

A Study of the Role of Rote Learning in Vocabulary Learning Strategies of Burmese Students

Kantatip Sinhaneti, Ei Kalayar Kyaw
Shinawatra International University, Bangkok, Thailand

This study was conducted to investigate the role of RL (rote learning) in VLSs (vocabulary learning strategies) of Burmese EFL (English as a foreign language) students. The research addresses the need of the concrete understanding of the role of RL strategy in vocabulary learning as well as Burmese EFL learners' perspectives on RL strategy among other vocabulary memorizing strategies. Through two research instruments: a questionnaire for students and an interview for teachers, the data of this study were collected from 100 Burmese EFL learners who were from Yangon Institute of Education in Myanmar. The results of this study indicate that RL strategies are used more than other MSs (memory strategies) by Burmese students whose opinions mostly indicate that RL strategy is effective not only in initial stages, but also in higher stages of English vocabulary learning. In addition, CML (creating mental linkage) strategy is also used as a main collaborative strategy of RL in their vocabulary learning process. Considerably, the findings of this research suggest that RL strategies will continue to be applied in vocabulary learning by Burmese learners because of the five possible factors of the content analysis: Burmese cultural/educational background, EFL environment, traditional habit, national situation/examination demand, and failure to try out "the best" ways.

Keywords: VLSs (vocabulary learning strategies), MSs (memory strategies), RL (rote learning), EFL (English as a foreign language) environment

Introduction

Since the 1970s, research into second language teaching, such as EFL (English as a foreign language) and ESL (English as a second language learning), has moved away from the quest for a perfect teaching method to how successful teachers and learners actually achieve their goals. When learners want to make the learning easier, faster, more enjoyable, more self-described, and more transferable to new situations, many strategies are formed and created lately. Many of their strategies have been generally accepted and applied. Then, many strategies have been improved and identified in language learning area. Similarly, there have been many language learning studies that deal with vocabulary learning because of the growing awareness of the importance of vocabulary. Therefore, research into the specific area of MSs (memory strategies) in vocabulary learning has been mainly conducted with emphasis on the storage and retrieval process.

In general language strategy research, repetition is a type of strategy that is frequently used by second language learners. When using learning strategies in vocabulary learning, there have been seen usually many

strategy terms, such as memorization and repetition that relate with RL (rote learning) strategies. These strategies are interchangeably used in language learning strategy area.

RL plays an important role in VLSs (vocabulary learning strategies) because RL is defined as repetition, memorization, and practicing (Li, 2005). Therefore, it should be researched to these learners who are applying RL in their learning, such as how they improve their vocabulary acquisition and how they understand ways of RL usage in vocabulary learning.

Most Asian countries are still utilizing the traditional learning style in which RL strategy has been used especially in vocabulary learning because RL strategies are most often used as an essential part in vocabulary learning for the Asian EFL learners according to many researches.

However, the RL strategy is considered negative to a particular extent in education area. Only few learners basically understand RL, such as memorizing by reading and writing repeatedly, reviewing often, using dictionary, and taking note of irregular verbs, while most learners know RL as repeating aloud without mere understanding. Thus, the researcher decided to investigate Burmese EFL learners' understandings and opinions on RL in their vocabulary learning situation. This research investigated the role of RL in VLSs of Burmese students.

Burmese learners are also influenced by RL strategy because RL is commonly used as a traditional schooling method for the purpose of vocabulary acquisition. Thus, this researcher decided to explore Burmese learners' vocabulary learning styles by measuring to what extent they use RL strategy in vocabulary acquisition. As English language has been learnt as a foreign language in Myanmar for a long time, Burmese students have dealt with English throughout all levels of school. Therefore, they need to approach English vocabularies initially by using VLSs. Although there has been forming and using many new VLSs in EFL/ESL learning areas, the researcher finds that RL is still highly used among EFL learners as well as Burmese learners. Therefore, this study investigated the role of RL in VLSs in vocabulary acquisition of Burmese learners.

Classification of MSs in Vocabulary Learning

VLSs are differentiated into many categories, depending on basic distinctions between receptive and productive knowledge (Schmitt, 2000). Ahmed (1998) found 38 VLSs used by his Sudanese learners and he grouped these strategies into five-micro strategies: memorization, practice, dictionary use, note-taking, and group work. Adapting Oxford's (1990) SILL (strategy inventory for language learning) classifications, Schmitt (2000) made some distinctions that discovery strategies are aimed to learn unknown words and consolidations strategies are to learn and integrate a word's meaning. Thus, Nyikos and Fan (2007) described that VLSs classifications combine psycholinguistic categories, such as memory, cognitive, meta-cognitive, and social categories which are found in Oxford (1990). They pointed out a reason of overlapping vocabulary categories so that strategies are classified frequently rather than being specified according to learners' deployed VLSs.

However, this study constructively specified MSs used in vocabulary learning based on MS categories of Oxford (1990, p. 39) and also adapted RL features from Li (2005) and Gairns and Redman (1986, p. 93). Four main MSs categorized by Oxford (1990) were discussed in this study. These MSs are: (1) RL; (2) CML (creating mental linkages); (3) applying images and sounds; and (4) structured reviewing which was used to build the questionnaire and analyze Burmese learners' VLSs. Figure 1 illustrates the classifications of MSs in vocabulary learning.

