VOCABULARY LEARNING STRATEGIES EMPLOYED BY ENGLISH-MAJORED SENIORS AT TAY DO UNIVERSITY

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ABSTRACT

Studying every English language skill is not considered an easy thing to do if English learners do not possess enough lexical resources. Besides, having efficient methods to recite vocabulary is still a challenge for students these days. This thesis *"Vocabulary learning strategies employed by English-majored seniors at Tay Do University"* aims to find out the vocabulary learning strategies that English-majored seniors usually apply for their language learning. In this study, the questionnaire and the interview were employed as two primary research instruments to analyze the data amassed. Data was amassed from eighty-seven English language students who are English-majored seniors at Tay Do University. The research concluded by exploring vocabulary learning strategies frequently used by English-majored seniors. Besides, the researcher also discovered the most effective strategies for learning new vocabulary by major seniors, as well as useful tips to lend a helping hand to not only students majoring in English but also all types of people who are fond of learning English. Therefore, English learners will both know a great variety of useful vocabulary learning methods and find the most suitable one for themselves.

Keyword: - *Vocabulary,learning strategies, English majored-seniors*

CHAPTER 1
INTRODUCTION

This chapter introduces the rationale, research aims, research question, the significance, and the organization of the study.

1.1 Rationale

In today's globalized world, learning English is becoming more and more important. According to Statistics & Data (2022) *"online language tool Babbel reports that English is the most spoken language in the world, with a number of speakers totaling more than 1.4 billion in 2022"*. Learning English will teach you a lot of new and interesting things about the cultures of countries around the world. Whether looking for a new job or going to travel the world, studying English can help us progress in life both personally and professionally.

In fact, mastering a foreign language like English was never as easy as some people thought. Several factors make learning English difficult, including grammar rules, pronunciation, and listening and speaking skills. However, one of the major challenges that language learners face during the process of learning a foreign language is vocabulary.

For English-majored students, vocabulary is the foundation for developing other language skills such as reading comprehension, listening comprehension, speaking, and writing. According to Wilkins (1972), *"if learners do not learn grammar, they can only convey very few of their ideas. But if they don't have a certain vocabulary, they cannot describe anything in communication"*. Vocabulary is extremely rich; however, learning vocabulary by heart does not help much if English learners do not have the appropriate vocabulary learning strategy. If students do not know the best way to learn new words, they can forget what they have learned. For the reasons mentioned, vocabulary learning strategies help students a lot in learning English. Some vocabulary learning strategies that students have often used include looking up dictionaries, taking notes, and watching movies. Every English-majored student has a particular learning strategy. However, the vocabulary learning strategies have not brought the sensation of excitement for English learners to study, and they cannot achieve the highest efficiency in English acquisition.

As an English-majored student, I have understood that vocabulary is one of the most essential parts of the process of acquiring English. *"without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed"* (David A. Wilkins, 1972). Even if learners barely know the rules of grammar, they can still communicate, which is why vocabulary is one of the most essential aspects of learning a language. I have encountered many difficulties in learning vocabulary, including pronunciation and spelling, meaning, and word use. Personally, I have found that it is necessary to provide students with effective learning strategies to learn English vocabulary more effectively. For the reasons mentioned above, I have chosen "*Vocabulary learning strategies employed by English-majored seniors at Tay Do University*" for my research paper to find out effective vocabulary learning strategies. In order for students to choose the most appropriate and effective vocabulary learning strategy to expand their vocabulary.

1.2 Aims of the Study

The study aimed to identify frequently used vocabulary learning strategies among English-majored seniors at Tay Do University. Besides, the researcher also discovered the most effective strategies for learning new vocabulary for English-majored seniors. As a result, students can understand the importance of vocabulary learning strategies and be motivated to study English vocabulary better.

1.3 Research Questions

This study was designed to find the answers for two questions:

- What are the frequently-used vocabulary learning strategies by English-majored seniors at Tay Do University?

- What are the most effective strategies for learning new vocabulary for English-majored seniors at Tay Do University?

1.4 Significance of the Study

This study was significant for the following reasons: to explore vocabulary learning strategies frequently used by English-majored seniors. Besides, research also discovered the most effective strategies for learning new vocabulary for major seniors. Students would then choose vocabulary learning strategies to suit themselves, making learning vocabulary more effective. This research also contributes to lecturers' teaching references by helping them adjust their teaching methods to help students improve their vocabulary knowledge.

1.5 Designs of the Study

This paper is structured as follows:

Chapter 1: Introduction provides the rationale, aims of the study, research question, significance of the study, and designs of the study.

Chapter 2: Literature review covers the definition of learning strategies and the importance of strategies; the definition of vocabulary and importance of vocabulary and factors influencing students' motivation in learning vocabulary; the definition of vocabulary learning strategies, the importance of vocabulary learning strategies and the classification of vocabulary learning strategies.

Chapter 3: Research methodology states the study's method(s) employed in the research, including research design, data analysis, participants, instruments, and procedure

Chapter 4: Results and discussion part reports the ultimate findings of the research to pinpoint participants' problems in understanding and employing vocabulary learning strategies.

Chapter 5: Conclusions, implications, limitations, and recommendations offer the conclusion, and implications, reflect on the limitations of the thesis, and put forward recommendations for further study.

CHAPTER 2
LITERATURE REVIEW

This chapter attempts to produce the definitions of language learning strategies, and its importance, the definitions of vocabulary and their importance, the definitions of vocabulary learning strategies and their importance, motivational factors affecting in learning vocabulary, *the classification of vocabulary, and several related studies.*

2.1 Language learning strategies

2.1.1 Definition

Language learning strategies are defined by many theorists or linguists involved in fields of education. Rubin (1987) defined *"language learning strategies as behavior steps or techniques that language learners apply to facilitate language learning".* Similarly, Ellis (1994:558) writes that *"the study of learning strategies holds considerable promise, both for language pedagogy and for explaining individual differences in second language learning".* In fact, learners use learning strategies to find the quickest or easiest way to language acquisition.

Furthermore, *"language learning strategies include cognitive, emotional, and social aspects of language learning strategies that enhance learners' language learning proficiency and self-confidence"* (Oxford, 1990; Ehrman & Oxford, 1990). This is attributed to the fact that using language strategies refers to specific actions, behaviors, emotions, and techniques that students frequently use to improve their progress in foreign language development skills.

In general, every researcher defines language learning strategies from different perspectives. These definitions are provided to define the nature of language learning strategies, which are critical in the process of learning a new language.

2.1.2 The Importance of Language Learning Strategies

Language learning strategies enhance independent learning and help learners take responsibility for their own learning. Weinstein & Mayer (1983) indicate that the aim of using strategies is to *"affect the learner's motivational or affective state or the way in which the learner selects, acquires, organizes, or integrates new knowledge".* This active use of learning strategies helps language learners develop academic skills, increase confidence, and build motivation in the learning process. Each student has a particular learning strategy to facilitate their foreign language proficiency and inspire their learning motivation. Moreover, vocabulary learning strategies can be considered a part of general language learning strategies in foreign language acquisition.

2.2 Overview of Vocabulary

2.2.1 Definition of vocabulary

There is a wide range of definitions of vocabulary by different authors. According to Hatch and Brown (1995: 1), "*vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of that language might use*". Basic and simple words are the first things that build up the learners' vocabulary.

In the Oxford Advanced Learner's Dictionary Sixth Edition (2000, p. 1707), vocabulary is "*all the words a person knows or uses*". Furthermore, Hornby (2006: 1645) states that "*vocabulary is all the words that a person knows or uses, and it is all the words in a particular language*". Genuinely, it may refer to the set of words known by an individual or by a large group of people.

According to Nunan (2003:130–132), "vocabulary" is defined *"in three ways: multiword units, word families, and core meanings"*. Similarly, Young (2009) defined *"vocabulary in four ways: the meaning of words, how the words are used, root words, prefixes, suffixes, and analogies"*. For instance, two forms of the root for the word "see" are vis- and vid-, as in the two words "television" and "video".

In another quarter, Alqahtani (2015: 25) said, *"Vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning"*. In such a way, vocabulary is a component of language that maintains all of the information about meaning.

To conclude, vocabulary is a tool for communication and acquiring knowledge, which shows that acquiring vocabulary has been seen as a primary concern. However, it has been a daunting linguistic aspect for EFL students up until now.

