It is simply the case that if you use the words you have learnt you will be better at vocabulary learning as indicated from the review of related literature.

Gender was found to be significant in the present study. Males were found to rely less on memorization than females. In addition, males exhibit a sense of awareness regarding vocabulary learning. In addition, they hold positive beliefs regarding vocabulary learning, than females who considered it to be rather difficult. Furthermore, male high achievers use more guessing from context strategies than female high achievers.

Findings in this study suggest that memory strategies are frequently used among learners of different achievement level and gender. The use of

these strategies seems a characteristic among Asian students as a result of teaching methods exhibited in the classroom. Furthermore, Bahraini students were found not to give enough attention to guessing strategies as they only use background knowledge and neglect the use of linguistic clues. Thus a need emerges to teach all aspects of guessing strategies and train students to actively use the context as an important source for learning vocabulary. Moreover, low achievers mainly depend on the teacher to learn new words, whereas many other sources are available. This could explain their low achievement level as reading and being exposed to English media are vital sources for learning English. Added to that, dictionary use should be promoted among students especially with the availability of free digital dictionary applications. Teachers should present the advantages of using dictionaries over Google Translate Tool, since the latter is not a dictionary and sometimes results in inaccurate translation of words in a certain context. Furthermore, teachers should encourage note taking strategies as they are considered important cognitive skills which learners at this level should have learnt to use effectively. In addition, teachers should expand their teaching methods to develop automaticity in using newly learnt vocabulary items especially among low achievers. Despite the constraints of the curriculum, there are a lot of techniques Bahraini teachers and instructors can accomplish to improve the vocabulary learning process in the Bahraini curricula and, thus, enhance the learners' general achievement level in English. Finally, findings from this study can help curriculum developers to seek materials that incorporate training students to use different vocabulary learning strategies, which could result in creating better language learners.

5.2 Recommendations for Future Research

The research methodology followed in this study helped in exploring and finding the patterns of beliefs and strategy use, mapping out relations between vocabulary learning strategies and achievement and gender, hence, leading to arriving at more reliable results. However, there is yet little evidence on the relationship between vocabulary learning strategies, achievement and gender that may remain an issue for further research. The following recommendations are made for further research:

1. It would be advantageous to conduct similar studies to the present one with some key modifications. Succeeding research would benefit from, for example, using a substantially larger sample of Bahraini 11^{th} grade students of one gender and grouping them according to their learning styles. Then, the groups would have to be compared to see whether there is a significant correlation in the use of vocabulary learning strategies.
2. An analysis and investigation of the correlation between vocabulary learning strategies and achievement level could be further investigated with a larger sample as the current study revealed no significance differences between high and low achievers in terms of the strategies they report using. Therefore, a need emerges to replicate the procedures and methodology used in this study with a larger population.
3. An investigation of the effectiveness of the use of Google Translate Tool, as the use of this tool is quite popular among Bahraini learners and to compare its usefulness with dictionary use.
4. An analysis and investigation of the effectiveness of various learning strategies using other methodologies such as think-aloud protocol, document analysis, or different types of interviews.

5. In terms of research design, the field of vocabulary learning strategies would benefit from longitudinal studies. These longitudinal designs help identify strategy change in relation to learning results.
6. While replication studies are certainly needed, further research should aim at helping learners rather than finding patterns of vocabulary learning. In so doing, the field of vocabulary learning strategies needs more experimentation on strategy training in order to determine cause and effect relationships and to see if certain strategies make a difference in vocabulary learning.
7. Analyzing and investigating different language course books in order to compare and contrast their presentation of vocabulary learning strategy related tasks. This will enrich the field of vocabulary learning strategies with valuable findings regarding training students to use vocabulary learning strategies.

REFERENCES

1. Abraham, R. & Vann, R. (1987). Strategies of Two Language Learners: A Case Study. In A. Wenden and J. Rubin (Ed.). *Learner Strategies in Language Learning.* (pp. 85-102). New York: Prentice Hall.

2. Ahmed, M. O., (1989). Vocabulary Learning Strategies. In P. Meara, (Ed.) *Beyond words: Papers from the Annual Meeting of the British Association for Applied Linguistics* (pp.3-14). London: Centre for Information on Language Teaching and Research.

3. Aitchison, J. (2003). *Words in the mind: An introduction to the mental lexicon.* Malden, MA: Blackwell Pub.

4. Alhaisoni, E. (2012). Language Learning Strategy Use of Saudi EFL Students in an Intensive English Learning Context. *Asian Social Science.* Vol. 8. No (13). Accessed on [July 2nd 2015] Retrieved from: http://www.google.com.bh/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CBsQFjAAahUKEwi5iuGVqJ3JAhWJHxoKHVeADEQ&url=http%3A%2F%2Fccsenet.org%2Fjournal%2Findex.php%2Fass%2Farticle%2Fdownload%2F21495%2F14026&usg=AFQjCNHK0b3gX_dDV5sKBFJewbbcGKWqfA

5. Alothman, E. (2011). *Vocabulary Learning Strategies in Correlation with Proficiency Level: A case Study of Saudi Female EFL Students in College of Education, Riyadh, University for Girls.* Deutschland: VDM Verlag Dr. muller GmbH & Co. KG.

6. Anderson, J.R. (1995). *Learning and Memory: An Integrated Approach.* New York: Wiley.

7. Anstey, M. (1988). Helping children learn how to learn. *Australian Journal of Reading*, 11, 269-277.

8. Arnold, J. (1999). *Affect in Language Learning*. Cambridge: Cambridge University Press.

9. Astin, A. W. (1991). *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education.* New York, NY: Macmillan.

10. Atkinson, R. C. & Schiffrin, R. M. (1968). Human Memory: A Proposed system and its Control Processes. In K. W. Spence and J. T. Spence (Ed.). *The Psychology of Learning and Motivation* (pp.89-105). New York: Academic Press.

11. Atkinson, R. C. (1972). Optimizing the learning of a second-language vocabulary. *Journal of Experimental Psychology*, 96, 124-129. Accessed on [August 1st 2015] Retrieved from:

http://www.google.com.bh/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCAQFjAAahUKEwj2gdeQqZ3JAhXEtBQKHRLqBIc&url=http%3A%2F%2Frca.ucsd.edu%2Fselected_papers%2FOptimizing%2520the%2520Learning%2520of%2520a%2520Second%2520Language%2520Vocabulary_Journal%2520of%2520Experimental%2520Psychology_1972.pdf&usg=AFQjCNGaH-ACVThUGsrTJCS5kn8DQnEwNg&bvm=bv.107763241,d.bGQ

12. Atkinson, R. C. (1975). Mnemotechnics in Second-Language Learning. *American Psychologist*, 30, 821-828.

13. Baddeley, A. (1986). *Working Memory*. Oxford: Oxford University Press.

14. Bandura, A. & Schunk, D.H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personal and Social Psychology*, 41, 586-598. Accessed on [June 4th 2015] Retrieved from:

    http://www.google.com.bh/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CB4QFjAAahUKEwjH3Kv2qZ3JAhWmhHIKHbKEDf0&url=http%3A%2F%2Fwww.uky.edu%2F~eushe2%2FBandura%2FBandura1981JPSP.pdf&usg=AFQjCNF-80Slezj4v7eCaZh6pBaN450rzQ

15. Bastanfar, A., &Hashemi, T. (2010). Vocabulary learning strategies and ELT materials A study of the extent to which VLS research informs local coursebooks in Iran. *International Education Studies*, 3(3), 158-166. Accessed on [May 4th 2015] Retrieved from http://search.proquest.com/docview/821817367?accountid=136546.

