

A Model of Factors Affecting Vocabulary Education Methods Employed at Saudi School in Malaysia



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Abstract: *This research is conducted on theoretical model on the strategies of learning vocabulary employed on Saudi school Malaysia targeting secondary students. Thus, this research aims to measure students' motivation, language learning environment attitudes and beliefs on the light of the previous related literature especially the challenges reported in previous models and theories. A quantitative method was followed in this research. As for the main tool of data collection, a questionnaire was distributed among 105 students. The data obtained from the questionnaire was analyzed using AMOS-SEM. In particular, the SEM was used for the independent variables which were dependent in a subsequent dependent relationship. It was found out that SSM students do face challenges in terms of vocabulary learning in the different stages of their learning. Regardless of the challenges students face, the current research found out that the majority of them involved in this research understand the importance of vocabulary learning albeit much of the vocabulary learning strategies they employ are at a moderate level. Moreover, the students had a feeling of satisfaction. Thus, the popular of the hypotheses were 6 accepted and only 3 were rejected.*

Index Terms: *Structural Equation Modeling (SEM), Learning Strategies, English Foreign Language (EFL), Schools*

I. INTRODUCTION

English language is spoken, written and being taught in different parts of the world. Both of Kachru and Nelson claim that English language originated from a native language that was used in a small island. That language was

developed to be the current widespread language [1]. Actually, the value of English returns to its usage over the entire world rather than the variety of its speakers. In other words, it is international and worldwide in its significance and importance such as, in international field, diplomacy, economy and agreements, global air travel, higher studies, research, peace negotiation, affairs of international cooperation around the world. It is a shared language of individuals throughout the world today. In fact, the word Vocabulary refers to the meaningful units of language including simple as well as the compound words. Specifically, vocabulary is described as all the words of a language that are used in a particular context. [2] used the term of words' sub-sets to describe the vocabulary used in a particular context. Therefore, learning how to use strategies (i.e. VLSs) are extremely helpful to cope with these sub-sets of words in different contexts. Consequently, knowing a word is essential to the understanding a FL since speaking other language's vocabulary means that speaking the words some people know [3]. Finally, it's the patterns of sentence and parts of speech that reflects the usage of a word. It functions, collocations and limitations of a word are also few other elements that is included in it. However, there is no need for EFL learners to know all aspects because knowing them basically rely on learners' aims or certain objectives of learning vocabulary. In other words, what language skill is required, what communication or situations the learners' deal with, and what learners' level of language or education are considered salient factors in the need of knowing these aspects or some of them. Several scholars have been proposed such a number of words that language students need to know. As examples, Schmitt [4] suggests that the goal of everyday communication is the criteria which determine the minimum number of words that a person should know in a particular language. This researcher said that 2,000 word families can be this minimum amount of vocabulary to be known by people so that they can carry out their everyday communication.

This follows [5] who argues that this minimum limit should be 3,000 word families rather than 2,000. Another opinion was raised by [6] who argued that this minimum number of words should be between 3000 and 5000 for a healthy reading comprehension and for being able to read authentic texts". As for being able to read university academic texts and textbooks, students need to have at least a storage of 10,000 word families Hazenberg and Hulstijn [7]. In order to be the able to communicate with an educated native speaker, a person needs from 15,000 to 20,000 word families.

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Here (in relation to the present research), students should learn at least some strategies since learning such VLSs play a great role in expanding their input of vocabulary learning as [5].

As a result, VLSs are helpful to facilitate students in acquiring vocabulary and they also make students independent learners and know which words are needed to learn for them. Strategies are also important to foster areas such as learner autonomy, independence and self-direction Oxford and Nyikos [8]

A. Vocabulary and Its Importance in Language Learning

Krashen and Terrell [9] suggest that when language students want to seek, express or share information, they need to generate lexical items for conveyance of meaning. Additionally, Richards' preface within [4] "Vocabulary in Language Teaching" shows that vocabulary forms the central part in communication skills and in learning of L2. Generally, language skills cannot be achieved successfully without vocabulary as [10, 11] asserts that "without words that label objects, actions, and concepts. In other words, vocabulary plays a main part and function in EFL as the famous linguist, Wilkins says [12]. As a result, obtaining adequate vocabulary is essential for learners to be skilled and efficient in EFL since words label objects, actions, thoughts and so on, so students can convey the intended meaning by using words and vice versa.

