BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

HPU

ISO 9001:2015

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH - NHẬT

Sinh viên   : Phạm Thị Ngọc Anh

Giảng viên hướng dẫn : Th.S Bùi Thị Tuyết Mai

HẢI PHÒNG 07– 2020

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

VOCABULARY LEARNING STRATEGIES OF FIRST YEAR ENGLISH MAJORS AT HAI PHONG TECHNOLOGY AND MANAGEMENT UNIVERSITY

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH - NHẬT

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Lớp   : NA2001N

Ngành   : Ngôn Ngữ Anh - Nhật

Tên đề tài: Vocabulary learning strategies of first year English major at Hai Phong Technology and Management University

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Bùi Thị Tuyết Mai

Học hàm, học vị   : Thạc sỹ

Cơ quan công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn:

Đề tài tốt nghiệp được giao ngày 30 tháng 03 năm 2020

Yêu cầu phải hoàn thành xong trước ngày 30 tháng 06 năm 2020

      Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

           Sinh viên   *Giảng viên hướng dẫn*

Hải Phòng, ngày 01 tháng 07 năm 2020

HIỆU TRƯỞNG

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: .... Chuyên ngành: ....

Nội dung hướng dẫn: ....

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1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày … tháng … năm ......
Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

QC20-B18

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: .... Chuyên ngành: ....

Đề tài tốt nghiệp: ....

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viênchấm phản biện

Được bảo vệ   ☐   Không được bảo vệ   ☐   Điểm phản biện   ☐

Hải Phòng, ngày ... tháng ... năm ......
Giảng viên chấm phản biện
(Ký và ghi rõ họ tên)

QC20-B19

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PART 1: INTRODUCTION

1.   Rationale

It is can not be denied that English language in the whole world has become more and more important in our lives. English is an essential tool to broaden and light up our outlook on the world. English may not be the most popular language in the world, but it is the official language of 53 countries and spoken by more than 400 million people in the world. According to the British Council, by 2020 about two bilion people in the world will be studying English. English is the most widely used language in the world in many different fields such as economics, international telecommunications, science, foreign trade, entertainment and diplomacy. Studying English can help you progress in life both personally and professionally. You can complete in the global job market, increase your career opportunities and start to meet people around the world.

In Vietnam as well as in other countries, learning English is becoming more and more popular. Therefore, it is being taught at every educational level and it has become a compulsory subject in almost schools. It has been, in fact said that language was a house, vocabulary would be as construction material to build up that house. Therefore when learning a new language, vocabulary must be the background to develop like building a house, if the foundation is strong the house will be firm.

Therefore, to learn a new language well studying vocabulary is very important. Vocabulary plays an important role because it appears in all four language skill: Listening – Speaking – Reading – Writing. It can be seen that vocabulary is really important in any language learning. Vocabulary is at the core of learning a new language but many students as well as many learners today often skip learning vocabulary. However, it is not easy to study English vocabulary, most people learn vocabulary and then quickly forget the vocabulary they have learned. A new vocabulary includes its meaning, pronunciation and word type, so it is difficult for students to memorize a new word. Futhermore, most of vocabulary is not taught at university, and students take care of learning new words on their own. Accordingly,

it is very difficult for them to expert vocabulary learning. Thus, interesting strategies to vocabulary learning is necessary to help first year student English major learn English vocabulary better.

All these above reasons have inspired I to do research on vocabulary learning and as a result, a research title goes as "Vocabulary learning strategies of first year English major at Hai Phong Technology and Management University".

2.   Aims of the study

The study has three main purposes as follow:

1, What is the students' awareness of the importance of vocabulary learning.

2, To find out what factors affecting encountered by first year English major at Hai Phong Technology and Management University in vocabulary learning.

3, To find out and give some solutions and improve efficiency of vocabulary learning.

3.   The significance of the study

Language was a house, vocabulary would be as construction material to build up that house. Although, vocabulary learning is one of the most important skill of learning English there are very few studies that point out the strategies of vocabulary learning. This research is design to find out factor affecting vocabulary learning and give some strategies for first year English major at Hai Phong Technology and Management University.

4.   Research questions

❖   What are the factor affecting learning vocabulary for the first year English major at Hai Phong Technology and Management University.

❖   What are some strategies to improve efficiency vocabulary learning.

5.   Scope of the study

Within this study, I only focuses on the Hai Phong Technology and Management University first year English major to find out the factors affecting vocabulary learning that students at this university usually encounter and then give some strategies to overcome difficulties and to improve efficiency student's vocabulary learning.

6.   Method of the study

To complete this graduation paper, the following methods has been adopted:

6.1.   Data collection

I have already collected data and read documents from information in the internet to complete this study. In addition, some of documents that I was recommended by my friends and provided are greatly useful for my research.

6.2.   Survey questionnaires

In terms of the methods, the survey questionnaire is a type of data gathering method that is used to collect, analyse and explain the different views of a group of people. Survey questionnaires is very convenient, take less time, cheap and easy for students and people to answer. Moreover, the survey is used very honestly because it does not reveal the aliases of the survey participants. There are many types of questionnaires but there are two main types of question included closed and open-ended questions.

The survey questionnaire is given to first year students of foreign language department with the hope to find out their factor affecting as well as attitudes towards in vocabulary learning and their expectations to their teacher. The help of freshman as they participate in answer survey questions can easily find out strategies because they are directly facing this difficult problem. After getting the result of survey questionnaire, I will use the tables and charts for presenting the collect data. Basing on the statistic number, I will find out the situation, the factors affecting in order to suggest resonable and effective strategies for the problem.

7.   The organization of the study

The study includes 3 main part: The Introduction, The Development, The Conclusion.

Part 1: Introduction

❖   Rationale

❖   Aims of the study

❖   The significance of the study

❖   Research questions

❖   Scope of the study

❖   Method of the study

❖   The organization of the study

Part 2: Development

Development includes 4 main chapter:

Chapter 1: Theoretical background

It includes 3 sections:

❖   The section 1 is about the definition of vocabulary as well as importance of vocabulary.

❖   The section 2 is about the definition of language learning strategies, the importance of language learning strategies in language learning, and classification of learning strategies.

❖   The last section is about the definition of vocabulary learning strategies, classification of vocabulary learning strategies, and overview of vocabulary learning strategies researches.

Chapter 2: Research methodology

This part is given the research design, data collection instruments.

Chapter 3: Data analysis

Show the detailed result of the survey.

Chapter 4: Finding, Discussion and Recommendation

Describe to major findings, discuss and provide some strategies for improving student's vocabulary learning.

Part 3: Conclusion

❖   Summary of the study
❖   The limitations of the study
❖   Suggestions for further research

To sum up, Part 1 has refered to rationale, aim, significance, scope, method and organization of the graduation paper. In Part 2, study refered theoretical background of vocabulary learning and vocabulary learning strategies as well as provide some strategies for improving student's vocabulary learning. Part 3 is the

conclusion presenting an overview of the study, suggestions for futher research and limitations of the study.

PART 2: DEVELOPMENT
CHAPTER 1: THEORETICAL BACKGROUND

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.

1. Overview of vocabulary
1.1. Definitions of vocabulary

The vocabulary learning is considered one of the important skills in learning English. However, many students do not pay much attention to this word learning, which leads to learners often think that vocabulary learning is the most bored while learning foreign language. However vocabulary learning is really important to be able to understand what others are sayings, as well as being able to communicate well with other. Therefore, there have been number of definitions of vocabulary by different linguists.

According to (Neuman & Dwyer, 2009, p.385), vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

Ur (1998) gave another definition, vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary maybe more than just a single word. For example: post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "item" rather than "word".

According to Zimmerman cited in Coady and Huckin (1998), vocabulary is central to language and of critical importance to the typical language lerning. In addition, Burns (1972) defines vocabulary as the stock of words which is used by a person,

class or profession. Futhermore, Diamond and Gutlohn (2006) state that vocabulary is the knowledge of words and word meanings. Hornby (1995) defines vocabulary as "the total number of words in a language, vocabulary is a list of words with their meanings". Hebert and Kamil (2005:3) define vocabulary is the knowledge of meanings of words. The term vocabulary has a range of meanings.

Nguyen Bang and Nguyen Ba Hoc (2002) considered their following definition of vocabulary as "logical". According to them, when the term "vocabulary" of a language was mentioned, it should be mentioned as consisting of all the words, compounds and idioms used to transmit information on both "oral and written communication".

It can be said that vocabulary is a word or list with meaning and which is known by the speakers and which is used to communicate among those speakers and used by a group or individual.

In conclusion, there are many ways to define vocabulary as well as from the definition of vocabulary, we can see that vocabulary is all the words in a language that are familiar and used by a person to communicate with each other.

1.2. Importance of vocabulary

Vocabulary learning is very important for people who learn English. Vocabulary are used not only by students while studying in the school but also in the society. Vocabulary are essential in order to fully understand what others wants to say and to be able to communicate well. Vocabulary learning is also very important for students because vocabulary are used as the first step in learning English. Vocabulary meaning as "all the words known and used by a particular person". However, vocabulary learning requires concentration to be able to remembering in a long time and sometimes it brings trouble to the learner because they often quickly forget the words they have learned. Moreover, if we do not have good vocabulary, we will not be able to speak well. The key to learning a language is perceived input of a language and of course vocabulary learning is the key of that

door. Why is vocabulary important? Vocabulary is very important because it conveys your point of view and thoughts. Grammar combines words but most of the meaning is in words.

Here are the top 4 reasons why vocabulary is so important.

❖ Communicating ideas

Successful communication or saying what you mean is dependent upon a good vocabulary base. Using the right words when talking, make you a more effective communicator.

❖ It improves Listening comprehension

One of the reasons students can't understand what others are saying is that they don't have vocabulary. When students have never know the vocabulary and its pronunciation, they cannot hear and understand the content. Sometimes listening skills depend not only on pronunciation but also depend on vocabulary.

❖ It improves Writing comprehension

Vocabulary learning also help students improve their writing skill. Wrting skill are one of the most difficult skills in English. Writing skills require learners to have a large vocabulary. Therefore, having good vocabulary can help students write more effectively. When writing, students need to use a more formal tone than conversational language, and in order to do that they need a rich vocabulary.

❖ It improves Reading comprehension

Research has shown that people need to know 98 percent of the words to understand what we are reading. Improving vocabulary and trying to learn vocabulary will increase your knowledge.

In short, learning vocabulary helps student to understand and communicate with native easily as well as vocabulary knowledge helps to improve other skills. Therefore, vocabulary learning have a special role and learning vocabulary is the key to improve language skills.

1.3. Language learning strategies

1.3.1. Definition of learning strategies

What are learning strategies? In my opinion, a learning strategies is an individual's approach to complete a task. Obviously, it is believed that learning strategies is a significant and essential area of development in a native language and in a second language, therefore, there have been number definitions of learning strategies.

Ever since Naiman (1976) noted that "good" language learners appeared to use a larger number and range of strategies than "poor" language learners, the implications of understanding strategy use have seemed increasingly important. However, there are still many questions to resolve. Does strategy use actually aid language learning, or it is just something that good learners do. Are some strategies better than others, or is it the number and range of strategies used that counts. Are there bad strategies that actually making learning or performance worse? Can "poor" language learners benefit from being taught the strategies that "good" learners use, or do you need to be a good learner already to use some of the strategies. Does strategy training affect language learning, and if so is the effect direct, or does such training serve mainly to raise motivation and awareness. If learners are encouraged to use strategies to organize their own learning, for example, what are the implications for the role of the classroom teacher. Such issues have already prompted a considerable volume of research and writing, and directly or indirectly made a significant impact on language learning, at least in some places. For example, the establishment of self-access centers and the encouragement of learner independence are essentially based on the assumption that students will be able to use viable metacognitive learning strategies. Ellis (1994) writes: "The study of learning strategies holds considerable promise, both for language pedagogy and for explaining individual differences in second language learning. It is probably true to say, however, that it is still in its infancy. For this reason, perhaps, discussions of learning strategies typically conclude with the problems that have surfaced and that need to be addressed before progress can be made" (p.558).

