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# VOCABULARY LEARNING STRATEGIES AMONG SECONDARY STUDENTS AT SAUDI SCHOOL MALAYSIA

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# Abstrak

Pembelajaran kosa kata dianggap sebagai proses utama dalam pemerolehan Bahasa Inggeris sebagai bahasa asing (EFL). Dalam proses tersebut, pelajar telah membangunkan beberapa strategi pembelajaran kosa kata (VLSs). Kebanyakan pelajar EFL, yang menyedari kepentingan kosa kata dalam pembelajaran bahasa juga memahami bahawa pengetahuan pemilihan kata bahasa Inggeris dapat meningkatkan kemahiran linguistik mereka secara keseluruhan, membantu mereka berkomunikasi dengan orang lain dan menyatakan idea. Kajian ini dijalankan untuk menyiasat VLSs yang digunakan oleh sekumpulan pelajar Arab Saudi dalam konteks EFL. Rasional kajian ini adalah bagi menjelaskan kekurangan penyelidikan dalam konteks EFL di Sekolah-sekolah Arab Saudi Luar Negara (SSA), dan kekurangan kajian terdahulu mengenai strategi pembelajaran kosa kata dalam konteks ini. Secara khususnya, kajian ini berhasrat untuk mengenal pasti cara pelajar-pelajar di Sekolah Saudi Malaysia (SSM) menggunakan VLSs dalam proses pembelajaran sebenar. Objektif kedua kajian ini meneliti perbezaaan yang signifikan dalam VLSs yang digunakan oleh peserta kajian berdasarkan jantina, umur, gred, tempoh mempelajari bahasa Inggeris dan kecekapan bahasa. Objektif ketiga kajian ini adalah ingin meneroka faktor-faktor utama yang memberi kesan terhadap penggunaan VLSs dalam kalangan peserta kajian. Objektif terakhir kajian ini menyiasat penggunaan strategi-strategi dalam 5-peringkat pembelajaran kosa kata (Brown & Payne, 1994, model 5-peringkat). Konteks kajian ini telah dijalankan di SSM dengan jumlah penyertaan seramai 120 orang peserta. Kaedah pendekatan campuran telah digunakan untuk mencapai objektif-objektif tersebut. Analisis data kuantitatif menunjukkan kelima-lima strategi yang dikenal pasti (penemuan, penggunaan kosa kata, pemerolehan, metakognitif dan simpanan); skor min untuk empat strategi berada pada tahap penggunaan sederhana oleh peserta kajian kecuali 'simpanan' yang berada di bawah tahap sederhana. Tambahan pula, jantina, umur, jumlah tahun mempelajari bahasa Inggeris dan gred adalah tidak signifikan dari segi strategi yang digunakan oleh peserta. Namun, terdapat perbezaan signifikan dalam strategi-strategi yang digunakan oleh peserta kajian dengan perbezaan penguasaan bahasa apabila pelajar yang dikenal pasti sebagai pelajar yang sangat baik didapati lebih banyak menggunakan strategi-strategi seperti 'penggunaan kosa kata' dan 'penemuan' berbanding strategi-strategi yang lain. Analisis data kualitatif menunjukkan persekitaran pembelajaran bahasa, sikap, kepercayaan dan motivasi dianggap sebagai faktor utama yang memberi kesan kepada penggunaan VLSs dalam kalangan peserta kajian. Tema utama juga dinyatakan peserta mengenai strategi-strategi yang digunakan dalam kelima-lima peringkat pembelajaran kosa kata, iaitu strategi meneka, penggunaan ekabahasa dan kamus bergambar, penggunaan strategi ingatan dan akhir sekali penggunaan perkataan baharu beserta ganding kata yang berkaitan. Kebanyakan peserta yang terlibat dengan kajian ini memahami kepentingam pembelajaran kosa kata walaupun strategi-strategi yang digunakan adalah pada tahap sederhana. Secara khususnya, fokus dan penekanan yang berat perlu diberikan terhadap peranan strategi-strategi (VLSs) berbanding penghafalan peraturan dan struktur tatabahasa supaya pelajar (EFL) dapat mencapai matlamat pembelajaran kosa kata dengan berkesan dan berjaya.

**Kata kunci:** Bahasa Inggeris sebagai bahasa asing (EFL), Strategi-strategi pembelajaran kosa kata (VLSs), Sekolah Saudi Malaysia (SSM), Perbezaan dalam VLSs, Faktor VLSs, 5-peringkat pembelajaran kosa kata

# Abstract

Vocabulary learning is considered as a major process in acquisition of English as a foreign language (EFL). During the process, a learner manages to develop a few vocabulary learning strategies (VLSs). A majority of EFL learners, who have realized the importance of vocabulary in their language learning, also understand that knowledge of the English diction can enhance their overall linguistic skills, facilitating their communication with people and expressing their ideas. This study is dedicated to the research of VLSs employed by a group of Saudi Arabian learners in an EFL context. The rationale for the study is to clarify a pronounced lack of research on the EFL context in Saudi Schools Abroad (SSA), and a dearth of prior research into VLSs in this context. In particular, this research intends to identify how students at Saudi School Malaysia (SSM) employ VLSs in their actual learning process. The second objective deals with examining the significant differences in VLSs adopted by the participants based on their, gender, age, grade, years of studying English and language proficiency. Thirdly, this study is also interested in exploring the major factors which affect the use of VLSs among participants. The final objective of this study concerns with investigating the use of strategies in all 5-stages of vocabulary learning (Brown & Payne's, 1994, 5-stages model). The context of this research has taken place at SSM where the total number of participants is 120. A mixed method used in order to fulfil the above objectives. Analysis of quantitative data revealed that all five strategies identified (i.e. discovery, vocabulary use, retrieval, metacognitive and storage); the mean scores for the four strategies were all at medium usage by the participants except 'storage' which fell below the average range. In addition, gender, age, years of studying English and grade were not significant in terms of strategies adopted by the participants. However, there were significant differences of strategies adopted by the participants of different language proficiency ability since students who identified as very good were found to be employing the strategies of 'vocabulary use' and 'discovery' more than other strategies. Analysis of the qualitative data revealed that language learning environment, attitudes, beliefs, and motivation were considered as major factors affecting the use of VLSs among participants. Major themes also have been stated by the participants regarding the strategies they used in all 5-stages of vocabulary learning, such as guessing strategies, using monolingual and picture dictionaries, using memory strategies and lastly using the new word with all its possible collocations. Many participants involved in this study understand the importance of vocabulary learning albeit much of the strategies they employed were at a moderate level. Particularly, the focus and great emphasis should be on the role of strategies (VLSs) rather than on memorizing grammar rules and structures, thus learners (EFL) can achieve the goal of vocabulary learning efficiently and successfully.

**KEYWORDS:** English foreign language (EFL), Vocabulary learning strategies (VLSs), Saudi School Malaysia (SSM), Differences in VLSs, Factors of VLSs, 5-Stages of vocabulary learning

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# CHAPTER ONE
# INTRODUCTION

## 1.1 Overview

English has emerged as a global language and language of science and technology. It is a language which is the medium of communication among many international communities and it is being taught as a second and official language in many countries. Due to its rich literature and global acceptability, it has emerged as a living and growing global language. Understanding its importance, people from across the world try to learn this language. Kuo (2006) claimed that English is one of the most spoken languages the world has ever witnessed; a language developed from a small island and emerged as one of the global languages in terms of written, verbal and oral communication. The reason why English has become the greatest global language is not only due to its variety and literature but also its usage. In other words, it is international and worldwide in its significance and importance such as, in the international field, diplomacy, economy and agreements, global air travel, higher studies, research, peace negotiation, and affairs of international cooperation around the world. It is a shared language of individuals throughout the world today.

Though the development of science, technology, and economics has contributed a lot to the development of both a global culture and internationalization, we cannot undermine or deny the contribution of English language; it is played a significant role in the progression of the globalization of culture and trade (Spolsky, 1998). It is important for the usage and development of the Internet and The World Wide Web.

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# Appendix A

# Permission for Data Collection at Saudi School Malaysia

PUSAT PENGAJIAN PENDIDIKAN DAN BAHASA MODEN
*SCHOOL OF EDUCATION AND MODERN LANGUAGES*
College of Arts and Sciences
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA

UUM
Universiti Utara Malaysia

Tel: 604-928 5381
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Laman Web (Web): www.cas.uum.edu.my

"KEDAH AMAN MAKMUR: BERSAMA MEMACU TRANSFORMASI"

UUM/CAS/SEML/P1
21 OCTOBER 2015

TO WHOM IT MAY CONCERN

Sir

**PERMISSION FOR DATA COLLECTION AT SAUDI SCHOOL MALAYSIA**

With reference to the above, I would like to inform that **Ayman Saad Al- Obaisy** is a PhD student at the School of Education and Modern Languages, Universiti Utara Malaysia. He is conducting a research on *Vocabulary Learning Strategies Employed by Secondary Students at Saudi School Malaysia.*

As his doctoral supervisor, I would be grateful if you could allow him to collect some data for his research at your school. All the information will be treated as **CONFIDENTIAL** and they will only be used for research purposes.

Your cooperation in this matter is highly appreciated.

Thank you.

Sincerely

**DR AIZAN YAACOB**
Doctoral Supervisor
School of Education and Modern Languages
Universiti Utara Malaysia

Universiti Pengurusan Terkemuka
*The Eminent Management University*

# Appendix B

## Allowing for Data Collection (Saudi School Malaysia)

Royal Embassy of Saudi Arabia
Saudi Schools
Kuala Lumpur

سفارة المملكة العربية السعودية
المدارس السعودية
كوالالمبور

School of education and modern
Languages, college of arts and sciences,
University Utara Malaysia, 06010 UUM Sintok,
Kedah Darul Aman, Malaysia

Date: 18/11/2015

Dear Sirs.

**RE: ALLOWING FOR DATA COLLECTION FROM OUR SAUDI SCHOOL IN KUALA LUMPUR (MALAYSIA).**

We refer to the above matter and letter of permission dated

Applicant: Ayman Saad Al-Obaisy
PhD student at the school of Education and modern languages, university Utara Malaysia (UUM)
Metric no: 94269
Mobile: 0176387708

We confirm to allow the student above for data collection regarding the research on vocabulary learning strategies (VLSs) employed by secondary students at Saudi School Malaysia.

We hope all Success for hem

Principal of The
Saudi Schools in Kuala Lumpur

YOUSEF ABDULLAH A. ALOMRN

saudischoolk@yahoo.com : ✉ 0060341055545: 🖷 0060341055531: ☎
Lot 516 BT 7 ½, Jalan Ulu Klang Ampang, Ampang Ulu Kelang, 68000 Kuala Lumpur
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# Appendix C
# Invitation Letter

Dear Participant,

I am currently a PhD candidate in the Department of Applied Linguistics, Faculty of Education and Modern Languages, College Of Arts And Sciences, University Utara Malaysia (UUM).

I am planning to study issues related vocabulary learning strategies (VLSs) in the secondary school, Saudi School Malaysia (SSM), for my dissertation. The aim of this study is to examine VLSs among secondary students in order to assist the researcher to investigate the use of strategies among those groups of students at SSM. Towards this, I plan to distribute a questionnaire, and conduct classroom observations, individual interviews and focus group discussions (FGD). This will offer EFL students an opportunity to think about their vocabulary learning and draw guidelines for particular strategies (VLSs) in a foreign language context.

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The information collected will remain confidential and only be used for research purposes. I need your help in collecting the data and I hope you will help me by sparing some time.

I do appreciate your cooperation.

Sincerely,

Ayman Al-Obaisy

# Appendix D

## Participant Consent Form

(  ) I am interested in participating in the study.

(  ) I am not interested in participating in the study.

Name:

Age:

Grade (Level Study):

E-mail address:

(Mobile) phone No.:

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- Number of years you have been studying English:
- Number of years you have been studying at Saudi School Malaysia (SSM):
- Which class would be best for you to participate in the study?
- What time would be best for you to participate in the study?

# Appendix E

# Vocabulary Learning Strategies Questionnaire (VLSQ)

**A. Background Information**

Please, answer these questions first, before you continue on to the following questionnaire. Circle one:

1. Name:

2. Sex: Male ( ) Female ( )

3. Age:

4. Grade: First year secondary grade ( ) Second year secondary grade ( ) Third year secondary grade ( )

5. Number of years you have studied English: 0-5 ( ) 6-10 ( ) +10 ( )

6. How do you rate your English proficiency? Poor ( ) Average ( ) Good ( ) Very good ( )

**B. Vocabulary Learning Strategies Questionnaire (VLSQ)**

The researcher would like you to complete this questionnaire about what you really do when you are studying English vocabulary. The questionnaire describes vocabulary learning strategies that you probably use to study vocabulary. Read each statement carefully and then circle the option that best suits you according to the following scale: if you always use the vocabulary learning strategy, circle No. (5). On the contrary, if you never use it, circle No. (1), as follows:

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1= Never (0%)
2= Seldom (30%)
3= Often (60%)
4= Normally (80%)
5= Always (100%)

**1 2 3 4 5**

**Never Always**

**1. Understanding / Discovery**

**A. Guessing:**

1. I make guesses to understand the meaning of unfamiliar English words by looking at the context where they are embedded and the topic of the whole paragraph.