16. Bensoussan, M., & Laufer, B. (1984). Lexical guessing in context in EFL reading comprehension. *Journal of Research in Reading*, 7, 15-32. Accessed on [October 6th 2015] Retrieved from:

    http://www.researchgate.net/publication/229532713_Lexical_Guessing_in_Context_in_EFL_Comprehension

17. Bialystok, E. (1978). A Theoretical Model of Second Language Learning. *Language Learning*, 28, (1), 69-83.

18. Bialystok, E. (1979). The Role of Conscious Strategies in Second Language Proficiency. *Canadian Modern Language Review*, 35, 372-394.

19. Biggs, J. (1987). *Student Approaches to Learning and Studying*. Hawthorn, Victoria: Australian Council for Educational Research. Accessed on [September 18th 2015] Retrieved from:

    http://www.google.com.bh/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0CE0QFjAGahUKEwjHzfrCrJ3JAhWKshQKHQ1YB-U&url=http%3A%2F%2Frepositorio.ub.edu.ar%3A8080%2Fxmlui%2Fbitstre

am%2Fhandle%2F123456789%2F2139%2FED308201.pdf%3Fsequence%3D1&usg=AFQjCNEDcWW5XEgUyjnelT2Dr-QTkkrHcQ

20. Bonsa, G. B., Wolde-Mariam, G. S. (2014). Vocabulary Learning Strategies Used by EFL Students: the Case of 11th Grade High and Low Achievers at Jorgo Nole Preparatory School. *Ethiopian Journal of Education and Sciences*, 9, (2), 17-33.

21. Breen, M.P. (2001). *Learner Contributions to Language Learning: New Directions in Research*. Harlow, Essex: Pearson Education Limited.

22. Bremner, S. (1998). Language Learning Strategies and Language Proficiency: Investigating the Relationship in Hong Kong. *The Canadian Modern Language Review*, 55 (4), 490-514.

23. Brown, A. L., Bransford, J. D., Ferrara, R. A., & Campione, J. C. (1983). Learning, Remembering, and Understanding. In P. H. Mussen (Ed.), *Handbook of Child Psychology*: Vol 3. Cognitive Development (pp. 77-166). New York: Wiley. [-19-]

24. Caracelli, V. W., & Greene, J. C. (1993). Data Analysis Strategies for Mixed-Method Evaluation Designs. *Educational Evaluation and Policy Analysis*, (15), 195-207. Accessed on [July 16th 2015] Retrieved from:

http://www.google.com.bh/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CCwQFjACahUKEwiimIb4rp3JAhUDLBoKHT0PAZ4&url=http%3A%2F%2Fmoodle.technion.ac.il%2Fpluginfile.php%2F563253%2Fmod_folder%2Fcontent%2F0%2FCaracelli%2520and%2520Greene%25201993%2520Data%2520analysis%2520strategies.pdf%3Fforcedownload%3D1&usg=AFQjCNEIr9EpIIyJFyEN6wihSBUTMvmUFA

25. Carter, R. & McCarthy, M. (1988). *Vocabulary and Language Teaching*. London: Longman.

26. Catalan, R. M, J. (2003). Sex Differences in L2 Vocabulary Strategies. *International Journal of Applied Linguistics*. Vol. 13, No. (1), 54- 77.

27. Chamot, A. U. (1987). *The Learning Strategies of ESL Students*. New York: Prentice Hall.

28. Chamot, A. U. (2004). Issues in Language Strategy Research and Teaching. *Electronic Journal of Foreign Language Teaching*. Vol. 1, No. (1), 14-26. Accessed on [March 24th 2015] Retrieved from: http://e-flt.nus.edu.sg/v1n12004/chamot.htm

29. Channell, J. (1981). Applying Semantic Theory to Vocabulary Teaching. *ELT Journal*, 35, 115-122.

30. Channell, J. (1988). Psycholinguistic Considerations in the Study of L2 Vocabulary Acquisition. In R. Carter & M. McCarthy (Ed.), *Vocabulary and Language Teaching* (pp. 83-96). London: Longman.

31. Chapelle, C. A. (1994). Are C-tests Valid Measures for L2 Vocabulary Research? *Second Language Research*, 10, 157-187.

32. Chen, S.Q. (1990). A Study of Communication Strategies in Interlanguage Production by Chinese EFL Learners. *Language Learning*, (40), 155-187.

33. Clahsen, H., Meisel, J. & Peinemann, M.(1983). Deutsch als Zwietsprache: der Spracherweb auslandischer Arbeiter (German as a Second Language : Language acquisition of foreign workers). Gunter Narr: Tubingen.

34. Coady, J. (1993). Research on ESL/EFL Vocabulary Acquisition: Putting it in Context. In T. Huckin, M. Haynes and J. Coady (Ed.), *Second Language Reading and Vocabulary Learning*. (pp. 3-23). Norwood, N.J.: Ablex.

35. Coady, J. (1997). L2 Vocabulary Acquisition Through Extensive Reading. In J. Coady and T. Huckin(Ed.), *Second Language Vocabulary Acquisition.*(pp. 225-237). Cambridge: Cambridge University Press.

36. Coady, J. & Huckin, T. (1997). *Second Language Vocabulary Acquisition.* Cambridge: Cambridge University Press.

37. Cohen, A. D. (1987). The Use of Verbal and Imagery Mnemonics in Second-Language Vocabulary Learning. *Studies in Second Language Acquisition*, (9), 43-62.

38. Cohen, A. (1990). Language Learning: *Insights for Learners, Teachers, and Researchers.* Boston, MA: Heinle & Heinle.

39. Cohen, A.D., (1998) *Strategies in Learning and Using a Second Language.* Essex, U.K.: Longman.

40. Cohen, L., Manion, L., & Morrison K. (2000). *Research Methods in Education* (5th Edition). London: Routledge Falmer.

Cohen, A. D. (2001). The Learner's Side of Foreign Language Learning: Where Do Styles, Strategies, and Tasks Meet? *International Review of Applied Linguistics in Language Teaching*. (41), 4, 279–291.

41. Cohen, A. (2007). Coming to Terms with Language Learner Strategies: Surveying the Experts. In A. D. Cohen and E. Macaro (Ed.), *Language Learner Strategies: 30 years of Research and Practice* (pp. 29-45). Oxford, UK: Oxford University Press.

42. Como, L. (1986). The Metacognitive Components of Self-Regulated Learning. *Contemporary Educational Psychology*, 11, 333-346.

43. Corbetta, P (2003). *Social Research: Theory, Methods and Techniques.* London; Thousand Oaks, California: Sage Publications.

44. Creswell, J. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (2nd Ed.). Thousand Oaks, CA: SAGE Publications.

45. Crothers, E., & Suppes, P. (1967). *Experiments in Second-Language Learning.* New York: Academic Press.

46. Crow, J. T., & Quigley, J. R. (1985). A Semantic Field Approach to Passive Vocabulary Acquisition for Reading Comprehension. *TESOL Quarterly*, 19, 497-513.

