The Relationship between Korean EFL Learners’ Vocabulary Ability and Vocabulary Learning Strategies

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This study examined the relationship between EFL learners’ vocabulary ability level and vocabulary learning strategy use. The data for this study were collected from two survey instruments, a vocabulary test tool and a vocabulary learning questionnaire. The subject was a total of 450 Korean high school students and the survey was conducted from August to September of the 2006 academic year. The overall findings of the study revealed that there were some noticeable differences in using vocabulary learning strategies among three different groups. For example, the advanced and intermediate group tended to use a much wider range of vocabulary learning strategies more actively than the lower group. More specifically, the advanced group students had a tendency to employ all three of the strategies (e.g., discovery, memory, and cognitive strategies) more frequently than the intermediate and lower group students. This result indicates that the higher vocabulary achievement level students have, the more positive attitude they have in using vocabulary learning strategies, let alone the assumption that individual learners favor different strategies according to the various learner variables. To conclude, it also suggests several pedagogical implications for EFL learners, teachers, and teacher educators toward pursuing more effective L2 vocabulary acquisition in and out of the classroom.

I. INTRODUCTION

It is no doubt that lexical acquisition has long been considered to be one of the major research themes in the field of language learning and teaching. Especially in the EFL/ESL context, vocabulary is often seen as the greatest source of problems by second language learners (Lewis, 1993; Read, 2000), thus suggesting that grammatical errors or syntactically deviant utterances still result in understandable structures, but that vocabulary errors may interfere with communication (Gass, 1988; Segler, 2001). On this view, many researchers mention the importance of vocabulary learning strategies based on such studies...
as strategy types, taxonomy development, and the role of strategies. Actually the process of learning vocabulary in a foreign language can be identified as the following five steps (Brown & Payne, 1994): having resources for encountering new words; getting a clear image of the forms of the new words; learning the meaning of the words; making a strong memory connection between the forms and the meanings of the words; and using the words. As a result, given the fact that building learners’ understanding of word meanings and enhancing their lexical competence are critically important in learning a foreign language, all vocabulary learning strategies, to a greater or lesser extent should be related to these five steps (Fan, 2003, p. 178). In a similar vein, Ellis (1994) indicates that L2 vocabulary acquisition is a very complex phenomenon involving several different learning processes. The most commonly drawn and pervasive distinction, for example, includes implicit and explicit learning. While implicit learning is often defined as the incidental and subconscious process, explicit learning refers to the application of vocabulary learning strategies on the part of the learner (Segler, 2001, p. 21). This reveals that L2 vocabulary acquisition is substantially influenced by both the nature of incidental learning environment and some intentional efforts of learners to seek their own effective vocabulary learning strategies which may serve as building blocks for successful language learning. With regard to L2 vocabulary learning context in Korea, Jun-Eon Park (2001) points out that most EFL learners are exposed to the very limited L2 vocabulary learning environment caused by the lack of diverse interactions with L2 native speakers, and therefore are required to detect helpful L2 vocabulary learning strategies.

Despite the perceived importance of vocabulary learning strategies mentioned above, most research focused on the descriptive nature related to classification schemes and taxonomy development over the last decade (Gu, 2002; Gu & Johnson, 1996; Kudo, 1999; Nation, 2001; Schmitt, 1997; Segler, 2001; Segler, Pain, & Sorace, 2002; Stoffer, 1995), thus relatively neglecting to explore learners’ employment of vocabulary learning strategies related to various learner variables such as age, sex, motivation, and language proficiency. And more than that, L2 vocabulary strategy use has not yet been sufficiently researched or proven empirically in terms of learners’ lexical knowledge development.

In light of this, this paper aims at investigating the aspects of Korean EFL learners’ vocabulary learning strategy use with reference to the relationship between their vocabulary ability levels and vocabulary learning strategies. In doing the research, first, this paper will briefly examine the nature of lexical knowledge and vocabulary ability tests. Second, previous research literature will be reviewed with a focus on the following three dimensions: vocabulary learning strategies as a subclass of language learning strategies; taxonomies of vocabulary learning strategies; and previous findings of learners’ vocabulary learning strategy use. Third, based on the two survey instruments including vocabulary ability assessment and questionnaire research, the aspects of Korean EFL learners’
vocabulary learning strategy use will be examined, particularly according to learners’ vocabulary achievement levels. Finally, a few pedagogical considerations will be discussed with reference to the survey results in order to provide both teachers and learners with some valuable insights on the effective L2 vocabulary learning and teaching.

II. THEORETICAL BACKGROUND

1. Lexical Knowledge and Vocabulary Ability Test

The nature of lexical knowledge, which lies at the very heart of L2 vocabulary acquisition, can be looked at from both quantitative and qualitative perspectives (Segler, 2001). Simplifying somewhat, while the quantity of vocabulary is concerned with breadth of lexical knowledge, the quality of the learner’s vocabulary ability is involved in depth of lexical knowledge. Although there are several studies of vocabulary size native speakers know, for example, the answers to the question “How many words does a second language learner need?” will only be rough estimates in accordance with considerable individual differences (Nation & Waring, 1997; Segler, 2001). In one of the attempts to explore the aspects of lexical knowledge, Chapelle (1994, p. 167) proposed to use a broad construct of vocabulary ability, which consists of the following three components: the context of vocabulary use; vocabulary knowledge and fundamental processes; metacognitive strategies for vocabulary use. The context component implies that there may be various ways in which context can influence lexical meaning. Vocabulary knowledge contains vocabulary size and knowledge of word formations, whereas fundamental processes refer to the way in which lexical items are organized and language users make use of their lexical knowledge. Metacognitive strategies are allegedly known as strategic competence, thereby playing a certain role in both language production and reception. In a similar vein, Henriksen (1999, p. 304) suggested the following three dimensions of lexical knowledge framework: the partial-precise dimension relating to different levels of comprehension; the depth of knowledge dimension involving knowledge of syntactic structures and paradigmatic relations; the receptive-productive dimension.

