

VIETNAM NATIONAL UNIVERSITY, HANOI
**UNIVERSITY OF LANGUAGES AND INTERNATIONAL
STUDIES**
FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

PHẠM THỊ THÚ

**NEW VOCABULARY LEARNING
STRATEGIES USED BY FIRST YEAR
STUDENTS OF FACULTY OF ENGLISH
LANGUAGE TEACHER
EDUCATION, UNIVERSITY OF
LANGUAGES AND INTERNATIONAL
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SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF BACHELOR OF ARTS (TEFL)

Hanoi, May 2011

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SUPERVISOR: NGUYỄN THANH GIANG, M.A

Hanoi, May 2011

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ABSTRACT

The present investigation aims to investigate threefold: 1) to examine the perceptions of first year students of Faculty of English language and teacher education – ULIS - VNU of English vocabulary and vocabulary learning strategies; 2) to explore the frequency of students' reported strategy use of three main vocabulary categories: the discovery of the meaning of new vocabulary items (DMV), the retention of the knowledge of newly- learned vocabulary items (RKV), and the expansion of the knowledge of vocabulary (EKV) and 3) to search for effective vocabulary learning strategies suggested by experts. The research subjects of the study were 100 first year students of FELTE – ULIS – VNU in academic year 2010 - 2011, obtained through the multi-stage sampling. Interviews and a strategy questionnaire were used as the main methods for data collection. Through the interviews, all students acknowledged the significance of a rich personal vocabulary to English learning. The majority of them are willing to study vocabulary learning strategies formally in class. The statistical methods used in order to help interpret the data for the survey questionnaire are mean of frequency (\bar{X}) and standard deviation (S.D.). First year students, on a whole, reported medium frequency of strategy use for their vocabulary learning.

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LIST OF ABBREVIATIONS

DMV	the discovery of the meaning of new vocabulary items
EKV	the expansion of one's knowledge of vocabulary
FELTE	Faculty of English language teacher education
RKV	the retention of the knowledge of newly-learned vocabulary items
S.D.	standard deviation
ULIS	University of languages and international studies
VLSQ	vocabulary learning strategy questionnaire
VLSs	vocabulary learning strategy/strategies
VNU	Vietnam national university

CHAPTER 1 - INTRODUCTION

1.1. Statement of the problem and rationale for the study

1.1.1. *Statement of the problem*

There are many people choosing English as a second language nowadays due to its popularity all over the world. Learning English, just like learning a second language in general, involves the integration of four main skills: speaking, writing, listening and reading, which build up effective communication. Another vital factor is the amount of vocabulary one possesses as vocabulary forms the biggest part of the meaning of any language (McCarthy, 1988). Vocabulary, however, is the biggest problem for most learners. Following this view, vocabulary acquisition is currently becoming a hot topic in second language learning research. But there still lies controversies about how learners can acquire vocabulary effectively and efficiently or how it can best be taught.

In addition, many workshops have been held in order to pursue a new purpose of EFL from the view of modern approaches of teaching in which holistic and integrative approach are mentioned as new ways to help students use English to communicate successfully. Following holistic approach, many teachers have tried to adapt CLT in their teaching styles. Thus, study of teaching techniques is very popular among teachers. However, a study on students' self acquisition has not received much attention yet. Studying vocabulary learning strategies is a study which focuses more on students themselves. In most Asian countries, curriculum designers and EFL instructors have been trying to emphasize on holistic or integrative approach but the change of teacher-centered classrooms to student-centered ones has hardly been achieved.

They just succeeded in few cases in which they use methods and materials that have been developed with the learning needs of native speakers of English in mind.

1.1.2. Rationale for the study

Vocabulary is generally given little emphasis in the university curriculum in Asian countries (Fan, 2003). The situation is the same in Vietnam as an Asian country. Usually, the focus of English teaching at universities in Asian countries is the four language skills. Vocabulary teaching in many classrooms is largely incidental (Fan, 2003; Catalan, 2003). This can be understood that when a particular word or phrase appears difficult for the students, they are told the definitions. Collocations of the targeted words or information about the situations of using the words are rarely mentioned. Moreover, finding out about new vocabulary items is left to the discretion of the students, and they are encouraged to turn to dictionaries to look up for meanings of words (Catalan, 2003). Catalan continues that vocabulary learning is, therefore, largely ad hoc and very dependent on the efforts of the teachers and students. This ad hoc approach to vocabulary learning may lead to a general inadequacy in vocabulary knowledge among Asian university students. As Fan (2003) states this inadequacy has been repeatedly pointed out by the researchers and lecturers as one of the factors in the unsatisfactory performance of students in their exams. He continues that the inadequacy in lexical knowledge may hold back students' proficiency development and affect their performances in public exams.

The researcher selects students at university instead of high school ones because high school students learn English as their compulsory subject and their goal of learning English is just to pass graduation exams and university entrance exams. Meanwhile, to undergraduate students, especially those who specialize in this language, learning English is not only to pass the annual exams but also to use it in the future workplace (to communicate or complete the tasks).

All the reasons above pave the way for the researcher to study on “*New vocabulary learning strategies used by first year mainstream students, Faculty of English Teacher Education, ULIS, VNU*”, in the hope that in case the expected outcomes are fulfilled, the study can contribute to build up a more actually efficient strategies to acquire new vocabulary items in order to help students communicate in English successfully.

1.2. Aims and objectives

Firstly, the research aims to study the learning strategies which 1st year mainstream TESOL students of Faculty of English Language Teacher Education (FELTE) employ in order to acquire new vocabulary items, whether they use strategies suggested by experts, and the frequency of using those strategies. Secondly, opinions of students about English vocabulary and vocabulary strategies are also investigated. In other words, this research report answers two questions as listed:

- I. What are students’ perceptions of English vocabulary and vocabulary learning strategies?*
- II. How often is each vocabulary learning strategy employed by the students?*

1.3. Significance of the study

When the study is finished, the researcher hopes that it will be a useful reference source for students' research later on. Because the frequency of using different categories of vocabulary learning strategies and the effectiveness of those strategies will be figured out together with the suggested tips, it is expected that both teachers and students of FELTE can gain some suggestions to achieve the objectives of learning vocabulary. The study hopefully would help teachers realize the strategies that TESOL students acquire English vocabulary so that they can have certain understanding on the level of students. From this, they can develop their teaching styles in order to help students use English to communicate successfully. Furthermore, the result of this paper would help not only first year students but also students of year two, three and four have a clearer views of vocabulary learning strategies. They can apply the useful strategies that the result of the study suggests in order to heighten their English proficiency as well as their communication ability.

1.4. Scope of the study

This paper focuses on the employment of vocabulary learning strategies of first year students of FELTE – ULIS – VNU, the attitude of students towards English vocabulary and vocabulary learning strategies and some useful vocabulary learning strategies suggested by experts.

The main participants of this study are 1st year students of FELTE – ULIS - VNU

1.5. Organization

The research is divided into five chapters as follows:

Chapter 1 – *Introduction* generally introduces the research, provides its rationale, aims, scopes, significance of the research and methodology.

Chapter 2 – *Literature Review* presents the background of the study, including definitions of key terms such as vocabulary, vocabulary learning strategies and their classification, a critical review of related studies.

Chapter 3 – *Methodology* describes participants and instruments of the study, as well as the procedure to carry out the research.

Chapter 4 – *Analysis and findings* analyzes and discusses the findings according to three research questions. Some implications are also withdrawn from the findings.

Lastly, **Chapter 5 – *Conclusion*** concludes the main issues discussed in the paper, limitations and contributions of the research as well as some suggestions for further studies.

CHAPTER 2 - LITERATURE REVIEW

2.1. Vocabulary

2.1.1. Definition

There have been numerous definitions of vocabulary given by linguists so far. Ur (1996) stated that vocabulary is words we teach in a foreign language and “*a new item of vocabulary may be more than a single word*”. To be more specific, vocabulary item might be a word, a phrase or a multi-word idiom where the meaning of the phrase cannot be deduced from an analysis of the component words. According to Nguyen Bang and Nguyen Ba Ngoc (2000:35), “*vocabulary of a language is all its words, compounds and idioms used to convey and receive information in oral and written communication.*” On another side, Nunan (1999:101) claimed that “*vocabulary is more than lists of target language words*” and vocabulary is “*intimately interrelated with grammar*”.

2.1.2. The importance of vocabulary

Vocabulary is a vital element of language. “*Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed*” (Wilkins 1972:111). In many cases, learner produce sentences with incorrect grammar but they can still deliver their message to others with appropriate key words. In the view point of Zimmerman (1997:5), “*vocabulary is central to language and of critical importance to the typical language learner*”. Lack of vocabulary knowledge will result in lack of meaningful communication. Nation (2001:222) believed that a large amount of vocabulary can be acquired with the help of vocabulary

learning strategies and that the strategies prove useful for students of different language levels.

Regarding vocabulary in communication, it is apparent that vocabulary is basic in learning to communicate effectively while language learners do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation, even if they know the morphology and syntax. Richards' preface in Schmitt's (2000, p. xi) "**Vocabulary in Language Teaching**" indicates that vocabulary is central to communicative competence and to the acquisition of a second language. Vocabulary and lexical items are at the core of learning and communication. No amount of grammatical or other type of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary because vocabulary is shown to focus much more than knowledge of single words.

2.1.3. Classification of vocabulary

Different types of vocabulary can be found depending on the use of different criteria. Researcher will mention three main ways to dividing vocabulary in this study.

In terms of semantics, there are two types of vocabulary items which are notional words and functional words. Notional words include the majority of vocabulary items which a learner can acquire. This kind of words has meanings in themselves. By contrast, functional words do not have meanings in themselves but in relation to the other words with which they are used.

In terms of grammar, vocabulary items can be divided into nouns, verbs, adjectives, adverbs, prepositions, articles, conjunctions, etc basing on different parts of speech.

In terms of language methodology, vocabulary of a language is categorized into active vocabulary and passive vocabulary. Active vocabulary consists of all vocabulary items that learner can understand well, pronounce correctly and use effectively. On the other hand, the passive vocabulary is all the vocabulary items which learner can only recognize and understand if they occur in a certain context.

2.2. Vocabulary learning strategies

As vocabulary learning is a key aspect of language learning; therefore before discussing vocabulary learning strategies in detail, it is worth mentioning briefly language learning strategies (LLSs) for their background that may shed some light on and link to vocabulary learning strategies (VLSs).

