

Exploring Vietnamese EFL Students' Use of Vocabulary Learning Strategies



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ABSTRACT: For many decades, English has served as the international language. Learning English may be a challenge for some students, and vocabulary is an important challenge. However, it is possible to improve vocabulary with various strategies. This study explored Vietnamese EFL students' use of vocabulary learning strategies to help improve foreign languages. The purpose of the study is to investigate the extent students used varied vocabulary learning strategies and some useful strategies based on students' points of view. 77 college students responded to a questionnaire comprising six groups of vocabulary learning strategies, and five of those took part in a focus group interview. The data analysis from the questionnaire showed that the extent that students have used those strategies ranked from social strategies, followed by metacognitive strategies, compensation strategies, memory strategies, affective strategies, and cognitive strategies is at the last position. Then, it could be seen from the interview that learning those six strategies might improve students' confidence, help them learn more vocabulary strategies, and can benefit their self-study process.

KEYWORDS- EFL students, Vocabulary Learning Strategies, social strategies, metacognitive strategies, compensation strategies, memory strategies, affective strategies, cognitive strategies

I. INTRODUCTION

English, as an international language, plays a significant role in global communication and information sharing. Thus, it has become an essential requirement for anyone who values the importance of learning this common language to be able to utilize it in their daily lives and career in the future. In particular, it is a critical language that needs to be mastered, as it facilitates communication with people from different countries. However, vocabulary learning is one of the challenges EFL learners face during the process of learning English. Learning vocabulary is a significant component of the language teaching curriculum, which also makes them important for assessment. However, assessing vocabulary knowledge is difficult since there are many factors that affect how people perceive someone's language proficiency. Furthermore, Meara (1996) stated that students with larger vocabularies are more proficient in a variety of language skills than those with limited vocabulary. Before mastering the four skills of listening, speaking, reading, and writing, it is necessary to learn vocabulary carefully. In other words, students' four language skills partially depend on their vocabulary range. Because students have more and more vocabulary, they might have better learning of a language. Moreover, vocabulary could be considered one of the most important components of English because it is used in everyday life. Additionally, Schmitt and Carter (2000) assert that learning vocabulary is an imperative component of learning a foreign language. The researcher believes that appropriate and adequate vocabulary learning is more important than learning grammar rules only (Cook, 2013). That is the reason why language users should keep in mind some helpful vocabulary learning strategies (VLS) to increase their English skills.

The major focus of the study is to investigate the extent students used vocabulary learning strategies for English in the classrooms and during their study process. In addition, another aim of the study is to consider what strategies would be more helpful to students, and the reason why they chose that. From there, the research might help students refer to useful learning vocabulary strategies to avoid wasting time when applying all the strategies. Furthermore, this research is likely to assist students to learn more practical strategies to help improve their English.

This study surveyed the opinions of English-majored students about vocabulary learning strategies and some VLS that was considered helpful for students to improve their English skills. Due to the short time of only ten weeks to complete the thesis, the

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researcher decided to only focus on researching some VLS used by students in a department at a university in the south of Vietnam.

Currently, learning vocabulary is very important, but what strategies will be effective and useful for learning easily is a tricky question for English as a Foreign Language (EFL) learners. Thus, this study might be a good reference source for students, teachers, and other researchers for more information about learning vocabulary strategies for improving English. This study will be conducted to explore which vocabulary learning strategies are useful for enhancing English skills. Besides, the particular significance of this study lies in helping students better understand VLS and the importance of vocabulary learning for learning English. In addition, this study makes some important contributions to how teachers can instruct their students on how to learn vocabulary effectively. Besides, the results of this study might supply other researchers with some necessary information about vocabulary learning strategies for their research.

This study will focus on quantitative data analysis to answer two research questions:

- To what extent do EFL students use vocabulary learning strategies in learning English?
- What vocabulary learning strategies do EFL students think are useful in learning English?

II. LITERATURE REVIEW

A. Theoretical background

1: Definitions of Vocabulary Learning Strategies (VLS)

Vocabulary learning strategies are steps performed by learners to acquire new words. VLS has been getting more attention since the late 1970s. VLS is defined by Ghani (2003) as particular actions, behaviors, procedures, or techniques that learners commonly utilize to internalize, store, retrieve, or use a new language, which can accelerate the development of their English language skills. There is a wide of different vocabulary learning strategies, as demonstrated by the classifications of vocabulary learning strategies proposed by different researchers.