1 2 3 4 5

2. I look for any example provided in the context when guessing the meaning of a new word.

1 2 3 4 5

3. When guessing the meaning of a word, I try to find out the logical development of the paragraph where it is embedded (e.g. cause-effect, action-consequence, etc. usually signaled by connectors such as: “However, although, thus…).

1 2 3 4 5

4. I look for any word, expression, definition or paraphrase in the passage that supports my guess about the meaning of a word.

1 2 3 4 5

5. I check my guessed meaning in the context of occurrence to see if it fits in.

1 2 3 4 5

6. I try to find out the meaning of a new word by dividing it into chunks (prefix, root, suffix…) that I understand.

1 2 3 4 5

**B. Analysing / Reasoning:**

7. I derive hypothesis about the meaning of words by applying general rules that I already know.

1 2 3 4 5

8. I make use of my common sense and previous knowledge when trying to understand the meaning of new words.

1 2 3 4 5

9. I analyse certain elements (sounds, roots, prefixes…) by comparing them to Arabic words.

1 2 3 4 5

10. I understand the meaning of unfamiliar English words by translating them into Arabic language.

1 2 3 4 5

**C. Dictionary:**

11. Whenever I see an unfamiliar word, I look it up in a dictionary

1 2 3 4 5

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12. When I want to confirm my guess about the meaning of a word, I look it up in a dictionary.

1 2 3 4 5

13. I only look up words that are crucial to the understanding of the sentence or paragraph in which they are embedded.

1 2 3 4 5

14. When looking up a word in the dictionary, I read the sample sentences illustrating all the senses of the word.

1 2 3 4 5

15. When I consult a dictionary, I pay attention not only to the meaning of the word, but also to other aspects of word knowledge, such as its Arabic equivalent, its pronunciation, its derivatives, frequent contexts of occurrence, etc.

1 2 3 4 5

16. I make use of English monolingual dictionaries.

1 2 3 4 5

**D. Asking for help:**

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17. When facing an unfamiliar English word, I ask the teacher for an explanation or a translation in Arabic

1 2 3 4 5

18. When facing an unfamiliar English word, I ask the teacher for a sentence including the new word, so as to illustrate its meaning.

1 2 3 4 5

19. When facing an unfamiliar English word, I'd rather ask my classmates for its meaning.

1 2 3 4 5

20. When facing an unfamiliar English word, I discover its meaning through group work activities.

1 2 3 4 5

**II. Storage into Memory**

**A. Rehearsal**

21. When trying to memorize a word, I repeat it aloud to myself

1 2 3 4 5

22. When trying to memorize a word, I write it down several times. I memorize how it is spelt letter by letter.

1 2 3 4 5

**B. Creating mental linkages**

23. I group new English words together so as to remember them.

1 2 3 4 5

24. I group new English words and expressions related to the same topic (e.g. Computing: computer, monitor, software…), so as to remember them.

1 2 3 4 5

25. I group new English words and expressions related to the same everyday life situation (e.g. Bank: cash, cheque, open an account.), so as to remember them.

1 2 3 4 5

26. I remember a group of new words that share a similar part in spelling (happy, happily, unhappy, happiness).

1 2 3 4 5

27. I analyse word parts (prefixes, stems, suffixes) and memorize the most commonly used prefixes and suffixes.

1 2 3 4 5

28. I pay attention to the words that normally go with the word I am learning and try to remember them as if they were a fixed expression.

1 2 3 4 5

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29. I try to create semantic networks in my mind and remember words in meaningful groups.

1 2 3 4 5

30. When I encounter a new word, I search in my memory to check if I have any synonyms and antonyms in my vocabulary stock.

1 2 3 4 5

31. I create a sentence in my own language, so as to link a new word to a known word.

1 2 3 4 5

32. When I try to remember a word, I remember the sentence in which the word is used.

1 2 3 4 5

33. I learn words better when I put them in contexts (e.g. phrases, sentences, stories…).

1 2 3 4 5

**C. Applying images and sounds**

34. I create a mental image or drawing of the new word to help me remember it.

1 2 3 4 5

35. I remember new English words or expressions by remembering their location on the page, on the board, etc.

1 2 3 4 5

36. I draw a "map" or diagram in which I represent the semantic relationship between a central word and the related ones by means of lines or arrows so as to remember them.

1 2 3 4 5

37. I remember a new English word by identifying a familiar word in my own language that sounds like the new English one that I am trying to remember. Then, I create a visual image of the new word and the native familiar one interacting.

1 2 3 4 5

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38. I associate a new word with a known English word that sounds similar (e.g. family /familiar, goat/coat…).

1 2 3 4 5

39. I create rhymes to remember new English words, even if they do not make sense at all.

1 2 3 4 5

**D. Review**

40. I have reviews from time to time of new words I have memorized.

1 2 3 4 5

41. I test myself with word tests from time to time.

1 2 3 4 5

**E. Employing action**

42. I associate the word I am trying to remember to the physical sensation I was experimenting when I first met it (coldness, tiredness, joy...).

1 2 3 4 5

43. I physically act out the meaning of new English words, so as to remember them (e.g. I make the action of the verb I am studying).

1 2 3 4 5

**F. Note taking**

44. I make vocabulary lists of new words that I meet.

1 2 3 4 5

45. I write the new words on one side of a card and their explanations on the other side.

1 2 3 4 5

46. I take down notes in class of unfamiliar English terms, so as to remember them.

1 2 3 4 5

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**III. Vocabulary Retrieval**

47. I make use of the already learnt words in English in situational sets, so as to retrieve them from memory (e.g. Bank: open an account, cheque, and cash...).

1 2 3 4 5

48. I make use of the already learnt words in English in semantic sets (synonyms, antonyms, word families…), so as to retrieve them from memory.

1 2 3 4 5

49. I make use of the words that usually surround the English term I have already memorized as a fixed expression, so as to retrieve it from memory.

1 2 3 4 5

**IV. Vocabulary Use**

50. I try to read and resort to English-language media (songs, movies, press…), so that I can make use of the words that I have already learnt.

1 2 3 4 5

51. I make up my own sentences in English using the words I have just learnt.

1 2 3 4 5

52. I try to use the newly learnt words as much as possible in speech and writing, either in real or in imaginary situations.

1 2 3 4 5

53. When I want to say something and I do not know the exact word, I make up a new English word (either totally new, a derived one or a compound one), so as to express myself overcoming my own vocabulary limitations.

1 2 3 4 5

**V. Metacognitive Regulation**

54. I know when a new word or phrase is essential for adequate comprehension of a passage.

1 2 3 4 5

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55. When I come across a new word or expression, I know whether it is important for me to learn it or not.

1 2 3 4 5

56. I know which cues I should use in guessing the meaning of a particular word.

1 2 3 4 5

57. When I study English, I always reserve time to study vocabulary.

1 2 3 4 5

58. Besides textbooks, I look for other readings (books, newspapers, magazines…) of my interest.

1 2 3 4 5

59. I only learn the vocabulary that my English teacher tells me to learn.

1 2 3 4 5

60. I only focus on vocabulary that is directly related to examinations.

1 2 3 4 5

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61. I use all means that I can to make clear words that I am not very sure of.

I do not like having doubts

1 2 3 4 5

Could please you mention any other strategy or technique that you use when trying to learn English vocabulary?

Thank you very much for your cooperation. If there is anything else you would like to mention, please do so below.

# Vocabulary Learning Strategy Questionnaire (VLSQ)

**Dear secondary students at Saudi School Malaysia (SSM),**

The present questionnaire is part of a research thesis aimed at investigating the Vocabulary Learning Strategies (**VLSs**) of secondary students at SSM.

هذه المذكرة عبارة عن أسئلة تهدف إلى التعرف على بعض استراتيجيات تعلم المفردات لك في اللغة الإنجليزية. لذا أرجو أن تكون الإجابة واضحة وصريحة قدر الإمكان. وفي ظل الظروف الحالية، فإن تعلم المفردات لذلك تأكد من أن الجميع يقوم بتعلم المفردات بطريقة أو بأخرى. لذلك أرجو أن تكون الإجابات موضوعية. كما تم تصميم الأسئلة بحيث تعكس الواقع الحالي لتعلم المفردات

**6. How do you rate your English proficiency? (كيف تقيم مستوى كفاءة اللغة الإنجليزية)**
**Poor** أقل من المتوسط ( ) **Average** متوسط ( ) **Good** جيد ( ) **Very good** ممتاز ( )

**B. Vocabulary Learning Strategies Questionnaire (VLSQ) استراتيجيات تعلم المفردات**

The questionnaire describes VLSs that you probably use to study vocabulary. Read each statement carefully and then circle the option that best suits you, according to the following scale: if you **always** use the learning strategy described circle No. (5). On the contrary, if you **never** use it, circle No. (1).

**1= Never أبدا (0%), 2= Seldom نادرا (30%), 3= Often غالبا (60%), 4= Normally عادة (80%), 5= Always دائما (100%)**

**ضع دائرة حول الرقم (من 1 إلى 5) وفق المتراه مناسبا.**

**1 2 3 4 5**

Never Always

---

1. أقوم بالتخمين لفهم معنى المفردات الجديدة بالنظر إلى سياق النص أو فكرة الرئيسة لكامل القطعة.

**5 4 3 2 1**

2. بأبحث عن مثال موجود في سياق النص عندما أخمن على معنى المفردة الجديدة.

**5 4 3 2 1**

3. عندما أخمن على معنى المفردة، أحاول أن أستكشف تسلسل وتتبع القطعة من طريق أمثال النظر إلى كلمات الربط بين الجمل.

**5 4 3 2 1**

4. بأبحث عن أي كلمة أو تعريف أو عبارة في القطعة تؤدي تخمين لمعنى المفردة.

**5 4 3 2 1**

5. بأتأكد من تخمين المعنى عن طريق سياق النص ألرى إذا كان يظهر شكل مناسب أو ال.

**5 4 3 2 1**

6. أحاول أن أستكشف معنى المفردة الجديدة عن طريق تقسيمها إلى أجزاء مثل (السابقة، اللاحقة، الجذر).

**5 4 3 2 1**

7. أشرف فرضيات حول معنى المفردات بتطبيق القواعد العامة التي أعرفها.

**1 2 3 4 5**

8. أستفيد من معلومات سابقة فكري، عندما أحاول أن أفهم معنى المفردات الجديدة.

**1 2 3 4 5**

9. أحلل عناصر محددة مثل (السابقة، الحقة، الجذر) وذلك بمقارنتها بمفردات اللغة العربية.

**1 2 3 4 5**

10. أفهم معنى المفردات الجديدة عن طريق ترجمتها إلى اللغة العربية.

**1 2 3 4 5**

11. عندما أرى أي مفردة كلمة (الأعرفها، أنظر إليها بمشرفي القاموس.

**1 2 3 4 5**

12. عندما أريد أن أتأكد من تخميني حول معنى المفردة، أنظر إليها في القاموس.

**1 2 3 4 5**

13. أبحث فقط عن المفردات المهمة لفهم الجملة أو القطعة، بحيث تكون المفردات الجديدة تمضي منفيها.

**1 2 3 4 5**

14. عند بحث أي كلمة في القاموس، أقرأ نموذج الجمل الموضحة لكل معاني الكلمة.

**1 2 3 4 5**

15. عندما أستعين بالقاموس، أركز على فقط على معنى المفردة ولكن أضاعلى الجوانب الأخرى لمعرفة المفردة، مثلما يساويها في اللغة العربية ونطقها ومشتقاتها..الخ.

**1 2 3 4 5**

16. أستفيد من قواميس أحادية اللغة (أجليزي أنجليزي).

**1 2 3 4 5**

17. عندما أواجه كلمة الأعرفها، أسأل المعلم عن توضيح أو شرح أو ترجمة لها باللغة العربية.

**1 2 3 4 5**

18. عندما أواجه كلمة الأعرف ها، أسأل المعلم عن الجملة التي تتضمن الكلمة الجديدة، كأن يوضح معناها.

**1 2 3 4 5**

19. عندما أواجه كلمة الأعرف ها، أسأل زملائي عن معناها.

**1 2 3 4 5**

20. عندما أواجه كلمة الأعرف ها، أكتشف معناها من خلال الأنشطة الجماعية (أنشطة جماعية مع الزملاء).

**1 2 3 4 5**

21. عندما أحاول أن أحفظ الكلمة، أكرر ما بصوت وتتفق مع نفسي.