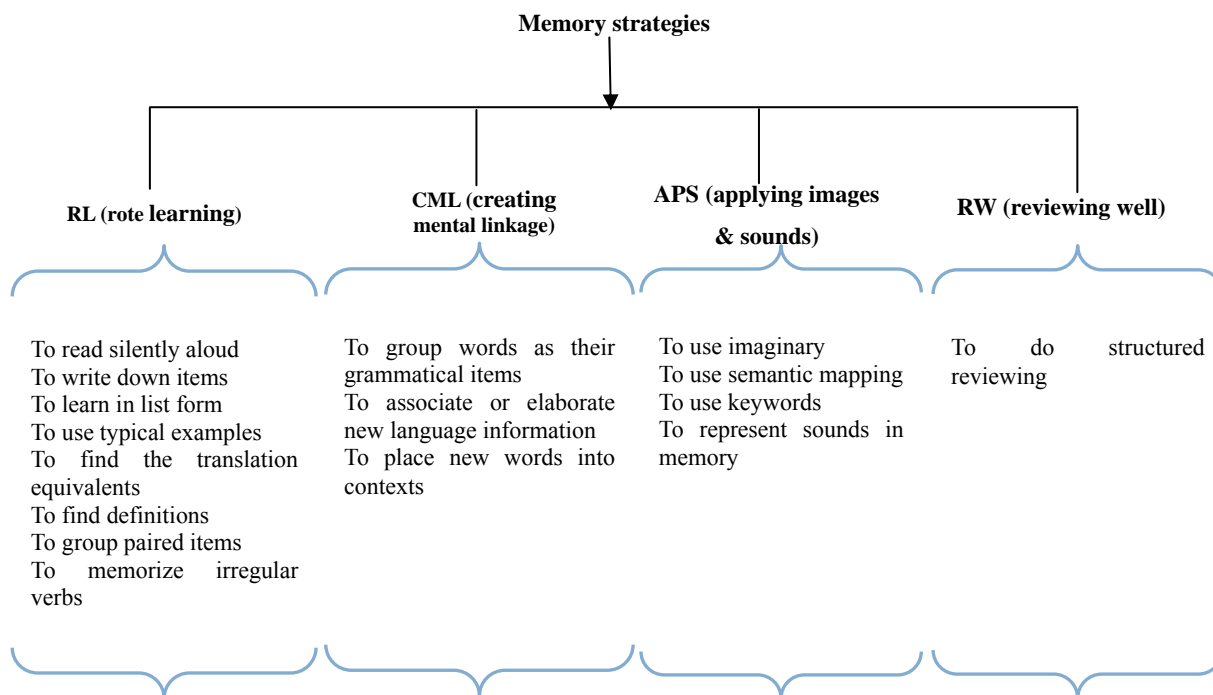


Figure 1. Diagram of four main memory strategies for FL/L2 vocabulary learning.

There are some sorts of factors used to influence on learners’ learning style. Cohen and Macaro (2007) described four main general influential factors on vocabulary learning: (1) proficiency level of the learners; (2) individual variation and gender; (3) strategy use development; and (4) learning environment. Interestingly, most of the research found that less successful learners show little awareness of what they could learn new words in language learning. The more proficiently students understand L2/FL, the greater strategies they apply effectively in their learning. In addition, gender difference even affects using language learning strategies. Then, they also pointed the nature of female makes them tend to use more VLSs than males. Continuously, they also found that the different-level students differ in applying VLSs. In other words, different VLSs uses for ESL and EFL can indicate the situation of the learning environment for the learners to support learning opportunities to a particular extent.

According to Oxford (1990), it suggests specifically eight factors influencing VLSs use of language learners: (1) motivation; (2) gender; (3) culture background; (4) attitudes and beliefs; (5) types of task; (6) age and L2 stage; (7) learning style; and (8) tolerance of ambiguity. Definitely, the present study is also connecting with the above factors to a particular extent.

Language learning strategies as well as MSs in vocabulary learning were widely discussed in the above sections to support the present study. There is one thing that needs to consider in this study is “learning style”, because it is one of the influential factors in language strategy usage. In teaching learning world, the role of studying learning preferences is not only essential but also important to trace for education development. Especially, language learning styles and strategies are key factors in language learning (Oxford, 2003). Therefore, there are many growing literatures on language learning styles and effective learning strategies for EFL and ESL research. In fact, these factors help enhance learners’ language learning achievement because these can suggest effective ways that language teachers can support their students to be more effective in their language use.

EFL Teaching and Learning Situation in Myanmar

EFL teaching and learning style in Myanmar had been teacher-centered and book-centered, using grammar translation method and an emphasis on the textbooks to get good scores in examination. According to foreign EFL teachers and specialists, these kinds of language strategies found in some Asian countries are suggested as the effect of traditional methods in EFL learning. For example, there are a lot of researches in China that have investigated the relationship between traditional methods and developments of EFL teaching and learning in China (Li, 2005; Chen, 1990; Yang, 2000).

In Myanmar, EFL teaching and learning methods also dominated the kinds of strategies because there were few opportunities to expose and practice spoken English in real situations according to the experts' assumption. In the interview section of this study, one of EFL teachers, Lwin criticized EFL education in Myanmar. She pointed out that, "Only the teacher used to explain the text and all students need to do along with the class time, just listening and waiting for the correct answers from their teachers and receiving information without affording on their own". On the other hand, most EFL teachers used to complain about the curriculum schedule and classroom facilities, for example, having too big student number in a classroom so that every student could not participate in activities, limiting teaching aids to support the students' understanding, and restricting time line with so many course works. These kinds of national situations are also described and criticized by the policy-makers.

Nowadays, a learner-centered method has been encouraged by putting student initiative activities in curriculum and doing communicative language teaching because there has been risen in the number of EFL learners and private English-speaking classes. In addition, vocabulary acquisition has been taken as the most important aspect of English language learning among this growing body of EFL learners. Obviously, English book publication has been increased dramatically so that EFL learners can get conveniently many English books with Burmese language translation in any bookstore in Myanmar. There are far more books on learning English vocabulary (e.g., proverbs books, idiom books, and phrasal verbs book) than on current English teaching and learning approaches and methods.

Mostly, Burmese EFL learners usually use only RL to memorize collocations, proverbs, and idiomatic expressions, because these kinds of words have fixed forms. An analysis of cultural contents in English textbooks by Htay (2006) found that Burmese EFL learners rather understand English proverbs and idioms in the same way in their reading and they are also amenable to learn these words by RL in order to support their literacy illusions in their writing. Warren (1994) supported that fact is in the *Oxford Learner's Dictionary of English Idioms*. The word idiom is usually described in special phrases which sometimes are not difficult to guess for the EFL learners. Therefore, learners may feel that they can only learn by memorization with RL and writing and reading repeatedly as well. Concerning about these kind of memorization, Biggs (1998) claimed,

Learning the thousands of characters in common use obviously requires a good deal more repetitive learning than learning an alphabet system. However, this cannot be mindless RL because understanding is assuredly involved. Characters are traditionally learned by the two principles. The first principle involves using the five organs: the eyes to see the shape, the ears to hear the sound, the hand to write the shape, the mouth to speak the sound, and the mind to think about the meaning. The second principle is to contextualize each character, as it is learned and formed with another into a word and each word is formed into a sentence. Repetitive certainly, it is also embedded in meaning with much use of learner activity in widely different modes. (pp. 726-727)

Thus, Biggs (1997) described that learning the characters makes learners think about its meaning matching with its context. These above messages suggest that Burmese EFL learners may use RL strategy associating with their tradition learning method.

The Role of RL in VLSs

RL plays a crucial role in VLSs because many reasons exist for devoting attention to vocabulary and spelling. There are practical reasons: i.e., a large vocabulary is essential for mastery of a language. On the theoretical level, the study of the acquisition of vocabulary and spelling ability can help us understand language acquisition in general. Most people generally understand RL as learning or memorization by repetition, often without an understanding of the reasoning or relationships involved in the material that is learned.

For example, to learn certain foreign language alphabets or lists of new vocabularies or irregular verbs, RL is the only way to learn it in a short time. RL should not be left in learning, especially in vocabulary learning. The repeated stimulus of hearing new words recited in public, on TV, at a sporting event, etc., causes the mere sound of the phrasing of the words and inflections to be “written”, as if hammer-to-stone, into the long-term memory. Excessive repetition within a limited period can actually be counter-productive to learning.