The term language learning strategy has been defined by many researchers. Early on, Tarone (1980:13) was the first researcher to give the definition of language learning strategies which is “*an attempt to develop linguistic and sociolinguistic competence in the target language.*” Later on, in 1987, Chamot, Rubin and Wenden also gave out their opinions on language learning strategies. According to Chamot, “*learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information.*” As for Rubin, learning strategies are strategies which “*contribute to the development of the language system which the learner construct and affect learning directly.*” Those strategies could be

“any sets of operation, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information.” O’Malley and Chamot (1990:23) in their research on second language acquisition presented language learning strategies as *“the special thoughts of behaviors that individuals use to help them comprehend, learn or retain new information.”* Oxford (1989) and (1990) got their own definitions for the issue which are *“behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable”* and *“the strategy concept [...] has come to mean as plan, set or conscious action toward achievement of an objective. They are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations”* respectively. Nunan (1991:168) defined that *“language learning strategies are the mental processes which learners employ to learn and use the target language.”* Finally, Cohen (1998) wrote that *“Learning strategies are processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall and application of information about the language.”*

It can be seen from all the given definitions that learning strategies are defined in different words and from different perspective including cognitive, social and pragmatic. Among all of them, definition of Oxford (1990) seems to be the most understandable in which contains a *“collective description of what individual learners do to achieve communicative competence in a language in a self-directed fashion, either consciously or unconsciously.”*

As stated clearly on the above section, language learning strategies can be seen as specific actions taken by learner to make learning easier,

faster, more enjoyable, more effective and more transferable to new situation. According to Oxford (1990), language learning strategies include 12 main features which can be listed in the following table:

Table 2.1. – Features of language learning strategies

Features	
1.	Contribute to the main goal, communicative competence.
2.	Allow learners to be more self-directed
3.	Expand the role of the teacher
4.	Are problem-oriented
5.	Are specific actions taken by the learner
6.	Involve many aspects of the learner, not just the cognitive
7.	Support learning both directly and indirectly
8.	Are not always observable
9.	Are often conscious
10.	Can be taught
11.	Are flexible
12.	Are influenced by a variety of factors

Source: Language Learning Strategies (Oxford 1990, p. 9)

Past research works on language learning strategies employed by both second and foreign language learners learning a target language, mainly English, have been widely conducted by several researchers. The findings of these studies (e.g. Oxford, 1990; McIntyre and Noels, 1996) reveal that there are a variety of language learning strategies that have the potential to facilitate language learning. In language learning, English either as a second language (ESL) or a foreign language (EFL), Carroll (1977) mentions that it is rather difficult and frustrating for language learners to learn a foreign language because learning a foreign language requires great effort. Language learners need to

struggle to find suitable and effective ways for themselves how to comprehend and retain knowledge of the target language

2.2.1. Definition of vocabulary learning strategies

Vocabulary learning strategies can be considered a subset of general learning strategies in second language acquisition. Interest in learning strategies first developed in the 1970s with research to identify the characteristics of good language learners (Naiman et al., 1978; Rubin, 1975). O'Malley and Chamot define learning strategies as “*the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information*” (1990:1). This very broad definition is echoed by Schmitt in defining vocabulary learning strategies. Schmitt says learning is “*the process by which information is obtained, stored, retrieved and used... therefore vocabulary learning strategies could be any which affect this broadly defined process*” (1997:203). This definition leaves open to question whether vocabulary learning is incidental or deliberate, a factor which has been much debated in the literature. In his definition Nation makes clear the intentional character of vocabulary learning and, interestingly, bases his description on the qualities a strategy must possess in order to warrant attention from a teacher.

2.2.2. The importance of new vocabulary learning strategies

The main benefit gained from all learning strategies, including strategies for vocabulary learning, is that they enable learners to take more control of their own learning so that students can take more responsibility for their studies (Nation, 2001; Scharle & Szabó, 2000). Consequently, the strategies encourage “*learner autonomy, independence, and self-direction*” (Oxford & Nyikos, 1989: 291). Equipped with a range

of different vocabulary learning strategies students can decide how exactly they would like to deal with unknown words. A good knowledge of the strategies and the ability to apply them in suitable situations might considerably simplify the learning process of new vocabulary for students for instance, independence in selecting which words to study results in better recall of the words than when the words are chosen by someone else.

Nation (2001) believes that a large amount of vocabulary could be acquired with the help of vocabulary learning strategies and that the strategies would be useful for students of different language levels. A number of linguists have long recognized the importance of learner independence in vocabulary acquisition. The view of Gairns and Redman (1986) is that students should be more responsible for their learning and pay greater attention to individual needs. The reason is that after elementary level, it is increasingly difficult for teachers to select vocabulary equally useful to all students; thus time spent on teaching may be wasted. Schmitt (2000) sees the need to help learners acquire the strategies necessary to learn words on their own. Oxford and Scarcella (1994) advocate the provision of systematic vocabulary instruction to let learner master specific strategies to acquire words even outside their classes.

2.2.3. Classification of vocabulary learning strategies

The first classification dimension proposed by Schmitt (1997) was adopted from Oxford, who grouped strategies, as mentioned earlier, into six categories, namely: social (SOC), memory (MEM), cognitive (COG), meta-cognitive (MET), compensation (COM), and affective. Schmitt instituted another category (determination – DET), in order to answer for

the case where definitions of new words are recognized without resorting to other's people expertise. These additional strategies introduced by Schmitt seem to be approaching equivalent to the guessing intelligently in listening and reading, part of Oxford's compensation strategies. The investigator identified the strategies which learners use to discover denotation of new words when they first encounter them (discovery strategies – DISCOV) from the ones they use to consolidate meanings when they confront the words again (consolidation strategies – CONS). The former group of strategies combines determination and social strategies, and the latter comprises social, memory, cognitive, and meta-cognitive strategies. Schmitt (1997) interpreted each strategy as follows: determination strategies are used *“when faced with discovering a new word’s meaning without recourse to another’s person expertise”*(p.205); social strategies are used to understand a word *“by asking someone who knows it”* (p.210); memory strategies are *“approaches which relate new materials to existing knowledge”* (p. 205). The definition of cognitive strategies was adopted from Oxford (1990) as *“manipulation or transformation of the target language by the learner”* (p. 43). Finally, meta-cognitive strategies are defined as *“a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best way of study”* (p. 205).

Schmitt (1997: 207-208) categorized vocabulary learning strategies into six main groups with 58 individual strategies in total:

Table 2.2.: Taxonomy of vocabulary learning strategies

Group	Individual strategies
	Analyze part of speech
	Analyze affixes and roots
	Check for L1 cognate

DISCOV – DET	Analyze pictures and gestures
	Guess from textual context
	Bilingual dictionary
	Monolingual dictionary
	Word lists
	Flash cards
DISCOV-SOC	Ask teacher for L1 translation
	Ask teacher for paraphrase or synonym of new word
	Ask teacher for a sentence including new word
	Ask classmates for meaning
	Discover new meaning through group work activity
CONS-SOC	Study and practice meaning in a group
	Teacher checks students’ flashcards or word lists for accuracy
	Interact with native speakers
CONS – MEM	Study word with a pictorial representation of its meaning
	Image word’s meaning
	Connect word to a personal experience
	Associate the word with its coordinates
	Connect the word to its synonyms and antonyms
	Use semantic maps
	Use ‘scales’ for gradable adjectives
	Peg word method
Loci method	
	Group words together to study spatially on page
	Group words together spatially on page
	Use new word in sentences
	Group words together within a storyline
	Study word spelling
	Study sound of word
	Say word aloud

	Image of word form
	Underline initial letter
	Configuration
	Use keyword method
	Remembering affixes and roots
	Remembering parts of speech
	Paraphrase word meaning
	Use cognates in study
	Learn words of an idiom together
	Use physical action
	Use semantic feature grids
CONS – COG	Verbal repetition
	Written repetition
	Word lists
	Flash cards
	Note – taking
	Use vocabulary section in textbooks
	Listen to tape of word lists
	Put L2 label on physical objects
CONS – MET	Keep vocabulary notebook
	Use L2 media (song, movies, ...)
	Testing oneself with word tests
	Use spaced word practice
	Skip/ pass new word
	Continue to study word over time

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

Another investigation of vocabulary learning strategies was conducted by Stoffer (1995), who developed a Vocabulary Learning Strategy Inventory (VLSI) containing a bit fewer items than Schmitt's taxonomy. Stoffer clustered Vocabulary Learning Strategies into nine categories:

- strategies involving authentic language use
- strategies used for self-motivation
- strategies used for organize words
- strategies used to create mental linkages

- memory strategies
- strategies involving creative activities
- strategies involving physical action
- strategies used to overcome anxiety
- auditory strategies

Other classification has been proposed by Nation (2001:218). In his division, Nation intended to separate the aspects of vocabulary knowledge from the sources of vocabulary knowledge and from learning processes. Nation (2001:218) categorized vocabulary learning strategies into three general classes:

Planning: choosing what to focus on and when to focus on it.

- choosing words
- choosing the aspects of word knowledge
- choosing strategies
- planning repetition

Sources: finding information about words.

- analyzing the word
- using context
- consulting a reference source in L1 and L2
- using parallels in L1 and L2

Processes: establishing knowledge.

- noticing
- retrieving
- generating

Gu and Johnson (1996) created a taxonomy on the basis of the responses to their self-reporting questionnaire with six types of strategy (1996:650-651):

Guessing strategies:

- Using background knowledge/wider context.
- Using linguistic cues/immediate context.

Dictionary strategies:

- Dictionary strategies for comprehension.
- Extended dictionary strategies.
- Looking-up strategies.

Note-taking strategies:

- Meaning-oriented note-taking strategies.
- Usage-oriented note-taking strategies.

Rehearsal strategies:

- Using word lists.
- Oral repetition.
- Visual repetition.

Encoding strategies:

- Association/Elaboration.
- Imagery.
- Visual encoding.
- Auditory encoding.
- Using word-structure.

- Semantic encoding.
- Contextual encoding.

Activation strategies

- Memorizing lists of facts by linking them to familiar words or numbers by means of an image.
- Remembering lists by picturing them in specific locations.
- Establishing an acoustic and image link between an L2 word to be learned and a word in L2 that sounds similar.

Finally, Intaraprasert (2004, pp. 55-56) classified vocabulary learning strategies, which were reported to be employed by 133 EST students, into three main categories. These include:

Category 1: Strategies to Discover the Meaning of New Vocabulary

Items (DMV)

- DMV 1: Use a Thai-English dictionary;
- DMV 2: Use an English-Thai dictionary;
- DMV 3: Use an English-English dictionary;
- DMV 4: Guess the meaning from the context;
- DMV 5: Ask one's classmate or friend;
- DMV 6: Ask one's teacher;
- DMV 7: Ask someone other than one's teacher, classmate or friend;
- DMV 8: Look at the word roots, prefixes or suffixes;
- DMV 9: Use an on-line dictionary;
- DMV 10: Use an electronic dictionary.