2.2.2 The importance of Vocabulary

Vocabulary learning is an essential part of foreign language learning. The objective of vocabulary learning is to give the students the best skills that can be achieved when using language. According to Goswami, 2001; Metsala & Walley, 1998 "*young children who have a large number of words in their oral vocabularies may more easily analyze the representation of the individual sounds of those words*". Furthermore, the more vocabulary English learners know, the easier it will become to improve their language skills. For example, before using complex grammatical structures, English learners will say single words like 'ball" and 'teddy' that can still convey what they want. Altogether, vocabulary plays an important role in the development of language. The following are the top four reasons why vocabulary is so important:

Vocabulary increases a person's ability to communicate; according to Nunan (1996), *"Vocabulary has been shown to play an indispensable role in aiding English language learners to master the four macrolanguage skills as well as successfully communicate".* Successful communication, or saying what you mean, is dependent upon a good vocabulary base. When English learners have a wide range of vocabulary, they will be able to use words to talk in a variety of situations while fully understanding the meaning of every conversation.

Vocabulary increases reading comprehension*, "Your understanding of what you read and hear is, to a very large degree, determined by your vocabulary, so improve your vocabulary daily" (*Zig Ziglar, 2012). For example, in the IELTS reading test, there will be research papers or articles of an academic nature. This means that without understanding certain vocabulary, it is difficult for language learners to understand the content of the text.

Vocabulary helps develop listening comprehension skills; participants with a bigger vocabulary size tend to have a better performance in listening comprehension. A larger auditory vocabulary size offers a higher coverage of listening discourses. *"Higher coverage facilitates listening comprehension"* (Adolphs & Schmitt, 2003; Sthr, 2009). In fact, it can be observed that a lack of vocabulary is the cause of listening difficulties. When students hear a new or unfamiliar word, they typically stop for a brief moment to think about that word before moving on to the next part of the listening text, which makes it hard for them to keep listening and fully comprehend the subject.

Vocabulary helps develop writing skills*,* as remarked by Jovell Alingod (January 22, 2014), "*Building your vocabulary is one of the easiest ways to improve the power of your writing and make any writing task that much easier, as you will have several synonyms in your repertoire to pull from every time. Developing your vocabulary need not be difficult or painful"*. A great vocabulary is an essential tool for a writer. However, English learners need to ensure the use of words properly and diversely. For example, in a sentence such as "He's Awkward with People, *especially* Women", when learners want to emphasize or highlight certain content, they can add words such as especially, particularly, etc.

2.3 Vocabulary learning strategies

2.3.1 Definition of vocabulary learning strategies

Vocabulary learning strategies can be considered a subset of general learning strategies in language acquisition. Many language experts and researchers have provided definitions of vocabulary learning strategies. An early definition given by Schmitt (1997) was *"vocabulary learning strategies as tactics or actions that can help language learners acquire and retain vocabulary knowledge".*

Furthermore, Cameron (2001) defines vocabulary learning strategies as *"the action that learners take to help themselves understand and remember vocabulary items".* Similarly, Nation (2001) points out that *"vocabulary learning strategies are a part of language learning strategies, which in turn are a part of general learning strategies".* In addition, he points out the difficulty of defining a learning strategy and alludes to the characteristics of a vocabulary learning strategy. Likewise, Gu (2003a) makes the point that *"the choice, use, and effectiveness of vocabulary learning*

strategies depend on the task, the learner, and the learning context" (p. 1). Thus, language learners need a variety of strategies to acquire such a wide range of target vocabulary knowledge.

In general, English learners use vocabulary learning strategies as a means to facilitate the acquisition of words and the use of the information they receive, store, and recall.

2.3.2 The importance of vocabulary learning strategies

The importance of vocabulary strategies has been long recognized by a number of linguists; according to Schmitt 1997, *"vocabulary learning strategies might be more suitable for advanced learners, whereas basic or shallower activities contain more benefits for beginners".* There are many strategies for learning vocabulary. The key is to know which ones to use when and with a suitable level for the student's level.

Moreover, *"the main benefit gained from all learning strategies, including strategies for vocabulary learning, is the fact 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 & Szabo, 2000). Besides, using vocabulary strategies is one of the best ways to help students grow their vocabulary skills.

In another quarter, *"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"* (Ranalli, 2003:9). In a similar way, vocabulary strategies give students tools for independently determining the meanings of new words.

To be brief, vocabulary learning strategies play an essential role in learning vocabulary in a foreign language for English-majored students. This allows students to learn on their own and choose the way that is most beneficial and easy for them in the learning process.

2.3.3 Motivational factors affecting in learning vocabulary

According to Gardner (1985) "*motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language*". Also, Harmer (1999:51) stated that "*it is accepted in most fields of learning that motivation is essential to success."* There are two factors that influence the students' motivation to learn vocabulary, including internal and external factors.

2. 3.3.1 Internal factors (intrinsic motivation)

According to Introduction to Psychology: Gateways to Mind and Behaviour with Concept Maps "*Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potential."* There are numerous examples of intrinsic or internal motivation, as follows:

Personality

Kawkatorn and Lynch (2013) stated that many studies have identified a significant relationship between a person's personality and their English achievement, especially in speaking skills. In other words, when students use the learning styles that fit their personalities, they actually learn more efficiently. Likewise, highly conscientious learners who are great at making and sticking to vocabulary study plans.

Goals

Ellis (1986) put forward the idea that "*motivation in language learning can be defined in terms of the learner's overall goal or orientation*". Learning a new language requires familiarity with literally millions of different grammar and vocabulary words. Setting goals helps English learners stay focused, so they do not get distracted by the many things they may need to learn in the future. Just like many students revealed, they want to learn English to gain more knowledge of the cultures and people of other countries in the world.

Attitudes

According to Gardner (1985), "*motivation is the single most influential factor in learning a new language".* In addition, he found that positive attitudes increase motivation for learning a new language. When learning the new words, a positive attitude lets learners relax, remember, focus, and absorb the information of the lesson better. All this can be done with inner conviction. It conforms to your own personal desires, goals, and beliefs.

2.3.3.2 External factors (Extrinsic motivation)

According to research published in Contemporary Educational Psychology, "*extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable*". Several factors can influence students' extrinsic motivation in the learning process, as follows:

Parents

"*Many students engage in homework assignments not because of adaptive motivations such as interest or excitement about the task but rather because of less adaptive motivations such as a sense of duty, desire to please, and avoidance of punishment*" (Walker, Hoover-Dempsey, Whetsel, & Green, 2004). For instance, a student who does their homework because they fear parental sanctions is motivated extrinsically. In fact, parents tended to be controlling and often failed to foster their children's self-competence and self-determined motivation for learning.

Teachers

"Teachers, *as motivators, play the role of providing stimulation and encouragement to increase students' interest and motivation. Interests are the awareness, desire, and attention of someone towards a certain object associated with them that is associated with strong feelings*" (Witherington, 1982; Syah, 2011; Ahmadi, 2003). Besides, when the teacher shows that their expectations are based on the students' abilities, they are more likely to reach higher levels of

achievement and feel more confident. However, the way the teacher used Vietnamese too much in the lesson also demotivates students from trying to speak English.
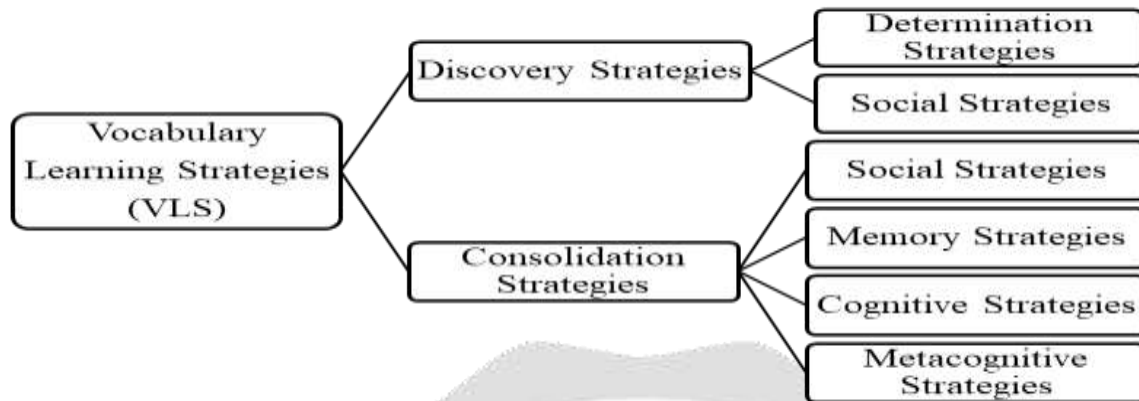
Social Environmental

Hamalik (2010) defined *"environment is as something that exists in nature that has certain meanings and influences on individuals"*. Furthermore, students are likely to learn better when they perceive their classroom environment positively. In a similar case, many of us have signed up for a course because of the social connections we have made.