B. Research Factors

a. Objectives of Vocabulary Learning

Besides, knowing the objectives of learning are considered helpful to make learners have the ability to know the aims of particular activities. Knowing objectives of learning also assist instructors in preparing lessons and adapting tasks for their students; goals will lead to learning success in the target language [13]. The same thing would happen in vocabulary lesson, (e.g. why students at SSM have to learn vocabulary), the objectives of learning vocabulary should be clear for both learners and teachers. In other words, students based on their language's level (grade) and situation or the context which they deal with have at least to know some objectives of their vocabulary learning. Teachers also have to facilitate and prepare their vocabulary lessons very well and try to assist their students in learning some VLSs to cope with unknown words. Specifically, several researchers have been proposed such objectives of vocabulary teaching and learning as follows:

1. Nandy [3] highlighted the importance of having a huge number of vocabulary in order to ensure that the individual can use the right vocabulary in the different occasions as well as to use advanced words in the right occasions.
2. Baker and Westrup [14, 15] recommend that "teachers have to teach students what the word means, its pronunciation and ways to use the word".
3. Moras and Carlos [16] show a critical teaching objective concerning with advanced learners.

b. Vocabulary Learning and Teaching

In acquiring a FL, vocabulary learning and teaching are crucial issues since vocabulary is a part of all linguistic skills. Thus, improving vocabulary will lead to success of a communicative competence [17]. Therefore, obtaining adequate vocabulary is essential for students to be skilled

and efficient in EFL. By contrast, the lack of vocabulary would lead to such difficulties among students (EFL), so it may impact negatively on their language competence. As a result, vocabulary is the most vital aspect that learners face and struggle in their learning, so the section below will discuss in detail such related issues of vocabulary learning and teaching.

c. Vocabulary Learning

Besides, people have several vocabulary collections, which they use for different reasons. For instance, verbal and written languages usually utilise separate vocabulary and failure to differentiate the correct vocabulary for such occasion may lead to disagreements [18]. Moreover, according to [5], it is imperative to differentiate between direct and indirect vocabulary acquisition. According to him, direct vocabulary can be defined as a scenario whereby learners tackle exercises alongside tasks that include word construction exercises as well as vocabulary games that focus on vocabulary. On the other hand, indirect vocabulary implies that the interest of the learner focuses on another characteristic that is usually, the conveyed message. Besides, when the quantity of unknown is continuously minimum in messages, significant vocabulary may be involved, even though the attention of the learner is not completely focused on vocabulary acquisition. Additionally, vocabulary acquisition could be challenging due to many characteristics as mentioned by some scholars [5, 6, 19]. For instance, [19] observe that effective vocabulary learning is expected to be consistent with an instructor's understanding and a learner's perception towards difficulty words, thus because of that the instructor's role ought to be considered. The word difficulty may be caused by certain reasons as well as a large quantity of likely factors coupled with the complex nature for the learning exercise, such reasons have been difficulty to locate.

d. Vocabulary Teaching

Notably, a lot of EFL teachers may think that students could acquire vocabulary on their own, thus it is unnecessary to teach it. However, vocabulary work may be directed to useful words and abilities, to enable it improve the L2 learning process [5]. The observes that vocabulary is commonly ignored in teaching and learning of language, even though there is a concurrence that the absence of vocabulary is a hindrance to communication. Besides, vocabulary teaching is not developed, so learning new words will still contain a behavioristic examination for the list of words. Apart from that, [5] highlights motivation of the learner independence; vocabulary acquisition would be effective when learners assume full responsibility of the learning activities. Being a concept, this means having knowledge on what one needs to learn and how it can be learnt, being simultaneously motivated to do perform this and placing the knowledge into practice.

e. Teaching High and Low Frequency Words

As in the previous section has explained that vocabulary is essential in acquiring a FL and it is basic in building learners' language competence.

