

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



ISO 9001:2015

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

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HẢI PHÒNG - 2018

**MINISTRY OF EDUCATION AND TRAINING
HAIPHONG PRIVATE UNIVERSITY**

**A STUDY ON THE VOCABULARY LEARNING STRATEGIES
EMPLOYED BY 2ND-YEAR ENGLISH MAJORS STUDENTS
AT HAI PHONG PRIVATE UNIVERSITY.**

GRADUATION PAPER

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HẢI PHÒNG - 2018

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: “A study on the vocabulary learning strategies employed by
2nd-year English majors students at Hai Phong Private University.”

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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Hải Phòng, ngày tháng.....năm 2018

Hiệu trưởng

GS.TS. NGUYỄN *Trần Hữu Nghị*

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ACKNOWLEDGMENT

During the process of doing this graduation paper, I have received many necessary assistances, precious ideas and timely encouragements from my teachers, family and friends. This paper could not have been completed without the help, encouragement and support from a number of people who all deserve my sincerest gratitude and appreciation.

First of all, I would like to express my gratitude and appreciation to the teachers of The Foreign Languages Department of HaiPhong Private University, who have imparted golden knowledge to me. From these support, I was able to improve my English skills and have a solid background to make my dream come true.

Secondly, I wish to express my deepest gratitude to my supervisor – Mrs. Phan Thi Mai Huong, the English teacher of English Department, who has always been willing to give me valuable advices and suggestions in order that I can complete successfully this study.

I am so thankful to students of K21 at the Foreign Language Department for their whole – heart participation in the study.

I would like to acknowledge my thanks to all the authors of the books, magazines, and the other materials listed in the reference part for their ideas that have been reflected and developed in the study.

I am equally indebted to my classmates for their suggestions and encouragements in the process of my study.

Last but not least, my particular thanks are given to my parents for their encouragement and support which played an important role in my graduation paper.

ABSTRACT

One of the most important challenges that learners will face during the process of second language learning is vocabulary learning. Vocabulary has been recognized as crucial to language use in which insufficient vocabulary knowledge of the learners led to difficulties in second language learning. Thus, in the case of learning the vocabulary in second language, students need to be educated with vocabulary learning strategies. The purpose of this study was to examine and develop effective vocabulary learning strategies of HPU (HaiPhong Private University) second-year English majors. The sample of the study consists of twenty-five students (fifty-five female students and ten male students from K21), all of them are junior students at English Department (ED) at HPU. Hence, the method of conducting is an open-ended interview that was conducted individually with twenty-five students in HPU. The strategies such as the learning a word through reading, the use of monolingual dictionary, the use of various English language media, and applying new English word in their daily conversation where are related to memory, determination, metacognitive strategies respectively are popular strategies and the learners are keen in using them.

CHAPTER ONE: INTRODUCTION

1. Rationale

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (Cited in Hoang Tat Truong 1985:1). The saying sounds very familiar with many people. However, the researcher still wants to repeat it once more to confirm the importance of vocabulary in any language. “If a language could be considered as a house, then its grammar could be considered as cement and its vocabulary could be figuratively compared to bricks. To build a complete house, not only cement but also bricks are needed. Without bricks, no house can be built, even when plenty of high quality cement is available.” (Nguyen Huyen, 2004:1). This means that to be a competent English communicator, one must acquire a good knowledge of English grammar and have a rich amount of English vocabulary as well. Vocabulary is an essential element of language. Whether in speaking or writing, learners need vocabulary to communicate and understand others. In many cases, learners produce grammatically incorrect sentences, but they still get their message across if they use key words appropriately. In other cases, learners may feel uncomfortable because they fail to employ certain words, or do not know the words to express themselves. Vocabulary is not only indispensable for personal communication, but also for academic study. In fact, many standardized tests require knowledge of vocabulary such as TOEFL, IELTS, GMAT, etc. For this reason, learners must give high priority to learning and developing their knowledge of vocabulary.

For a long time in the past, methodologists have continuously kept seeking effective ways to teach English vocabulary but learning English. Teacher’s role and teaching tools have been paid so much attention. Fortunately, it has been witnessed that there has been a prominent shift in the field of language teaching and learning over the last few decades with greater emphasis being put on learners and learning rather than on teachers and teaching. This change has been reflected in various ways in language education and in applied linguistics. Many books on learning strategies have been introduced by such experts as Oxford (1990), O’Malley and Chomsky (1990), Nunan (1991), Nation (1990) and so on. Some books on vocabulary learning strategies have been

written by such scholars as Nation (1982, 1990, and 2001), Rubin and Thompson (1994) and Taylor (1990), etc.

In Vietnam, there has so far been some research on vocabulary learning strategies. However, research on vocabulary learning strategies employed by students at HPU.

As a student of English Major, I have dealt with many questions relating to vocabulary learning which are raised by students. For example, what are the effective ways of learning vocabulary? How to retain a new word in the mind? Personally I found it necessary to provide to them successful learning strategies to learn English words. This is the major reason why this topic interests me.

2. Objectives of the study

The objective of the study is to explore what strategies are commonly used by students in learning vocabulary and the relationship between the use of vocabulary learning strategies and the gender.

In order to establish a theoretical framework for the investigation in this thesis, the literature on language learning strategies, vocabulary learning and related issues is reviewed.

3. Research Questions

The study set out to seek answers to the following research questions:

1. What vocabulary learning strategies are commonly used by the students of 2nd-year English majors at Hai Phong Private University (HPU)?

2. Do students' gender have any impacts on their use of vocabulary learning strategies?

4. Scope of the study

The study was designed to investigate vocabulary learning strategies which are employed by the students of the students of 2nd-year English majors at Hai Phong Private University (HPU)? It also finds out the differences in the use of vocabulary learning (VL) strategies among groups of students in relation to gender. The findings obtained from this study were to help improve teaching and learning English in general and teaching and learning English vocabulary in particular at HPU.

5. Method of the study

In order to achieve the aims of the study mentioned above, the quantitative analysis is the main tool for analyzing the data, which is collected from the questionnaire.

After the data is analyzed and discussed, the findings will be showed and some conclusions will be drawn and some suggestions will be raised in the thesis.

6. Design of the study

The thesis is divided into five chapters:

Chapter 1 includes the rationale, the subjective, the research questions, the scope, the method and the design of the study.

Chapter 2 covers the information about vocabulary learning strategy research, some basis concepts related to learning strategies and vocabulary learning. In addition, learning strategies and learning strategy classification are reviewed to set up the theoretical framework for the investigation in the next chapter.

In chapter 3, the study is presented. It includes the context of the study, the research questions, the research method, the study participants and the findings of the study.

Chapter 4 discusses the use of vocabulary learning strategies by the students of 2nd-year English majors at Hai Phong Private University (HPU) and the differences among groups of students by gender.

In the last chapter, chapter 5 contains some conclusions and some limitations of the study as well as suggestions for further research.

CHAPTER TWO - LITERATURE REVIEW

2.1 Introduction

In this chapter, a brief review of learning strategy research is given; some basic concepts related to learning strategies and vocabulary learning are also presented. In addition, the classification of learning strategies in general and vocabulary learning strategies in particular are reviewed to set up the theoretical framework for the investigation in the next chapter.

2.2. Language learning strategies.

2.2.1 The definitions of learning strategies

It is clearly seen that research on learning strategies in general and language learning strategies in particular is becoming increasingly popular. So far, there has been no consensus among the linguists regarding to the definitions of leaning strategies.

According to Nunan (1991:168), “Learning strategies [...] are the mental processes which learners employ to learn and use the target language”. Nunan’s definition restricts learning strategies only to “mental processes”. Richard et al. (1992:209), offers a broader definition of learning strategies, that is, learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn and remember new information.” Similarly, Weinstein and Mayer (1986) (in O’ Malley and Charmot 1990:43) have learning facilitation as a goal and are intentional on the part of the learner. The goal of strategy use is to affect the leaner’s motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge.”

Oxford (1990:8) defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situation.”