47. Crow, J. T. (1986). Receptive Vocabulary Acquisition for Reading Comprehension. *The Modern Language Journal*, 70, 242-250.

48. Decarrico, J. S. (2001). Vocabulary learning and teaching. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language.* (pp. 285-299). Boston: Heinle & Heinle.

49. Ehrman, M. & Oxford, R. (1988). "Ants and grasshoppers, badgers and butterflies: Qualitative and quantitative exploration of adult language learning styles and strategies." *Paper presented at the Symposium on Research Perspectives on Adult Language Learning and Acquisition*, Ohio State University, Columbus, OH.

50. Ellis, N. C. & Beaton, A. (1995). Psycholinguistic Determinants of Foreign Language Vocabulary Learning. In B. Harley (Ed.). *Lexical Issues in Language Learning.* (pp. 107-165). Amsterdam: Benjamins.

51. Ellis, N. C. (1997). Vocabulary acquisition: Word Structure, Collocation, Word-Cass, and Meaning. In N. Schmitt and M. McCarthy (Ed.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 122-139). Cambridge: Cambridge University Press.

52. Ellis, R. (1995). *The Study of Second Language Acquisition.* Oxford: Oxford University Press.

53. Ellis, R. (2000). *Instructed Second Language Acquisition.* Oxford: Blackwell.

54. Flavell, J.H. (1987). Speculation about the nature and development of metacognition. In F.E. Weinert, and R.H. Kluwe, (Ed.), *Metacognition, Motivation and Understanding* (pp. 1-29). Hillsdale, NJ: Lawrence Erlbaum.

55. Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design and Evaluate Research in Education.* New York, NY: McGraw-Hill.

56. Fries, C. C. (1945). *Teaching and Learning English as a Foreign Language.* Ann Arbor, MI: University of Michigan Press.

57. Gan, Z., Humphreys, G., & Hamp-Lyons, L. (2004). Understanding Successful and Unsuccessful EFL Students in Chinese Universities. *Modern Language Journal*, 88 (2), 229-243.

58. Gang, X. (2014). A Study on English Vocabulary Learning Strategies Used by Chinese College Students. *Studies in Literature and Language*, 9(1), 111-116.Accessed on [September 23rd 2015] Retrieved from: http://search.proquest.com/docview/1561743433?accountid=136546

59. Gharabavi, A. &Mousavi, S. A. (2012). Do Language Proficiency Levels Correspond to Language Learning Strategy Adoption? *English Language Teaching.* Vol. 5, No. 7.

60. Ghazal, L. (2007). Learning Vocabulary in EFL Contexts Through Vocabulary Learning Strategies. *Novitas-Royal* .Vol. 1(2), 84- 91. Accessed from [June 2nd 2015] Retrieved from: [http://www.novitasroyal.org/Ghazal.pdf]

61. Green, J. & Oxford, R. (1995). A Closer Look at Learning Strategies, L2 Proficiency and Gender. *TESOL Quarterly.* 29 (2), 261-297.

62. Griffiths, C. & Parr, J. M. (2001). Language Learning Strategies: Theory and Perception. *ELT Journal* 55 (3). 247-245.

63. Griffiths, C. (2010). Strategies of Successful language Learners. *JELS.* Vol. 1, No. 3. 1-18.

64. Gu, Y. (1994). Vocabulary Learning Strategies of Good and Poor Chinese EFL Learners. *Tesol'94: The* Twenty-*Eighth Annual Convention and Exposition.* Baltimore.

65. Gu, Y. & Johnson, R. K. (1996). Vocabulary Learning Strategies and Language Learning Outcomes. *Language Learning* 46: 4, 643- 679.

66. Gu, Y. (2003) Fine Brush and Freehand: The Vocabulary-Learning Art of Two Successful Chinese EFL Learners. *TESOL Quarterly.* Vol. 37, No. 1, 73-104.

67. Gu, P. Y. (2003). Vocabulary Learning in a Second Language: Person, Task, Context and Strategies. TESLEJ, 7(2), 1–25. Accessed from [July 24th 2015] Retrieved from: http://www.tesl-ej.org/wordpress/issues/volume7/ej26/ej26a4/

68. Guduru, R.(2014)."An overview of Saudi FFL learners' self-assessment of vocabulary learning strategies." *Language In India.* Academic OneFile. Accessed [August 2nd 2015] Retrieved from: http://go.galegroup.com/ps/i.do?id=GALE%7CA373748234&v=2.1&u=sdl&it=r&p=AONE&sw=w&asid=46e5b3a002f46fcd438c657d098d5d82

69. Hatch, E. M. ,& Farhadi, H. (1983). *Research Design and Statistics for Applied Linguistics*. Tehran: Rahnaman Publications.

70. Hatch, E., & Lazaraton, A. (1991). *The Research Manual: Design and Statistics for Applied Linguistics*. Boston: Heinle & Heinle.

71. Hatch, E. & Brown, C. (1995). *Vocabulary, Semantics, and Language Education.* Cambridge: Cambridge University Press.

72. Harris, M. & Mower, D. & Skorzyska, A. (2005). *Opportunities 2*. Bahrain Edition. Harlow: Pearson Education Limitted.

73. Haycraft, J. (1978). *Teaching Vocabulary. An Introduction to English Language Teaching.* London: Longman

74. He, Ying. (2010). *A Study of L2 Vocabulary Learning Strategies* .Accessed on [July 25th 2015] Retrieved from: http://www.diva-portal.org/smash/get/diva2:326994/FULLTEXT01.pdf

75. Horwitz, E.K. (1987). Surveying Student Beliefs about Language Learning. In A. Wenden and J. Rubin (Ed.), *Learner Strategies in Language Learning* (pp.119–129). London: Prentice-Hall.

76. Hulstijn, J. H. (1992). Retention of Inferred and Given Word Meanings: Experiments in Incidental Vocabulary Learning. In P.J.L. Arnaud and H. Bejoint (Ed.). *Vocabulary and Applied Linguistics.* 113-125. *London*: Macmillan. Accessed on [May 2nd 2015] Retrieved from: [http://dare.uva.nl/document/176412]

77. Hymes, D. (1972). On Communicative Competence. In J.P. Pride and J. Holmes (Ed.) *Sociolinguistics: Selected Readings.* (pp. 167-179). Harmondsworth: Penguin.

78. Jafari, A. &Ajideh, P. (2012). Exploring Vocabulary Learning Strategy Use of Iranian EFL Learners across Different Proficiency Levels. *Journal of Basic and Applied Scientific Research.* Res, 2 (11), 11803-11811. Accessed on [March 4th 2015] Retrieved from: [http://www.textroad.com/pdf/JBASR/J.%20Basic.%20Appl.%20Sci.%20Res.,%202(11)11803-11811,%202012.pdf].

79. Joppe, M. (2000). The Research Process, *The Quantitative Report Journal,* 8,(4), 597-607.

80. Kafipour, R. & Yazdi, M.. & Soori, A. & Shokrpour, N. (2011). Vocabulary levels and vocabulary learning strategies of Iranian undergraduate students. *Studies in Literature and Language,* 3(3), 64-71. Accessed on [June 2nd 2015] Retrieved from: http://search.proquest.com/docview/916252231?accountid=136546

81. Karami, S. &Barekat, B. (2012). Vocabulary Learning Strategies: The Effect of Level of Proficiency on the Strategy Use. *Science Road Publishing Corporation.* TASE 6 (1), 79-87.