Knowing which words students have to know depend greatly on their vocabulary aims and the context they deal with. Besides, teachers' role should be taken into consideration by assisting their students in coping with unfamiliar or new words. Obviously, there are lots and lots of words in any language which learners need to understand and know in order to comprehend various texts. As we know, many words occur once or more than once in different reading texts, so these words which appear usually are named high-frequency words in which these ones are very salient since they include a major part of the running words in both texts (e.g. spoken and written texts) and occur also in all sorts in the use of language. More specifically, teachers should teach high-frequency words because knowing the most commonly used words will support and make students very comprehend and faster in language abilities (e.g. reading skill). In addition to that, a lot of high-frequency words are so easy to recognize (e.g. is, the, to, are, some, two), so students just need to deal with them quickly by fast looking to them; because most of these words don't carry meaning by themselves, just to make the sentence understandable. Therefore, teaching these kinds of words are significant for students since they should go overall them in their vocabulary learning.

f. Assessment (Testing Vocabulary)

Vocabulary assessment is a salient aspect in testing students' knowledge of vocabulary where the tests' items should be relevant to the activities and tasks have been learned and what teachers have taught through the course. Schmitt [20, 21] also adds that when teachers design vocabulary tests, they have more specifically, regarding the production of foreign language words, there are two types of testing vocabulary, as receptive and production testing.

Receptive testing requires an understanding of the recently learned foreign language words while productive testing requires the production of foreign language words. Therefore, memory may perform well in receptive testing with newly created foreign language words but reveal considerably lower recall in productive testing [22]. In addition to that, there are three dimensions of vocabulary assessment as proposed by [19] namely as context independent test, selective test and discrete test. The discrete test aims to establish vocabulary knowledge derived from different language skills.

C. Language Learning Strategies (LLSs)

Since VLSs belong to LLSs which in turn they belong to general learning strategies [5], it is better to have a background on LLSs before dealing with VLSs because this will help for a better understanding on the theoretical and empirical background of VLSs.

a. Defining LLSs

O'Malley et al [23] explains that "there is no agreement on what constitute a learning strategy in second language learning or how these vary from other types of learner activities. Learning, teaching and communication strategies are frequently interlaced in discussions of language learning and are typically used to the same behaviour". Secondly, some definitions of such researchers [24, 25] assert clearly that applying LLSs is basically conscious. What follows are some various examples of LLSs' definition.

b. Classification of LLSs

Since the researchers have not agreed on particular definition of LLSs due to their different views on the concept of LLSs. As a result, there are various classifications of LLSs since researchers have not a consensus on the classifications of LLSs. In other words, there are several major classifications of LLSs have mentioned by some pioneers in the field of LLSs as [8, 23]. At first, [23] Classification of LLSs. he divides LLSs into 3 main as follows:

a. Metacognitive strategies:

This term refers to the strategies that need planning and thinking of the process of learning as it occurs. Metacognitive strategies refer to the evaluation of the individual's performance after carrying out the task.

b. Cognitive Strategies:

This terms of closely connected to the learning material itself in which it controls it. In doing this, this type of strategies makes use of some terms such as repeating, resourcing, translating, grouping, note taking, deducing, recombining, imagining, auditory representing, key word, contextualizing, elaborating, transferring and inferencing.

c. Socioaffective Strategies:

These strategies have social characteristics which transact with other strategies. Examples of these strategies can be Cooperation and asking for explanations [26].

Secondly, [25] classification of LLSs, who makes the distinction between both strategies contributing directly and indirectly to language learning. LLSs into two basic categories (direct and indirect) which are further subdivided into six subcategorise as memory, cognitive, compensation, metacognitive, affective and social strategies. See table 1.

Table 1: Oxford's [8] Taxonomy of LLSs

Direct strategies: Memory, Cognitive and Compensation Strategies		
Memory Strategies They help students store and retrieve new information.	Cognitive Strategies They involve more direct manipulation of the learning material itself.	Compensation Strategies They help learners to understand or produce messages in the target language despite limitations of knowledge.
Indirect Strategies: Metacognitive, Affective and Social Strategies		
Metacognitive Strategies They involve planning, thinking about the learning process as it is taking place, and monitoring, and evaluating one's progress.	Affective Strategies They help students to regulate emotions, motivations and attitudes.	Social Strategies They help to learn through interaction with others.

As we can see, the figure above illustrates the main categories of LLSs as direct strategies (e.g. memory, cognitive, compensation strategies). In addition, these two main ones are subdivided into six minor categories as metacognitive, affective, social, cognitive, memory and lastly compensation strategies.