Turning to the pedagogical aspects of lexical knowledge, a central issue is how to test the learner’s vocabulary ability in terms of reliability to assess the status of lexical proficiency or word knowledge development (Segler, 2001). Read (2000, p. 31) proposed a framework of three dimensions of vocabulary assessment: discrete/embedded, selective/comprehensive, and context-independent/context-dependent. A discrete test refers to a measure of vocabulary knowledge or use as a distinct construct, whereas an embedded test means a measure of vocabulary which forms part of the assessment of some larger
construct. While a selective test means a measure in which specific vocabulary items are the focus of assessment, a comprehensive test refers to a measure which takes account of the whole vocabulary content of the input material or the test-taker’s response. For instance, if learners are given a suitable sentence and asked to choose a multiple-choice item for selected words or phrases, this test would be classified as discrete, selective, and context-dependent (Segler, 2001, p. 14). An example for an embedded, comprehensive, and context-independent test, on the other hand, will be the simple yes/no type questions. At any rate, since the ultimate goal of various vocabulary test models lies in the measurement of breadth and depth of lexical knowledge discussed above, it is desirable that vocabulary ability should be assessed in the context of a language use task and as part of other components of language competence rather than mere word knowledge.

To sum up, given the fact that the lexical knowledge and its assessment are deeply related to the developmental aspects of L2 learner’s vocabulary acquisition, it would be meaningful for L2 language teachers to take into account the potential relations between word knowledge and vocabulary learning strategy use.

2. A Brief Review of Vocabulary Learning Strategies

1) Language Learning Strategies and Vocabulary Learning Strategies

With regard to their status in L2 learning context, vocabulary learning strategies are widely believed to constitute a subclass in the framework of language learning strategies, which in turn serve as a subcategory of general learning strategies. Studies have shown that language learning strategies are substantially involved in the pedagogical domain, and therefore depend on the context in which they are used, their combination with other variables such as learners’ emotional needs or language proficiency levels (Schmitt & McCarthy, 1997). If language learning strategies can be defined as specific actions taken by the learner to make learning easier, faster, more effective, and more transferable to new situations (Oxford, 1990), vocabulary learning strategies constitute knowledge about what learners 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; Jurkovic, 2006; Ruutmets, 2005).

Within the varying interpretations of language learning strategies, most research exhibits three essential features: they are geared toward pursuing what we call good language learners and successful language learning (Ahmed, 1989; Ehrman & Leaver, 2003; Rubin, 1987); they are involved in the actual behavior of learners and strategic knowledge (Oxford, 1990; Wenden, 1987); they are applicable to a wide variety of language learning tasks ranging from isolated tasks to integrative tasks (Fowle, 2002; Segler, 2001). Although
various attempts and much effort have been implemented in order to properly define and classify language learning strategies since the 1970s, the most noticeable works can be found in Oxford (1990) and O’Malley and Chamot (1990). Oxford’s study, which is considered one of the first attempts at providing a comprehensive overview of language learning strategies, identified two distinct approaches to language learning: direct strategy including memory, cognitive, and compensation strategies and indirect strategy containing metacognitive, social, and affective strategies (Segler, 2001, p. 28). In O’Malley and Chamot’s typology, emerging from interviews with language learners and theoretical analyses of reading comprehension, language learning strategies are categorized into the three dimensions such as cognitive, metacognitive, and social mediating.

Interestingly, Oxford and O’Malley and Chamot’s studies confirm that most language learning strategies are used for vocabulary learning tasks, thus reflecting the fact that most language learning strategies can be applied for vocabulary learning strategy taxonomies. Nation’s (2001) study also supports that vocabulary learning strategies in nature are completely or partly related to language learning strategies in that the features of a strategy should involve choice, require knowledge, benefit from training, and improve the efficiency of vocabulary learning. On this view, a brief review of vocabulary learning strategies will be discussed in further detail in the following section, especially with a focus on the taxonomies and previous research findings.

2) Taxonomies of Vocabulary Learning Strategies

An increasing interest toward the effective vocabulary learning has initiated some systematic efforts to classify vocabulary learning strategies, and several noticeable taxonomies have been proposed over the last decade. Using factor analysis, for instance, Stoffer (1995) developed a vocabulary learning strategy inventory containing 53 items and clustered them into nine categories: strategies involving authentic language use; strategies used for self-motivation; strategies used to organize words; strategies used to create mental linkages; memory strategies; strategies involving creative activities; strategies involving physical action; strategies used to overcome anxiety; and auditory strategies. Based on a vocabulary learning questionnaire, Gu and Johnson (1996) classified a number of strategies into the following seven categories: beliefs about vocabulary learning; metacognitive regulation; guessing strategies; dictionary strategies; note-taking strategies; memory strategies; and activation strategies. Schmitt (1997), who is allegedly known to provide a first attempt of a serious and comprehensive taxonomy of vocabulary learning strategies, planned to develop a comprehensive inventory of individual vocabulary learning strategies and classify them along two dimensions (Segler, 2001). While the first classification dimension contained five categories such as determination, social, memory, cognitive, and
metacognitive, the second classification dimension included two domains: strategies for the discovery of a new word’s meaning and strategies for consolidating a word once it has been encountered. According to combinations of possible values of the two dimensions, Schmitt’s taxonomy is comprised of six main categories with 58 individual strategies.


In sum, despite their own distinctive features, all of the taxonomies mentioned above show some common typology factors within the classification framework, most of which are considered to have some roots, to a greater or less extent, in Oxford’s classification system. Thus, a wide variety of L2 vocabulary learning strategies can be roughly conceptualized as the following three major categories: discovery strategies to detect the meaning of vocabulary; memory strategies concerning various language behaviors to effectively memorize the vocabulary; and cognitive strategies related to the manipulation of lexical materials through the simple or more complex thinking processes. Yet there still exists a need for further development and standardization of vocabulary learning strategy taxonomies in terms of reaching a consensus on the more completed hierarchic relationship (Cameron, 2001; Segler, 2001).

3) Previous Findings of Vocabulary Learning Strategy Use

A considerable amount of research on vocabulary learning strategies has focused on the aspects of strategy use, particularly with a focus on such factors as learners’ age, sex, learning outcomes (Ellis, 1994). Chesterfield and Chesterfield (1985), for example, discovered that young students had an inclination to use basic strategies often related to the receptive skills, whereas more mature learners employed strategies requiring interaction or reflection of one’s learning. Schmitt (1997) reached a similar conclusion that the younger the learners, the simpler the strategies used. In a comprehensive study of Korean EFL learners’ vocabulary learning strategy use, Jun-Eon Park (2001) also revealed that Korean EFL learners throughout different age levels increasingly depended on cognitively more complex strategies as they grew older and became more mature, therefore showing some general developmental trends in vocabulary learning strategies. Regarding the role of gender in vocabulary learning strategy use, Lan and Oxford (2003) indicated that females
generally tended to use more strategies than males, and that the choice of strategies varied with the gender. In a similar vein, Gu (2002) revealed that gender played a crucial role in determining the use of vocabulary learning strategies as well as general success in learning English. Catalan’s (2003) study also showed clear differential patterns between sexes based on the findings that females used a great number of vocabulary learning strategies and they used several strategies more frequently than males (pp. 60-61).

