

The Effect of Emotionality and Openness to Experience on Vocabulary Learning Strategies of Iranian EFL Students

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This study explored the relationship between vocabulary learning strategies and learner variables of Iranian learners of English as a foreign Language (EFL) with special reference to their personality types to examine what implications these associations have for teaching EFL. It tried to find any possible relation between vocabulary learning strategies use of Iranian EFL students and two personality types, namely emotionality and openness to experience. For so doing, a representative sample of the EFL students was chosen, which comprised 120 second year EFL students from Islamic Azad university of Tabriz. The data were collected using two questionnaires - Schmitt's vocabulary learning strategy questionnaire and HEXACO personality assessment questionnaire; only two dimensions of emotionality and openness to experience were investigated in this research. The Pearson correlation coefficient was used to measure the associations between the learner variables and use of vocabulary learning strategies. The findings showed differences in strategy use indicating that these strategy choices are correlated with their personality type. It was found that there is a positive relation between emotionality and cognitive strategies, and also between emotionality and metacognitive strategies. The results also showed that there is a positive relation between openness to experience and memory, and social strategies.

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In the second language acquisition (SLA), researchers have focused their attention on the need for second language learners to optimize their vocabulary knowledge (Singleton, 1999; Schmitt, 2000). Vocabulary learning strategies (VLS) are a part of language learning strategies which have received more attention since the late 1970s; and their investigation has advanced our understanding of the processes learners use to develop their skills in a second or foreign language. Before the mid-1980s, vocabulary learning was considered to be a “neglected” area of second language learning and teaching (Meara, 1981; Maiguashca, 1993). Richards (1974) was one of the first scholars to point out the fact that vocabulary is typically neglected in foreign or second language instruction.

According to Richards and Renandya (2002):

"Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television". (p.255) Therefore, second language (L2) acquisition, and foreign language learning depends crucially on the development of a strong vocabulary.

Furthermore, over the last few decades in the field of second language education, a gradual but significant shift has taken place, resulting in communicative language learning and teaching which emphasizes learners' role in language learning process. This change started in 1970's when the individualization of instruction and emphasis on learner autonomy took momentum in the field of EFL / ESL teaching. The notions of independence,

autonomy, and control in learning experiences have come to play an increasingly important role in language education. Researchers recognized that it was insufficient to deal with language education without taking learners into consideration (Tamada, 1996). They recognized that the learner's ability should be taken into account to set the learning goals and to help them recognize their learning ability.

Language learning strategies (LLSs) have comprised an inseparable component of various models of language proficiency and language learning. One of the earliest models of language learning is the one offered by Bialystok (1978) in which language learning strategies have key roles and are related to other aspects of learning directly or indirectly. In this model, LLSs are defined as “operational means for exploiting information to improve competence in a second language.”(p. 17) .Thus understanding certain learners' characteristics and the ways in which they differ from one another has been fundamental concern to those who deal with SLA.

Since the 1970s researchers have attempted to define, classify, and list language-learning, and also vocabulary learning strategies. The definition and classification of learning strategies have been one of the fundamental issues that continued to be stressed in the early studies of language learning strategies (O'Malley & Chamot, 1990). As a result, the domain of language learning strategy research embodies a set of terms often with vague distinctions. (Brown, 1991; O'Malley & Chamot, 1993; Cohen, 1995; Brown, 2000).

Schmitt's (1997) taxonomy is the most elaborate and extensive classification of vocabulary learning strategies to date. As he says, the taxonomy should be viewed “as a dynamic working inventory which suggests the major strategies” (p.204).He classifies vocabulary learning strategies into two main categories ,discovering domain and consolidation domain , which include determination, social, memory, cognitive and metacognitive

strategies. Table 1 illustrates Schmitt's classification and the definition of the terms.