Faerch and Casper (1983:67) stress that a learning strategy is "an attempt to develop linguistic and sociolinguistic competence in the target language".

According to Stern (1992:261), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques". 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."

According to Nunan (1991:168), "Learning strategies […] are the mental processes which learners employ to learn and use the target language". Nunan's definition retricts 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 learner's motivational or a affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge".

Ellis (1997:76) defines learning strategies as "the particular approaches or techniques that learner employs to try to learn an second language". He furthers explains that learning strategies can be behavioural 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, rountines 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 Charmot (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

behaviours 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. All language learners use learning strategies cither consciously or unconsciously when processing new information and performing tasks in the language classromm. Therefore, it can be seen that important of learning strategies and this can be seen in the following part.

1.3.2. The importance of language learning strategies in languag learning

A language learning strategy is the way learners approach tasks or problems encountered during the process of language learning. Language learning strategies in language learning play an important role in helping learners to assess the situations, plan, select appropriate skills so as to understand, learn or memorize in the process learning.

For learners of English, language learning strategies plays an extremely important role in helping learners improve vocabulary learning and communication skills. Almost the learners of English, they will face many situations while learning so language learning strategies can help learners solve the problem in the classroom or in real-life situations. Almost all language learners use language learning strategies in the learning process. However, each learner use different language learning strategies to implement the language learning plans and tasks they face. Using a language learning strategy that can help learners develop communication skills as well as help them become a better language learner.

According to Fedderholdt (1997:1), the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work

together on a particular language problem. Developing skills in three areas, such as metacognitive, cognitive, and socioaffective can help the language learner build up learner independence and autonomy whereby he can take control of his own learning. Lessard-Clouston (1997:3) states that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. Oxford (1990:1) states, language learning strategies "are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence".

It's undeniable that language learning stratigies are the most important and often used in studying. Learning strategies are essential in order to fully understand the language you learn and to be able to communicate as well as to learn it well.

1.3.3. Classification of learning strategies.

Like the definition of learning strategies, learning strategies are classified differently by different scholars. However, most of these attempts to classify language learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes.

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 sociolingustic 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. Accoring to Rubin (1987), there are three types of strategies used by learner 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.

According to Stern (1975) investigated strategies used by good language learners, and the identified strategies include (p.309) :

❖ Planning strategy: a personal learning style or positive learning strategies.
❖ Active strategy: an active approach to the learning task.
❖ Empathic strategy: a tolerant and outgoing approach to the target language and empathy with its speakers.
❖ Formal strategy: technical know-how about how to tackle a language.
❖ Experimental strategy: a methodical but flexible approach, developing the new language into an ordered system and constantly revising it.
❖ Semantic strategy: constant searching for meaning.
❖ Practice strategy: willingness to practice.
❖ Communication strategy: willingness to use the language in real communication.
❖ Monitoring strategy: self-monitoring and critical sensitivity to language use.

❖ Internalization strategy: developing a second language as a separate reference system and learning to think in it.

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

Naiman et al. (in O'Malley and Charmot 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.

Oxford (1990:9) see the aims of language learning straegies 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 systems, 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:

Group	Strategies group	Specific strategies
Memory strategies	1, Creating mental linkage	a.Grouping
		b. Associating/Elaborating
		c. Placing new words into a context
	2, Applying images and sounds	a.Using imaginary
		b.Semantic mapping
		c.Using key words
		d.Representing sounds in memory
	3, Reviewing well	a.Structured reviewed
	4, Employing action	a.Using physical response or sensation
		b.Using mechanical technique
Cognitive strategies	1, Practicing	a. Repeating
		b.Formally practicing with sounds and writing systems
		c. Recognizing and using formulas and patterns
		d. Recombining
		e. Practicing naturalistically
	2, Receiving and sending messages	a. Getting the idea quickly
		b. Using resources for receiving and sending messages
	3, Analyzing and reasoning	a. Reasoning deductively
		b. Analyzing expressions

		c. Analyzing contrastively (across languages)
		d. Translating
		e. Transferring
	4, Creating structure for input and output	a. Taking notes
		b. Summarizing
		c. Highlighting
Compensation Strategies	1, Guessing intelligently	a. Using linguistic clues
		b. Using other clues
	2,Overcoming limitations in speaking and writing	a. Switching to the mother tongue
		b. Getting help
		c. Using mime or gestures
		d. Avoiding communication partially of totally
		e. Selecting the topic
		f. Adjusting or approximating the message
		g. Coining words
		h. Using a circumlocution
		j. Using a circumlocution synonym

Table 1: Direct learning strategies "Source Oxford (1990:18)"

Group	Strategies group	Specific strategies
Metacognitive strategies	1, Centering your learning	a.Overviewing and lining with already known material
		b. Paying attention
		c. Delaying speech

		a. Finding out about language learning
		b. Organizing
		c. Setting goals and objectives
	2, Arranging and planning your learning	d. Identifying the purpose of language task (purposeful listening / reading/speaking/writing)
		e. Planning your task
		f. Seeking practice opportunities
	3, Evaluating your learning	a. Self-monitoring
		b. Self-evaluating
Affective strategies	1, Lowering your anxiety	a. Using progressive relaxation, deep breathing, or mediation
		b. Using music
		c.Using laughter
	2, Encouraging yourself	a. Making positive statements
		b. Taking risks wisely
		c. Rewarding yourself
	3, Taking your emotional temperature	a. Listening to your body
		b. Using checklist
		c. Writing a language learning diary
		d. Discussing your feelings with someone else.

Social strategies	1, Asking questions	a. Asking for clarification or verification
		b. Asking for correction
	2, Cooperating with others	a. Cooperating with peers
		b. Cooperating with proficient users of the new language
	3, Empathizing with others	a. Developing cultural understanding
		b. Becoming aware of others' thoughts and feelings

Table 1: Indirect learning strategies "Source: Oxford (1990:20)"

1.4. Vocabulary learning strategies

1.4.1. Definition of vocabulary learning strategies

Vocabulary learning strategies can be considered as a part of general learning strategies in second language acquisition. 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. Obviously, it is believed that vocabulary learning strategies is a significant and essential area of development in a native language and in a second language, therefore, there have been numerous definitions of vocabulary learning strategies.

An often-quoted definition of learning strategy is given by Oxford. Learning strategies are behaviors or actions which students use to make language learning more successful, self-directed and enjoyable. In this chapter the definition from Wen Qiufang (2003) is adopted. She defined learning strategies as "behaviors or actions which learners use to make learning more affective. The definition stresses that the aim to use strategies is to make learning more effective, strategies are

learners behaviors or actions, not thoughts. In this way, vocabulary learning strategies can be defined as "behaviors or actions which learners use to make vocabulary learning more effective".

Cameron (2001) defines vocabulary learning strategies as "the action that learners take to help themselves understand and remember vocabulary items".

Catalan (2003) explains her working definition for vocabulary learning strategies as "knowledge about the mechanisms (processes and strategies) used in order to learn vocabulary as well as steps or actions taken by students to find out the meaning of unknown words, to retain them in long-term memory, to recall them at will, and to use them in oral or written mode".

Intaraprasert (2004) sees vocabulary learning strategies as "any set of techniques or learning behaviors, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary".

Hamzah, Kafipour and Abdullah (2009) view vocabulary learning strategies from three different angles. First, it can be any actions the learners take to aid the learning process of new vocabulary. Second, these actions must be able to improve the efficieny of vocabulary learning. Third, vocabulary learning strategies are conscious actions taken by the learner in order to study new words.

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".

In brief, the definitions above of vocabulary learning strategies are various to some extent and vocabulary learning strategies are a subset of language learning strategies.

1.4.2. Classification 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.

<div align="right">(Richards, 1997:6)</div>

Knowing a word is also defined as knowing its spelling, pronunciation, collocations (i.e.words it occurs with), 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, 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.

Oxford categorizes learning strategies into two major group: direct strategies and indirect strategies. The former refers to those strategies directly involved in the target language in the sense that they require mental processing of the language which consist of memory strategies and compensation strategies. The later refers to

the strategies that provide indirect support for language learning through opportunities, controlling anxiety, increasing cooperation and other ways including met cognitive strategies, affective strategies and social strategies.

O'Malley and Chamot (1986) have carried out extensive researches providing deeper insight into learning strategies. They have analyzed learning strategies on the basis of the finding of cognitive psychology, and considered them as cognitive skills. In their framework, three major types of strategy (met, cognitive, social/affective strategies) are distinguished depending on the level or type of processing involved within the information-processing model of learning. Met cognitive strategies are higher order executive skills and used for learners to oversee, regulate, or self-direct their language learning. To be specific, met cognitive strategies are futher divided in to advance organizers, directed attention, selective attention, self-management, delayed production and self-evaluation. While met cognitive strategies refer to learners' management of their learning, cognitive strategies refer to the mental processes they use to acquire, sort, remember, and use information. They operate directly on incoming information, manipulating it in ways that enhance learning. Cognitive strategies include repetition, resourcing, directed physical response, translation, grouping, note-taking, education recombination, imagery, auditory representation, key word, transfer and guessing. Social strategies are they ways in which students cooperate or interact with other people in the learning process. They include asking for the help of teacher or peers and asking for clarification. Finally, affecting strategies refer to controlling over emotions or negative thoughts in order to continue to study. The examples include self-task and self-encouragement.

1.4.3. Gu and Johnson's vocabulary learning strategies.
Gu and Johnson (1996) list second language (L2) vocabulary learning strategies as follows: metacognitive strategies, cognitive strategiess, memory strategies, 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.