2.3.3 Classification of vocabulary learning strategies

A lot of effort has been made to categorize learning strategies, and there are so many different ways of defining them. According to Nunan (2001) *"classified vocabulary learning strategies using aspects of language learning: planning, sources, and processes"*. Another taxonomy was formed by Schmitt (1997), based on Oxford's (1990) taxonomy and the discovery and consolidation distinction. Schmitt (1997) classified vocabulary learning strategies into two dimensions: the first one consists of determination strategies and social strategies used for initial discovery and understanding of words, and the second includes those for consolidation of word knowledge and skills, namely cognitive, metacognitive, memory, and social strategies. The details are shown in the diagram below:

Figure 1. Schmitt's Vocabulary learning strategies (Schmitt 1997)

In sum, to reach the research aims, the present study employs a questionnaire as the instrument which is designed based on Schmitt's (1997) taxonomy.

2.3.3.1 Discovery Strategies

Determination strategies

According to Schmitt (1997, 2000) "*determination is a strategy that learners use without asking others for help in figuring out the meaning of a word by employing one or more of the following strategies: word class, analysis of word parts, cognates, guessing through context, and dictionary use*". For instance, in a sentence "It had been raining through the night, so the ground was s*oaked*". English learners can guess the meaning of *"soaked"* words based on the words, including raining and ground. This "soaked" word can be guessed to mean "extremely wet". By doing this, English learners are guessing the meaning of words from context, and they should try to use this technique for words they do not know. In addition, students can also use this method to guess the meaning of English words through the prefix or suffix of the word. Each prefix or suffix has different meanings. Therefore, they can take advantage of these fixed factors to guess the meaning of words. For example, insecure, irresponsible, real-ize, and avail-able

Strategies belonging to this group are commonly used to find the meaning of new words rather than recalling words that have already been learned. Determination strategies are used when learners by themselves try to discover the meaning of a new word by guessing it with the help of context, structural knowledge of language, and reference materials instead of finding help from other people.

Social strategies

According to Schmitt, 1997 "*social strategies are strategies utilized by learners that involve interaction with other people to improve vocabulary acquisition*" Guessing from a first-language cognate can be used as a social strategy. Cognates are words in different languages that descend from a common parent word. If the target language is closely related to the learner's first language, cognates can be an excellent resource for both guessing the meaning of and remembering new words (Schmitt, 1997). Besides their use in the discovery of the meaning of a new word, social strategies can also be employed to learn or practice vocabulary. Students can work in groups or interact with native speakers.

In general, social strategies are not only used to discover new vocabulary but are also used to remember words that students have previously been exposed to.

Strategies for the discovery of a new word's meaning	
Strategy Group	**Strategy**
DETERMINATIONS STRATEGIES	Analyzing parts of speech
	Analyzing words structure
	Keeping flashcards
	Guessing the meaning from the textual context
	Using a bilingual dictionary
	Having word lists
SOCIAL STRATEGIES	Asking a teacher for a first-language translation
	Asking a teacher for a synonym
	Asking classmates for the word meaning
	Discovering new meanings through group activity

Table 1. Strategies for the discovery of a new word's meaning (schmitt,1997)

2.3.3.2 Consolidation strategies

Social strategies

Social strategies are used to both discover the meaning of a new word and consolidate it once it has been encountered. They can be defined as those who are used to understanding a word by asking someone who knows it. Teachers are said to often be in this position. They can be expected to give help in several different ways, such as giving a first language translation, giving a synonym, giving a definition by paraphrasing, using a new word in a sentence, and checking learners' work for accuracy. or any combination of these. Learners can also get help from their classmates or benefit from interactions with others, such as group work activities or interactions with native speakers. (Pham, 2020).

Moreover, these strategies are important because language learning always involves other people. For example, asking questions about understanding a new word with classmates and native speakers in order to upgrade their language skills.

Memory strategies

According to Schmitt (1997), *"categorizes memory strategies into six groups: namely, learning new words with pictures or imagery; linking the word with related* Besides, Schmitt (2008) states that learners should engage with words by having a range of experiences through an assortment of activities. Words presented as pictures may provide learners with an additional means by which they can interact with the target vocabulary. In fact, learning English vocabulary through images makes it easy to grasp information, speeds up the memory of the brain, and is easily applied in reality. Besides, Nation's (2001) discussion of the *"learning burden"* also suggests that learning a synonym for a word that is already known may be easier than learning a non-synonym. For example, the two words "delicious" and "tasty" can be used interchangeably in many contexts: "*Healthy and tasty food is a need for everyone*". By the time learners come up with synonyms for the words, they are more likely to remember them. Furthermore, they can memorize the word by relating it to prior knowledge. Through these strategies, English learners will relate their prior knowledge to the target words by grouping the words according to their form or topic, forming imaginary links, using physical actions, connecting new words to past experiences, studying the spelling of the words, and speaking the words out loud while studying them.

Cognitive strategies

"Cognitive strategies are somewhat similar to memory strategies, but the difference is that they are not focused so specifically on the manipulative mental process" (Schmitt, 1997:215). In fact, cognitive strategies utilize repetition and specific tools to learn vocabulary. For example, the use of drills to practice the language and the use of a dictionary to find difficult words Furthermore, word lists and flashcards can be used for initial exposure to a word, but most students continue to use them to review it afterward.

Through these strategies, learners will relate their prior knowledge to the target words by grouping the words according to their form or topic, forming imaginary links, using physical actions, connecting new words to past experiences, studying the spelling of the words, and speaking the words out loud while studying them.

Metacognitive strategies

"Metacognitive strategies are those used to control and evaluate their own learning by having a conscious overview of the learning process in general" (Schmitt, 1997). Examples of metacognitive strategies include using English-language media, where students can learn new words from films and TV programs.

English learners who use metacognitive strategies to decide on their own which words they will focus on and examine further Besides, they also check their understanding by doing word tests.

Strategies for consolidating a word once it has been encountered	
Strategy group	**Strategy**
SOCIAL STRATEGIES	Checking the flashcards or word lists with teacher
	Interacting with native speakers
	Studying and practice meaning in group
MEMORY STRATEGIES	Imaging word form
	Saying the new word aloud when studying
	Practicing a new word meaning in a group
	Studying the spelling of a word
	Studying word with a pictorial presentation
	Using semantic maps
	Using key word method
	Learning the words of an idiom
	Studying sound of word
	Using the new word in sentences
COGNITIVE STRATEGIES	Keeping a vocabulary notebook
	Having word lists
	Keeping flashcards
	Taking note
	Writing repetition
	Using verbal repetition
	Putting English labels on physical objects
	Listening to the tape of word lists
METACOGNITIVE STRATEGIES	Using English language media (Song, movies, news,)
	Skipping or pass new word
	Continuing to study word over time
	Testing oneself with word tests
	Using spaced word practice

Table 2. Strategies for consolidating a word once it has been encountered (schmitt,1997)

2.4 Related studies

The concepts of vocabulary learning strategies are actually not novel to researchers in the world in general and in Vietnam in particular. Different studies have examined vocabulary learning strategies employed by English-majored students. This study aims to find out the vocabulary learning strategies frequently used by English-majored students. Thus, the researcher also includes previous studies to support and strengthen this research.

Firstly, in the study "***Awareness of Vocabulary Learning Strategies among EFL Students in Khon Kaen University***" by Rakchanok Saengpakdeejit at Khon Kanen University In this study, the types of vocabulary learning strategies used by Thai English foreign language students were examined. The participants were 63 undergraduate students studying at Khon Kaen University. The results of the study reveal that the students display awareness of

977

vocabulary learning strategies. Two main types of vocabulary learning strategies were found, including strategies for discovering the meaning of unknown words and strategies for retaining the newly learned words in long-term memory and recalling them at will.