As mentioned earlier, RL is regarded as a passive way in learning by some researchers. Some people assume that the RL is a kind of misguided memorization strategy. There have been describing conflicting opinions and considerable debate on the effectiveness of using RL in many reviews. As it is known, some empirical evidence from recent studies strongly suggests negative assumptions among researchers about the role of RL. Liu (2001) researched vocabulary recall comparing the use of RL and that of keyword method in which keyword method was more suggested as a quick device for vocabulary acquisition. Gu and Johnson (1996) also got negative responses on certain types of RL strategy usage from their research. Their research described that visual repetition is a passive strategy for language learners. Cheung (2000) criticized that RL-based system in Hong Kong’s education fails to produce creativity and problem-solving skill although it seems to get high recall ability in memorization. Thus, RL is generally understood as the mechanical use or the memory without necessarily understanding.

Despite the negative beliefs about RL, RL is identified as a cultural preference and an effective way of getting basic knowledge in the early stages of language learning. Thompson (1987) pointed out that the way of memorization in language learning may be utilized by a cultural element. Language learners commonly emphasize and practice their studies in their familiar traditional way. That situation makes them reluctant to try new language learning strategies. Thus, for language learners whose traditional cultures mainly use RL, they will continue to apply RL in their language learning as long as they get benefit from that strategy. There are many researches from, e.g., Li (2005), Hummel (2010), and Barcroft (2009), found out that EFL students still hold the positive view on RL and still use in their language learning as an effective strategy. Actually, RL does not necessarily have to be meaningless repetition: It may help consolidate knowledge and deepen understanding and in addition, it is beneficial for the accuracy of knowledge. Nation (2001) described that,

Repetition is essential for vocabulary learning because there is so much to know about each word that one meeting with it is not sufficient to gain this information, and because vocabulary items must not only be known, they must be known well so that they can be fluently accessed. Repetition thus adds to the quality of knowledge and also to the quantity or strength of the knowledge. (pp. 74, 76)

Indeed, in the west, memorization has been strongly linked to a negative view of RL which leaves little room for understanding, while within the eastern philosophies of learning, memorization has long been regarded as being an essential tool in supporting understanding. Findings from the above researches pointed out the value of implementation of the present study. These above studies have supplied a lot of the different ways of VLSs use that especially surveyed the Asian students. However, little literature is available on the role of RL and the relationship between the students' attitudes on RL strategy use and their understanding of RL effect on their L2 learning. Therefore, the present study will fill that gap of the role of RL in VLSs of Burmese students.

The Study

This study points out the RL is one of the main VLSs that Burmese students use in their English vocabulary learning. The objectives of this study are: to promote the concrete understanding of the concept of RL strategies, to investigate the role of RL in VLSs of Burmese students, to investigate any collaborative VLSs of RL, and to offer guidance to EFL learners or researchers who are interested in Burmese students' learning style.

This research tried to investigate the following questions:

- (1) Which kind of memorization strategies are used in English vocabulary learning by Burmese learners?
- (2) How do they understand the meaning of RL in their VLSs?
- (3) Is there any relationship between RL and other MSs in vocabulary learning for Burmese students?
- (4) How do Burmese learners think the role of RL in their VLSs?
- (5) To what extent do Burmese learners apply RL strategy in their vocabulary acquisition?
- (6) Is there any significance in using RL strategy among other VLSs?

For this study, the main hypothesis is that RL strategy plays the main role in English vocabulary learning as well as the subjects hold the positive view on RL because they accept that RL is more supportive than any other strategies in vocabulary learning.

Participants

This study collected data from Burmese students who are attending a bachelor degree at Yangon Institute of Education. Next, this study also proved the data from English language junior teachers who are attending M.Ed. (Master of Education) at Yangon Institute of Education as well.

The total number of the subjects is 100, seventy-five undergrad students and 25 EFL junior teachers studying M.Ed.. In order to explore the role of RL in Burmese EFL learners' vocabulary learning, both the undergraduate and graduate students were chosen for this study. The researchers selected systemically 75 English majors who were required for the questionnaire. Then, the researchers interviewed 25 EFL junior teachers as the representatives of advanced students.

To attend the Education Institute, all of these students have a strong EFL background concerning with both teaching and learning strategies. Moreover, all of these students had learnt EFL from kindergarten to the university entrance exam (Grade 11). Therefore, they have strong EFL experience and they have similar influence in vocabulary learning. The primary reason for selecting these learners for this study is that all of them are English teaching majors who always have to deal with English language everyday and who are also familiar with the terms of MSs in vocabulary teaching and learning situation as taking a course English Teaching Methodology.

Research Instruments

A questionnaire and interviews were utilized for data collection in this study. Using both interview and a questionnaire together provides the possibility of obtaining both quantitative and qualitative data. Moreover, an interview can provide thorough information of a particular context while a questionnaire can shape a broad image of this particular area. Dornyei (2007) explained that this mixed-method has been suggested by many researchers. He recommended that this mixed-method research can get better understanding of a certain field or phenomenon by supporting both qualitative data, describing specific details and quantitative data, and showing numeric trends. Therefore, this present study used the mixed-method in order to obtain reliable data.

This study used a VLSQ (vocabulary learning strategies questionnaire) to collect the data from Burmese students. This questionnaire (see Appendix A) was constructed by combining three sections in which Section A and Section B are Likert skills items, and section C is open-ended questions. Section A focuses on Burmese students' opinions on VLSs and section B investigates their VLSs preferences. The following section, Section C, describes opened-ended questions items, so that the researcher could effectively and accurately analyze their results. The main framework of this questionnaire is actually based on Li's (2005, pp. 315-324) and Oxford's (1990) studies.

After distributing the questionnaire to the undergrad students group, the researcher interviewed another master students group to get their perspectives of their VLSs especially on RL through MSs. The interview questions asked the participants about their opinions on other MSs compared with RL in vocabulary learning as the same in the questionnaire. Thus, these interview questions let the subjects flexibly give their opinions and suggestions on the role of RL in vocabulary learning. Due to the confirmation of the data from the ranking items, the first section of the interview, the interviewees can answer the questions more qualitatively and concentrate more on the four categories of MSs.

Data Analysis

According to previous studies on language learning strategies, statistical analysis is frequently used as a standard method in analyzing data by the researchers. To handle the students' questionnaire data of the present study, a statistical software SPSS (Statistical Package for the Social Sciences) version 17 was used for descriptive analysis. Descriptive statistics, such as the mean, *SD* (standard deviation), the range, variance, maximum and minimum values, etc., which are generated by using descriptive analysis method of SPSS software, provide a convenient way of summarizing and interpreting data results (Gray, 1997). Therefore, the researchers used descriptive analysis for organizing and summarizing of the students' questionnaire data of this study. In addition, the internal consistency reliability value was also calculated by SPSS software.