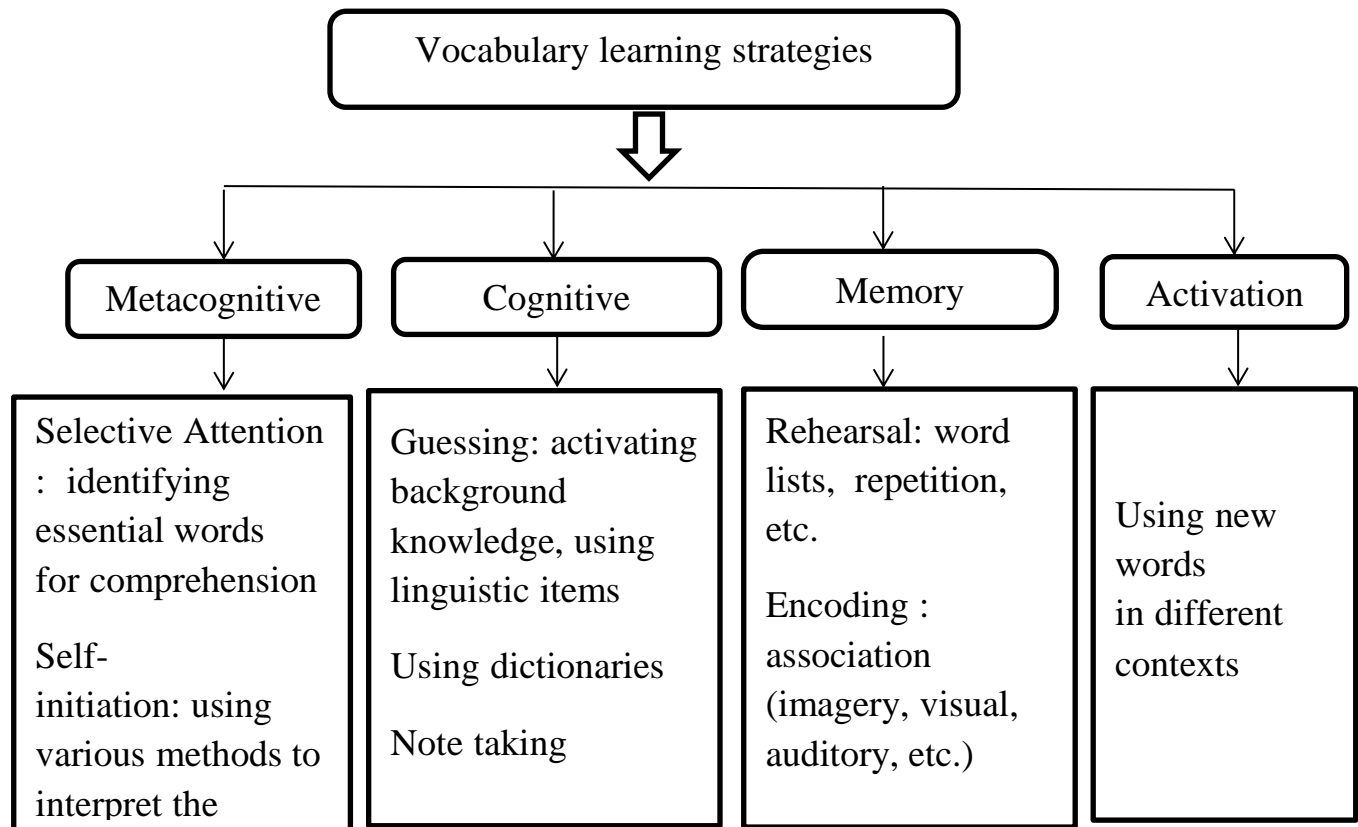All these suggested strategies can be summarized in a table as follows:

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                  ┌─────────────────────────────────┐
                  │  Vocabulary learning strategies  │
                  └─────────────────────────────────┘
                                  ⇩
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Metacognitive	Cognitive	Memory	Activation
Selective Attention : identifying essential words for comprehension Self-initiation: using various methods to interpret the	Guessing: activating background knowledge, using linguistic items Using dictionaries Note taking	Rehearsal: word lists, repetition, etc. Encoding : association (imagery, visual, auditory, etc.)	Using new words in different contexts

Table 2: Vocabulary strategies "Source: Gu and Johnson (1996)"

1.4.4. Schmitt's vocabulary learning strategies.

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 for the discovery of a new word's meaning	
Strategy group	**Strategy**
DET	Analyze parts of speech
	Analyze affixes and roots
	Check for L1 cognate
	Analyze any available pictures or gestures
	Guess the meaning from textual context
	Bilingual dictionary
	Word lists
	Flash cards
SOC	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 classmate for meaning
	Discover new meaning through group work activities
Strategies for consolidating a word once it has been encountered	
SOC	Study and practice meaning in a group

	Teacher checks student's flash cards or word lists for accuracy
	Interact with native speaker
MEM	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)
	Parts of speech (remembering)
	Paraphrase the word's meaning
	Use cognates in study
	Learn the words of an idiom together

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	Use physical action when learning a word
	Use semantic feature grids
	Verbal repetition
	Written repetition
COG	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
	Use English-language media (songs, movies, newscasts,etc.)
	Testing oneself with word tests
MET	Use spaced word practice
	Skip or pass new word
	Continue to study word over time

Table 3: Taxonomy of vocabulary learning strategies

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.

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.

❖   Determination strategies (DET)

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.

❖   Social strategies (SOC)

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.

❖ Memory strategies (MEM)

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.

❖   Cognitive strategies (COG)

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.

❖   Metacognitive strategies (MET)

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.

1.5. Overview of vocabulary learning strategies researches

Guessing strategies belongs to determination strategies. A study of EFL students was conducted by Day, Omura, and Hiramatsu (1991). They divided 181 high school and 397 university EFL students in Japan into an experimental group and a control group respectively, and asked the experimental groups to read silently a short story in class for roughly 30 minutes. A multiple-choice vocabulary test of 17 items was administered immediately following the reading. Both the high school and the university experimental groups significantly outperformed their control group counterparts.

Another research which studied the effects of the teaching of cognitive and metacognitve strategies on reading comprehension in the classroom was conducted by Tang and Moore (1992). It was concluded that while cognitive strategy instruction improves comprehension scores, the performance gains were not maintained upon the withdrawal of the treatment. Metacognitive strategy appeared to lead to improvement in comprehension ability which was maintained beyond the end of the treatment. This finding accords with that of O'Malley et al (1985) who discovered that high level students are more able than lower level students to exercise metacognitive control over their learning.

Erten (1998) analyzes his qualitative data and revealed that the participants often tended to use more than one strategy together on the same vocabulary item.

Learners tend to use several strategies at one. The participants used an average of 2.1 strategies on each word they were supposed to study. For example, some students used sound associations and repetition together.

Ehrman and Oxford (1989) discovered distinct gender differences in strategy use. The study of Green and Oxford (1995) came to the same conclusion.

In other study by Oxford and Nykios (1989), 1.200 students studying various languages in a Midwestern American university were surveyed in order to examine the kinds of language learning strategies the students reported using. The result shows that the degree of expressed motivation to be the most influential of the variables affecting choice examined.

Some studies related to academic vocabulary learning strategies have been conducted. Lessard-Clouston (2008), for example, explored what kinds of academic vocabulary learning strategies were used by native and non-native English students of Christian Graduate School of Theology in Canada. The findings pointed out that the participants used such vocabulary learning strategies such as consulting to dictionary and glossary, practicing new words in paper, taking written notes in class, writing word lists, listing words in computer files, and making index and flashcards. They also listened to recordings or teachers, repeated the words orally and written, quizzing, and asked the new words to others.

1.6. 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 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.

In summary, the reviewed literature has also made immense contribution to the learning of vocabulary in the world. A number of researchers have attempted to study about the different aspects of vocabulary learning strategies so as to find out

the effective methods of learning for learners. However, in Vietnam vocabulary learning strategies was still a rather unexplored research area. At Hai Phong Technology and Management University, learning vocabulary was one important requirement. Nevertheless, there has been no research conducted to find out student's method of getting and revising new words. Though the two studies by Gu and Johnson (1996) and Schmitt (1997) showed taxonomies of vocabulary learning strategies, no study has dealt with first year English major at Hai Phong Technology and Management University.

CHAPTER 2: RESEARCH METHODOLODY

2. Introduction

Among the research methods, survey research is one of the most important and useful areas of measurement in applied social research. A survey can be anything from a short paper-and-pencil feedback form to an intensive one-on-one on in-depth interview. According to Kathleen Bennett DeMarrais, Stephen D.Lapan, survey research can be defined most simply as a means of gathering information, usualy through self-report using questionnaire or interview, Johnson (1992) gave the idea that "the purpose of a survey is to learn about characteristic of an entire group of interest (a population) by examining a subset of that group (a sample)".

The reason for conducting survey includes influencing a selected audience, modifying a service or product and understanding or predicting human behavior. The data of the survey reflects descriptive, behavioral or preferential characteristics of–according to Alreck and Settle (1995) and Rea and Paker (1997). Basing on these advantages of doing survey research, the writer has decided to employ the survey questionnaire as a major technique together with other methods to collect the information for the graduation paper.

In this chapter, the writer describes the setting of the study (student and their background, resources and materials), the subjects, and instruments for collecting the data and the data collection procedure and data analysis, which integrate with the research paper.

2.1. The setting of the study

2.2. Students and their background

Most of the first year English majors are the age of 19 and 20. They have studied English for at least 4 years at high school (three years at high school and one year at university) or more. However, at secondary schools and high schools, the students only concentrated on learning about grammar, and practing reading skill, listening skill, speaking and writing skills, rarely or even never did the students

have a chance to vocabulary learning English. Consequently, it is the big challenge for them in changing learning habits and methods at university.

Besides, it is the fact that English major at Hai Phong Technology and Management Uninersity seem not to have language high proficiency because their entrance mark is just 13 or little more for three subjects (Maths, Literature, English) and their English marks are quite low – just from 5 to 7. So they tend to have higher anxiety in learning and practicing vocabulary learning English.

2.3.   Resources and materials

First year English major no chance to enjoy and learn many vocabulary lesson so to improve vocabulary better, leaners should actively communicate with their friends and teachers in different periods of English and find vocabulary materials from different sources (for example: on Internet, from bookshop and library, etc) to learn and practice vocabulary at home.

2.4.   The subjects

The study was carried out with the participation of 22 first year English students of the school year 2019 – 2020. These students are selected randomly to ensure the reliability of the research.

2.5.   Instruments for collecting data

While conducting the survey research, the most prevalant data collection methods are questionnaires, interviews and direct observations of vocabulary use. In addition, many other types of information can be gathered including test results, compositions or reactions to vocabulary learning strategies data.

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 26 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 1 "never" to 5 "always". For more detail, a table of vocabulary learning strategies in questionnaire is provided below:

Group of strategies	Questions in the questionnaire	Number of question
Determination	Q6, Q7, Q8	3
Social	Q9, Q10, Q11, Q12, Q13, Q14, Q27	7
Memory	Q15, Q16, Q17, Q18, Q28, Q29	6
Cognitive	Q19, Q20, Q21, Q23, Q24, Q25, Q30	7
Metacognitive	Q22, Q26, Q31	3

Table 4: Vocabulary learning strategies in the questionnaire.

2.6. Data collection procedure

2.6.1. Data collection

In the process of conducting the survey research, the researcher must make a series of careful decisions about how the study will be carried out. The steps of collecting the data in this study are as follow:

❖ Determining the purpose of the study.

❖ Stating the research questions.

❖ Specifying the population and drawing a sample from the population.

❖ Deciding on the methods of data collection.

❖ Developing instrucment.

❖ Collecting data.

❖ Analyzing the data.

Understanding these steps will help researchers assess and construct their own meaning from reports of survey that they need.

2.6.2. Data analysis

The next step after the researcher collects the data is analyzing the data. There are some steps in analyzing the data. They are presented as follows:

❖ Reading and identifying the questionnaires that had been answered

❖ Classifying the result of the questions.

❖ Composing tables to classify student's problems and strategies used based on the questionnaires.

❖ Calculating the result taken from the students' answer based on the tables.

❖ Going to conclusion based on the data analysis.

2.7. Conclusion

In conclusion, this chapter describes the method using questionnaires to investigate students and teachers so as to answer the research questions raised in the first chapter. Based on the subjects mentioned, prominent findings for the research questions will be realized and presented in the next chapter.

CHAPTER 3: DATA ANALYSIS

In this chapter, with data collected from the survey questionnaires, a comprehensive analysis will be presented. It is the reorganization of the students' use when vocabulary learning English through the data from the questionnaire by the means of pie charts and columns, laid our corresponding to the sequence of the questions and draws out immediately conclusions at each figure as well as the terms high frequency and low frequency will be used in the data analysis procedure. The former term refers to "always" and "often" and the later one refers to "sometimes", "seldom" and "never". The questions in the questionnaire will be analyzed one by one in their vocabulary learning strategy groups by counting its percentage.