Ellis defines learning strategies as “the particular approaches or techniques that learner employs to try to learn an L2.” (1997:76). He furthers explains that learning strategies can be behavioral or mental and are typically problem - oriented.

Rubin (in Wenden and Rubin 1987:19) is even more explicit when he defines learning strategies as “any set of operations, steps, plans, routines used

by the learner to facilitate the obtaining, storage, retrieval and use of information, that is, what learner do to learn and do to regulate their learning.”

According to O’Malley and Charlot (1990:1), learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information” or in their other words learning strategies are the “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.”

Obviously, learning strategies are defined in different words and from different perspectives such as cognitive, social or pragmatic. Therefore, researchers worked out the taxonomy of learning strategies instead of defining them. This can be seen in the following part.

2.2.2 The characteristics of learning strategies

Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content information and to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations.

Wenden and Rubin (1987: 7-8) claimed that learning strategies were composed of the following components:

Components of learning strategies
<ol style="list-style-type: none"> 1. They are specific actions or techniques. 2. They can be observable or non-observable / mental. 3. They are problem-oriented. 4. They can contribute directly or indirectly to learning. 5. They may be consciously employed and became automatized. 6. They are changeable.

Table 1: Components of learning strategies

Source: Wenden and Rubin (1987: 7-8)

Oxford (1990:9) offers a more comprehensive list of the features of language learning strategies as the following:

Features of language learning strategies
<ol style="list-style-type: none"> 1. Contribute to the main goal, communicative competence. 2. Allow learners to be more self-directed. 3. Expand the role of the teacher. 4. Are problem-oriented.

5. Are specific actions taken by the learner
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible
12. Are influenced by a variety of factors

Table 2: Features of language learning strategies.

Source: Oxford (1990:9)

2.2.3 Classifications of learning strategies

In the literature, like the definition of learning strategies, learning strategies are classified differently by different scholars.

Wenden (1991:18) divides learning strategies into two broad groups as follows:

- Cognitive strategies
- Self-management strategies.

In her explanation, cognitive strategies are mental steps or operations learners use to process both linguistic and sociolinguistic content. Self-management strategies are used to oversee and manage the learner's learning. She notes that in cognitive psychology self-management strategies are called metacognitive or regulatory strategies.

Rubin, who pioneered much of the work in the field of strategies, make the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin (1987), there are three types of strategies used by learners that contribute directly and indirectly to language learning. These are:

- Learning strategies
- Communication strategies
- Social strategies

Learning strategies include two main types: cognitive learning strategies and metacognitive learning strategies. Cognitive learning strategies refer to the steps or operations used in learning or problem solving that require direct analysis, transformation or synthesis of learning materials. Rubin identifies 6

main cognitive learning strategies contributing directly to language learning. They are clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning and practice. The indirect strategies include creating opportunities for practice and productions tricks.

Naiman et al. (in O'Malley and Charlot 1990:4) offers a classification schema of 5 broad categories of learning strategies and a number of secondary categories. Their broad categories of learning strategies include: an active task approach, realization of language as a system, realization of language as a means of communication and interaction, management of affective demands, and monitoring of L2 performance.

O'Malley and Charlot (1990) analyzed learning strategies in parallel with language learning. Learning strategies were defined as complex cognitive skills. O'Malley divides language learning strategies into three main subcategories:

- Metacognitive strategies
- Cognitive strategies
- Social affective strategies.

Metacognitive strategies involve contemplating learning processes such as planning, monitoring, analyzing, and assessing learning which are indirectly involved in learning. Cognitive strategies are more limited to specific learning tasks and they involve more directly manipulation of the learning materials itself. They include strategies such as rehearsal, organization, inferencing, summarizing, deducing, imaginary, transfer, and elaboration. Social affective strategies are related with social mediating activity and transacting with others.

According to Stern (1992), there are five main language learning strategies. These are as follows:

- Management and planning strategies.
- Cognitive strategies
- Communicative -Experiential strategies
- Interpersonal strategies
- Affective strategies

Oxford (1990:9) see the aims of language learning strategies as being oriented towards the development of communicative competence. Oxford

divides the language learning strategies into main classes, direct and indirect, which are further divided into 6 subgroups. In Oxford's system, metacognitive strategies help learners regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies the learners use to make sense of their learning, memory strategies are those used to the storage of information, and compensation strategies help learners overcome their knowledge gaps to continue the communication.

Oxford's (1990:17) taxonomy of language learning strategies is shown in the following:

Class	Set of strategies	Specific strategies
I. Memory strategies	a. Creating mental linkage	1. Grouping
		2. Associating/Elaborating
		3. Placing new words into a context
	b. Applying images and sounds	1. Using imaginary
		2. Semantic mapping
		3. Using key words
		4. Representing sounds in memory.
	c. Reviewing well	1. Structured reviewed
	d. Employing action	1. Using physical response or sensation
		2. Using mechanical techniques
	a. Practicing	1. Repeating

II. Cognitive strategies		2. Formally practicing with sounds and writing systems
		3. Recognizing and using formulas and patterns
		4. Recombining
		5. Practicing naturalistically
	b. Receiving and sending messages	1. Getting the idea quickly
		2. Using resources for receiving and sending messages
	c. Analyzing and reasoning	1. Reasoning deductively
		2. Analyzing expressions
		3. Analyzing contrastively (across languages)
		4. Translating
		5. Transferring
	d. Creating structure for input and output	1. Taking notes
		2. Summarizing
		3. Highlighting
a. Guessing intelligently	1. Using linguistic clues	
	2. Using other clues	
b. Overcoming limitations in speaking and writing	1. Switching to the mother tongue	
	2. Getting help	

III. Compensation Strategies	3. Using mime or gestures
	4. Avoiding communication partially of totally
	5. Selecting the topic
	6. Adjusting or approximating the message
	7. Coining words
	8. Using a circumlocution or synonym

Table 3: Direct learning strategies

(Source: Oxford (1990:18))

Group	Set of strategies	Specific strategies
I. Metacognitive strategies	a. Centering your learning	1. Overviewing and lining with already known material
		2. Paying attention
		3. Delaying speech
	b. Arranging and planning your learning	1. Finding out about language learning
		2. Organizing
		3. Setting goals and objectives
		4. Identifying the purpose of language task (purposeful listening / reading/speaking/writing)

		5. Planning your task	
		6. Seeking practice opportunities	
	c. Evaluating your learning	1. Self-monitoring	
		2. Self-evaluating	
II. Affective strategies	a. Lowering your anxiety	1. Using progressive relaxation, deep breathing, or mediation	
		2. Using music	
		3. Using laughter	
	b. Encouraging yourself	1. Making positive statements	
		2. Taking risks wisely	
		3. Rewarding yourself	
	c. Taking your emotional temperature	1. Listening to your body	
		2. Using checklist	
		3. Writing a language learning diary	
		4. Discussing your feelings with someone else.	
		a. Asking questions	1. Asking for clarification or verification
			2. Asking for correction
b. Cooperating with		1. Cooperating with peers	

III. Social strategies	others	2. Cooperating with proficient users of the new language
	c. Empathizing with others	1. Developing cultural understanding
		2. Becoming aware of others' thoughts and feelings

Table 4: Indirect learning strategies

(Source: Oxford (1990:20))

2.3 Vocabulary and vocabulary learning strategies

2.3.1 Construct of knowing a word

Many people believe that knowing a word means knowing its meaning. Cook (2001:61) states that “a word is more than its meaning.” For Cook, knowing a word may involve four aspects: form of the word (for instance spelling and pronunciation), grammatical properties (for example, grammatical category of a word, its possible and impossible structure), lexical properties (for instance, word combinations and appropriateness), and general meaning and specific meaning.

Stahl (1999:15) thinks that there are four levels of word knowledge: (1) word that one never saw (2) word that one has heard of but does not know what it means, (3) word that one recognizes in context and can explain that it has something to do with, (4) word one knows.