For the interview data, the specific statements and contents were coded for qualitative data analysis. The researchers applied content analysis for both open-ended questions and interview questions, adopting content analysis ways of Wenden (1991) and Li (2005). Bryman (2001) also suggested that content analysis is a systematic way to analyze data through a stepwise process that involves making responses into any distinct content or key point and forming broader categories to compare different kinds of responses. Therefore, content analysis was used to handle many different responses of open-ended questions and interview questions of this study.

Results

Student Questionnaire

Section A. The items in Section A ask the students for their perspectives on VLSs. There are 11 items gathered in different ways of four main MSs in vocabulary learning (RL, CML, AIS (applying images and songs), and RW (reviewing well)). The responses (“Strongly agree”, “Agree”, “No opinion”, “Disagree”, and “Strongly disagree”) which were numbered as 5, 4, 3, 2, and 1 for each section were put into SPSS software version 17.

The descriptive analysis of Section A advocates that Burmese learners preferred some RL strategies of the four main MSs in vocabulary learning. Table 1 shows the descriptive statistic of the responses such as mean values and *SD*. As seen in Table 1, mean values of the statements were ranked in descending order for analysis. The original item numbers of each statement are put at the end of each statement. According to the scoring system (5 = “Strongly agree”, 4 = “Agree”, 3 = “No opinion”, 2 = “Disagree”, and 1 = “Strongly disagree”), the study was analyzed as high agreement (mean value 3.5 and above), medium agreement (mean value between 2.5 and 3.5), and low agreement (mean value below 2.4), which was suggested by Oxford and Burry-Stock (1995) and also found as Sheorey’s (1999) mean classification.

Table 1

Response to Students’ Perspectives on Memorization Strategies in Vocabulary Learning (Questionnaire Items: 1-11)

| | Category and short statement of questionnaire items | Rank | Mean | <i>SD</i> |
|------------------|---|------|------|-----------|
| | Mean \geq 3.5 | | | |
| | RL—Vocabulary should be learnt through repetition (1) | 1 | 4.64 | 0.650 |
| | RL—The translation equivalents are helpful (4) | 2 | 4.49 | 0.705 |
| | CML—Words should be acquired in context (5) | 3 | 4.45 | 0.664 |
| High agreement | RW—RW often is helpful (10) | 4 | 4.37 | 0.820 |
| | RL—RL is effective to memorize words (2) | 5 | 4.32 | 0.747 |
| | CML—Organized material is easier to memorize (6) | 6 | 4.32 | 0.619 |
| | RL—Cards/note books/word lists are helpful (3) | 7 | 4.28 | 0.808 |
| | AIS—Semantic mapping is valuable for memory (8) | 8 | 3.75 | 0.708 |
| | Mean = 2.5 to 3.4 | | | |
| Medium agreement | AIS—Mentally picturing can quicken memorization (7) | 9 | 3.43 | 1.028 |
| | RW—Structured RW is only useful before exam (11) | 10 | 3.4 | 0.949 |
| | AIS—Keyword method should be used (9) | 11 | 2.87 | 1.380 |
| Low agreement | Mean \leq 2.4 | - | - | - |

By looking at Table 1, the items ranged from a mean value from 2.87 to 4.64 on 5-point scales. The results show that most of the items are accepted as high agreement though there are three types of students’ opinions: high agreement, medium agreement, and lower agreement. Eight of 12 items (72% MSs) had mean value above 3.5 (high agreement), 3 of 11 items (27% MSs) had mean value under 3.5 (medium agreement), and there was no low agreement statement for this section. Categorizing these items and comparing their means, it was found that RL strategies got the highest agreement (mean = 4.64), followed by CML (mean = 4.45) and RW (4.37) while two items of AIS (mean = 3.43 and 2.87) were sorted in medium agreement group. Noticeably, item 11, one kind of reviewing, also got the medium agreement (mean = 3.4) that is “Structure reviewing is only useful for exam”. The overall mean of all items was 4, indicating overall high agreement of all strategies in Table 1. The internal consistency reliability of questionnaire Section A was $\alpha = 0.719$.

Section B. In this section, the students were asked their preferred strategies in vocabulary learning. There are 22 items in Section B (items 12 to 33) which are a collection of four main categories of MSs in vocabulary learning (RL, CML, AIS, and RW) like Section A. The responses to the questionnaire are shown by descriptive statistics in Table 2 which describes the items in a new order by mean values. The items' original numbers are put at the end of the statements.

Table 2

Response to Students' Preferred Memorization Strategies in Vocabulary Learning (Questionnaire: Section B Items 12–33)

| | Category and short statement of questionnaire items | Rank | Mean | SD |
|---|---|------|-------|-------|
| | Mean ≥ 3.5 | | | |
| High usage | RL—Repeat words aloud to oneself for memorization (17) | 1 | 4.08 | 0.834 |
| | RL—Memorize phrases and collocations (20) | 2 | 3.96 | 1.019 |
| | CML—Remember examples of word use in context (22) | 3 | 3.96 | 0.884 |
| | CML—Compose sentences with the words being learnt (28) | 4 | 3.87 | 0.935 |
| | RL—Write new words repeatedly to remember (18) | 5 | 3.73 | 0.952 |
| | CML—Read related topic to be exposed vocabularies (24) | 6 | 3.72 | 0.882 |
| | CML—Remember words by words and affixes (25) | 7 | 3.67 | 0.963 |
| | CML—Search synonyms and antonyms (27) | 8 | 3.65 | 1.072 |
| | RL—Use notes with two sides of words and meaning (13) | 9 | 3.60 | 0.930 |
| | AIS—Visualize the spelling of the word in my head (30) | 10 | 3.35 | 1.04 |
| | CML—Group words by part of speech (21) | 11 | 3.53 | 1.40 |
| | Mean = 2.4 to 3.4 | | | |
| Medium usage | CML—Remember words that share similar letters (23) | 12 | 3.45 | 1.057 |
| | RL—Keep the vocabulary list of new words (14) | 13 | 3.44 | 1.155 |
| | RL—Use words correctly after memorizing (19) | 14 | 3.4 | 0.990 |
| | CML—Group words by grammatical class (26) | 15 | 3.37 | 0.983 |
| | RW—Recall words by pair checking with someone (32) | 16 | 3.31 | 1.134 |
| | RL—Make vocabulary lists of new words (12) | 17 | 3.27 | 1.108 |
| | RL—Go through vocabulary list repeatedly to understand (15) | 18 | 3.19 | 1.137 |
| | AIS—Associate sounds of words with similar in English (29) | 19 | 3.11 | 0.990 |
| | RL—Take vocabulary cards wherever going (16) | 20 | 2.97 | 1.073 |
| RW—Make regular reviews of new words (33) | 21 | 2.88 | 1.013 | |
| | Mean ≤ 2.4 | | | |
| Low usage | AIS—Associate words with similar in Burmese sound (31) | 22 | 2.4 | 0.995 |

As can be seen in Table 2, the mean values were also classified as high (mean = 3.5 and above), medium (mean = 2.5 to 3.4), and low (mean = 2.4 and below) the same as in Section A. That indicates that RL strategies were ranked the highest, CML strategies, the second highest, and then RW and AIS strategies followed as the preferred strategies by Burmese learners in this sample. Calculating these above descriptive statistics, the overall mean value for Section B was 3.4 that indicated all strategies were medium used as average. In detail, there were 11 of 22 statements (50%) investigated as high usage, 10 of 22 statements (about 45%) as medium usage, and only one item (about 4.5%) as the low usage which was AIS.