3. Analyzing from the student's general information.
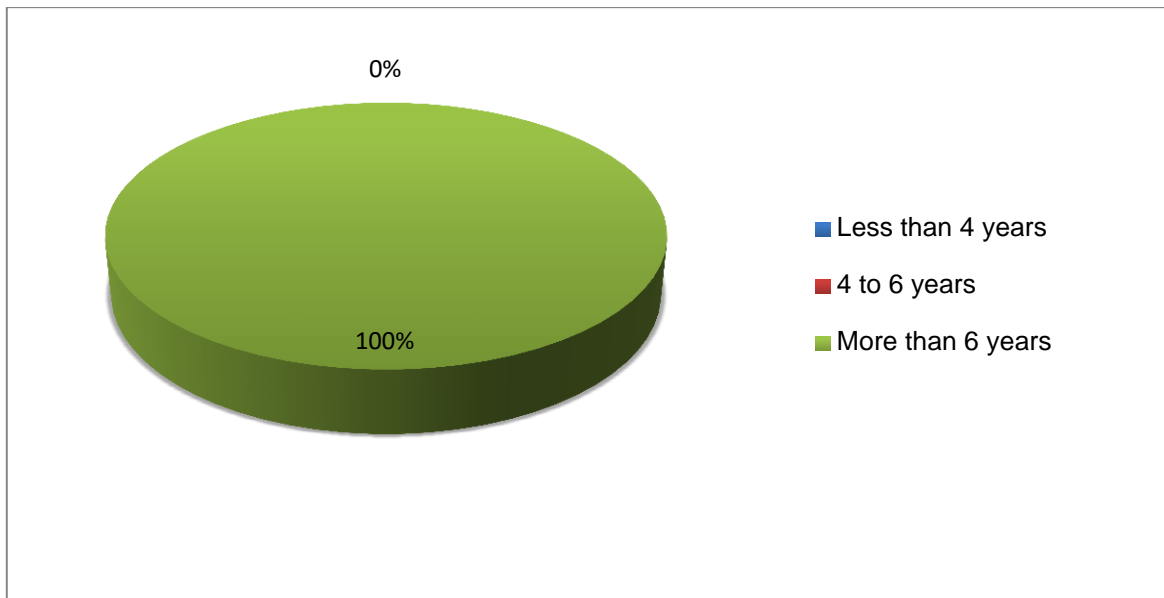
3.1. Years of studying English (Q1).

Figure 1 : Years of studying English

As can be seen from the pie chart 100% of the students who took part in the study spent more than 6 years studying English. In addition, they got used to English as a second language for a long time. Moreover, all of them have from nine to fifteen English periods a week. In comparison, with other universities students of Hai Phong Technology and Management University had more time exploring English.

3.2. Students' opinion toward the role of vocabulary learning in learning English (Q2).
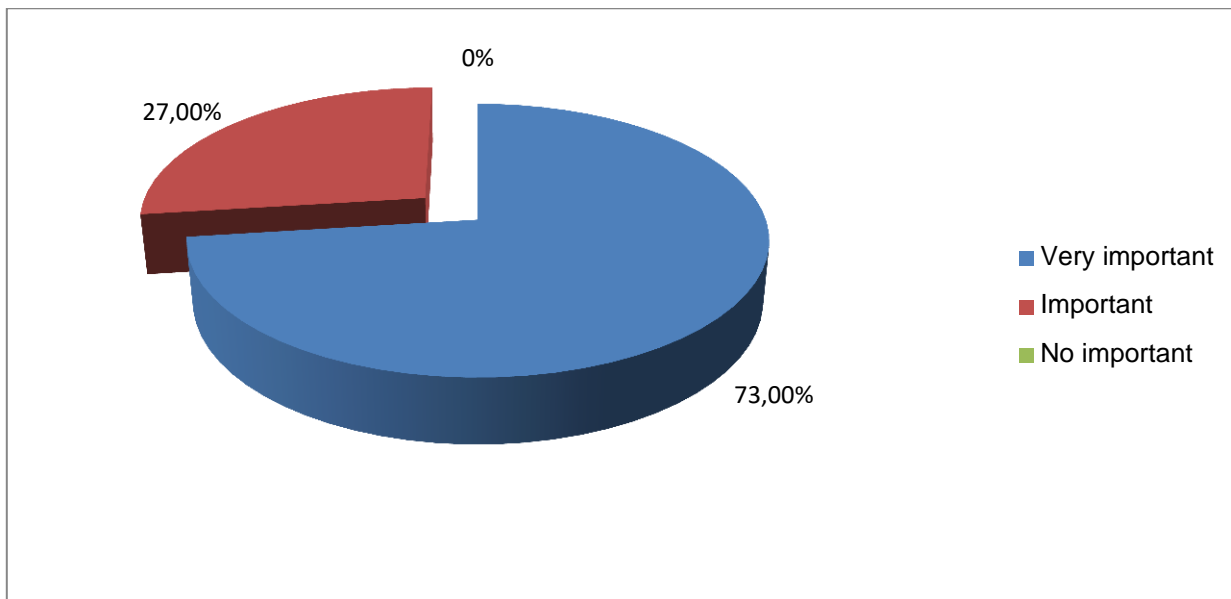

Figure 2: Students' opinion toward the role of vocabulary learning in learning English

All students asked to do the survey questionnaire have been learning English for more than six years. This means that most students have a rather long time getting familiar with English. It is very essential for each students to recognize the role of vocabulary learning in learning English. The survey questionnaire showed that all the students recognized the importance of vocabulary learning. Seventy three percent (73%) of the students, agreed that vocabulary learning played a very important role in learning English. Other twenty seven percent (27%) find it important. Therefore, it is not surprising to find that no one underrate the role of vocabulary learning in learning English.

3.3. Students' opinion toward vocabulary learning strategies in class (Q3, Q4, Q5).
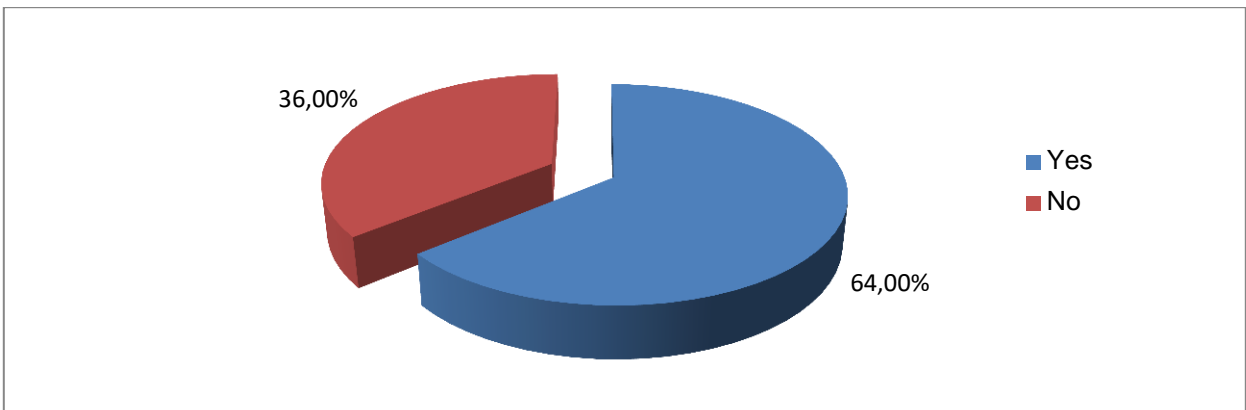
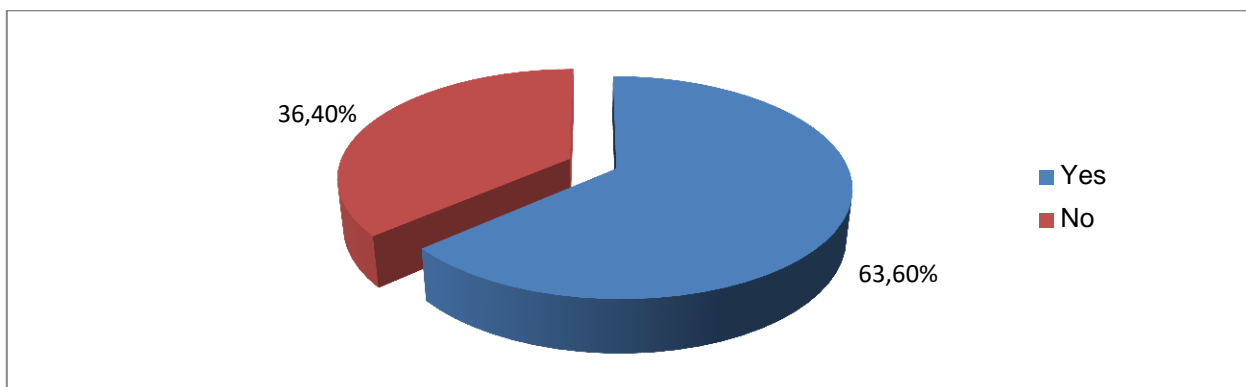**Figure 3: Students' heard of vocabulary learning strategies in class**

Figure 4: Teaching vocabulary learning strategies in class

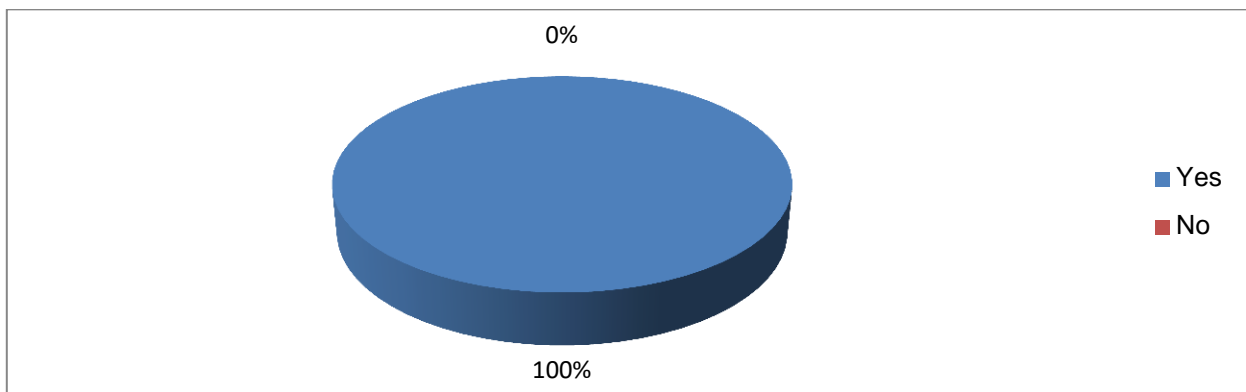**Figure 5: Students' opinion about teaching vocabulary learning strategies in class**

The issue of knowing vocabulary learning strategies could not reach the consensus among students who were asked. There were 64% of them said that they had ever heard of vocabulary learning strategies while 36% said that they had never heard of anything like that. However, when asking student: Have you been taught

vocabulary learning strategies in class? Almost students answered that they were not taught vocabulary learning strategies in the class and all students agreed that vocabulary learning strategies should be taught in class. When being questioned why they thought so, most of them answered that they did not want to depend totally on vocabulary learning taken place in class.

3.4. Analyzing from the student's vocabulary learning strategies.
3.4.1. The use of Determination (DET) strategies in vocabulary learning.