Yings (2000) describes some types of context clues that may be available to the readers to guess the meaning of unknown words. These are the morphology (for instance, derivation), reference word (such as pronouns), cohesion (for instance, co-occurrence), definitions, antonyms, synonyms, hyponyms (sometimes provided in the same sentence), alternatives, restatements, examples, summary, comparison and contrast, and punctuation.

According to Nation (1990), what is involved in “knowing” a word depends on whether a word is learned for receptive skills or for productive skills. Taylor (1990) also shared the same point of view. Their argument is that knowing a word involves not only knowing its spelling, morphology, pronunciation, and meaning or the equivalent of the word in the learner’s mother tongue. Besides these aspects, the learner must know its collocations, register, polysemy, (a single word with many meanings, e.g. she broke her foot due to the foot of the stairs), and even its homonym (different words which happen to have the same spelling and pronunciation, e.g. he often lies in the sofa to lie to his wife).

The aspects of words mentioned above can be examined in detail as followed:

+Word form: When learning a word, learners should not only what a word sounds like (its pronunciation or its spoken form) but also how it looks like (its spelling or its written form).

+Grammar: a word may have unpredictable change of form and meaning in different contexts or some idiosyncratic way of connecting with other words in sentences. Therefore, when learners learn a new word, they should know this information at the same time they learn the basic form of a word. For example, when a noun such as foot, it should be noticed that its plural form is feet.

+Collocation: collocation is the way in which words are used together regularly in a specific language. It refers to the restriction on how words can be used together in right contexts. Therefore, this is another piece of information of a new item, which may be worth paying attention to. For example, we can say *throw a ball* but *toss a coin*.

+Word meanings include denotation, connotation, appropriateness and meaning relationship.

The denotation refers to things or concepts. For example, “*tiger*” denotes an animal that eats meat or “*rose*” denotes a kind of flowers with red color and

symbolizes for love.

The connotation includes stylistic, affective, evaluative, intensifying values, pragmatic, communicative values. Connotation of a word may or may not be indicated in a dictionary definition.

Appropriateness is more subtle aspect of meaning which indicates whether a particular item is appropriate one to use in a certain context or not. Thus, it is useful for a learner to know whether a certain word is very common, or relatively rare or taboo in polite conversation, or tends to be used in writing but not in speech, or is more suitable for a formal than informal discourse or belongs to a certain dialect.

Associations or meaning relationships show how the meaning of one item relates to the meaning of the others. There are some of the main ones such as synonyms, antonyms, hyponyms, co-hyponym, superordinate, etc.

2.3.2 Vocabulary learning strategies

2.3.2.1 Vocabulary learning strategies - The definitions

It should be noted that there have been many the definitions of language learning strategies. Meanwhile, there is no official definition for vocabulary learning strategies. Perhaps it's because that vocabulary learning strategies are part of language learning strategies and part of learning strategies as well. The working definition of vocabulary learning strategies in this research is adapted from Rubin (1987), cited in Schmitt (1997:203) that learning strategies are defined as “the process by which information is obtained, stored, retrieved, and used” and “therefore vocabulary learning strategies could be any which affect this broadly-defined process”.

It is believed that the characteristics of learning strategies introduced by Rubin and Oxford as mentioned above are also true to vocabulary learning strategies.

2.3.2.2 Classifications of vocabulary learning strategies

Word knowledge is an essential component of communicative competence (Seal, 1991), and it is important for both production and comprehension in a foreign. Knowing a word involves knowing:

- a great deal about its general frequency of use, syntactic and situational limitations on its use.

- its underlying form and the form that can be derived from it,
- the network of its semantic features and,
- the various meaning associated with the item.

(Richards, 1997:6)

Knowing a word is also defined as knowing its spelling, pronunciation, collocations (i.e. words it occurs with), and appropriateness (Nation, 1990). Therefore, lexical competence is far more than the ability to define a given number of words and covers a wide range of knowledge which in turn requires a variety of strategies to gain the knowledge. Foreign language learners may then use various strategies to acquire the target language word knowledge. Taking this into consideration, language researchers have made various attempts to classify vocabulary learning strategies employed by foreign and second language learners. Instances of such classifications are the taxonomies proposed by Gu and Johnson (1996), Schmitt (1997) and Nation (2001) which are briefly discussed below.

In a more recent attempt, Nation (2001) proposes taxonomy of various vocabulary learning strategies. The strategies in the taxonomy are divided into three general classes of ‘planning’, ‘source’ and ‘processes’, each of which generation, as well; such as, creating context, collocations and sentences containing the new word. Besides, the mnemonic strategies (memory strategies) and using the word in different context through four skills are also defined as generating strategies.

Gu and Johnson (1996) list second language (L2) vocabulary learning strategies as follows:

- Metacognitive
- Cognitive
- Memory
- Activation strategies

Metacognitive strategies consist of selective attention and self-initiation strategies. Learners who employ selective attention strategies know which words are important for them to learn and essential for adequate comprehension of a passage. Learners employing self initiation strategies use a variety of means to make the meaning of vocabulary items clear.

Cognitive strategies in Gu and Johnson’s taxonomy entail guessing strategies, skillful use of dictionaries and note-taking strategies. Learners using guessing strategies draw upon their background knowledge and use linguistic clues like grammatical structures of a sentence to guess the meaning of a word.

Memory strategies are classified into rehearsal and encoding categories. Word lists and repetition are instances of rehearsal strategies. Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic, and contextual encoding as well as word-structure (i.e., analyzing a word in terms of prefixes, stems, and suffixes.)

Activation strategies include those strategies through which the learners actually use new words in different contexts. For instance, learners may set sentences using the words they have just learned. All these suggested strategies can be summarized in a table as follows:

Strategies			
Metacognitive	Cognitive	Memory	Activation
* Selective Attention: Identifying essential words for comprehension * Self-initiation: Using a variety of means to make the meaning of words clear	* Guessing: Activating background knowledge, using linguistic items * Use of dictionaries * Note-taking	* Rehearsal: Word lists, repetition, etc. * Encoding: Association (imagery, visual, auditory, etc.)	* Using new words in different contexts

Table 5: Vocabulary learning strategies

(Source: Gu and Johnson (1996))

A comprehensive inventory of vocabulary learning strategies is developed by Schmitt (1997). He distinguishes the strategies into two groups: The ones to determine the meaning of new words when encountered for the first time, and the ones to consolidate meaning when encountered again. The former contains determination and social strategies and the latter contains cognitive, metacognitive, memory and social strategies. Schmitt includes social strategies in both categories since they can be used for both purposes. This categorization is based, in part, on Oxford's (1990) classification scheme. The details can be seen on the table below:

Strategies group	
Strategies for the discovery of a new word's meaning	
DETERMINATION STRATEGIES	Analyze parts of speech
	Analyze affixes and roots
	Check for ;1 cognate
	Analyze any available pictures or gestures
	Guess the meaning from textual context
	Bilingual dictionary
	Word lists
	Flash cards
SOCIAL STRATEGIES	Ask teacher for an L1 translation
	Ask teacher for paraphrase or synonym of a new word
	Ask teacher for a sentence including the new word
	Ask classmates for meaning
	Discover new meaning through group work activities

Strategies for consolidating a word once it has been encountered

SOCIAL STRATEGIES	Study and practice meaning in a group
	Teacher checks students' flash cards or word lists for accuracy
	Interact with native speaker
MEMORY STRATEGIES	Study word with a pictorial presentation of its meaning
	Image word's meaning
	Connect word to a personal experience
	Associate the word with its coordinates
	Associate the word with its synonyms and antonyms
	Use semantic maps
	Use 'scales' for gradable adjectives
	Peg method
	Loci method
	Group words together to study them
	Group words together spatially on a page
	Use new word in sentences
	Group words together within a storyline
	Study the spelling of a word
	Study the sound of a word
Say new word aloud when studying	
Image word form	

	Underline initial letter of the word
	Configuration
	Use keyword method
	Affixes and roots (remembering)
	Part of speech (remembering)
	Paraphrase the word's meaning
	Use cognates in study
	Learn the words of an idiom together
	Use physical action when learning a word
	Use semantic feature grids
COGNITIVE STRATEGIES	Verbal repetition
	Written repetition
	Word lists
	Flashcards
	Take note in class
	Use the vocabulary section in your textbook
	Listen to tape of word lists
	Put English labels on physical objects
	Keep a vocabulary notebook
METACOGNITIVE STRATEGIES	Use English-language media (songs, movies, newscasts, etc.)
	Testing oneself with word tests
	Use spaced word practice

	Skip or pass new word
	Continue to study word over time

Table 6: Taxonomy of vocabulary learning strategies

(Source: Norbert Schmitt (1997), p.207)-208.)