In a study investigating the relationship between learning outcomes and vocabulary learning strategy use in the Chinese EFL context, Gu and Johnson (1996) found that the shallow strategy of visual repetition might serve the strongest negative predictor of learning outcomes, as opposed to some deeper strategies such as contextual guessing and elaborate processing. In the same vein, Lawson and Hogben (1996) also discovered that vocabulary learning strategies involving elaborate processing were more useful than repetition-based ones (Segler, 2001, p. 29). Other studies dealing with L2 vocabulary acquisition and vocabulary learning strategies, however, indicated that the great majority of learners including more experienced L2 learners seem to favor some form of mechanical strategy such as simple repetition over deeper ones, even though shallower strategies seem especially suited for beginners (Schmitt & McCarthy, 1997). With regard to the relationship between L2 proficiency and strategy use, on the other hand, Mochizuki (1999) investigated the strategy use of Japanese L2 learners and found that more proficient students use cognitive and metacognitive strategies more frequently than less proficient students. In a similar vein, Halbach (2000) indicated that the overall frequency of strategy use is associated with higher levels of L2 proficiency, even though some basic strategies may be common regardless of proficiency levels.

To summarize, in addition to the proven relationship between some learner variables and learners’ usage of vocabulary learning strategies, a wide variety of individual learner differences seems to be a crucial aspect toward ultimately pursuing successful language learners as well as accomplishing effective L2 vocabulary acquisition, and therefore more empirical studies about individual learner differences need to be implemented, particularly in learning style, motivation, lexical development, and L2 proficiency level.

4) Advantages of Dictionary Use, Note-taking, and Guessing Strategies

The findings of the studies on vocabulary learning strategies in general have proved the popularity and usefulnes of some frequently used strategies such as dictionary use, note-taking, and word guessing strategies (Ruutmets, 2005, pp. 36-45). Gu and Johnson’s (1996, p. 654) study, for example, showed a wide use of dictionary strategies by the students and positive correlation between skillful use of a dictionary for learning purposes. Nation (2001, pp. 301-303) indicated that note-taking strategies could be suitable for
learning both high and low frequency words, taking less time than incidental vocabulary 
learning and allowing students to perform various activities such as categorizing words or 
using word cards. For a successful guessing of words, Nagy (1997, p. 76) maintained that 
students should have three kinds of knowledge: linguistic, world, and strategic knowledge. 
As for linguistic knowledge, the higher the language level of students, the more effectively 
they are able to guess unknown words (Schmitt, 1997, p. 209).

III. RESEARCH DESIGN

1. Research Questions

In an attempt to investigate the aspects of Korean EFL learners’ vocabulary learning 
strategy use according to their vocabulary ability levels, the following research questions 
were posed:

1. What vocabulary learning strategies are favored by Korean high school students?
2. Is there any relationship between students’ vocabulary ability level and vocabulary 
   learning strategy use?

2. The Survey Instrument

Two survey instruments, a vocabulary test tool and a three-paged questionnaire, were 
devised to explore the relationship between learners’ vocabulary ability level and 
vocabulary learning strategy use. The vocabulary ability test (see Appendix 1) was 
designed with a focus on one of the word association test models, which was allegedly 
known to convey some useful information about a language learner’s word knowledge and 
function properly as a L2 vocabulary research tool (Schmitt & Meara, 1997). Vocabulary 
size in the test was limited within 2,500 words, most of which Korean high school students 
are supposed to learn through the current national curriculum for English. For the 
reliability of the test, all of the sentences in the test were extracted from several authentic 
high school English textbooks. The questionnaire (see Appendix 2) was partly adapted 
from Gu’s (2003) vocabulary learning questionnaires which originally consisted of 90 
items, thus finally simplifying to thirty Likert-type items. It mainly dealt with learners’ 
perceived use of vocabulary learning strategies: discovery strategies (items 1-10); memory 
strategies (items 11-20); and cognitive strategies (items 21-30).

Given the importance of survey instruments in a qualitative research, this study 
acknowledges some limitations. First, the vocabulary test tool fails to measure learners’
comprehensive ability of lexical knowledge because the focus of assessment is confined to word association. Second, the questionnaire lacks a wide range of items regarding learners’ actual employment of vocabulary learning strategies, thereby containing only 30 items.

3. The Participants

The population for this study was a total of 450 Korean high school students. Specifically, the 450 participants were composed of 154 first year students (34.2%), 162 second year students (36.0%), and 134 third year students (29.8%). 286 students were female (63.6%) and 164 (36.4%) were male. Based on the results of the English vocabulary ability test, the students were divided into three different groups including the advanced (M=73.45, SD=5.93), intermediate (M=62.23, SD=3.68) and lower level (M=47.67, SD=4.58).

4. Data Collection and Analysis

For data collection, two different methods were used for this survey. First, two vocabulary ability tests were implemented in three high schools on Monday and Thursday of the last week in August of 2006, respectively. Next, with the help of three Korean English teachers, the researcher contacted all of the students who took the vocabulary test during classes in the first week of September, explained the pedagogical goal of the survey, and asked them to answer the vocabulary learning questionnaire. Originally, there were 150 subjects in each vocabulary ability group, but the incomplete questionnaires were eliminated to ensure the reliability of the survey, reducing the final number to 140 for each group. For data analysis, the Likert-type items were given a score in numbers (i.e., strongly disagree=1, disagree=2, neutral=3, agree=4, and strongly agree=5). SPSS (Statistical Package for Social Sciences) version 11.0 for Windows package was used to analyze the data.