In contrast, it was found that the rank order of RW in Section A (students' perspectives on VLSs) and Section B (students' preferred VLSs) was different. This means Burmese students fail to do regular reviewing for their vocabulary learning although they completely agreed RW is helpful in vocabulary learning. In other

words, Burmese students are weak at regular reviewing of their study. Moreover, AIS was found as a low usage strategy in both Sections A and B of the questionnaire.

Section C. Burmese students were asked three open-ended questions in Section C of the questionnaire. These questions were aimed to obtain more clarified answers by Burmese learners' perspectives on RL.

Open-ended question 1: What do you think the most effective strategies that produce better results in vocabulary learning?

Using both RL and CML together was found as the most effective and favorite collaborative strategies for Burmese students. The reason was that most of the responses not only focused on the features of RL and CML but also recommended as the favorite strategies for vocabulary learning. Therefore, collaborative usage of these two strategies got nearly 100% agreements. They also recommended reviewing more often although they did not do regular reviewing as self-study.

Open-ended question 2: What do you think of RL for Burmese learners in VLSs?

Most responses stated that RL is more essential in the early stage of English learning. Most students responded that RL suits Burmese students' vocabulary learning. Considering RL in vocabulary learning for all Burmese learners, the subjects' responses show their agreement on effectiveness of RL in different degrees.

Eighty-seven percent of the responses indicated that RL is fully supportive in vocabulary learning. The other 13% revealed RL as partially supportive in memorizing vocabularies. However, no one responded that RL as being a non-supportive strategy in vocabulary learning.

Open-ended question 3: Do you have any other effective strategies for learning or memorizing vocabulary?

The majority of the answers were "No" because nearly 92% of the responses redirected to different ways of RL. These are repeating, practicing, keeping different dictionaries (such as monolingual, bilingual, and pocket-dictionary), and memorizing new words after reading novel, magazine, or stories and watching movies or news. Apart from these kinds of strategies, these subjects do not have any new effective strategies for vocabulary learning. The remaining 8% of the Burmese students revealed some kinds of activities such as playing puzzle, playing scrabble, and paraphrasing to create as much exposure with English as possible.

The responses in Section A and Section B pointed that RL strategies were favored as the most utilized strategy in vocabulary learning. Noticeably, it was also indicated CML strategies were ranked as the second favorite strategies after RL (see Tables 1 and 2). Tables 1 and 2 additionally demonstrated that reviewing was also recommended according to Section A (students' perspective on vocabulary learning) although it was not highly used in their vocabulary learning (see Section B).

The findings from both closed questions and open-ended questions (Sections A, B, and C) revealed that Burmese learners' favorite VLSs were RL and CML. Therefore, these two main categories (RL and CML) have been obviously applied in the learning of English vocabulary by most of Burmese students.

Interview

Part 1: Ranking items. In the interview section (see Appendixes B and C), teachers were asked to rank their favorite items in part 1 of the interview section. Ten statements, including four main categories of MSs in VLSs (RL, CML, AIS, and RW), were to be ranked by the subjects (see Table 3). These statements were based on the questionnaire statements in Section A and Section B, because this part of the interview was designed to confirm the information from the questionnaire.

For this section, 25 teachers ranked the above 10 statements according to their preferences. The data were based on the frequencies of their preference item and ranked from the highest to lowest frequencies. Strategy No. 4 “Getting definitions from a dictionary for accuracy” (RL) was ranked the first among the other statements. Then, the following rank was: CML: No. 6 “Guessing the meaning of words in context”; RL: No. 5 “Memorizing new words, paired words, irregular verbs, etc., by reading or writing repeatedly”; and RW: No. 10 “Remembering words by reviewing often” was ranked the third and fourth.

Table 3

Rank Orderings of the Preferred MSs

| Category | Strategy | Rank |
|----------|--|------|
| RL | (4) Getting definitions from a dictionary for accuracy. | 1 |
| CML | (6) Guessing the meaning of words in context. | 2 |
| RL | (5) Memorizing new words, paired words, irregular verbs, etc., by reading or writing repeatedly. | 3 |
| RW | (10) Remembering words by RW often. | 4 |
| AIS | (3) Remembering a new word by a combination of sounds and images. | 5 |
| RL | (2) Using Burmese equivalents in understanding English. | 6 |
| RL | (1) Making up vocabulary cards/lists/notebooks and memorizing them are useful for both learners at the initial stages and higher stages. | 7 |
| CML | (7) Remembering words by grouping into categories. | 8 |
| AIS | (8) Using keywords for memorizing. | 9 |
| AIS | (9) Using semantic mapping to enlarge vocabularies. | 10 |

Overall, RL and CML were ranked as the highly preferred strategies of four MSs in vocabulary learning. As the next preferred strategy, RW was indicated and finally AIS was referred as the least preferred strategy.

Content analysis of the interviews. The researcher used content analysis for the interview results to facilitate clear and effective data. To identify the role of RL in VLSs, the content analysis supported the results by categorizing all responses. The content analysis in this study was based upon the work of Li (2005) and Wenden (1991). According to the statements from the interview responses and the previous literature reviews, five general factors that might impact the subjects’ preferences in the vocabulary learning, have been identified as the following: (1) Burmese cultural/educational background; (2) EFL environment; (3) traditional habit; (4) national situation/examination demand; and (5) failure to try out “the best” ways.

Table 4

Group I: Summarized Statements of the Interview Data About the Role of RL by Frequency

| Group I (Full RL supporters) <i>N</i> = 25 | Frequency of statement |
|--|------------------------|
| Easy, simple, and effective | 20 |
| Helpful all the time | 22 |
| Important as basis to develop advanced methods | 24 |
| Burmese educational culture | 18 |
| Only way for accuracy | 20 |
| More effective using RL together with CML | 24 |
| More effective using RL together with RW | 21 |
| More effective using RL together with AIS | 9 |

Summarized statements of interview results. The following are the summarized statements from the 25 subjects’ responses in the interview. As mentioned above, there were only two coded groups: Group I (full RL supporters and partial RL support) and Group II (partial RL supporters) that appeared after analyzing the

interview. In order to facilitate the readers' interpretation, the researchers derived nine statements for Group I (see Table 4) and six contrasting statements for Group II (see Table 5) by condensing the interview results related with the role of RL strategy in vocabulary learning.