In general, although the taxonomies cited above may slightly differ in terms of strategies they categorize, they all provide a list of widely applicable vocabulary learning strategies.

2.3.2.3 Clarifying Schmitt’s vocabulary learning strategies

Vocabulary learning strategy classification system proposed by Schmitt (1997) will be used as the theoretical framework of the investigation in this thesis. Therefore, the clarification and exemplification of those vocabulary learning strategies that are used in the questionnaire will be presented below as a source of reference.

a. Determination strategies

Determination strategies are used when students are faced with discovering a new word’s meaning without resource to another person’s expertise. They can have the meaning of a new word from the following techniques:

Guessing from their structural knowledge of the language: learners may be able to discern the new word’s part of speech, which can help in guessing process. Hints about meaning can be also obtained from its roots or affixes.

Using reference material: Dictionaries are primary in this technique.

Word lists and flashcards are those suggested to be useful for initial exposures to a new word.

b. Social strategies Guessing from an L1 cognate: cognates are words in different languages which descended from a common parent word. If the target language is closely related to learner’s first language, cognates can be excellent resource for both guessing the meaning of and remembering new words.

Guessing from context: an unknown word's meaning can be guessed from context. However, learners must have a certain level of language proficiency as well as adequate background knowledge of the subject and the strategic knowledge of how to effectively go through inferencing process.

Social strategies are used to both discover the meaning of a new word and consolidate a word once it has been encountered. They can be defined as those are used to understand a word by asking someone who knows it. Teachers are said to be often in this position. They can be expected to give help in a number of different ways such as giving L1 translation, giving a synonym, giving a definition by paraphrase, using a new word in a sentence, checking learners' work for accuracy, or any combination of these. Learners can also get help from their classmates or benefit from interactions with others such as group work activities or interaction with native speakers.

c. Memory strategies

Memory strategies are approaches which relate new materials to existing knowledge using some form of imaginary, or grouping. The strategies can be listed as follows:

Picture/imaginary: students can learn new words by studying them with pictures of their meaning instead of their definition, by creating their own mental images of a word's meaning, or by associating new words with a particularly vivid personal experience of the underlying concept.

Related words: new words can be linked to L2 words which the student already knows. This usually involves some types of sense relationship such as coordination, synonymy, antonymy, hyponymy, or metonymy which can be illustrated with semantic maps-one way used often to consolidate vocabulary. (Oxford (1990)).

Unrelated words: words that have no sense relationship can be linked together while they are learnt.

Grouping: words can be grouped together so that they are easier to memorize, store and recall. Words can be grouped mentally or in writing according to their topic, function, in a story and so on.

Word's orthographical or phonological form: words can be learnt by explicitly studying their spelling and pronunciation, remembering its orthographical form, or making a mental representation of its sound.

Other memory strategies are also suggested in this group. A structural analysis of words can be useful for determining their meaning. Studying a word's affixes, root, and word class is potentially useful as a way of consolidating its meaning. Paraphrasing can be used as a strategy to compensate for limited productive vocabulary. Learning a new word in its chunk often as phrases, idioms, or proverbs is a mnemonic device for remembering the individual word meanings. Physical actions or semantic feature grids are two other suggested ways of vocabulary learning.

d. Cognitive strategies

Cognitive strategies are those somewhat similar to memory strategies but the difference is that they are not focused so specifically on manipulative mental process" (Schmitt, 1997:215). This group includes repetition and mechanical means of learning vocabulary such as:

Verbal and written repetition: words are repeatedly written or spoken again and again.

Word lists and flashcards: words are reviewed by using word lists and flashcards. (not for initial exposure).

Studying aid using: words are learnt through such study aids as: note taking in class, using vocabulary sections in textbooks, or taping L2 labels onto their respective physical objects.

Vocabulary notebooks: words can be learnt by written down in a notebook.

e. Metacognitive strategies

Metacognitive strategies are those used to control and evaluate their own learning by having a conscious overview of the learning process. Students can employ such strategies as:

Using English-language media: to get the aim of efficient acquisition of an L2, it is important to maximize exposure to it. In case that English is chosen as

L2, English - language media such as: books, magazines, newspapers, movies, websites, etc. offers an almost endless resource.

Skipping or passing new words: according to Nation & Read (1990), even English native speakers know only a fraction of the vast total of words. So realization that learning all the words is impossible and concentration their limited resource on learning most useful one is really important to every learner. Part of this involves knowing when to skip or pass a word.

Continuing to study over time: a part from making full use of above strategies, one can maximize the effectiveness of his practice time if it is scheduled and organized.

Testing oneself with test and using spaced word practice can be considered as organized activities by students themselves.

2.4 Summary

In this chapter, some information about history of research on the issue has been introduced; such concepts as learning strategies, and knowledge of learning strategy classifications have been presented. A theoretical framework has been prepared for the investigation in the next chapter.

In summary, the notion of learning strategies which is dealt with in the last part is born in two perspectives: cognitive psychology and second language acquisition. The former tried to analyze the strategies that experts employ and then train novices to use them as well. The latter preferred to describe the kinds of strategies which are used. A number of researchers have attempted to systematize strategies of nonnative speakers, using questionnaire that classify various kinds of strategies into categories. It has proved reliable and valid as some studies have shown by collecting data from people such as university students, and company employees.

CHAPTER 3 - THE STUDY

In chapter one, the rationale, the aims, the research questions, the scope, and the design of the study were introduced.

In chapter two, an overview of learning strategies, definitions of key concepts, knowledge of learning strategy classification, vocabulary learning classification, and a theoretical framework for the investigation were presented.

This chapter presents the study including the context of the study, the research questions, the research method, the participants, and the findings of the study.

3.1 Research questions

As mentioned above, the aim of the study is to seek answers to the following research questions:

1. What vocabulary learning strategies are commonly used by the students of 2nd-year English majors at Hai Phong Private University (HPU) ?

2. Do students' gender have any impacts on their use of vocabulary learning strategies?

3.2 Participants

A total of 25 students from the students of 2nd-year English majors at Hai Phong Private University (HPU) participated in the study. Fifty five students of female (n=15) and ten students of male (n=10). The age of the students was 19. The participants have been studying English for 5 to 8 years. They come from different places of Viet Nam. Most of them come from the Hai Phong.

3.3 Data collection instruments

In order to collect data for the study, survey questionnaire was chosen because it is a simple and familiar instrument of collecting information from the students and is less time-consuming than other instruments.

The questionnaire was aimed at measuring the frequency of vocabulary learning strategy use. The strategies were based on the study done by Schmitt

(1997) and most of the items in the questionnaire were also chosen from Schmitt's questionnaire due to the researcher's interest.

