Investigation Of Vocabulary Learning Strategies Among EFL Iranian Medical Sciences Students

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Abstract

Vocabulary learning strategies have dominated the subject of language learning for over two decades. This study aimed to investigate the use and preferences of these strategies among the students at Rafsanjan University of Medical Sciences. One hundred eighty five students with different majors participated in this study. The instrument utilized was a modified version of Gu and Johnson questionnaire which consisted of 45 items related to the students' approach to vocabulary learning. The data were analyzed using SPSS and ANOVA. Results indicated that 57.6% of the students used dictionary to learn vocabulary. Social strategies (2.15±0.66) and guessing (2.14±0.83) had the highest obtained scores while note taking (2.14±0.83) and autonomy (1.49±0.89) were the least used strategies. Medical and dentistry students used selective attention, and study preference, while nursing and paramedical students used social strategies more. Also, female students used social strategies more, while male students preferred autonomy and note taking strategies.

Students use different strategies in learning vocabulary items, therefore identifying and teaching these strategies can help teachers and curriculum developers to develop better educational materials which not only teach the importance of VLS but motivate the students to use them more frequently.

Keywords: Vocabulary learning strategies, Medical sciences students, Rafsanjan

1. Introduction

Student centered approaches encourage the learners to take an active role in their own learning. They emphasize the use of strategies that give the students power and choice in learning the language and as Benson (2001) points out "take charge of their own learning." Strategies are said to foster autonomy, independence and self direction (Oxford & Nyikos 1989: 291).

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One of the greatest problems for the English as a foreign language (EFL) learners is learning the vocabulary as it is considered to be "the most pressing need of people learning another language" (Laufer and Sim 1985). Nyikos and Fan (2007) consider vocabulary as one of the most challenging tasks for learners. EFL learners in Iran are no exception; to meet the demands of the highly competitive world they are desperately searching for ways to find time-efficient ways to learn the language. Wilkins (1972) has acknowledged this fact significantly when he says "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed." As Iranian educational system in teaching English puts more emphasize on the four language skills, vocabulary learning in many classrooms is largely incidental, and usually involves the teaching of the definition of the words in the texts. Therefore, students become dependent on the dictionary for the usage of the words. According to Kafipour et al (2011) this ad hoc approach to vocabulary learning has led to a general inadequacy in vocabulary knowledge among Iranian university students.

Khosravi Boroujeni et al (2013) point out that due to language deficiencies, Iranian EFL learners hesitate to participate in international conferences and have difficulties in getting information online or studying reference books. In order to be fluent in a language thousands of words are needed. Numerous investigation in this regard point to the effectiveness of individual language learning strategies (LLS). Alavi and Kaivanpanah (2006) summarizing the views of L2 researchers state that: "communicating adequately and efficiently in another language is strongly dependent on a good command of vocabulary items. According to the recent research appropriately applied language learning strategies has a great role in the learning process (Bremner 1998, Wharton 2000). Vocabulary learning strategies (VLSs) have been considered as an essential aspect of language learning (Khatib &Hassanzadeh 2011). Researchers believe that compare to other language learning strategies, learners employ vocabulary learning strategies (VLS) more than any other language learning activities (O'Malley, Chamot, et al 1985). L2 Researchers agree that vocabulary was marginalized because practitioners and teachers bestow more importance on syntax and phonology (Alavi and Kaivanpanah 2006). But, fortunately vocabulary instruction in recent years has become a pivotal part of ESL/EFL instruction. Based on the importance of VLS in the process of vocabulary learning and enhancement and to discover the types of strategies used by the students of medical sciences, the present study explores the use and preference of various vocabulary learning strategies employed by EFL students at Rafsanjan University of Medical Sciences.