Table 5

Group II: Summarized Statements of the Interview Data About the Role of RL by Frequency

| Group II (Partial RL supporters) <i>N</i> = 25 | Frequency of statement |
|--|------------------------|
| Waste of time/more likely to forget | 5 |
| Useful for the beginners, not advanced learners | 3 |
| Not very important for developing other methods | 1 |
| Disadvantages of EFL environment | 9 |
| Too old fashioned | 4 |
| May not be very effective | 3 |

Discussion

According to the results from both quantitative and qualitative research, the main hypothesis of this study is supported by these results that Burmese learners use highly RL strategies in their vocabulary learning and they hold positive belief about RL that is preferable to other MSs for learning and memorizing vocabulary. These above results of this study also support each hypothesis to some degree. Table 6 demonstrates how the findings support each of the hypotheses.

Table 6

Summary of the Results of Hypotheses

| No. | Hypothesis | Result |
|-----|---|------------------|
| 1 | RL strategies are used more than other MSs in vocabulary learning by Burmese EFL learners. | Supported |
| 2 | Burmese learners state that RL strategy is effective not only in initial but also in higher stages of English learning. | Supported |
| 3 | There are sorts of cognitive MSs using together with RL that Burmese learners use collaboratively in their vocabulary learning. | Mostly supported |
| 4 | Burmese learners agree that there is positive relationship between RL and other MSs. | Mostly supported |
| 5 | RL is highly used because of the reflection of Burmese education culture. | Supported |

Based on the findings of this study, questionnaire indicated that RL strategies play an important role in Burmese learners' vocabulary learning. These results are also confirmed by the content analysis of their results of the interview section.

Overall, the results of open questions show that Burmese learners use RL strategies as a combination of memorization and understanding as mentioned in previous studies (Li, 2005; Biggs, 1997). Therefore, RL strategies are collaboratively applied with repetition memorization and practice rather than mere repetition. One more co-strategy of RL, which Burmese learners use for vocabulary learning is CML strategy that was investigated by both of the research instruments.

Burmese students prefer accuracy to fluency in vocabulary learning because they rely on RL as an establishing foundation of accurate knowledge to develop language learning. Therefore, they use RL highly as it is easy, simple, and effective. In addition, another reason of RL usage is due to the examination-driven system that makes learners focus on these MSs for their exam.

Generally, the subjects' responses show that there is no single best strategy for them to learn English vocabulary. Their reaction supposes that all learner needs could not be suited by a single MS. However, they have failed to innovate the best ways that could work efficiently in their vocabulary learning because of limits of time, the demands of language course schedule, and the exam-oriented educational system. In addition of these factors, national situation (such as limitation of classroom facilities, education supports, and learning environment) is also one of the considerable facts that affect teaching-learning system.

However, high RL usage by Burmese learners can be suggested as the reflection of Burmese educational culture according the interview results. As described in the literature review and some related researches, the results are consistent that Burmese learners hold positive perspectives on using RL as the influence of traditional culture.

In conclusion, RL strategies will still be used as one of the main vocabulary learning strategies by Burmese EFL learners in the future because of the five main reasons: Burmese cultural/educational background, EFL environment, traditional habit, national situation/examination demand; and failure to try out "the best" ways, which are discovered by this study. Therefore, the interpretation from the interview response and the content analysis (Wenden, 1991; Li, 2005) indicates that Burmese learners continue to apply RL in their vocabulary learning.

Implications

According to the findings of this study, the researcher pointed out two main implications regarding the Burmese examination system and for EFL teaching in Myanmar.

Some subjects participating in the interview section suggested that Burmese learners used particularly RL strategies for accuracy in exams. Therefore, the study pointed out the impact of Burmese examination system that forces students to learn by heart for accuracy. Thein Lwin (2010) criticized that the curricula and examination system in Myanmar focus on memorization and accuracy on scores. As a result, Burmese students heavily rely on memorization for examinations that require repeating accurate information rather than problem-solving skill and critical thinking skill. Wang (2000) claimed that kind of accuracy for exam could not efficiently support the fluency in spoken English. The above research findings indicate Burmese examination system is not well balanced between knowledge and ability.

However, using RL strategies with analytical thinking from the findings of this study suggests some possible ways to reform the exams, so that the test designers could discover what strategies the students are actually using in their learning. Then, this perception may help EFL exam paper designers to improve EFL exam system that could provide the learners with opportunities of letting them use more effective strategies and more critical thinking skills. Therefore, Li (2005) suggested that the recognition of using collaborative strategies enable the exam designer, so that the examination system might be modified to test these active processes, rather than test passive memorization.

The next implication of this study could support the EFL teaching in Myanmar. Cutting and Li (2001) investigated the extent to which the EFL lecturers and teachers should vary their teaching approach according to the students' nature. EFL teachers should acknowledge their students' learning styles in order to keep their communicative approach and interactive teaching methods. Currently, the findings of the present study provide them with effective information regarding Burmese EFL learners' strategy usage in their

vocabulary learning, so that EFL lecturers could complement their teaching approaches and also serve more effective teaching.

Recommendations

This study found that the role of RL plays an integral role among MSs in Burmese learner's vocabulary learning. Therefore, the findings suggest that there might be some reasons to explain the use of RL in Myanmar. As mentioned in literature review, Oxford (1990) interpreted many existing research that synthesized eight factors that have been influencing the preference of L2 learning strategies: (1) motivation; (2) gender; (3) cultural background; (4) attitude and beliefs; (5) type of task; (6) age and L2 stage; (7) learning style; and (8) tolerance of ambiguity.

These above factors should be considered why RL strategies are applied in memory vocabularies by Burmese EFL learners. Of these factors, many previous researches proved that traditional culture is a rather affected factor on learners' strategy usage. Li (2005), Hummel (2010), Thompson (1987), and Watkins and Biggs (2001) who surveyed RL effects on Asian EFL students described that RL is accepted as an effective learning strategy in vocabulary learning. The present study also gets the similar results like their researches. Considerably, all these studies suggest that RL strategies in vocabulary learning continue to be widely used in Asian countries despite having many passive criticisms in western countries. Therefore, specific beliefs held by particular cultural groups in SL/FL learning should be more investigated by further research.

This study also finds some more reasons of using RL such as Burmese examination system and learning style, using collaborative MSs together with RL. That alarms to do more further studies on Burmese EFL learners by tracking these reasons. Moreover, students' motivation in using VLSs would be an interesting area for future research. Oxford (1994) described that students with great motivation tended to use more effective strategies in their learning. Thus, researching motivation on the use of VLSs would be beneficial for future research that could investigate which kinds of motivation are leading students to use particular strategies in learning vocabularies.

