Vocabulary Learning Strategy Use by Japanese EFL University Freshmen

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Abstract

This study investigates vocabulary learning strategy (VLS) use by Japanese EFL university freshmen through a questionnaire developed by the researcher. The questionnaire consists of two parts: VLS for identifying a word's meaning (determination strategies) and VLS for consolidating knowledge on various aspects of a word (consolidation strategies). Results from determination strategies revealed a similar pattern of VLS use to previous research with a high dependence on bilingual dictionaries. Results from consolidation strategies identified seven VLS factors: *Written rehearsal, note-taking, reference, organization, simple rehearsal, metacognitive regulation,* and *language exposure*. Structural equation modeling confirmed moderate goodness of fit of the seven-factor VLS model. Besides the multiple choice questions, participants were asked an open question on vocabulary learning in English. The results provided insightful information on how they perceive the importance of vocabulary learning and its strategies, and conduct their learning either in line with or contrary to what they believe important.