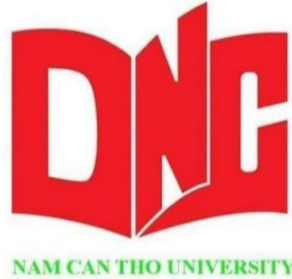


**NAM CAN THO UNIVERSITY  
FACULTY OF FOREIGN LANGUAGES**



**TRAN KHANH DUY**

**EFL ENGLISH MAJOR STUDENTS'  
PERCEPTIONS OF EFFECTIVE STRATEGIES  
IN VOCABULARY LEARNING**

**BACHELOR'S THESIS  
Program: English Studies  
Code: 7220201**

**Can Tho, 2024**

**NAM CAN THO UNIVERSITY  
FACULTY OF FOREIGN LANGUAGES**

**TRAN KHANH DUY  
203636**

**EFL ENGLISH MAJOR STUDENTS'  
PERCEPTIONS OF EFFECTIVE STRATEGIES  
IN VOCABULARY LEARNING**

**BACHELOR'S THESIS  
Program: English Studies  
Code: 7220201**

**SUPERVISOR  
PHAM TRUT THUY**

**Can Tho, 2024**

## **DECLARATION**

I, Tran Khanh Duy, hereby declare that the thesis titled "EFL English Major Students' Perceptions of Effective Strategies in Vocabulary Learning" is my own work and has not been submitted in any form for another degree or professional qualification.

This work was completed under the supervision of M.A Pham Trut Thuy, Lecturer at Nam Can Tho University. I acknowledge her guidance and support throughout the research process.

Can Tho, June 2024

Supervisor

**Pham Trut Thuy**

## ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all those who have supported and guided me throughout the journey of completing this research on EFL English major students' perceptions of effective vocabulary learning strategies.

First and foremost, I am deeply indebted to my supervisor, Ms. Pham Trut Thuy. Her invaluable guidance, insightful feedback, and unwavering encouragement were instrumental in shaping this project from its inception to its final form. Ms. Pham Trut Thuy's expertise in the field of second language acquisition and her passion for effective teaching practices proved to be an incredible resource throughout the research process.

I would also like to extend my heartfelt thanks to the Nam Can Tho university for providing me with the opportunity to conduct this research. Their dedication to fostering a stimulating academic environment played a significant role in my development as a researcher.

My deepest appreciation goes out to the EFL English major students who participated in this study. Their willingness to share their experiences and insights into their vocabulary learning strategies is the cornerstone of this research. Their honest feedback has provided valuable data that will undoubtedly contribute to improved vocabulary learning.

Finally, I want to express my immense gratitude to my family and friends for their unwavering support throughout this entire endeavor. Their patience, encouragement, and belief in me fueled my motivation and helped me persevere through challenges. This thesis would not have been possible without their unwavering love and support.

## TÓM TẮT

Năng lực tiếp thu từ vựng là một yếu tố quan trọng đối với sinh viên đại học tham gia giảng dạy bằng tiếng Anh, vì phần lớn các tài liệu và nguồn lực cần thiết đều chủ yếu bằng tiếng Anh. Nghiên cứu này khảo sát quan điểm của sinh viên tiếng Anh như Ngôn ngữ Thứ hai (EFL) chuyên ngành tiếng Anh (160 sinh viên) về hiệu quả của các chiến lược học từ vựng khác nhau. Nhận thức được vai trò then chốt của nền tảng từ vựng vững chắc trong việc học ngoại ngữ thành công, nghiên cứu này giải quyết những thách thức chung mà người học EFL gặp phải trong việc ghi nhớ và giữ lại các mục từ mới. Nghiên cứu nhằm làm sáng tỏ nhận thức của sinh viên về các chiến lược từ vựng khác nhau, bao gồm các chiến lược nhận thức, siêu nhận thức, trí nhớ và quyết tâm. Kết quả từ bảng câu hỏi cho thấy sinh viên chủ yếu dựa vào các chiến lược "quyết tâm" và các chiến lược "nhận thức" được sử dụng ít nhất. Ngược lại, kết quả từ các cuộc phỏng vấn cho thấy các cuộc phỏng vấn tập trung vào các chiến lược nhận thức và siêu nhận thức, không đề cập đến các chiến lược về trí nhớ hoặc quyết tâm. Bằng cách phân tích toàn diện những nhận thức này, nghiên cứu nhằm cung cấp thông tin cho giáo viên về các phương pháp ưa thích của sinh viên, cho phép họ điều chỉnh phương pháp giảng dạy để hỗ trợ tốt hơn cho việc phát triển từ vựng. Cuối cùng, nghiên cứu này mong muốn giải quyết sự khác biệt giữa các chiến lược do giáo viên hướng dẫn và chiến lược do sinh viên ưa thích, do đó nâng cao kết quả học từ vựng cho người học EFL.