**1 2 3 4 5**

22. عندما أحاول أن أحفظ الكلمة، أكتب ها عدة مرات، أفحص كيف وطريقة إملائها حرف بحرف.

**1 2 3 4 5**

23. أعطي الكلمات الجديدة مع بعض حتى يسهل علي تذكرها.

**1 2 3 4 5**

24. أعطي الكلمات والتعبيرات الجديدة التي تصل بنفس الموضوع مع بعض حتى يسهل علي تذكرها، مثل كلمة الإحصاء: كمبيوتر، شاشة، برامج.

**1 2 3 4 5**

25. أجعل المفردات والتعبيرات الجديدة التي تصل بنفس الأحوال اليومية (الحياتية) مع بعض مثل كلمة بنك: كاش، شيك، فتح حساب.

**1 2 3 4 5**

26. أتذكر مجموعة من المفردات التي تشترك في نفس الجزء في إملائها مثل.

**1 2 3 4 5**

27. أحلل أجزاء الكلمة، مثل السابقة والحقة أو جذر الكلمة أو حفظ أهم السوابق واللواحق الأكثر استخداما.

**1 2 3 4 5**

28. أركز على المفردات التي عادة تعلق الكلمة التي تعلمها، وأحاول تذكرها حيث تكون تعبير ثابت.

**1 2 3 4 5**

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29. أحاول أن أكون في عقلي أرتباطات الدلالية، أو أتذكر المفردات في مجموعات مفيدة.

**1 2 3 4 5**

30. عندما أواجه كلمة جديدة، أبحث في ذكرتي ألرى إذا كان لدي مرادفات وتمضادات في زمرتي للكلمات.

**1 2 3 4 5**

31. أكون جملة في لغتي، حتى أربط المفردة الجديدة في اللغة الإنجليزية بالمفردة المعروفة في اللغة العربية.

**1 2 3 4 5**

32. عندما أحاول أن أتذكر الكلمة، أتذكر الجملة التي فيها الكلمة.

**1 2 3 4 5**

33. أتعلم المفردات بشكل أفضل عندما أضعها في سياق النص، سواء كان النص عبارة عن جمل أو عبارات. الخ.

**1 2 3 4 5**

34. لكي أتذكر الكلمة الجديدة، أكون صورة ذهنية أو رسمة لها.

**1 2 3 4 5**

35. أتذكر المفردات والتعبيرات الجديدة عن طريق تذكر مكانها في الصفحة ثم أعلى أسلوب ورقي الفصل.

**1 2 3 4 5**

36. أرسم خريطة أو ثلث، حيث أستعرض العلاقة الدلالية بين المفردة الرئيسية والمفردات المتصلة عن طريق رسم خطوط أو أسهم، ليساعدني على تذكرها.

**1 2 3 4 5**

37. أتذكر الكلمة الجديدة عن طريق تحديد كلمة مشابهة لها في لغتي التي تبدو كأنها كلمة إنجليزية التي أحاول أن أتذكرها، ثم بعد ذلك أكون صورة مرئية للكلمة الجديدة تفاعل الكلمة الأصلية المشابهة.

**1 2 3 4 5**

38. أربط الكلمة الجديدة مع كلمة مشابهة لها في نطقها مثل الكلمات التالية.

**1 2 3 4 5**

39. أكون قوافي (كلمة من نفس القافية أو سجع) لتذكر المفردات الجديدة حتى وإن لم يكن لها معنى الكلية.

**1 2 3 4 5**

40. أقوم بالمراجعة من وقت آخر للمفردات الجديدة التي أحفظها.

**1 2 3 4 5**

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41. أعتبر سني بإمتحان المفردات من وقت آخر.

**1 2 3 4 5**

42. أربط الكلمة التي أحاول أن أتذكرها بشيء محسوس مثل البرد، لاسعادة، تعب..الخ.

**1 2 3 4 5**

43. لكي أتذكر الكلمة، أقوم بممارسة معنى الكلمة الجديدة جسديا، مثل كلمة يجري.

**1 2 3 4 5**

44. أقوم بعمل قائمة المفردات الجديدة التي أقابلها.

**1 2 3 4 5**

45. أكتب المفردات الجديدة على أحد جوانب البطاقة، وشرحها على الجزء الآخر من البطاقة.

**1 2 3 4 5**

46. آخذ ملاحظات في الفصل على المصطلحات الغير معروفة حتى يسهل تذكرها.

**1 2 3 4 5**

47. أستفيد من المفردات التي أعرفها مسبقا في مجموعات مكانية، لكي يساعدني على استعادتها واسترجاعها من الذكرة، مثل كلمة بنك.

**1 2 3 4 5**

48. أستفيد من المفردات التي أعرفها مسبقا في مجموعات دلالية، مثل المترادفات والمتضادات، لكي يسهل علي استعادتها من الذكرة.

**1 2 3 4 5**

49. أستفيد من المفردات التي ترتبط عادة بمصطلح انجليزي سبق أن حفظته لكي يرث بات حتى يسهل علي استعادتها من الذكرة.

**1 2 3 4 5**

50. أحاول أن أقرأ أو أرجع إلى وسائل الإعلام المتخصصة بلغة الانجليزية، مثل المجلات، الجرائد، الفاز..الخ، لذلك أستفيد من المفردات التي سبق أن تعلمتها.

**1 2 3 4 5**

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51. أكون جملاً من نفسي باللغة الإنجليزية، سأستخدم المفردات التي تعلمتها حديثاً.

**1 2 3 4 5**

52. أحاول أن أستخدم المفردات الجديدة (التي تعلمتها مؤخراً) في الكلام والكتابة، سواء أكان في أوضاع حقيقية أو متصورة.

**1 2 3 4 5**

53. عندما أريد قول شيء ما وأعلم الكلمة المناسبة، أكون كلمة إنجليزية جيدة (سواء أكانت الكلمة جيدة أو مشتقة أو مركبة... إلخ) حتى أعبر عن نفسي تعلماً على كلماتي المحدودة.

**1 2 3 4 5**

54. أعلم عندما تكون الكلمة أو العبارة أساسية فهم القطعة بشكل كافٍ.

**1 2 3 4 5**

55. عندما أواجه كلمة أو تعبير جيد، أعلم إذا كانت مهمة لي أن أتعلمها أو ال.

**1 2 3 4 5**

56 أعلم ما هي النماذج التي ينبغي أن أستخدمها في تخمين المعنى للكلمة المحددة.

**1 2 3 4 5**

57. عندما أدرس اللغة الإنجليزية، دائماً أخصص وقت لدراسة علم الكلمات .

**1 2 3 4 5**

58 إلى جانب الكتب الدراسية، أحاول الاطلاع في ما أرغبه من القراءة في الكتب والمجلات والجرائد... إلخ.

**1 2 3 4 5**

59 أتعلم فقط الكلمات التي يخزنها المعلم أن أتعلمها.

**1 2 3 4 5**

60. أزف قطعاً على الكلمات المتصلة بشكل مباشر بالاختبارات.

**1 2 3 4 5**

61. أستخدم جميع الوسائل التي من خلالها أستطيع أن أجعل المفردات واضحة، خصوصاً التي لست متأكداً منها، حيث الرأي أن يكون لدي أي تردد أو شك.

**1 2 3 4 5**

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وأخيرا، إذا كان لديك أي أسئلة أو طريقة تستخدمها عند محاولتك تعلم الكلمات الجديدة في اللغة الإنجليزية.....
.....
.....
.....
.....
.....

* شكرا ومقدرا حسن تعاونكم وتجاوبك

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# Appendix F

## Classroom Observation Guideline

Instructor: Course:

Date:

No. of students enrolled:

Level:

Time class begins: Time class ends:

Objective of the class:

The following elements of classroom aspects will be observed, described and analysed to understand the use of vocabulary learning strategies practiced by secondary students at Saudi School Malaysia.

| Elements | Dimension | Dimension Description |
|---|---|---|
| **Classroom physical setting** | Environment<br>Context<br>Resources | |
| **Participants** | Who is present?<br>Who is absent<br>What are their characteristics? | |
| **Activities and interaction** | What is about?<br>What is going on?<br>How is interaction taking place?<br>How are people and activities connected?<br>How long did it last?<br>Is it one-way or two-way interaction? | |
| **Subtle factors** | Informal & unplanned activities<br>Non-verbal communication<br>What did not happen<br>What should have taken place | |
| **Observer's own comments** | What is going on? | |

(Adapted from Merriam, 1998). Merriam, S.B. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass.

# Appendix G

## Classroom Observation Notes

**Instructor:** Teacher Ibrahim **Course:** Vocabulary &Grammar

**Date:** 23/3/2016 (Wednesday)

**No. of students enrolled:** 21 Students

**Level:** Three (Secondary-Students- grade-3)

**Time class begins:** 11:20 a.m. **Time class ends:** 12:05 p.m.

**Objective of the class:** Students should elicit the main idea of the lesson and think critically.

The following elements of classroom aspects will be observed, described and analysed to understand the use of vocabulary learning strategies practiced by secondary students at Saudi School Malaysia.

1- **Classroom physical setting**

   a. **Environment**: A quite big and well-lit classroom with four big class windows. In the front of the class, just by the door is the teacher's table and behind it is a white board which was fixed on the wall. Also, on the left side of the board, there's a T.V. which was fixed on the wall and on the teacher's table, there's a computer and a projector were connected together. In other words, to the connect computer to the T.V. or to the projector in order to display what's being shown. The classroom chairs were organized in two sets of rows, on the right and left of the classroom. 10 students were sitting on the right side of the class and 11 students on the left side. Apart from that, the physical environment in which students were learning could be just as important as the educational material itself. The air conditioning in the class is good since there are two air conditioners in one-classroom. They are quite big and the class is moderate and not so cool.

**b. Context**: Secondary students (grade-3) were studying vocabulary as a part from their English textbooks; there are two textbooks; student's book and workbook for secondary students at Saudi School Malaysia. I arrived to the school early morning (7:30 a.m.) to meet students and their teacher and took long time with them before the classroom observation started. I went to the class with the teacher when the class started at 11:20 a.m. and ended at 12:05 p.m. in which 19 students were in the classroom and 2 students were absent.

**c. Resources**: Textbooks, board, T.V. computer and data show projector. The teacher seemed to play the role of a facilitator.

**2- Participants**

**a. Who is present?**

- 19 students, the teacher and researcher.

**b. Who is absent?**

- 2 students were absent. The teacher knows in every class who is absent by the school management since he receives the students' list from the registrar daily.

**c. What are their characteristics?**

A lot of students in the class were very active (11-students). Some of them were moderate (4-students). Some were weak (4-students) and a few of them were chatting while others were working on the activities. Teacher praised students who answered the questions and encouraged others to try by calling their names. The teacher asked students to pay attention for the new vocabulary they just have learnt such as asking students to use the new words in different contexts. This revealed teacher's experience of the importance of vocabulary teaching.

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**3. Activities and interaction**

**a. What is about?**

A Student's book is divided into 4-modules and each module contains two-units. Each unit deals with all language skills such as reading, listening, speaking, writing as well as grammar and vocabulary. The lesson was about vocabulary & grammar; module 3-unit 6 in which the content for unit was about '*Work & Money*'. The teacher asked students to complete the sentences using the correct form of the words in the boxes. He asked them to use the new-words in different contexts and help them to speak freely using the new words they just have learnt. The teacher also tried to connect between previous and current lessons in terms of vocabulary learning. In other words, this shows teacher's awareness about helping students in remembering and memorizing new vocabulary through all different language skills at the same unit.

**b. What is going on?**

Teacher started class by saying "*Assalamalaikaum*" and welcomed the students in the class. Then he started a lesson by turning on 'data show projector'. The lesson was about vocabulary and grammar of Module-3-unit-6 'Work& Money'. The teacher has presented a well-planned lesson that by doing some effective steps as follows:

**1-** He drew students' attention to some exercises about the lesson in students' textbooks taking them step by step to deal with and answer the questions about it.

**2-** In the class, students were divided into 4-groups (4-5 students in each group), so the teacher asked each group to take a part of the question and gave 5-mintues for all groups to answer the questions.

**3-** Teacher asked some questions which were not available in the textbooks, but developed during the preparation for the lesson. This helped students to guess the meaning for the new-words and activated them to use the vocabulary in different contexts also.

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4- Teacher's engorgement for each group to work together. He asked them to express freely using the new vocabulary they just have learnt. No matter if students' answers were correct or not; just they need to speak up and saying what they could express. At the same time, teacher played the role of a facilitator and praised students. In other words, teacher's motivation for students and variation in classroom activities as well as the management of class time were notable aspects in the classroom.

5- When the teacher gives the students 5-minutes to answer and "*compete the sentences using the new words in boxes*", he at the moment walks in the classroom checking all groups and to be near them if any group needs more explanation or assistance.