Table 1

Schmitt' VLS Classification (207-208)

I. Discovery dimension	<p>A. determination strategies (DET): used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise.</p> <p>B. Social strategies (SOC): use interaction with other people to improve language learning.</p>
II. Consolidation dimension	<p>A. Social strategies (SOC): have group work to learn or practice vocabulary.</p> <p>B. Memory strategies (MEM): relate new material to existing knowledge.</p> <p>C. Cognitive strategies (COG): exhibit the common function of manipulation or transformation of target language by the learner.</p> <p>D. Metacognitive strategies (MET): involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study</p>

As Benson and Voller (1997) suggest, learner strategies are the technical versions of autonomy whereby the focus is on passing on to the learner the technical ability to learn on their own. A number of principles underpin independent language learning – optimizing or extending learner choice, focusing on the needs of individual learners, rather than the interests of a teacher or an institution, and the diffusion of decision-making to learners. Independent language learning (ILL) reflects a move toward more learner – centered approaches viewing learners as individuals with needs and rights, and recognizing the role of learners as active participants who can develop and exercise responsibility for their learning. An important outgrowth of this perspective has been the range of means developed to raise learners' awareness and knowledge of themselves, their learning needs and preferences, their beliefs and motivations and the strategies they use to develop target language competence.

Different ways have been suggested to help learners improve the way they learn vocabulary. Sokmen (1997) argues for helping learners learn how to acquire vocabulary on their own “It is not possible for students to learn all the vocabulary they need in the

classroom” (p.225). Cunningsworth (1995) regards helping learners develop their own vocabulary learning strategies as “a powerful approach”, which can be based on sensitization to the systems of vocabulary, encouragement of sound dictionary skills and reflection on effective learning techniques.

We have noticed that students have difficulty with learning words in their second language which can have a bad effect on their language learning. The causes of the learner's poor command of English should be established and the remedies to overcome the problem should be based on sound theoretical frameworks and research findings. It seems, however, that students use strategies and techniques of their own to learn the words in a better way. Stern (1989), cited in Kouaogo, (1993) states that by discovering what the most effective strategies are, teachers can teach them to less successful learners, thus helping them to make progress faster. Researchers such as Cohen and Hosenfeld (1981), Chamot and Kupper (1989), Oxford (1990) and Cohen (1990) put forward that unsuccessful learners can be taught to use more appropriate and; suitable strategies and they suggest that the use of better strategies will eventually result in better language performance.

According to Ellis (1994), there is a range of factors that affect learners' choice of strategies, including vocabulary learning strategies. Ellis makes a distinction between the following two broad categories of factors: a) Individual learner differences, for example age, learning style, motivation, and personality type; and b) Situational and social factors, such as the learning setting, the type of the task, sex.

Oxford (1990) argues that the factors including motivation, gender, cultural background, attitudes and beliefs, type of task, age and L2 stage, learning style, and tolerance of ambiguity influence the choice of strategies used among students learning a second language.

The present study was an attempt to investigate the effect of personality on vocabulary learning strategies. As we know, people are different in many fundamental ways both physically and psychologically, and they act differently when confronting the same situation. Psychologists believe that the ways people act and

react vary for two main reasons. The first reason is their past experiences which influence how they act and react to various situations they encounter in the present; the second reason is that psychological and behavioral patterns are inborn and these inborn patterns influence the way people approach life, interact with one another, merge with society and establish identities as individuals in it (Ehrman & Dörnyei, 1998).

In the last decades, a considerable amount of research has been carried out into learner variables such as LLSs, and personality characteristics such as introversion/extroversion, and their contribution to SLL and learners' proficiency. As HEXACO questionnaire is a new questionnaire for assessing psychological traits, the review of the literature does not show research about vocabulary learning strategies (VLS) and psychological traits. HEXACO personality inventory (HEXACO-PI) is a new questionnaire introduced by Lee and Ashton (2004) measure six major dimensions of personality derived from lexical studies of personality structure. The HEXACO-PI consists of 24 facet-level personality trait scales that define the six personality factors, namely Honesty-Humility (H), Emotionality (E), Extroversion (X), Agreeableness (A), Conscientiousness (C) , and Openness to Experience (O).

Emotionality is one of the six dimensions of HEXACO that is defined by such characteristics as anxiety, fearfulness, sentimentality, dependence, and emotional reactivity versus self-assurance, toughness, and bravery. Fearfulness assesses a tendency to experience fear; Anxiety assesses a tendency to worry in a variety of contexts; Dependence assesses one's need for emotional support from others; Sentimentality assesses a tendency to feel strong emotional bonds with others.

