Exploring the Gender Effect on Iranian EFL Learners’ Beliefs About the Role of Rote-Learning in Vocabulary Learning Strategies

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This study aimed to investigate the relationship between beliefs about the role of rote learning in vocabulary learning strategies and gender. The participants were 80 seniors majoring in English at the Departments of Foreign Languages and Linguistics at the University of Isfahan and Islamic Azad University of Khorasgan. For data collection, a questionnaire, a vocabulary test and an interview were conducted. Also, for data analysis, various statistical measures were applied including descriptive analysis, correlation analysis as well as content analysis. The statistical results showed that the males and females did not perform differently. Also, this study revealed that the relationship between beliefs and strategy use was positive and significant. Finally, analysis of the attitudinal questionnaire carried out in this study demonstrated that the beliefs of high achievers were not statistically different from the beliefs of low achievers. It may mean that there was no significant association between the variables of beliefs and vocabulary test scores.