Category 2: Strategies to Retain the Knowledge of Newly-learned

Vocabulary Items (RKV)

- RKV 1: Memorize with or without a word list;
- RKV 2: Keep a vocabulary notebook;
- RKV 3: Group words based on the synonymity or antonymity;
- RKV 4: Associate new words with the already-learned ones;
- RKV 5: Use new words in writing;
- RKV 6: Use new words to converse with peers;
- RKV 7: Speak Thai with English loan-words;
- RKV 8: Keep words as the computer background;
- RKV 9: Keep word cards or word charts in one's bedroom;
- RKV 10: Keep words as rhymes or songs;
- RKV 11: Use pictures

Category 3: Strategies to Expand the Knowledge of Vocabulary Items (RKV)

EKV 1: Listen to a radio program in English especially the one for language learning

EKV 2: Watch a television program in English especially the one for language learning

EKV 3: Surf the Internet especially the websites for language learning

EKV 4: Read different types of different English printed materials, e.g. leaflets, brochures, textbooks or newspapers

EKV 5: Play games in English, e.g. crossword, or hangman

EKV 6: Practice translating from Thai into English and vice versa

EKV 7: Watch an English-speaking film with Thai-narrated scripts

EKV 8: Attend classes of every module regularly

EKV 9: Listen to English songs

EKV 10: Do extra vocabulary exercises from different sources, e.g. book, newspapers or the Internet.

Vocabulary learning strategies proposed by Intaraprasert (2004) were classified under three main categories, including strategies 1) to discover the meaning of new vocabulary items (DMV), 2) to retain the knowledge of newly-learned vocabulary items (RKV), and 3) to expand the knowledge of vocabulary items (EKV). On close consideration to the individual vocabulary learning strategies to discover the meaning of new vocabulary items (DMV), it was demonstrated that three main strategy groups were reported being employed by the participants which included dictionary use, social strategies and contextual reliance.

This section has examined taxonomy of vocabulary learning strategies by different researchers. Vocabulary learning strategies can be categorized in terms of knowledge-oriented strategies; and skill-oriented strategies. Knowledge-oriented strategies include those for understanding and recognizing a word (which involve receptive skills). Skill-oriented strategies concern the use of words (which concern productive skills).

Overall, vocabulary learning strategies have been classified differently in various ways by different researchers. Some categories offered are distinctive while some vocabulary learning strategies were made in lists. Although, some of these categories have been named differently, and seem overlapped, they seem to share some common strategies. The most common or notable individual vocabulary learning strategies tend to fall largely in the Memory category. This is followed by Metacognitive, Cognitive, Social and Determination categories. Most vocabulary learning strategies can be applied to a wide range of vocabulary learning, and are useful at all levels or stages of vocabulary learning. These vocabulary learning strategies are very important for language learners since they promote language learners to take control of their learning away from the teacher. In other words, language learners with a variety of vocabulary learning strategies would make themselves more self-directed learners. They would also make their vocabulary learning easier, faster, more enjoyable and more effective themselves.

2.3. Research Works on Vocabulary Learning Strategies

The focal point of this section is to review past research work on vocabulary learning strategies. There are two main reasons for reviewing the past research work. The first reason is that the researcher would like to review how past researchers devise their instruments for data collection to serve the purpose of their studies. The other reason is that the results of these research works can contribute to a better understanding of how language learners cope with unknown words as they encounter them, what strategies language learners

at any level of education employed in order to deal with unknown words.

In the world, there are a lot of researches on vocabulary learning strategies. There are studies that investigate the effectiveness of the strategies on real vocabulary learning tasks (e.g. Cohen and Aphek, 1981; Lawson and Aphek, 1996; Erten, 1998). Some explore strategy effectiveness through correlation coefficients between the frequencies of use of vocabulary learning strategies from self-report strategy questionnaires and some achievement scores such as vocabulary size and language proficiency (e.g. Ahmed, 1989; Gu and Johnson, 1996; Fan, 2003). Others employ students' reports on how effective they perceive strategies based on their past learning experiences (i.e. Schmitt, 1997a; Fan, 2003).

Regarding the subjects of study, the past researchers classified the subjects of their investigation into two groups, based on a language they learn, as native speakers of English and non-native or native-like speakers of English. The native speakers of English learn French, German, Italian, or Spanish as a foreign language (Lawson and Hogben, 1996; Van Hell and Manh, 1997). The non-native speakers of English learn English as a second language (ESL) or a foreign language (EFL) (Avila and Sadoski, 1996); Ooi and Kim-Seok, 1996; Kojic-Sabo, and Lightbown, 1999; Fan, 2003). The subjects of the past research works were classified based on their level of study as primary, lower and upper secondary, tertiary-level students as well as adult learners. Furthermore, most subjects of the past studies are students studying at the tertiary level, such as college or university, who are native speakers of English learning other languages as their foreign language, or non-native speakers of English learning English as a second or foreign language.

Very few research works have been conducted with young learners or adult learners in the field of vocabulary learning strategies.

In respect of methods of data collection to elicit the information about strategy use, it is obviously seen through the review of research works on VLSs that two major methods of data collection used in the past research works on VLSs include survey through the use of a vocabulary strategy questionnaire, or an experiment through the use of different individual vocabulary learning strategies, such as the keyword method, rote rehearsal, and context. Some researchers, such as Schmitt (1997); Kudo (1999); Al-Kaloby (2001); and Gu (2002), have made use of vocabulary strategy questionnaire for their data collection. Some researchers, Brown and Perry (1993); and Luppescu and Day (1993) have made use of an experiment for data collection. Others chose classroom observations (e.g. Winke, 2001; and Al-Kaloby (2001), interviews (e.g. Winke, 2001; Gu, 2003), while Lawson and Hogben, (1996); Gu, (2003) employed think-aloud procedure for the other method of data collection to serve the purpose of the study.

In ULIS, for the past two decades, there have been many researches related to vocabulary learning and teaching. They are ranging from different methods of teaching new vocabulary items to the vocabulary learning strategies of the learners. However, most of the research was carried out with the participants who were students at the secondary schools in which teachers have great influence on the ways students studying. Among those researches, there was one in which researcher chose students at university as the objectives. In her study, she investigated the employment of vocabulary strategies of students of English major from first year to fourth year. Yet, there has no research on the use

of vocabulary learning strategies of first year students in Faculty of English Teacher Education, ULIS, VNU until now.

CHAPTER 3 – METHODOLOGY

3.1. Participants

In accordance with the targeted research questions and instruments of data collection, the participant involving in this research is first year mainstream students of FELTE – ULIS - VNU. They are the ones who have passed the entrance examination to the university and started to learn English course for 1st year students. For most students, they have at least seven years of high-school study of the language. Thus, these students will help answer the questions about mainstream first- year students' frequency of employing different categories of vocabulary learning strategies through the questionnaire and their thoughts of English vocabulary and vocabulary learning strategies through interviews.

3.2. Sampling procedure

Firstly, for the questionnaires, in order to get more information on the most and least used vocabulary learning strategies of mainstream first year students of FELTE, ULIS, the sample of questionnaire will be dispatched to 100 students from 5 classes in Faculty of English Language Teacher Education, ULIS – VNU including E3, E4, E8, E10 and E12. Researcher chooses these 5 classes because during her practicum, she had chance to work with them and observe their learning. Thus, it somehow helps researcher have the overview of the current vocabulary of students.

For interviewing, 30 students will be chosen (6 students from each class). Those six students from each class were selected according to their entrance examination for English subject. Among 6 students of each class, there are two who got mark in range of 3 – 5.75, two in range of 6 – 7.75 and another two in range of 8 – 8.75. The results of those interviews

will help researcher find out more about students' perceptions of English vocabulary and vocabulary learning strategies.

3.2.1. Questionnaires

Questionnaires were defined as “*paper-and-pencil set of structured and focused questions*” by Salkind (2003). He also stated that besides saving time and efforts of the researchers and participants, questionnaires is a useful tool in educational research since “*individuals can complete them without any direct assistance or intervention from the researcher*” and participants can give faithful answers to those questions because “*their anonymity is virtually guaranteed*”. Bialystok (1981) indicates the advantage of the written questionnaire that this type of instrument can easily be administered to a large group of participants, scoring and data compilation are relatively simple, and more importantly precise, quantitative measures can be derived. Besides, it is “*possible to discover attitudes by asking individuals to respond to series of statements of preference ... The pattern of responses is then viewed as evidence of one or more underlying attitudes*” (Fraenkel and Wallen, 1993). For all of those advantages, questionnaires are employed by the researchers as one of the primary instruments for data collection.

The researcher has developed a vocabulary learning strategy questionnaire basing on Intaraprasert's taxonomy, which includes two parts: In Part A, 5 questions were asked to obtain bio-data concerning participants such as; gender, length of study, etc. This kind of information is sometimes needed in interpreting the results of the study to trace possible consequences of the obtained outcome (Oxford 1990).

Part B consisted of 49 statements relating to the strategies that the participants may have used. The strategies were divided into three groups: **Strategies to Discover the Meaning of New Vocabulary Items**, **Strategies to Retain the Knowledge of Newly-Learned Vocabulary Items**, and **Strategies to Expand the Knowledge of New Vocabulary Items**. Each part of the VLSQ started by asking what levels of VLS the student employed to achieve their particular goals of vocabulary learning, and then they indicated the appropriate frequency of VLS use from the range ‘never’, ‘sometimes’, ‘often’, and ‘always or almost always’. All 49 questions will be put in a table in order to create convenience for participants to complete the questionnaire. This form of the VLSQ was intended to reveal the frequency of the student’s self-reported strategy use. Each student was able to express their own judgment on the frequency of strategy use to achieve vocabulary learning goals. As Denscombe (2003, p.159) points out, the advantages of this form of instrument include the fact that, besides a relatively low cost (in terms of materials, money and time), it can be easily arranged and supplied standardized answers. Additionally, Bialystok (1981) comments that a questionnaire can be easily administered to a large group of research subjects and easily scored. Compiling data is quite simple and, more importantly, precise quantitative measures can be derived.

The Vietnamese translation was also conducted, as this could make it easy in terms of administration and ensure greater accuracy of results, especially with the low-ability students. The translation has been done by the researcher herself and was, then, checked for the validity by her supervisor.

3.2.2. Interviews

The term interview is regarded as a directed conversation between an investigator and an individual or group of individuals in order to gather information (Nunan, 1989, p. 60; Richards et al. 1992, p. 189). It is one of the major data collection tools in qualitative research. It is a very good way of accessing people's perceptions, meanings, and definitions of situations and constructions of reality. It is also one of the most powerful ways the researchers have of understanding others (Punch 2005, pp. 168-169). Interviewing has a wide variety of forms and a multiplicity of uses. The most common type of interviewing is individual, face-to-face verbal interchange, but it can also take the form of face-to-face group interviewing, mailed or self-administered questionnaires, and telephone surveys (Fontana and Frey 1994, p. 361).