2: *Classification of Vocabulary Learning Strategies (VLS)*

Steps used by language learners to add new words are called vocabulary learning strategies. The classifications of vocabulary learning strategies proposed by various researchers demonstrate the vast array of existing strategies. According to Oxford, vocabulary learning strategies have been divided into six major groups (1990, p14-16):

- 1) Memory strategies: helping learners store and retrieve new information gathered from their learning.
- 2) Cognitive strategies: helping learners to understand and produce a new language by many different means such as practicing pronunciation by saying English words over and over, learning to speak by watching TV programs or movies, joining foreign language clubs, and making friends with native or advanced learners.
- 3) Compensation strategies: aiding learners in overcoming knowledge gaps and continuing to communicate authentically by using synonyms, gestures, or physical movement.
- 4) Affective strategies: helping develop self-confidence by encouraging or giving rewards to improve the English language.
- 5) Metacognitive strategies: helping learners to regulate their own cognitive abilities and plan and appraise their progress.
- 6) Social strategies: supporting the students to be involved in learning by getting interaction with others, including practicing speaking in pairs or groups of friends, asking native speakers or more advanced learners when they do not know how to express ideas, and asking native speakers or more advanced learners to correct errors.

Besides, there is a range of vocabulary learning strategies developed by Schmitt in 1997. As stated by Schmitt (1997) categorized VLS into five sub-groups:

- 1) Determination strategies: in these strategies, learners depend on the dictionary or context to determine what to mean
- 2) Social strategies: these strategies help learners learn new words by interacting with others
- 3) Memory strategies: in these strategies, whereby learners link their existing or background knowledge with the new words
- 4) Cognitive strategies: these strategies do not need learners to participate in mental processing but are more mechanical means
- 5) Metacognitive strategies: these strategies are related to processes involved in monitoring, decision-making, and evaluation of one's progress

In summary, there are many different vocabulary learning strategies that are classified in different ways. Oxford (1990) divided vocabulary learning strategies into six major groups, and Schmitt (1997) categorized those into five sub-categories. However, all of the VLS mentioned in the previous studies share the idea that they help learners learn vocabulary effectively and improve their English language. The classification of vocabulary learning strategies made by Oxford (1990) would be adapted and adjusted to design a questionnaire to answer the first question of this study.

3: *The usefulness of used vocabulary learning strategies in learning English*

According to Kurniawati et al. (2013), social strategies are very useful because communicating with people contributes to improving their speaking skills and helping learners know more vocabulary, and increasing confidence when learners can contact various people. In addition, in a study of Pham (2023), learners stated watching English TV shows and movies can make their

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pronunciation better. Besides, her participants added that watching English TV dramas helps them understand pronunciation and makes learning pronunciation more enjoyable.

B. Related studies

This part features the summary of the related studies found by the researchers, which pertain to, or are roughly related to, vocabulary learning strategies and VLS beneficial to enhance their English skills.

A study conducted by Oya et al. in 2009 examined the effects of vocabulary knowledge on 73 Japanese students in English-language schools in New Zealand. The participants finished a survey, a vocabulary quiz, and a narrative retelling assignment (which served as the speaking performance measurement). The findings revealed that vocabulary knowledge correlated with fluency, correctness, complexity, and global impression aspects of English. Speaking English with non-native speakers, as were time spent studying English and living in English-speaking nations, were also found to positively correlate with various aspects. With the results, the researchers now wish to know more about the vocabulary knowledge of intermediate-level Japanese students learning English.

In research done by Bangun and Simanjuntak (2022), the researchers studied vocabulary mastery in English ability. In this study, a descriptive qualitative method was used. The data for this study included 820 samples from 21 studies that looked at the relationship between students' English-speaking proficiency and their usage of an adequate academic vocabulary. To acquire the data, the researchers used five procedures: collecting studies or meta-analysis materials; calculating each study's effect size; estimating the summary effect or mean effect size; analyzing the standard error; and evaluating publication bias. The findings show that EFL learners' large vocabulary knowledge was significantly related to their perceived oral fluency (Uchihara and Saito, 2016).

Kurniawati et al. (2013) explored college students' strategies for learning the English language. Five students participated in think-aloud protocol (TAP) sessions, while 201 college students responded to the Strategy Inventory for Language Learning questionnaire. The results of the data analysis from the questionnaire explained that the students applied English language learning strategies to a medium extent. The strategies were then ranked beginning with social strategies, metacognitive strategies, cognitive strategies, affective strategies, and compensation strategies, and ending with memory strategies.