Secondly, a study by Jamilah Al-Harbi and Haliza Engku Ibrahim, *"Vocabulary Learning Strategies of Saudi English Major Students: Strategy Use and Gender,"* attempts to identify the vocabulary learning strategies employed by Saudi English major students at Majmaah University. This study also aims to examine if there are differences between male and female students in the pattern and frequency of strategy use. Sixty-five first-year English major students at Majmaah University participated in the study. Their vocabulary learning strategies were measured using the Vocabulary Learning Strategy Survey. The results of the study showed that students preferred cognitively less demanding strategies compared to those that required deeper cognitive processing.

Moreover, in Vietnam, the research "*a study on vocabulary learning strategies of first-year English-majored students at Lac Hong University*" by Nguyen Ao Quang Vinh, Tran Kim Hang, and Nguyen Thi Bich Huong This research was done to find out the strengths and weaknesses of the vocabulary learning strategies. The study was conducted on all 134 English majors who were first-year students in four classes at Lac Hong University. The results showed that each strategy has its own purpose and advantages. Also, the author found that students enjoyed using dictionaries while learning English, and this was also the most frequently used strategy in vocabulary learning among first-year English-majored students at Lac Hong University.

Another study was carried out by Tham My Duong, Thao Quoc Tran, and Thao Thanh Pham Nguyen, who did a study called *"Non-English Majored Students' Use of English Vocabulary Learning Strategies with Technology-Enhanced Language Learning Tools"*. The study aims at unraveling the employment of TELL tool-based English vocabulary learning strategies among non-English majored students at Ho Chi Minh City University of Technology, Vietnam. The participants were a cohort of 240 first- and second-year students who answered the questionnaires and 20 students who responded to the semi-structured interview questions. SPSS was utilized to process the qualitative data in terms of descriptive statistics and T-tests, while the content analysis approach was employed for qualitative data analysis. The results showed that the participants employed the TELL tool-based English at a high level. Additionally, it is noticeable that second-year students utilized the TELL tool-based English more often than their first-year counterparts.

CHAPTER 3
RESEARCH METHODOLOGY

In this chapter, the researcher provides a thorough description of the method employed in the study containing such features as the research design, data analysis, participants, instruments, and procedure as well

3.1 Research design

The design of this paper was derived from the research question declared in the introduction (Chapter 1). Final-year students majoring in English at Tay Do University were determined to be participants in the study. To be specific, 87 of them participated in the questionnaire to examine their problems in understanding and employing strategies for learning vocabulary. After collecting data from the questionnaire, the researcher randomly invited 15 students to take the interview to support the precision and objectiveness of the research. This thesis, therefore, was a combination of quantitative and qualitative studies.

3.2 Data Analysis

After collecting the data, the researcher examined and enumerated the data from the questionnaires. As regards the data from the interviews, the researcher read the answers carefully and identified the main points related to the purpose of the research questions. All the collected data was calculated as a percentage using Excel.

3.3 Instruments

In this thesis, the questionnaire and the interview were employed as two necessary instruments. The reason for utilizing the questionnaire was that it equipped the researcher with a relatively cheap, quick, and efficient method of obtaining massive amounts of information from a large sample of people (Saul McLeod, 2014). Also, McNamara (1999) commented that the interview was equally employed as a supplemental tool, which was particularly useful for getting the story behind a participant's experience. Using two research instruments to get information about the vocabulary.

3.3.1 Questionnaire

The study is believed to be incomplete in the absence of the questionnaire. This significant instrument was wholly based on the literature review (Chapter 2). It occupied a total of six questions and 20 statements and was divided into clusters, as can be seen in the table below.

Cluster	Questions/Statements	Summary of the content of the Question/ Statement cluster
1	From 1 to 4	Students' general background
2	From 5 to 6	Motivational factors affecting in learning vocabulary
3	From 7 to 10	Determination strategies

4	From 11 to 14	Social strategies
5	From 15 to 18	Memory strategies
6	From 19 to 22	Cognitive strategies
7	From 23 to 26	Metacognitive strategies

3.3.2 Interview

In terms of the interview for students, it comprised three questions that required participants to offer their thoughts to recognize their problems in understanding and employing strategies in learning vocabulary. Particularly with regard to the first question, the researcher would like to be aware of participants' opinions about understanding and employing vocabulary learning strategies. Next, question 2 was created to point out strategies that participants frequently apply while learning new vocabulary. The last one was what vocabulary learning strategies they used most effectively in learning new vocabulary.

3.4 Procedure

The process of putting the research into action was described in this section. As a matter of fact, the study endured approximately 16 weeks and was split into three steps, as seen in the table below:

Step	Duration	Activities
1	The first five weeks	- Specifying the research topic and creating the outline. - Seeking materials to support the research. - Collecting the references and giving the research questions, aim of the research. - Writing the outline for B.A thesis - Writing chapter 1
2	From the sixth week to the ninth week	- Writing the chapter 2 - Designing the questionnaire and the interview. - Asking the instructor's correction - Writing chapter 3 - Waiting for the instructor's comments - Delivering the questionnaire and the interview.
3	The last five weeks	- Counting, synthesizing and evaluating the data gathered. - Writing chapter 4 - Writing chapter 5 - Completing the study and waiting for the due date.

CHAPTER 4
RESULTS AND DISCUSSIONS

The purpose of this chapter is to demonstrate the results of the study at the base of the data obtained from the questionnaire. The findings indicate the statistical evidence that reveals student's frequently-used strategies in learning vocabulary. On top of that, the discussion will follow to wrap up this chapter
.

4.1 Result

This part illustrated the ultimate results of the study. They were depicted for analyzing the data amassed from all participants noted in the previous chapter. The results comprised two sections, namely the results from the questionnaire and the results from the interview.

4.1.1 Results from the Questionnaire

Thanks to the questionnaire, a great deal of valuable and reliable information was obtained and subdivided into three parts, embracing students' backgrounds and their attitudes toward English learning vocabulary, participants' perspectives about motivational factors affecting learning vocabulary, and the students' vocabulary strategies in class.

4.1.1.1 Students' background and their attitude toward learning vocabulary

a. Students' background

979

The living environment has had a great effect on students' learning processes, which is particularly the case for those who have studied English as their major. As a consequence, being more conscious of students' living areas is a requirement.
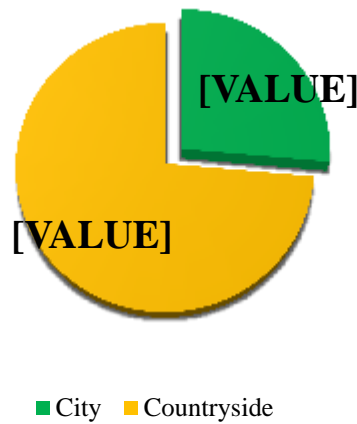

■ City ■ Countryside

Figure 2. Students' living environment

As can be seen from the chart, 73.57% (64/87) of the English course 14 seniors at Tay Do University came from the countryside, and merely 26.43% (23/87) of them were from the city. As a consequence, it is indubitable that they had different backgrounds. Despite the fact that each school has maintained its own teaching method and style, teachers in rural regions tend to concentrate more on teaching grammar and reading than other subjects. In virtue of their diverse experiences, students have possessed varying levels of their learning vocabulary experiences and understanding of learning vocabulary strategies. Therefore, when they had no chance to study in an academic setting, they were prone to confronting a vast number of challenges in learning vocabulary. That was the explanation for why they have not found effective vocabulary learning strategies.
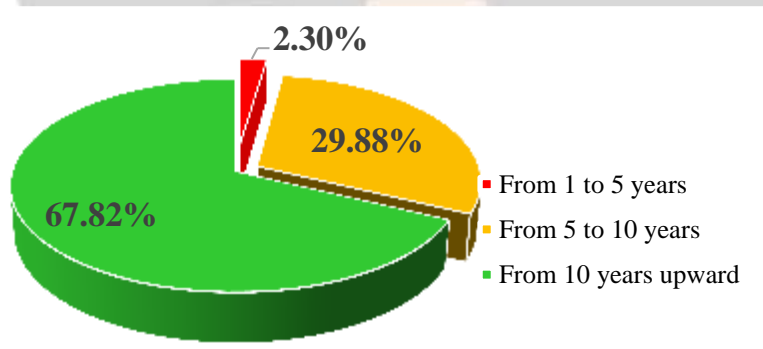

2.30%

29.88%

67.82%

■ From 1 to 5 years
■ From 5 to 10 years
■ From 10 years upward

Figure 3. The proportion of students English learning years

Another significant one came from those studying English for 5 to 10 years, accounting for 29.88% (26/87). Lastly, 2.30% was the tiniest slice of the pie chart since just 2/87 participants have studied English for 1 to 5 years. In general, they have different times to start learning English; the percentage of students studying English from 10 years up was the most dominant, while the quantity of students learning English for the period from 1 to 5 years was very low. Over the years of learning the global language, they were likely to assess the amount of English knowledge they gained unequally.