The questionnaire consists of two sections: the first section was the questions to gain personal information about the participants and the second section was the questions about the strategies that participants may have used. It contained 25 items, which were divided into five categories: Determination, Social, Memory, Cognitive and Metacognitive. The participants were asked to rate each strategy statement on a 5-point interval Likert scale in terms of their frequency of use in ascending order ranging from never to always. For more detail, a table of vocabulary learning strategies in questionnaire is provided below:

Group of strategies	Questions in the questionnaire	Number of questions
DETERMINATION	Q1, Q2, Q3	3
SOCIAL	Q4, Q5, Q6, Q7, Q8, Q9	6
MEMORY	Q16, Q17, Q18, Q19, Q20	5
COGNITIVE	Q10,Q11,Q12, Q13,Q14,Q15	6
METACOGNITIVE	Q21,Q22,Q23,Q24,Q25	5

Table 7: Vocabulary Learning Strategies in The Questionnaire

Categories	Questions
DET	Guessing from textual context (Q1)
DET	Monolingual dictionary (Q2)
DET	Bilingual dictionary (Q3)
SOC	Ask teacher for an L1 translation (Q4)
SOC	Ask teacher for a sentence including the new word (Q5)
SOC	Ask classmates for meaning (Q6)
SOC	Discover new meaning through group work activities (Q7)
SOC	Ask teacher for checking flash cards or word lists for accuracy (Q8)
SOC	Interact with native speaker (Q9)
COG	Take note in class (Q10)
COG	Keep a vocabulary notebook (Q11)
COG	Verbal repetition (Q12)
COG	Written repetition (Q13)
COG	Highlight new words (Q14)
COG	Study words through talking to classmates (Q15)
MEM	Associate new words with known words (Q16)
MEM	Associate the word with its synonyms and antonyms (Q17)
MEM	Group words together to study them (Q18)
MEM	Use new word in sentences (Q19)
MEM	Explaining the meaning in your own English (Q20)
MET	Study words through television programs (Q21)
MET	Skip or pass new word (Q22)
MET	Study words everyday (Q23)
MET	Study words through newspapers, magazines or stories. (Q24)
MET	Continue to study word over time (Q25)

Table 8: The questionnaire

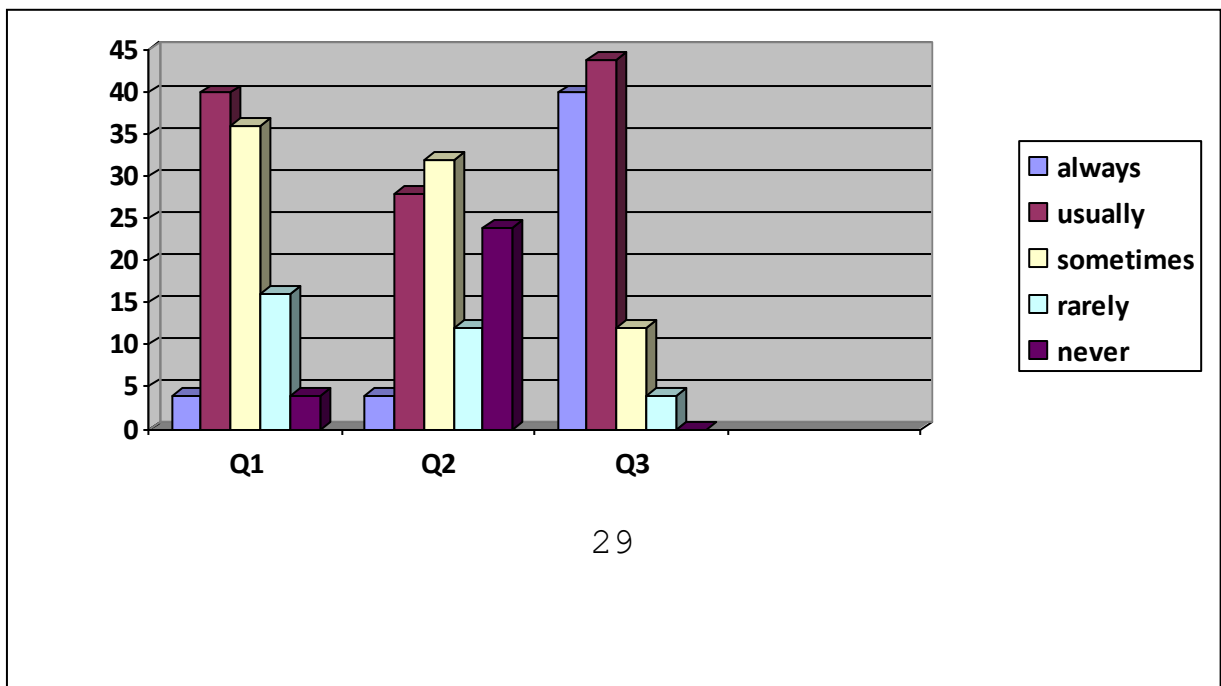
3.4 Data collection procedure

The instrument required about 30 minutes to complete and was administered in the students' English class. Before filling out the questionnaire, students were told that their participation was voluntary and their responses would remain confidential; they were also asked to give their opinions as honestly as possible, which was crucial to the success of this investigation. I also confirm to them that the research was carried out with the aim at improving their own English learning in general and their English vocabulary learning in particular.

3.5 Data analysis procedure

The data gathered through the questionnaire were coded for statistical analysis to investigate which vocabulary learning strategy are commonly used and how often each strategy is used by students at HPU. The terms high frequency and low frequency will be used in the data analysis procedure. The former term refers to always and usually and the later one refers to sometimes and rarely. The questions in the questionnaire will be analyzed one by one in their vocabulary learning strategy groups by counting its percentage. Mean values of vocabulary learning strategy use were calculated to determine whether there were differences in strategy use in terms of the students' gender.

3.5.1 Applying Determination strategies to learning English vocabulary



	Q1	Q2	Q3
Always	4%	4%	40%
Usually	40%	28%	44%
Sometimes	36%	32%	12%
Rarely	16%	12%	4%
Never	4%	24%	0%

Figure 1: Students' use of DET strategies in vocabulary learning

The answers to question 1 show that 44% of the informants always or usually found the meaning of a new word by guessing from textual context but less than half of them used this strategy with low frequency (52%). Only 4% never did so.

Monolingual dictionary use (question 2) is supposed to be rarely applied in our English learning setting. As can be seen from the results of the second question, 24% never used it. 32% of the informants used monolingual dictionaries. 44% used this kind of dictionary with low frequency.

The third question shows us how often the informants used bilingual dictionaries. It is not surprising that almost of them used English-Vietnamese dictionaries with high frequency (84%). None of them never looked up a new word in a bilingual dictionaries.

3.5.2 Applying Social strategies to learning English vocabulary

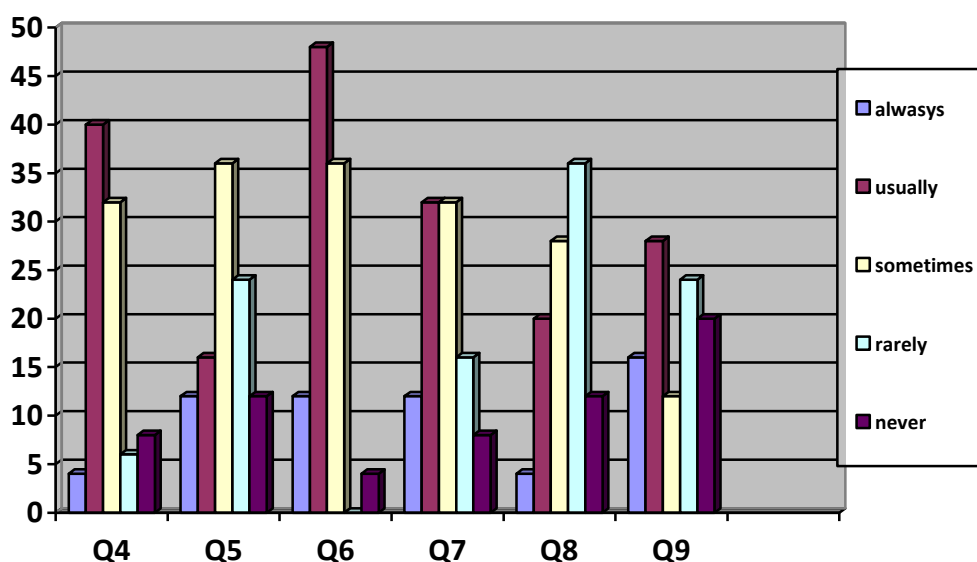


Figure 2: Students' use of SOC strategies in vocabulary learning

In question 4, 40% of the informants usually asked their teacher to translate a new word into Vietnamese, 32% sometimes and 16% rarely did so. 4% always and 8% never asked for their teacher's help.