Collecting data by interviewing is widely used in social studies research because it helps the researcher to get data about subjects' personal information, behaviors, beliefs, attitudes, opinions, etc. One of the good points of the interview is that when the interviewees are asked but they are not clear about the questions, the interviewer can clarify his or her questions so that the interviewees can understand. Some weak points of the interview include time constraint, expenses of going to interview the subjects, and sometimes the interviewees may distort their answers intentionally.

Informal face to face interviews are planned to be taken between the researchers and first year students due to the convenience of the participants to find out about their thinking of English vocabulary and vocabulary learning strategies.

The questions from the interviews include 10 items. The researcher intended using Question No. 1 to lead to the issue by asking students' acknowledgement of vocabulary learning strategies. Questions 2-10 pinpoint the students' vocabulary learning strategies they reported employing both inside and outside a language classroom. The students were asked what strategies they use to learn new vocabulary items and the sources of their using. Also, opinions of students about vocabulary and vocabulary learning strategies are included. All the interviews will be carried out in both Vietnamese and English, depending on the interviewees' interest.

The interviews for the present study were conducted by the following steps:

1. Meet students as the interviewees at each class based on our appointment. Arrange time for each interviewee to be interviewed based on their preference.
2. State the objectives of the interview for the present investigation to the interviewees.
3. Interview them with 10 prepared questions and with their permission, record the conversation.
4. Use the data obtained through the interview to generate the vocabulary strategy inventory and vocabulary strategy questionnaire.

Normally, the duration of the interview is approximately ten to fifteen minutes, three interviewees once. Before starting the interviews, the researcher asked permission to the tape-recorder the interview so that, no information is missed out when transcribing. Then, the researcher transcribed the data obtained through each recording interview.

3.3. Data collection procedure

The data collection procedure has three phases.

- **Phase 1:** The researcher designs the needed materials for data collection process including questionnaire and interview questions.

- **Phase 2:** Questionnaires will be delivered to 1st year students in the department from five classes including E3, E4, E8, E10 and E12. A scheduled interview will be taken due to interviewees' convenience. Recordings of the interviews are also planned to be made.

- **Phase 3:** After being gathered, the data got from questionnaires and interviews will be ready to be analyzed.

3.4. Data analysis procedure

Questionnaires and interview recordings using these instruments will be then collected for analysis.

To achieve the research purpose in terms of analysis and interpretation of the data obtained through the written strategy questionnaire, the statistical method names frequency of strategy use was employed. This method was used to compare the extent to which strategies were reported to be used frequently or infrequently by students in general, three levels of strategy use: 'high use', 'medium use', and 'low use' based on the holistic mean scores of frequency of strategy use by the research subjects under the present investigation were defined. To make it easier for calculation, the frequency of strategy use is indicated on a four-point rating scale. The scale is valued as 1, 2, 3, or 4.

1 = Always or almost always (every day)

2 = Often (2-6 times a week)

3 = Sometimes (once a week)

4 = Never or almost never (never)

After being calculated, the response of the students to the questions will be counted, rated in percentage then synthesized and presented in form of charts and tables to illustrate more clearly what are the most and least used strategies for learning vocabulary. The analysis of the questionnaire would follow the order of questions and the structure of the questionnaire itself.

In terms of interviews, answers from interviewees are collected and grouped according to the research questions.

CHAPTER 4 – ANALYSIS AND FINDINGS

After conducting survey questionnaires to 100 first year mainstream students from 5 classes as well as interviewing 15 students among chosen participants, the results are as follows.

Before seeking to answer two research questions, the researchers design a small part called “General Information” in which the background of participants is clarified. This part conveys details of participants’ gender, time length of learning English, previous high school, place of living, entrance English score. The students are chosen from 5 classes of first year students of FELTE – ULIS - VNU including E3, E4, E8, E10 and E12. Among them, there are 10 males and 90 females. Their time of learning English is different: the minimum is 5 years and the maximum is 14 years. All of the students have learned English for at least five years. Most of them (93%) have studied English for at least 7 years at secondary school and high school. The majority of the students (69%) have English score for the entrance examination in range from 6 to 7.75 point. All the students come from Northern provinces in Vietnam including Ha Noi, Thai Nguyen, Lang Son, Hai Phong, Nam Dinh, Thai Binh, Ha Nam, Ninh Binh, Hai Duong, Hung Yen, Bac Ninh and Bac Giang. More than a half of them (55%) come from the country side. Data collected is presented in the table below:

Table 4.1 – Background information of the participants

Gender	Males	10 (10%)
	Females	90 (90%)
Time length of learning English	5 – 7 years	17 (17%)
	8-10 years	60 (60%)
	11 – 14 years	23 (23%)
	3 – 5.75	14 (14%)
	6 – 7.75	69 (69%)

Entrance university score	8 – 8.75	17 (17%)
Places of living	City	45 (45%)
	Countryside	55 (55%)

Such variables like gender, place of living, years of English learning, and score of entrance examination are not investigated in this study.

4.1. Data analysis

4.1.1. Vocabulary learning strategies seen from students' side

The analysis and discussion in this part are based on the data collected from 5 interviews with 15 first year students of FELTE – ULIS – VNU. These interviews are intended to explore students' knowledge, perception, evaluation of English vocabulary and vocabulary learning strategies. In addition, the amount of time invested in vocabulary learning and the vocabulary learning strategies employed by the students are also investigated. The question in the interview are translated into English and analyzed one by one for convenient discussion.

Below are the statistics, analysis and discussion of the data collected from the interviews.

Question 1: Have you ever heard the term “Vocabulary learning strategies”?

Out of 30 interviewees, 8 (26.67%) of them say that they have heard the term “vocabulary learning strategies” before and 73.33% say haven't. But when mentioning the term *ways of learning new words*, all of them know. This can be inferred that most of the students have not been formally taught vocabulary learning strategies.

Question 2: Have you ever been taught vocabulary learning strategies?

All 30 students claim that they were introduced some ways of learning new vocabulary by teachers at high school. Some also adds that when study at the university; teachers also share their experience of how to learn English vocabulary. The results show that vocabulary learning strategies are not seriously taught among the students.

Question 3: Can you describe some ways of learning new words that you have used?

The answers to this question reveal that the vocabulary learning strategies used by the students are limited in number. There are 4 strategies that commonly employed by the interviewees: *repeating* (80%), *associating* (65%), *grouping* words by topic (60%), and *note-taking* (write the words and their meanings on a notebook) (50%). As can be seen, repeating new words to learn them by heart is the most popular strategy. In addition, most of the interviewees claim that *repeating* is what their teachers at high school suggest them and that is also the common way to learning by heart any kinds of subject at high school. However, some of them say that repeating does work for them. Just 3 interviewees report that they use other ways to learn new words which is *highlighting* and *making sentences* with the newly-learned vocabulary items. The statistics suggest that more vocabulary learning strategies should be introduced for the students.

Question 4: Where do you learn the ways you use to learn new words from?

The interviewees answer that they learn vocabulary learning strategies from five main sources: teachers, books, friends, the internet and their relatives.

Question 5: Do you think that vocabulary learning strategies should be formally taught in class?

Most of the students (85%) claim that vocabulary learning strategies should be taught formally in class. Some say that it would be great if we can learn vocabulary learning strategies from teachers because not all of us have the ability of self study. Therefore, having the guide from teacher is very helpful. Moreover, students normally concentrate more at the class than at home. Studying the strategies in class can help them reduce their time spend on studying English and have more time for the other subjects. However, 15% of the interviewees answer that it is not necessary. They state that studying the strategies is good but we still need time for other activities. Thus, having one or two workshop on this issue is enough.

Question 6: Are you satisfied with your personal English vocabulary?

For this question, all of the students say that they are not satisfied. Some clarify that there are a lot of time they cannot fully express their ideas clearly due to the lack of vocabulary.

Question 7: When do you feel that you seriously lack English words, when you are reading, listening, speaking or writing?

Answering this question, most of the interviewees say that they are most seriously lacking English words when they are speaking (50%), listening (30%) and writing (20%). The explanations for the answer are: As for speaking, some explain that it often take them a certain amount of

time to find out the correct word. But when speaking in class for the activity like in-prompt-to, they have to speak quite fast and are somehow nervous when speaking in front of the class. Therefore, they cannot figure out the word they need. The situation is quite the same in writing. In addition, some students say that written language and spoken language are different. When speaking, sometimes you can use gestures or slang to express your ideas. But for writing, everything must be concise.

Question 8: In your opinion, how important is a rich English vocabulary to your learning English?

90% interviewees claim that a rich English vocabulary is very important to their learning English and the other (10%) say it is important. This can be seen as good news that students acknowledge the significance of vocabulary. Then, they may be more willing to spend more time to try new ways of learning vocabulary.

Question 9: Do you think that a rich personal English vocabulary helps a student become a good learner of English?

60% of the students agree that a rich personal English vocabulary helps them to become good learners of English. However, 40% of them believe that a rich personal English vocabulary is just one among a lot of factors lead to the success in learning English. This can be inferred that students do pay a lot of attention on vocabulary.

Question 10: How many hours a day you spend learning new words?

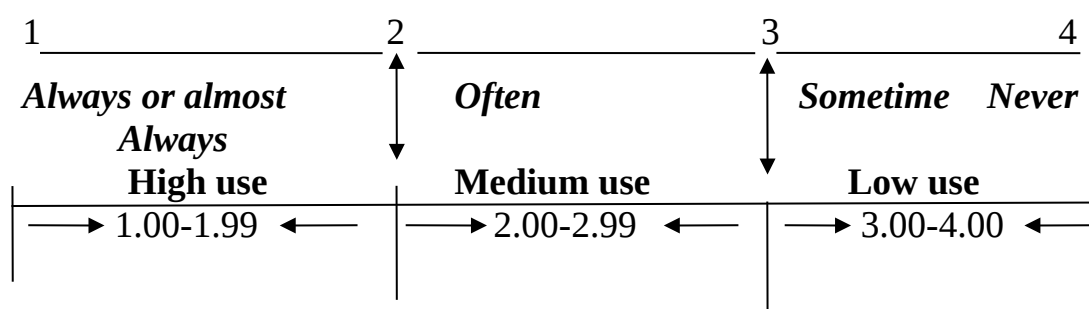
70% of the interviewees claim that they spend 15 – 30 minutes learning vocabulary. The others (30%) say that they do not have specific amount of time spending on vocabulary. Instead of sparing a certain

amount of time learning vocabulary, they just study vocabulary, grammar together with other skills.