II. THE RESEARCH MODEL AND HYPOTHESES

As examples, such factors are concerning with, gender, cultural background, motivation, second language (L2) and age, learning style, language learning attitudes and beliefs, and lastly strategy training. Below is summary of these significant factors which may clarify later on the various uses of such VLSs employed by secondary student at SSM in the present research? See Figure 1.

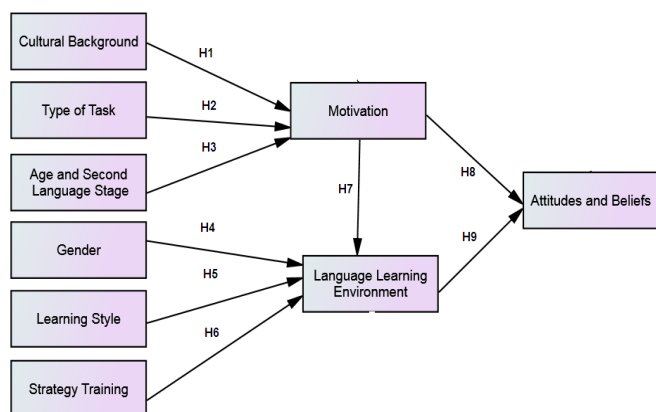


Figure 1: The research model with hypotheses

In other words, previous studies [8, 27] have recommended that there are numerous factors which play a considerable impact on the use of LLSs (the types, range and frequency of strategy use) among learners.

a. Cultural Background

Asian learners preferred better rote memorization because of their previous school experience which place more focus on memorization and rehearsal [28]. Consequently, as [29] has mentioned that cultural difference has an apparent impact on the appropriateness of learning and teaching methodology. Moreover, [23] claims that a correlation involving strategy preference and learners cultural background, a questionnaire containing two experimental as well as two control groups (Asian alongside Hispanic ESL learners' strategy use) has been undertaken.

Hypothesis 1: There is a important relationship among cultural background and motivation.

b. Type of Task

According to [30], "a learning task could be as broad as mastering a second language or as particular as remembering one meaning of a word". The present investigation intends to identify the areas of strategies that SSM students have employed to deal with various tasks belong to acquiring new vocabulary.

Hypothesis 2: There is a important relationship among type of task and motivation.

c. Age and Second Language Stage

Oxford [8] observes that the use of strategies is largely affected by the varying age of learners. Concerning the second language stage, several studies identified a strong correlation between LLSs usage and LL (language learning) results. Within the research, conducted by [8, 31, 32], learners sat the ESLAT (English as a Second Language Achievement Test) for determination of their proficiency. The outcomes indicated an increased LLSs use amongst high achievers, particularly in social, metacognitive and cognitive strategies. Griffiths [33] also undertook a research for private school LLSs learners in New Zealand who are taking English as

second language. Learners were placed in various test levels depending on their scores in the OPT (Oxford Placement Test) in which a significant relationship was identified between use of strategy and proficiency in language; an increase in the level, increased the resort to LLSs.

Besides, [8] assessed the LLSs use amongst learners having various self-rated proficiencies and established that learners who were extremely happy with the levels of proficiency obtained from skills that include listening, speaking and reading were those ones with a highly stated strategy use. Similarly, [34] investigated bilingual students in Singapore universities to determine their language learning strategies based on the self-rated proficiency. The outcome indicated a clear pattern that learners who thought that their EFL proficiency was higher comprised of those who reported a regular use of vocabulary learning strategies.

Hypothesis 3: There is a important relationship among age, second language stage and motivation.