82. Kelly, P. (1990). Guessing: No substitute for systematic learning of lexis. *System, 18*, 199-207.

83. Kim, S. (1995). Types and Sources of Problems in L2 Reading: A Qualitative Analysis of the Recall Protocols by Korean High School EFL Students. *Foreign Language Annuals,* (28), 49-70.

84. Knight, S. (1994). Dictionary Use While Reading: The Effects on Comprehension and Vocabulary Acquisition for Students of Different Verbal Abilities. *The Modern Language Journal, 78*, 285-299.

85. Koda, K. (1997). Orthographic Knowledge in L2 Lexical Processing. In J. Coady, and T. Huckin, (Ed.) *Second Language Vocabulary Acquisition: a Rational for Pedagogy.* (pp. 35-52) Cambridge: Cambridge University Press.

86. Kojic-Sabo, I. & Lightbown, P. M. (1999). Students' Approaches to Vocabulary Learning and Their Relationship to Success. *The Modern Language Journal.* 83, ii, 176-192.

87. Krashen, S. (1981). *Second Language Acquisition and Second Language Learning.* Oxford: Pergamon Institute of English.

88. Krashen, S. (1989). We Acquire Vocabulary and Spelling by Reading: Additional Evidence for the Input Hypothesis. *The Modern Language Journal,* 24, 237-270.

89. Labov, W. (1973). The boundaries of words and their meanings. In C.-J. Bailey and R. Shuy (Ed.), *New Ways of Analyzing Variation in English.* (pp. 340-373). Washington, DC: Georgetown U. Press.

90. Lee, H. (1994). Investigating the factors affecting the use of foreign language learning strategies and comparing the strategy use of EFL students. *English Teaching*, (48), 51-99.

91. Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.

92. McCarthy, M. J. (1990). *Vocabulary*. Oxford: Oxford University Press.

93. Martin, E., & Ramsden, P. (1987). Learning skills, or skill in learning? In J.T.E. Richardson, M.W. Eysenck, and D.W. Piper (Ed.), *Student learning* (pp. 155-167). Milton Keynes, England: Open University Press.

94. Mackey, A. & Gass, S. M. (2005). *Second Language Research: Methodology and Design.* Mahwah, NJ: Lawrence Erlbaum.

95. McCombs, B.L. (1984). Process and skills and underlying continuing intrinsic motivation skills training interventions. *Educational Psychologist*, 19, 199-218.

96. McLaughlin, B. (1987). *Theories of Second Language Acquisition.* London: Edward Arnold.

97. Meara, P. (1980). Vocabulary Acquisition: A Neglected Aspect of Language Learning. *Language Teaching and Linguistics: Abstracts,* 13 (4), 221-246.

98. Meara, P. (1996). The classical research in L2 vocabulary acquisition. In G. Anderman & M. Rogers (Ed.), *Words, Words, Words: The Translator and the Language Learner* (pp. 27-40). Clevedon: Multilingual Matters.

99. Moir, J. & Nation, P. (2008). Vocabulary and Good Language Learners. In C. Griffiths, (Ed.) *Lessons from Good Language Learners*. (pp.159 -173). Cambridge: Cambridge University Press.

100. Mori, S. (2008). Task-related Japanese language learning strategies used by high and low achievers at an American university. (Order No. 3319832, Indiana University). *ProQuest Dissertations and Theses,* 218-n/a. Accessed on [October 4th 2015] Retrieved from http://search.proquest.com/docview/219983872?accountid=136546.

101. Mullins, P., 1992: *Successful English Language Learning Strategies of Students Enrolled in the Faculty of Arts*, Chulalongkorn University, Bangkok, Thailand. Unpublished doctoral dissertation, United States International University, San Diego, CA.

102. Nandi, A. (2011). Review of Lessons from Good Language Learners by Carol Griffiths. *ATLANTIS: Journal of the Spanish Association of Anglo-American Studies.* Vol. 33. No (1), 173-178. Accessed on [June 2nd 2015] Retrieved from: http://www.atlantisjournal.org/old/ARCHIVE/33.1/2011Nandi.pdf

103. Nation, P. & Coady, J. (1988). Vocabulary and Reading. . In R. Carter and M. McCarthy, (Ed.) *Vocabulary and Language Teaching*. (pp.97 - 110). Essex: Longman Group UK limited.

104. Nation, I. S. P. (1990). *Teaching and Learning Vocabulary.* New York: Newbury House.

105. Nation, I. S. P. (2001). *Learning Vocabulary in Another Language.* Cambridge: Cambridge University Press.

106. The National Authority for Qualifications & Quality Assurance of Education and Training. (2014). *Ministry of Education Reports: Summary of Reports For Correcting National Exams in English Language*. Bahrain.

107. Noor, N. M. & Amir, Z. (2009). Exploring the Vocabulary Learning Strategies of EFL learners. *Language and Culture: Creating and Fostering Global Communities.*7th International Conference by the School of Studies and Linguistics Faculty of Social Sciences and Humanities. 313-327. Accessed on [October 4th 2015] Retrieved from: [http://www.ukm.my/solls09/Proceeding/PDF/noorizah%20and%20zaini.pdf]

108. Nosidlak, K. M. (2013). Vocabulary Learning Strategies of the Advanced Students. *Journal of Language Teaching and Research.* Vol. 4, No. 4, 655- 661. Accessed on [August 30th 2015] Retrieved from: [http://ojs.academypublisher.com/index.php/jltr/article/viewFile/jltr040465566 1/7130]

109. Nyikos, M. & R.L. Oxford. (1993). A Factor Analytic Study of Language Learning Strategy Use: Interpretations from Information-Processing Theory and Social Psychology. *Modern Language Journal,* 77, 11-22. Accessed on [June 5th 2015] Retrieved from: http://dx.doi.org/10.2307/329553

110. Nyikos, M. & Fan, M. (2007). A Review of Research on Vocabulary Learning Strategies. In A. Cohen and E. Macaro (Ed.), *Language Learner Strategies: 30 years of Research and Practice.* 251-273. Oxford: Oxford University Press.

111. O'Malley, J. M., Chamot, A, U., Stewner-Manzanares, G., Kupper, L. & Russo, R. (1985). Learning Strategies Used by Beginning and Intermediate ESL Students. *Language Learning,* 35 (1), 21-46.

112. O'Malley, J. & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition.* Cambridge: Cambridge University Press.

113. Oppenheim, A.N. (1992) *Questionnaire design, Interviewing and Attitude Measurement*. London: Pinter Publishers.

114. Oxford, R. L. & Nyikos, M. (1989). Variables Affecting Choice of Language Learning Strategies by University Students. *Modern Language Journal,* 73 (2), 291-300.

115. Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know.* New York: Newbury House.

116. Oxford, R. L. &Eharman, M. E. (1995). Adults' Language Learning Strategies in an Intensive Foreign Language Program in the United States. *System*, 23, 359-386.

117. Oxford, R. L. (Ed.). (1996). *Language Learning Strategies around the World: Crosscultural Perspectives*. Honolulu: University of Hawaii Press.