Openness to experience is another domain of HEXACO personality type indicator which will be examined in this research. It includes: Aesthetic appreciation which assesses one's enjoyment of beauty in art and in nature; Inquisitiveness which assesses a tendency to seek information about, and experience with the natural and human world; Creativity which assesses one's preference for innovation and experiment; Unconventionality

which assesses a tendency to accept the unusual. (Lee & Ashton, 2004).

The present study tries to find any possible relation between vocabulary learning strategies use of Iranian EFL students and two personality types, namely emotionality and openness to experience.

Method

Research Questions

The study seeks to find answers to the following research questions:

1. Does emotionality have any relation with Iranian EFL learners' use of vocabulary learning strategies?
2. Does openness to experience have any relation with Iranian EFL learners' use of vocabulary learning strategies?

Variables

The independent variables of the study were emotionality and openness to experience and the dependent variables were vocabulary learning strategies, namely, determination, social, memory, cognitive, and metacognitive strategies.

Participants

The participants were 126 students of EFL at Islamic Azad University, Tabriz branch. All of them were doing English language in their second year of studies at different English language fields, and they had a similar age range (20-21 years old). Out of the 126 collected questionnaires, six questionnaires were eliminated in this research because they were not complete. Among these 120 students, 82 students were females and 38 students were males.

Instruments

The instruments used in the present study were Schmitt's (1997) vocabulary learning questionnaire which assesses learners'

vocabulary learning strategies according to five types of vocabulary learning strategies, and HEXACO Personality Inventory)HEXACO-PI) (Lee & Ashton, 2004, cited in Bashiri, 2011) which assesses six dimensions of personality among which two dimensions of personality, namely emotionality and openness to experience were studied by the researcher.

HEXACO Personality Inventory was used with the consent and permission of Mr. Bashiri, who designed this inventory. It has been developed to measure six major dimensions that have been found in several previous lexical studies of personality structure. It consists of 24 facet-level personality trait scales that are subsumed within the six higher-order personality dimensions. Each scale consists of eight items, thus, making a questionnaire of 192 items. The six factor-level scales show relatively little overlap with each other, suggesting that these six lexically-derived factors are roughly orthogonal. All of the scales possess high levels of internal consistency reliabilities. They include six personality factors named Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O).

The vocabulary learning questionnaire based on Schmitt's (1997) taxonomy of vocabulary learning strategies consists of five types. The questionnaire was used to elicit students' responses about using vocabulary strategies. It was adopted from Bennet (2006) with a reliability coefficient of 0.78.

Table 2
Schmitt (1997) Questionnaire Categories

Section	Categories	Number of items
A	Determination	7
B	Social	5
C	Memory	17
D	Cognitive	7
E	Metacognitive	5

Procedure

This research is a qualitative research the relation between emotionality and openness to experience and Iranian EFL

students' vocabulary learning strategy use. 126 students of EFL at Islamic Azad University, Tabriz branch, who volunteered to participate, were chosen. Schmitt's (1997) questionnaire of vocabulary learning strategies and questions related to two dimensions of HEXACO questionnaire, namely emotionality and openness to experience, were distributed among 126 students. As the students were at their second year of studies, the English version of Schmitt questionnaire was given to them, but the Persian translation of HEXACO questionnaire was used. The completions of the questionnaires lasted about 25 minutes and which were filled in class. The process of data collection lasted for 20 days. Out of those questionnaires, 120 questionnaires were used in the research and 6 questionnaires were eliminated because they were not totally filled. The collected data were coded and Pearson Product Moment correlation was computed by using SPSS version 16.0 to analyze the collected data. This correlation examines the relationship between two or more variables to establish a possible relationship between the emotionality and vocabulary learning strategies and also, openness to experience and vocabulary learning strategies.

Reliability

In this research, two questionnaires were used by the researcher. According to Bennet (2006), the reliability of the Schmitt questionnaire is 0.78. The Cronbach alphas for HEXACO questionnaire dimensions reported by Bashiri (2011) are shown in Table 3.

Table 3
Cronbach Alpha of the HEXACO Questionnaire Dimensions.

HEXACO dimension	Cronbach alpha
Honesty-Humility	0.80
Emotionality	0.74
Extroversion	0.81
Agreeableness	0.73
Conscientiousness	0.71
Openness to experience	0.76

Results

In addition to answering the research questions which has been investigated during the data analysis, the type and percentage of the strategies used by the students to learn English vocabularies were also analyzed. Table 4 shows the mean and standard deviations of the strategies Iranian EFL students used in order to learn vocabularies.