4.1.2. Vocabulary learning strategies used by first year students of FELTE – ULIS – VNU

This section involves simple statistical methods named frequency of strategy use in order to analyze the data obtained from 100 first year students of FELTE – ULIS - VNU through the vocabulary learning strategy questionnaire (VLSQ). The frequency of students' VLS use has been categorized as 'high', 'medium', and 'low' use. This is determined by students' responses to the VLSQ. The frequency of strategy use is indicated on a four-point rating scale, ranging from 'always or almost always', valued as 1; 'often', valued as 2; 'sometimes', valued as 3; and 'never', valued as 4. As a result, the average value of frequency of strategy use can be valued from 1.00 to 4.00. The mid-point of the minimum and the maximum values is 2.50. The mean frequency score of strategy use of each category or item valued from 1.00 to 1.99 is determined as 'high use', from 2.00 to 2.99 as 'medium use', and from 3.00 to 4.00 as 'low use'. Figure 6.1 below is the applied measures.

Figure 1– The applied measures



As can be seen in Table 4.2, the mean frequency score of students' reported overall strategy use is 2.64. This means that these 100 first students, as the research subjects, reported employing vocabulary learning strategies with moderate frequency when they have to deal with vocabulary learning. However, certain vocabulary learning strategies, which fall into the 'high use' and 'low use' categories reported by these students will be presented later in this chapter.

Table 4.2 – Frequency of students' overall strategy use

Student's strategy use	Numbers of students (n)	Mean frequency score (\bar{X})	Standard Deviation (S.D.)	Frequency category
Overall strategy use	100	2.64	0.8	Medium use

As mentioned earlier in chapter III, vocabulary learning strategies (VLSs) under the present investigation are grouped into three main categories based on the working definition proposed by Intaraprasert (2004, p. 53). These three main categories of vocabulary learning are: 1) the discovery of the meaning of new vocabulary items (DMV); 2) the retention of the knowledge of newly-learned vocabulary items (RKV); and 3) the expansion of one's knowledge of vocabulary (EKV). What follows is frequency of VLS use in each of the three categories.

Table 4.3 – Frequency of use of strategies in the DMV, RKV, and EKV categories

Strategy main category	Numbers of students	Mean frequency score	Standard Deviation	Frequency category
DMV Category	100	2.49	0.72	Medium use
RKV Category	100	2.7	0.84	Medium use
EKV Category	100	2.68	0.81	Medium use

Table 4.3 above reveals that 100 students reported medium frequency of VLS use in all three main categories. In comparing the mean frequency score among the three categories, VLSs that students' reported employing the most frequently fall into the DMV category, followed by the EKV, and then RKV category respectively. The following is the use of strategies to achieve particular purposes of vocabulary learning in the three main categories.

4.1.2.1. Vocabulary Learning Strategies to Discover the Meaning of New Vocabulary Items (DMV)

Table 4.4 below shows frequency of individual vocabulary learning strategy use in the DMV category which contains 12 individual vocabulary learning strategies (VLSs) reported employing by the research subjects in order to discover the meaning of new vocabulary items.

Table 4.4- Individual strategy for the discover of the meaning of new vocabulary items (DMV)

Individual strategy for the discover of the meaning of new vocabulary items (DMV)	Mean	S.D.	Frequency category
DMV 1 Use an English-Vietnamese dictionary to discover the meaning of new vocabulary items	1.97	0.44	High use
DMV 9 Guess the meaning from a single vocabulary item to discover the meaning of new vocabulary items.	2.22	0.73	Medium use
DMV 12 Guess the meaning by analyzing the structure of words (prefixes, roots, and suffixes) to discover the meaning of new vocabulary items	2.27	0.69	Medium use
DMV 7 Guess the meaning from contexts to discover the meaning of new vocabulary items	2.29	0.65	Medium use
DMV 8 Guess the meaning from real situations to discover the meaning of new vocabulary items	2.3	0.7	Medium use
DMV 2 Use an English-English dictionary to discover the meaning of new vocabulary items	2.35	0.68	Medium use
DMV 4 Ask classmates or friends to discover the meaning of new vocabulary items	2.43	0.69	Medium use
DMV 10 Guess the meaning from word classes, such as nouns, verbs, adjectives,	2.54	1.13	Medium use

adverbs, to discover the meaning of new vocabulary items			
DMV 12 Guess the meaning from gestures to discover the meaning of new vocabulary items	2.59	0.85	Medium use
DMV 11 Guess the meaning from grammatical structure of a sentence to discover the meaning of new vocabulary items	2.59	0.66	Medium use
DMV 3 Ask teachers of English to discover the meaning of new vocabulary items	2.95	0.61	Medium use
DMV 5 Ask other people, such as members of one's family, native speakers of English, to discover the meaning of new vocabulary items	3.38	0.81	Low use

Table 4.4 reveals, based on the mean frequency score, a clear picture of 100 investigated students' reported use of 12 individual vocabulary learning strategies in order to discover the meaning of new vocabulary items. However, it is apparently evidenced that, the only VLS students reported employing is an English-Vietnamese dictionary at the high level. On the contrary, the only VLS in this category that students reported employing at the low frequency level is 'asking other people', such as members of one's family, or native speakers of English. The rest, were reported being employed at the medium use for the DMV purpose.

A closer look at the frequency level of strategy use in the DMV category as a whole reveals that three main category groups reported being employed by first year mainstream students of FELTE include the use of dictionary, guessing the meaning, and social strategies. With regard to the use of dictionary, students reported making use of both bilingual and monolingual dictionaries in order to discover the meaning of new vocabulary items.

In terms of guessing the meaning, students reported guessing the meaning from contexts, guessing from real situations, guessing from gestures, guessing from a single vocabulary item, guessing from word classes (e.g. noun, verb, adjective, adverb), and by analyzing the structure of words (prefixes, roots, and suffixes).

Regarding the use of social strategies, asking other people, such as a classmate or a friend, and a teacher of English were reportedly employed.

4.1.2.2. Vocabulary Learning Strategies to Retain the Knowledge of Newly-learned Vocabulary Items (RKV)

As can be seen in Table 4.4 below, the RKV category contains 21 individual vocabulary learning strategies (VLSs) which were reported being employed by the research subjects under the present investigation in order to retain the knowledge of newly-learned vocabulary items. What follows is frequency of each individual vocabulary learning strategy use in the RKV category.

Table 4.5 - Individual Strategy Use for the Retention of the Knowledge of Newly-Learned Vocabulary Items (RKV)

Individual Strategy Use for the Retention of the Knowledge of Newly-Learned Vocabulary Items (RKV)	Mean	S.D.	Frequency category
RKV 11 Make a vocabulary list with meanings and examples in one's notebook to retain the knowledge of newly-learned vocabulary items	2.14	0.9	Medium use
RKV 1 Say a single vocabulary item with its meanings repeatedly to retain the knowledge of newly-learned vocabulary items	2.14	0.81	Medium use
RKV 21 Use semantic maps to retain the knowledge of newly-learned vocabulary items	2.23	0.82	Medium use
RKV 14 Do English exercises to retain the knowledge of newly-learned vocabulary items	2.35	0.84	Medium use
RKV 9 Learn new vocabulary item by remembering its collocation.	2.47	0.88	Medium use
RKV 18 Associate newly-learned vocabulary items with previously-learned ones to retain the knowledge of newly-learned vocabulary items	2.48	0.82	Medium use
RKV 3 Group vocabulary items according to the Similarity of meaning, pronunciation and spelling to retain the knowledge of newly-learned vocabulary items	2.57	0.86	Medium use
RKV 19 Connect newly-learned	2.62	0.82	Medium

vocabulary items to one's previous learning experience to retain the knowledge of newly-learned vocabulary items			use
RKV 5 Listen to an English conversation of other people (classmates, friends, teachers, native speakers of English) to retain the knowledge of newly-learned vocabulary items	2.62	0.79	Medium use
RKV 15 Use newly-learned vocabulary items to practice writing in sentences to retain the knowledge of newly-learned vocabulary items	2.63	0.82	Medium use
RKV 16 Associate pictures to vocabulary items to retain the knowledge of newly-learned vocabulary items	2.68	0.86	Medium use
RKV 4 Try to explain the meaning of the vocabulary item using your own English	2.68	0.82	Medium use
RKV 2 Group vocabulary items according to the synonyms and antonyms to retain the knowledge of newly-learned vocabulary items	2.68	0.77	Medium use
RKV 8 Sing English songs to retain the knowledge of newly-learned vocabulary items	2.71	1	Medium use
RKV 10 I look for similarities in sound and meaning between words in my mother tongue and foreign words (cognates) in order to guess the meaning.	2.92	0.8	Medium use
RKV 17 Look at real objects and associate them with vocabulary items to retain the knowledge of newly-learned vocabulary	2.96	0.93	Medium use

items			
RKV 20 Use mind map to retain newly-learned vocabulary items	3.07	0.85	Low use
RKV 6 Use vocabulary items to converse with classmates or friends	3.08	0.79	Low use
RKV 13 I connect new words with words in another foreign language to remember them.	3.17	0.9	Low use
RKV 7 Use vocabulary items to converse with teachers of English to retain the knowledge of newly-learned vocabulary items	3.21	0.8	Low use
RKV 12 Use flashcards	3.33	0.82	Low use

As demonstrated in Table 4.5, there are 21 VLSs under the RKV category. There is no high use of VLSs by these students in order to retain the knowledge of newly-learned vocabulary items. Sixteen VLSs in this category were reported being employed at the medium frequency level, whereas five VLSs were reported at the low frequency level. A closer examination on the sixteen VLSs in the RKV category the students reported employing at the medium frequency level in order to retain the knowledge of newly-learned vocabulary items reveals three main strategy groups as 1) repetition and rote learning; 2) strategies for vocabulary practice and improvement; and 3) word associations. Regarding the repetition and rote learning for vocabulary learning, students may repeat words several times either mentally or aloud; saying a single vocabulary item with its meanings repeatedly.

In respect of strategies for vocabulary practice and improvement under the RKV category, various types of strategies were reportedly employed. These include doing English exercises after class, listening to an English conversation, making a vocabulary list with meanings and examples in one's note book, singing English songs, using newly-learned vocabulary items to practice writing in sentences, using vocabulary items to converse with classmates or friends, and looking at words' affixes (prefixes and suffixes).

Regarding the use of word associations, various types of strategies were reported. Word associations were reported for keeping words in memory by linking English vocabulary items to other words, or things, or situations, such as associate pictures with vocabulary items, look at real objects and associate them with vocabulary items, connect newly-learned vocabulary items to one's previous language learning experience, and associate newly-learned vocabulary items with previously-learned ones.