Taking a look at the above pie chart, the largest piece represented 67.82% (59/87) of the participants who have learned English from 10 years upward. It means they have studied this language since elementary or secondary school and have spent more than 10 years learning the language before enrolling in university; however, this does not imply

they have a wide range of vocabulary. This is because they learned not only English but also a variety of other subjects as part of the school curriculum during those years.

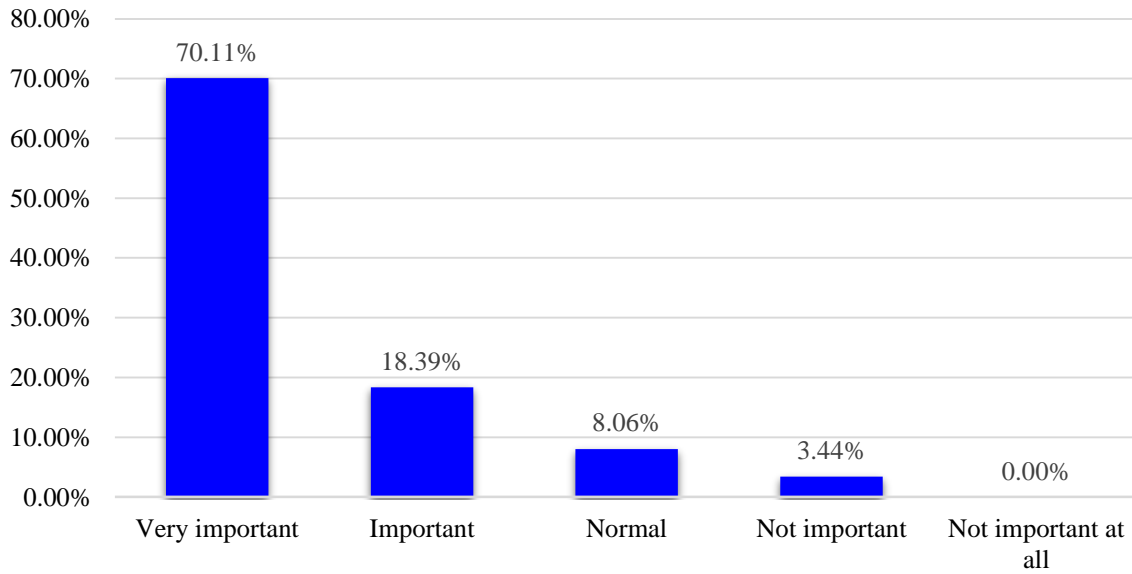**b. Students' attitude toward learning vocabulary**

Figure 4. The importance of learning vocabulary

According to Figure 4, there is no room for suspicion that the crucial role of vocabulary has been widely recognized in the learning process of English. By looking at the figure, it is visible that the percentage of students who claimed that learning vocabulary was "very important" was the highest rate, at 70.11% (61/87). The next was "important," with 18.39% (16/111). The percentage of participants who stated "normal" as their attitude toward learning vocabulary was significantly lower than either of the two previously listed, accounting for just 8.06% (7/111).

It was bad to see that 3/111 students, or 3.44%, said that the process of learning vocabulary was "not important". Nevertheless, no one reported "not important at all" for the role of learning vocabulary. Principally, it could be deduced that most of the percentage of students who have acknowledged the importance of learning vocabulary dominated the overall statistic; however, there has been even a small number of them who possessed no positive perception of it.
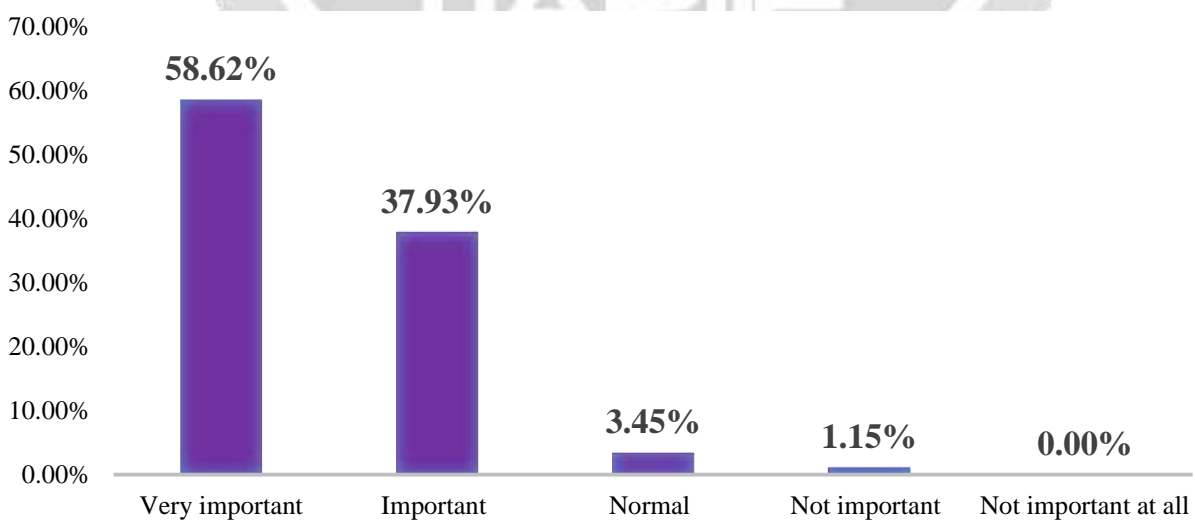

Figure 5. The necessity of vocabulary strategies in learning vocabulary

The necessity of vocabulary learning strategies could not reach consensus among the students who were asked. However, most of them (58.62%) admitted that vocabulary strategies were "very important". In a similar group, quite a few students admitted the answer "important" to describe the necessity of vocabulary strategies (37.93%). There were 3.45% of participants who believed that vocabulary strategies were normal. In contrast, the remaining students, with a

rate of 1.15%, denied that vocabulary learning strategies were not important. By means of the students' responses to these questions, it was possible to draw the conclusion that most of the seniors understood the necessity of strategies in learning vocabulary.

4.1.1.2 Participants' perspective about motivational factors affecting in learning vocabulary
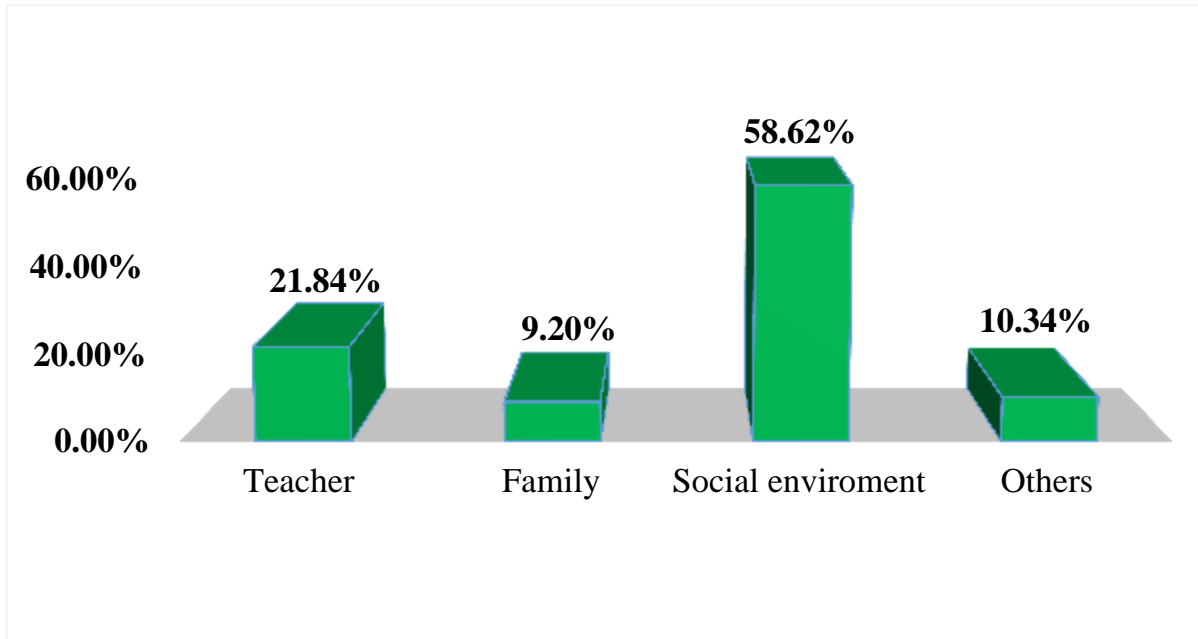