6- The teacher always informs all students when anyone likes to participate by saying that "*please…speak up …….raise your voice*" to make sure that all students in the class could hear the participation for their colleagues.

7- Some students (3-4 students) were not working with their groups in doing the activities and the teacher didn't comment on that for those who didn't engage in the group-work activities.

8- Lastly, the teacher praises all groups for their good responses and answers and modifying the inappropriate ones.

**C. How is interaction taking place?**

- The teacher presented the lesson.
- He asked, commented, shared on students' answers and participation.
- Students discussed with each other and then answered the questions.
- Students asked the teacher for more clarification on some of the point.
- Teacher focuses basically on vocabulary leaning strategies (VLSs) 'guessing strategies' in order to help students overcome vocabulary learning difficulties (i.e. students tried to guess the meaning of unknown words in the lesson based on the context. Students also tried to match the words highlighted in the text with their meanings). In other words, students have to look at the

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words highlighted in the text and guess their meaning (i.e. choose a, b, c, or d).

**D. How people and activities are connected?**

- There are two-types of activities in the classroom; individual and group-work activities.
- The teacher several times went around class to make sure that all students were working on the exercises and activities of the lesson, but there were few of them (3-4 students) especially in group work activates didn't work and sometimes looked sleepy.
- Teacher mostly tried to encourage students to engage in class-activities and helped them to think deeply by taking them from one level of understanding to a deeper level such as asking some questions that stimulated their thinking. Briefly, this indicated thatcher's awareness in how to assist students in the class to comprehend the lesson very well.

**E. How long did it last?**

11:20 a.m. to 12:05 p.m. (45-mitues per-class).

**F. Is it one-way or two-way interaction?**

- Almost two-way interaction.
- Teacher facilitated students' learning vocabulary by practicing one of the affective vocabulary learning strategies (guessing strategies). In other words, this revealed teacher's experience of vocabulary teaching for the secondary students at Saudi School Malaysia.

**4. Subtle factors**

**A. Informal and unplanned activities**

- Asking students to do some exercises in their textbooks after he (the teacher) had asked them to get ready for a reading task.

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**B. Non-verbal communication**

- Sleeping; few students (2-3 students) looked sleepy either they were tired or sick.

**C. What did not happen?**

- Teacher didn't comment on those students who didn't work in group-activities.
- Letters in data show projector were not clear especially for those who sat in the back.

**D. What should have taken place?**

- Teacher should have considered 'classroom management' to help all students sharing their colleagues in 'group-work activities'.
- Teacher should use board to explain some points in vocabulary learning such as '*word combinations*'. In other words, displaying the lesson just on data show projector is not enough for students to catch the points very clearly. Apart from that, students also should use the board particularly for the new words they just have been learnt because one the effective VLSs is 'Doing spoken and written repletion'.

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**5. Observer's own comments**

**A. What is going on?**

- During the whole class time, teacher was seen working actively to facilitate students' vocabulary learning and helping them to comprehend the lesson very well (i.e. words with multiple meanings and word combinations).
- The teacher set a good introduction to assist students get into the lesson smoothly and motivated them to interact with him by encouraging them to participate, praising their trials to answer his questions, and friendly correcting their inappropriate ones.
- Not all students were seen participating in classroom discussions; however, teacher encouraged passive students to participate. Yet the teacher didn't

comment on group work activities which didn't seem to be very active as some students were seen working individually.

- The relationship between teacher and students in classroom looked to be friendly; teacher walked in the class to be a close with them.
- Teacher's voice is clearly and loudly, so all students in the class, especially those who sit in the back, could hear the lesson very-well.
- Lastly, during teacher's discussion with students and explanation the lesson, he used several times some praise and encouragement phrases to appreciate and motivate students such as "*Great…. Excellent…. Very Good…. Thank you*".

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## VOCABULARY

**A. Complete the sentences with the correct form of the words/phrases in the box. There are three extra words/phrases which you do not need to use.**

persuade replace announcement conscious in combination with specialities volunteer definitely vending machine in reply to suggestion proposal extend

1. Fortunately, people are becoming more and more health Conscious.
2. Abbar is a(n) volunteer on our project to clean the beach.
3. Keith persuaded Paul to come with us tonight.
4. Last night we tasted some of the local specialities. They were delicious.
5. We need to replace our old furniture with something more modern.
6. Any suggestions as to how I can lose a few kilos?
7. The vending machin in our school canteen doesn't work.
8. The headmaster's proposal to build a new football pitch was approved by the Mayor.
9. I am writing in reply to your last letter.
10. May I have your attention, please? I have an important announcment to make.

## EXAMINATION PRACTICE

**B. Read the text and complete the gaps with the correct form of the words in capitals.**

# A New Way to View Masterpieces

In the future, the way we see art may well change (1) Considerably due to a number of factors. There has been a lot of (2) discussion concerning how to increase the numbers of people who can view a world class work of art. Generally, this means the painting or sculpture has to travel and be exhibited. However, apart from the fact that this is extremely (3) inconvenient, it has been proven that it is also very (4) harmful to keep moving paintings around. For example, curators at the Reina Sofia Museum in Madrid have recently made an (5) announcement that Picasso's anti-war masterpiece, 'Guernica', has been damaged, probably as a result of being transported to exhibitions all over the world. There is a great (6) necessity for something to be done before irreparable damage is done to these masterpieces. But what can be done? On the one hand, there is a strong (7) aoguement for banning all this travelling and waiting until better art conservation techniques have been developed. On the other hand, there is the hope that the (8) explosion in computer technology, particularly in virtual (9) reality, can be the answer. Perhaps a (10) Combination of the two is the way we will experience great art in the future.

CONSIDERABLE
DISCUSS
CONVENIENT
HARM
ANNOUNCE
NECESSARY
ARGUE
EXPLODE
REAL
COMBINE

# Unit 6 → Student's Book pp. 70-71

## VOCABULARY

**A. Complete the text with the correct word/phrase. There are two extra words/phrases which you do not need to use.**

| | | | | |
|---|---|---|---|---|
| extinction | solar | futuristic | species | global warming |
| accessible | aware of | power | fossil fuels | alternative |

We must all become (1) aware of the fact that (2) global warming is no longer just a myth, but a real threat to our lives. Sea levels are rising and threatening to flood coastal areas. Heatwaves are becoming more and more frequent and intense. Droughts and wildfires are also occurring more often and pushing many (3) species of animals to (4) extinction. We need to find (5) alternative sources of energy like (6) solar energy or hydroelectric (7) power, which can be (8) accessible to everyone if we are to do anything about this situation.

**B. Circle the correct answer.**

1. If you want a room at our hotel, you must book a month in **advance** / **ahead**.
2. Alan, drive carefully, because the road is **renewable** / **slippery**.
3. I'm afraid your advertisement for the mobile phone is **eye opening** / **misleading**.
4. In our neighbourhood there are plenty of sports **facilities** / **guidelines**.
5. You don't need to bring any sheets or pillowcases as all **linen** / **straw** is provided by the hotel.
6. **Attendance** / **Admission** to the lecture is free for all the students of the college.

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**C. Match the words with their definitions. Then use the correct form of the words to complete the sentences.**

| | | |
|---|---|---|
| 1. currently | f | a. related to a city/town |
| 2. disabled | e | b. a person living in a place |
| 3. generate | d | c. give money to charities |
| 4. charge | g | d. cause to exist, produce |
| 5. urban | a | e. somebody who cannot use part of their body due to permanent illness or injury |
| 6. donate | c | f. now, at this period of time |
| 7. resident | b | g. an amount of money you have to pay |

1. Donating unwanted clothes to a charity is far better than throwing them away.
2. Happy residents are celebrating the opening of a bicycle path through the neighbourhood.
3. The summer sales are currently on in all high street shops.
4. This parking space is reserved for the disabled.
5. He is a great author and always generates a lot of interest when he brings out a new book.
6. What's the charge for an extra night at the hotel?
7. The local council has announced plans to add green spaces and water fountains to all urban areas.

## VOCABULARY

**A. Complete the sentences with the words/phrases in the box. There is one extra word/phrase which you do not need to use.**

take advantage of ~~profit~~ spread ~~appealing~~ ~~ingredients~~ ~~endangered species~~

1. Are foxes a(n) endangered species ?
2. Did you make much of a profit when you sold your house?
3. What are the usual ingredients of a chef's salad?
4. My cousins have redecorated their home in very appealing pastel colours.
5. Spread some marmalade on your bread; it's delicious.

**B. Complete the sentences with the correct form of the phrasal verbs in the box. There is an extra one which you do not need to use.**

~~keep off~~ ~~keep on~~ ~~keep to~~ ~~keep back~~ keep down

1. Spectators must keep off the pitch at all times.
2. Neither of them is telling us the truth. They are keeping something back.
3. If you keep on shouting, you will be sent out of the classroom.
4. If you keep to the sign-posted path, there is no danger of getting lost.

**C. Circle the correct answer.**

1. My cousins won't return; they've moved to Australia for **a while** / good
2. All online course registrations must be completed without **delay** / **doubt**.
3. Can we try the fish and chips at Doug's Restaurant tonight for a **change** / while?
4. The terrorists stormed the building without **fail** / warning.
5. I lived in Bangkok for a while / **sure** in the late 90s.
6. Without **doubt** / **fail**, he is our country's greatest inventor.
7. I'll be at your house for **good** / **sure** by 9:30.
8. In the event of a fire in the factory, safety instructions must be followed without fail / **doubt**.
9. The new training programme applies to all members of the team without exception / **doubt**.

## GRAMMAR

**D. Choose the correct answer *a*, *b*, *c* or *d*.**

1. George phoned to say that he _____ be late as there's been an accident on the motorway.
   **a.** might not **b.** can **c.** might **d.** must not
2. You _____ believe this, but I once met the Prime Minister.
   **a.** might **b.** could not **c.** might not **d.** could
3. Household chores _____ be very tiring. My mum is always complaining of backache.
   **a.** will **b.** can't **c.** must **d.** could
4. You _____ be tired. You've been relaxing all day.
   **a.** must **b.** could **c.** might not **d.** can't
5. You needn't worry about anything. The report _____ be ready today, sir.
   **a.** will **b.** can't **c.** may **d.** won't
6. Murad _____ be at the doctor's office. He mentioned that he had made an appointment to see him.
   **a.** must **b.** can't **c.** will **d.** could

**E. Rewrite the sentences below using the modal verbs in the box.**

~~might~~ ~~might not~~ ~~can't~~ ~~must~~ ~~will~~ ~~won't~~

1. There is the possibility of another snowstorm tonight.
   There might be another snowstorm tonight.
2. As it's nearly midnight and Lesley isn't answering her phone, I expect she's sleeping.
   Lesley must be sleeping, she isn't answering her phone.
3. There is a car in the drive but Abdul doesn't drive.
   That car can't be Abdul's, he doesn't drive.
4. Eric isn't coming unless the weather cools down.
   Unless the weather cools down, Eric won't come.
5. You can trust Ron to find out the time of the last train home.
   Ron will find out the time of the last train home.
6. I'm not sure if those are Toby's boots as he doesn't play football as much as he used to.
   Those might not be Toby's boots as he doesn't play football as much as he used to.

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**D. Choose the correct answer *a*, *b* or *c*.**

1. Unless you _____ your brother with you, you can't go out.
   a. take  b. took  c. will take
2. If Fadi _____ a lot of money, he would spend most of it on travelling.
   a. wins  b. won  c. will win
3. If you visit the Louvre in Paris, _____ me a poster.
   a. buy  b. bought  c. will buy
4. If Jason could do that alone, he _____ for your help.
   a. doesn't ask  b. wouldn't ask  c. won't ask
5. If I were the manager, I _____ the rules.
   a. change  b. would change  c. will change
6. If you _____ in a hurry, let's have lunch.
   a. aren't  b. wasn't  c. won't be

## EXAMINATION PRACTICE

**E. Read the text below and complete the gaps. Use only one word in each gap.**

### Hope for a GREENER Future

Environmental activists have welcomed scientific research which may soon make it possible to use windows as a source of solar (1) power . This will involve applying a see-through chemical liquid (2) on the surface of glass to capture light from the sun's rays. (3) Many scientists can actually succeed (4) in developing this technique, it will indeed be a major breakthrough, which will (5) make a huge difference in our lives.

A similar technique was developed in the 1970s (6) but it was abandoned as it didn't prove to be very efficient. A team of researchers from the Massachusetts Institute of Technology (MIT) who specialise (7) in developing renewable sources of energy (8) made a lot of research into what (9) was wrong and (10) had made important changes to the technology since then. As a result, scientists are now confident that much more green energy will be available for everyday use. It seems that the Earth cannot be saved (11) if a lot more money is spent (12) in similar schemes around the world.