2. Review of Literature

Brown and Payne (1994) identified five steps for learning vocabulary in a foreign language:
1- Having sources of encountering new words
2- Getting a clear image, either visual or auditory or both of the forms of the new words
3- Learning the meaning of the words
4- Making a strong memory connection between the forms and the meanings of the words
5- Using the words

Brown (2007, p 132) describes strategies as "those specific attacks that we make on a given problem that vary considerably within each individual." Chamot (2005, p.112) defines strategies as procedures that facilitate a learning task." She believes that strategies are conscious and goal driven. According to Naveh et al., (2011), "A vocabulary strategy is a special instructional tool and way of going about directly or explicitly as well as the independent word learning skills required to learn words independently." VLS constitute knowledge about what students do to find out the meaning of new words, retain them in long-term memory, recall them when needed in comprehension, and use them in language production (Catalan 2003). It has been argued that all language learners consciously or unconsciously employ some form of strategies in learning the vocabulary, but successful L2 learners engage in more purposeful language learning and use more strategies than the unsuccessful learners (Hong-Nam Leavall 2006).

Cohen (1998) states that: "Strategies can be very different in nature, ranging from planning the organization of one’s learning (a meta cognitive learning strategy) through using mnemonic devices (methods used to help one remember information that is otherwise difficult to recall) to learn vocabulary (cognitive learning strategies) and rehearsing what one expects to say (a performance strategy) to bolstering one’s self-confidence for a language task by means of “self-talk” (an affective strategy). These strategies as Oxford and Scarcella (1994: 236) point out help
the learners become independent of teachers and take an active role in their own learning inside and outside of the classroom. Leeke and Shaw (2000) emphasize that it is important that the learners have effective strategies in the area of vocabulary. By giving them control the learners become more interested in choosing the best ways of learning the language. Gu and Johnson (1996: 646) believe that these strategies lead to increased retentions of the new vocabulary and increased availability of these items for active use. According to Jones (2006) taxonomy of language classification strategies are classified under eight parts as dictionary, guessing, study preferences, memory, autonomy, note-taking selective attention and social strategies.

Unfortunately most students are not aware of using these strategies. Tahmasebi (1999) believes that students' choice of strategies is influenced by their beliefs about vocabulary learning. In other words, those who believe that words can be learned independently of the context used memorization and visual encoding strategies, others use dictionary, self initiation, activation, and guessing strategies. There are also evidences in support of the belief that VLS varies across different learners with different backgrounds and proficiencies. Gani Hamzah, Kafipour, Abdullah (2009) found using mono lingual dictionary as the most frequently used strategy while social strategy was the least used strategy among the 250 university undergraduate EFL students at Fars province in Iran.

In their investigation of the use of VLS among the medical students at Shiraz university of medical sciences in Iran, Seddigh and Shokrpour (2012) investigated 120 medical students and came to the conclusion that the most frequently used VLS was guessing and dictionary strategies while the least used strategies were social and study preference strategies. This is in line with the study of Gu and Johnson's (1996) study on Chinese EFL learners, but the least frequently used strategy in their study was memory strategies. Alavi and Kaivanpanah (2006) found out that their subjects use cognitive strategies more and identified highlighting the words in the texts as the most frequently used strategy and guessing the meaning of unknown words as the second most frequently used strategy by their subjects which were Iranian TEFL and non TEFL university students. According to their results, non-English majors tended to use more cognitive vocabulary learning strategies, such as note taking translation and repetitions. Leeke and Shaw (2000) noticed that adult post graduate students use another strategy to learn vocabulary. They high light new vocabulary items in academic texts and this helps them remember the words better.

3. Materials and methods

In this study, one hundred eighty five students with different majors In 2012 from RUMS participated. The sampling method was census. The instrument utilized was the questionnaire employed by Seddigh and Shokrpour (2012) which had been adopted from other researchers (Fan, 2003; Gu and Johnson 1996; Nation, 2001; O'Malley and Chamot, 1990; Oxford, 1990; Schmitt, 2000). The questionnaire consisted of 45 items related to the student's approach to vocabulary learning. The items were classified under eight sections as Dictionary strategies, study preferences, memory strategies, autonomy, note-taking strategies, selective attention, and social strategies. The students were advised to answer each item based on a 5 point likert style frequency scale based on Oxford (1990) scale as: 1) I never or almost never do this 2) I don't usually do this, 3) I sometimes do this, 4) I usually do this and 5) I always or almost always do this. Demographic information including the participants' age, gender, and major plus four questions related to their history of studying English, the percentage of English exam obtained in the National Higher Education Entrance Examination (NHEEE) to see the level of their English proficiency (In Iran, any student who wishes to enter university after high school must take part in the competitive NHEEE and then be ranked compared to all other test takers; the better the ranking, the higher the probability of entering the university and the field of their choice). A question regarding the use of English programs on television or satellite to see if they use any strategies related to affective strategies including taking risks and encouraging themselves to learn new vocabulary through media, and an open ended item regarding their suggestions to the teachers and other students was also included at the end of the questioner.

