

**THE PATTERNS OF VOCABULARY LEARNING STRATEGIES
EMPLOYED BY EFL LEARNERS AT JORDAN UNIVERISTY
OF SCIENCE AND TECHNOLOGY**

FADI MAHER SALEH AL-KHASAWNEH

**DOCTOR OF PHILOSOPHY
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2013**

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**A thesis submitted to the School of Education and Modern
Languages, College of Arts and Sciences in the fulfilment of the
requirements for the Degree of Doctor of Philosophy in Applied
Linguistics**

**UNIVERSITI UTARA MALAYSIA
2013**

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Abstrak

Beberapa faktor telah didapati untuk diambil kira dalam penggunaan strategi pembelajaran perbendaharaan kata. Walau bagaimanapun, kajian sebelum ini yang telah dijalankan ke atas corak strategi pembelajaran perbendaharaan kata yang digunakan oleh pelajar Jordan menunjukkan faktor ini yang mungkin menjejaskan penggunaan tersebut. Kajian ini bertujuan menyelidiki pola strategi pembelajaran yang berkaitan dengan gender, kefasihan bahasa, program akademik dan pengalaman pelajar Universiti Sains dan Teknologi di Jordan (JUST) dalam pengajaran strategi pembelajaran kosa kata. Kajian ini melibatkan penyertaan 738 orang pelajar sarjana muda JUST daripada tiga buah fakulti iaitu perubatan, kejuruteraan dan pertanian. Instrumen penyelidikan yang digunakan ialah soal selidik strategi yang diambil daripada kajian Schmitt pada tahun 1997 iaitu mengenai taksonomi pembelajaran kosa kata dan temu duga semi struktur. Dapatan kajian menunjukkan bahawa pelajar universiti Jordan menggunakan strategi pada tahap sederhana. Strategi '*determination*' merupakan strategi yang paling banyak dipilih untuk digunakan berbanding strategi kognitif yang paling kurang digunakan. Di samping itu, kajian ini meneliti hubungan kait di antara pengajaran strategi metakognitif dan pembelajaran kosa kata oleh pelajar JUST yang dijalankan selama 10 minggu dalam satu program latihan. Ujian yang dibuat oleh Nation pada tahun 1990 menggunakan soalan aneka pilihan untuk pengetahuan kosa kata adalah berdasarkan. Seramai 60 orang pelajar telah mengikuti eksperimen. Setiap kelas mempunyai 30 orang pelajar telah menerima pengajaran eksperimen mengenai strategi metakognitif dan satu kelas yang lain (*control group*) yang mempunyai jumlah pelajar yang sama telah menerima latihan konvensional. Dapatan kajian menunjukkan kumpulan eksperimen lebih menonjol pencapaiannya di dalam pascaujian latihan kosa kata berbanding kumpulan kawalan. Dapatan kajian juga memberikan implikasi pedagogi kepada guru bahasa Inggeris dan pereka kurikulum yang seterusnya memberi manfaat kepada kefahaman strategi pembelajaran bahasa dalam kalangan pelajar universiti di Jordan.

Kata kunci: Strategi pembelajaran kosa kata, Strategi metakognitif, Gender, Kefasihan bahasa, Program akademik

Abstract

Several factors have been found to account for the use of vocabulary learning strategies (VLS). However, few studies have been conducted on the patterns of VLS used by Jordanian students and the factors that might affect such use. This study investigates the patterns of vocabulary learning strategies (VLSs) used by students at Jordan University of Science and Technology (JUST) in relation to their gender, language proficiency, academic major, and previous vocabulary learning strategies instruction. The participants of this study were 738 undergraduate students from 3 faculties: Medicine, Engineering, and Agriculture at JUST. The research instruments were a strategy questionnaire adopted from Schmitt's (1997) taxonomy for vocabulary learning, and semi-structured interviews. The findings indicated that Jordanian university students used a medium range of strategies. Determination strategies were the most preferred strategies whereas cognitive strategies were the least frequently used strategies. Language proficiency and previous VLSs instruction had significant influences on the overall strategy use, while gender and academic major did not affect the overall strategy use of EFL Jordanian university students. In addition, the present study examines the relationship between metacognitive strategies instruction and vocabulary learning of JUST students through a 10 week training program. Tests based on Nation's multiple-choice test of vocabulary knowledge (1990) were used in this study. A total of 60 students participated in the experiment; one class of 30 which received metacognitive strategies instruction formed the experimental group; the other class of 30 students which received normal training comprised the control group. The results indicated that the experimental group surpassed the control group in the post-training vocabulary test. The findings of this study provide some pedagogical implications for English teachers and curriculum designers which could be beneficial to understand the VLSs currently employed by Jordanian university students.

Keywords: Vocabulary learning strategies, Metacognitive strategies, Gender, Language proficiency, Academic program.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction to the Chapter

This study focuses on the various patterns of Vocabulary Learning Strategies (VLSs) employed by English as a Foreign Language learners (EFL) at Jordan University of Science and Technology (JUST). It also examines the influence of metacognitive strategies instruction on vocabulary learning among those students. Before proceeding to these purposes, it is worthy to present the context of this research. This chapter gives background information on the importance of VLSs, and it sheds lights on the issues related to English status and the educational system in Jordan. The statement of problem, research objectives, research questions, significance of the study, scope of the study, the conceptual framework, and the definition of related terms are also discussed in this chapter. Finally, it describes the structure of the five chapters that comprise this thesis.

1.2 Background of the Study

“Without grammar very little can be conveyed; without vocabulary nothing can be conveyed” (Wilkins, 1972, p. 111). The previous statement stresses the importance of vocabulary in conveying meanings and expressing ideas. The knowledge of vocabulary is essential when using a second or foreign language due to the fact that one is unable to communicate with others without a sufficient amount of words. A

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