

A VOCABULARY LEARNING STRATEGY INVESTIGATION ON ESP MAJORED-STUDENTS AT THE UNIVERSITY OF ECONOMICS TECHNOLOGY FOR INDUSTRIES

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Abstract: *Learning vocabulary is crucial to improving students' English language proficiency. Nevertheless, there are several reasons why vocabulary acquisition techniques aren't applied well. This study aims to look into how 100 ESP students at the University of Economics Technology for Industries (UNETI) are now employing these tactics to improve their language skills and expand their vocabulary. Lastly, some recommendations will be made to assist teachers in resolving these issues and enhancing the potency of vocabulary acquisition techniques.*

Keywords: *Reality, self-study English vocabulary learning strategies, ESP students, improving language skills.*

I. Introduction

Since society is changing so quickly these days, self-study at colleges and universities is a bigger worry than it has ever been. One of the most vital skills that any person should possess is the ability to study for oneself. One of the main responsibilities of professional education in general and university and college instruction, in particular, is to help students develop their capacity for self-study. This is also the aim of the reform of teaching

and learning methodologies set throughout the Education and Training sector.

In a study on the implementation of an English self-study program management system at King Mongkut Thonburi University (Thailand), Sanprasert confirmed that instructors need to cultivate in their students a positive attitude toward learning a foreign language in order to influence students' behavior in that language, particularly with regard to the self-study process.

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The article analyzes the ability to self-study and learns about the UNETI students' ability to study in English. From there, we suggest some actions to help students majoring in languages improve their ability to study in English.

II. Literature review

Through the literature review, several attempts have been made to classify language learning strategies (e.g., Naiman et al., 1978; Rubin, 1981). O'Malley and Chamot (1990), for example, introduced metacognitive, cognitive, and social/affective as the most basic three types of learning strategies (pp.44-45). Consistent with this insight, Oxford (1990) introduced two broad categories of strategies: direct and indirect. Recently, Gu and Johnson (1996) pointed to metacognitive regulation and cognitive strategy as the two main dimensions of vocabulary learning strategies (VLSs), which cover six sub-categories of guessing, using a dictionary, note-taking, rehearsal, encoding, and activating, all of which were further subcategorized. Compatible with the mainstream of those, Schmitt (1997, 2000) suggested two categories of L2 VLSs, including discovery and consolidation; the former referred to determination and social strategies, whereas the latter included social, memory, cognitive, and metacognitive strategies, with 40 strategies in all.

According to Wilkins, more information can be conveyed with grammar, but with vocabulary, information can be conveyed. The above quote shows the primary importance of VLSs. Learners will develop their communication, essay-

writing, and speaking skills with a rich vocabulary. Furthermore, thanks to vocabulary, learners can understand other people's ideas as well as express their thoughts clearly and concisely.

2.1. Summary of the ability for self-study

"Self-study" is a term that has been used very early in the history of education and is frequently used to imply students are proactive and self-aware in their learning activities. The ability of students to carry out self-study tasks is referred to as "self-study capacity". Therefore, some authors regard self-study and self-study capacity as two notions with the same content. The following is how Nguyen Canh Toan defines self-study capacity: "The ability consists of methods and abilities that must be linked to appropriate habits and motives for learners to fulfill the demands of the position. Integrating learning style, skills, and content is known as self-learning ability." To put it another way, self-learning ability is the comprehensive integration of learning styles and skills that impact the content in a variety of diverse scenarios and difficulties.

Another talent- "inherent" in every person, is the capacity for independent study. Nonetheless, a person's capacity for independent learning is always influenced by their interactions with others in their sociocultural milieu.

Therefore, the capacity for self-study is the ability to choose learning objectives voluntarily and proactively, create learning objectives that demand work, and apply efficient learning strategies. When completing learning tasks, evaluate your

mistakes and limitations through self-evaluation or feedback from friends and teachers.

Self-study capacity is a multifaceted notion that is subject to several influences. Researchers have concentrated on modeling and recognizing revealed signals of self-learning capacity to ascertain the change in elements of self-learning ability following a learning process.

2.2. Vocabulary learning strategy: Theoretical base

2.2.1. Definition

According to Oxford, VLSs are specific tasks students complete to make vocabulary acquisition the simplest, fastest, most enjoyable, proactive, and accessible. Use that vocabulary when conversing and when using a foreign language.

Strategies are very crucial for vocabulary learning since they will accelerate, simplify, enhance, scientifically validate, and improve vocabulary acquisition. As a result, employing the proper techniques will aid students in growing their vocabulary and enhancing their proficiency in speaking other languages.

