Validation of a Vocabulary Learning Strategy Scale and Its Relationship to Vocabulary Level Test Scores

Mitsuru KUDO
Hosei University, Japan

Atsushi MIZUMOTO
Kansai University, Japan

Takaaki KUMAZAWA
Kanto Gakuin University, Japan

The purpose of this study is two-fold: firstly, to validate a questionnaire of self-regulated vocabulary learning strategies (VLS), based on a strategic self-regulation (S2R) model of language learning (Oxford, 2011), and secondly, to investigate the relationships between self-regulated VLS and vocabulary size. An explanatory factor analysis on the data of 216 Japanese EFL students yielded the following seven factors, which could reflect constructs hypothesized from the S2R model to a reasonable extent: (a) planning for goal achievement, (b) obtaining and using preferred resources, (c) conceptualizing by linking/combing related vocabulary, (d) planning for positive affective strategies, (e) using auditory sense to understand and remember, (f) generating and maintaining extrinsic motivation, and (g) increasing instrumental motivation. Among the seven strategic vocabulary learning constructs, (b), (c) and (g) were moderately correlated to vocabulary size. Furthermore, these strategies were strongly correlated with self-regulatory and planning strategies. The results suggest an integral role for these variables in vocabulary learning.