d. Gender

Previous studies have indicated that the aspect of gender is a critical component, which affects the LLSs use whereby several studies have shown that females utilise higher strategies compared to males. For example, a research by [8] reported high total use of strategies amongst females compared to males. Furthermore, [8] research on university learners learning various foreign languages within the United States where females outnumbered males in the strategies use and in specific categories such as social strategies, self-management and language examination. Additionally, a questionnaire by [8] of learners pursuing three separate course levels at the Puerto Rican University provided a clear demonstration that there was higher LLSs use amongst women than amongst men. In contrast, all the aforementioned scenarios indicate that females utilise more and higher strategies compared to males and women and men have a variation in their selection and utilisation of LSSs. However, other studies claim that more LLSs are being used by male participants. For instance, [35] investigated adult immigrants from Vietnam residing in the United States and found out that men were more likely to use LLSs (for example, conversing with Americans, watching television as well as radio listening in English. Additionally, another research by [27] on LLS usage amongst bilingual learners in Singapore showed that males outperformed females on the use of various strategies that include cognitive, metacognitive and memory. Finally, [35] examined the language learning strategies used by pre-service EFL instructors in Turkey, and found out that males surpassed females in use of strategies within each LLSs category. Nevertheless, the investigator attributed the less employment of LLSs amongst females to culture. Similarly, in Turkish societies men play a dominant role, thus women tend to shy off and may partly contribute to the lower use of strategy than men may.

Hypothesis 4: There is a important relationship among gender and language learning environment.

e. Learning Style

Learning style constitutes the specific factors, which has a clear effect in the L2 acquisition process [36].

Peacock, [37] also affirms the significance of the learning style factor basing “his investigation on [37]. Furthermore, [8] try to establish the correlation between the styles of learning and LLSs use by learners. According to learners’ learning styles, outcomes revealed that the determination of tangible strategy usage to certain learning styles. For instance, there was extrovert predilection for social techniques while introverts opted for metacognitive ones. Similarly, thinkers opted strongly for cognitive as well as metacognitive techniques whereas feelers utilized social strategies in general.

Hypothesis 5: There is a important relationship among learning style and language learning environment.

f. Strategy Training

Because LS are essential in the development of language competence, one key aspect pertains to the presence of LLSs training amongst learners and the way it would be successful within language learning. For instance, several research studies touching upon strategy training that seek to examine the success for training strategies, for instance, [19] conducted two experiments for investigating the way French L2 learners could boost their capability of inferencing word meanings from texts. After the end of training process, learners reported improved comprehension for written texts than when using dictionaries or guessing meanings. Besides, [38] revealed the strategy training effectiveness with Taiwanese EFL university learners. After a period of six months of training, the experimental group, this trained in strategic instruction and obtained high EFL scores in strategy use, learning motivation and language skills than those without LLSs training.

Hypothesis 6: There is a important relationship among strategy training and language learning environment.

g. Motivation

Motivation and the use of LLSs are relatively correlated as previous studies have revealed [8, 39] that the more motivated and encouraged learners are employed such types of LLSs. Difficulty to deal with the materials and assess and evaluate personal development, apparent insufficiency of feedback, frustration due to unresolved problems, and shortage of chances for practising with others and sharing of experiences can lead to negative influence or demonization among learners [29]. By the contras, the low level of motivation and low use of LLSs are related to each other, and this is made evident by a questionnaire. This questionnaire shows this result of correlation and was performed in Taiwan by [40]. Likewise, among university students in Hawai’i the relation between motivational features and LLSs usage is studied by [41]. According to the results, strategic employment are better and greater used when the students are highly motivated.

Hypothesis 7: There is a important relationship among motivation and language learning environment.

Hypothesis 8: There is a important relationship among motivation and attitudes and beliefs.

h. Language Learning Environment

Language learning environment is defined by [30] as the socio-cultural-political environment in which learning takes place. This could include several examples as teachers, peers, classroom, social and cultural tradition of learning etc. Based on the provided learning environment, these aspects (examples as mentioned above) have a notable impact on the appropriateness of strategy use, so a strategy which is suitable

or possible in a specific learning environment might come to unsuitable or impossible in another one [30].

Hypothesis 9: There is a important relationship among language learning environment and attitudes and beliefs.