To ensure that all the students understand the items, the questionnaire was translated into Persian and beforehand three English professors checked the items to make sure that the translation was comparable to the original version. The students were allowed to ask questions during data collection. They were ensured that their responses would not affect their grades. They were also asked to complete the questionnaire as honestly as possible, as there were no
right or wrong answers. The students were given 30 minutes to complete the questionnaire and the researchers were present throughout the completing the forms to answer any questions that the participants might have. The data were analyzed using SPSS, Chi Square and ANOVA tests. P value less than 0.05 was considered significant.

4. Results

Out of the 185 students who participated in this study 26 (14.1%) were medical students; 43 (23.2%) were from the dentistry school, and 116 (62.7%) were Para medical students which included the students from faculties of nursing, anesthesiology, radiology, midwifery, operating room nursing, and laboratory sciences. 108 (58.45) of the participants were females and 77 (41.6%) were male students. The difference in gender among the students was statistically significant, and the ratio of male students in the dental school was more than the other groups. The mean of the students' ages was 20.15 ±1.77. The majority of the students (63.7%) were in the age range of 19-20. As Table 1 indicates the medical and dentistry students had obtained a higher score in the English section of the NHEEE and therefore had a higher placement in the ranking. Almost 50% of the students had had a history of participating in private non state English classes outside the school. (Table 1).

As table 2 indicates the students in this study used study preference strategies (2.17±0.63) more frequently followed by social strategies (2.15±0.66) guessing (2.14±0.83) dictionary use (2.08±0.65) memory (2.03±0.51) and selective attention (2.02±0.88). The least used strategies were note taking (1.54±0.75) and autonomy (1.49±0.89). The medical students used guessing strategies more while nursing and paramedical students preferred and used social strategies more than other strategies. The dentistry students used study preferences more. There were no significant statistical differences between the type of the strategies and the study field (majors) of the participants (Table 2).

As table 3 indicates the use of strategies according to gender was also analyzed. The female students in this study used social strategies, while the male students used guessing strategies more. Also the least frequently used strategies were autonomy and note taking for girls and boys respectively. In response to the open ended question regarding the recommendations to the teachers or anything to disclose some students had indicated that they were unaware of using any of these strategies and if they used them it was completely unconscious. They indicated that no learning strategy was ever taught to them either in the private English teaching institutes or in the high school English classes. They also indicated that the questioner helped them identify and adopt some strategies which seemed useful to them.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Medical</th>
<th>Paramedical</th>
<th>Dentistry</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (field of Study)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age (year)</td>
<td>20.08±0.69</td>
<td>20.14±2.08</td>
<td>20.23±1.23</td>
<td>0.932 *</td>
</tr>
<tr>
<td>Mean± SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender (%) Male</td>
<td>46.2</td>
<td>34.5</td>
<td>58.1</td>
<td>0.024 **</td>
</tr>
<tr>
<td>Female</td>
<td>53.8</td>
<td>65.5</td>
<td>41.9</td>
<td></td>
</tr>
<tr>
<td>National entrance exam</td>
<td>50.78±19.36</td>
<td>35.87±17.35</td>
<td>47.54±20.86</td>
<td>0.000 *</td>
</tr>
<tr>
<td>Mean± SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you had a history of English Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education in Non state institutes outside the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school? (%) Yes</td>
<td>50</td>
<td>43.1</td>
<td>47.6</td>
<td>0.521 **</td>
</tr>
<tr>
<td>No</td>
<td>50</td>
<td>56.9</td>
<td>52.4</td>
<td></td>
</tr>
<tr>
<td>How long have you studied English outside the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school (Months)?</td>
<td>14.70±24.66</td>
<td>11.48±22.05</td>
<td>12.74±20.32</td>
<td>0.075 *</td>
</tr>
<tr>
<td>Do you view or use the English programs on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>satellite or TV ? Yes No (%)</td>
<td>23.1</td>
<td>18.1</td>
<td>20.9</td>
<td>0.814 **</td>
</tr>
<tr>
<td>Mean± SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* ANOVA ** Chi square
Table 2: Vocabulary Learning strategy preferences of the students with different majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Strategy</th>
<th>Medical</th>
<th>Paramedical</th>
<th>Dentistry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dictionary use</td>
<td>2.13±0.56</td>
<td>2.01±0.72</td>
<td>2.24±0.50</td>
</tr>
<tr>
<td></td>
<td>Guessing</td>
<td>2.29±0.77</td>
<td>2.08±0.87</td>
<td>2.20±0.74</td>
</tr>
<tr>
<td></td>
<td>Memory</td>
<td>2.02±0.35</td>
<td>2.01±0.54</td>
<td>2.12±0.51</td>
</tr>
<tr>
<td></td>
<td>Study preference</td>
<td>2.18±0.56</td>
<td>2.10±0.66</td>
<td>2.36±0.56</td>
</tr>
<tr>
<td></td>
<td>Autonomy</td>
<td>1.55±0.83</td>
<td>1.37±0.91</td>
<td>1.80±0.81</td>
</tr>
<tr>
<td></td>
<td>Note taking</td>
<td>1.59±0.64</td>
<td>1.47±0.82</td>
<td>1.70±0.61</td>
</tr>
<tr>
<td></td>
<td>Selective attention</td>
<td>2.27±0.79</td>
<td>1.93±0.92</td>
<td>2.12±0.79</td>
</tr>
<tr>
<td></td>
<td>Social</td>
<td>2.02±0.75</td>
<td>2.21±0.63</td>
<td>2.04±0.67</td>
</tr>
</tbody>
</table>