Figure 6. The external factors influence student'smotivation learning vocabulary

This chart shows the different opinions of students about the external factors that influence their motivation to learn vocabulary. The factors include teachers, family, the social environment, and others. Surprisingly, the social environment factor creates the best motivation for learners (58.62%). Besides, one of the external factors that has a significant influence on creating positive motivation for learning vocabulary is the teacher (21.84%). The lowest percentage was family, which accounted for 9.20%. Besides that, this chart shows the opinions of students about the other external factors that accounted for 10.34%; they said that cultural, technological, and interpersonal factors were other external factors that influence students' motivation in learning vocabulary.
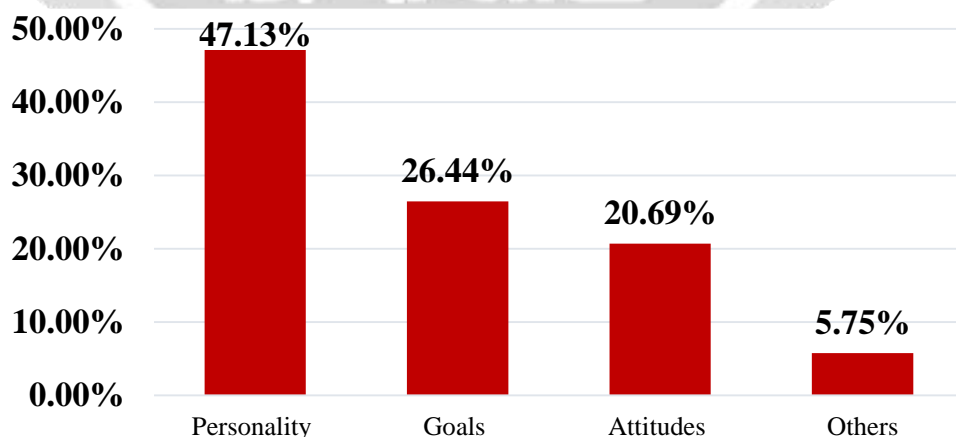

Figure 7. The internal factors influence student's motivation learning vocabulary

As can be seen from Figure 7, 47.13 percent of the participants thought that "personality" was an important motive in learning vocabulary. Specifically, the percentages of "goals" and "attitudes" were 26.44% and 20.69%, respectively. The small number of students (5.75%) for "other factors" have written down their ideas about the internal other factors that influence students' motivation in learning vocabulary, including interest and learning style.

In conclusion, there are a lot of factors affecting the students' motivation to learn vocabulary. Each factor has different effects on learners' motivation.

4.1.1.3 The student's vocabulary strategies in class

This section was incredibly vital to the study. This is because it was conducted in an effort to gain more insights into English-majored seniors' vocabulary learning. Markedly, the section was categorized into 5 minor parts, each of which corresponded to the substance of the literature review (chapter 2). To make such problems clearer, let us observe the following figure:

The use of Determnation strategies in vocabulary learning

Statements	Always	Often	Sometimes	Seldom	Never
7. I use English-Vietnamese or English-English dictionary to understand the meaning of the words.	35.63%	33.33%	22.99%	3.45%	4.60%
8. I guess the words from the textual context to understand new vocabularies	24.14%	35.63%	29.89%	4.60%	5.75%
9. I make my own new vocabulary lists.	25.29%	39.08%	28.74%	5.75%	1.15%
10. I guess the meaning of the word based on the structure of the word	17.24%	19.54%	26.44%	20.69%	16.09%

Table 3. Students' use of Determination strategies in vocabulary learning

Continuing with students' vocabulary learning ways relevant to determination strategies, Table 3 was made up of four statements, as can be seen above. First of all, for statement 7, the usage level is always 35.63% of seniors said that they often apply the method of using a dictionary in learning vocabulary. The remaining consisted of 22.99%, 3.45%, and 4.60% of students who sometimes, seldom, or never do so, listed in succession. Through the findings from this statement, it led to the conclusion that dictionaries are easily accessible, and many visual students chose this way to figure out the new word's meaning. The next one was statement 8, whose results revealed that approval was given by more than half of the respondents. To be more specific, 24.14% always use guessing the words from the textual context to understand new words, and 35.63% often apply this way. On the contrary, 26 students, corresponding to 25.29% sometimes and the residual, including 4.60% and 5.75% seldom and never used the statement, respectively. Turning to the last two statements in the table, statement 9 and statement 10, In the statement 9, only 25.29% always made their own new vocabulary; 39.08% of students often applied this way, and only 1.5% never applied this way. In statement 10, in general, students seemed to dislike this strategy.

They used these methods at very low frequency; the highest percentage of always using them was only 17.24%, while 20.69% of them seldom used them and 16.09% never did so.

Thus, it was found that senior students majoring in English who applied vocabulary learning methods belonging to the "determination strategies" were not highly successful. With along that, the strategy which was applied most using dictionary to understand the meaning of the word. In contrast, the least popular choice by the participants was to guess the meaning of the word based on the structure of the word. As a result, it was found that senior students majoring in English who applied vocabulary learning methods belonging to the "determination strategies" were not highly successful. With along that, the strategy which was applied most using dictionary to understand the meaning of the word. In contrast, the least popular choice by the participants was to guess the meaning of the word based on the structure of the word.

The use of Social strategies in vocabulary learning

Statements	Always	Often	Sometimes	Seldom	Never
11. I ask the teacher to explain meaning of the new words	27.59%	35.63%	27.59%	6.90%	2.30%
12. I interact with native speaker to discover of the new words meaning	26.44%	34.48%	25.29%	10.34%	3.45%
13. I ask classmate for the meaning of the new words	32.18%	39.08%	19.54%	8.05%	1.15%
13. I ask classmate for the meaning of the new words	32.18%	39.08%	19.54%	8.05%	1.15%

Table 4. Students' use of Social strategies in vocabulary learning

In relation to Table 4, indicating that strategies that seniors use to learn vocabulary belong to the "Social Strategies" group, this table involved four statements.

Beginning with the first two statements, in statement 11, participants showed 27.59% always and 35.56% often asking the teacher to explain the meaning of a new word. A very small proportion of them showed that they were seldom and never successful with vocabulary learning by asking the teacher for the meaning. Through the two

statements, the method of asking teachers directly about the meaning of words was also preferred by the participants. It was said to be an effective way to learn vocabulary because teachers are often available in the class to provide them with reliable information. In a similar vein, with the statement 12, there were 26.44% of students always, particularly 34.48% of students often interacting with native speakers. Particularly when communicating with native English speakers on a regular basis, their vocabulary will be greatly improved. However, a small number of students are afraid of making mistakes, being laughed at by others, or not being confident enough. To be more specific, 10.34% showed seldom and 3.45% never used this way.

Moving on to statement 13, 19.54% of participants gave sometimes, 39.08% of students gave often, and 132.18% showed they always asked a classmate for the meaning of new words. Moreover, with objects of the same age, the exchange of information will take place more smoothly and comfortably. As regards the last statement in Table 4, the majority of respondents (31.03% always, 35.63% often, and 0.00% never) showed that discovering the meaning of new words through work activities. As you can see, during each lesson, teachers often provide students with interactive activities. Therefore, students can freely exchange information and ask questions while learning vocabulary.