Asking teachers or friends to make a sentence in which a new word is used one way to learn and retain new words (question 5). However, up to 36% of the informants revealed that they sometimes asked their teacher or their friend

to make a sentence containing a new word. Only 12% always, 24% rarely and 12% never did so.

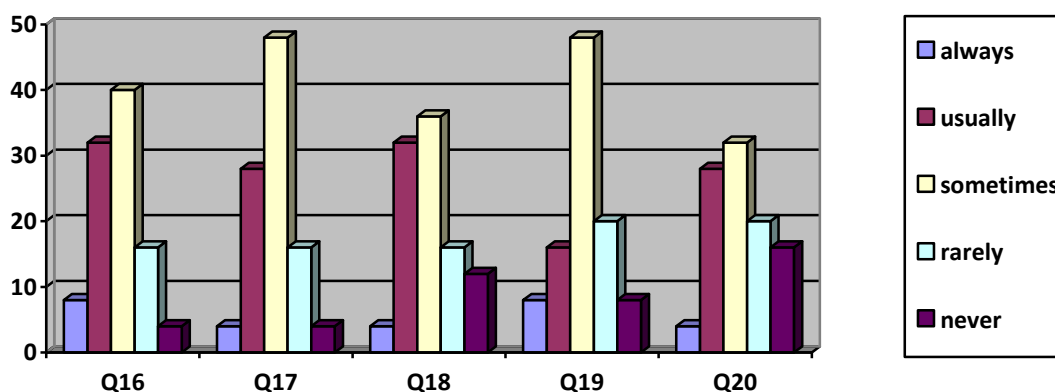
Apart from making a sentence including a new word, students can ask their classmates to translate a new word into Vietnamese (question 6). The result shows that 48% of the informants usually asked their friends or classmates to translate a new word into Vietnamese. Meanwhile, 36% of them sometimes did so.

With regard to studying and practicing meaning of words in a group (question 7), only 12% of the informants always used it. 32% of them usually and the same number rarely adopted it. 8% never did so.

When asked whether they asked their teacher to check the meaning or spelling or not (question 8), most of them (64%) employed this strategy with low frequency or even never used it (12%).

Communicating with native speakers (question 9) is a fantastic way to practice vocabulary. Noticeably, there have recently been some voluntary foreign teachers coming to school and this is a wonderful chance for students to practice their English in general and their vocabulary in particular. However, a moderate number of the informants (16%) always took the chances to use it. Meanwhile, 28% usually, 12% sometimes, 24% rarely and up to 20% never did so.

3.5.3 Applying Memory strategies to learning vocabulary



	Q16 (%)	Q17 (%)	Q18 (%)	Q19 (%)	Q20 (%)
Always	8	4	4	8	4
Usually	32	28	32	16	28
Sometimes	40	48	36	48	32
Rarely	16	16	16	20	20
Never	4	4	12	8	16

Figure 3: Students' use of MEM strategies in vocabulary learning

Question 16 asks whether the informants associated a new word with the words they have already known. More than a half of them (56%) used this strategy with low frequency. Only 8% of them always did so. 32% of them usually employed it. Meanwhile, 4% of them never used this strategy.

Some types of sense relationship such as coordination, synonymy or antonymy are used to consolidate vocabulary effectively (question 17). However, more than half of the informants sometimes or rarely used this strategy (48% and 16% respectively). Only 4% always used it and the same number never used it.

Grouping words according to particular topics or word types in order to study them (question 18) was usually used by 32% of the informants. Meanwhile, 36% and 16% sometimes and rarely used this strategy respectively. Up to 12% of them never did so.

To our surprise, the majority of the informants reported that they sometimes (48%) or rarely (20%) made sentences to study or practiced the meaning of words (question 19).

Explaining the meaning in your own English (question 20) is one of effective ways to practice and study vocabulary. Only 4% of the informants always and 28% usually did this. Meanwhile, more than half of them sometimes and rarely applied this strategy (52%). Up to 16% never did so.

3.5.4 Applying Cognitive strategies to learning vocabulary

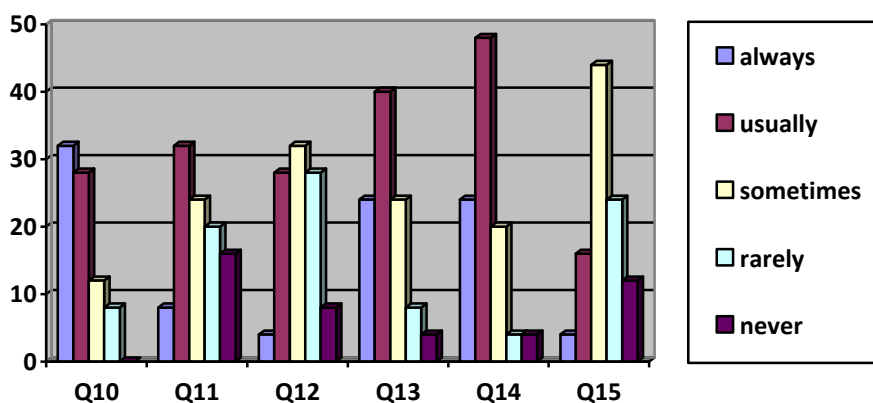


Figure 4: Students' use of COG strategies in vocabulary learning

Taking note in class (or note down the new words) is a helpful way for learners (question 10). Perhaps for that reason, up to 80% of the informants reported that they took notes in class with high frequency. Only 20% did so with low frequency.

Copying the new words in a diary is also an interesting way (question 11). However, over half of the informants employed this strategy with low frequency (44%). 40% used it with high frequency and 16% even never did so.

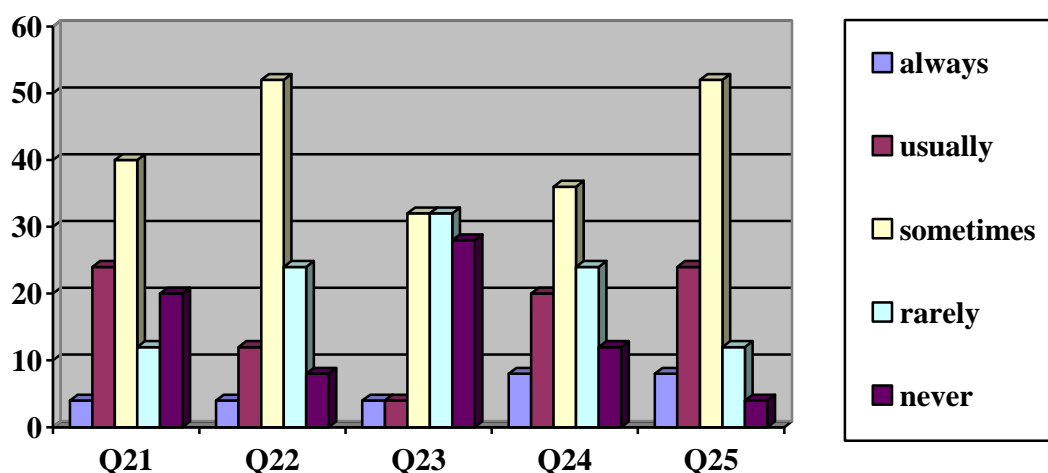
Verbal and written repetition (question 12 and 13) are very popular strategies for most of English learners. It seems to be no exception to our informants in written repetition (question 13). More than half of the informants

used this strategy with high frequency (64%). Only 4% never did so and 32% used this strategy with low frequency. However, less than half of the informants applied verbal repetition to learning vocabulary (32%). More than half of them sometimes or rarely did so. Even 8% never did so.

Highlighting, underlining or circling new words for notice should be a habit of learning vocabulary (question 14). This can be clearly seen from the answer. The majority of the informants used this strategy with high frequency (72%). 20% sometimes and only 4% of them rarely did so. 4% never highlighted new words when learning.