2.2.2. Classification

As a part of foreign language learning strategies, VLSs have received much attention from researchers such as Nation (2001), Schmitt (1997), and many others. Many research articles have clarified the connection between each strategy, each group of strategies, and language practice skills. For major students, VLS is summarized comprehensively and in detail in the following summary table:

STRATEGY FOR GUESSING WORD MEANINGS (Contextual guessing)		Determine words by looking at the context
		Gain knowledge from categories.
		Study language that has connections.
MEMORY STRATEGIES	Consider again	Note
		Repetition
	Processing of encryption	Make use of pictures.
		Acquire knowledge of word structure.
STRATEGY FOR LEARNING PREFIXES		Study prefixes and affixes.
		Word analysis
STRATEGY LINKED TO PRACTICE		Consult your friends
		Reading papers
		Write an essay
CONTROL AND EVALUATE YOURSELF		Evaluate the importance of vocabulary
		Establishing Goals
		Personal evaluation
BRAINSTORMING STRATEGY		Map with meaning
		Mind map

How can we ensure the vocabulary we learn is active instead of crowded? Significant students still need to take full advantage of VLSs, and each student's level of use of those strategies is very different. And that's why I conducted

scientific research on this issue. The research aims to:

- Focus on researching the current situation of using strategies to expand vocabulary

- Propose some solutions to improve the effectiveness of using strategies to improve vocabulary and the ability to use foreign languages.

III. Methodology

3.1. Participants

The sample was 100 ESP students at UNETI, with participants' ages ranging from 18 to 22 years. All participation was voluntary, and participants were willing to share truthfully during the research. They also understood that the data collection results were intended only for research.

3.2. Instruments

The present study employed a mixed-method research design, applying closed-ended and open-ended questionnaires to explore the students' attitudes toward VLSs.

3.2.1. The Vocabulary Learning Strategies Questionnaire

The current study used Schmitt's Vocabulary Learning Strategies Questionnaire, which Bennett adopted (2006). It is a 40-item Likert-scale questionnaire with a reliability coefficient of 0.83 for this study. The learners gave their responses on five-point Likert scales, with the available answers being: never (1), seldom (2), sometimes (3), often (4), and always (5). The 5-point scale makes it possible to collect more detailed and revealing information.

3.2.2. Open-ended questionnaire

Open-ended questionnaires intended to investigate students' perceptions of English language VLSs were conducted during the class. Before completing the

questionnaires, students were informed about the study aims and the general form of the questionnaires, and that their participation was completely voluntary and anonymous.

3.3. Research design and procedure.

This descriptive cross-sectional study utilized a mixed-method approach integrating both closed-ended self-report questionnaires and open-ended questionnaires to gain a more thorough picture of the phenomenon. Prior approval was sought from the university principals according to the university's ethical guidelines. Data collection started with a closed-ended VLSs questionnaire. It took around thirty-five minutes.

IV. Findings and discussion

The following section will discuss the research findings and present them according to the research aims. The results of the questionnaire, individual interviews, focus groups, and field notes show that most of the students display a more positive attitude toward the implementation of an English self-study program management system at UNETI, to find out students' awareness of VLSs to analyze the strengths and weaknesses of primary students' vocabulary use strategies, to encourage vocabulary learning in an active way associated with thinking, to collect experiences and learning methods of significant students and to suggest ways to solve the problem, learners require two modest strategies in order to implement the capital growth approach: the strategy of word meaning discovery and the strategy of word consolidation.

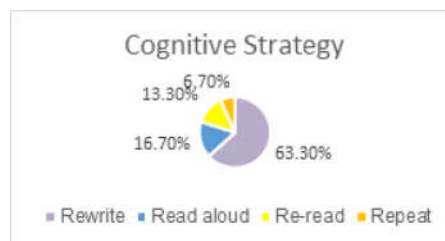
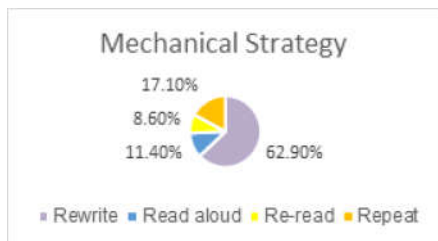
4.1. How to determine word meanings

	Frequently	Occasionally	Rarely
Look up words	82.3%	17.7%	0%
Identify the word	37%	58%	5%
Consult the instructor	2.5%	17.5%	80%
Ask friends	60%	40%	0%

The most commonly used strategy was looking up in the dictionary, with more than 100% of students regularly and occasionally consulting the dictionary. The word-guessing strategy is used at an average level. This is one of the essential strategies because it can stimulate thinking

and is a premise for word-guessing skills, which are essential strategies in reading comprehension. With fear, students still do not dare to ask teachers to clarify the meaning and synthesize knowledge about that vocabulary.