A closer look at five strategies reported at the low frequency level in order to retain the knowledge of newly-learned vocabulary items reveals two main strategy groups which are 1) strategies for vocabulary practice and improvement; and 2) word associations. Regarding strategies for vocabulary practice and improvement, three strategies include using vocabulary items to converse with teachers of English, classmates or friends, and use flashcards to learning new vocabulary items . In terms of word associations, only one strategy, using mind maps, was reported.

4.1.2.3. Vocabulary Learning Strategies to Expand the Knowledge of New Vocabulary Items (EKV)

Table 4.6 below demonstrates the EKV category with 16 individual vocabulary learning strategies which were reported being employed by the research subjects under the present investigation in order to expand their knowledge of vocabulary. What follows is frequency of individual vocabulary learning strategy use in the EKV category.

Table 4.6- Individual Strategy Use for the Expansion of the Knowledge of Vocabulary Items (EKV)

Individual Strategy Use for the Expansion of the Knowledge of Vocabulary Items (EKV)	Mean	S.D.	Frequency category
EKV 2 Listen to English songs to expand the knowledge of vocabulary	1.86	0.85	High use
EKV 11 Watch English-speaking films with subtitles to expand the knowledge of vocabulary	2.22	0.85	Medium use
EKV 12 Search for English information through the Internet to expand the knowledge of vocabulary	2.31	0.83	Medium use
EKV 3 Listen to English radio programs to expand one's knowledge of vocabulary	2.34	0.88	Medium use
EKV 1 Practice listening to English lectures, presentation, or cassettes of conversation to expand the knowledge of vocabulary	2.43	0.84	Medium use
EKV 16 Do extra English exercises from other sources, such as texts, newspapers,	2.47	0.95	Medium use

Internets, to expand the knowledge of vocabulary			
EKV 10 Watch English program channels on TV to expand the knowledge of vocabulary	2.49	0.83	Medium use
EKV 9 Study vocabulary items from advertisements, public relations notices, traffic signs, etc. to expand the knowledge of vocabulary	2.58	0.75	Medium use
EKV 8 Read English articles from different sources, such as texts, newspaper, brochures, leaflets, to expand the knowledge of vocabulary	2.59	0.84	Medium use
EKV 15 Play English games, such as scrabble, crossword puzzles, to expand the knowledge of vocabulary	2.71	0.91	Medium use
EKV 5 Converse with teachers of English in English to expand the knowledge of vocabulary	2.82	0.64	Medium use
EKV 4 Converse in English with classmates and friends in English to expand the knowledge of vocabulary	2.92	0.64	Medium use
EKV 13 Practice translating articles from English to Vietnamese or from Vietnamese to English to expand the knowledge of vocabulary	3.1	0.73	Low use
EKV 7 Converse with foreigners in English through the Internet to expand the knowledge of vocabulary	3.24	0.9	Low use
EKV 6 Converse with foreigners in English to expand the knowledge of vocabulary	3.31	0.66	Low use
EKV 14 Take an extra job like being a tour	3.4	0.83	Low use

guide or an interpreter			
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Table 4.6 demonstrates 15 individual vocabulary learning strategies (VLSs) under the EKV category reported being employed by 100 first year students in order to expand their knowledge of vocabulary. The strategies in this category were mainly concerned with self-directed learning purposes. A closer examination of the individual VLSs reveals four main strategy groups including strategies for 1) English language media utilization; 2) vocabulary practice and improvement; 3) vocabulary expansion through conversation and 4) other sources reliance. Table 4.5 shows that only one strategy students reported employing at the high frequency level, ten strategies at the medium frequency level, and four strategies at the low frequency level. The only strategy students reported employing at the high frequency level is listening to English song.

Most of the individual strategies in the four strategy groups mentioned above are reported being employed at the medium frequency. In respect of strategies for vocabulary practice and improvement, various types of strategies were reported. Examples are listening to English lectures, presentation, or cassettes of conversation; listening to English songs; and studying vocabulary items from advertisements, public relation notices, traffic signs. Regarding English language media utilization, some strategies were reportedly employed, such as watching English program channels on TV, watching an English-speaking film with subtitles, and searching for information through the Internet. The other main strategy group that students reported employing involves strategies for vocabulary expansion through conversation, such as converse with teachers of English classmates, and friends in

English. Students also reported relying on other sources reliance, such as playing games in English.

The four strategies at low frequency including practice translating articles from English to Vietnamese or from Vietnamese to English to expand the knowledge of vocabulary, converse with foreigners in English through the Internet to expand the knowledge of vocabulary, converse with foreigners in English to expand the knowledge of vocabulary, and take an extra job like being a tour guide or an interpreter.

4.2. Findings from data analysis

4.2.1. Findings about students

- 100% informants are not satisfied with their English vocabulary.
- All of the students highly appreciate the significance of a rich personal English vocabulary. 60% of them think that a good English vocabulary helps them become good learners of English. However, the time students spend on learning English vocabulary is not much, the maximum is 30 minutes. Some even do not have specific amount of time spend on vocabulary; just combine it with the time studying English skills.
- 85% of the students agree that vocabulary learning strategies should be formally taught in class.

4.2.2. Frequency of using vocabulary learning strategies

In response to Research Question 2, the research findings reveal that the students' reported vocabulary learning strategy use as a whole, based on the holistic mean score, is of medium frequency of strategy use. The mean frequency score was 2.64. A similar frequency of use of these vocabulary learning strategies can be seen in the three main categories as well, with the mean frequency scores for the DMV, RKV, and EKV categories of 2.49, 2.7 and 2.68 respectively.

Frequency of VLS use at the individual strategy level was found that students reported high frequency use of the only individual DMV strategy which is DMV 1: 'use an English- Vietnamese dictionary', with the mean frequency score of 1.97. For the DMV strategies, students reported medium frequency of use of 10 individual strategies, and low frequency of use of one individual strategy. The only one individual strategy reported employing at low frequency level of use was DMV 5: 'ask other people for the meaning of vocabulary items', with the mean frequency score of 3.38.

Based on the findings at the individual strategy level for the RKV category, students reported medium frequency of use of 16 individual strategies and low frequency of use of 5 individual strategies. The five individual strategies which were found to report employing less frequently than any other strategies are RKV 20 Use mind map to retain newly-learned vocabulary items; RKV 6 Use vocabulary items to converse with classmates or friends; RKV 13 I connect new words with words in another foreign language to remember them; RKV 7 Use vocabulary items to converse with teachers of English to retain the knowledge of newly-learned vocabulary items ; and RKV 12 Use

flashcards, with the mean frequency scores of 3.07, 3.08, 3.17, 3.21 and 3.33 respectively.

In respect of the EKV category, students reported high frequency use of only one individual strategy which is EKV 2: 'listen to English songs'. The reported mean frequency score was 1.86. Besides, students reported medium frequency of use of 11 individual strategies and low frequency of use of 4 individual strategies. The four individual strategies which were reported being employed less frequently than any other strategy are EKV 13: Practice translating articles from English to Vietnamese or from Vietnamese to English to expand the knowledge of vocabulary; EKV 7: Converse with foreigners in English through the Internet to expand the knowledge of vocabulary; EKV 6: Converse with foreigners in English to expand the knowledge of vocabulary; and EKV 14: Take an extra job like being a tour guide or an interpreter. The mean frequency scores of the four strategies mentioned were 3.1, 3.24, 3.31 and 3.4 respectively.

4.3. Implications

Through the findings from the analysis of data in the previous part, some implications can be drawn as follows:

First, most students employ all the vocabulary learning strategies introduced in the questionnaire though at different frequency. However, many students still do not use these vocabulary learning strategies. Thus, raising the awareness of students of the importance of vocabulary learning strategies is necessary.

Second, most of the students have not been taught vocabulary learning strategies formally. They just know some strategies through some small talks with their teachers when they share their learning experiences. The others strategies students are applying are mainly from the internet and their friends. Therefore, vocabulary learning strategies should be formally introduced or even taught to them.

Lastly, unlike pupils at high school, students themselves are the persons who must find, discover, and choose for themselves the most effective ways to learn. Hence, there should be a list of different vocabulary learning strategies for them to choose to apply in their study. In addition, teachers should play an important role in providing students with vocabulary learning strategies and helping them understand and use these strategies more effectively. Below are 20 VLSs suggested by experts which researcher finds most effective and suitable for the students:

1. *Grouping (Oxford 1990:40)*

There are many ways of grouping words: words can be grouped according to their meaning, classes, topic, etc. Below are examples of words related to means of transportation:

Kinds of boats: *canoe, kayak, sailing boat, rowing boat, barge, tug, fireboat, ferry, gondola, punt, fishing boat, trawler, police boat, speed boat, life boat, junk, sampan.*

Kinds of ships: *aircraft carrier, schooner, container ship, submarine, frigate, destroyer, freighter, tanker, bulk carrier, liner, cruiser, yacht.*

Kinds of planes: *plane, air plane, aeroplane, supersonic jet, jet, glider, seaplane, helicopter, blimp, balloon, hovercraft, dirigible, autogiro, passenger plane.*

Kinds of cars and trucks: tractor, trailer, semi-trailer, truck, lorries, petrol tanker, utility van, pick-up, jeep, dumper truck, tip-truck, delivery van, mechanical digger, front-end loader, power shovel, bulldozer, grader, car, automobile, sport car, sedan, estate car, station wagon, convertible, beach buggy, tram, trolley bus, taxi, cab, police car, fire engine, ambulance.

Kinds of cycles: cycle, bicycle, bike, motorbike, motorcycle.