IV. RESULTS AND DISCUSSION

1. Discovery Strategies

1) Findings from All Groups Combined

Table 1 shows a percentage comparison of student responses as to how they use various meaning discovery strategies. In this study, discovery strategies are considered to contain
both determination and social strategies, most of which are based on Schmitt’s (1997) taxonomy for the discovery of a new word’s meaning. Of the ten discovery strategies, the three most actively or frequently used strategies by all groups were ‘Get the meaning of a new word from dictionaries (63.0%),’ ‘Consult a teacher or friends to get the meaning of words (62.9%),’ and ‘Guess the meaning of a word from the textual development (60.8%).’ In contrast, the two least favored strategies by all groups were ‘Guess the meaning of a word from common sense (27.4%),’ ‘Guess the meaning of a word from my mental memory (27.5%).’ These results indicate that the majority of Korean high school students, while meeting the new words or expressions, enjoy using methods such as looking in the dictionary, asking for help from a teacher or friends, and guessing from the text, rather than making the most of their own previous experiences based on the acquired lexical knowledge. Interestingly, the findings are also compatible with Schmitt’s (1997) study of Japanese EFL learners’ vocabulary learning strategies (VLS) and Jun-Eon Park’s (2001) study of Korean EFL learners’ VLS. The researchers indicated that EFL learners in two countries were not only found to rely heavily on using bilingual dictionaries to catch the meaning of a new word, but also actively utilize contextual clues to guess the meaning of vocabulary.

### TABLE 1

#### Students’ Perceived Use of Discovery Strategies (N=420)

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>Strongly disagree / Disagree (%)</th>
<th>Neutral (%)</th>
<th>Strongly agree / Agree (%)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Get the meaning of a new word from dictionaries</td>
<td>A 11.1</td>
<td>22.8</td>
<td>66.1</td>
<td>3.61</td>
<td>.75</td>
</tr>
<tr>
<td></td>
<td>I 7.9</td>
<td>31.4</td>
<td>60.7</td>
<td>3.63</td>
<td>.83</td>
</tr>
<tr>
<td></td>
<td>L 12.2</td>
<td>25.5</td>
<td>62.3</td>
<td>3.58</td>
<td>.89</td>
</tr>
<tr>
<td>2. Consult a teacher or friends to get the meaning of words</td>
<td>A 9.7</td>
<td>30.7</td>
<td>58.6</td>
<td>3.51</td>
<td>.68</td>
</tr>
<tr>
<td></td>
<td>I 8.1</td>
<td>30.1</td>
<td>61.8</td>
<td>3.58</td>
<td>.74</td>
</tr>
<tr>
<td></td>
<td>L 9.6</td>
<td>22.9</td>
<td>67.5</td>
<td>3.53</td>
<td>.55</td>
</tr>
<tr>
<td>3. Ask teacher for an L1 translation of new words</td>
<td>A 28.6</td>
<td>31.8</td>
<td>39.6</td>
<td>3.05</td>
<td>.95</td>
</tr>
<tr>
<td></td>
<td>I 15.0</td>
<td>34.8</td>
<td>50.2</td>
<td>3.41</td>
<td>.85</td>
</tr>
<tr>
<td></td>
<td>L 17.9</td>
<td>28.4</td>
<td>53.7</td>
<td>3.40</td>
<td>.89</td>
</tr>
<tr>
<td>4. Ask teacher for a paraphrase or synonym of new words</td>
<td>A 12.4</td>
<td>27.9</td>
<td>59.7</td>
<td>3.57</td>
<td>.75</td>
</tr>
<tr>
<td></td>
<td>I 21.2</td>
<td>37.6</td>
<td>41.2</td>
<td>3.21</td>
<td>.97</td>
</tr>
<tr>
<td></td>
<td>L 18.5</td>
<td>41.7</td>
<td>39.8</td>
<td>3.15</td>
<td>.94</td>
</tr>
<tr>
<td>5. Guess the meaning of a word from its word structure</td>
<td>A 14.7</td>
<td>33.8</td>
<td>51.5</td>
<td>3.43</td>
<td>.79</td>
</tr>
<tr>
<td></td>
<td>I 32.6</td>
<td>27.7</td>
<td>39.7</td>
<td>3.03</td>
<td>1.01</td>
</tr>
<tr>
<td></td>
<td>L 34.0</td>
<td>30.4</td>
<td>35.6</td>
<td>2.90</td>
<td>1.05</td>
</tr>
<tr>
<td>6. Guess the meaning of a word from the sentence structures</td>
<td>A 31.5</td>
<td>38.5</td>
<td>30.0</td>
<td>2.94</td>
<td>.94</td>
</tr>
<tr>
<td></td>
<td>I 28.9</td>
<td>34.6</td>
<td>36.5</td>
<td>2.96</td>
<td>1.02</td>
</tr>
<tr>
<td></td>
<td>L 30.7</td>
<td>37.8</td>
<td>31.5</td>
<td>2.88</td>
<td>1.07</td>
</tr>
</tbody>
</table>
The Relationship between Korean EFL Learners’ Vocabulary Ability

2) Findings from Three Different Groups

With regard to the specific results with reference to three different groups, there existed some mixed responses according to the students’ vocabulary ability levels. In addition to employing the three most commonly used strategies mentioned above, for example, while the advanced group less favored the strategy, ‘Ask teacher for an L1 translation of new words (39.6%),’ more than half of the intermediate and lower group enjoyed using the strategy (50.2% and 53.7%, respectively). This partially suggests that students of lower-leveled vocabulary ability have a tendency to depend on their teacher or friends to catch the meaning of words (67.5%), whereas students of higher-leveled vocabulary ability are likely to have a more positive attitude in dealing with dictionary (66.1%) and text clue (62.6%). Another noticeable thing is that the lower group students had a much stronger inclination of skipping or passing when meeting the unfamiliar words (50.5%), compared to the advanced and intermediate group students (28.8%, 31.2% respectively). It conveys a pedagogical implication that teachers need to encourage students of lower-leveled vocabulary achievement to realize the importance of meaning discovery strategies for effective L2 vocabulary learning, and therefore ultimately have a more positive attitude toward vocabulary learning strategy use.