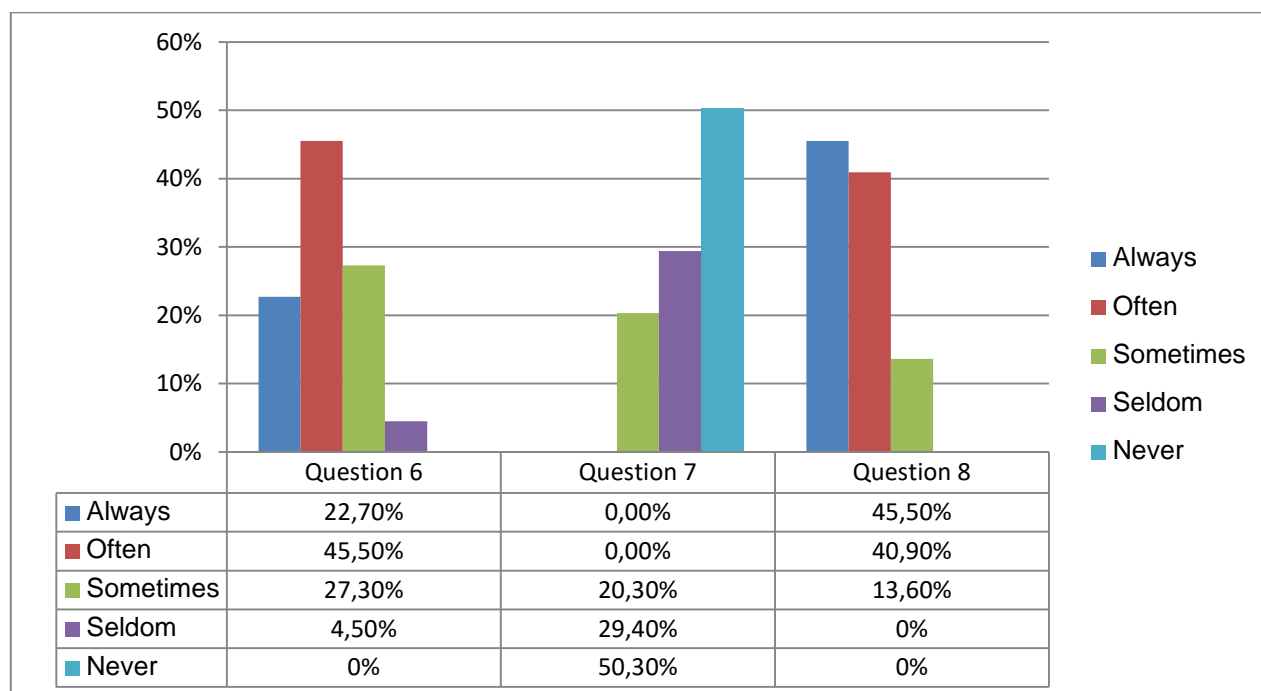|	Question 6	Question 7	Question 8
■ Always	22,70%	0,00%	45,50%
■ Often	45,50%	0,00%	40,90%
■ Sometimes	27,30%	20,30%	13,60%
■ Seldom	4,50%	29,40%	0%
■ Never	0%	50,30%	0%

Figure 6: Students' use of DET strategies in vocabulary learning

As can be seen from the chart above, among three question of DET strategies,the question 7 (using monolingual dictionary strategies) there are only 20.3% of the participant sometimes used this strategy while 50.3% of them never employed and 29.4% seldom did so.

The question 6 asks if the participants discover a new word's meaning by guessing it from textual context. Although 45.5% of them often used it, there are 4.5% of them seldom employed this strategies.

The question 8 shows us how often the informants used bilingual dictionaries. It is not surprising that almost of them used English-Vietnamese dictionaries with high frequency (86.4%). None of them never looked up a new word in a bilingual dictionaries.

In short, among determination strategies, respondents most frequently used the question 6 (guess meaning of words from textual context) and used the question 8 (use an English-Vietnamese dictionary) to find the meaning of new words. Meanwhile, the least employed strategy in question 7 (use an English-English dictionary) with 50.3% never used this strategy.

3.4.2. The use of Social (SOC) strategies in vocabulary learning.

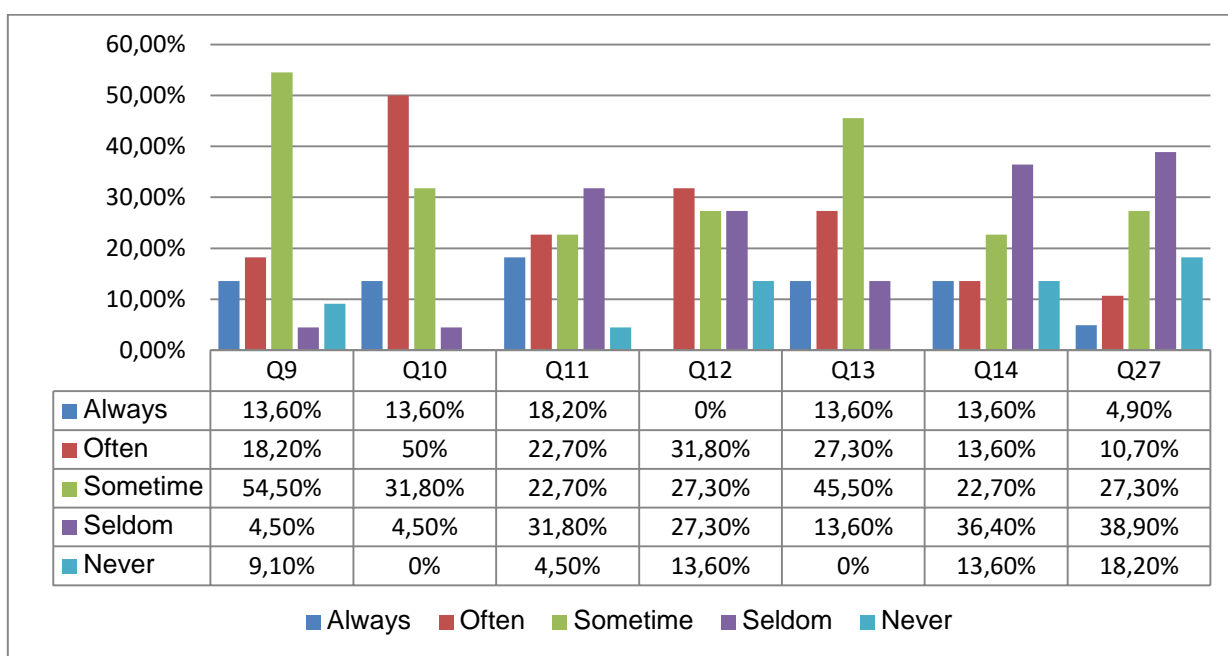|	Q9	Q10	Q11	Q12	Q13	Q14	Q27
■ Always	13,60%	13,60%	18,20%	0%	13,60%	13,60%	4,90%
■ Often	18,20%	50%	22,70%	31,80%	27,30%	13,60%	10,70%
■ Sometime	54,50%	31,80%	22,70%	27,30%	45,50%	22,70%	27,30%
■ Seldom	4,50%	4,50%	31,80%	27,30%	13,60%	36,40%	38,90%
■ Never	9,10%	0%	4,50%	13,60%	0%	13,60%	18,20%

Figure 7: Students' use of SOC strategies in vocabulary learning

Data form the figure 7 indicates that in group of SOC strategies students like asking teachers for help of translation most. In the question 9 (ask the teacher for the meaning) nearly 31.8% of students admitted that they always and often ask their teacher to translate new words into Vietnamese and highest frequency 54.5% sometimes do so. Only 4.5% seldom and 9.1% never did so.

Most of the students preferred asking their classmates for meaning, there are 50% of the students often asked their classmate for meaning a new words into Vietnamese. 13.6% always and 31.8% sometimes did that. Meanwhile, 4.5% seldom did so.

Ask teacher for paraphrase or synonym of new word is one strategy to discover the meanings of words. However, up to 36.3% of the studens revealed that they seldom and never used this strategy. Only 18.2% always, 22.7% often and sometimes did so.

Apart from those strategies, the students can ask teacher for a sentence including the new word. The result shows that 31.8% of the students informed that they often used this strategy. 27.3% seldom and 13.6% never did so.

When asked whether they discover new meaning through group work activity, 45.5% of the students reported that they sometimes used while 13.6% seldom applied it .

Futhermore, when asked whether they asked their teacher to check flashcards or word list for accuracy, most of them 59.1% employed this strategies with low frequency or even never used it with 13.6%.

Communicating with native speakers 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 27.3% sometime took the chances to use it. Meanwhile, 4.9% usually, 10.7 % often, 38.9% seldom and up to 18.2% never did so.

3.4.3. The use of Memory (MEM) strategies in vocabulary learning.

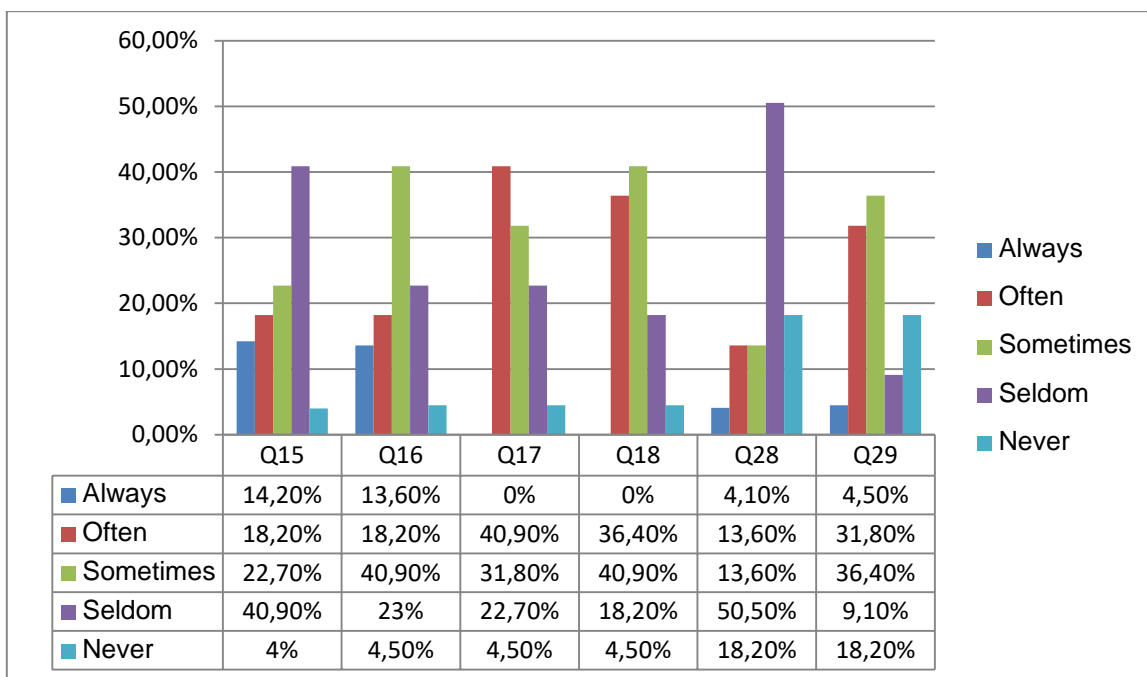|	Q15	Q16	Q17	Q18	Q28	Q29
■ Always	14,20%	13,60%	0%	0%	4,10%	4,50%
■ Often	18,20%	18,20%	40,90%	36,40%	13,60%	31,80%
■ Sometimes	22,70%	40,90%	31,80%	40,90%	13,60%	36,40%
■ Seldom	40,90%	23%	22,70%	18,20%	50,50%	9,10%
■ Never	4%	4,50%	4,50%	4,50%	18,20%	18,20%

Figure 8: Students' use of MEM strategies in vocabulary learning

Question 15 asks whether the informants associated a new word with the words they have already known. Nearly than a half of them (40.9%) seldom used this strategy . Only 14.2% of them always did so. 22.7% of them sometime employed it. Meanwhile, 4% of them never used this strategy.