Another possible research topic might be gender differences in the use of RL among Burmese EFL learners because many researchers, such as Sheorey (1999) and Green and Oxford (1995) have reported that the ways female and male learners approach to strategy usage in language learning are different. Therefore, it would be needed for future research to find out the significance of males' and females' RL usage in vocabulary learning.

Conclusions

This study indicates two main direct implications from the findings, Burmese examination system and EFL teaching system which might be constructively affected by this study. Moreover, the researchers suggest interesting areas that would be beneficial to investigate for further research. These include: (1) to explore more MSs used by Burmese learners besides RL that would play in different role in their vocabulary learning; (2) to do further research of finding more factors that might affect using MSs to learn vocabularies; (3) to study possible impact of student's motivation on the choice of MSs; and (4) to find the significance of gender differences in the use of RL among Burmese learners that will be effective in EFL teaching and learning system in Myanmar.

This study has lighted up the role of RL in Burmese learners' VLSs. Especially, it suggests that the investigation of the present study might have a favorable impact on MSs. Therefore, the researchers

recommend that the approaches of the present study deserve to do detailed further exploration and to be replicated in other EFL countries.

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Appendix A: Student Questionnaire

Notice: There are three sections for questionnaires: five scales items, and open-ended questions.

Name (Optional) -
Gender - Male Female
Educational Field/Major -
Current Education Status -
University Name -

You are required to rate each statement on five points scale by choosing one of the response.

Strongly agree means you almost behave as presented in the statement.

Agree means that you behave as described in the statement more than half of the time.

No opinion means that you are not sure of using the strategies when you are learning vocabulary and you can't tell.

Disagree means that you behave as described less than half the time, but more than in very rare instance.

Strongly disagree means that you behave as described in the statement only in very rare instance.

Please complete the questionnaires as seriously as possible. There is no right or wrong responses to these statements. The researcher is simply interested in your opinions.

Please circle your answer by choosing one of the responses.

Strongly disagree

Disagree

No opinion

Agree

Strongly agree

Section A: Perspectives on Vocabulary Learning

| | | |
|----|---|-----------|
| 1 | Vocabulary should be learnt through repetition. | 1 2 3 4 5 |
| 2 | RL (rote learning) is an effective way to memorize new words (e.g., idiom, irregular verbs, phrasal verbs). | 1 2 3 4 5 |
| 3 | Charts/cards/note book with word lists are very helpful in memorizing words. | 1 2 3 4 5 |
| 4 | The translation method by using dictionary is helpful when new vocabularies appear. | 1 2 3 4 5 |
| 5 | Words should be acquired in context. | 1 2 3 4 5 |
| 6 | Organized material is easier to store in and retrieve from long-term memory. | 1 2 3 4 5 |
| 7 | Words can be remembered very quickly by mentally picturing the situation (the word "seagull", a seagull flying in the sky). | 1 2 3 4 5 |
| 8 | Semantic mapping (i.e., connection with meaning of a word and its picture) is valuable for remembering more words. | 1 2 3 4 5 |
| 9 | Key word method should be used. | 1 2 3 4 5 |
| 10 | Reviewing often is very helpful. | 1 2 3 4 5 |
| 11 | Structured reviewing is only useful before exams. | 1 2 3 4 5 |

Section B: VLSs (Vocabulary Learning Strategies) Preferences

| | | |
|----|---|-----------|
| 12 | I make vocabulary lists of new words that I meet. | 1 2 3 4 5 |
| 13 | I write and memorize new words, comparing with their explanations and their usages in a notebook or cards. | 1 2 3 4 5 |
| 14 | I keep the vocabulary lists of new words that I make. | 1 2 3 4 5 |
| 15 | I go through my vocabulary list several times until I am sure that I do not have any words on that list that I still do not understand. | 1 2 3 4 5 |
| 16 | I make vocabulary cards/notebook and take them with me wherever I go. | 1 2 3 4 5 |
| 17 | When I try to memorize a word, I repeat it aloud to myself. | 1 2 3 4 5 |
| 18 | I write and read both English new words and their Burmese equivalents repeatedly in order to remember them. | 1 2 3 4 5 |
| 19 | I can use words correctly and efficiently after memorizing them. | 1 2 3 4 5 |
| 20 | I pay attention to set phrases and collocations that go with a word (e.g., give-up means surrender; give-back means return). | 1 2 3 4 5 |
| 21 | I group words by parts of speech (e.g., verbs, nouns, and adjectives). | 1 2 3 4 5 |
| 22 | I memorize examples in some context when using the word. | 1 2 3 4 5 |
| 23 | I remember a group of new words that share similar letters in spelling (e.g., big, dig, pig, fig, etc.). | 1 2 3 4 5 |
| 24 | I read a series of texts on a related topic to be exposed to vocabulary that is repeated frequently. | 1 2 3 4 5 |
| 25 | I break up the word into components (e.g., unforgettable = un + forgettable/forget + table). | 1 2 3 4 5 |
| 26 | I group words into categories (e.g., animals, vegetables, sports, and clothes). | 1 2 3 4 5 |
| 27 | When I see a new word, I search in my memory and see if I have any synonyms and antonyms in my memory stock. | 1 2 3 4 5 |
| 28 | I compose sentences with the words I am studying. | 1 2 3 4 5 |
| 29 | I associate the sound of the word with the same sound of a similar word in English (e.g., mass, muss, and mess). | 1 2 3 4 5 |
| 30 | I visualize the spelling of the word in my head. | 1 2 3 4 5 |
| 31 | I associate new words with words that sound similar in Burmese. | 1 2 3 4 5 |
| 32 | I recall words by pair checking with someone else. | 1 2 3 4 5 |
| 33 | I make regular and structured reviews of new words I have memorized. | 1 2 3 4 5 |

Section C: Open-Ended Questions

Do you think which are the most effective ways/strategies to produce the better results in learning vocabulary.

.....

What do you think of RL for Burmese learners in VLSs (Hint: suitable or not, effective or not—is there any other collaborative vocabulary learning methods together with it)?

.....

Do you have or can you suggest any other effective strategies for learning or memorizing vocabulary?

.....

Appendix B: Teacher Interview Section

A Study of the Role of RL (Rote Learning) in VLSs (Vocabulary Learning Strategies) of Burmese Students

Abstract

This study is to investigate the role of RL in VLSs of Burmese students. The focus of this study is: (1) to find how RL plays a role in Burmese students' vocabulary learning; and (2) to investigate which related VLSs together with RL strategy is used collaboratively in their vocabulary learning. According to the pilot study, the findings indicate that Burmese learners generally

accept the effectiveness of rote and also hold positive attitudes towards RL. They also indicate that the basic knowledge acquired from RL constructs a basis of advanced learning strategies for vocabulary learning.