Taslim et al. (2019) analyzed the relationship between vocabulary mastery and speaking ability among eleventh-grade students at SMAN 6 Sidrap. The participants in this research were all the 11th-grade students of the IPA class at SMAN 6 Sidrap, and thirty-two students supporting. In collecting the data, the researcher employed a vocabulary exam and an interview to collect data. The result shows that there is a significant connection between student mastery of vocabulary and speaking skills. It also talks about the importance of vocabulary for speaking skills.

III. METHODOLOGY

A. Research design

This survey will use a mixed-methods approach to collect data through a questionnaire and an interview. The research used qualitative and quantitative methods to analyze data from EFL students with varying proficiency levels so that their perceptions and experiences with vocabulary learning strategies in their English skills could be explored.

B. The participants

The participants were 77 EFL students who answered a questionnaire, and five of the 77 participants were in the interview. Their ages ranged from 19 to 22. The participants took part in this study voluntarily. All of them are native Vietnamese speakers, with English being their foreign language. The majority of them have more than 10 years of English study. Some of them even started learning English in grade 3 in primary school.

C. Research instruments

The instruments utilized in this part of the study were a questionnaire and an interview conducted to explore Vietnamese EFL students' use of vocabulary learning strategies.

The questionnaire classified vocabulary learning strategies into six sections based on Oxford's (1990) classification of language learning strategies (memory strategies, cognitive strategies, compensation strategies, affective strategies, metacognitive strategies, and social strategies). The questionnaire consists of 24 items presenting a vocabulary learning strategy for English skills. Items from 1 to 4 are memory strategies, items from 5 to 8 are cognitive strategies, items from 9 to 12 are compensation strategies, items from 13 to 16 are affective strategies, items from 17 to 20 are metacognitive strategies, and items from 21 to 24 are social strategies. By choosing one answer out of five Likert scale options, respondents to this questionnaire indicated how frequently they use that vocabulary acquisition approach.

The interview will take place face-to-face for about ten minutes, and the researcher will ask interviewees questions about six sections based on Oxford (1990) classification of vocabulary learning strategies (memory, cognitive, compensation, affective, metacognitive, and social strategies). Besides asking in turn how helpful the six strategies are, the researcher also asks the participants about their experience using those strategies in reality. For example, how many words can they learn in a week if they use that strategy regularly? Moreover, whether that strategy helps you remember the vocabulary for a long time is also a

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frequently asked question. That interview was used to indicate useful learning strategies that help students remember vocabulary for a long time at ease.

D. Research procedures

The questionnaire was designed to explore Vietnamese EFL students' use of vocabulary learning strategies. The participants involved 77 English major students. The participants will complete the questionnaire directly and the researchers will collect them, then analyze the result. The data collected from the questionnaire was analyzed by using the software SPSS 25 (Statistical Package for the Social Sciences).

The interview was designed to check the perceptions of vocabulary learning strategies that EFL students think are useful for improving their English skills. Five English major students who already participated in the survey were selected to be interviewed with some questions about six vocabulary learning strategies. A focus group interview would be taken place. Then, the researchers will collect, and analyze the responses of the interviewees.

E. Data processing method

A questionnaire was undertaken with 77 EFL students. After that, SPSS, or Statistical Package for the Social Sciences would be used to analyze the data. The reliability coefficient Cronbach's Alpha would be taken into consideration based on the SPSS results to determine whether responses are consistent between items. The findings of the questionnaire would help the researcher answer the first research question.

An interview was undertaken with five EFL students after they did the paper survey. After that conducting the focus group interview, the responses of the interviewees would be analyzed to clarify the second research question.

IV. RESULT AND DISCUSSION

This chapter classifies the extent EFL students have used vocabulary learning strategies based on the analysis of the data obtained from a questionnaire. Simultaneously, the researcher also synthesized students' perceptions of commonly useful strategies used to improve their English language based on interview findings.

A. Results

1: The Reliability of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.875	24

The survey questionnaires were fully completed by 77 EFL students in total. To check the validity, the data of the participants' opinions were submitted to SPSS for the analysis of the reliability coefficient. The reliability of the questionnaire was calculated by using Cronbach's Alpha formula. The internal consistency estimate of reliability for the questionnaire was $\alpha = .875$. Reliability statistics show the reliability of the questionnaire is good.

2: The Overall Mean Score of the Extent of EFL Students' Use of VLS

	N	Minimum	Maximum	Mean	SD
Mean	77	2.42	4.92	3.72	.51402

The overall average score ($M = 3.72$) from the data analysis revealed that the strategies used are of a high degree.