2. Memory Strategies

1) Findings from All Groups Combined

Table 2 shows a percentage comparison of student responses to each of the ten items on memory strategies. Of the 10 memory strategies, the three most actively or frequently used strategies by all groups were ‘To remember by reading or writing repeatedly (59.1%),’ ‘To
remember a word by word-formation rules (58.2%),’ and ‘To remember the words of an idiom together (57.5%).’ The two least favored strategies, in contrast, were ‘To remember by connecting a word to a personal experience (14.9%),’ and ‘To remember the sentence in which a new word is used (17.1%).’ These results reveal that the majority of Korean high school students, regardless of their vocabulary ability level, still heavily depend on the simple and mechanical methods of reading or writing repeatedly, thereby avoiding some much deeper strategies such as creating a word’s mental image and connecting a word to a personal experience. This may be partially related to the traditional Korean EFL classroom environment where most students have usually been required to memorize the separated words or phrases individually or competitively under teacher-fronted instruction, failing to have the opportunity of acquiring L2 vocabulary through the negotiation of meaning or motivational task-based activities in a more relaxed atmosphere. More importantly, given the higher percentage of using such memory strategies as utilizing word-formation rules and remembering the words of an idiom together, we can assume that most high school students have strongly been influenced by the way they had been taught, particularly in the classroom. In other words, this may stem from the assumption that Korean EFL teachers usually present a new word along with its related expressions and explain the meaning of the words based on their morphological or syntactic pattern rather than on the semantic network within a meaningful context.

TABLE 2
Students’ Perceived Use of Memory Strategies (N=420)

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>Strongly disagree / Disagree (%)</th>
<th>Neutral (%)</th>
<th>Strongly agree / Agree (%)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. To remember by reading or writing repeatedly</td>
<td>A  11.2</td>
<td>30.4</td>
<td>58.4</td>
<td>3.59</td>
<td>.47</td>
</tr>
<tr>
<td></td>
<td>I  5.0</td>
<td>34.8</td>
<td>60.2</td>
<td>3.60</td>
<td>.83</td>
</tr>
<tr>
<td></td>
<td>L  12.0</td>
<td>29.3</td>
<td>58.7</td>
<td>3.61</td>
<td>.73</td>
</tr>
<tr>
<td>12. To remember by creating the word’s mental image</td>
<td>A  16.4</td>
<td>27.4</td>
<td>56.2</td>
<td>3.49</td>
<td>.98</td>
</tr>
<tr>
<td></td>
<td>I  43.7</td>
<td>35.6</td>
<td>20.7</td>
<td>2.77</td>
<td>.86</td>
</tr>
<tr>
<td></td>
<td>L  45.5</td>
<td>33.1</td>
<td>21.4</td>
<td>2.74</td>
<td>.75</td>
</tr>
<tr>
<td>13. To remember by connecting a word to a personal experience</td>
<td>A  56.3</td>
<td>26.7</td>
<td>17.0</td>
<td>2.49</td>
<td>.95</td>
</tr>
<tr>
<td></td>
<td>I  53.5</td>
<td>32.2</td>
<td>14.3</td>
<td>2.51</td>
<td>1.02</td>
</tr>
<tr>
<td></td>
<td>L  58.2</td>
<td>28.5</td>
<td>13.3</td>
<td>2.46</td>
<td>1.05</td>
</tr>
<tr>
<td>14. To memorize the spelling of a word letter by letter</td>
<td>A  28.8</td>
<td>39.5</td>
<td>31.7</td>
<td>2.89</td>
<td>.64</td>
</tr>
<tr>
<td></td>
<td>I  17.0</td>
<td>31.6</td>
<td>51.4</td>
<td>3.39</td>
<td>.75</td>
</tr>
<tr>
<td></td>
<td>L  23.4</td>
<td>22.7</td>
<td>53.9</td>
<td>3.41</td>
<td>.78</td>
</tr>
<tr>
<td>15. To remember words that are spelled similarly together</td>
<td>A  33.7</td>
<td>26.9</td>
<td>39.4</td>
<td>2.92</td>
<td>1.03</td>
</tr>
<tr>
<td></td>
<td>I  36.6</td>
<td>25.6</td>
<td>37.8</td>
<td>2.87</td>
<td>.98</td>
</tr>
<tr>
<td></td>
<td>L  33.3</td>
<td>27.8</td>
<td>38.9</td>
<td>2.94</td>
<td>1.14</td>
</tr>
</tbody>
</table>
The Relationship between Korean EFL Learners’ Vocabulary Ability

2) Findings from Three Different Groups

With regard to the findings of the three different groups according to the vocabulary ability level, there existed some distinctive features. For example, more than half of the advanced group students used the strategy, ‘To remember by creating word’s mental image (56.2%),’ whereas only about 20% of the intermediate and lower group students responded positively. While the advanced group students less favored the strategy, ‘To memorize the spelling of a word letter by letter (31.7%),’ more than half of the intermediate and lower group enjoyed using the strategy (51.4% and 53.9% respectively). This result cautiously suggests that students having the higher-level of vocabulary ability are likely to memorize L2 words through the association of meaning, whereas students of lower-leveled vocabulary ability have a tendency of frequently using the mechanical method such as remembering the word letter by letter. Thus, it lies in a similar vein of the previous research regarding the relationship between L2 proficiency and strategy use, in which successful learners were believed to have some general trends of using a wide variety of strategies and employing deeper methods like word association and contextual inference (Green & Oxford, 1995; Halbach, 2000).

3. Cognitive Strategies

1) Findings from All Groups Combined

Table 3 shows a percentage comparison of student responses to using cognitive strategies. As noted earlier, cognitive strategies generally refer to a variety of actions to...
manipulate or coordinate learners’ own learning process, and therefore they are deeply involved in arranging and conceptualizing the lexical knowledge, allowing students to acquire L2 vocabulary more easily and use it more effectively. Of the 10 cognitive strategies, the four most actively used strategies by all groups were ‘To analyze words in terms of prefixes, stems, and suffixes (52.9%),’ ‘To write down the synonyms or antonyms of the word (50.7%),’ ‘To make a note when meeting a useful expression or phrase (43.5%),’ ‘To make the vocabulary list of new words (42.9%).’ In contrast, ‘To use the newly learned words in imaginary situations or in real situations (18.4%, 12.5% respectively)’ was the least frequently used strategies. This result shows that Korean high school students favor acquiring L2 lexical knowledge based on formal word features and semantic comparison rather than a complex thinking process and social interaction with native speakers of the target language. More importantly, it reveals that the majority of students commonly enjoy making use of the vocabulary list or taking notes as an effective means to manipulate word meaning effectively. Interestingly, it is in a sharp contrast with the comparatively low percentage of students’ employing such strategies as listening to the tape of new words and making use of English language media. Thus, given the immediacy and intimacy of media in the young learners’ daily lives, it suggests that EFL teachers need to seek some proper strategies to help students to make the most of multimedia aids.