i. Attitudes and Beliefs

Attitudes alongside beliefs are usually approved for consideration as crucial factors that affect the LLSs use amongst L2 learners (alongside their attitudes as well as beliefs). It will be imperative at the start to understand what other investigators said about this concept [42]. Moreover, Williams and Burden [43] suggest that they “tend to be culturally bound, to be formed early in life and to be resistant to change”. Notably, Horwitz, one investigator interested in examining the significance of learners’ beliefs has conducted numerous interviews as well as discussions with EFL/ESL learners and instructors to organise for better teaching. Because of this, she formed BALLI using three separate versions as instructors’ version for the BALLI [44], American FL learners’ version for the BALLI [44], and finally, ESL/EFL learners’ version for the BALLI [44]. Based upon this conclusion, she undertook an additional research amongst American FL learners alongside different ESL/EFL groups (for instance, Taiwanese, Korean and Turkish) learners whereby results indicated salient and significant variations amongst groups. Concerning the correlation involving beliefs and LLSs, some studies have focused on identifying if the belief or past learning experiences affect the employment of LLSs. For example, [45] suggested that learners who had a belief in utilizing the language tended to utilise numerous communication techniques, however, those in support of the learning language idea chose cognitive strategies. Additionally, [46] undertook a research involving monolingual Korean well as bilingual Korean-Chinese EFL University learners’ beliefs alongside LLSs. Bilingual reported a higher LLSs compared to monolinguals. Similarly, they indicated a greater interest in learning formally and were enthusiastic in engaging in constructive discussions with the English speakers than the monolinguals. Furthermore, the two groups revealed that high levels of proficiency were constantly correlated with regular LLS usage.

III. RESEARCH MYTHOLOGY

As to start the process of data collection, the students were asked to answer a questionnaire. That tool of data collection aimed at measuring the influence of each factor and testing the research hypotheses. This questionnaire was distributed among 105 students and it comprised 61 tackling a number of sub-topics such as cultural background (CB), type of task (TT), age and second language stage (ASL), gender (GE), learning style (LS), strategy training (ST), motivation (MO), language learning environment (LEN), and attitudes and beliefs (AB). Prior to the start of the actual student, four PhD students from University of Malaysia were method to answer this questionnaire in order to test it. The students’ input was very useful to the questionnaire as they had some fruitful comments on the demographic questionnaire and well as some comments on the way some variable were measured. This research aimed at uncovering the relationship between the different independent and dependent variables related to the strategies at Saudi school Malaysia.

A Model of Factors Affecting Vocabulary Education Methods Employed at Saudi School in Malaysia

The main tool of examination in the research was the Structural Equation Modeling (SEM). This tool was used in particular with the independent variables that were dependent in the first place in a subsequent dependent relationship.

A. Respondents

A set of questionnaires were administered randomly to students at Saudi school in Malaysia. Data examination was conducted via IBM SPSS Version 20 along with Amos-Structural Equation Modeling (Amos-SEM). The following sections provide details of the analyses and factors of research were created based on the research objectives whereby the obtained Cronbach's alpha of reliability and validity of the instrument was found to be 0.819.

B. Data Collection Procedures

The conduction of pilot research is to collect opinions and feedback from the students regarding the impact of vocabulary learning strategies employed through secondary students at Saudi school in Malaysia as this would allow the questionnaire to be restructured for a better understanding of the questions. The questionnaire consists of 45 items and was planned, and administered among students. For each factors five items was measured from the following; cultural background [23], type of task [5], age and second language stage [21], gender [27], learning style [8, 37], strategy training [19], motivation[39, 41], language learning environment [30], and attitudes and beliefs [42, 43].

IV. RESULTS AND DISCUSSION

A. Measurement Model Examination

The structural equation modeling (SEM) was the main tool of examination in this research. Two more tools were used namely: Amos 23 and Confirmatory factor analysis (CFA). In order to assess the model's goodness-of-fit, it was recommended by [47] that the use of multiple fit indices would be appropriate in this case.

This goodness-of-fit was revealed as χ^2 (601.644), df (27), χ^2/df (22.283), RMR (0.034), IFI (0.962), TLI (0.971), CFI (0.954) and RMSEA (0.045). These results indicate that measurement model values are satisfactory. Similarly, the Reliability, being one of the strong indications of the quality of the instrument, of the questionnaire proved to satisfactory as well [48]. This means that several indicators of the quality of measurement instrument such as stability, accuracy over time, and the reproducibility are considered reliable [49]. composite reliability (CR) is a term that refers to the relation between total amount of true score variance and the total scale score variance [47]. Ensuring that the factor loading of constructs is more than 0.3 is task performed by Confirmatory Factor Analysis (CFA) [47]. As for loading, a standard acceptable value for that is 0.5 or more with 0.7 being the most preferred level as stated in the related literature. The benchmark in the current research is 0.7 and above. See Tables 2.