118. Oxford, R. L. (2002). Learning Strategies in a Nutshell. In J. C. Richards and W. A. Renandya (Ed.), *Methodology in Language Teaching: An*

Anthology of Current Practice. (pp.121-132). Cambridge: Cambridge University Press.

119. Paribakht, T. S. &Wesche, M. (1997). Reading and "Incidental" L2 Vocabulary Acquisition: An Introspective Study of Lexical Inferencing. *Studies in Second Language Acquisition. Vol.*21, No. 2, 195-224.

120. Parry, K. (1997). Vocabulary and Comprehension: Two portraits. In J. Coady and T. Huckin (Ed.) Second *Language Vocabulary Acquisition.* (pp. 55-68).Cambridge: Cambridge University Press.

121. Peacock, M. (1999). Beliefs about Language Learning and their Relationship to Proficiency. *International Journal of Applied Linguistics, 9*(2), 247-265.

122. Peacock, M., & Ho, B. (2003). Student Language Learning Strategies across Eight Disciplines. *International Journal of Applied Linguistics*, 13 (2), 179-200.

123. Phillips, V. (1991). A Look at Learner Strategy Use and ESL Proficiency. *CATESOL Journal*, (4), 57-67.

124. Politzer, R. (1983). An Exploratory Study of Self Reported Language Learning Behaviors and their Relation to Achievement. *Studies in Second Language Acquisition,* (6), 54-68.

125. Purpura, J. E. (2014). Language Learner Strategies and Styles. In M. Celce-Murcia, D. M. Brinton and M. A. Snow (Ed.), *Teaching English as a Second or Foreign Language.* (pp.532-549). Boston: National Geographic Learning & Heinle Cengage Learning.

126. Purpura, J. E. (2012). *What is the Role of Strategic Competence in a processing Account of L2 Learning or Use?* Paper presented at the American Association for Applied Linguistics Conference, Boston, MA.

127. Read, J. (2000). Assessing Vocabulary. Cambridge: Cambridge University Press.

128. Richards, J. C. (1976). The Role of Vocabulary Teaching. *TESOL Quarterly, 10*,.77-89.

129. Richards, J. & Platt, J.(1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. Essex: Longman

130. Richards, J. C & Renandye, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge: Cambridge University Press.

131. Robinson, P. (ed.) (2001). *Cognition and Second Language Instruction.* Cambridge: Cambridge University Press.

132. Rosnow, R.L., & Rosenthal, R. (1996). Computing Contrasts, Effect Sizes, and Counternulls on Other People's Published Data: General Procedures for Research Consumers. *Psychological Methods*, (1), 331–340.

133. Rubin, J. (1975). What the ' Good Language Learner' Can Teach us. *TESOL Quarterly,* 9 (1), 41-51.

134. Ryan, M.P. (1984). Monitoring Text Comprehension: Individual Differences in Epistemological Standards. *Journal of Educational Psychology,* 76 (2), 248-258.

135. Sadighi, F. &Zarafshan, M. (2006). Effects of Attitudes and Motivation on the Use of Language Learning strategies by Iranian EFL University Students.*Journal of Social Science & humanities of Shiraz University.* Vol. 23, No. 1. Accessed on [April 1st 2015] Retrieved from: [http://www.sid.ir/en/VEWSSID/J_pdf/103120064607.pdf]

136. Sanaoui, R. (1995). Ault Learners' Approaches to Learning Vocabulary in Second Languages. *The Modern Language Journal,* 79(1), pp.15-28.

137. Schatz, E. K., & Baldwin, R. S. (1986). Context Clues are Unreliable Predictors of Word Meanings. *Reading Research Quarterly, 21*, 439-453.

138. Schmitt, N. (1997). Vocabulary Learning Strategies. In N. Schmitt and M. McCarthy (Ed.) *Vocabulary: Description, Acquisition and Pedagogy.* (pp. 199-228). Cambridge: Cambridge University Press.

139. Schmitt, N. (2000). *Vocabulary in Language Teaching.* Cambridge: Cambridge University Press.

140. Schmitt, N. (2007). Current Prospectives in Vocabulary Learning and Teaching. In J. Cummins, and C. Davison,. (Ed.), *The International Handbook of English Language Teaching*, (pp.745-759) Vol. 2. Springer. Accessed on [June 5th 2015] Retrieved from:

http://www.norbertschmitt.co.uk/

141. Scholfield, P. (1982). Using the English Dictionary for Comprehension. *TESOL Quarterly*, 16, pp.185-194.

142. Schouten-van Parreren, C. (1989). Vocabulary Learning through Reading: Which Conditions Should be Met when Presenting Words in Texts? *AILA Review 6: Vocabulary Acquisition*, (pp.75-85). [-24-]

143. Seal, B. D. (1991). Vocabulary Learning and Teaching. In M. Celci-Murcia (Ed.) *Teaching English as a second or Foreign Language.* Boston, MA: Heinle & Heinle.

144. Seibert, L. C. (1927). An Experiment in Learning French Vocabulary. *Journal of Educational Psychology, 18*, pp.294-309.

145. Seibert, L. C. (1930). An Experiment on the Relative Efficiency of Studying French Vocabulary in Associated Pairs Versus Studying French Vocabulary in Context. *Journal of Educational Psychology, 21*, 297-314.

146. Selinker, L. (1972). Interlanguage. *IRAL* 10 (2), 209-231.

147. Selinker, L., Baumgartner-Cohen, B., Kinahan, C. and Mathieu, E. (2000) Researching Learning Strategies in Second Language Acquisition. In M. Dakowska (Ed.) *English in the Modern World.* FLS. Foreign Language Studies 5. (pp. 19-25). Frankfurt am Main: Peter Lang.

148. Singleton, D. (1999). *Exploring the Second Language Mental Lexicon.* Cambridge: Cambridge University Press

149. Silverman, D. (1993). *Interpreting Qualitative Data. Methods for Analysing Talk, Text and Interaction.* London. Sage.

150. Skehan, P. (2000). *A Cognitive Approach to Language Learning.* Oxford: Oxford University Press

151. Soureshjani, K. H. (2011). Gender-Oriented Use of Vocabulary Strategies: A Comparative Study. *Theory and Practice in Language Studies.* 1.7, 898-902.

152. Stern, H. H. (1975). What Can we Learn from the Good Learner? .*The Canadian Modern Language Review,* 31, 304-318.

153. Stern, H. H., (1986) *Fundamental Concepts of Language Teaching.* Oxford: Oxford University Press.

154. Suwanarak, K. (2012). English Language Learning Beliefs, Learning Strategies and Achievement of Masters Students in Thailand. *TESOL in Context*, (S3), pp.1-15.

155. Takac, V. P. (2008). Vocabulary *Learning Strategies and Foreign Language Acquisition.* Toronto: Multilingual Matters Ltd.

156. Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining Qualitative and Quantitative Approaches.* Thousand Oaks, CA: Sage.

157. Thomas, L.F. & Harri-Augstein, E.S. (1983). The Evaluation of an Intelligent Learning System, Learning-to-Learn and the CAL-Skills Trainer.

(Final report, Centre for the Study of Human Learning/Applied Psychology Unit of Admiralty Marine Technology Establishment Project), Centre for the Study of Human Learning. Brunel University, Uxbridge, Middx.