### TABLE 3

Students’ Perceived Use of Cognitive Strategies (N=420)

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>Strongly disagree / Disagree (%)</th>
<th>Neutral (%)</th>
<th>Strongly agree / Agree (%)</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. To make a note when I see a useful expression or phrase</td>
<td>A 22.1 I 19.9 L 22.3</td>
<td>34.6 38.4 32.2</td>
<td>43.3 41.7 45.5</td>
<td>3.28 3.23 3.25</td>
<td>.93 .84 .85</td>
</tr>
<tr>
<td>22. To enjoy listening to the tape of new words or expressions</td>
<td>A 36.5 I 31.4 L 29.5</td>
<td>27.8 34.1 39.3</td>
<td>35.7 34.5 31.2</td>
<td>2.85 2.91 2.92</td>
<td>.97 .94 .89</td>
</tr>
<tr>
<td>23. To make a vocabulary list of new words that I meet</td>
<td>A 21.6 I 24.5 L 23.4</td>
<td>28.4 34.3 37.9</td>
<td>50.0 41.2 38.7</td>
<td>3.32 3.29 3.12</td>
<td>1.02 .97 .93</td>
</tr>
<tr>
<td>24. To use English language media such as songs or movies</td>
<td>A 31.5 I 29.4 L 27.4</td>
<td>37.9 39.6 42.5</td>
<td>30.6 31.0 30.1</td>
<td>2.87 2.89 2.96</td>
<td>.74 .86 .79</td>
</tr>
<tr>
<td>25. To analyze words in terms of prefixes, stems, and suffixes</td>
<td>A 13.8 I 18.7 L 22.3</td>
<td>27.9 26.7 30.8</td>
<td>58.3 53.6 46.9</td>
<td>3.55 3.48 3.34</td>
<td>.87 .78 .64</td>
</tr>
</tbody>
</table>
The Relationship between Korean EFL Learners’ Vocabulary Ability

45

26. To write down the synonyms or antonyms of the word
   A  22.3  25.6  52.1  3.35  .84
   I  14.5  30.9 54.6  3.53  .75
   L  19.5  35.1 45.4  3.32  .92

27. To make up my own sentences using the words I just learned
   A  19.8  23.4  56.8  3.53  .83
   I  37.4  25.5  37.1  2.92  .92
   L  47.3  22.2  30.5  2.73  .89

28. To associate a new word with a known English word
   A  27.4  39.9  32.7  2.81  .66
   I  32.1  36.5  31.4  2.76  .75
   L  35.6  35.4  29.0  2.73  .86

29. To use the newly learned words in imaginary situations
   A  54.7  21.7  23.6  2.21  .87
   I  56.8  26.2  17.0  2.56  .79
   L  61.5  23.8  14.7  2.59  .84

30. To use the newly learned words in real situations
   A  50.1  31.3  18.6  2.64  .76
   I  52.3  36.5  11.2  2.58  .83
   L  53.7  38.6  7.7  2.41  .95

Note: A=advanced group, I=intermediate group, L=lower group, M=mean, SD=standard deviation

2) Findings from Three Different Groups

With regard to the relationship between cognitive strategy use and students’ vocabulary ability levels, it is noticeable that there is a clear difference among three different groups. For example, while more than half of the advanced group students actively used as many as four strategies; ‘To analyze words in terms of prefixes, stems, and suffixes (58.3%),’ ‘To make up one’s own sentences using the newly learned words (56.8%),’ ‘To write down the synonyms or antonyms of the word (52.1%),’ and ‘To make the vocabulary list of new words (50.0%),’ more than half of the intermediate group students frequently used the following two strategies; ‘To write down the synonyms or antonyms of the word (54.6%)’ and ‘To analyze words in terms of prefixes, stems, and suffixes (53.6%).’ Yet the number of strategies more than half of the lower group students actively used was none. These results are quite consistent with Mochizuki’s (1999) finding that more proficient students use cognitive and metacognitive strategies more frequently than less proficient students. They also convey an important pedagogical implication toward vocabulary learning strategy training for EFL learners. Thus, before teaching students how to use strategies effectively, teachers need to examine the aspects as to what kind of strategies are most proper according to students’ cognitive developmental stage and language proficiency level.

4. Comparison of the Overall Findings

As mentioned earlier, this study is supposed to examine the aspects of L2 learners’ use of VLS in accordance with their vocabulary achievement levels. Thus, for the efficacy of
discussion, the analysis was focused on the three major categories including discovery, memory, and cognitive strategies, ruling out the review of any other VLS taxonomies.

**FIGURE 1**
Students’ Perceived Use of VLS (Mean Score Comparison)

Figure 1 presents a noticeable mean score comparison regarding the relationship between students’ vocabulary ability level and vocabulary learning strategy use. Data analysis revealed that discovery strategies (M=3.19), among three categories, were the most actively or frequently used, followed by memory strategies (M=3.09) and cognitive strategies (M=2.99). It also showed that the advanced group (M=3.23, 3.18, 3.03 respectively) used all three of the strategies more frequently than the intermediate (M=3.18, 3.06, 3.01) and lower group (M=3.17, 3.04, 2.94). This partially suggests that the higher vocabulary ability students have, the more positive attitude they have in using vocabulary learning strategies, let alone the assumption that individual learners favor different strategies according to the learner variables.

Specifically, with regard to the most favored discovery strategies, the majority of students responded using the dictionaries (63.0%), consulting a teacher or friends (62.9%), and guessing from the textual development (60.8%). While the most frequently used memory strategies were to remember by reading or writing repeatedly (59.1%), making use of word-formation rules (58.2%), and memorizing the words of an idiom together (57.5%), the most actively used cognitive strategies were to analyze words in terms of morphological forms (52.9%), to write down the synonyms or antonyms of the word (50.7%), to take a note while meeting a useful expression or phrase (43.5%), and to make the vocabulary list of new words (42.9%). The findings partially suggest that most Korean high school students are accustomed to acquiring L2 vocabulary chiefly based on the meaning discovery and memorization-related principles, rather than such cognitive factors as the manipulation of the target language and coordination of the thinking process.
IV. CONCLUSION AND IMPLICATIONS

This study explored the relationship between Korean high school students’ vocabulary ability and vocabulary learning strategy use. The overall findings of the study showed that there existed some meaningful features in students’ perceived use of VLS, according to their vocabulary achievement level. For example, the advanced and intermediate group tended to use a much wider range of VLS more frequently than the lower group. More specifically, the advanced group students had a tendency to employ all three of the strategies more actively than the intermediate and lower group students. Thus, this result lies in a similar vein of the previous results of vocabulary learning strategy use (Halbach, 2000; Jun-Eon Park, 2001; Jurkovic, 2006; Lawson & Hogben, 1996; Ruutmets, 2005; Schmitt, 1997; Schmitt & McCarthy, 1997; Segler, 2001), in which the researchers indicate that successful language learners readily attempt to employ much more strategies and use them more actively or frequently, but not necessarily for all strategies.