## VOCABULARY

**A. Choose the correct preposition to complete the sentences.**

1. My brother studied Business Administration but he specialised _____ Accounting.
   a. on (b.) in c. to d. with
2. Keep studying and you'll succeed _____ getting your degree.
   a. with b. on (c.) in d. to
3. Every month Natalie spends a lot of money _____ clothes.
   a. to b. in c. with (d.) on
4. I can't comment _____ Paul's unacceptable behaviour.
   (a.) on b. in c. to d. with
5. Timothy, concentrate _____ your test please.
   a. to b. in c. with (d.) on
6. Jeremy insisted _____ Khalid coming along to the match, but he refused.
   a. with b. to c. in (d.) on
7. Children depend _____ their parents for love and support.
   (a.) on b. with c. to d. in
8. Peter's hard work contributed _____ his success.
   a. on b. in c. with (d.) to

**B. Circle the correct answer.**

1. The local authorities are going to **revise** / **restore** the old Town Hall.
2. Mary's **power** / **field** is History of Art.
3. The ice at the **poles** / **layers** is gradually melting.
4. There was such a friendly **atmosphere** / **nature** in our meeting!
5. We should all try hard to **recount** / **reduce** the amount of exhaust fumes produced by cars.
6. Which places do you **recommend** / **resolve** I visit here?

## GRAMMAR

**C. Put the verbs in brackets in the correct tense.**

1. If you turn this switch, the lights go (go) out.
2. If Gafar were (be) here, he would be very angry.
3. When you want to make an appointment with the doctor, give (give) him a call.
4. If you don't hurry (not hurry), we might miss the train.
5. Eric won't pass the exam unless he studies (study) more.
6. If I were you, I wouldn't talk (not talk) to him like that.

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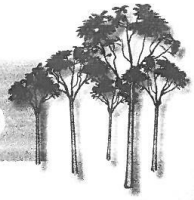
**D. Choose the correct answer *a*, *b* or *c*.**

1. Unless you _____ your brother with you, you can't go out.
   (a.) take  **b.** took  **c.** will take
2. If Fadi _____ a lot of money, he would spend most of it on travelling.
   **a.** wins  (b.) won  **c.** will win
3. If you visit the Louvre in Paris, _____ me a poster.
   (a.) buy  **b.** bought  **c.** will buy
4. If Jason could do that alone, he _____ for your help.
   **a.** doesn't ask  (b.) wouldn't ask  **c.** won't ask
5. If I were the manager, I _____ the rules.
   **a.** change  (b.) would change  **c.** will change
6. If you _____ in a hurry, let's have lunch.
   (a.) aren't  **b.** wasn't  **c.** won't be

## EXAMINATION PRACTICE

**E. Read the text below and complete the gaps. Use only one word in each gap.**



# Hope for a GREENER Future

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Environmental activists have welcomed scientific research which may soon make it possible to use windows as a source of solar (1) energy/power. This will involve applying a see-through chemical liquid (2) on the surface of glass to capture light from the sun's rays. (3) If scientists can actually succeed (4) in developing this technique, it will indeed be a major breakthrough, which will (5) make a huge difference in our lives.

A similar technique was developed in the 1970s (6) but it was abandoned as it didn't prove to be very efficient. A team of researchers from the Massachusetts Institute of Technology (MIT) who specialise (7) in developing renewable sources of energy (8) did a lot of research into what (9) went wrong and (10) have/has made important changes to the technology since then. As a result, scientists are now confident that much more green energy will be available for everyday use. It seems that the Earth cannot be saved (11) unless a lot more money is spent (12) on similar schemes around the world.

# Appendix H

## Interview Sample Questions: (Students)

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**Research Title**: Vocabulary Learning Strategies Employed by Secondary Students at Saudi School Malaysia

1. How many hours a week do you study English at Saudi School Malaysia? Do you think it is enough? Why?
2. What do you think about learning English? Why?
3. How do you see the relation between learning English and studying at Saudi School Malaysia? Why?
4. What do think about learning vocabulary? Why?
5. What could be the aspect that helps you to learn and expand your vocabulary?
6. When you encounter a new English word for the first time, what do you do in order to learn the meaning of that word? Why?
7. When you encounter a new English word for the first time, do you guess the word? Why or why not?
8. Do you think that the parts of speech/parts of the sentence and the grammatical features of the new word assist you to guess its meaning? Why or why not?
9. As a student, do you make use of the pictures that come with the vocabulary lessons in your textbooks to guess the meaning of the new vocabulary in those lessons? Why or why not?
10. Do you think that knowing the roots, prefixes and suffixes can help you to guess the meaning of many words? Why or why not?
11. Do you prefer using a dictionary to get the form of a new word? Why or why not?
12. Do you do spoken/written repetition to practice the pronunciation and spelling of the new word? Why?

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13. Do you prefer using an English-English dictionary to get the meaning of a new word? Why or why not?
14. From your opinion, what are the benefits you get when use English-English dictionaries?
15. If you use a monolingual dictionary, do you make use of the icons and pictures in that dictionary to learn the meaning of the new word?
16. How do you consolidate the form (spelling, pronunciation…etc.) and meaning of a new English word in your memory?
17. Do you make use of 'grouping words strategy' to consolidate the form and meaning of the new word in your memory?
18. Some students believe that 'imaging or drawing' the meaning of the new word is a helpful way to consolidate the meaning in their memories, do you agree? Why or why not?
19. Do you apply verbal/written repetition? Why or why not?
20. How do you use the new vocabulary?
21. What do you think about connecting the new words to already known words by using them in chunks and collocations? Why or why not?

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This is the end of the interview. Thank you so much for participation.

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# Appendix I

## Interview Sample Transcription: (Student)

**Date:** 20/4/2016
**Time:** 11a.m.
**Duration:** 45 mins.
**Venue:** Saudi School Malaysia (SSM), Kuala Lumpur

**I:** Assalamalaikum brother Ahmad…how are you and hope you are doing well?
**S:** Wa'alaikum assalam teacher Ayman…aa…Alhamdulillah I'm fine.
I: OK…brother...I'm a PhD student at University Utara Malaysia (UUM)...aa…and I'm trying in my thesis...um…I mean the study to investigate the strategies of vocabulary learning you probably use to learn the new vocabulary…um...so there are several interview questions deal with this issue…aa...simply…aa…I need to share your views, opinions and experience in terms of vocabulary learning...aa… because later…um…this will help me so much to draw such guidelines for particular strategies in learning new vocabulary among foreign language learners…aa…I mean especially in this unique context at Saudi school Malaysia.
**S:** OK…teacher Ayman…of course.
**I:** At the beginning...aa…may I know how many hours a week do you study English at Saudi School Malaysia?
**S:** Aaa….4 hours per a week.
**I:** Do you think it is enough? Why?
**S:** Um....yeah...it is enough...um…because language is easy and it is ok 4 hours per a week.
**I:** So brother, what do you think about learning English? Why?
**S:** Of course!!... English is really important because it is considered as a global language…aa…because we need to use English in many situations and places around the world.
**I:** Ok….brother…aa…what do you think about learning English exactly here...um…I mean at Saudi School Malaysia?
**S:** Yeah...here is very very important…aa….because people here speak and understand English…um…so it is considered as a means of communication and interaction with people here.
**I:** Ok…good brother…aa…what do you think about vocabulary learning? Why?
**S:** Of course!!! learning vocabulary is so important…um…I mean…aa...it is not good for you to repeat the same words in every time…um…I mean if you are in a meeting or dealing with others...aa…because this will embarrass you especially in the future when you speak in front of a group of people…aa…because you will repeat the same words again and again because you have limited words.

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**I:** Do you agree that all basic language skills (e.g. listening, speaking, reading and writing) depend strongly on your level of vocabulary learning?
**S:** Yeah...you are right…aa...I mean…when you like to listen to a new word and you don't know its meaning…aa…so how can will be able to understand the conversation or how to speak if your vocabs are limited.
**I:** Nice...brother...aa…in terms of learning new vocabulary...um…what could be the aspect that helps you to expand your level of vocabulary learning?
**S:** Um…actually…aa…I think the environment…um…I mean the place around you where people speak English…aa…because the environment will push you to develop your English…aa…so you can learn more new words and so on…um…but if you stay or study at Saudi Arabia...aa…I mean in a place where people speak Arabic…um…so you will not be interested more to expand your vocabs because there is no much need for learning new words…aa…because you can go anywhere and buy and talk with people in Arabic…aa…so you don't need to use English for that.
**I:** Ok…good…aa…when you encounter a new English word for the first time, what do you do in order to learn the meaning of that word? Why?
**S:** Um…for me…aa…I'd like to use the new words in my conversation and talking with others…um…in order to help me to remember them from time to time...aa...but if I don't know the meaning of the word which I face...um…normally…aa…I ask someone about its meaning or check google for its meaning.
**I:** OK...brother… do you apply the strategy of guessing when you face a new word? Why?
**S:** Yeah…aa…you are right…um…I always use this way…um...I mean to guess the meaning of the new words based on the context or the sentence…aa…I mean…aa…I try to understand the part of the sentence…um…this actually helps me a lot to guess the meaning.
**I:** So…can we say that guessing strategies are helpful in understanding the meaning of new words.
**S:** Yes…right…aa…it is really good…um…it helps me a lot to understand the words which I face quickly…umm…I mean based on the context or the sentence itself…um…I try to guess the meaning and then use the word also.
**I:** Yeah brother…what do you mean by the parts of the sentence? Do they help you to guess the meaning of the new words?
**S:** Yeah…um…I mean to know if the word is a verb or noun or an adjective based on its part of the sentence.
**I:** Ok brother… I will give you an example and then...aa…I'd like to answer that…ok.
**S:** OK.
**I:** John will..... an apple. John ate an apple ..... ly. Brother can you guess the missing words in both two sentences?

**S:** Yes…right…because from the sentence…aa…I can guess the missing word…aa…I mean based on its part of the sentence…um…as a verb or an adjective…um…I think…aa.. it depends on the sentence itself but if the context is difficult…aa…it will be difficult..

**I:** Aha…what do you mean brother by if the context is difficult?

**S:** Um…I mean sometimes I face some difficult sentences…aa…so it is difficult to guess the meaning of the new words unless there are some clauses or phrases that I know their meanings before...um…so it will help me so much to guess the meaning and understand the sentence generally.

**I:** Ok…brother what about if you know some grammatical features…aa...I mean if you know some plural and singular forms, punctuations and question marks….um…do you think that they can help you to guess the meaning of unknown words in a text?

**S:** Yeah…of course!!!...aa…they will help a lot.

**I:** Ok…I will give you a sentence and I'd like to tell me the meaning of the word 'nicotine' based on the sentence.

**S:** Ok.

**I:** Nicotine, a colorless and oily drug in tobacco, stains the teeth of chain smokers….ok…so what is the meaning of the word nicotine?

**S:** Aaa…yes…um…from the commas...aa…I can understand the meaning of the word nicotine…umm…I think this way is really good in my opinion.

**I:** So knowing some grammatical features can help you to guess the meaning of the new vocabulary?

**S:** Yeah exactly…yes.

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**I:** Nice brother…um...as a student do you make use of the pictures that come with the vocabulary lessons in your textbooks to guess the meaning of the new vocabulary in those lessons? Why or why not?

**S:** Yeah…aa…it is really very good and beneficial…um…for example the word 'punch'…aa...so if I don't know the meaning of this word and see a picture...um… I can guess its meaning based on the picture…um…I mean at least I can understand the meaning of this word because the picture refers to something about hitting…um…in my opinion...aa…this way…aa...I mean to guess the meaning through a picture is considered a very good way…um…actually this way helps me a lot to understand the meaning around 95% approximately.

**I:** OK...brother…good...aa…I will give you this picture and I'd like to give me the meaning of the word 'trashbin' based on your understating of the picture…ok.

**S:** Yeah...I understand it...um…it is about something to throw away.

**I:** Nice!!...brother…do you have an idea about the roots, suffixes and prefixes in English? I mean...um…do you think they can assist you to guess the meaning of many new words?