Table 2: Item loadings on related factors

No	Factors	AVE	CR	C.A
1	Cultural Background (CB)	0.593	0.827	0.871
2	Type of Task (TT)	0.531	0.801	0.812

3	Age and Second Language Stage(ASL)	0.624	0.903	0.897
4	Gender (GE)	0.714	0.917	0.908
5	Learning Style (LS)	0.549	0.795	0.801
6	Strategy Training (ST)	0.615	0.832	0.818
7	Motivation (MO)	0.601	0.892	0.912
8	Language Learning Environment (LEN)	0.666	0.884	0.909
9	Attitudes and Beliefs (AB)	0.721	0.972	0.905

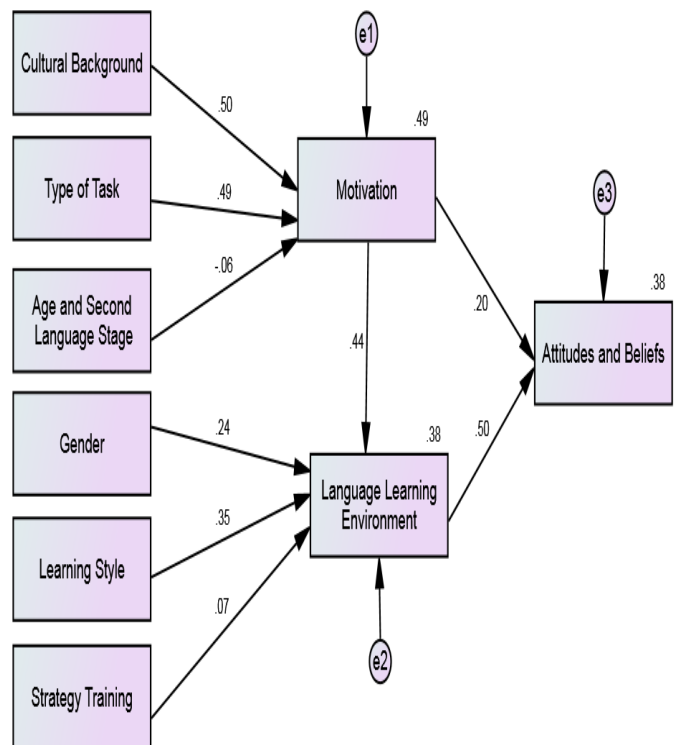


Figure 2: Results of the proposed model (path examination)

B. Results of Hypothesis Testing

The testing to the proposed hypothesis is the final stage of data examination in this research. The statistical significance of the parameter estimated by SEM was tested in this research through the use of Critical Ratio (C.R.). It is calculated through dividing the standard error (SE) by its parameter estimate [48]. It was highlighted by Hair et al. [47] that a direct effect is signaled when a single path shows the relationship between two constructs. Out of the nine hypotheses, 3 were rejected and the remaining 6 were verified. Figures 2 and 3 illustrate the proposed model for path and hypotheses. The results after testing the hypotheses are illustrated in Table 3 below. Moreover, the results of hypotheses testing are shown in Table 3.

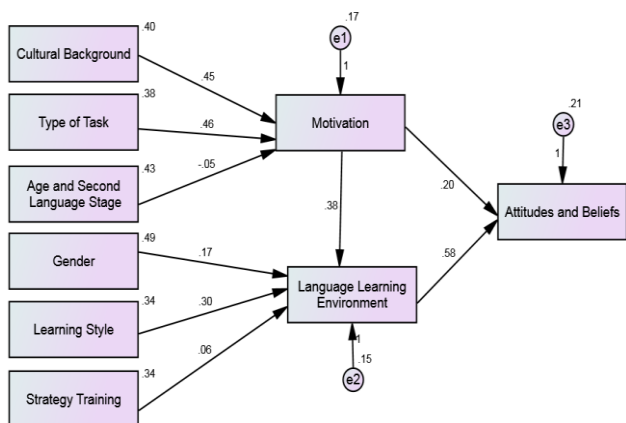


Figure 3: Results of hypotheses testing

Table 3: Results of hypotheses testing

H	Ind	Re	Dep	Path	C.R	Result
H1	CB	⇒	MO	.497	4.386	Supported
H2	TT	⇒	MO	.492	4.477	Supported
H3	ASL	⇒	MO	.058	.568	Unsupport ed
H4	GE	⇒	LEN	.241	1.964	Supported
H5	LS	⇒	LEN	.352	2.965	Supported
H6	ST	⇒	LEN	.072	.478	Unsupport ed
H7	MO	⇒	LEN	.440	4.757	Supported
H8	MO	⇒	AB	.203	2.115	Supported
H9	LEN	⇒	AB	.499	5.855	Supported