158. Thorndike, E. L. (1908). Memory for Paired Associates. *Psychological Review*, 15, 122-138.

159. Van Rossum, E.J. & Schenk, S.M. (1984). The Relationship between Learning Conception, Study Strategy and Learning Outcomes. *British Journal of Educational Psychology,* 54, 73-83.

160. Vandergrift, L. (1995). Language Learning Strategy Research: Development of Definitions and Theory. *Journal of the CAAL 17* (1). 87-104.

161. Vann, R. J. & Abraham, R. (1990). Strategies of Unsuccessful Language Learners. *TESOL Quarterly*, 24 (2), 177-197.

162. Wang, Z. (2012). An Empirical Study on English Vocabulary Learning Strategies. *Communications in Information Science and Management Engineering*, 2(12), 1-7. Accessed on [March 4th 2015] Retrieved from: http://search.proquest.com/docview/1472010280?accountid=136546

163. Watanabe, Y. (1990). *External variables affecting learning strategies of Japanese EFL learners: effects of entrance examination, years spent at college/university, and staying overseas* (Master's thesis). University of Lancaster, Lancaster, UK.

164. Wenden, A. & Rubin, J. (1987). *Learner Strategies in Language Learning.* Englewood Cliffs, NJ: Prentice Hall.

165. Wenden, A. (1991). *Learner Strategies for Learner Autonomy.* New York: Prentice Hall.

166. Wenden, A.L. (1999). An introduction to metacognitive knowledge and beliefs in language learning: beyond the basics. *System*, 27(4), 435–441.

167. West, M. (1953). A *General Service List of English Words.* London, UK; Longman, Green & Co.

168. Wharton, G. (2000), Language Learning Strategy Use of Bilingual Foreign Language Learners in Singapore. *Language Learning*, (50), 203–243.

169. White, T. G. & Graves, M. F. & Slater, W. H. (1990). Growth of Reading Vocabulary in Diverse Elementary Schools: Decoding and Word Meaning. *Journal of Educational Psychology, 82*(2), 281-290.

170. Williams, M., & Burden, R. L. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.

171. Williams, M. & Burden, R.L. (2001). *Psychology of Language Teacher.* Cambridge University Press.

172. Wu, M., Surasin, J., & Prammanee, N. (2014). An Analysis of English Vocabulary Learning Strategies Used by Senior Students in Hainan Lingshui Middle School of China. *HRD JOURNAL,* 5, (2), 54-61.

173. Young, R. & Perkins, K. (1995). Cognition and Conation in Second Language Acquisition Theory. IRAL 33 (2), 142-164.

174. Zimmerman, B.J. & Martinez-Pons, M. (1986). Development of a Structured Interview for Assessing Student Use of Self-Regulated Learning Strategies. *American Educational Research Journal,* 73, 614-628.

175. Zimmerman, C. B. (2009). *Word Knowledge: A Vocabulary Teacher's Handbook.* Oxford: Oxford University Press.

176. Zimmerman, C. B. , (2014). Teaching and Learning Vocabulary for Second Language Learners. In M. Celce-Murcia, D. M. Brinton and M. Ann Snow (Ed) *Teaching English as a Second or Foreign Language.(4th ed).* (pp. 288-302). Boston: Heinle Cengage Learning.

APPENDICES

Appendix (1)

Vocabulary Test

Name:.....

Class:.....

Part one : (10 marks)

Fill in the gaps using words from the box below. Note: there is one extra word:

exhausted - ambitious - successful - sadness - poor - injured - pilot - strange - humorous - burglar- ancient

1. Al Khamis mosque is one of the .....buildings in Bahrain.
2. Hasan .....his leg playing football. He was in great pain.
3. It was with great .....that I heard that my uncle had died.
4. Mariam was ..... in Part 1 of the exam, so she is taking Part 2 this summer.
5. Ali wants to be very successful and very rich. He's the most ..... person I know.
6. We had to walk home when the car broke down. I was .....
7. A ..... broke into my friend's house last night.
8. Abdulla likes flying airplanes. He want to be a .....in the future.
9. I heard a ..... noise in the kitchen so I went to see what was happening.
10. I watched a ..... movie last night. It was so funny.

Part Two (10 marks)

Match the words to their definitions. Note: there is one extra word:

Word	Answer	Definition
Brave		a) A journey to a religious place
Costumes		b) to face something dangerous without showing fear
Scene		c) a building where collections of valuable objects are kept and displayed to people
Actor		d) A long journey for specific purpose
Adventure		e) the events in a story or a film and how they develop
Museum		f) a part of a film in which events happen in one place
Desert		g) an experience or event that is very unusual or exciting
Plot		h) a police officer who tries to solve crimes
Pilgrimage		i) a person who takes part in a film
Expedition		j) the clothes actors wear in films
Detective		

Appendix (2)

Vocabulary Learning Strategies Questionnaire

Section One: Personal Data

Name of Student: .....

Class: .....

Age: .....

Years spent in learning English:.....

Have you ever learnt English in an English speaking country (such as USA or Britain):

Yes: ..... No:.....

If your answer to the question above is (yes) please mention the period:

.....

E-mail address:

.....

Section Two: Beliefs about Vocabulary Learning

This section consists of a number of statements about common beliefs about vocabulary learning. Please read each statement carefully and decide if you agree or disagree with the statements. Make sure to mark your answer in the corresponding space provided using the five-point Likert scale below.

1= Strongly Disagree 2= Disagree 3= Unsure

4=Agree 5= Strongly Agree

For example:

Learning English vocabulary is very easy.

If you <u>strongly agree</u> with the statement above, mark the response (5) in the corresponding space.

Statement	1	2	3	4	5
Learning English vocabulary is very easy.					√
Beliefs about vocabulary learning					
Words should be memorized					
1. The best way to remember words is to memorize word lists					
2. Repetition is the best way to remember words					
3. It is only necessary to remember one dictionary definition					
4. I can acquire a large vocabulary by memorizing individual words					
a) Words should be acquired in context					
5. I can identify the meaning of most words through reading					
6. I can expand my vocabulary through reading a lot					

7. Guessing words through the use of context is one of the best ways to learn vocabulary					
b) Words should be studied and put to use					
8. I revise the new words I have learned					
9. I use the words I have learned					
10. When I learned the word I pay close attention to its new meaning and usage					
11. When I have learned the word, I will recall the meaning to help me understand the context					

Section Three: Vocabulary Learning Strategies

In this section, you will find different English vocabulary learning strategies. Make sure to read each statement carefully and mark your response (1 to 5). Note that " Strongly agree" means that you actually use the strategies in learning vocabulary, while " "Strongly disagree" indicates that you do not use the strategies.

1= Strongly Disagree 2= Disagree 3= Unsure

4=Agree 5= Strongly Agree

For example:

I memorize new words every day.

If you actually memorize new words every day, mark the response (5) in the corresponding space.