The findings of the present study have several implications for EFL learners, teachers, and teacher educators. First, when taking into account the advantages of cognitive strategies to the lexical knowledge development, it is necessary for the teacher to closely examine the potential reasons why students avoid employing cognitive strategies, compared to discovery and memory strategies. Thus, before blindly encouraging students to actively use VLS, teachers should help students to have a more positive attitude toward using VLS in and out of the classroom. Second, given the research finding that students of different vocabulary achievement level favor different vocabulary learning strategies, teachers are required to attempt to teach students how to use VLS properly, particularly considering students’ vocabulary ability levels. Rasekh and Ranjbary (2003) indicate that the main objective of such attempts is to allow students to become more aware of their preferred strategies and to help them become more responsible for meeting their own objectives. Third, supposing that the teacher’s role is deeply involved in the students’ strategy-based activities for effective vocabulary acquisition in the classroom, the teacher should be given the opportunity to acquire the needed knowledge about strategy instruction. To this end, it is suggested that teacher education programs, which aim at in-depth training about language learning strategy use, should properly deal with how to implement vocabulary learning strategy instruction. Finally, given the usefulness of lexical knowledge and the pedagogical value of acquiring vocabulary in L2 learning process, there is a need for more comprehensive research, especially toward detecting the correlations of EFL students’ vocabulary learning strategy use according to various individual or social factors such as learning style, motivation, and cultural background.
REFERENCES


Vocabulary: description, acquisition and pedagogy (pp. 199-227). Cambridge: Cambridge University Press.


APPENDIX 1
Vocabulary Ability Test

This test is constructed to measure your vocabulary proficiency. You are to choose the one word or phrase that has the most similar meaning to the underlined part of the sentence.

(Test 1)
1. Shall we postpone the program?
   a) withhold          b) put off           c) dispose of      d) advance
2. Where did he acquire all his wealth?
   a) lose              b) hide             c) gain            d) steal
3. The dress you bought for your daughter is not a suitable one.
   a) becoming         b) attractive        c) creative        d) homely
4. Don’t argue with me - I’m treating this time.
   a) complaining      b) going to phone   c) paying          d) planning to leave
5. It is generally recognized that Asia was the cradle of civilization.
   a) known            b) determined       c) proposed        d) challenged
6. There is no certain way of locating the treasure.
   a) private          b) familiar         c) easy            d) definite
7. Motivation is an important factor in learning.
   a) Intelligence     b) Incentive        c) Aptitude        d) Memorization
8. Since I have been ill, my appetite has diminished.
   a) desire for sleep b) desire for food   c) desire for exercise d) desire for visitors
9. The speaker demonstrated his knowledge of the subject by his excellent lecture.
   a) corrected        b) showed          c) repeated        d) created
10. Most boys are similar in their love of sports.
    a) precise          b) same            c) akin            d) small
11. I have to decline your invitation to the party, for I have a prior appointment.
    a) post             b) engagement      c) equipment       d) apprehension
12. Mark Twain is well known for his wit.
   a) stories  b) vision  c) humor  d) thinking
13. Forests are important in the conservation of water and wildlife.
   a) Swamps  b) Canyons  c) Creeks  d) Woods
14. It is the prevalent philosophy of life in business circles.
   a) grand  b) proper  c) widespread  d) rational
15. That used car cost me five thousand dollars.
   a) secondhand  b) brand new  c) luxury  d) old-fashioned
16. The audience interrupted the speaker several times.
   a) cheered  b) scolded  c) praised  d) stopped
17. The motorist was reproached by the woman trying to cross the street.
   a) refused  b) blamed  c) guided  d) raised
18. The odd results of the experiment perplexed the scientist.
   a) puzzled  b) helped  c) surprised  d) disliked
19. What he implied was that you didn’t tell the truth.
   a) resolved  b) suggested  c) limited  d) communicated
20. How long do you think you can endure these conditions?
   a) await  b) bear  c) demand  d) obey
21. They voted to abolish the office of second vice-president.
   a) improve  b) grow  c) eliminate  d) provide
22. He had a sound appreciation of the facts of history.
   a) understanding  b) enjoyment  c) conversation  d) performance
23. You will be criticized if you don’t appear for that meeting.
   a) turn in  b) turn up  c) turn on  d) turn out
24. The abduction of pets has become a national problem.
   a) poisoning  b) abuse  c) kidnapping  d) preparation
25. The teacher was extremely pleased with her students.
   a) often  b) sometimes  c) very  d) frequently
26. I wonder what caused his strange behavior.
   a) brought in  b) brought about  c) brought up  d) brought out
27. The introduction of credit cards modified North Americans’ spending habits.
   a) devoted  b) reduced  c) changed  d) increased
28. Some writers thrive on criticism.
   a) refuse  b) prosper  c) worry  d) ignore
29. The student revised his paper carefully, following the professor’s suggestions.
   a) copied  b) retyped  c) corrected  d) reviewed
30. Living things consist of minute structures called cells.
   a) tiny  b) numerous  c) round  d) large
31. The old theory cannot account for this phenomenon.
   a) explain  b) support  c) admit  d) agree
32. Jimmy is so unreliable; you can never count on him.
   a) respect  b) depend on  c) expect  d) make out
33. I wish some of those guys would come up with a bright idea.
   a) suggest  b) realize  c) overtake  d) perceive
34. John and Michael dissented from the major opinions.
   a) disregarded  b) concurred  c) disagreed with  d) occurred with
Jeon, In-Jae

35. I had words with Aunt Alice. I felt terrible about it later.
   a) promised         b) quarreled           c) declared         d) appointed