**S:** Aaa…yeah... um…I know that through my previous learning and I still remember some of them.
**I:** OK...for example the word 'hopeless'…um…so if you know the meaning of the suffix 'less'…aa….does it make sense to you?
**S:** Yeah…of course….um…because if I don't know the meaning of the suffix 'less'….aa… I will see this word 'hopeless' as a strange or a new word...um...but if I know the meaning of the suffix 'less'…umm…it will help me to understand the word 'hope' or at least it makes the meaning very closing.
**I:** Do you prefer using a dictionary to get the form of a new word?...aa…I mean its spelling and pronunciation? Why
**S:** A dictionary…um…of course…yeah… I prefer to use it...um…yes...of course…umm…this way is my favorite way and I have used it for long time...aa...also I use the dictionary to check the spelling of the new word and how can it be pronounced…umm…so I have used to use this way …aa… it is good and beneficial.
**I:** Ok…Do you apply verbal/written repetition to practice the pronunciation and the spelling of the new word? Why?
**S:** Yeah…aa…it is good…um…I mean if I repeat the word many times and keep repeating it…aa…it is really beneficial...um…because I may do a mistake in learning the new word at first time…aa…but I do the way of repetition…um…it will help me to learn the word correctly…aa… I think doing this way is very good.
**I:** OK…but how do you do if you like to understand the meaning of the new vocabulary?
**S:** Aaa…for understanding the meaning…um…normally I have to check a dictionary.
**I:** OK...good…um…do you have an idea about using a monolingual dictionary to get the meaning of a new word?
**S:** Yeah…aa…I have used to use the Oxford English dictionary…um…because it is really helpful and I can understand the meaning in English...um…also I can find the meaning of many words which I look for…aa…I mean not like the English-Arabic dictionary.
**I:** Ok...so can we say that using a monolingual dictionary helps learners to expand their vocabs …aa…in other words, we can get a lot of new words through searching for the exact meaning.
**S:** Of course!!!...that's right…um…and learners can make use of that more than using an English-Arabic dictionary.
**I:** Right!!!...um…but do you make use of the icons and pictures in those dictionaries…I mean the monolingual dictionaries to learn the meaning of the new word?

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**S:** Aaa…well…um…actually for me I don't like to use pictures…um...but this strategy is really good…aa…it helps me a lot to understand the meaning of the new vocabulary…um…but in my opinion… I prefer to use this way particularly for kids.
**I:** If you have already learnt a new word, so how do you consolidate its form (spelling, pronunciation…etc.) and meaning in your memory?
**S:** Um…usually…aa...if I face a new word and I like to learn it….aa…I directly write it in a small notebook and write also its meaning...umm…and when I have free time...aa…I can revise that notebook and reading all the words which I have written many times…umm…this way helps me to consolidate the word from time to time.
**I:** So what about connecting the new word with other words to be in groups….aa...Does this way assist you to consolidate the form and meaning of the new word in your memory?
**S:** Of course!!!....aa….and this way also is very good…um…sometimes I connect the new words and try to link them with something helps me to consolidate the meaning…um…so I can remember the new words directly.
**I:** Nice brother…um…we call this way as 'grouping words strategy'.
**S:** Yeah...it is really good and helpful.
**I:** Apart from that brother….aa…some students believe that 'imaging or drawing' the meaning of the new word is a helpful strategy to consolidate the meaning in their memories, do you agree?
**S:** Yes…of course!!...aa…I like this way…umm…that to connect a word with a picture or an image...aa…I mean…aa I try to connect the word with something helps me to remember it...um…so I usually give a name in my mind for the picture which it refers to the word …um…so I can remember it once I need to use it and so on.
**I:** Ok…good brother…Do you apply verbal/written repetition? Why or why not?
**S:** Yeah…um… the way of repetition is very practical and beneficial in consolidating the meaning in my memory…aa....but I think the written repetition is more helpful in terms of consolidating the form of the word…aa… I mean to consolidate its spelling in opposite of the verbal repetition.
**I:** In your opinion, if you have learnt a new word, how do you use it?
**S:** Well…aa…I think the best way is to use the new words in my conversation...aa…and talking with others and…aa…also to use the new words in my writing
**I:** Lastly brother, what do you think about connecting the new words to already known words by using them in chunks and collocations?
**S:** Um…yeah…this way is very good….aa…because if I connect the new word with its collocation…um…so it will help me easily and quickly to use the new word
**I:** For example 'save-time' 'catch the bus'
**S:** Yeah...it is really good.
**I:** Thank you very much brother Ahmad….aa…may I know if you have anything else like to add or comment?

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**S:** Welcome teacher Ayman...it is ok.
**I:** Thank you.

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# Appendix J

## Interview Sample Questions: (Teacher)

**Research Title: Vocabulary Learning Strategies Employed by Secondary Students at Saudi School Malaysia**

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1. How many hours per a week do you teach English for secondary students at Saudi school Malaysia? Do you think it is enough? Why?

2. Do you think that your students like studying English vocabulary? Why?

3. In your opinion, why do they study English vocabulary?

4. Do you think that English vocabulary is difficult to learn?

5. Do you think it is worth spending class time on the teaching of vocabulary or do you prefer other aspects, such as grammar?

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6. In your opinion, what are the best strategies to teach vocabulary for your students at Saudi School Malaysia? Why?

7. Do you think the way you teach vocabulary is good and effective?

8. Do you think that the way you teach vocabulary meets your students' expectations?

9. In your opinion, what is the role of the teacher?

10. Do you think learning strategies should be taught during English lessons or not?

11. In your opinion, what are the particular factors that affect your student in learning vocabulary?

12. What do your students do to guess the new words?

13. Are they using a dictionary to understand the form (spelling and pronunciation) of the new word?

14. Do they use the strategy of repetition to learn the form of the new word?

15. What do you think of using a monolingual dictionary to understand the meaning of the new word? Is it helpful for your students?

16. Do your students make use of pictures in their textbooks to understand the meaning of the new word?

17. Once your students have learnt the new vocabulary, from your experience, what is the best strategy to consolidate the form and meaning of the new words in their memory? Why?

18. In your opinion, teaching the new word with all its possible collocations, is it a good strategy? Why?

19. Thank you very much teacher Ibrahim for all your kind help and dealing, may I know if there is anything else you like to add/comment/share?

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# Appendix K

## Interview Sample Transcription: (Teacher)

**Date:** 26/4/2016 **Time:** 10 a.m.

**Duration:** 45 mins. **Teacher:** Ibrahim

**Venue:** Saudi School Malaysia (SSM)

**I:** Ok…brother Ibrahim...aa…this study deals with vocabulary learning strategies employed by secondary students at Saudi School Malaysia…aa…so in this interview…um… may I share your experience…aa…you know teacher Ibrahim…I have to go in depth with this study…um…so this interview will help me a lot to understand such particular objectives of this study….ok teacher Ibrahim at the beginning...aa…may I know how many hours per a week do you teach English for secondary students?
**T:** Ok…um…you are talking about the secondary students.
**I:** Yeah…
**T:** Yes…um…actually 3 hours per a week.
**I:** Per a week…!!
**T:** Yeah.
**I:** Yeah...um…so what about…aa…I mean how many classes do the third secondary students have per a week?
**T:** Ahaa…for the secondary stage…aa…I give them 4-classes and every class is around 45-mins and sometimes I add and take some classes from my colleagues…um…so 3-hours per a week.
**I:** Do you think, it is enough for the students to understand and deal with all the lessons in their textbooks?
**T:** Umm…I think 3-hours per a week is not enough…aa… actually I need around 5-hours per a week
**I:** Ok…brother…from your opinion do you think your students like studying English vocabulary? Why?
**T:** Actually…aa…if the students want to talk, listen and write…aa…they have to use vocabulary ….um…if they don't have many vocabs…um…they will face difficulties and challenges and sometimes they face problems also in writing, speaking and even in listening…um…so students need vocabs to understand what they want to do.
**I:** Ahaa…ok brother…do you think they like studying vocabulary?

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**T:** In my opinion...aa… students don't like studying vocabulary…um…because it is difficult to memorize the new words daily…you know...aa…every day we have new words, and the students need to memorize many new words in their textbooks...aa…I mean they have to do a great effort for this.
**I:** So, in other words, students think that vocabulary learning is difficult.
**T:** Yes…yes…
**I:** OK...brother…aa…if the students have recognized that vocabulary learning helps them to be skilled in all language skills…um…..do you think knowing that will change their ideas towards vocabulary learning…aa… I mean to focus more on vocabulary learning?
**T:** Maybe…yes…aa…if the students change their strategies and their learning...um… may be they will improve their level of vocabulary learning and expand their vocabs also.
**I:** Because brother…aa…for example, when I'm student…um…I understand that learning grammar is more important than learning vocabulary…um…so may be some students think like that …aa… I mean may students think that to focus on reading and writing skills are more important than to focus more on vocabulary learning.
**T:** Well…aa…actually if students want to read and write in a good way…aa...they have to expand their vocabs…um…because sometimes you need to use new vocabs and you don't know the meaning…um…so this makes such problems for the students and they will be disappointed…um… because they don't understand the context or all the words in the context…aa…so students need to understand and expand their vocabs…um…need to learn everyday a new word because in my opinion…aa… to focus more on vocabulary learning is more important than grammar.
**I:** So…teacher Ibrahim…aa… do you think it is worth spending class time on vocabulary teaching or do you prefer other aspects as grammar?
**T:** You mean...aa…one class just for learning vocabs?
**I:** In mean in general, do you prefer in every class to spend more time on vocabulary teaching?
**T:** Aaa…actually…brother I like to spend more time on vocabs…um…but this is mostly for the primary levels, I mean for the 4th and 5th grades, but you know brother the syllabus for the secondary level doesn't give me this chance…aa…because the syllabus in each new lesson deals with 3 or 4 highlighted words with yellow colors…um…and there is only one vocabulary strategy...aa…I mean the strategy of 'guessing'...um…so it is limited and the students will deal with this strategy only all the year…um…I mean...aa….I can't use more strategies because I have to follow the syllabus…um…so students use this strategy through a context…aa…and using the context to guess the meaning in my opinion is good but not enough…um…not enough.

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**I:** Yeah…teacher Ibrahim…um…but from your experience, what is the best strategy to teach vocabulary for your students at Saudi School Malaysia?

**T:** In my opinion…aa… the best strategy is the situations, conversations, real conversations and situations…aa…I mean if you put the students in a situation with native speakers of English...aa.. they will learn more vocabs and they will be interactive and active….um….but if you know, if the students use the normal strategy every day and every class…um…they will be bored and they will be…you know…aa… their vocabs will be decreased.

**I:** Thanks so much brother…aa…may I know…does the syllabus assist students to expand their vocabs?

**T:** Aaa…yeah brother if you are talking about the syllabus…um...it is effective yes… because the syllabus is made for high level students...aa…but actually students' level don't reach that level of the syllabus...aa…so I face a problem…aa…you have a high syllabus level and the students don't understand that…um…I mean…aa…they can't understand the advanced words in their textbooks…aa…so in my opinion…aa…we need to use more vocabulary learning strategies because the situation, you know…um…force me to do that…um…sometimes I have to use videos to teach the students new vocabs and expressions, you know sometimes I have to use programs…aa…films and also pictures.

**I:** Yeah, you are right…aa…because when I have discussed the students...aa… I mean the focus group discussions and also from the interviews…um…I found that many students like to expand their learning vocabulary through YouTube and videos…um they also prefer images and pictures.

**T:** Yeah…brother…um…you mean the visual aids

**I:** Yeah…also I give the students a small test…aa…for example some pictures which refer to new words…um...actually some students don't understand the meaning of the new words…um… but when they see the pictures…aa… they directly know the meaning.

**T:** Yeah…brother…aa…actually one of the new vocabulary strategies used over the world that teaching vocabs should be done through visual aids because the students when look at the pictures and listen…um… they will try to use the new vocabulary...aa.. and they will learn more and more words, but in our syllabus you know...aa…just dealing with 18 years old students...aa…so the teacher should teach and use the vocabulary strategies and try to make students involve in a situation…aa…in real situations to improve their vocabs.

**I:** But brother….aa… do you think that your vocabulary teaching…I mean dos it meet your students expectations?

**T:** In my opinion...aa…vocabulary teaching by only the strategy of guessing is not enough.

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**I:** Aaa…because one of the effective strategies in learning vocabulary is to guess the meaning through a context or pictures.
**T:** Of course!!!...yeah…aa…I know brother…aa…but when I use this strategy all the year...um...it is not enough...aa…because students need to master other vocabulary learning strategies in order to understand and deal with any new word.
**I:** Because, based on the meeting with students…aa… I mean according to their interviews and discussions, I have tried to teach them some particular strategies in learning new vocabulary in order to help them later to be self-directed learners.
**T:** Yeah...brother Ayman…aa….you are right.
**I:** Ok…teacher Ibrahim…from your point of view what is the role of the teacher in a classroom?
**T:** Umm…I think… in terms of vocabulary learning…aa.. the teacher should use more strategies and gives the students…aaa…I mean the chance to master the new words...um… but you know the syllabus is very jammed… and the teacher must be more quickly…um…because if he spends more time on vocabs...aa… this will affect other skills such as grammar, reading, listening, and vocabs also….generally…aa.. I think the teacher needs to give more time on teaching vocabulary for his students.
**I:** So you believe of the importance of teaching vocabulary learning strategies for your students?
**T:** Absolutely!!!...aa… learning new strategies assist students to master the new words…yeah.
**I:** Do you think...aa…teacher Ibrahim… this is should be done in the class or outside the classroom?
**T:** Maybe both, inside and outside the class.
**I:** Umm…because one of the advantages of learning strategies is that to make the students more confident and also to be more independent learners…aa…so they can learn any new word without any help from others.
**T:** Aaa…in my opinion, if the students make effort to get the knowledge, they will never forget the words ….I mean if students make effort to get and learn the new words…um…but you know…aa…they learn the vocabs in normal and easy way,….so I think they will forget the vocabs quickly.
**I:** So, from your observing…aa…what do students normally do when they face a new word?
**T:** Actually…aa… they just understand the word and they are not doing anything…um… I have tried to make them to put the words in sentences...um… and some students are doing this, and others don't.
**I:** But, do the students ask you about the meaning….um…teacher what is the meaning of this blalblala…
**T:** Actually…aa…they rarely ask me about the meaning of the new words and also their using.