Associating new words with personal experience helps vocabulary learning more effectively (question 16). The answer to this question shows that 40.9% sometimes or 23% seldom connected new words to personal experience. Only 31.8% employed this strategy with high frequency. 4.5% even never did so.

Connecting the word with its synonyms and antonyms and grouping words together to study are used to consolidate vocabulary effectively. Those strategies, as the most preferred ones, were employed by 40.9% and 36.4% of often, 31.8% and 40.9% of sometimes. However, 22.7% and 18.2% of them seldom used this strategy, and 4.5% never did so.

Strategy in question focus on whether the students memorized the prefix, suffix and root of the word. More than half of them used this strategy with low frequency.

It was not surprising that only 4.1% always used stratery, 13.6% often employed strategy. Meanwhile, 50.5% seldom used this strategy and 18.2% never adopted strategy.

However, (memorize the part of speech: noun, verb, adjective,etc) in question 29 was commonly used by students. More than half of them used this strategy with high frequency 68.2%. Only 9.1% of the informants seldom and 18.2% never did this.

In conclusion, the results from the figure show that memory strategies (MEM) which the respondents most frequently used for storing and retrieving new information was strategy in question 17 (connect the word with its synonyms and antonyms). Meanwhile, the least employed strategy by the students was strategy in question 28 (memorize the prefix, suffix and root of the word).

3.4.4. The use of Cognitive (COG) strategies in vocabulary learning.

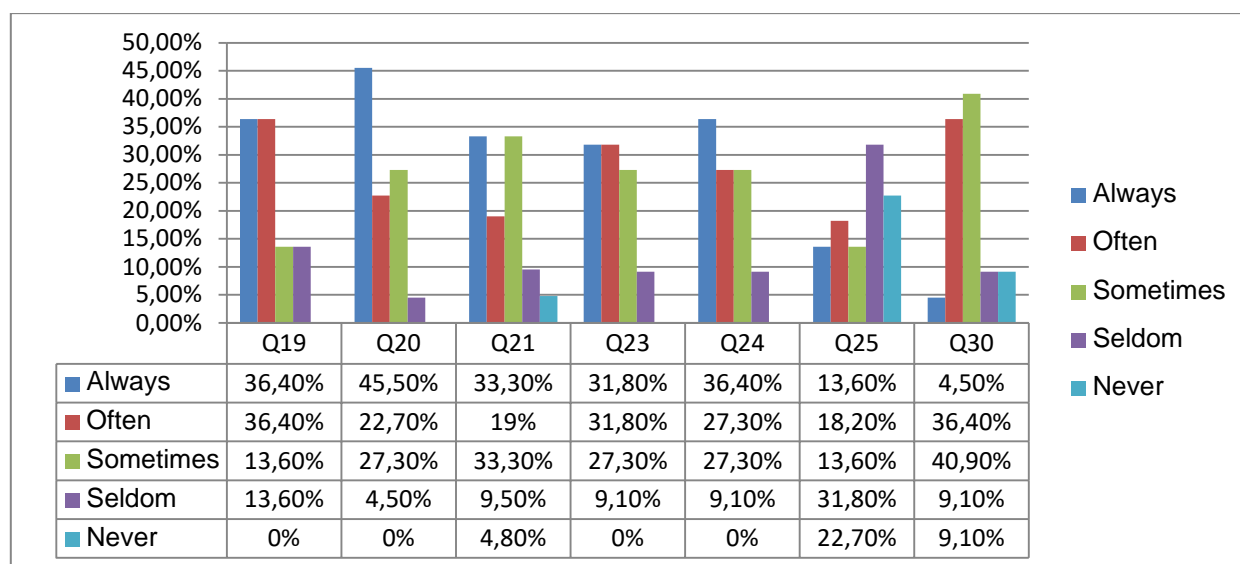|	Q19	Q20	Q21	Q23	Q24	Q25	Q30
■ Always	36,40%	45,50%	33,30%	31,80%	36,40%	13,60%	4,50%
■ Often	36,40%	22,70%	19%	31,80%	27,30%	18,20%	36,40%
■ Sometimes	13,60%	27,30%	33,30%	27,30%	27,30%	13,60%	40,90%
■ Seldom	13,60%	4,50%	9,50%	9,10%	9,10%	31,80%	9,10%
■ Never	0%	0%	4,80%	0%	0%	22,70%	9,10%

Figure 9: Students' use of COG strategies in vocabulary learning

Taking note in class is a helpful way for learners (question 19). Perhaps for that reason, up to 86.4% of the informants reported that they took notes in class with high frequency. Only 13.6% did so with low frequency.

Use the vocabulary section in the textbook seems to be convenient to students (question 20). Therefore, the majority of the informants applied this strategy with high frequency 68.2%. Meanwhile 27.3% sometimes and only 4.5% rarely did so.

Other useful ways such as keeping a vocabulary notebook (question 21), writing new words on a flash card to remember (question 30), most of them 85.6% and 81.8% employed this strategy with high frequency and only 9.5% and 9.1% seldom did it or even never used it (4.8% and 9.1%).

Verbal repetition and written repetition (question 23 and 24) are very popular strategies for most of English learners. More than half of the informants used this strategy with high frequency (63.6% and 63.7%). Only 9.1% seldom did so and 27.3% used this strategy with sometimes frequency.

Put English labels on physical objects is not only relaxing and fun but also helpful activity for learning vocabulary. The use of this strategy with high and low frequency is not much different. There was 45.4% of the students always and often or sometimes used it while nearly 31.8% seldom did it and up to 22.7% of the informants never employed this strategy.

In short, figure 9 show that to develop automatic vocabulary retrieval, cognitive strategies that students use most frequently, was strategy use the vocabulary section in the textbook (question 20) with (68.2%), while strategy put English labels on physical objects (question 25) was least used with (54.5%).

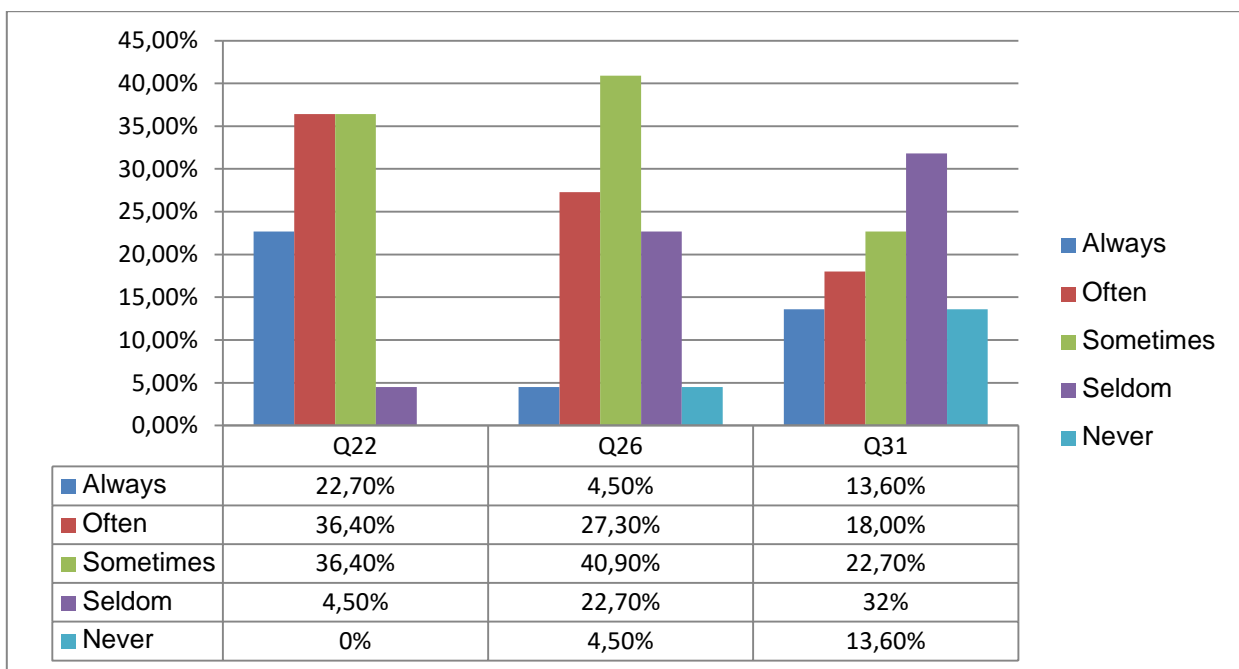**3.4.5. The use of Metacognitive (MET) strategies in vocabulary learning.**

	Q22	Q26	Q31
■ Always	22,70%	4,50%	13,60%
■ Often	36,40%	27,30%	18,00%
■ Sometimes	36,40%	40,90%	22,70%
■ Seldom	4,50%	22,70%	32%
■ Never	0%	4,50%	13,60%

Figure 10: Students' use of MET strategies in vocabulary learning

Learning English vocabulary from mass media such as newpapers, magazines, radio/TV programs, internet, etc…are not only informative but also effective way to enrich and retain vocabulary. That is why the students are always and often encouraged to make use of it. In the current trend of internet developing, it is not surprising to find that almost of the students used this strategy with rather high frequency (59.1%). It conclued 22.7% of the students always and 36.4% of the students often used this strategy and 36.4% of them sometime applied it, 4.5% of them seldom applied it.

Continue to study the word overtime 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 40.9% sometimes studied words everyday and 22.7% seldom or 4.5% never studied words over time.

Testing oneself with word test was employed with low frequency. There were 13.6% of the students who always used this strategy, while 32% of them seldom and 13.6% never did so.

In brief, the most frequently used strategy of metacognitive was strategy learning English vocabulary from mass media (question 22) with 59.1%. Meanwhile strategy testing oneself with word test (quention 31) was least applied with 13.6%.

3.5. Overall vocabulary learning strategies use

The results of our questionnaire can be seen easier when the mean score of each question is counted as in the table below.

Our coding is that: Always = 5, Often = 4, Sometimes = 3, Seldom = 2, Never = 1.

Categories	Questions	Mean (M)
DET	Guess meaning of words from textual context	3.86
DET	Use an English-English dictionary	1.7
DET	Use an English-Vietnamese dictionary	4.22
SOC	Ask the teacher for the meaning	3.22
SOC	Ask classmates for the meaning	3.73
SOC	Ask teacher for paraphrase or synonym of new word	3.18
SOC	Ask teacher for a sentence including the new word	2.77
SOC	Discover new meaning through group work activity	3.41
SOC	Teacher check student's flashcards or word list for accuracy	2.76
SOC	Keep a vocabulary notebook	2.45
MEM	Associate a new word with the words have already known	2.97
MEM	Connect the word to a personal experience	3.14
MEM	Connect the word with its synonyms and antonyms	3.08
MEM	Group words together to study	3.09

MEM	Memorize the prefix, suffix and root of the word	2.21
MEM	Memorize the part of speech: noun, verb, adjective,etc	2.95
COG	Take notes in class	3.95
COG	Use the vocabulary section in the textbook	4.09
COG	Keep a vocabulary notebook	3.66
COG	Verbal repetition	3.86
COG	Written repetition	3.91
COG	Put English labels on physical objects	2.67
COG	Write new words on a flashcard to remember	3.18
MET	Use English language media eg: magazines, radio/TV programs, internet, etc	3.77
MET	Continue to study the word overtime	3.04
MET	Test oneself with word test	2.85

Table 5: Strategies use according to descending order of means.