Table 4
Frequencies of VLS Strategies

	Mean	Standard deviation
Emotionality	51.52	5.90
Openness	50.37	6.08
Determination	24.13	3.92
Social	13.81	4.94
Memory	55.10	10.62
Cognitive	22.37	4.79
Metacognitive	16.62	3.58

As illustrated in table 4, the means of the most and least used strategies are 55.10 for the memory strategy and 13.81 for the social strategy respectively. The means for determination strategy, cognitive strategy and metacognitive strategy are 24.13, 22.37, and 16.62 respectively.

Relation between emotionality and vocabulary learning strategies

The collected data were analyzed using SPSS version 16.0, the relation between emotionality and vocabulary learning strategies was computed using Pearson coefficient.

Table 5 shows the results about relation between emotionality and cognitive strategies.

Table 5
Relation between Emotionality and Cognitive Strategies

	EMO	D
EMO	Pearson Correlation	1
	Sig. (2-tailed)	-.221*
	N	120
D	Pearson Correlation	-.221*
	Sig. (2-tailed)	.015
	N	120

*. Correlation is significant at the 0.05 level (2-tailed).

After analyzing data, it showed that with an alpha level of 0.05, the correlation between emotionality and cognitive strategies ($p=.015 < 0.05$) is significant, i.e., emotionality and cognitive strategies are positively related.

The correlation between emotionality and metacognitive strategies was also calculated. Table 6 illustrates the results.

Table 6
Relation between Emotionality and Metacognitive Strategies

	EMO	E
EMO	Pearson Correlation	1
	Sig. (2-tailed)	-.175
	N	120
E	Pearson Correlation	-.175
	Sig. (2-tailed)	.037
	N	120

* Correlation is significant at the 0.05 level (2-tailed).

As indicated in Table 6 there is positive relation ($p=.037 < 0.05$) between metacognitive strategies and emotionality. In other words, we can be certain about 95% certain that emotionality and cognitive strategies and also emotionality and metacognitive strategies are positively related, and there is about 5% error of measurement. Pearson coefficient shows no significant relation between emotionality and other vocabulary learning strategies.

Relation between openness to experience and vocabulary learning strategies

The same data analyses were carried out in order to find any relation between openness to experience and vocabulary learning strategies. The tables 7 and 8 show the results of these analyses

Table 7

Relation between Openness to Experience and Social Strategies

		OPEN	B
OPEN	Pearson Correlation	1	.319**
	Sig. (2-tailed)		.000
	N	119	119
B	Pearson Correlation	.319**	1
	Sig. (2-tailed)	.000	
	N	119	120

** Correlation is significant at the 0.01 level (2-tailed).

Table 8

Relation between Openness to Experience and Memory Strategies

		OPEN	C
OPEN	Pearson Correlation	1	.182*
	Sig. (2-tailed)		.047
	N	119	119
C	Pearson Correlation	.182*	1
	Sig. (2-tailed)	.047	
	N	119	120

** Correlation is significant at the 0.05 level (2-tailed).

It was revealed that with at alpha level of 0.01, the correlation between openness to experience and social strategies is significant. ($p=.000 < 0.01$)

Also at alpha level of 0.05, the relation between openness to experience and memory strategies is significant. ($p=.047<0.05$) In other words, the data analysis showed that memory strategies and openness to experience are positively related, and that social strategies and openness to experience are also positively related. The data analysis showed no significant relation between other strategies and openness to experience.

Discussion

The results of the study according to first question of the study showed that there is a positive relationship between emotionality and metacognitive strategies. Lee and Ashton (2004) say emotional people are dependant and sentimental people; therefore, they are sensitive about their own feelings, and also other people's feelings about them. They monitor their own feelings and evaluate other people's behavior. Therefore, they are also sensitive about their own learning process and test themselves with word tests, and when somebody speaks, they check his/her new words and pronunciation. The results also showed that there is positive relation between emotionality and cognitive strategies. According to the definition of emotionality, emotional people are anxious and fearful, therefore they afraid of forgetting meaning of new words; they use flashcards to remember words, or write new words several times. In regards to emotionality and other strategies no significant relation was observed.