**Từ khóa:** Tiếp Thu Từ Vựng, Chiến Lược Học Từ Vựng, Học Sinh EFL.

## ABSTRACT

Vocabulary acquisition is a critical component for university students engaging with English-medium instruction, as the majority of essential documents and resources are predominantly in English. This study investigates the perspectives of English as a Foreign Language (EFL) students majoring in English (with 160 students) on the efficacy of various vocabulary learning strategies. Recognizing the pivotal role of a robust vocabulary foundation in successful language acquisition, this research addresses the common challenges EFL learners face in memorizing and retaining new lexical items. The study aims to elucidate students' perceptions of different vocabulary strategies, including cognitive, metacognitive, memory, and determination strategies. The findings from the questionnaire show that students primarily relied on "determination" strategies, and "cognitive" strategies were used the least. In contrast, the findings from the interviews show that the interviews focused on cognitive and metacognitive strategies, with no mention of memory or determination strategies. By comprehensively analyzing these perceptions, the research seeks to inform educators about students' preferred methods, enabling them to adapt teaching approaches to better support vocabulary development. Ultimately, this investigation aspires to reconcile the disparity between teacher-directed and student-preferred strategies, thereby enhancing vocabulary learning outcomes for EFL learners.

**Keywords:** Vocabulary Acquisition, Vocabulary Learning Strategies, EFL Students.

## TABLE OF CONTENTS

DECLARATION.....	i
ACKNOWLEDGEMENT.....	ii
TÓM TẮT.....	iii
ABSTRACT.....	iv
LIST OF TABLES AND FIGURES.....	ix
CHAPTER 1.....	1
INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY.....	1
1.2 SIGNIFICANT OF THE STUDY.....	2
CHAPTER 2.....	3
LITERATURE REVIEW.....	3
2.1 IMPORTANCE OF VOCABULARY IN LANGUAGE ACQUISITION.....	3
2.2 VOCABULARY LEARNING STRATEGIES.....	4
2.2.1 Types of Vocabulary Learning Strategies.....	5
2.3 PERCEPTIONS OF EFL LEARNERS ON VOCABULARY LEARNING.....	9
2.4 PREVIOUS STUDIES.....	11
2.5 RESEARCH GAP.....	13
CHAPTER 3.....	14
RESEARCH METHODOLOGY.....	14
3.1 RESEARCH AIMS.....	14
3.2 RESEARCH QUESTIONS.....	14
3.3 RESEARCH DESIGN.....	14
3.4 PARTICIPANTS.....	15
3.4.1 Participants for the questionnaire.....	15
Table 3.1.....	15
<i>Description of participants for the questionnaire.....</i>	15
3.4.2 Participants for the interview.....	15
Table 3.2.....	16
<i>Descriptions for participants for interview.....</i>	16

3.5 INSTRUMENT.....	16
3.5.1 Questionnaire.....	16
3.5.2 Interview.....	17
3.6 DATA COLLECTION.....	17
3.6.1 Piloting the questionnaire.....	17
3.6.2 Administering the questionnaire.....	18
3.6.3 Administering the interview.....	18
3.7 DATA ANALYSIS.....	19
3.7.1 Data collected from the questionnaire.....	19
3.7.2 Data collected from the interview.....	19
<b>CHAPTER 4.....</b>	<b>20</b>
<b>RESULTS.....</b>	<b>20</b>
4.1 STUDENTS' GENERAL PERCEPTIONS OF VOCABULARY LEARNING STRATEGIES.....	20
4.1.1 Result from the questionnaire.....	20
<b>Table 4.1.....</b>	<b>20</b>
<i>Reliability Statistic.....</i>	<b>20</b>
<b>Table 4.2.....</b>	<b>21</b>
<i>Students' general perceptions of Vocabulary Learning Strategies.....</i>	<b>21</b>
<b>Table 4.3.....</b>	<b>21</b>
<i>Descriptive statistics for students' general perceptions of Vocabulary Learning Strategies.....</i>	<b>21</b>
4.1.2 Result from the interview.....	22
4.2 STUDENTS' PERCEPTIONS OF STRATEGY USE FOR LEARNING VOCABULARY RALATED TO COGNITIVE STRATEGIES.....	23
4.2.1 Result from the questionnaire.....	23
<b>Table 4.4.....</b>	<b>23</b>
<i>Descriptive statistic for total answer to question about learning vocabulary related to cognitive strategy.....</i>	<b>23</b>
<b>Table 4.5.....</b>	<b>24</b>