(Test 2)
1. The man survived his three sisters.
   a) loved            b) outlived           c) envied           d) destroyed
2. The man offered to fix the television.
   a) retained         b) attempted         c) charged          d) volunteered
3. The candidate’s victory at the polls was overwhelming.
   a) defeat           b) popularity         c) triumph          d) practice
4. I knew my father would discipline me for my actions.
   a) reward           b) congratulate        c) punish           d) prevent
5. Only sovereign states are able to make treaties.
   a) powerful         b) independent        c) legitimate       d) strong
6. We anticipate that we’ll be able to have our vacation in July.
   a) expect           b) process            c) overlook         d) allocate
7. Their ultimate objective is the removal of all nuclear weapons.
   a) final            b) serious            c) necessary        d) sensible
8. He respected his master because he didn’t despise the poor.
   a) hate             b) look up to         c) look down on      d) take care of
9. The trade agreement between the two countries will expire in three years.
   a) cease            b) amend             c) adopt            d) negotiate
10. The company requires highly qualified manpower to launch a new business.
    a) example          b) competent         c) outspoken        d) courageous
11. The jeweler reported that the diamonds were genuine.
    a) perfect          b) imitation          c) real             d) valuable
12. The police ascribed the automobile accident to fast driving.
    a) supposed         b) described          c) attributed       d) illustrated
13. This child has a great facility for learning languages.
    a) talent           b) difficulty          c) utility          d) possibility
14. The use of lasers in surgery has become relatively commonplace in recent years.
    a) absolutely        b) almost            c) comparatively    d) occasionally
15. Lead contamination occurs with very high frequency.
    a) position          b) poisoning          c) usefulness       d) construction
16. Roman emperors built arches to commemorate their victories.
    a) encourage         b) publicize          c) record in history d) celebrate
17. The hostile attitude of my neighbor frightened me.
    a) friendly          b) unfriendly         c) suspicious       d) generous
18. He offended me by the way he spoke and behaved.
    a) displeased        b) impressed          c) assisted         d) loved
19. A famine of ideas is no better than a famine of food.
    a) a little          b) much              c) sufficiency      d) scarcity
20. When he heard the news, he was overcome with grief.
    a) terror            b) sorrow             c) care             d) anxiety
21. The boy felt disgraced because he knew that it was wrong to steal.
    a) worried           b) tempted           c) ashamed          d) decorated
22. I will adhere to this opinion until proof that I am wrong is presented.
   a) adapt          b) adopt           c) hold firmly          d) spread
23. This camera incorporates a disc-type film to take fixed-focus photographs.
   a) includes       b) monitors      c) generates          d) excludes
24. His claim to his father’s inheritance was legitimate.
   a) legal          b) denied         c) meaningful       d) responsible
25. It is ridiculous to be so quick to become angry.
   a) absurd         b) tragic       c) overlooked       d) misunderstood
26. There are many ways of making life more tolerable.
   a) possible       b) mandatory     c) predictable      d) acceptable
27. Working at a nuclear plant might put you in jeopardy.
   a) happiness      b) danger        c) security      d) promotion
28. Postmodernism is a controversial movement in the field of architecture.
   a) unique         b) disputable    c) important      d) available
29. Bamboo has certain characteristics that are important in the papermaking process.
   a) viewpoints     b) descriptions   c) qualities      d) components
30. Although I didn’t want to, I took the job because there was no alternative.
   a) opportunity   b) other choice    c) good luck       d) bad luck
31. The hair style has caught on with the girl students.
   a) been charmed   b) become popular   c) become familiar   d) been satisfied
32. It’ll be the greatest sorrow to pass away before finishing the work.
   a) come          b) propose        c) return        d) die
33. The possibility cannot be ruled out that the enemy will attack us again.
   a) convinced     b) predicted      c) excluded      d) dominated
34. I’ll give you five minutes to work out the problem.
   a) solve         b) undertake      c) understand    d) interpret
35. He easily got the better of her in that argument.
   a) controlled    b) consider       c) won over      d) made use of

APPENDIX 2

Vocabulary Learning Questionnaire

This questionnaire is designed to examine Korean high school students’ perceptions of vocabulary learning and vocabulary learning strategies. In the statements below, you will find various English vocabulary learning strategies. Please answer by putting V in a box that matches your idea most, according to the following scale: SA (strongly agree), A (agree), N (neutral), D (disagree), SD (strongly disagree). Thank you for your cooperation.

<table>
<thead>
<tr>
<th>Questionnaire Items</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I discover the meaning of a new word from dictionaries.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I consult a teacher or friends to get the meaning of words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I usually ask the teacher for an L1 translation of new words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I ask the teacher for a paraphrase or synonym of new words.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. I guess the meaning of a word from its word structure.</td>
<td></td>
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</tr>
</tbody>
</table>
6. I guess the meaning of a word from the sentence structures. □ □ □ □ □
7. I guess the meaning of a word from the textual development. □ □ □ □ □
8. I guess the meaning of a word from my common sense. □ □ □ □ □
9. I guess the meaning of a word from my mental memory. □ □ □ □ □
10. I just skip or pass when I come across the unfamiliar words. □ □ □ □ □
11. I try to remember a word by reading or writing repeatedly. □ □ □ □ □
12. I try to remember a word by creating its mental image. □ □ □ □ □
13. I remember a word by connecting it to a personal experience. □ □ □ □ □
15. I remember together words that are spelled similarly. □ □ □ □ □
16. I remember together words that sound similar. □ □ □ □ □
17. I remember a word by studying word-formation rules. □ □ □ □ □
18. I try to remember a word in meaningful groups. □ □ □ □ □
19. I remember the words of an idiom together. □ □ □ □ □
20. I remember the sentence in which a new word is used. □ □ □ □ □
21. I make a note when I see a useful expression or phrase. □ □ □ □ □
22. I enjoy listening to the tape of new words or expressions. □ □ □ □ □
23. I make vocabulary lists of new words that I meet. □ □ □ □ □
24. I use English language media such as songs or movies. □ □ □ □ □
25. I analyze words in terms of prefixes, stems, and suffixes. □ □ □ □ □
26. I write down the synonyms or antonyms of the word. □ □ □ □ □
27. I make up my own sentences using the words I just learned. □ □ □ □ □
28. I associate a new word with a known English word. □ □ □ □ □
29. I try to use the newly learned words in imaginary situations. □ □ □ □ □
30. I try to use the newly learned words in real situations. □ □ □ □ □