

Full Text from Publisher



Save to EndNote online

Add to Marked List

1 of 1

Gender, Metacognition and Vocabulary Learning Strategies of Malay ESL Learners

By: Ibrahim, EHE (Ibrahim, Engku Haliza Engku)^[1]; Sarudin, I (Sarudin, Isarji)^[1]; Muhamad, AJ (Muhamad, Ainon Jariah)^[1]

ADVANCED SCIENCE LETTERS

Volume: 24 Issue: 11 Pages: 7988-7991

DOI: 10.1166/asl.2018.12473

Published: NOV 2018

Document Type: Proceedings Paper

[View Journal Impact](#)

Conference

Conference: 3rd International Conference on Education (ICOED)

Location: Melaka, MALAYSIA

Date: NOV 07-09, 2017

Sponsor(s): Malaysian Tech Scientist Assoc

Abstract

Research has shown that female students are likely to be more successful in language learning when compared to male students due to the differences in their metacognitive learning strategies (J. Sunderland, Language Teaching 33 (2000)). This study aims to investigate if there are differences in metacognition, vocabulary learning strategies and the vocabulary size between male and female students. The instruments utilised for this study were a Vocabulary Learning Strategy Questionnaire (I. S. P. Nation, Learning Vocabulary in Another Language, Cambridge University Press, Cambridge (2001)) and the Vocabulary Levels Test (N. Zhao, English Language Teaching 2, 4 (2009)). 113 pre-university ESL learners participated in this study. A quantitative research design was employed. Although a somewhat positive correlation between female students and vocabulary learning strategies is expected based on previous studies, findings of this study however, showed that there is no significant difference between the vocabulary size and metacognitive learning strategies used by both male and female students. A better understanding of the relationship between metacognitive strategies, vocabulary size and gender will enhance teachers' and learners' awareness of the use of the said strategies for a more effective vocabulary acquisition. The findings provide beneficial pedagogical implications relevant not only to language instructors but also educators and researchers alike.

Keywords

Author Keywords: [Vocabulary Learning](#); [Metacognition](#); [Gender](#); [Language Acquisition](#)

Author Information

Reprint Address: Ibrahim, EHE (reprint author)

+ Int Islamic Univ Malaysia, English Language Div, Ctr Languages & Preuniv Acad Dev, Jalan Gombak, Kuala Lumpur 53100, Malaysia.

Addresses:

+ [1] Int Islamic Univ Malaysia, English Language Div, Ctr Languages & Preuniv Acad Dev, Jalan Gombak, Kuala Lumpur 53100, Malaysia

Funding

Funding Agency	Grant Number
International Islamic University Malaysia	

[View funding text](#)

Publisher

AMER SCIENTIFIC PUBLISHERS, 26650 THE OLD RD, STE 208, VALENCIA, CA 91381-0751 USA

Citation Network

In Web of Science Core Collection

0

Times Cited

Create Citation Alert

19

Cited References

[View Related Records](#)

Use in Web of Science

Web of Science Usage Count

2

Last 180 Days

2

Since 2013

[Learn more](#)

This record is from:

Web of Science Core Collection

- Conference Proceedings Citation Index-Science

Suggest a correction

If you would like to improve the quality of the data in this record, please [suggest a correction](#).

Categories / Classification

Research Areas: Science & Technology - Other Topics

Web of Science Categories: Multidisciplinary Sciences

[See more data fields](#)

◀ 1 of 1 ▶

Cited References: 19Showing 19 of 19 [View All in Cited References page](#)*(from Web of Science Core Collection)*

1. **The role of metacognition in second language teaching and learning**

By: Anderson, N.
Center for Applied Linguistics, CAL Digests, EDO-FL-01-10 Published: 2002
URL: <http://www.cal.org/resources/digest/0110anderson.html>

Times Cited: 35
2. Title: [not available]

By: Catalan, R. M. J.
International Journal of Applied Linguistics Volume: 1 Pages: 54 Published: 2003

Times Cited: 1
3. Title: [not available]

By: Cohen, E. G.
Strategies in Learning and Using a Second Language Published: 1998
Publisher: Longman, New York

Times Cited: 2
4. **The relationship between goals, metacognition and academic success**

By: Coutinho, A. Savia.
The journal of Doctoral Research in Education Volume: 1 Issue: 7 Pages: 39-47 Published: 2007

Times Cited: 31
5. **Frequency of use, perceived usefulness, and actual usefulness of second language vocabulary strategies: A study of Hong Kong learners**

By: Fan, MY
MODERN LANGUAGE JOURNAL Volume: 87 Issue: 2 Pages: 222-241 Published: SUM 2003

Times Cited: 67
6. **Gender, academic major, and vocabulary learning strategies of Chinese EFL learners**

By: Gu, Y.
RELC Journal Volume: 33 Issue: 1 Pages: 35-54 Published: 2002

Times Cited: 32
7. Title: [not available]

Group Author(s): I. S. P. Nation
Learning Vocabulary in Another Language Published: 2001
Publisher: Cambridge University Press, Cambridge

Times Cited: 5
8. Title: [not available]

By: Kohler, D. B.
The Effects of Metacognitive Learning Strategies on Lower-Achieving Second Language Learners Published: 2002
Unpublished doctoral dissertation
Publisher: Brigham Young University, Provo, Utah

Times Cited: 1
9. Title: [not available]

By: Ma, R.
The English Language Learning Strategies of a Sample of PRC Tertiary Level Students Published: 1996
Unpublished MA thesis
Publisher: National University of Singapore

Times Cited: 2
10. Title: [not available]

By: Mahdavi, M.
International Journal of Multidisciplinary and Current Research Published: 2014

Times Cited: 1