4.2. Word reinforcement strategy



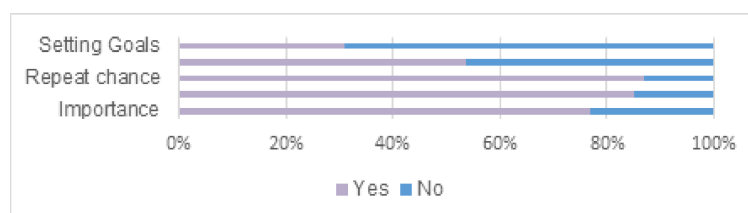
Word consolidation is a process that takes patience and effort. We cannot understand the lexicon if we only encounter a term once and seek its definition.

involves rewriting text multiple times is the most popular one. Is it utilized in dialogue or not?

Two types of word reinforcement strategies are cognitive and mechanical word reinforcement. Out of 100 students, over 70 acknowledged rewriting, reading aloud, or repeating are their primary methods of word learning. Furthermore, students typically believe memorization alone would increase their vocabulary, but is that vocabulary expanded? For this reason, the mechanical technique that

The fact that only 30 students are using notebooks, subject studies, or real-world applications to reinforce vocabulary is depressing. This cognitive technique is very significant as it enhances our ability to use foreign languages by encouraging deliberate vocabulary use. With over 63.3% of students using this method, writing in notebooks is the most widely utilized skill.

4.3. Aiding in the strategy



Analyzing and speculating on the importance, necessity, and frequency of word usage is really of great significance in expanding vocabulary. This strategy helps students save time and effort and improve their ability to use vocabulary because students only need to focus on vocabulary classes that have a high frequency of use and are essential to their field. Major students are also aware of the importance of these strategies, as evidenced by more than 75% of students having considered the importance, necessity, and frequency of use of vocabulary.

In addition, it's critical to assess yourself and practice using new language. Merely 52% of students have ever assessed their technique of acquiring language. But rather than counting the number of vocabulary items we have committed to memory; we should perform tasks that test or apply our knowledge of terms truly speaking. Regretfully, only 32% of students are able to develop goals for themselves.

4.4. Human consideration

Through the survey results, the author realized there are three main problems in the way the study participants learn vocabulary:

4.4.1. Propensity to employ clumsy vocabulary-learning techniques

Students who are used to traditional teaching methods come to the realization writing down or repeatedly reciting a vocabulary word will help them remember it. But how many words are you able to utilize that way? This learning method will generally only help you acquire a very small number of vocabulary terms deeply embedded in the capacity to speak foreign languages. Students mindlessly

memorize words and must actively investigate sophisticated strategies like word families, analysis, and collocations. It is evident that VLS is less deliberate and can not operate efficiently.

4.4.2. Using vocabulary acquisition techniques incorrectly

The dictionary, which is not a vocabulary repository but rather a tool for looking up meanings, is formed in students' awareness. Because they are so lazy, students read the dictionary in search of the definition that best fits the situation at hand. Dictionaries include more than just the definitions of words; they also cover pronunciation, style, and grammar. It is evident students continue to misuse dictionaries. As a result, students must mix and match dictionaries and decide which one they need now.

4.4.3. A lexicon is disconnected from reality

According to a quote from Troy Symson, "A word must be used approximately 40 times in various contexts to master its meaning." The remark above demonstrates how beneficial it is to utilize foreign languages in daily life because it improves our ability to retain and apply vocabulary over time. At first, through writing essays, we can establish a connection with reality as new vocabulary develops in our minds. When speaking, we ought to employ it with assurance. The new vocabulary is our active vocabulary as a result.

When seeking the way students are used to learning vocabulary, they shared their experience by repeating after the teacher (60%), writing automatically (6.67%), analyzing affixes and roots (3.33%), and association (30%). None

of them got the habit of keeping word cards with pictures, photos, and objects. Transcriptions from focus groups found that some students argued about their effective way of learning vocabulary. Some stated they felt comfortable with the traditional way of teaching vocabulary because repeating words several times made it easy to remember. Besides, some students favored applying new words in their conversation. They were fond of speaking English and tried to interact as much as possible.

Owing to the various strategies to enlarge vocabulary, consequently, students showed different attitudes toward vocabulary learning: 26.67% of students had a headache with vocabulary, 56.66% found it boring, only 5 out of 30 (16.67%) felt interested in vocabulary, and none of them found it very interesting.

From the numerical data of the post-questionnaire, about 17-20 students filled their questionnaire with the words “interesting, exciting, eager to play games, awesome, etc..” Moreover, the teacher’s dedicated students seemed to memorize new words faster and knew how to use those words in the proper context. She commented on students’ performance: “In general, I think students have good word memorization because they get high marks in the tests and exams. Their general performance has increased over this semester.”