To be brief, it could be implied that "social strategies" used by students are not high. It was also found that asking classmates for the meaning of new words was the most common method employed by participants.

The use of Memory strategies in vocabulary learning

Statements	Always	Often	Sometimes	Seldom	Never
15. I connect the words with a personal experience to help memorize new words	36.78%	32.18%	24.14%	5.75%	1.15%
16. I read the words loudly to help memorize them	34.48%	31.03%	24.14%	5.75%	4.60%
17. I connect words with their synonyms or antonyms to understand them better.	28.74%	39.08%	26.44%	4.60%	1.15%
18. I spell the words carefully to help memorize them.	27.59%	29.89%	35.63%	4.60%	2.30%

Table 5. Students' use of Memory strategies in vocabulary learning

As can be seen from the first statement in the above table, 36.78% of the students "always" and 32.18% of the respondents "often" said that they connect the words with a personal experience to help memorize new words. In addition, only 1.15% of the participants never used this method. In statement 16, the majority of students (34.48% of them) always leveled, and 31.03% often applied this strategy. Meanwhile, a minority of students seldom did it. 5.75% and 4.60% of the informants never employed this strategy. Continuing with the last two statements, namely statement 17 and statement 18, When asking participants about vocabulary learning by "*connecting words to their synonyms or antonyms to understand them better*", the researcher came to know that once again, over 60% of the participants gave opinions on the supposition mentioned above, with a combination of 28.74% selecting "always" and 39.08% selecting "often." Meantime, 26.44% of participants showed some level, and 1 respondent (1.15%) said they never did so. Concerning statement 18, which aimed at figuring out if students spelled the words carefully to help memorize them, there were 4.60% who seldom applied this strategy and 2.30% who never applied it. Then, the ones staying in the middle were at a high level at 35.63%. In contrast, 24 students made up 27.59% and 26 remainders made up 29.89% for the "always, often" level with the statement, listed in sequence.

Through Table 5 related to the use of memory strategies, most of the students were in favor of connecting the words with a personal experience to help memorize new words. However, they tended to use the strategy of spelling the words carefully to help memorize them less frequently.

The use of Cognitive in vocabulary learning

Statements	Always	Often	Sometimes	Seldom	Never
19. I keep a vocabulary notebook in order to learn vocabulary	34.48%	32.18%	21.84%	4.60%	6.90%
20. I learn new words through flashcards	29.89%	35.63%	21.84%	8.05%	4.60%
21. I write down the new words from what I read and listened	32.18%	28.74%	25.29%	9.20%	4.60%

22. I make word lists and write their translation in my mother tongue.	33.33%	37.93%	18.39%	6.90%	3.45%

Table 6. Students' use of Cognitive strategies in vocabulary learning

Relation to table 6 which included strategies of seniors related to learning vocabulary by cognitive strategies.

As can be implied from table 6, for statement 19, surprisingly, the greatest "always" rate accounted for 34.48%, and 32.18% illustrated their selection for "often." 11.5% of students sometimes deployed this strategy; meanwhile, the percentage of students who seldom (4.60%) and never (6.90%) applied this way. In fact, vocabulary notebooks are highly personal and allow the learner to consolidate information.

The next one is statement 20, whose results revealed that the level of learning words through flashcards. To be more specific, 29.89% executed this strategy always, 35.63% of the students often used this strategy, 21.84% of them sometimes applied it, and the remaining 4.60% "never" applied this method through flashcards.

Moving on to statements 21 and 22, in statement 21, 32.18% and 28.74% of students "always, often" used this strategy. Besides, 4.60% showed that they never wrote down the new words from what they read and listened to. For the strategy of making word lists and writing their translation in their mother tongue, I agree with a fairly high percentage. There were 71.26% who used this strategy in frequency responses such as "always, often, or sometimes," while nearly 6.90% seldom did it, and up to 3.45% of the informants never employed this strategy.

Table 6 showed that keeping a vocabulary notebook in order to learn vocabulary was the most frequently used procedure among the group of cognitive strategies. The number of students who made word lists and wrote their translations in my mother tongue was relatively high. By using those methods, students can design their own word lists to create interest in vocabulary learning.

The use of Metacognitive in vocabulary learning

Statements	Always	Often	Sometimes	Seldom	Never
23. I listen to songs in English and try to understand the new words.	48.28%	31.03%	17.24%	3.45%	0.00%
24. I learn new words from films and TV programs.	47.13%	31.03%	13.79%	3.45%	4.60%
25. I learn new words while playing games.	45.98%	31.03%	19.54%	2.30%	1.15%
26. I use Google Translate and the other online dictionary from the Internet to find the meaning of the word.	37.93%	33.33%	19.54%	5.75%	3.45%

Table 7. Students' use of Metacognitive strategies in vocabulary learning

The first one was statement 23; almost all of the students applied this strategy with rather high frequency (79.31%). It concluded that 48.28% of the students always applied this method, 31.03% of the students often used this strategy, and 17.24% of them sometimes utilized it. Surprisingly, there was no objection to this statement at all. Listening is fundamental to language development, so listening to English songs can greatly help in learning vocabulary.

Moving on to statements 24 and 25, statement 24 revealed students' ways of learning new words from films and TV programs. Over 70% of students claimed that they often used this strategy; 47.13% of the students always learned new words from films and TV programs, and 31.03% of the students often deployed this method. To be more specific, 13.79% of the students sometimes use this strategy, and only 4 out of 87 students never utilize it. As for statement 25, the strategy in question focuses on whether the students learn new words while playing games. There were 77.01% of the students who "always, often" used this strategy, while nearly 2.30% seldom did it, and up to 1.15% of the informants never employed it. The ultimate results pointed out that watching films, TV programs, and playing games is not only entertaining but also useful for learning vocabulary.

Next is the last statement. 26th in the questionnaire is the strategy of using Google Translate and other online dictionaries on the internet. There were 37.93% of the students who always deployed this strategy, while 3.45% of the students never applied this method.

To conclude, Table 7 shows that to enhance vocabulary, the metacognitive strategy that students use most frequently is the strategy of learning English vocabulary from mass media such as newspapers, songs, films, TV programs, the internet, etc. In order to promote the effectiveness of learning English vocabulary through forms of entertainment, learners need to combine word guessing and dictionary lookup.

4.1.2 Result from the interviews

In this sub-section, the researchers amassed valuable information from 15 English course 14 students, ages 22 to 23. By examining the data, every answer to three questions made by these participants was clarified one by one as follows:

When being asked, ***"Do you think vocabulary strategies are very difficult or easy for students to understand and employ?"*** The percentage of students giving answers "easy" and "difficult" came to the same conclusion. To be more specific, 8 out of 15 students believed that vocabulary strategies were difficult for students to understand and employ. Similarly, the remainder claims "easy", "a little easy", or even "too easy" (7/15). On top of that, the findings from this question illustrated that students were at various levels of competence in understanding and employing strategies in vocabulary learning.

Through their answers to question 2 in the students' interview, participants showed that ***they frequently applied a variety of strategies to learn vocabulary***. Surprisingly, the majority of respondents said that they applied vocabulary learning methods through watching movies with subtitles, listening to English music, online games, pictures, and songs, etc.; those strategies are all "metacognitive strategies". In addition, two out of 15 students learned vocabulary through dictionaries and flashcards. Furthermore, two out of 15 students discovered the meaning of new words through group work activities.

In question 3 of the interview for students, participants were requested to write down their opinion about ***the most effective strategies for learning new vocabulary***. As a result, fifteen students gave several different answers. However, the majority of English-majored seniors said that they had made significant progress when using metacognitive strategies to learn new words. In addition, only four people found that memory strategies were the most effective for them.

To sum up, each method has its own purpose and advantages, but what matters is that the vocabulary learning strategy is effective for students' progress. Moreover, participants showed that other strategies were used, such as mind maps, poems, quizzes, etc.

4.2 Discussion

As reported in the introduction (chapter 1), figuring out the most frequently used vocabulary learning strategies of English-majored seniors at Tay Do University was of the essence to the entire research.