The findings of the study according to second question indicated that there is a positive relation between openness to experience and social strategies. According to definition of openness to experience by Lee and Ashton (2004), open to experience people are inquisitive, therefore they are curious about meaning of new words, and they ask the meaning of words from their the teachers or classmates, and also study the meaning of words with their classmates. Moreover, open to experience people are unconventional, therefore they are eager to experience unusual situations, for example speaking with native speakers. The results also showed that there is positive relation between openness to experience and memory strategies. As was mentioned before, open

to experience people are curious and creative; they relate new information to their previous knowledge, for example, they relate the meaning of words to their existing knowledge, or they relate the meaning of words to similar words in their mind. They are also creative, for example, they make a mental image of words in their minds or build their own definitions for the words. In regards to openness to experience and other strategies no significant relation was observed.

Pedagogical Implications

Human beings are unique entities. It is difficult to find two human beings who look, act, and think the same way. A classroom, which comprises the teacher and the students, is full of such individuals who are unique in their teaching and learning behaviors. The two processes, teaching and learning, which are central to any classroom situation, are influenced by the individual differences of the teacher and the learners. If the learners are receptive, participating and lively, the processes of teaching and learning may also be lively and inspiring for the learners and vice versa. As such, it can be seen that a successful and effective classroom scenario is a situation in which both teaching and learning processes complement each other. Incompatible teaching and learning processes may bring about disastrous results (Schmeck, 1988; Felder & Henriques, 1995; Cohen & Scott, 1998). According to Felder & Henriques (1995) If the two processes are not compatible, “the students tend to be bored and inattentive in class, do poorly on tests, get discouraged about the course, and may conclude that they are no good at the subject of the course and give up” (p. 21).

Ramsden (1992) suggests that the way to improve teaching is to study the learning experience of the learner. The finding of this study provides a better understanding of the ways EFL learners approach learning. It reveals differences between language learners according to psychological traits. Comparing the students' personalities is hoped to make possible the teaching more successful.

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Appendices

Appendix I

به نام خدا

دانشجویان گرامی در صفحات زیر تعدادی جمله در مورد شما فهرست شده است. لطفا هر جمله را بخوانید و در پرسشنامه ها با توجه به میزان موافقت و عدم موافقت خود در گزینه های مختلف را علامت بزنید.

رشته تحصیلی و گرایش:

جنسیت: زن مرد سن

دانشجوی سال: اول دوم

1. اگر مجبور باشم در شرایط بد آب و هوایی مسافرت کنم، می ترسم.
2. از انجام دادن مشاغلی که شامل کارهای خطرناک اند، واهمه ای ندارم.
3. سعی می کنم نسبت به نیازمندان سخاوتمندانه رفتار کنم.
4. از صدمه زدن به فردی که از او خوشم نمی آید، احساس ناراحتی نمی کنم.
5. زمانی که خطر جسمی در پیش باشد، خیلی می ترسم.
6. حتی در موقعیت های اضطراری هم دست و پای خود را گم نمی کنم.
7. خیلی کمتر از اکثر مردم، نگران می شوم.
8. به ندرت به خاطر فشار روانی یا اضطراب به بد خوابی دچار می شوم.
9. شغلی را دوست دارم که یکنواخت باشد تا این که نیاز به خلاقیت داشته باشد.
10. از خلق کارهای هنری از قبیل داستان، یک آهنگ و یا یک نقاشی لذت می برم.
11. بدون نیاز به حمایت عاطفی دیگران می توانم از موقعیت های دشوار سربلند بیرون بیایم.
12. دیگران اغلب به من گفته اند که از قوه ی تخیل خوبی برخوردارم.
13. خودم را جزو افراد خلاق یا هنرمند نمی دانم.
14. هرگاه که راجع به چیزی نگران می شوم، دوست دارم آن را با کسی در میان بگذارم.
15. به ندرت راجع به مشکلاتم، با دیگران مشورت می کنم.
16. فکر می کنم توجه کردن به افکار سیاسی و اجتماعی افراطی، نوعی اتلاف وقت است.
17. از آدم هایی که دیدگاه های غیر سنتی دارند، خوشم می آید.