3: The Summary of Descriptive Statistics of the Questionnaire's Result

Strategies	Mean
Social strategies	3.84
Metacognitive strategies	3.82
Compensation strategies	3.76
Memory strategies	3.72
Affective strategies	3.71
Cognitive strategies	3.48

The strategies were scored from the highest to lowest mean. Firstly, social strategies ranked first with an average score of 3.84. Students were likely to interact with others regularly as a common vocabulary learning strategy. Secondly, metacognitive strategies ranked second with an average score of 3.82. It was seen that this type of strategies helps learners self-regulate their cognitive abilities to plan and evaluate their progress. Thirdly, compensation strategies ranked third with an average score of 3.76. These strategies help learners in overcoming knowledge gaps when communicating by using synonyms, gestures, or physical movement. Followed by memory strategies with an average score of 3.72 at the fourth rank. Memory strategies helped learners to store and retrieve new information easily. Next, affective strategies with an average score of 3.71 at the fifth rank. It helped develop self-confidence by encouraging yourself, rewarding yourself, and sharing feelings while learning English. The last position was cognitive strategies with an average score of 3.48. Cognitive strategies helped learners to understand and learn new words by many different means like watching English TV shows, using some applications, or joining foreign language clubs.

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The responses of the participants to the questionnaire were categorized into six tables of vocabulary learning strategies and sorted from highest to lowest as follows.

4: The Extent Students Used Social Strategies to Improve their English Skills

	N	Mean	SD
1. Asking people to slow down	77	4.13	.923
2. Discussing with teachers in class	77	3.87	1.092
3. Trying to speak English with friends	77	3.83	.849
4. Asking people to correct their speaking errors	77	3.51	1.210

As shown in table, it can be seen that the social strategies being used most frequently with the highest mean ($M= 4.13$) was that students tend to ask other people to reduce their speaking speed while facing difficulty in communicating. Besides, the social strategies with the second highest mean ($M= 3.87$) were the discussion between students and teachers. The third position with a mean of 3.83 was the communication process with friends. The last position of social strategies was asking native speakers or more advanced learners to correct their speaking errors ($M=3.51$).

5: The Extent Students Used Metacognitive Strategies To Improve Their English Skills

	N	Mean	SD
1. Paying attention when someone is speaking English	77	4.27	.837
2. Noticing mistakes and correcting them	77	4.04	.751
3. Asking yourself questions using new words	77	3.48	1.046
4. Organizing a schedule to practice	77	3.47	.968

Based on the results of the table above, students who tend to pay attention when someone is speaking English have a particularly high mean score ($M=4.27$). That is also the highest mean of all six strategies. In addition, noticing English mistakes and using that information to help improve English skills better, with the second highest mean ($M= 4.04$). Besides, the metacognitive strategies with the third position ($M= 3.48$) are asking yourself questions using the new words. The final position was organizing a schedule to practice, learn, and test yourself with word tests ($M=3.47$).

6: The Extent Students Used Compensation Strategies to Improve their English Skills

	N	Mean	SD
1. Using synonyms or paraphrasing	77	4.04	.910
2. Guessing the meaning	77	3.95	.902
3. Using gestures	77	3.87	.923
4. Making up new words if needed	77	3.17	1.240

Based on the table, it can be seen that the compensation strategies being used most frequently with the highest mean ($M= 4.04$) was that students tend to use synonyms or paraphrasing which means the same thing if they cannot think of a word in English. In addition, the compensation strategies with the second highest mean ($M= 3.95$) were guessing the meaning of words to understand unfamiliar English words. Next, use gestures or physical movements when you cannot think of a word during a conversation in English with a mean score was 3.87. The last position was making up new words if you do not know the right ones in English ($M=3.17$).

7: The Extent Students Used Memory Strategies to Improve their English Skills

	N	Mean	SD
1. Using new words to make sentences	77	3.97	1.076
2. Making a situation with new words	77	3.88	1.013
3. Thinking of the relation between old and new words	77	3.77	.902
4. Using flashcards to remember new words	77	3.26	.894

According to Table 4.7, it is clear from the data that using new words to make sentences has a particularly highest mean score ($M=3.97$). Making a mental picture of a situation in which the new words might be used ranked second with a mean of 3.88. Besides, the memory strategies with the third position ($M= 3.77$) were thinking of the relation between old and new words. Using flashcards to remember new words was the final position ($M= 3.26$).