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**I:** That is mean… aa…the students directly learn the meaning of the new words by themselves.
**T:** I think…aa…in their age… they should do this…um… In other words, the teacher is just a monitor and gives them just advices and the teacher should let the students depend on themselves and the syllabus is made for this.
**I:** But, when the students face a new word, do they ask their friends or what they do to get the meaning of the new words?
**T:** Maybe, they ask their friends.
**I:** Yeah…um…but normally what the students do?
**T:** Actually, some students are shy to ask the teacher…um…maybe they ask their friends, or maybe they are using a dictionary.
**I:** But, they don't ask you for help.
**T:** Some students ask for this.
**I:** OK….teacher Ibrahim, you know, there are some aspects that affect vocabulary learning…um… from your experience, what are the particular aspects that effect on their vocabulary learning strategies?
**T:** Well…aaa…I think the using of visual aids if we have time…um... this is good and also if the students get involved with native speakers...aa… they will ask about the new vocabs if they don't know anything from the native speakers…aaa they will ask about this and they will be more interested in learning vocabs…um.. but the negative thing...aa… we don't have time to do this and the syllabus is a very high-level…um… I mean an advanced level and the students are not advanced-level…aaa…yeah, some of them are advanced, but the majority of them are not advanced…..um…so they face a problem here, I mean face a problem to get these difficult vocabs and they are trying to get this knowledge…um…but you know they are facing a problem...aa…maybe they are shy…may they don't like to bother the teacher….aa…sometimes like this.
**I:** Ok...Teacher Ibrahim...in your opinion what are the major factors that push your students to learn vocabs?
**T:** I think...aa… motivation is good for students, because when I motivate them...um…they will be more knowledgeable to understand and master many new words…aa… I think, motivation is really a good factor to make a force for their personality to learn vocabulary.
**I:** OK….since the students study at Saudi School Malaysia, so what about the environment?
**T:** Actually..aaa… the environment is good for students at Saudi school Malaysia because it helps them to practice English all the year...aa… and some students don't have problems with practicing and speaking with the locals here…um…but some students like to practice English with their collogues and friends.

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**I:** Yeah… teacher Ibrahim…um…from the interviews and discussions with the students…um…I found that most of them agree that environment plays a considerable role here in Malaysia.
**T:** Yeah…aa…it is a good factor.
**I:** Ok...brother what do students do when encounter new words?
**T:** Actually…um… normally we discuss the paragraphs with each other…aa…and there are per-questions for each paragraph...um…so students normally look at the context and then try to guess the meaning of the new vocabulary and there are options....I mean choices for the meanings….um…for example…we have questions in every reading class and we have questions for this…um…I mean special questions for guessing strategies…um… so students will be asked to read the new words and they look at the line (the question mentions a line which refers to the new vocabulary) such as, the word 'bulk' line 22…ok…aa…so the students will be asked to look at the new word and what its function and they have at least 3 options…I mean 3-words to choose the answer.
**I:** Ok…do your students use a dictionary to check the spelling…aa…I mean to know the form of the new word such as its spelling and pronunciation?
**T:** Yes…yes…of course….aa…they are using a dictionary for the spelling and for how to pronounce the new word.
**I:** So….aa…the students do that strategy?
T: Yeah…but not all of them.
**I:** Ok…um…brother, may I know if your students practice the strategy of repetition in order to learn the spelling or the pronunciation of the new word?
**T:** I think...um… repetition for high-level students is not appropriate…um… it is good but for low-level students is so effective, but you know as for 18 years old-students not good to repeat...aa…and they don't like this way.
**I:** Actually….teacher Ibrahim...um… what I mean is that the strategy of repetition…I mean to be done by the students themselves alone not inside the class.
**T:** Ohh!!!...you mean not inside the class…ahaha….maybe yes…repeating is a good strategy…alone...yes.
I: The strategy of repetition is to repeat with yourself to get the form of the new word.
**T:** Yeah…yeah...aa…repetition is a good strategy.
**I:** Yeah…teacher Ibrahim…aa…according to the interviews and discussions, most students agree that repetition is a good strategy to learn the new vocabulary.
**T:** Yes…maybe alone…um… but inside the class…um…I do face a problem with this because I have tried to do this, but some students repeat and some feel that…umm… this is for kids not for them.
**I:** Ok…brother, regarding the using of monolingual dictionaries, do you think the using of that to understand the meaning of the new word…aa… is it helpful for your students?

**T:** Actually…um… it is a good strategy, but you know, sometimes you have multi-meanings for one word, and you see if you open a dictionary for a specific word...um… you will find 3 or 4 meanings, so how the students will understand the meaning of the new vocabulary…um… do you expect that students will memorize all the meanings…um… you will face a problem here because they will be confused…aa…so through the context and through guessing strategies, the students can understand and know what is exactly the function of the word and exactly its meaning.

**I:** But according to the student's textbook…I mean does it give one meaning for the new word or several meanings?

**T:** No…no… just one meaning.

**I:** Ok…teacher Ibrahim…normally there are many pictures in their textbooks

**T:** Yeah...yes.

**I:** Ok...do you think that your students can make use of pictures to understand the meaning of the new words?

**T:** Of course...yes...um… we first discuss the pictures in a lesson with the students because the pictures refer to the meaning implicitly not explicitly

**I:** So… um…this is considered as a first step…aa…I mean discussing the pictures in a lesson will help students to have a background about the new words …um…so they can later understand their meanings also.

**T:** Yeah…aa…of course…when we discuss the pictures…aa…we discuss the paragraphs as a whole and then ask some questions in order to introduce the general ideas…um…and search for the gestures...um… you know...aaa… so the students will get an idea about what they will deal with and what are the new words you are talking about.

**I:** Ok… brother...nice…I think teacher Ibrahim… one of the challenging issues in vocabulary learning… you know…aa…it is forgetting the words quickly.

**T:** Yeah, right…yes.

I: From your experience, what is the best strategy to consolidate the word form and meaning in your students' memory?

**T:** Brother…aa… actually…um.. it depends on the students' abilities...um… but if you're asking me about my opinion….I think the best strategy is by writing…aa…writing a sentence for example… writing an article and use the new words in the article…um…so students will never forget the new words quickly…because I have tried and used this way when I was in their ages…um…actually it was a very effective and proficient strategy.

**I:** Because, brother… you know…aa…writing the new words help students to get the spelling…aa…pronunciation…um…so they can consolidate the form of the new vocabulary in their memory easily and strongly also.

**T:** Yeah…brother…so…um… students can master the new word…um…they can fully master the new vocabulary…

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**I:** Ok… you know teacher Ibrahim from your opinion…aa…what about teaching the vocabulary with all its possible collocations…aaa... I mean...aa… dose applying this strategy will help to use the new words?

**T:** Yes… of course...aa…because you know…English language depends on collocations a lot...aa…and if you connect a new word to another word…um…it will be an easy way to understand, memorize, and also to use the new word.

**I:** Aaa…Ok…teacher Ibrahim…but how can the students know the possible collocations of the new words?

**T:** Yeah...um… by giving examples…umm…we have in the students' textbooks… I mean there are many examples about this function…aa…so the students will be given some examples of such words with their collocations and they have to read the examples and there are per-questions…aa...so students try to apply the colocations of the new words in a new context.

**I:** Ahaa…but…teacher Ibrahim…do you think that using collocations are a good strategy in vocabulary learning?

**T:** Yeah… yes, it is a very effective way.

**I:** Thanks so much brother Ibrahim for all your kind dealing, help and cooperation

**I:** Lastly, brother…aa…may I know, if you have anything else like to add or comment or share?

**T:** Actually…um…I want to add just one thing that learning vocabulary is considered an important skill in English...aa…because if you don't know the meaning of the words…aa...so how can you write…listen…um…I mean you can't use or write any sentence in a good grammar or something like that…aa…because all skills in any language depend first on vocabulary…um.., and based on that…aa.. when I teach the students in the low-level or the beginners…um...I teach them vocabs without grammar…just words…just vocabs because you know...aa.. I start to ask them to form a sentence or to form a phrase and gradually...um…I will teach them other language skills as….aa…listening, reading, writing and grammar, so the first thing is just vocabs.

**I:** Thank you very much teacher Ibrahim again.

**T:** Thank you.

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# Appendix L
# Focus Group Interview Sample Questions

**Research Title:** Vocabulary Learning Strategies Employed by Secondary Students at Saudi School Malaysia (SSM)

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**Focus Group Interview Sample Questions (Focus Group Discussion)**

1. Why do you focus on learning vocabulary? In other words, in learning English, is it important to expand our vocabulary learning? Why?

2. How do you learn vocabulary? In other words, what is your personal experience/strategy in learning new words?

3. What are the aspects that help/push you to learn new vocabulary?

4. How do you know/guess the meaning of the new words?

5. What do you think about using a dictionary to get the form of the new word?

6. What is your opinion about using the strategy of 'repetition' (spoken/written repetition) to practice pronunciation and the spelling of the new word?

7. What do think of using a monolingual dictionary to understand the meaning of the new word?

8. Do you make use of the pictures in your English textbooks to know the meaning of the new words? (The interviewer shows some pictures have been taken from their textbooks to see how those groups of students will deal with them).

9. How do you consolidate the form and meaning of the new words in your memory?

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10. What do you think about connecting the new word with a known word in order to use it?

11. Do you make use of using the new word with all its possible collocations? Why? (The interviewer shows to the students a sample of the word ‘business’ with all its possible collocations).

12. Do you have any comments that you would like to add?

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# Appendix M

## Focus Group Sample Transcription

**Date:** 2/5/2016 (Monday)

**Duration:** 45 Minutes

**Participants:** III Year Secondary Students at Saudi School Malaysia (SSM)

**Interviewer:** Welcome to this discussion about vocabulary learning strategies. This discussion will be confidential and nobody is going to listen to our discussion and I will just make use of it for the research purposes. Okay!...aa…I have some questions to ask and everybody can participate to answer each question. All opinions are welcomed and there is no particular answer to any of the questions. You can comment on the answers or opinions of your friends even. So I am interested to listen to your opinions about vocabulary learning and the strategies you apply in learning new vocabulary. Ok!...umm…we can start our discussion from left to right. Or even the moment you feel you have something to say…aa… you can give it immediately. I will throw a question and you may give your opinion. You have been secondary students for almost 2 years. My first question is…um…why do you focus on learning vocabulary? In other words, in learning English, is it important to expand our vocabulary learning? Why?

**S1:** Yes...Of course!...um…because if you don't have vocabs…um...you can't communicate with people in the society you live in...aa...except if you live in your mother-tongue language...umm...I mean if you live in your country.
**S2:** Yeah…aa…it is important because you need to improve your language…umm...that's by vocabulary and also...aa…it is important for communication with others.
**S3:** Actually...um…it is very important...aa…because you can't speak or talk with anyone without vocabs.
**S4:** Aaa...I think, It's important because words can help you when you want to speak with anyone.

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**S5:** Yeah…aa…because when you have more and more words…umm. it will help you to speak with others…aa…I mean they are connected together and vice versa.
**S6:** Of course...! aa…because vocabulary helps in mastering all different English skills.....um…I mean language proficiency depends strongly on your vocabulary level.
**S7:** Um…we need to learn new words…aa...for example in reading lesson…aa...in order to understand what we are reading...um… so vocabs are important and we should focus on that first
**Interviewer:** Ok!...so based on our discussion for the first question…aa…we can say that to focus more on vocabulary learning is really important because all your English skills depend basically on your vocabulary level.
**Interviewer:** Ok!....let us go to the second question...how do you learn vocabulary?...aa…in other words, what is your personal experience and strategy in learning new words?
**S1:** Aaa...I learn vocabs by watching 'YouTube'...um...and also some movies…so, I can learn and understand the new words at the same time and…aa…actually…by doing this way…um...from time to time...aa.. I expand my vocabs and also know how to use them.
**S2:** Yes…for me...aa…by reading the newspapers...um…because I have to know the news daily...aa...in other words, I can get 2 things that to know the news and at the same time learning the new vocabs daily from the news.
**S3:** Actually…aa…I have used to watch media such as T.V…aa...and reading books also.
**S4:** Yeah…um…mostly by reading books...
**S5:** Um…normally I am interested in learning the new words through newspapers.
**S6:** Aaa...by practicing the language…um…I mean when I go outside with my friends and hear some new English words from them…aa…so I would ask them about the meaning of such new words…and so on...aa…in other words, I learn the new words usually from my friends when they talk with others.
**S7:** Yeah…aa…through watching some movies...um…so I can hear some new words and when I think...um…they are important…aa…so, I try to look for their meanings and translation…aa…and also I learn vocabulary by looking at pictures outside in a road for example.
**S8:** For me...aa…I learn many new words through watching movies or by see a sign explains the meaning...um…I mean I like to practice learning the new word physically as the word 'run'…aa…for example, a teacher runs a little bit in the class…um...so students know from the teacher's movement the meaning of the word 'run'...aa...and so on.
**Interviewer:** What are the aspects that help or push you to learn new vocabulary?
**S1:** Aaa…for me the environment helps me very strongly to look for new words regularly.

