

**RELATIONSHIP BETWEEN PERCEIVED USE OF VOCABULARY
LEARNING STRATEGIES AND VOCABULARY SIZE AMONG IUKL
ESL LEARNERS**

By

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DECLARATION

I, Ghaliah Kassem Omar Jawnto hereby declare that this Project Paper is based on my original work except for quotations and summaries which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any degree at IUKL or other institutions.



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APPROVAL

We have examined this manuscript and verify that it meets the programme and University requirements for the degree of Master of Arts in Teaching of English to Speakers of Other Languages.

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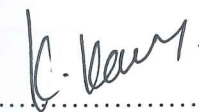
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ABSTRACT

“Vocabulary learning is at the heart of mastering a language. It is a tool that ensures one’s ability to understand, speak, write and read any language.” (Rubin and Thompson, 1994, p. 79). Glende (2013) stated that having adequate vocabulary instruction and practice of Vocabulary Learning Strategies (VLS) may lead to obtaining adequate Vocabulary Size (VS). This study aims to investigate the relationship between VLS and the VS of English as Second Language (ESL) students in Infrastructure University Kuala Lumpur (IUKL). This is a correlational study involving 134 undergraduate students in IUKL who were chosen using the convenience sampling method. Schmitt’s (1997) Vocabulary Learning Strategies Questionnaire (VLSQ) and version 2 of Schmitt, Schmitt & Clapham’s (2001) Vocabulary Level Test (VLT) were used as the instruments to collect the data for this study. Data was analyzed using the Statistical Package for the Social Science (SPSS, version 20.0) to obtain the descriptive statistics, Pearson Product Moment Coefficients and Simple Linear Regression. The results showed that ESL students in IUKL are moderate strategy users. The results for all the categories of VLS were very close. Determination strategies category seem to be most frequently used, while the least used categories are social, memory, cognitive, and metacognitive strategies. The analysis of the VS showed that most students do not have sufficient knowledge of VS required for tertiary education level. However, there is a weak, negative, and significant relationship between cognitive strategies and VS. No significant correlation was found between the overall VLS and VS. The simple linear regression analysis results indicate that the cognitive strategies significantly contribute to predicting 30% of the variance of VS. It is recommended that future studies could include other variables such as the language learning strategies and reading strategies.

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CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

This chapter provides a discussion on the background of the study, statement of the problem, the purpose of the study, and the significance of the study. It also describes the limitations, and definition of the important terms used in this study.

1.1 BACKGROUND

According to Rubin and Thompson (1994, p. 79) "vocabulary learning is at the heart of mastering a language". It is a tool that ensures one's ability to understand, speak, write and read in any language. Daves and Pearse (2000) also argue that vocabulary is more important than grammar as lack of vocabulary brings about a breakdown in communication. Language learners who have adequate vocabulary skills can express their ideas and feelings even if they do not have adequate writing or reading skills. Therefore, vocabulary is acknowledged to be as a central factor in language learning.

Various studies have been conducted on vocabulary learning in both L1 and L2 contexts in the last decade. These studies identify the challenges that learners face in learning vocabulary, and the techniques that can be used to help learners in vocabulary acquisition. In the last decade the attention has moved to VLS employed by learners (Cohen, 1990; Schmitt, 1997; Nation,

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