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8: The Extent Students Used Affective Strategies to Improve their English Skills

	N	Mean	SD
1. Encouraging yourself to speak English	77	3.97	.959
2. Talking to someone about your feeling when learning	77	3.79	1.017
3. Noticing if you are nervous when you are speaking	77	3.62	1.113
4. Rewarding yourself when speaking English well	77	3.42	1.229

As seen in table, it is clear from the data that students tend to encourage themselves to speak English even when they are afraid of making mistakes ($M=3.97$). Besides, sharing emotion when learning English and seeking other people's advice ranked second in the mean score ($M= 3.79$). Next, another affective strategy that students used to improve their speaking skills was noticing if the speaker was nervous when he or she was speaking with the mean score was 3.62. The last position of affective strategies was to reward yourself when speaking English well ($M= 3.42$).

9: The Extent Students Used Cognitive Strategies to Improve their English Skills

	N	Mean	SD
1. Repeating new words through English movies, etc.	77	3.99	.993
2. Learning vocabulay by using some applications	77	3.53	.940
3. Joining foreign language clubs and communicating	77	3.34	1.021
4. Finding the meaning of compound words by dividing them into parts	77	3.16	1.247

As reflected in table, it can be seen that the cognitive strategies being used most frequently with the highest mean ($M= 3.99$) was that students tend to repeat new words after native speakers through English TV shows or movies. Besides, the cognitive strategies with the second highest mean ($M= 3.53$) were learning vocabulay by using some applications. The third position with a mean of 3.34 was joining foreign language clubs and communicating with native or advanced learners. The last position was finding the meaning of compound words by dividing them into parts ($M=3.16$).

10: Results from the interview

Social Strategies: all five interviewees agree that social strategies are very useful. Two over five students usually ask and answer teachers in English in the class, two over five students usually ask the speaker to slow down or repeat if they do not understand something in English, and one student usually asks native speakers or more advanced learners to correct their speaking errors. According to five interviewees, communicating with teachers is very important in improving confidence. Besides, teachers can help students correct pronunciation errors to improve their speaking skills. Thus, students might pronounce better and also learn more vocabulary when communicating with teachers.

Metacognitive strategies: two out of five students agree metacognitive strategies are very useful, and two out of five students agree that it's useful. Three over five students organize a schedule to learn English, and two over five students pay attention speaker speaking English. According to five interviewees, planning and self-assessment are what EFL learners should do. On average, five students often schedule to do a test once every two weeks and plan to practice speaking twice a week. It helps them know what level they are and organizes a reasonable study plan to achieve their desires.

Compensation strategies: three out of five students agree that compensation strategies are helpful, and two out of five students agree that it's useful. Three over five students tend to guess the meaning of words to understand unfamiliar English words, and two over five students use a word or phrase that means the same thing if they cannot think of a word in English. According to five interviewees, this strategy is to help students have solutions to overcome when they are speaking English but forget the words to say. It helps the speaking process to be more fluent, and the sentences spoken will be seamless.

Memory strategies: three over five students agree memory strategies are very useful and two over five students agree it's useful. Four over five students usually use new words to make sentences, and one other usually uses flashcards to remember new words. According to five interviewees, this strategy helps students learn vocabulary easily and remember longer but it is very boring. Once we have learned vocabulary, we will apply it to making sentences to help us remember longer the type and meaning of words. Besides, using flashcards is also very convenient when it is small and it is easy to carry around.

Affective strategies: three over five students agree affective strategies are conducive, and two over five students agree that it's useful. Two out of five students usually encourage themselves to speak English, two out of five students tend to talk to someone their learning English feels, and another person rewards themselves when speaking well in English. According to five interviewees, this strategy mistakenly encourages speaking by thinking positively. Besides, it can make students more confident and help them speak fluently. Moreover, rewarding yourself when you speak English well will help you be more motivated and excited about studying.

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Cognitive strategies: three out of five students agree cognitive strategies are very useful and two out of five students agree it's useful. Four over five learners usually repeat new words after native speakers through English TV shows, movies, etc, and another person usually joins foreign language clubs to communicate with native or advanced learners. According to five interviewees, cognitive strategies make learning vocabulary more relaxed and comfortable after a stressful day of studying. Watching movies is a good example, on average they will learn 5-15 words in a movie. In addition, they can find more friends when attending more foreign language clubs.

B. DISCUSSION

1: The Extent Students Used Vocabulary Learning Strategies To Improve English Skills

First of all, students use the strategies roughly evenly because they do not just use one or two learning vocabulary strategies and there are not many differences among those strategies. However, based on the mean score for each strategy, social strategies have the highest mean of the six strategies, so social strategies play a significant role in the learning of the English language. It revealed that students tend to communicate with others who contributed to their English language acquisition.