Table 3: The use of strategies according to gender

<table>
<thead>
<tr>
<th>Gender Strategy</th>
<th>Male</th>
<th>Female</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary use</td>
<td>2.08±0.69</td>
<td>2.08±0.63</td>
<td>0.999</td>
</tr>
<tr>
<td>Guessing</td>
<td>2.21±0.92</td>
<td>2.09±0.75</td>
<td>0.293</td>
</tr>
<tr>
<td>Memory</td>
<td>1.99±0.58</td>
<td>2.07±0.45</td>
<td>0.309</td>
</tr>
<tr>
<td>Study preference</td>
<td>2.11±0.64</td>
<td>2.22±0.63</td>
<td>0.296</td>
</tr>
<tr>
<td>Autonomy</td>
<td>1.73±0.93</td>
<td>1.33±0.83</td>
<td>0.003*</td>
</tr>
<tr>
<td>Note taking</td>
<td>1.56±0.72</td>
<td>1.53±0.78</td>
<td>0.807</td>
</tr>
<tr>
<td>Selective attention</td>
<td>2.06±0.93</td>
<td>2±0.82</td>
<td>0.619</td>
</tr>
<tr>
<td>Social</td>
<td>2±0.72</td>
<td>2.25±0.060</td>
<td>0.010*</td>
</tr>
</tbody>
</table>

5- Discussion

As Brown (2007, p.132) points out research in second language acquisition during the 1970's made the teachers realize that no single method of language teaching would help in a universal success in second language teaching. Researchers have so far realized that some learners are successful in learning the language and some struggle. Use of language learning strategies is considered one way of distinguishing "good" or successful language learner from "bad" or unsuccessful language learners. Researchers believe that these strategies are "teachable." O’Malley, Chamot and Kupper (1989) found that second language learners in their study developed effective listening skills through the use of monitoring, elaboration, and inference. Strategies such as selective attention to keywords and advance organizers inferring from context prediction using a worksheet, and taking notes have been among these teachable strategies.

Gender has also been shown to have some effect in the use of language learning strategies and vocabulary learning strategies. Some studies have reported a significant difference between how male and female students employ strategies (Jones 2006, Marttinen 2008, and Seddigh and Shokrpour 2012), whereas other studies have shown no significant difference in the use of VLS among male and female students (Fatemeh’s 2009, Khatib and Hassanzadeh 2011). The female students in this study used social strategies, while the male students used guessing strategies more. This could be due to the fact that female students are more prone to ask questions and interact with their instructors. Of course neither male of female students in this study finds any situations to talk to native speakers.