C. Discussion and implementation

This research proposed nine hypotheses seven were supported and two unsupported. The result indicated that cultural background has a significant and positive with motivation of learning ($\beta=0.497, t=4.386, P<0.001$) thus, hypothesis number 1 was supported. And the relationship between type of task has a significant and positive with motivation of learning ($\beta=0.492, t=4.477, P<0.001$) thus, hypothesis number 2 was supported. While hypothesis number 3 has a negtive ampact on the relationship between age and second language stage with motivation of learning ($\beta=0.058, t=0.658, P<0.001$) thus, hypothesis number 3 was unsupported. Next hypothesis number 4 the relationship between gender and language learning environment has a significant and positive ampact with ($\beta=0.241, t=1.964, P<0.001$). Similarly, hypothesis number 5 the relationship between learning style and language learning environment has a significant and positive ampact with ($\beta=0.352, t=2.965, P<0.001$). Whereas hypothesis number 6 has a negtive ampact on the relationship between strategy training and language learning environment with ($\beta=0.072, t=0.478, P<0.001$). The next hypothesis number 7 the relationship between motivation for learning and language learning environment has a significant and positive ampact with ($\beta=0.440, t=4.757, P<0.001$). Moreover, the relationship between motivation for learning and attitudes and beliefs has a significant and positive ampact with ($\beta=0.203, t=2.115, P<0.001$) thus, hypothesis number 8 was supported. Finally, the relationship between language learning environment and attitudes and beliefs has a significant and positive ampact with ($\beta=0.499, t=5.855, P<0.001$) thus, hypothesis number 9 was supported. The current research represents one effort in the field of the impact of vocabulary learning strategies employed through secondary students at Saudi school in Malaysia. These

findings are reinforced by past related researches based on the relationships among these factors [5, 8, 21, 23, 25, 30, 41, 43]. The use of vocabulary learning strategies by students assists them in completing various tasks and research and it's also assessed as a useful instrument for evaluating their academic achievement. Few other studies focus on the use of Internet for education, which includes studies on social media, e-learning and massive online open courses, support and urge for the use of these applications in educational contexts [50, 51, 52, 53, 54, 55, 56]. However, worthy of note also is that among the respondents of this research, two recognized the benefits of using an English-English dictionary but they had their reservations. As an example, one stated that a monolingual dictionary is beneficial but he prefers using Arabic/English dictionary as it helps to find the meaning of a new word faster and easier than when using a monolingual dictionary. An expanding your vocabulary helps to improve your English as well as you should like learning language if you want to learn English, so motivation is a significant factor for building students vocabulary in a FL. "Actually, it depends on the person himself...umm...because some people are limited with the vocabs they have been learnt...but others like to improve and expand their vocabs frequently...so the aspect depends on you...". Particularly, secondary students at SSM who took part in this research described the language learning environment as the surrounding environment where they had a better opportunity of immersion in the use of English language compared to the situation in their countries like Saudi Arabia where English is rarely used.

V. CONCLUSION AND FUTURE WORK

Students at SSM who took part in this research described the motivation as one of the salient and considerable themes that affect their vocabulary learning. Generally, the result of the findings have been discussed above could be salient for teachers in order to understand why a certain grade prefers a particular strategy over others. However, further research is also needed as to find out whether this applies to other schools and if it does what is the correlation between a grade and the selection of a particular strategy. By establishing more evidences, teachers would be better informed about their students and what strategy effectively suit their learning abilities and their level of education and language proficiency. In addition, the impact the learners' achievements of education have on the TAM model with individual's intention to engage in learning should be highlighted and investigated by future research. Some aspect in this regard might be learning support and the impact it has on self-efficacy, and students' skills.

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