2. Associating/ Elaborating (Oxford 1990:41)

Students can relate the words to the ones they already have in memory. Following are examples of associating/elaborating:

IN A HOUSE	Bathroom	<i>Shower, shower curtain, mirror, towel rail, basin, tap, clothes basket, faucet, washbasin, scales, toilet</i>
	Bedroom	<i>Clothes basket, faucet, washbasin, pillow, coverlet, blankets, bedspread, quilt, mattress, electric blanket, sheets, eiderdown, covers, bed</i>
	Kitchen	<i>Freezer, refrigerator, icebox, faucet, tap, sink, kettle, dishwasher, frying pan, oven, stove, cupboard</i>
	Dining room	<i>Lights, candles, chandelier, candlestick, rug, chair, table, trays, table clothes, place mats, napkins</i>
	Living room	<i>Pictures, paintings, curtain, carpet, bookshelves, sofa, couch, armchair</i>

3. Placing new words into a context (Oxford 1990:41)

Students can create their own sentences or funny tales which contain the new words to remember. For example:

*When her boyfriend talked to the girls, she became **jealous**.
Nothing **but** your deep love can make me happy whenever I feel **blue**.*

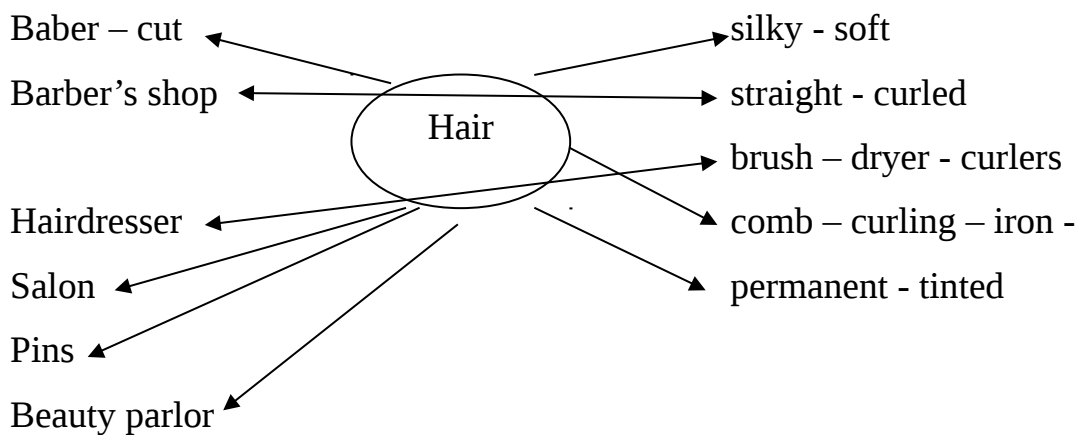
No one but she can **comfort** me.

4. *Using imaginary (Oxford 1990: 41)*

Students can learn new words by picturing the new words in their minds. For example, when students learn the words describing parts of the human's body, they can find or draw a picture of body shape then write the words *waist, bottom, armpit, back, leg, hand, stomach, elbow, breast, foot, wrist, ear, ankle, shoulder, chest, hip, neck arm, head*, etc beside each part.

5. *Semantic mapping (Oxford 1990: 41)*

This strategy involves arranging words on paper to create a semantic map in which the key words are linked with related words via arrows or lines. Below is an example of Semantic mapping:



6. *Using key word (Oxford 1990: 41-2)*

Students can remember a new word by using auditory and visual links. For example, when students want to learn the word *Minnesota*, students can associate it with the image of a *mini soda*.

7. Using cards (Oxford 1990: 43)

Students should use cards (of different colors) to learn new words. Write down a new English word on one side of a card and on the other side of the card write its pronunciation, part of speech, Vietnamese equivalent or English definition, its collocations, a sentence containing the word, its synonyms and antonyms, etc. Move cards from one stack to another when learning new words. An example of a word card is presented as below:

Remember	<p>/rɪ'mem.bəʳ/ (pronunciation)</p> <p>V (part of speech)</p> <p>Nhớ (Vietnamese equivalent)</p> <p>Forget (antonym)</p> <p><i>I can't remember her exact words</i> (sample sentence)</p> <p>Be remembered for/as sth to be famous for something important that you did in the past (related words)</p> <p><i>E.g.: He is best remembered for his travel books.</i></p>
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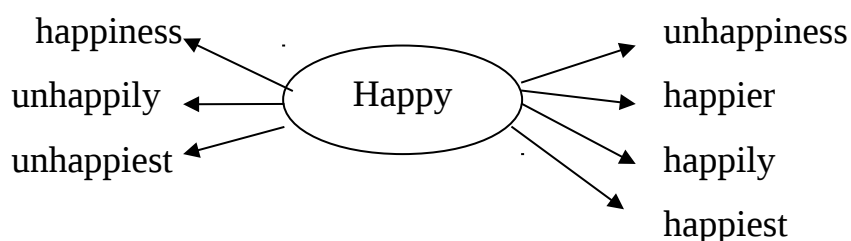
Many good learners usually bring a pad of cards with new words, new expressions and their usages in their pockets and take them out to learn anywhere they can.

8. Practicing naturalistically (Oxford 1990: 45)

It is a way to practice new words in the natural setting such as takes part in a conversation, reading a book, listening to a lecture, or writing letter to someone using the new words you have just learned.

9. *Using affixes (Oxford 1990: 45)*

This is a top – down strategy leading from the general to the specific. Knowing the meaning of prefixes, suffixes and roots will help learners derive word meanings. Thus, if students learn those parts, they will have a clue to the meanings of thousands of words. For instance, if one knows the word happy, he can derive and understand some new but connected words by adding the prefixes and suffixes: “un-“; “-ly“; “-ness“; “-er” or “-est”



10. *Translating (Oxford 1990: 46)*

Translating can be a helpful strategy. Vietnamese equivalents of English words are helpful not only for beginners of English but also for advanced learners of English, especially when they translate English texts into Vietnamese.

11. *Taking notes (Oxford 1990: 47)*

Students should write the newly- learned words in a notebook about it meanings, pronunciation, sample sentence, etc. students should also take note of mistakes or in using English words which they themselves or their friends make.

12.Highlighting (Oxford 1990: 47)

Students can highlight the new words in their reading material using color pens, underlining capital letters, bold letters, cycling, etc. to draw attention to the new words.

13. Seeking practice opportunities (Oxford 1990: 139)

Students must seek or create opportunities to practice the new words they have just learned. For example, students can take part in English club, talk with their classmates or teachers using the newly-learned vocabulary. Besides, students can find a part- time job related to English like being an interpreter or a tourist guide, etc.

14. Writing a vocabulary learning diary (Oxford 1990: 144)

Students can use the diary to review the words they have already learnt or can write down their feelings, emotions towards vocabulary learning strategies they used. This can help students think through their problems and find the ways for improvement.

15. Asking for clarification and verification (Oxford 1990: 146-7)

When students are not sure of the pronunciation as well as the use of any new words, they should ask more proficient speakers like teachers or the seniors for help. This strategy is necessary for learning new words.

16. Asking for correction (Oxford 1990: 147)

Asking for correction is also a significant strategy to learning and using new words. Students should ask their teachers or friends to correct their mistakes.

17. Cooperate with others (Oxford 1990: 147)

When learning new words, students should cooperate with their classmates or roommates to help each other improve. They can take notes of their friends' pronunciation, spelling and usages of the new words and then share their comments with their peers. Students may also work with more proficient learners of English to learn more new words from them.

18. Composing poems to learn new words

This strategy is an interesting one. Here is an example:

One life là một cuộc đời
Happy sung sướng, **laugh** cười, **cry** kêu
Lover đích thực người yêu
Charming duyên dáng, **mĩ miều** graceful
Mặt trăng là chữ **the moon**
World là thế giới, sớm **noon**, **lake** hồ
Dao **knife**, **spoon** muỗng, cuốc **hoe**
Đêm **night**, **dark** tối, khổng lồ là **giant**.

(Source: T.HH in Ngôn ngữ & Đời sống No.3/2004.p.32)

19. Learn words in English songs

Students can learn a lot of English words and relax themselves at the same time by listening to English songs. Knowing all the words of a song will help students understand the content of the song. Thus they may be eager to learn English words in songs.

20. Using dictionary

Dictionaries can be of a great help for students especially when they do not have a teacher to ask for help. However, students should learn the way to use dictionary effectively. Bilingual dictionaries provide meaning of the new words in a very accessible way. But monolingual dictionaries contain more information about each word than bilingual dictionaries do. Students of higher proficiency are suggested to use monolingual dictionaries more often than bilingual dictionaries.

CHAPTER 5 – CONCLUSION

5.1. Major findings of the study

All of the investigated students are not satisfied with their English vocabulary. Although most of the students acknowledge the important of a rich personal English vocabulary, the time they spend on vocabulary is not much. Almost all students have never been taught vocabulary learning strategies formally and they want to learn it thoroughly from their teachers.

Regarding the overall strategy use for vocabulary learning, 100 students reported employing vocabulary learning strategies with medium frequency.

In terms of frequency of use of strategies in the DMV, RKV, and EKV categories, investigated students reported employing strategies at the medium frequency level of use in each of the three categories.

The main strategy groups in each category could be discussed as strategies for 1) vocabulary practice and improvement; 2) guessing the meaning; 3) rote learning and repetition; 4) vocabulary expansion through conversation; and 5) other sources reliance.

Vocabulary learning strategy use at the high frequency level in the DMV category is DMV 1 - use an English-Vietnamese dictionary to discover the meaning of new vocabulary items. No reports of vocabulary learning strategy use at the high frequency level in the RKV category have been found. The only high frequency level of use in the EKV category is EKV 2 – listen to English songs.

5.2. Limitations of the study

The study has been valid and valuable in dealing with the primary research questions, which are to describe types of VLSs reported employed by first year students of FELTE – ULIS – VNU as well as the frequency of using them. However, in conducting this research, certain limitations have appeared, and the fields for possible future research works should take these limitations into consideration:

The research population is quite small; the researcher just investigates 100 out of around 250 students. In addition, only 5 among 10 classes of first year students are involved and just 30 of them are interviewed. Thus, further research should work with larger population to have more precise result.

Due to time limitation as well as busy schedule of the researcher, only students are chosen as participant of this study. Therefore, any further research might need to search for teacher's perceptions of their students' vocabulary and vocabulary learning strategies to have clearer views of students' current personal English vocabulary.

More VLSs, apart from the existing strategy questionnaires by other researchers, should have been derived and included in the vocabulary learning strategy questionnaire for the study to offer a wide range of VLSs for students to choose from.

More suggestions on the useful vocabulary learning strategies from teachers or senior students should be included beside those from experts..

The study just focuses on the frequency of students' employment of vocabulary learning strategies without examining variation patterns and to explore relationships between frequency of students' reported use of strategy at different levels in accordance with gender, major field of study, time length of learning English, previous language learning experience, type of academic program of study, and level of vocabulary proficiency, etc.

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APPENDIXES

APPENDIX 1: SURVEY QUESTIONNAIRE

I am Pham Thi Thu from E1K41. I am doing the research on “New vocabulary learning strategies used by first year mainstream students, Faculty of English Teacher Education, ULIS, VNU” I would like to have your opinion on this topic basing on some aspects mentioned below. Your cooperation is truly appreciated.

Thank you very much for your help!

A. Background information

1. **Gender (circle):** m _ f
2. **How long have you been learning English?** _____
3. **Name of your high school** _____ **Province/City** _____
4. **Your English score for the entrance examination** _____

B. Foreign languages can be learnt in various ways. The aim of this questionnaire is to find out how YOU learn foreign language words.

Please answer how you really learn and not how you think you should learn or how somebody else learns.

Put a tick the response that best describes how you learn. There is no right or wrong answers to these statements.