There were no differences between Kuwaiti males and females in their use of the six categories of strategies, yet there were differences at the level of individual strategies (El-Dib, 1999a). Oxford (1996), states that the differences found in these studies might be due to the fact that “males and females are different in how they report their strategies retrospectively but are not in reality all that different when they actually use strategies.” (p. 248)

A number of researchers including (O’Malley and Chamot 1990; McDonough, 1995; Cohen, 1996) have argued that learning strategies are culture specific. El-Dib (2004) reported that in Kuwait, an Islamic country in Middle East, culture dictated the use of different strategies by male and female students. Politzer (1983) has argued that Hispanics use more social strategies while Asians choose memorization strategies. Whereas Kudo (1999) who
studied 504 Japanese senior high school students reported that strategy use might be culture free.

Brown (2007) believes that "teachers can benefit from an understanding of what makes learners successful and unsuccessful and establish in the classroom a milieu for the realization of successful strategies." The results of our study which was in accord with the recent study of Seddigh and Shokrpour (2012) indicated that dictionary use was a preferred strategy of the EFL students in these regions (south of Iran). These results once again verify the results of Gu and Johnson (1996) that most proficient L2 learners use more guessing and dictionary strategies than any other type. Also, Xia 2007 (cited in Seddigh and Shokrpour 2012) came to the same conclusion among English majors at Jiujiang University. So we could conclude that in the educational setting of Iran which is based on lecture and textbook centered approaches students rely more on the on hand sources such as dictionary rather than social and interactive strategies.

Researchers believe that "self directed learners are independent learners who are capable of assuming responsibility for their own learning and gradually gaining confidence, involvement and proficiency" (Lotfi 2007). Therefore autonomy in language learning is an important aspect. The least frequently used strategies in this study were autonomy and note taking for girls and boys respectively. Male students were more autonomous, but indicated that they do not bother to take time for note taking but female students reported that they learn better if they actually wrote the words down. This could indicate that the male students were either unaware of the power of writing the words down or were uninterested on working independently to learn the words. Therefore, even if they learn a new word in the classroom because they do not use it outside the classroom they do not retain it for use in the future. Also less than one quarter of the participants, in all major fields, reported being interested in viewing the English programs on Television (table 1). This could be due to lack of time, availability of suitable programs or difficulty of understanding these programs. Therefore, it seems like students do not try to provide opportunities to learn English vocabulary on their own.

Language learning experience has an effect on VLS use (Boonkonsaen 2012). In this study close to 50 percent of the participants had had a history of attending English classes outside the classroom during their high school education, and this experience led to more strategy use by this students, which is in accord with a study of Siriwan (2007) who reported that more experienced students used more strategies compared to the less experienced one. Also, in response to items 25-29 the medical and dentistry students who seem to need proficiency in English more than others got the scores of 1.5± 0.83 and 1.80± 0.81 respectively, which indicates that even now outside the classroom these students show no interest in learning the vocabulary or have no resources to learn vocabulary items.

As the results of this study indicated, our participants employed Social strategies and guessing followed by dictionary strategies more and therefore could be labelled as active strategy users. Mokhtar et al (2007) reports that good learners use a variety of strategies, structure their vocabulary learning, review and practice target words, and are aware of the semantic relationship between new and previously learned L2 words; they are conscious of their learning and take steps to regulate it." As many of the participants in this study indicated that they were not aware of using any strategies. It could be concluded that teachers need to teach these strategies in the classrooms and not just rely on the texts. This could indicate their interest in learning English language, but due to lack of facilities or lack of interest, only less than 20 percent of them used the English language programs on TV or Satellite channels. Although this may not indicate using a strategy directly, it could show meta cognitive interest in English language such as risk taking and providing opportunities for themselves.