Statement	1	2	3	4	5
I memorize new words every day.					√
Metacognition Regulation					
a) Self-initiation strategies					
1. I think about my progress in vocabulary learning					
2. I try to discover all I can about the new words I learn					
3. I only focus on words that are related to examinations					
b) Selective attention					
4. I know which words are important for me to learn					
5. I look up words which I'm interested in					
6. I make a note of words which seem important to me					
7. I know what clues I should use in guessing the meaning of a particular word					

Cognitive Strategies					
1. Guessing Strategies					
a) Use of background knowledge					
8. I skip words I don't understand					
9. I use my experience and common sense to guess					
10. I guess the meaning first then look it up in the dictionary in reading					
11. I use alternative clues and try again if I fail to guess the meaning of a word					
b) Using linguistic clues					
12. I make use of my knowledge of the topic to guess the meaning of a word					
13. I look at the part of speech of the new word to guess the meaning of the new word					
14. I analyze the word structure (prefix, root and suffix) when guessing the meaning of a new word.					
2. Dictionary strategies					
15. I use an English dictionary					
16. I use a bilingual dictionary					
17. I use the dictionary to find out the pronunciation of the word					
18. I use the dictionary to find only the meaning of the word					
19. I look in the dictionary for the grammatical pattern of the word					
20. I look in the dictionary for collocation patterns					
3. Note taking strategies					
22. I have a vocabulary note book to list down new words					

23. I write down the English word and the Arabic translation of the word					
24. I only take note of the meaning of the word					
25. I take note of the usages of the word (example sentences, parts of speech, etc.)					
26. I take note of the synonym or antonym of the word					
4. Memory/ Repetition Strategies					
27. To remember a word, I repeat it aloud to my self					
28. To remember a word, I write it repeatedly					
29. I create a mental image of the new word to help me remember the word					
30. To remember a word, I analyze the word by breaking it into different parts (prefix, root, suffix)					
5. Activation Strategies					
31. I make use of the words I learned in speaking and writing					
32. I make use of the words I learned in everyday situations					
6. Sources					
33. I lean new words only in my class from my teacher					
34. I learn new words from reading English materials (e.g., newspaper, novels, tec.)					
35. I learn English from English media (e.g., Internet, TV, songs, etc.)					

Appendix (3)

استبانة تعلم المفردات

الجزء الاول: البيانات الشخصية

أسم الطالب / ة : .....

الصف: .....

العمر: .....

السنوات التب قضيتها في تعلم اللغة الانجليزية: .....

هل سبق لك تعلم اللغة الانجليزية في دولة ناطقة باللغة الانجليزية (مثل الولايات المتحدة أو بريطانيا):

نعم : ..... لا: .....

إذا كانت اجابتك علي السؤال السابق (نعم) الرجاء ذكر المدة بالتحديد:

.....

عنوان البريد الالكتروني:

.....

الجزء الثاني: المعتقدات الخاصة بتعلم المفردات باللغة الانجليزية

يحتوي هذا القسم على عدد من العبارات المتعلقة حول المعتقدات الشائعة بتعلم المفردات باللغة الانجليزية. الرجاء قراءة كل عبارة والاجابة بدقة أما بالموافقة على العبارة أو الاختلاف معها. الرجاء الاجابة في المكان المخصص باستخدام مقياس الخمس نقاط المبين أدناه.

1= لا أوافق بشدة **2= لا أوافق** **3= غير متأكد**

4= أوافق **5= أوافق بشدة**

مثال:

تعلم مفردات اللغة الانجليزية سهل جداً

إذا كنت توافق بشدة مع العبارة أعلاه, أختر الاجابة (5) في المكان المخصص.

العبارة	1	2	3	4	5
تعلم مفردات اللغة الانجليزية سهل جداً					√
1. أفضل طريقة لتذكر المفردات هي حفظ قوائم الكلمات					
2. التكرار هو أفضل طريقة لتذكر الكلمات					
3. من المهم تذكر تعريف واحد للكلمات من القاموس					
4. أستطيع أكتساب عدد كبير من المفردات من خلال تذكر كلمات مفردة					
5. أستطيع معرفة معظم الكلمات من خلال القراءة					
6. أستطيع توسيع تعلمي للمفردات من خلال القراءة بكثرة					
7. تخمين معاني الكلمات من خلال سياق النص هو أحد أفضل الطرق لتعلم مفردات اللغة					
8. أقوم بمراجعة الكلمات الجديدة التي تعلمتها					
9. أقوم باستخدام الكلمات التي تعلمتها					
10. عندما أتعلم الكلمات أقوم بالانتباه لاستخدامها الجديد ومعناها					
11. عندما اتعلم الكلمة، أقوم بتذكر الكلمة لتساعدني على فهم سياق النص					

الجزء الثالث: أستراتيجيات تعلم المفردات

يحوي هذا القسم على عدد من الاستراتيجيات الخاصة بتعلم المفردات. الرجاء قراءة العبارات بدقة واختيار الاجابة من (1 - 5). الرجاء ملاحظة أن أختيار "لا أوافق بشدة " تعني بأنك لا تستخدم الاستراتيجيات.

1= لا أوافق بشدة **2= لا أوافق** **3= غير متأكد**

4= أوافق **5= أوافق بشدة**

مثال:

أنا أحفظ كلمات جديدة كل يوم

إذا كنت تحفظ كلمات جديدة كل يوم, أختر الاجابة (5) في المكان المخصص.

العبارة	1	2	3	4	5
أنا أحفظ كلمات جديدة كل يوم					√
1. أفكر حول تقدمي في تعلم المفردات					
2. أحاول أكتشاف كل ما أستطيع حول الكلمات الجديدة التي أتعلمها					
3. أقوم فقط بالتركيز على الكلمات المرتبطة بالامتحانات					
4. أعرف الكلمات المهمة بالنسبة لي لاتعلمها					
5. أبحث عن معاني الكلمات التي تهمني					
6. أقوم بكتابة الكلمات المهمة بالنسبة لي					
7. أعرف ما يجب أن أركز عليه من مفاتيح لتخمين معنى كلمة معينة					
8. أتخطى الكلمات التي لا أفهمها					
9. أقوم باستخدام حسي السليم وخبرتي السابقة لتخمين معنى الكلمات التي لا أفهمها					
10. أقوم بتخمين معنى الكلمة أولا ثم أبحث عن معناها في القاموس أثناء القراءة					
11. أستخدم طرق بدبلة وأحاول مرة اخرى إذا فشلت في تخمين معنى كلمة					
12. أستخدم معرفتي بالموضوع لتخمين معنى الكلمة					
13. أنظر الى الكلمة (هل هي اسم او فعل او صفة) لأخمن معنها					
14. أقوم بتحليل الكلمة وما تتركب منه عندما أقوم بتخمين معنى كلمة جديدة					
15. أستخدم قاموس انجليزي					
16. أستخدم قاموس انجليزي-عربي					
17. أستخدم القاموس لمعرفة كيفية نطق الكلمة ((pronunciation					
18. أستخدم القاموس فقط لمعرفة معنى الكلمة					
19. أنظر في القاموس للوضع النحوي للكلمة (grammar)					
20. أبحث في القاموس على المتلازمات اللفظية (collocations)					
21. أحتفظ بدفتر لكتابة قوائم الكلمات الجديدة التي تعلمتها					
22. أكتب الكلمات الانجليزية وأكتب ترجمتها باللغة العربية					
23. أقوم فقط بكتابة ملاحظة حول معنى الكلمة الجديدة					

24. أقوم بكتابة ملاحظة حول استخدام الكلمة (مثال: اضعها في جملة)					
25. أقوم بكتابة ملاحظة حول مرادف ومضاد الكلمة					
26. لتذكر كلمة، أقوم بترديدها بصوت عالي					
27. لتذكر كلمة، أقوم بكتابتها بشكل متكرر					
العبارة	1	2	3	4	5
28. أقوم بصنع صورة ذهنية للكلمة الجديدة وذلك ليساعدني على تذكر الكلمة					
29. لتذكر كلمة، أقوم بتحليلها الى أجزاء اصغر (مثال: un-happy)					
30. أقوم باستخدام الكلمات التي تعلمتها في التحدث والكتابة					
31. أقوم باستخدام الكلمات التي تعلمتها في مواقف الحياة اليومية					
32. أتعلم مفردات جديدة فقط في الصف الدراسي من المعلم					
33. أتعلم كلمات جديدة من خلال قراءة مواد باللغة الانجليزية (صحف، قصص ...)					
34. أتعلم كلمات جديدة من خلال وسائل الاعلام الانجليزية (الانترنت، التلفاز، الاغاني ...)					