<i>Descriptive statistic for answer to question about learning vocabulary related to cognitive strategy</i> .....	24
4.2.2 Result from the interview.....	26
4.3 STUDENTS' PERCEPTIONS OF STRATEGY USE FOR LEARNING VOCABULARY REALATED TO METACOGNITIVE.....	27
4.3.1 Result from the questionnaire.....	27
<b>Table 4.6</b> .....	<b>27</b>
<i>Descriptive statistic for total answer to question about learning vocabulary related to metacognitive strategy</i> .....	27
<b>Table 4.7</b> .....	<b>28</b>
<i>Descriptive statistic for answer to question about learning vocabulary related to metacognitive strategy</i> .....	28
4.3.2 Result from the interview.....	28
4.4 STUDENTS' PERCEPTIONS OF STRATEGY USE FOR LEARNING VOCABULARY RELATED TO MEMORY.....	30
4.4.1 Result from the questionnaire.....	30
<b>Table 4.8</b> .....	<b>30</b>
<i>Descriptive statistic for answer to question about learning vocabulary related to memory strategy</i> .....	30
<b>Table 4.9</b> .....	<b>30</b>
<i>Descriptive statistic for answer to question about learning vocabulary related to memory strategy</i> .....	30
4.4.2 Result from the interview.....	31
4.5 STUDENTS' PERCEPTIONS OF STRATEGY USE FOR LEARNING VOCABULARY RELATED TO DETERMINATION.....	31
4.5.1 Result from the questionnaire.....	32
<b>Table 4.10</b> .....	<b>32</b>
<i>Descriptive statistic for answer to question about learning vocabulary related to determination strategy</i> .....	32
<b>Table 4.11</b> .....	<b>32</b>
<i>Descriptive statistic for answer to question about learning vocabulary related to determination strategy</i> .....	32

4.5.2 Result from the interview.....	33
<b>CHAPTER 5.....</b>	<b>34</b>
<b>DISCUSSION AND CONCLUSION.....</b>	<b>34</b>
5.1 DISCUSSION.....	34
5.1.1 Vocabulary Learning Strategies use by English major students.....	34
5.2 CONCLUSION.....	38
5.2.1 Summary of the findings.....	38
5.2.2 Implications for Effective Vocabulary Learning.....	39
5.3 LIMITATIONS.....	40
5.4 SUGGESTION FOR FUTURE RESEARCH.....	40
<b>REFERENCES.....</b>	<b>43</b>
<b>APPENDIX 1.....</b>	<b>49</b>
<b>QUESTIONNAIRE.....</b>	<b>49</b>
<b>VIETNAMESE AND ENGLISH LANGUAGE VERSIONS.....</b>	<b>49</b>
<b>APPENDIX 2.....</b>	<b>54</b>
<b>INTERVIEW QUESTION.....</b>	<b>54</b>
<b>APPENDIX 3.....</b>	<b>55</b>
<b>INTERVIEW TRANSCRIPTION.....</b>	<b>55</b>
<b>APPENDIX 4.....</b>	<b>61</b>
<b>REALIABILITY ANALYSIS.....</b>	<b>61</b>

## LIST OF TABLES AND FIGURES

Table 3.1.....	15
<i>Description of participants for the questionnaire.....</i>	<i>15</i>
Table 3.2.....	16
<i>Descriptions for participants for interview.....</i>	<i>16</i>
Table 4.1.....	20
<i>Reliability Statistic.....</i>	<i>20</i>
Table 4.2.....	21
<i>Students' general perceptions of Vocabulary Learning Strategies.....</i>	<i>21</i>
Table 4.3.....	21
<i>Descriptive statistics for students' general perceptions of Vocabulary Learning Strategies.....</i>	<i>21</i>
Table 4.4.....	23
<i>Descriptive statistic for total answer to question about learning vocabulary related to cognitive strategy.....</i>	<i>23</i>
Table 4.5.....	24
<i>Descriptive statistic for answer to question about learning vocabulary related to cognitive strategy.....</i>	<i>24</i>
Table 4.6.....	27
<i>Descriptive statistic for total answer to question about learning vocabulary related to metacognitive strategy.....</i>	<i>27</i>
Table 4.7.....	28
<i>Descriptive statistic for answer to question about learning vocabulary related to metacognitive strategy.....</i>	<i>28</i>
Table 4.8.....	30
<i>Descriptive statistic for answer to question about learning vocabulary related to memory strategy.....</i>	<i>30</i>
Table 4.9.....	30
<i>Descriptive statistic for answer to question about learning vocabulary related to memory strategy.....</i>	<i>30</i>

<b>Table 4.10.....</b>	<b>32</b>
<i>Descriptive statistic for answer to question about learning vocabulary related to determination strategy.....</i>	<i>32</i>
<b>Table 4.11.....</b>	<b>32</b>
<i>Descriptive statistic for answer to question about learning vocabulary related to determination strategy.....</i>	<i>32</i>