According to the aforementioned data, EFL students always use Social Strategies for learning vocabulary to develop speaking skills. Therefore, this is a simple strategy for students to communicate with people anytime, anywhere. It helps to remember more vocabulary for a long time. Moreover, it also helps us to open up and develop more confidence when communicating. Similarly, conforming to Kurniawati et al. (2013) and Alhaysony (2012), social strategies are the most widely method categories types for vocabulary learning. In addition, regarding the results of Zhang (2001) and Alhaisoni (2012), metacognitive strategies were rated in the second position, which is the same rank position in the current study. In this case, Zare (2012) said that metacognitive strategies allow learners to control their own cognition by managing, setting goals for learning, seeking opportunities for drills, self-monitoring, and evaluating.

Meanwhile, the opposite conclusion was shown by Zhang (2001) who found that compensation strategies were the frequently commonly used strategies in his survey. Then, Alhaisoni (2012) showed cognitive strategies as the most commonly utilized strategies. Zhang (2001) and Alhaisoni (2012) also listed that memory strategies and affective strategies were categorized as the least used strategies and the present study showed a different conclusion. According to Zare (2012), affective strategies support students to manage their emotions, motivation, and attitudes that are related to learning.

2: The usefulness of used learning vocabulary strategies to improve English skills

First and foremost, social strategies are extremely beneficial since connecting with others helps people improve their vocabulary. Second, communicating with teachers is very important because teachers can help students correct pronunciation errors. Third, watching English TV series and movies might help learners improve their pronunciation. In addition, after learning vocabulary, students tend to apply it to making sentences to help them remember the kind and meaning of words for longer. Furthermore, utilizing flashcards is quite convenient because they are compact and easy to carry along. Moreover, students tend to reward themselves for being more motivated and passionate about studying. If increasing learners' vocabulary and confidence, they can contact a variety of people.

V. CONCLUSION AND RECOMMENDATION

In learning English, students may face challenges that prevent them. Vocabulary is one of the necessary things to be taught in learning a foreign language because it will be impossible to learn effectively without a variety of words. To overcome these challenges, the students need to have helpful strategies, and the teachers need to apply suitable strategies to help the students in becoming good learners with strong knowledge.

This research paper aims to explore Vietnamese EFL students' use of vocabulary learning strategies, as well as to synthesize students' perceptions of commonly helpful strategies used by methods. The first instrument was a strategy questionnaire for vocabulary learning, indicating that the strategies adopted are, to a high degree. Then, an interview was conducted with five students about their commonly useful strategies used to improve English skills and some reasons for that. The findings stated that EFL students always use social strategies for learning to enhance vocabulary. It could be said that these strategies are easy to apply in daily life and easily improve English faster. Meanwhile, cognitive strategies are the least popular because not everyone has much time to watch a movie or TV show or join a foreign language club.

Following the completion of the research, some suggestions based on the survey results are made, with the goal that they might be useful to participants and teachers. English are crucial for EFL students, so they always find ways to improve English skills. One of the ways to improve English is to expand their vocabulary. EFL students can apply six strategies respectively from the first-ranked strategies to the final-ranked strategies (social strategies, metacognitive strategies, compensation strategies, memory strategies, affective strategies, and the last position, cognitive strategies). After applying all the vocabulary learning strategies, students might know which strategy will suit them best. Then students use appropriate strategies to improve knowledge and memory longer. Meanwhile, the findings of this study may be utilized as a basis for teachers to identify their students' problems and then suggest an efficient way to assist students to advance and get over their challenges in learning vocabulary. To begin

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vocabulary learning strategy training, the lecturers could start by introducing students to six strategies to help them become aware of different learning methods. By suggesting those useful strategies, students are able to understand what they usually do when learning vocabulary. After the students are knowledgeable of their vocabulary learning strategies, the lecturers should continue to introduce additional strategies for English language learning. Afterward, give pupils some opportunity to put their new skills into practice. After practice, teachers could offer appropriate feedback to show whether or not the students used successful strategies. Furthermore, by receiving feedback, students can find their weaknesses in applying a strategy and attempt another strategy that is more appropriate for them. Future student researchers, on the other hand, can read and consult this research paper to apply for their study if they decide to work on similar topics. Besides, future student researchers can refer to the questionnaire or related studies that I have found as a source of information in their studies.

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