Not many of the informants (20%) reported that they sought the chances to practice the words they have learned or need to learn by talking to their friends (question 15). More than half of them (68%) sometimes or rarely used this and even 12% of them never did this.

3.5.5 Applying Metacognitive strategies to learning vocabulary



	Q21 (%)	Q22 (%)	Q23 (%)	Q24 (%)	Q25 (%)
Always	4	4	4	8	8
Usually	24	12	4	20	24
Sometimes	40	52	32	36	52
Rarely	12	24	32	24	12
Never	20	8	28	12	4

Figure 5: Students' use of MET strategies in vocabulary learning

Mass media such as television (question 21), newspapers, magazines, stories (question 24), are not only informative but also effective way to enrich and retain vocabulary. That is the reason why our students are always encouraged to make use of it. However, not many of our informants used these strategies. Most of them used this strategy with low frequency. Even a big proportion of the informants never did so.

Continuing to study words over time (question 25) or studying words everyday (question 23) are supposed to be necessary to all learners. However, the majority of the informants applied this strategy with low frequency. A very small proportion of them did this job with high frequency. Up to 28% never studied words everyday and 4% never studied words over time.

Skipping or passing new words is not expected (question 22). Luckily, a vast proportion of the informants (64%) sometimes or rarely skipped new words they have met. May be they took note, highlighted or copied them in their diary. Up to 8% never passed new words. A very small number of the informants always did so (4%).

3.6 Overall vocabulary learning strategy use

First of all, it can be concluded that all the vocabulary strategies introduced in the questionnaire were employed by 2nd-year English students at HPU. The strategies consisted of Determination, Social, Cognitive, Memory and Metacognitive strategies.

In general, the results show that Memory strategies were the most often used while Metacognitive strategies were the least often used. The informants used Cognitive and Determination strategies more than Social strategies.

3.7 The differences in the use of vocabulary learning strategies in terms of gender

As I know, vocabulary learning strategy use was affected by many factors, namely, place of living, years of learning English, attitude, self-rated English proficiency, motivation, gender, field of study and so on. However, the researcher only focused on gender. Also, it is impossible to cover so many things in such a minor thesis.

In order to find the impacts of gender on the use of vocabulary learning strategies or in other words, the differences in strategy use between the male and female students, means were calculated and then compared.

Always = 5

Usually = 4

Sometimes = 3

Rarely = 2

Never = 1

Numbe rs	Strategies	Femal e	Male
1	Guess from the textual context	3.20	3.40
2	Monolingual dictionary	2.47	2.60
3	Bilingual dictionary	4.20	3.60
4	Ask teacher for L1 translation	3.30	3.10
5	Ask teacher or friend for a sentence including new words.	2.77	2.40
6	Ask classmates for meaning	3.60	3.70
7	Discover new meaning through group work activities	3.30	3.05
8	Ask teacher for checking students' flash cards or word lists for accuracy	2.47	2.35
9	Associate new words with known words	3.40	2.95
10	Associate the word with its synonyms and antonyms	3.19	3.15
11	Group words together to study them	3.11	3.15
12	Use new word in sentences	3.09	3.00
13	Take note in class	4.13	4.00
14	Keep a vocabulary notebook	3.09	2.40

15	Study words through television programs	2.96	2.25
16	Verbal repetition	2.94	2.75
17	Written repetition	3.81	3.45
18	Study words everyday	3.00	2.90
19	Highlight new words	3.87	3.75
20	Explaining the meaning in your own English	2.98	2.85
21	Skip or pass new word	2.13	2.35
22	Interact with native speaker	3.15	2.40
23	Study words through newspapers, magazines or stories	2.81	2.60
24	Study words through talking to classmates	2.77	2.30
25	Continue to study word over time	3.23	3.10

Table 9: Comparisons of Strategy Use by Gender

The results showed that means of vocabulary learning strategy use between the male and female were not so much different. Most of the female had greater means than the male. However, there were 4 strategies in which the male had bigger means than the female. The male rely more on guessing from textual context, monolingual dictionary, asking teacher for L1 translation, group words to study. They also are more likely to skip new words. Meanwhile, the female preferred such strategies as “Take note in class” (M=4.13), “Bilingual dictionary” (M=4.20). Clearly, the female employed the vocabulary strategies more often than the male did. A possible explanation is that the female are said to be more hard working than the male.

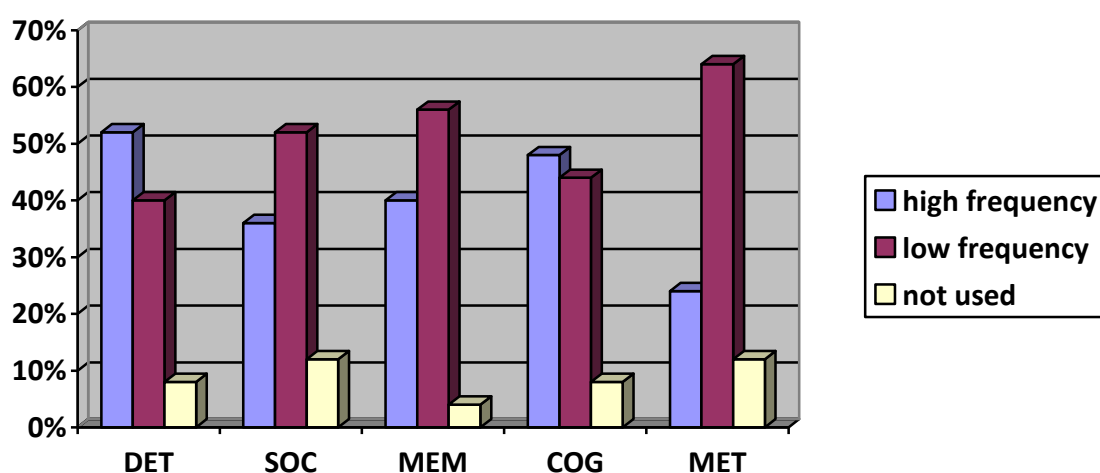
3.8 Summary

In this chapter, I presented the context of the study, the background information about the subjects of the study and the research method. Besides, data collection instruments and data collection procedures for the study were also showed. All the findings of the study were presented in tables and figures. The analysis and discussion of the findings are presented in the next chapter.

CHAPTER 4: ANALYSIS AND DISCUSSION

In the previous chapter, I presented all the results from the survey questionnaire. In this chapter those findings are discussed and analyzed. Particular emphasis is given to the discussion of the overall vocabulary learning strategy used by students and then the differences in vocabulary learning strategy use between the male and the female.

4.1 Vocabulary Learning Strategies used by the student of 2nd-year English majors at HPU: What and How often?



	DET (%)	SOC (%)	MEM (%)	COG (%)	MET (%)
High frequency	52	36	40	48	24
Low frequency	40	52	56	44	64
Not used	8	12	4	8	12

Figure 6: Statistics of five groups of vocabulary learning strategies

The participants reported that they used most of strategies given in the questionnaire in their vocabulary learning. However, these strategies were not used with high frequency. Only one of five groups of strategies had the

frequency above 50% (Determination strategies). The rest had the frequency below 50%.

For Determination strategies, bilingual dictionaries are more frequently used than monolingual dictionary and guessing from the textual context. The reason might be that using monolingual dictionary and guessing from the textual context often take time. In fact, the students are often encouraged to use monolingual dictionaries because it will give them chance to practice and study words repeatedly. Once the students get familiar with this strategy, they will find it very helpful especially for the English majors.

Regarding to Social strategies, the informants reported that more than half of them used these strategies with low frequency (52%), about 36% used them with high frequency and 12% never did so. It can be seen that these strategies were not frequently used by the students.

Memory strategies are the approaches which relate new materials to existing knowledge such as associating new words with the known words, associating new words with sense relationship, or key word method, grouping words according to particular topics or word types, making sentences to study and practice the meaning of words, remembering, paraphrasing the words' meaning, etc. Not many of the students used these strategies, maybe, for the reason is that they are not familiar with it.