Questionnaire to Burmese EFL Teachers

Dear Teachers,

I would like to ask for your help on my master study. This study focuses on the role of RL in VLSs of Burmese EFL students. This study investigates how Burmese students use RL in their vocabulary learning. This study also promotes the Burmese students' understanding on the concept of RL strategies by providing many definitions of it. For example, some features of RL by Oxford (1990), are described in this study: such as to read silently or aloud repeatedly, to write down the items more than one times, to learn in list forms or cards that can be taken anywhere, to use typical examples, to find translation equivalents, to find definitions, to group pair items, and to memorize irregular verbs, idiom or phrasal verbs, etc.. However, this study is still a rough state. I would like to know your comments and critical ideas in order to generalize my study.

Would you please answer the following questions? I will be very grateful if you could send the completed form back to me.

- Name (Optional)** -
Gender - Male Female
Educational Field/Major -
Current Education Status -
University Name -
University Location (just country) -

Section A: Ranking Item

The following are the 10 statements/comments that are made about VLSs.

Would you please choose and tick (√) **FIVE** statements in the following, which you most prefer in your vocabulary learning. Then, of the 10 statements, if there is some statement that you never use in your vocabulary learning, please tick like cross mark (×) in the bracket.

- () Making up vocabulary cards/lists/notebooks and memorizing them are useful for both learners at the initial stages and higher stages.
 () Using Burmese equivalents in understanding English.
 () Remembering a new word by a combination of sounds and images.
 () Getting definitions from a dictionary for accuracy.
 () Memorizing new words, paired words, irregular verbs, etc. by reading or writing repeatedly.
 () Guessing the meaning of words in context.
 () Remembering words by grouping into categories.
 () Using keywords for memorizing.
 () Using semantic mapping to enlarge vocabulary.
 () Remembering words by reviewing often.

Section B: Interview

Interview Q1: Which vocabulary learning strategies do you think Burmese students use most and why?

Interview Q2: Which kind of strategies can help you personally become a better English learner?

Interview Q3: What do you think of RL for Burmese learners in VLSs?

Interview Q4: What do you think of the relationship between RL and the other three MSs as mentioned previously?

Interview Q5: Which kind of strategies do you think are all useful for learners at different levels of English?

Appendix C: Interview Scripts

The statements from the interview responses are coded into five general reasons and classified into three groups to facilitate the analysis.

| Group classification | Reason of using RL |
|-------------------------------|---|
| Group 1: Full RL supporter | R1: Reason 1: Burmese cultural/educational background |
| Group 2: Partial RL supporter | R2: Reason 2: EFL environment |
| Group 3: Non-RL supporter | R3: Reason 3: Traditional habit |
| | R4: Reason 4: National situation/examination demand |
| | R5: Reason 5: Failure to try out "the best" ways |

Example I

Interview Q1: Which VLSs do you think Burmese students use most and why?

Ans: RL: coz it is the most familiar method for all Burmese learners throughout their schooling. I think it is rather easy and convenient way for Burmese EFL learners to memorize English vocabularies. (Group1, R1 & R2)

Interview Q2: Which kind of strategies can help you personally become a better English learner?

Ans: Sorts of RL like making up vocabulary notebooks, memorizing them by reviewing often, practicing stylistic transformations to improve my writing skills and reading stories, articles. Those all help me to become a better English learner. (Group1, R2)

Interview Q3: What do you think of RL for Burmese learners in VLSs?

Ans: I think RL is suitable and effective in vocabulary learning for Burmese learners. But if we use it only, learners do not want to effort their creative skills so that we can mix both RL and creative linkages like CML strategies and find new better strategies for us.

Interview Q4: What do you think of the relationship between RL and the other three MSs as mentioned previously?

Ans: I think it has positive relationship. If we use RL strategy, we can get other three memory strategies because RL plays the role of basic to get knowledge. (Group I)

Interview Q5: Which kind of strategies do you think are all useful for learners at different levels of English?

Ans: Definitely RL because it is useful for all learners at any level of English. In addition, reading more books, listening more songs, watching international TV program like getting exposure Eng as much as possible. (Group I, R2)

Example II

Interview Q1: Which VLSs do you think Burmese students use most and why?

Ans: Burmese learners use mostly vocabulary learning by memorizing in which especially do repeating and it is an easy way of memorizing vocabularies. They are also familiar with RL along their learning as a tradition way. (G1, R3)

Interview Q2: Which kind of strategies can help you personally become a better English learner?

Ans: Guessing meaning in contest and not taking irregular words and idioms. (G2: RL + CML)

Interview Q3: What do you think of RL for Burmese learners in VLSs?

Ans: I think most of Burmese learners use only RL in memorizing vocabularies. I think it is suitable for them because it is an easy way to memorize vocabularies in an EFL environment. (G1, R2)

Interview Q4: What do you think of the relationship between RL and the other three MSs as mentioned previously?

Ans: Words will be forgotten easily if the learners do not have lots of revision. So, RL strategies are positively related with reviewing and also other two strategies to some extent. (RL + RW)

Interview Q5: Which kind of strategies do you think are all useful for learners at different levels of English?

Ans: Memorizing new words, paired words, irregular verbs, etc. by reading or writing repeatedly, and remembering words by reviewing often. (G1-RL + RW)

Example III

Interview Q1: Which VLSs do you think Burmese students use most and why?

Ans: RL because it is basic for every word building in a new language and it can help Burmese learners remember the vocabularies quickly. Due to the weak learning facilities, most learners from country sides still only use RL in their learning. (G1, R2, R4)

Interview Q2: Which kind of strategies can help you personally become a better English learner?

Ans: I prefer reading books written in English language, watching and listening English songs and playing games for English vocabularies. From these learning styles, I take notes of new vocabularies to improve my vocabulary enrichment. (G2-RL + CML)

Interview Q3: What do you think of RL for Burmese learners in VLSs?

Ans: Burmese learners get used to applying RL as a traditional method. But RL is still effective in learning vocabularies, not in learning other subject areas. Nowadays, education system and teaching methods have changed gradually, so that RL would be out of date. Anyway, we still need to find the best way for our learners. (G2, R4, R1, R2)

Interview Q4: What do you think of the relationship between RL and the other three MSs as mentioned previously?

Ans: I think RL strategies would be very constructive strategies if we use collaboratively with other memory strategies. I would like to suggest using meaningful understanding plus RL strategies makes you rich your vocabularies. (G2-RL + CML + AIS + RW)

Interview Q5: Which kind of strategies do you think are all useful for learners at different levels of English?

Ans: We should provide learning facilities like to play puzzle, scrabble and gig games, to read aloud new words etc.. (to point out R4)