18. تا حدودی خود را فردی عجیب و غیر عادی می دانم.
19. وقتی دیگران را در حال گریه می بینم، دلم می خواهد گریه کنم.
20. وقتی فرد آشنایی را ناراحت می بینم، تقریباً می توانم درد آن شخص را احساس کنم.
21. زمانی که یک دوست صمیمی برای مدت طولانی از من دور می شود، خیلی احساساتی می شوم.
22. حتی در موقعیت هایی که بیشتر افراد خیلی احساساتی می شوند، من احساساتی نمی شوم.
23. بازدید از نمایشگاه هنری برایم تا حدودی کسل کننده است.
24. وقتم را صرف خواندن کتاب شعر نمی کنم.
25. اگر فرصت داشته باشم، دوست دارم در کنسرت موسیقی کلاسیک حضور پیدا کنم.
26. گاهی دوست دارم بادی که از لابه لای درختان می وزد، تماشا کنم.
27. علاقمندم مطالبی در مورد تاریخ و سیاست سایر کشورها بیاموزم.
28. هنگامی که از تجربه دردناکی رنج می برم، نیاز دارم که کسی مرا دلداری دهد.
29. از نگاه کردن به نقشه ی جاهای مختلف لذت می برم.
30. خواندن کتاب های مربوط به تاریخ علم و فن آوری برایم کسل کننده است.
31. گاهی نگرانی ای که در باره موضوعات جزئی در من ایجاد می شود، در اختیار خودم نیست.
32. هرگز از ورق زدن دایره المعارف لذت نبرده ام.
33. بحث های فلسفی برایم خسته کننده اند.
34. نسبت به کسانی که به اندازه من خوشبخت نیستند، احساس همدردی می کنم.
35. دیگران مرا فردی سنگدل و بی احساس می دانند.
36. هنگامی که منتظر اعلام نتیجه در مورد تصمیم مهمی هستم، خیلی مضطرب می شوم.

Appendix II. Vocabulary Learning Strategies Questionnaire

When I find a new English word that I don't know, I	
	never seldom sometimes often always
A ² 1	Check new word's form(e.g. find its verb, noun, adj , adv., etc)
A2	Look for any word

² determination strategies

	parts that I know (impossible, possible, possibility, possibly, etc)
A3	Check if the word is also a Persian word (e.g. Caravan)
A4	Use any pictures or gestures(body language) to help me guess the meaning
A5	Guess its meaning from context
A6	Use a Persian- English dictionary
A7	Use an English- English dictionary
B ³ 1	Ask the teacher to give me the definition or a sentence
When I Want to remember new words and build my vocabulary, I...	
	Never Seldom Sometimes Often Always
B2	Ask my classmates for the meaning
B3	Study the word with my classmates

³ social strategies

B4	Ask the teacher to check my definition
B5	Talk with native speakers
C ⁴ 1	Draw a picture of the word to help remember it
C2	Make a mental image(imaginary image) of the word's meaning
C3	Connect the word to a personal experience
C4	Remember the words that follow or precede the new word
C5	Connect the word to other words with similar or opposite meanings
C6	Remember the words in scales (always, often, sometimes, never). If it is used more, I spend more time to remember
When I Want to remember new words and build my vocabulary, I	
	Never Seldom Sometimes Often always
C7	Group words together to study them

⁴ memory strategies

C8	Use new words in sentences
C9	Write paragraphs using several new words
C10	Study the spelling of a word
C11	Study the sound of a word
C12	Say the new words aloud when I first meet them
C13	Make a mental image of the word's form.(e.g. if the word is noun I make a mental image different from its verb form
C14	Remember the word using its part (im-, un- -able, -ful, -ment, ex-)
C15	Remember the word using its word form (verb, noun, adjective)
C16	Make my own definition for the word
C17	Use physical action when learning a word
D ⁵ 1	Repeat the words aloud many times

When I want to remember new words.....

⁵ cognitive strategies

	never	seldom	sometimes	often	Always
D2	Write the words many times				
D3	Make lists of new words				
D4	Use flashcards to record new words				
D5	Take notes or highlight new words in class				
D6	Put English labels on physical objects				
D7	Keep a vocabulary notebook				
E ⁶ 1	Use English language Media (songs, movies, the internet)				
E2	Test myself with word tests				
E3	Study new words many times				
E4	Skip or pass new words				
E5	Pay attention to English words when someone is speaking English				

⁶ metacognitive strategies

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