Cognitive strategies such as taking note in class, studying the vocabulary in the textbook, verbal and written repetition, highlighting, underlying or circling new words were preferred by the students. Meanwhile, the rest strategies (copying new words in a diary, practicing words by talking to friends and associating the similarity of sounds or word formation between English and Vietnamese) were used with low frequency. These are very simple and feasible activities for the students, so that they should be encouraged to use them as often as a habit.

In a whole, Metacognitive strategies were not frequently used. It is said that the mass media and information technology are on a big move all over the world. Most of the students used television, radio, newspapers, magazines, computers, etc. with not very high frequency. Yet, the public internet has become more popular in here, so that students should make use of this kind of

modern technology for the purpose of learning English in general and for learning English vocabulary in particular. Somehow, the students have been always given the best learning conditions from the teachers, the school and the local government. When the researcher delivered the questionnaire, I hoped that I would get the large proportion of the students continuing to study words overtime or study words everyday with high frequency. Teachers should know this and think of ways to encourage, even request their students to employ this strategy. Luckily, most of the students sometimes or rarely skipped or passed new words.

To sum up, the results of the study show that only some of the strategies introduced in the questionnaire are frequently used by the students. Most of the strategies are infrequently used.

4.2 The differences in the use of vocabulary learning strategies in terms of gender.

It can be concluded that gender did not affect strategy use significantly. More interestingly, the female preferred such strategies as “Take note in class”, “Bilingual dictionary”. The reason is that the female seem to be more hard working than the male. Meanwhile, the male rely more on guessing from textual context, monolingual dictionary, asking teacher for L1 translation, connecting word to a personal experience, grouping words to study, using key words. They also are more likely to skip new words. The male should be encouraged or even forced to learn new words by checking frequently. Taking note in class and using the vocabulary section in the textbook are useful and feasible strategies so that the male and the female should apply them to their learning.

CHAPTER 5: CONCLUSION

5.1 Summary and Implications

The study indicates that there are not significant differences in vocabulary learning strategy use between the male and the female. At the micro level, however, there are some differences. The male rely more on guessing from textual context, monolingual dictionary, asking teacher for L1 translation, grouping words to study, using key words. They also are more likely to skip new words. Meanwhile, the female preferred such strategies as “Take note in class”, “Bilingual dictionary”. Clearly, the female employed the vocabulary strategies more often than the male did. Based on this finding, it is suggested that the male should be encouraged to use the strategies which are given in the study more frequently than they did.

This study also generated interesting findings about learners’ gender in relation to vocabulary learning. The strategies of taking note in class for new words and using vocabulary section in the textbook are preferred by both majors. Connecting word to a personal experience is the least-used strategy.

Although our participants reported they used all most of the strategies given in the questionnaire, the frequency is not really high. There are some of the strategies which are reported to be frequently used such as “bilingual dictionary”, verbal and written repetition”, “taking note in class”, “remembering parts of speech”. The other strategies are said to be used with low frequency or even rarely or never used. This phenomenon may be due to the fact that our students learn words simply by using dictionary and listening to the teacher’s explanation. In addition, in Vietnam in general and in HPU in particular, a typical EFL environment (**English as a Foreign Language Environment**), words are primarily taught through decontextualized activities in English classes. A considerable amount of instructional time is devoted to presenting, explaining, and defining terms. Moreover, students are usually expected to learn vocabulary on their own, mostly by mechanical memorization, without much guidance from teachers. Little effort has been made to teach students strategies to improve their vocabulary learning. However, merely giving students lists of words to learn does no result effective learning, despite the growing awareness on the part of learners of the importance of enhancing their communicative

competence of the target language and the recognition that a much larger vocabulary is needed to this end.

It is important for curriculum designers, teachers and students alike to acknowledge that a balanced and integrated approach is important particularly for foreign language learners in input-poor environments. There are lacks of equipments and materials such as lab rooms, cassettes, televisions, magazines, etc. Chances of accessing to both English language and English culture are rare. Learning words individually will not take care of the other aspects such as communicative competence, vocabulary knowledge and so on. Pedagogically, it is important and feasible that teachers play a more active role in students' vocabulary learning by providing learners with systematic L2 (second language) vocabulary instructions, offering contextualized learning opportunities, helping students learn specific strategies for acquiring words, and showing students how to learn words outside of their L2 classes. The ultimate purpose is to encourage learner autonomy so that students can learn vocabulary wisely both inside and outside of the class for more productive outcomes.

5.2 Limitations and suggestions for further study

This was an exploratory study that only caught a glimpse of the present status of vocabulary learning by HPU students. A larger sample with more diverse backgrounds would be desirable in order to yield more generalizable findings. Furthermore, the data for the study were based on the self reports of the participants. Therefore, further studies are needed using other instruments such as oral interview and so on. Such multiple sources would provide more insights into what learners actually do. Hopefully, this will lead to more thorough investigations in the field.

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APPENDIX

This questionnaire is designed to investigate students' vocabulary strategies. I look forward to your time with the following questions honestly. All the information they give is kept strictly confidential and is only for research purposes. Their help will help me complete my graduation paper. I sincerely thank you for your help.

Before answering the questions, please provide some personal information by circling the correct information or answering the following questions:

Personal Information:

1. Gender: Male / Female
2. Hometown:
3. I am currently a student in class:
4. Age:
5. The group of students that you are studying:
6. How long have you been studying English?

The Questionnaire:

Here are the strategies for vocabulary learning, which is how you use to learn new words or review the words learned. Choose the vocabulary learning strategies you use by circling one of the following options:

No	Vocabulary Learning Strategies
1	Guessing from textual context a. Always b. usually c. sometimes d. rarely e. never
2	Using monolingual dictionary a. Always b. usually c. sometimes d. rarely e. never
3	Using bilingual dictionary a. Always b. usually c. sometimes d. rarely e. never
4	Asking teacher for an L1 translation a. Always b. usually c. sometimes d. rarely e. never
5	Asking teacher for a sentence including the new word

	a. Always b. usually c. sometimes d. rarely e. never
6	Asking classmates for meaning a. Always b. usually c. sometimes d. rarely e. never
7	Discovering new meaning through group work activities a. Always b. usually c. sometimes d. rarely e. never
8	Asking teacher for checking flash cards or word lists for accuracy a. Always b. usually c. sometimes d. rarely e. never
9	Interacting with native speaker a. Always b. usually c. sometimes d. rarely e. never
10	Taking note in class a. Always b. usually c. sometimes d. rarely e. never
11	Keeping a vocabulary notebook a. Always b. usually c. sometimes d. rarely e. never
12	Using verbal repetition a. Always b. usually c. sometimes d. rarely e. never
13	Using written repetition a. Always b. usually c. sometimes d. rarely e. never
14	Highlighting new words a. Always b. usually c. sometimes d. rarely e. never
15	Studying words through talking to classmates a. Always b. usually c. sometimes d. rarely e. never
16	Associating new words with known words a. Always b. usually c. sometimes d. rarely e. never
17	Associating the word with its synonyms and antonyms a. Always b. usually c. sometimes d. rarely e. never
18	Group words together to study them

	a. Always b. usually c. sometimes d. rarely e. never
19	Using new word in sentences a. Always b. usually c. sometimes d. rarely e. never
20	Explaining the meaning in your own English a. Always b. usually c. sometimes d. rarely e. never
21	Studying words through television programs a. Always b. usually c. sometimes d. rarely e. never
22	Skipping or passing new word a. Always b. usually c. sometimes d. rarely e. never
23	Studying words everyday a. Always b. usually c. sometimes d. rarely e. never
24	Studying words through newspapers, magazines or stories. a. Always b. usually c. sometimes d. rarely e. never
25	Continue to study word over time a. Always b. usually c. sometimes d. rarely e. never
26	How often do you use Vocabulary Learning Strategies? a. High frequency b. Low frequency c. Not used