As can be seen from the table 6, the average means of frequency of strategy use ranged from 1.7 to 4.22. Four most frequently used strategies with mean values above 3 and 4 were "Use an English-Vietnamese dictionary" (M = 4.22), "Take notes in class" (M = 3.95), "Written repetition" (M = 3.91), "Guess meaning of words from textual context" (M = 3.86). While the least frequently used two was "Use an English-English dictionary" (M = 1.7) and "Memorize the prefix, suffix and root of the word" (M = 2.21).

In short, among five categories, the students most frequently used Cognitive strategies at highest score (M = 3.61). Meanwhile, the least employed strategies were Memory strategies with the lowest score (M = 2.90)

Strategy Category	Mean (M)
Determination (DET)	3.26
Social (SOC)	3.07
Memory (MEM)	2.90
Cognitive (COG)	3.61
Metacognitive (MET)	3.22

Table 6: Mean of five categories

3.6. Summary

In this chapter, I presented analyzing from the student's general information and analyzing from the student's vocabulary learning strategiesy. Besides, all the findings of the study were presented in tables and figures. The finding, discussion and recommendation are presented in the next chapter.

CHAPTER 4: FINDING, DISCUSSION AND RECOMMENDATION

4. Finding and Discussion

4.1.1. Research question 1:

What are the factor affecting learning vocabulary and learning vocabulary strategies for the first year English major at Hai Phong Technology and Management University ?

❖ **Some factor affecting vocabulary learning**

Learning foreign languages is a complex process and vocabulary plays an important role but students vocabulary learning is influenced by many impact factors.

❖ Pronunciation

Pronunciaton is important in the process of learning English vocabulary as well as all other language all over the world. Pronunciation is an essential thing in good communication because the wrong pronunciation will lead to misunderstanding and negative impression with the other person.

It is can be seen that pronunciation plays an important role in helping students understand what others are saying and in communication. However, the fact shows that it is not easy to pronounce an English vocabulary exactly. Moreover, research shows that words that are difficult to pronounce are more difficult to learn.

Why is English so difficult to pronounce? The English pronunciation is complicated and confusing for learners because the system of vowels and consonants have a lot of different sounds. Futhermore, the intonation of sentences in English is very rich. It is possible that the same sentences, but tone up and down will convey the different information to listeners. This is the reason why it is so hard for non-native speakers to deal with the English pronunciation.

In order to pronounce a word well, it is necessary to listen as much as possible. For example, watch TV shows, movies, find free videos on YouTube, and listen to songs and podcasts. When pronouncing a certain English word, we should pay attention to the stress of that word and the intonation of whole sentences. Moreover, read out loud and record, learners can find interesting English texts and practice

reading them loud. Pay attention to the pronunciation of the sounds and try to follow certain intonation patterns.

❖ Spelling

Spelling is the writing of word or words with the necessary letters and diacritics present in an accepted standard order. It is one of the elements of orthography and a prescriptive element of alphabetic languages. Most spellings attempt to approximate a transcribing of the sounds of the language into alphabetic letter. However, completely phonetic spellings are often the exception, due to drifts in pronunciations over time and irregular spellings adopted through common usage. Spelling is very important when it come to understanding English and communicating properly. However, many students still have problems with spelling correctly.

❖ Length and complexity

Intuitively, it can be seen that longer words should be more difficult simply because there is more to learn and remember. Learners of English might memorize more easily one-syllable words than two-syllable words, two-syllable words more easily than three-syllable words, especially for Vietnamese learners as the Vietnamese language is a monosyllabic language. Some learners may have more difficulty in learning longer words than shorter ones and it decreases with the increase in the learner's proficiency.

If the length factor could be properly isolated we might find longer words more difficult to learn than the shorter ones. In a learning situation, however, it is hard to altribute the difficulty of learning a particular word to its length rather than to a variety of factors. Sometimes it is not the word's length that affects student's learn ability but the learner's frequent exposure to it. In other words, it is the quantity of input that may contribute to the successful learning of the short words, not their intrinsic quality.

❖ Grammar

It is sometimes argued that certain grammartical categories are more difficult to learn than others. Nouns seem to be the easiest, adverbs, the most difficult is verbs and adjectives are somewhere in between. The effect of part of speech decreases with the increase in the learners proficiency. Even though learners acquired the

semantic content of some words, they confuse their part of speech. Sometimes nouns are replaced by verbs, sometimes adjectives by nouns, or adverbs by adjectives. When studying a new verb, for example we might give also its past form, if this is irregular (buy-bought), and we might note if it is transitive of intransitive.

❖ **Some factor affecting vocabulary learning strategies**

There are three kinds of factor that affecting the learners vocabulary learning strategies: the learning motivation and the social environment.

❖ Individual factors

The differences between learners perform in several aspects, which include concepts, attitudes, personal emotion, and so on. The first point that the learners should pay attention to their views about vocabulary learning. If the learner focuses on the vocabulary, they will be more use of cognitive strategies and memory strategies. If they pay attention to the function of the vocabulary, they will use fewer strategies such as cognitive, memory but more use of communicative strategies. And learning motivation also can influence vocabulary learning strategies.

❖ The learning motivation

Learners learning motivation is very important for any type of learning, including vocabulary learning. The motivation determines how much attention the learners would to complete learning task and how much sense of accomplishment it will take. The researchers found that: the learning motivation of vocabulary learning use more strategies than the learners who have little motivation, and different vocabulary learning motivation can affect learners choose different learning strategies.

❖ The social environment

Language is a form of human communication and language is closely related to the social environment, so the using of vocabulary learning strategies is heavily affecting by the social environment. This will be affect the learners' mentality and the use of learning strategies indirectly.

4.1.2. Research question 2: What are some strategies to improve efficiency vocabulary learning ?

❖   Vocabulary learning English byjtopic

Intensive study focuses on each topic, this will help you remember words more easily, and also limit the rampant ineffective learning.

After the process has memorized vocabulary, you can apply it right into daily life according to each topic learned. This is an effective way to learn English vocabulary to put words together.

For example, you choose a group of words related to holiday, technology, sports, tourism, etc. You can do this step with new vocabulary that you have come across accidentally when reading as well as when listening.

❖   Vocabulary learning English through pictures, books and films.

Pictures and sounds are a method of vocabulary learning English to help you avoid boredom. These methods have both a relaxing effect and a deep impact on memory. According to research from scientists, images will help us reflect on things more easily and this is applied to learning English vocabulary instead of just practicing writing as usual.

Watching movies suitable for English learners such as Friends, Extra English, How I met your mother... or the songs "Soledad, My love, As long as you love me..." is a good choice for those who want to enhance vocabulary.

❖ Understand the true meaning of words

By deeply understanding words, you can make your vocabulary grow exponentially. Instead of just memorizing words, try to really understand them by looking at their etymology, word roots, prefixes, and suffixes.

❖ Learn one new word a day

If you learn just one new word every day, you'll soon notice they add up pretty quickly.

Many websites provide free word-of-the-day services. Here are some to try:

1, Website: http://elllo.org/

2, BBC Learning English

3, Website: https://www.memrise.com/home/

❖ Make friends with the dictionary

A dictionary is the first indispensable resource to improve your vocabulary. It's only by looking up a word in a dictionary that you will learn its precise meaning, spelling, alternate definitions, and find additional useful information about it. A thesaurus is also a valuable resource for learning by finding connections between words, such as their synonyms and antonyms.

4.2. Recommendation

Learning vocabulary plays an important role in studying English. It is like the bricks to build a house. With the lack of vocabulary, it is difficult to communicate with other people confidently. Moreover, it is hard to express idea and explain something necessary. These suggested ways can help students enrich their vocabulary as well as broaden their knowledge of many aspect in life. In addition, interesting learning ways also enhance students' motivation to learn and create pleasant atmosphere before English lessons.

There are many ways for studying vocabulary. For the limitation of this research paper, I only present the applicability of some ways in studying English vocabulary. The applicability will concentrate on some suggested ways to help the first year English major in Hai Phong Technology and Management University have more pleasure and effectiveness in learning English vocabulary.

❖ Creating good learning environment

To create good learning environment, students should:

- Find a quite place to learn in order to concentrate better during vocabulary learning process.

- Have good physical condition for learning

- Make friendly and pleasant atmosphere.

❖ Improving pronunciation

There are some following ways to improve pronunciation:

- Use body well to learn English.

- Listen to authentic spoken texts and repeat word or sentence heard with right stress and intonation.

- Pay attention to your tongue.

- Practice at home and record yourself.

❖ Using books, magazine, newspapers

For example, here are some reference book which can help students to have more knowledge about English vocabulary.
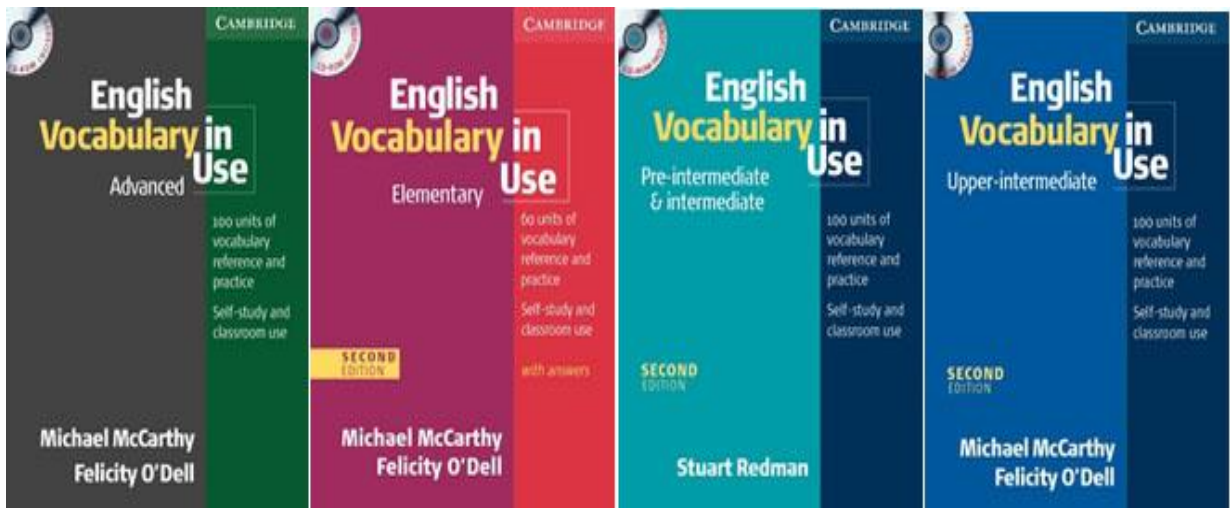

It will be very useful if students have chances to read some English newpapers to get information and learn vocabulary:

When having difficulties in understanding the meaning of the new words in a certain context, students can ask each other, even ask teachers for help. Reading newspapers and magazines written in English will improve student's reading skill and widen English vocabulary.