6- Conclusion

There has been a re-emergence of interest in the area of language learning strategies and in particular vocabulary learning strategies. Use of vocabulary and retention of it varies among the learners, therefore, it is generally accepted that students can be trained to use strategies. It is prudent to suggest that language teachers reconsider their teaching styles and consider different techniques to promote vocabulary learning. Student's needs should also be considered and put forward in order to train independent and active learners. L2 learners usually learn many things outside of the class and if the proper strategies are taught to them they can use them wherever and whenever they are. As Brown (2007) points out: "the classroom is an opportunity for learners to begin the journey toward success and to grasp the reality; beyond those classroom hours are dozens of hours weekly that can be devoted to practice
meaningful uses of the new language." In this study some students indicated that they were unaware of using any of these strategies and if they used them it was unconscious. They also indicated that the questioner helped them identify and adopt some strategies which seemed useful to them. As learning involves using different strategies, the teachers are advised to teach their students to use different learning strategies. When students are unaware of these strategies, language learning becomes a frightening and frustrating chore not an enjoyable endeavour.

7. Acknowledgements

The authors would like to thank the research deputy of Rafsanjan University of Medical Sciences for funding this research and the students who kindly participated in the study.

Appendix A: Vocabulary Learning Strategy Survey Items

Dictionary Strategies
1. I use an English-only dictionary (not a Persian English or English Persian dictionary).
2. I use a Persian /English or English /Persian dictionary (not an English-only dictionary)
3. If there are new words in reading passage that I do not know, I look them up in the dictionary.
4. I look up a word in the dictionary if it is of personal interest to me.
5. I look at the different meanings of a word in the dictionary.
6. I look at examples of how a word is used when I look it up in the dictionary.
7. When I look up a word in the dictionary, I look to see if it is a noun, a verb, an adverb, etc.

Guessing strategies
8. I guess the meanings of words I don't know before I ask someone else or look in the dictionary.
9- I make use of my knowledge of the topic when guessing the meaning of a word.
10- I look for any definitions or paraphrases in the passage that support my guess about the meaning of a new word.

Study preferences
11. When I study vocabulary, I work alone.
12. When I study vocabulary, I work with one other person,
13. When I study vocabulary, I work in the dictionary.

Memory strategies
14. I keep a record of new words I see (for example, in vocabulary lists, in vocabulary notebooks, on vocabulary cards, etc.)
15. Outside of class time, I regularly review new words that I have recently seen.
16. I repeat words aloud to help me remember them.
17. I write words several times to help me remember them.
18. I remember words together that have similar spellings.
19. I remember words by creating mental pictures of them in my mind.
20. I remember words together that sound similar.
21. To help me remember words. I pay attention to the word’s prefix, roots, and suffixes (for example, pre-re, tion,- sion, etc.).
20. I remember words buy grouping them together according to subject (for example, remembering names of animals together, remembering name of countries together ,remembering name of foods together).
21. I remember words by remembering the sentence I which I saw them or the context in which I saw them.
22. I remember words by testing myself (for example, by looking at the English words and trying to remember the Persian word and trying to remember English translation.)
23. I remember English words by translating them into Persian.
24. I remember English words by remembering the English definition.

Autonomy
25. I read English books, newspapers, and magazines outside of class for my own pleasure.
26. I listen to English music outside of class time.
27. I watch movies or TV in English outside of class time.
28. I try to make opportunities outside of class to use words I’ve just learned (for example, using new English
words for shopping, trying to talk to someone about a topic. I’ve just studied, etc.)
29. I learn new words from all kinds of materials (for example, from reading forms, from looking at road signs, from reading restaurant menus, etc).

Note-taking strategies
30. I write down a word if I think is common.
31. I write down a word that are of personal interest to me.
32. I write down a word or phrases that I think are useful.
33. I write down the definitions of English words in English.
34. I write down information about words Persian.
35. I write down information about words when I look them up in the dictionary (for example, I write down the word’s meaning, collections, grammatical information, examples of usage, etc.).

Selective Attention
36. I have a schedule or routine that I follow for studying vocabulary.
37. I think about my progress in vocabulary learning.
38. I decide which words are important for me to learn and which are not important for me to learn.

Social strategies
39. I ask my teacher for meanings of new words.
40. I ask other students for meanings of new words.
41. I try to speak to native English speakers as often as possible (for example, to people from the UK, Canada, America, or Australia).

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