Figure 8. Students' vocabulary learning strategies
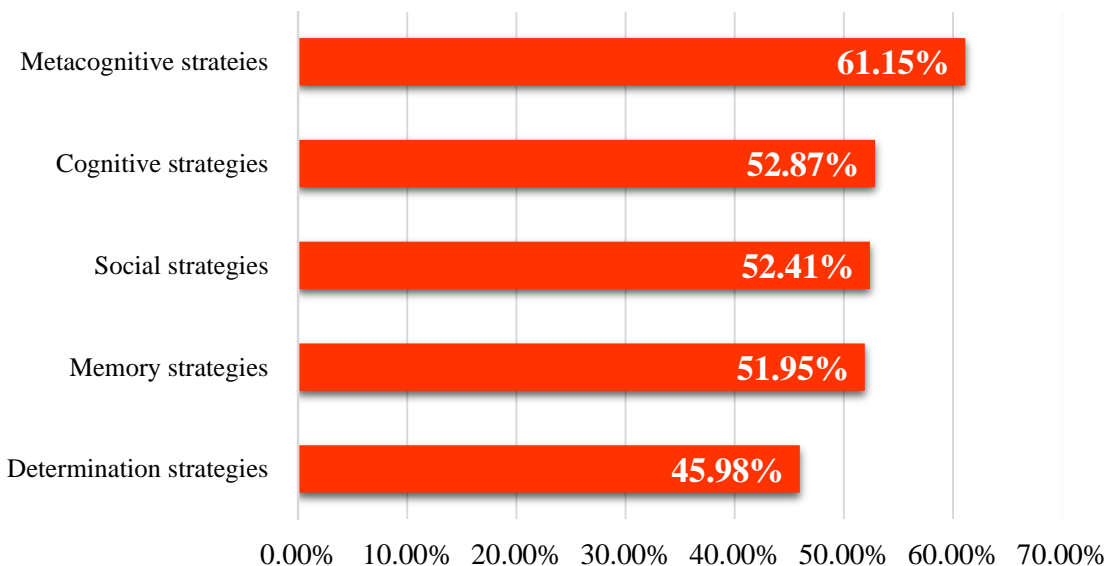
The results above reveal that the metacognitive strategy is the most commonly used (61.15%). Above all, this is a very interesting way to learn. Instead of having to learn dry theory and practice solving exercises, many magazines, social networks, or English learning applications now integrate various forms to keep learners interested. Particularly, the author found that listening to songs in English was the most commonly used vocabulary learning strategy in the above strategies group, statement 23. The more you listen to the lyrics, the better your English vocabulary becomes, and therefore, we can learn them by heart quickly. This outcome is relevant to the survey by Sahar Malekian (2016). This

strategy can improve learners' extensive vocabulary lists, resulting in a more real language learning experience. Besides, watching TV, playing games, and using Google Translate are useful ways to learn vocabulary. Furthermore, according to information from the interview, most of the participants shared that they frequently apply this strategy to learn vocabulary.

The second top-rated strategy is cognitive strategy (52.87%). Most students use cognitive strategies when learning a new word in a new language. Keeping a vocabulary notebook was used the most in these strategies because it will help students memorize vocabulary longer than just looking at it with their eyes. Moreover, making a word list is used quite a lot by students in their vocabulary learning process. Different types of word lists have different levels of use and effectiveness. Besides, learning new words through flashcards or writing down the words from what they read and listened to are effective learning strategies that students should apply.

The third percentage is the use of social strategies (52.41%); the author found that asking friends was the most commonly used vocabulary learning strategy in the above strategy group in the statement 13th. Furthermore, with objects of the same age, the exchange of information will take place more comfortably. Besides, the researcher found that grouping words together to study them was a strategy that students used quite a lot. When working in groups, students can adopt new words from their friends and add them to their vocabulary storage. Likewise, the method of asking the teacher to explain the meaning of new words was also preferred by the students. Besides, interacting with natives exposes you to the common words they use in their country. However, students often feel nervous and cannot understand; as a result, using this strategy remains limited.

On the other hand, the fourth method, the memorization strategy (51.95%), is a popular method that students tend to apply most when they learn new words. This conclusion is appropriate for the findings of Ozkan and Kesen (2008), who found that the study investigated EFL students' beliefs about memorization in language learning. Surprisingly, in the statement 15th, connecting the words with a personal experience was the most commonly used vocabulary learning strategy in the above strategies group. To practice this strategy, English learners can create a funny story that will strengthen the connection between the word and its meaning. Furthermore, reading the words loudly and spelling the words carefully are quite common strategies that can be applied to many difficult words. According to information from the collected interview, some students share that they frequently apply this strategy to learn new words. They usually connect words with their synonyms or antonyms to understand them better. Last but not least, determination is known as the least frequently used technique (45.98%). Using an English-Vietnamese or English-English dictionary was the most commonly used vocabulary learning strategy in the above strategy group with statement 7. However, using an English-Vietnamese dictionary in order to discover the words' meaning did not contribute to increasing the students' vocabulary size. Learners can design their own word lists to create interest in vocabulary learning; this method is used quite a lot by students. Guessing the meaning of the word based on the structure of the word is the least used strategy in this group. This proves that memorizing word forms is quite difficult for learners. Therefore, determination is known as the least frequently used technique.

In summary, the researcher can recognize that each method possesses its own pros and cons. According to the data analysis, the metacognitive strategy is highly effective for learning vocabulary.

CHAPTER 5
CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

In this chapter, the conclusions, implications, limitations and recommendations are mentioned for further research

5.1 Conclusion

The strategies of vocabulary learning are especially important because vocabulary is an effective tool to help learners develop all four language skills. The majority of participants are aware of the role of vocabulary learning. Nevertheless, each method has its own purpose and advantages. Furthermore, there are thousands of words they must remember, so students have to choose the method of learning vocabulary that best suits their level and style.

According to the study and data analysis, the study has found that English foreign language students often opt for simple and traditional methods. Therefore, it has revealed all sorts of effective ways for students to learn effortlessly and find suitable ones to improve their vocabulary. The most commonly employed tactic by students is the metacognitive strategy. Students used songs, TV programs, games, applications, the internet, etc. because it was extremely convenient and cost-effective. Learners only need a phone or a laptop, and they can learn English immediately. Furthermore, the students tended to enjoy uncomplicated vocabulary acquisition procedures.

In conclusion, this research project is based on the previous study by Norbert Schmitt as a theoretical basis for the main content. Due to the small number of students majoring in English, these strategies, which have been shown to be efficient and widely applied, do not mean other learning methods are ineffective. The other strategies are used with low frequency or even rarely.

5.2 Implications

On the basis of the findings, there were two implications to which the researcher would like to refer. The first one is that participants should perceive their problems in understanding and effectively employing English vocabulary strategies. Furthermore, students can choose the method of learning vocabulary that best suits their level and style. This

study is hoped to be helpful for teachers to have a more insightful look into their students' vocabulary learning strategies. They could therefore find proper teaching methods or offer seniors more permanent learning materials.

5.3 Limitations

This was the first time the researcher carried out a study like this; thereby, it was hard to avoid some restrictions. As a result of the time limitation, the researcher could not cover all the vocabulary strategies that students used in their vocabulary learning. Besides, it took much time to collect the data due to the fact that students expressed noncooperation in the first few minutes. Nonetheless, the researcher sincerely wished that, in its scope, this paper would be of assistance to English-majored seniors at Tay Do University in improving their English proficiency by utilizing vocabulary learning strategies.

5.4 Recommendations

According to the limitations discussed above, further study could consider the following advice:

Firstly, it can be recognized that each method possesses its own pros and cons. Each of the above vocabulary learning strategies is effective for one person, but it's not sure if they're suitable for others. Therefore, it is recommended that further research in this field focus on analyzing the advantages and disadvantages of each learning strategy so that students can decide on the most effective vocabulary learning strategies for themselves.

Secondly, in reality, students are usually expected to learn vocabulary on their own, mostly through mechanical memorization, without much guidance from teachers. Therefore, learners should set goals and assess themselves in order to upgrade their lexical resources. Likewise, the researcher hopes that students will often apply self-learning to learning vocabulary.

Finally, it is essential to keep in mind that each strategy has advantages and disadvantages; there is no right or wrong vocabulary learning strategy. Every student has their own vocabulary learning method, and the one that best suits them will be the best choice.

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