4.5. Proposal

4.5.1. On the teachers’ part:

Lecturers should learn about the interests, motivations, and learning styles of each student in each class to develop appropriate strategies. Don’t speculate and rely on the results of previous studies

but find out what methods students use to learn vocabulary. From there, there are appropriate methods to encourage students to learn vocabulary effectively.

Lecturers should coordinate with students to publish specialized English handbooks to collect statistics on students with a high frequency of use to save students’ vocabulary learning time and help students improve their efficiency in vocabulary usage.

4.5.2. On the students

Acquiring knowledge of words is an ongoing pursuit. Students should always keep in mind the following principles: we can’t master every specialized vocabulary; instead, we can only identify learning tactics that work for our unique situation and learning preferences. This recognizes the function and advantages of employing VLSs. Because effectiveness depends on the level of absorption, research method, background knowledge, goals, and abilities of the learner, the learner himself must determine which strategy is suitable for him and how to do it. How can I practice and improve my vocabulary to develop my ability to use dictionaries and expand my vocabulary daily? And last, spending less time on uncommon and seldom-used terms.

Dolati & Mikaili (2011) pointed out the way students use the words makes them think more cognitively; then they can memorize better. Students would be able to acquire new experiences within a foreign language, which is not always possible during a typical lesson.

V. Conclusion

It is essential to keep learning the subject matter and the formats and techniques of self-study to apply English

vocabulary self-study in practice and accomplish the aim of educational innovation. How do we use instructional units with appropriate assessments to facilitate self-testing and self-assessment? For students at UNETI, the first criteria that impact the effectiveness of self-studying general English in particular and specialized English in general are objectives, curricular content, or tactics.

Students must understand vocabulary, the most critical component of learning a foreign language since it is essential to acquiring and using it. How do we facilitate fluid communication between instructors and students, where students must abandon mechanistic approaches to vocabulary development and adopt a more creative mindset to increase their vocabulary, develop their skills, and use foreign languages?

This study was a first step in further investigating how VLSs helped motivate students to improve language skills and how ELT teachers encourage these as part of their emerging and developing teaching practice.

This study aimed to find ways VLSs support students, their problems and difficulties when implementing techniques, and student's attitudes towards the new teaching method. Thanks to results derived from data analysis, it was found that after implementing VLSs, students admitted to some positive effects. They helped students raise more confidence, develop their imagination and creativity, get more chances to interact in English, gain more knowledge about cultures and traditions, build up their critical thinking process, read more deeply, and speak more fluently.

However, this study still has some limitations. First of all, time limitation

makes the result of data analysis vary. The researcher was able to interview some students out of 100 participants. Hence, many other students couldn't raise their voices about the technique. Secondly, the study only focused on ESP major students at UNETI. It isn't straightforward to generalize the effectiveness of applying tactics to other students at the same university or other universities. Thus, it is necessary to carry on a more extended study of the same tactics to improve other skills as well. Another area for improvement is that only one teacher investigated in 2 classes. If there had been two English teachers, how they implemented the tactics would have been different. Due to that condition, the researchers would have gathered and interpreted various data to imply which approach was more effective for students.

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THỰC TRẠNG VÀ GIẢI PHÁP NÂNG CAO CHIẾN LƯỢC HỌC TỪ VỰNG CỦA SINH VIÊN KHOA TIẾNG ANH CHUYÊN NGÀNH - TRƯỜNG ĐẠI HỌC KINH TẾ KỸ THUẬT CÔNG NGHIỆP

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Tóm tắt: Việc học từ vựng là rất quan trọng để nâng cao trình độ tiếng Anh của sinh nói chung và sinh viên chuyên ngành ngôn ngữ Anh (ESP) của trường Đại học Kinh tế kỹ thuật Công nghiệp (UNETI). Tuy nhiên, có một số lý do khiến kỹ thuật tiếp thu từ vựng không được áp dụng tốt. Mục đích của nghiên cứu này là tìm hiểu trên 100 sinh viên ESP tại trường Đại học Kinh tế kỹ thuật Công nghiệp hiện đang sử dụng những chiến thuật này như thế nào để cải thiện kỹ năng ngôn ngữ và mở rộng vốn từ vựng của họ. Cuối cùng, một số khuyến nghị sẽ được đưa ra để hỗ trợ giáo viên giải quyết những vấn đề này và nâng cao hiệu quả của các kỹ thuật tiếp thu từ vựng.

Từ khóa: Thực trạng, chiến lược tự học từ vựng tiếng Anh, sinh viên chuyên ngành ngôn ngữ Anh, cải thiện kỹ năng ngôn ngữ.

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