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A case study on vocabulary learning strategies in Malaysia: implications for teaching and learning
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Abstract

Within the context of learning English for specific purposes (ESP), vocabulary acquisition plays a crucial role in the development of written and spoken communication in both technical and non-technical industries. Thus, the use of vocabulary learning strategies would determine both learners fluency as well as confidence in communicating. This paper analyzes the factor structure of the most frequently used vocabulary learning strategies by Malaysian ESL learners studying at a higher learning institution. A confirmatory factor analysis identified vocabulary learning strategy use as a 3-factor structure, with Dictionary Use, Memory Rehearsal and Activation strategies as the underlying constructs, based on the responses of 201 undergraduates. The instrument used was a 27-item questionnaire, adapted from Gu Johnsons Vocabulary Learning Strategies Questionnaire (VSLQ). Results indicate a good model fit model fit with a chi-square statistic ($\chi^2 = 64.3$, $df = 32$) with $p .001$ and $CMIN/df = 2.010$, $CFI = .946$ and $GFI = .939$. The implications of the findings are discussed, and suggested practices for implementing vocabulary learning strategies in the language classroom, such as mobile-assisted language learning and game-based language learning; are presented. © 2019 Asian EFL Journal Press. All rights reserved.

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