Statements	Level of frequency			
	Always	Almost always	Sometimes	Never
(1) Strategies to Discover the Meaning of New Vocabulary Items:				
1.1 Use an English-Vietnamese dictionary to discover the meaning of new vocabulary items				
I.2 Use an English-English dictionary to discover the meaning of new vocabulary items				
I.3 Ask teachers of English to discover the meaning of new vocabulary items				

1.4 Ask classmates or friends to discover the meaning of new vocabulary items				
1.5 Ask other people, such as members of one's family, native speakers of English, to discover the meaning of new vocabulary items				
1.6 Guess the meaning from contexts to discover the meaning of new vocabulary items				
1.7 Guess the meaning from real situations to discover the meaning of new vocabulary items				
1.8 Guess the meaning from a single vocabulary item to discover the meaning of new vocabulary items.				
1.9 Guess the meaning from word classes, such as nouns, verbs, adjectives, adverbs, to discover the meaning of new vocabulary items				
1.10 Guess the meaning from grammatical structure of a sentence to discover the meaning of new vocabulary items				
1.11 Guess the meaning by analyzing the structure of words (prefixes, roots, and suffixes) to discover the meaning of new vocabulary items				
1.12 Guess the meaning from gestures to discover the meaning of new vocabulary items				
(2) Strategies to Retain the Knowledge of Newly-Learned Vocabulary Items:				
2.1 Say a single vocabulary item with its meanings repeatedly to retain the knowledge of newly-learned vocabulary items				
2.2 Group vocabulary items according to the synonyms and antonyms to retain the knowledge of newly-learned vocabulary items				

2.3 Group vocabulary items according to the Similarity of meaning, pronunciation and spelling to retain the knowledge of newly-learned vocabulary items				
2.4 Try to explain the meaning of the vocabulary item using your own English				
2.5 Listen an English conversation of other people (classmates, friends, teachers, native speakers of English) to retain the knowledge of newly-learned vocabulary items				
2.6 Use vocabulary items to converse with classmates or friends				
2.7 Use vocabulary items to converse with teachers of English to retain the knowledge of newly-learned vocabulary items				
2.8 Sing English songs to retain the knowledge of newly-learned vocabulary items				
2.9 Learn new vocabulary item by remembering its collocation.				
2.10 I look for similarities in sound and meaning between words in my mother tongue and foreign words (cognates) in order to guess the meaning.				
2.11 Make a vocabulary list with meanings and examples in one's notebook to retain the knowledge of newly-learned vocabulary items				
2. 12 Use flashcards				
2.13 I connect new words with words in another foreign language to remember them.				
2.14 Do English exercises to retain the knowledge of newly-learned vocabulary items				
2.15 Use newly-learned vocabulary items to practice writing in sentences to retain the knowledge of newly-learned vocabulary items				

2.16 Associate pictures to vocabulary items to retain the knowledge of newly-learned vocabulary items				
2.17 Look at real objects and associate them with vocabulary items to retain the knowledge of newly-learned vocabulary items				
2.18 Associate newly-learned vocabulary items with previously-learned ones to retain the knowledge of newly-learned vocabulary items				
2.19 Connect newly-learned vocabulary items to one's previous learning experience to retain the knowledge of newly-learned vocabulary items				
2.20 Use mind map to retain newly-learned vocabulary items				
2.21 Use semantic maps to retain the knowledge of newly-learned vocabulary items				
(3) Strategies to Expand the Knowledge of New Vocabulary Items:				
3.1 Practice listening to English lectures, presentation, or cassettes of conversation to expand the knowledge of vocabulary				
3.2 Listen to English songs to expand the knowledge of vocabulary				
3.3 Listen to English radio programs to expand one's knowledge of vocabulary				
3.4 Converse in English with classmates and friends in English to expand the knowledge of vocabulary				
3.5 Converse with teachers of English in English to expand the knowledge of vocabulary				
3.6 Converse with foreigners in English to expand the knowledge of vocabulary				
3.7 Converse with foreigners in English through the Internet to expand the knowledge of vocabulary				

3.8 Read English articles from different sources, such as texts, newspaper, brochures, leaflets, to expand the knowledge of vocabulary				
3.9 Study vocabulary items from advertisements, public relations notices, traffic signs, etc. to expand the knowledge of vocabulary				
3.10 Watch English program channels on TV to expand the knowledge of vocabulary				
3.11 Watch English-speaking films with subtitles to expand the knowledge of vocabulary				
3.12 Search for English information through the Internet to expand the knowledge of vocabulary				
3.13 Practice translating articles from English to Vietnamese or from Vietnamese to English to expand the knowledge of vocabulary				
3.14 Take an extra job at tour offices, hotels, etc.				
3.15 Play English games, such as scrabble, crossword puzzles, to expand the knowledge of vocabulary				
3.16 Do extra English exercises from other sources, such as texts, newspapers, Internets, to expand the knowledge of vocabulary				

Thank you very much for your cooperation!

APPENDIX 2: INTERVIEW QUESTIONS FOR STUDENTS

1. Have you ever heard of the term “vocabulary learning strategies”?
2. Have you ever been taught “vocabulary learning strategies”?
3. Can you describe some ways of learning new words that you have used?
4. Where do you learn the ways you use to learn new words from?
5. Do you think that vocabulary learning strategies should be formally taught in class?
6. Are you satisfied with your personal English vocabulary?
7. When do you feel that you seriously lack English words, when you are speaking, listening, reading or writing?
8. In your opinion, how important is a rich English vocabulary to your learning English?
9. Do you think that a rich personal English vocabulary helps a student become a good learner of English?
10. How many hours a day do you spend learning new words?

APPENDIX 3: A SAMPLE INTERVIEW SCRIPT (The translated Version)

Me: Good morning you guys.

I1, I2, I3: Good morning sis.

Me: I am now carrying out a study with the title “New vocabulary learning strategies used by 1st year students of FELTE – ULIS - VNU”. I want to ask you guys some questions related to this issue. Are you ready?

I1, I2, I3: Sure, sis.

Me: *Have you ever heard the term “Vocabulary learning strategies”?*

I1, I2, I3: yes, we have.

Me: *Have you ever been taught vocabulary learning strategies?*

I1: when I was at high school, my teachers introduced me some ways to learn vocabulary. Then, when I enter university, teachers here also share with us a lot of experiences in learning English.

I2: I was also introduced VLSs at high school. When entering university, teachers also present us some ways to learn new words which they used to apply.

I3: I have the same ideas as my partners. Besides, I search on the internet for some documents in which they guide us some useful vocabulary learning strategies.

Me: *Can you describe some ways of learning new words that you have used?*

I1: when I was at secondary school, I just learnt new words in order to pass the examination of teacher at the beginning of each lesson. But when I entered high school and university, I found that learning vocabulary easier. I often listen to music or watch movies to find out interesting expressions. Those I can remember for a long time.

Me: How about the ways to learn new vocabulary which are taught in class?

I1: I write the word on a piece of paper. If there is any words which are too long or too difficult to study, I break it down to learn or associate it with the known one.

I2: when reading a text, I usually use dictionary to find the meaning of the word then highlight it using colored pen. After that I make sentence with the word. If it doesn't help, I write it on a piece of paper and stick it on my table. Another way is that I usually write down new words and interesting expressions I find in movies or newspapers in a notebook.

I3: When I was at high school, my teachers advised students to write down the new words many times. But it didn't work on me. I've tried a lot of methods. Whenever I find a new word I look it up into a dictionary and try to understand the context of the word so that I can remember the word better. I also do exercises related to the new word. Another way is that I group the words into different topics like study, entertainment, career, etc. I think it is quite interesting. But my personal vocabulary is not much, thus the topics are not very variable. I sometimes write the words on a piece of paper and stick it into the wall but it doesn't help.

Me: *Where do you learn the ways you use to learn new words from?*

I1: from teachers. I also learn it from my friends.

I2: my sister is the one who guide me since the first day I studied English. Besides, there are teachers and friends.

I3: from teachers, the internet and friends.

Me: *Do you think that vocabulary learning strategies should be formally taught in class?*

I1: I agree. Because when vocabulary learning strategies are taught in class, it would help students have more ways to learn new words. Furthermore, I help students save time for other subjects.

I2: I think it is necessary because students seem to concentrate more when studying in class. Also, having someone to be the instructor is more effective than self-study because not all the students have this ability.

I3: I think so. Having teachers share their experiences in learning vocabulary is really great. It would be greater if there are one or two workshops on this topic. I guess it would be very effective.

Me: *Are you satisfied with your personal English vocabulary?*

I1: Nope. When I write an essay in class, there are many things I want to include in my writing but I don't know how to translate it into English. Those are times when I find my personal vocabulary is too small.

I2: I have never been satisfied with my personal vocabulary. It is too narrow. There are many times I cannot find the exact words to express my opinions.

I3: I'm not very satisfied. Sometimes I even forget the very simple word.

Me: *When do you feel that you seriously lack English words, when you are speaking, listening, reading or writing?*

I1: reading and listening. Especially reading; because, when we read we can only base on the context to find the meaning of the word but cannot find the exact meaning of it.

I2: listening and writing. Because when we listen, if we do not have a wide range of vocabulary, we cannot complete the exercise. When writing, I find I lack a lot of vocabulary. About speaking, spoken language does not require much sophistication as written language. Thus we can use body language to illustrate our ideas. But when it comes to written language, everything must be dedicated and accurate.

I3: Speaking and writing. Sometimes it takes me a lot of time to find a word to express my idea; especially when I have to speak fast in class. This plus the anxiety of speaking in front of the class make me find it more and more difficult. When writing, we have to find suitable and precise words.

Me: *In your opinion, how important is a rich English vocabulary to your learning English?*

I1: I think a rich personal vocabulary is very helpful for learning English

I2, I3: I agree

Me: *Do you think that a rich personal English vocabulary helps a student become a good learner of English?*

I1: becoming a good student need a combination of many factors. A rich personal vocabulary will boost us to learn English better.

I2: I think that being a good learner of English must require a lot of factors. A rich personal vocabulary is one of those which can help us become more successful in learning English.

I3: I also agree with the two friends that a rich personal vocabulary is just a necessary condition; there are still many other important factors.

Me: *How many hours a day do you spend learning new words?*

I1: it depends. There is time when I study nothing but there's time when I study like a fool. But normally I spend around 15 – 20 minutes to learn vocabulary.

I2: I learn vocabulary whenever I learn English but I don't spare much time for it.

I3: I don't have separate time for learning English vocabulary, either. I usually learn vocabulary together with learning English skills.

Me: Ok. Thank you for your cooperation. Hope you will become a good English learner in the future.

I1, I2, I3: Hope that your thesis will have high result, sis.

Me: Thanks guys.