Appendix (4)

The Semi-Structured Interview

"Questions Guidelines"

A) Personal and academic background information

1. What is your name?
2. What is your age?
3. How many years have you spent learning English?
4. What is your academic level?
5. Please, provide your contact number and e-mail address.

B) Metacognitive knowledge and beliefs about vocabulary learning:

1. Do you think you are good at learning English vocabulary?
2. What is your style of learning vocabulary? (by memorizing words, listening to words, writing words down or reading)
3. Do you think English vocabularies have fixed meanings or they change based on context?
4. Do you think that learning vocabulary is important to learn English language? Explain.

c) The cognitive manipulation of vocabulary learning

1. What are the best strategies to learn new words in your opinion?

2. Do you use the dictionary to learn English language? If the answer is (yes). Which type of dictionary do you use and why?

3. What do you do if you face a new word while reading?

4. Do you use the newly learned vocabulary in speaking and writing? Explain.

5. How do you enhance your learning of new words?

6. How do you enrich your knowledge of English vocabulary?

7. What are your sources for learning new English vocabulary?

D) The affective aspects of vocabulary learning

1) Do you think learning English vocabulary is easy or difficult? Why? Explain your answer

Appendix (5)

اسئلة المقابلة

- المعلومات الشخصية والخلفية التعليمية

- اسم الطالب / ة : .....
- العمر: .....
-الصف: .....
سنوات تعلم اللغة الانجليزية: .....
المستوي : .....

- هل تعتبر نفسك جيداً في تعلم مفردات اللغة الانجليزية؟ لماذا؟

.....
.....
.....

- ما هو أسلوبك في تعلم المفردات؟ (بحفظ الكلمات , الاستماع لها , كتابتها , بالقراءة ...) ؟

.....
.....
.....

- هل تعتقد أن مفردات اللغة الانجليزية لها معنى ثابت أو تتغير بحسب وجودها في النص؟

.....
.....
.....

- هل تعتقد بأن تعلم المفردات مهم في تعلم اللغة الانجليزية؟ وضح اجابتك.

.....
.....
.....

- ما هي افضل الطرق والاستراتيجيات بالنسبة لك لتعلم المفردات الجديدة؟

.....
.....
.....

- هل تستخدم القاموس في تعلم اللغة الانجليزية؟ أذا أجبت (بنعم) اي نوع من القواميس تستخدم؟ لماذا؟

.....
.....
.....

- ماذا تفعل اذا واجهت كلمة جديدة أثناء القراءة؟

.....
.....

- هل تقوم باستخدام الكلمات الجديدة التي تعلمتها في التحدث والكتابة؟

.....
.....
.....

- كيف تعزز تعلمك للكلمات الجديدة؟

.....
.....
.....

- كيف يمكن أن توسع معرفتك بمفردات اللغة الانجليزية؟

.....
.....
.....

- ما هي مصادر تعلمك لمفردات جديدة في اللغة الانجليزية؟

.....
.....
.....

- هل تعتقد أن تعلم المفردات صعب او سهل؟ لماذا؟

.....
.....
.....

الملخّص

يستخدم الطلبة ذوو التحصيل المرتفع والطلبة ذوو التحصيل المنخفض إستراتيجيات مختلفة لتعلّم المفردات الصعبة التي يواجهونها أثناء تعلّم اللغة الأجنبية. حيث لوحظ أن الطلبة ذوي التّحصيل المرتفع أكثر جاهزية من خلال استخدامهم لإستراتيجيات متنوعة تجعلهم أكثر نَجَاحاً في تعلّم اللغة الأجنبية بشكل عام ومفردات اللغة بشكل خاص. في حين يعاني الطلبة ذوو التحصيل المنخفض من عدم قدرتهم على التعامل مع مختلف المهام الخاصة بتعلّم المفردات.

تهدف هذه الدّراسة من خلال استخدام أساليب بحث مختلطة إلى استقصاء إستراتيجيات التعلّم الخاصة بالمفردات والتي يستخدمها الطلبة ذووالتحصيل المرتفع والطلبة ذوو التحصيل المنخفض من ذكور وإناث لتعلّم مفردات اللغة الأجنبية. الغرض الرّئيس من هذه الدراسة هو إثبات ما اذا كان لتحصيل الطلبة دور هام لاختيارهم للإستراتيجيات التي يوظفونها لتعلّم المفردات. بالاضافة إلى ذلك, تم فحص اختيار الطلبة من ذوي التحصيل المرتفع والمنخفض من ذكور وإناث وذلك من أجل تحديد تأثير متغير الجنس على اختيار الإستراتيجيات بين المجموعتين. تم أختيار عيّنة الدراسة من طلبة الصف الحادي عشر من ذكور وإناث الملتحقين بمدارس البحرين الحكومية.

تم تنفيذ الدراسة من خلال تطبيق استبانة إستراتيجيات تعلم المفردات على ١٢٠ طالبا وطالبة بالاضافة إلى إجراء مقابلات مع ٢٠ طالبا وطالبة ممّن شاركوا في الإجابة على الاستبانة. علاوة على ذلك, تضمن البحث دراسة المعتقدات التي يحملها الطلبة بخصوص تعلّم المفردات.

النتائج التي توصّلت إليها الدراسة تكشف وجودَ بعض الاختلافات بين الطلبة ذوي التحصيل المرتفع والطلبة ذوي التحصيل المنخفض في اختيارهم لإستراتيجيات تعلم المفردات. وبالإضافة إلى ذلك ، تم أكتشاف تأثير الجنس على استخدام الطلبة لإستراتيجيات تعلّم المفردات المختلفة . وعلاوة على ذلك ، تبين أن معتقدات الطلبة بخصوص تعلّم المفردات تميّز بين الطلبة ذوي التحصيل المرتفع والمنخفض والذي يساهم إلى حد ما في نجاح الطلاب أو فشلهم في تعلم اللغة الأجنبية.

جامعة البحرين

قسم اللغة الإنجليزية وآدابها

كلية الآداب

استقصاء استراتيجيات تعلم المفردات للطلبة ذوي التحصيل المرتفع والطلبة ذوي التحصيل المنخفض في المدارس الحكومية في البحرين

بحث تكميلي مقدم لنيل درجة الماجستير في الدراسات التطبيقية في اللغة الانجليزية

إعداد

خلود عبدالله البلوشي

١٩٩٤١٢٦٣

إشراف

الدكتور نوري العجيلي

(أستاذ مشارك)

جامعة البحرين

مملكة البحرين

مارس، ٢٠١٦