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**S2:** Actually,…aa…communication with people makes me interested in learning more new words...um...because I need to communicate with others and friends.
**S3:** Um...when I feel with myself that I don't have enough vocabs to talk with friends or speak with others...aa…because of the less words that I have.
**S4:** Yeah…aa…when I'm planning to study at one of the universities outside…um…because I need to expand my vocabs…um.. I mean in order to be able to reach the level of a university student...aa.. and also it helps me a lot to deal with new books…etc.
**S5:** I usually watch T.V…um...and some movies…aa…so normally I face new words which I don't know...um…so it makes me interested to know their meanings
**S6:** Aaa….through watching videos and social media generally…aa...I mean..um… I prefer to see that in learning new vocabs because they help me to understand the new words very well and at the same time not to forget their meanings.
**Interviewer:** Based on our previous presentation regarding the strategies of vocabulary learning..um…how do you know/guess the meaning of the new words?
**S1:** Yeah...aa…I can guess the meaning based on a picture.
**S2:** For me...aa.. I can know and guess the meaning of the new word based on a context.
**S3:** The same as what Ali (S2) has been said that by looking at the context.
**S4:** Aaa...I can guess the meaning of the new word through a picture, context and watch a video
**S5:** Yes,…aa…through a context with its picture or video.
**S6:** Actually,…aa…I have to look at the sentence which contains the new word and then look at the context again.
**Interviewer:** OK!...good…what do you think about using a dictionary to get the form of the new word?
**S1:** Of course!...aa… it is excellent.
**S2:** Yeah…um…it is very helpful…um...because it will help me to know the meaning of the new word first as well as it helps me to understand it's spelling and pronunciation.
**S3:** Yes, …aa…it is beneficial and the same as what Naser (S2) has been said
**S4:** Um…It is really very helpful.
**S5:** Of course!... It is helpful and particularly the electronic dictionaries or the google translator.
**S6:** Aaa…It is a very good strategy to understand the word's spelling and pronunciation.
**Interviewer:** What is your opinion about using the strategy of 'repetition' (spoken/written repetition) to practice pronunciation and the spelling of the new word?
**S1:** Yeah…aa…it is very important because it will help me to consolidate the new word in my memory.

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**S2:** Um… It is very beneficial...aa…because it will help me to memorize the new word.
**S3:** Yes...aa…It is really good...aa…especially for beginners because it will help them to memorize the new word and knowing its spelling and pronunciation
**S4:** The same as what Khaled (S3) has been said
**S5:** The same as what Khaled (S3) has been said
**S6:** The same as what Khaled (S3) has been said
**Interviewer:** OK!...nice…what do think of using a monolingual dictionary to know the meaning of the new word?
**S1:** Yeah...aa…I think it is the best than using a bilingual dictionary.
**S2:** Of course!!...aa…it is very good.
**S3:** Um…I think...it is the best way to know and understand the meaning of the new word.
**S4:** Yeah…um…it is more helpful than using a bilingual dictionary...umm…because the monolingual dictionary helps in understanding the meaning of the new word more than memorizing it…aa…so as a result...aa...it will help me to consolidate the meaning in my memory for long time…aa…but the bilingual dictionary makes me just focusing more on how to memorize the word more than understanding its meaning...um...so I will forget its meaning after a period of time.
**S5:** Yeah…aa…it is very beneficial…um...I mean...aa… it will help me to expand my vocabs and learn many related new words at the same time.
**Interviewer:** Do you make use of pictures in your textbooks to understand the meaning of the new words?...(The interviewer shows some pictures have been taken from their textbooks to see how those groups of students will deal with them).
**S1:** Of course!...yes…aa…based on the pictures…um…I can guess and understand the meaning.
**S2:** Yeah...aa…it is very helpful...aa…from the pictures directly…um…I can guess the meaning …aa…it is the easiest way.
**S3:** Of course!!...it is very beneficial…um…because it is direct and practical and it explains the meaning of the word very quickly.
**S4:** The same as what Ahmad (S3) has been said
**S5:** Yeah… aa…of course!!...it is really beneficial and it helps me to understand the meaning of the new words very quickly as well as a picture makes me not forget the meaning for long time because its image links directly with my memory...aa…so I can understand the meaning of the words if they connect with pictures.
**S6:** Yes...aa…the same as what my colleague Fahed (S5) has been said.
**Interviewer:** OK!!...very good brothers…may I know how do you consolidate the form and meaning of the new words in your memory?
**S1:** Actually...aa…for me by doing the strategy of repetition…um...I repeat and write the new word many times
**S2:** Umm…the same as what Fasial (S1) has been said.

**S3:** Yeah…aa…I try to put the new word in a sentence and use it.
**S4:** Aaa…I try to use the new words in my speaking and dealing with others.
**S5:** Umm…to see a picture…aa…or an image...aa...or a video helps in explaining the picture
**S6:** Yes…aa…I try to listen more than one time to the new words and try to use them in my writing.
**S7:** Aaa…I write the new word many times...um…and then try to use it in different sentences.
**S8:** Actually…um… by practicing the new word many times…aa…I mean…um...I use the new words in my writing and speaking with others.
**Interviewer:** Nice!!!....what do you think about connecting the new word with a known word in order to use it?
**S1:** Yes…it is good...aa.. for example...um…for example…aa…I know the word 'smart', so I connect it with the new word 'clever'...aa…so now the new word is saved in my memory for long time 'smart-clever'.
**S2:** Yeah...Of course!...um…it is a very beneficial way in using the new vocabs.
**S3:** I think...aa.. it is helpful…um…such as…aa...'save-time'…I mean sometimes, there are some words come with familiar words...um…so it is really good to use this strategy.
**S4:** Of course...!aa… It is beneficial...um…I mean to connect the new word with a previous word that I know…aa…so I can make use of using this strategy in two things...um…that by using the new word and to consolidate it in my memory.
**S5:** Yeah…um…the same as what my colleagues have been said.
**Interviewer:** Good brother….aa….the last question in our discussion…um…do you make use of using the new word with all its possible collocations? Why?.. (The interviewer shows to the students a sample of the word 'business' with all its possible collocations as an example for the students).
**S1:** Yeah...it is good…aa…for me I like to listen to a native speaker in order to know how to use the new words with collocations …aa…using this way is helpful.
**S2:** Aaa…I try to practice the new word directly in my conversation...um…I think using the new word with a collocation is beneficial and it helps in remembering the new word.
**S3:** Actually…um…using this way is good...aa…but it depends on the word itself...aa…I mean some words are easy or known with particular collocations...aa…such as 'take-off'.
**S4:** Yes…aa…normally...um… I ask someone about how to use the word which I have just learnt...um… and learning vocabs with collocations are helpful and make their using easy.
**S5:** Yeah…aa.. Usually.. I try to put the new word in a sentence…um...and using it with a collocation helps to know both…aa…I mean to know how to use and memorize them together.

**Interviewer:** OK…brother…do you have any comments that you would like to add?
**S1:** Aaa…actually, watching cartoons...um...movies and T.V…aa...they all help so much in learning new vocabs…um…I'm really learning English by doing this way…aa…I mean through media.
**S2:** Yeah...aa.. I think learning new words through media is a very good way...um… because it is enjoyable, easy and clear as well as it is direct …etc.…aa…I mean I can learn more and more new words through watching my favourite channels and programs in English language.
**S3:** Well…um…for me, I think…aa…sharing people who speak English very well is considered an effective aspect to expand my vocabulary level.
**S4:** Aaa...I think, in all situations...um...practicing English helps me generally to build and expand my level of vocabulary learning.
**Interviewer:** OK!... Any other things?
**SS:** No.
**Interviewer**: OK! Thank you. I really appreciate all your kind dealing and cooperation.

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# Appendix N

## Vocabulary Level Test (VLT)

Dear secondary students at Saudi School Malaysia (SSM),

The present investigation (study) deals with vocabulary learning strategies (VLSs) among secondary students at SSM. Based on the presentation and teaching the vocabulary learning strategies in all 5-stages of vocabulary learning, this test (VLT) is just as a research tool, that is, basically to measure your vocabulary knowledge. Besides, the results of this test could be studied in accordance to those data elicited from the survey (vocabulary learning strategies questionnaire), classroom observations, interviews and focus group discussions later on. Briefly, this test is an equivalent version of Nation and Laufer's (1999) Levels Test which has been used by students across the world.

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**Instructions:** There are 39 questions. Click "T" if a sentence is true. Click "N" if a sentence is not true. Click "X" if you do not understand the sentence.

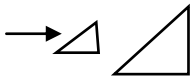
**Note:** the results obtained from the test would not have any influence on your course marks, so feel relaxed and try to answer all the questions directly.

**<u>The first one has been answered for you.</u>**

**T**= True
**N**= Not true
**X** = I don't understand the question.

Example: **We cut time into minutes, hours, and days.**
**T ( √ )**
**N (  )**
**X (  )**

1. This one is little. **T ( ), N ( ), X ( )**



2. You can find these everywhere.

**T ( ), N ( ), X ( )**

3. Some children call their mother Mama.
**T ( ), N ( ), X ( )**

4. Show me the way to do it means 'show me how to do it.' **T ( ), N ( ), X ( )**

5. This country is part of the world.

**T ( ), N ( ), X ( )**

6. This can keep people away from your house.
**T ( ), N ( ), X ( )**

7. When something falls, it goes up.
**T ( ), N ( ), X ( )**

8. Most children go to school at night.
**T ( ), N ( ), X ( )**

9. It is easy for children to remain still.
**T ( ), N ( ), X ( )**

10. One person can carry this.
**T ( ), N ( ), X ( )**

11. A scene is part of a play.
**T ( ), N ( ), X ( )**

12. People often think of their home, when they are away from it. **T ( ), N ( ), X ( )**

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13. There is a mountain in every city.
**T ( ), N ( ), X ( )**

14. Every month has the same number of days.
**T ( ), N ( ), X ( )**

15. A chief is the youngest person in a group.
**T ( ), N ( ), X ( )**

16. Black is a colour.

**T ( ), N ( ), X ( )**

17. You can use a pen to make marks on paper. **T ( ), N ( ), X ( )**

18. A family always has at least two people.
**T ( ), N ( ), X ( )**

19. You can go by road from London to New York. **T ( ), N ( ), X ( )**

20. Silver costs a lot of money.
**T ( ), N ( ), X ( )**

21. This is a hill. **T ( ), N ( ), X ( )**

22. This young person is a girl.
**T ( ), N ( ), X ( )**

23. We can be sure that one day we will die.

24. A society is made up of people living

**T ( ), N ( ), X ( )**

together. **T ( ), N ( ), X ( )**

25. An example can help you understand. **T ( ), N ( ), X ( )**

26. Some books have pictures in them. **T ( ), N ( ), X ( )**

27. When some people attack other people, they try to hurt them. **T ( ), N ( ), X ( )**

28. When something is ancient, it is very big. **T ( ), N ( ), X ( )**

29. Big ships can sail up a stream. **T ( ), N ( ), X ( )**

30. It is good to keep a promise. **T ( ), N ( ), X ( )**

31. People often dream when they are sleeping. **T ( ), N ( ), X ( )**

32. This is a date - 10 o'clock. **T ( ), N ( ), X ( )**

33. When something is impossible, it is easy to do it. **T ( ), N ( ), X ( )**

34. Milk is blue. **T ( ), N ( ), X ( )**

35. A square has five sides. **T ( ), N ( ), X ( )**

36. Boats are made to travel on land. **T ( ), N ( ), X ( )**

37. Cars cannot pass each other on a wide road. **T ( ), N ( ), X ( )**

38. When you look at something closely, you can see the details. **T ( ), N ( ), X ( )**

39. This part is a handle. **T ( ), N ( ), X ( )**

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**Test validation:**

Laufer, B. & Nation, P. (1999), a vocabulary size test of controlled productive ability. *Language Testing*, 16(1), 33-51.

**Issues in 1000-level testing:**

Nation, P. (1993), Measuring readiness for simplified reading: A test of the first 1000 words of English. *RELC*, 31, 193-203.