❖ Learning vocabulary by watching films or cartoons with English subtitles:

This is also a very interesting way to learn English vocabulary. Student will not only listen to the conversation between characters but they can read the dialogues on the screen. Hence, it is helpful to remember new words. Moreover, they now some films or cartoons with English subtitles for you to watch and contents of these ones.
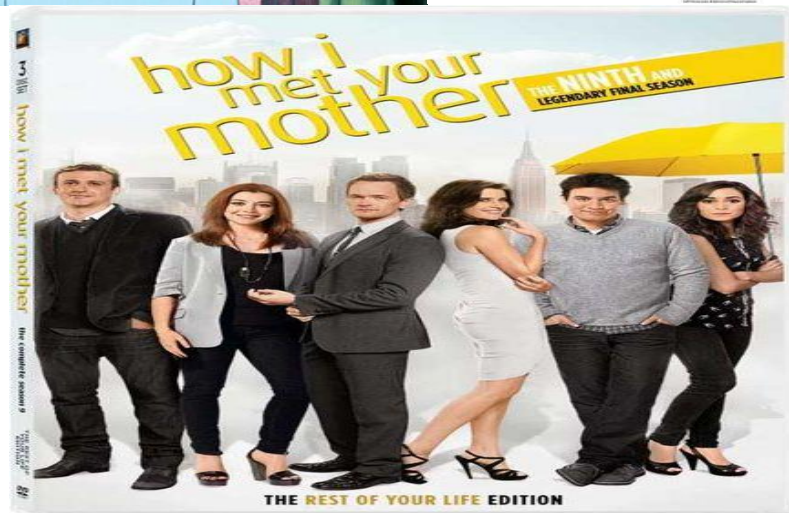
❖ Read, read and read

We learn vocabulary largely through reading texts. The more texts you read, the richer your vocabulary. While reading, pay more attention to the words you do not know. First, try to rely on the text to guess the meaning, then look up the dictionary. Reading and listening to complex documents is a way to help you learn more new words.

❖ Synonyms and Antonyms

Whenever you study a new word, you should know its synonyms and antonyms to have a deep impression when learning it and enrich your own vocabulary. For example, you study the new word "beautiful" you know its synonyms are "mice, pretty, good-looking…", and its antonyms are "bad, ugly". This means you can

remember all the words related to it. By this way, your vocabulary will be widened so quickly.

❖ Practice a lot and often

Learning a word won't make any sense if you quickly forget it. Research shows that it often takes us 10 to 20 readings over and over to remember a word. It is better if you can write it on a table of contents for easy review. When writing words, you should write both definitions and sentences that use that word. As soon as you start learning a new word, use that word.

❖ Use dictionary to find meaning

If you have a dictionary program on your computer or smartphone, open and used it. We have a lot of online word support services. You should find and use them to look up words for which you are not sure of the meaning.

❖ Learning vocabulary via books

Many reference books can be found in book shop such as science books, examinations books with lot of exercises.

It is good for students to read essays in reference books. It provides so many vocabulary and explain clearly some natural phenomenons.

For example: Here is a paragraph in the essay named "The forces of natural" quotes from English Essay Book (Tran Cong Nhan – Le Tran Doanh Trang – Nha xuat ban tong hop Ho Chi Minh- 209:2004).

"The forces of natural are constantly at work on our planet. Wind, fire, water, lightning, volcanic, activities are all ceaseless forces of nature that destroy and create at the same time. Lightning strikes down a tree and another grows in its place. Floodwaters wash away a whole tract of land only to deposit soil on it. Volcanic eruptions tear open mountains and the lava that flows make the surrounding soil fertile. The forces of nature take no consideration of man's preferences. They just do their work as they have done for millions of year. We are all subject to the forces of nature though we try to protect ourselves as much as possible. Rain lashes down, the sun beats relentlessly, drought kills our crops, floods wash away our houses while we try to avoid them. Sometimes we can and sometimes not…".

This paragraph describes some natural phenomenon, so we can learn some vocabulary such as: "to deposit" (v: lắng xuống); "lava" (n: dung nham, núi lửa); "subject to" (adj: lệ thuộc, phụ thuộc); "fertile" (adj: phì nhiêu).

PART 3: CONCLUSION

1.   Summary of the study

The study includes three main parts. Part 1 is the introduction of the research. It introduces to the readers the basic information why this thesis is fulfilled, how it is conducted and what is conducted for. Part 2 is the development of the thesis including four chapter. The first chapter provide readers an overview of the theoretical background on which this study bases on. They includes the definition of vocabulary as well as the definition of language learning strategies and definition of vocabulary learning strategies, classification of vocabulary learning strategies, etc. The next chapter introduces the method applied in the thesis. It is an action research with the given the research design, data collection instruments. Techniques employed in this minor thesis such as data collection and data analysis can be found here. Basing on the literature, survey questionnaire were designed for first year English major and using quantitive method to analyze the data, findings were found and represented in the chapter three.

Accordingly, vocabulary learning is a crucial part in learning English, there are still some of the students have no idea what vocabulary learning strategies are. Besides, bilingual dictionary (English - Vietnamese dictionary) was the most frequently use strategy to discover a new words' meaning. Secondly, to consolidate a word in a memory, take note in class,   written repetition and guess meaning of words from textual context were the most frequently used strategies by the students. In fact, a number of students, especially the low proficiency ones, relied heavily on learning the meaning and the form of a word by rote. However, use an English – English dictionary and memorize the prefix, suffix and root of the word were the least frequently used strategies in this study. The last chapter is the discussion and recommendations for the obstacles found above to help learners to improving vocabulary learning. The first one is about research question some factor affecting vocabulary learning, vocabulary learning strategies and some strategies to improve efficiency vocabulary learning. The second one is recommendation to help learners to overcome these difficulties of vocabulary learning. The last part is the summary

of the previous parts and chapters. It is also the part the concluding marks are drawn out and suggestions for further researches are presented.

2. Limitations and suggestions for further study.

Due to the shortage of time and knowledge, there are some limitations.

First, the data collection is not taken place on a large scale for better generalization. Second, within the scope of a minor thesis, the subject of the study mainly aims at the first year English major only. This is also the suggestion for further study with other subjects such as second year or third year students.

Third, although Schmitt's taxonomy is the most comprehensive available, it cannot embrace all the existing vocabulary strategies.

These limitations, therefore, can be done in future research studies. Further studies need using other techniques such as stimulated recall or think-aloud techniques and investigating other variables such as learners' gender or major field of study.

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SURVEY QUESTIONNAIRE(FOR STUDENTS)
Câu hỏi khảo sát
BẢNG CÂU HỎI VỀ CHIẾN LƯỢC HỌC TỪ VỰNG

Bảng câu hỏi được thiết kế để điều tra về chiến lược học từ vựng của sinh viên năm thứ nhất chuyên ngành Tiếng anh trường Đại học Quản lý và Công nghệ Hải Phòng. Tôi rất mong các bạn dành chút thời gian trả lời các câu hỏi dưới đây một cách trung thực nhất. Mỗi thông tin các bạn đưa ra đều được giữ bí mật hoàn toàn và chỉ phục vụ cho mục đích nghiên cứu. Chân thành cảm ơn sự giúp đỡ của các bạn.

Part 1: GENERAL INFORMATION.

1.   How long have you been studying English? (Bạn đã học tiếng Anh trong bao lâu rồi)

o   Less than 4 years (ít hơn 4 năm)

o   4 to 6 years (4 đến 6 năm)

o   More than 6 years (nhiều hơn 6 năm)

2.   How important do you think vocabulary learning is in learning English? (Bạn nghĩ học từ vựng quan trọng như thế nào trong việc học tiếng Anh)

o   Very important (rất quan trọng)

o   Important (quan trọng)

o   No important (không quan trọng)

3.   Have you ever heard of vocabulary learning strategies? (Bạn đã từng nghe đến các chiến lược học từ vựng chưa)

o   Yes (có)

o   No (không)

4.   Have you been taught vocabulary learning strategies in class? (Trên lớp bạn có được dạy về các chiến lược học từ vựng không)

o   Yes (có)

o   No (không)

5.   Do you think that vocabulary learning strategies should be taught in class? (Bạn có nghĩ rằng các chiến lược học từ vựng nên được giảng dạy trên lớp)

o   Yes (có)

o   No (không)

Part 2: VOCABULARY LEARNING STRATEGIES

No	Strategies Các chiến lược	Degree of frequency Mức độ sử dụng				
		Always (luôn luôn)	Often (thường xuyên)	Someti mes (thỉnh thoảng)	Seldom (hiếm khi)	Never (khôn g bao giờ)
6	Guess meaning of words from textual context. (Đoán nghĩa của từ mới dựa vào ngữ cảnh)					
7	Use an English-English dictionary. (Tra từ điển Anh-Anh)					
8	Use an English-Vietnamese dictionary. (Tra từ điển Anh-Việt)					
9	Ask the teacher for the meaning. (Nhờ giáo viên dịch sang tiếng việt)					
10	Ask classmates for the meaning. (Hỏi bạn cùng lớp nghĩa tiếng việt của từ mới)					
11	Ask teacher for paraphrase or synonym					

	of new word. (Nhờ giáo viên diễn giải lại bằng cách đơn giản hoặc cho biết từ đồng nghĩa của từ mới)					
12	Ask teacher for a sentence including the new word. (Nhờ giáo viên cho một câu ví dụ với từ mới đó)					
13	Discover new meaning through group work activity. (Học từ thông qua hoạt động theo nhóm trên lớp)					
14	Teacher check student's flashcards or word list for accuracy. (Nhờ giáo viên kiểm tra xem danh mục từ của mình có đúng chính tả và nghĩa không)					
15	Associate a new word with the words have already known. (Liên tưởng từ mới với các từ đã học)					
16	Connect the word to a					

	personal experience. (Gắn từ với kinh nghiệm của bản thân)					
17	Connect the word with its synonyms and antonyms. (Học từ mới bằng cách gắn liền với các từ đồng nghĩa và trái nghĩa của nó)					
18	Group words together to study. (Nhóm các từ mới theo các tiêu chí cụ thể để học như theo chủ đề hoặc từ loại)					
19	Take notes in class. (Ghi chép lại tất cả các từ mới xuất hiện trong các giờ học trên lớp)					
20	Use the vocabulary section in the textbook. (Học từ mới trong phần từ vựng của sách giáo khoa)					
21	Keep a vocabulary notebook. (Chép từ mới vào một cuốn sổ ghi chép)					
22	Use Engish language media eg: magazines,					

	radio/TV programs, internet, etc. (Học từ qua các phương tiện truyền thông: tạp chí, các chương trình trên đài/tivi, internet)					
23	Verbal repetition. (Học từ bằng cách đọc nhiều lần)					
24	Written repetition. (Học từ bằng cách viết đi viết lại nhiều lần)					
25	Put English labels on physical objects. (Dán tên bằng tiếng Anh lên các đồ vật xung quanh)					
26	Continue to study the word overtime. (Ngày nào cũng dành thời gian học từ mới)					
27	Interact with native speakers. (Tìm cách nói chuyện với người nước ngoài)					
28	Memorize the prefix, suffix and root of the word. (Ghi nhớ tiền tố, hậu tố và gốc từ)					

29	Memorize the part of speech: noun, verb, adjective,etc. (Ghi nhớ từ loại của từ)					
30	Write new words on a flashcard to remember. (Viết từ mới vào những thẻ nhỏ để ghi nhớ)					
31	Test oneself with word test. (Làm các bài tập liên quan đến từ vựng để tự kiểm tra trình độ từ vựng của mình)					