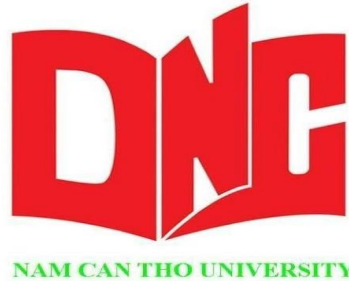


NAM CAN THO UNIVERSITY
FACULTY OF FOREIGN LANGUAGES



TRAN THI THUY LINH

**CRAFTING LEXICAL FLUENCY: AN
EXPLORATION OF VOCABULARY
LEARNING STRATEGIES AMONG ENGLISH
MAJOR STUDENTS**

BACHELOR'S THESIS

Program: English Studies

Code: 7220201

Can Tho, July 2024

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SUPERVISOR
NGUYEN HUYNH HUE THU (M.A)

Can Tho, July 2024

DECLARATION

The thesis entitled “Crafting Lexical Fluency: An Exploration of Vocabulary Learning Strategies Among English Major Students” is conducted under the supervision of Ms. Nguyen Huynh Hue Thu, at the Faculty of Foreign Languages, Nam Can Tho University.

I confirm that the information presented in this research is a product of my individual effort and has not been presented for any other degree or diploma. Proper credit has been given to the sources, both published and unpublished, that have contributed to this study, as evidenced in the text and reference list provided.

Can Tho, 01 July 2024

Tran Thi Thuy Linh

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Tran Thi Thuy Linh

TÓM TẮT

Từ vựng đóng một vai trò quan trọng trong việc phát triển các kỹ năng trong việc tiếp thu ngôn ngữ thứ hai, trong đó việc hiểu nghĩa của từ là mục tiêu chính trong quá trình tiếp thu ngôn ngữ. Một cách tiếp cận hiệu quả để làm phong phú kiến thức từ vựng của ngôn ngữ thứ hai bao gồm việc cung cấp cho người học nhiều chiến lược học từ vựng khác nhau. Nghiên cứu này nhằm mục đích tìm hiểu các chiến lược học từ vựng được sinh viên chuyên ngành tiếng Anh tại Đại học Nam Cần Thơ áp dụng và khám phá các chiến lược học từ vựng được sử dụng nhiều nhất và ít nhất. Bảng câu hỏi dựa trên phân loại chiến lược học từ vựng của Schmitt (1997) đã được phân phát để thu thập dữ liệu định lượng, trong khi các cuộc phỏng vấn bán cấu trúc được thực hiện để thu thập dữ liệu định tính cho nghiên cứu. Kết quả cho thấy sinh viên học chuyên ngành tiếng Anh sử dụng năm loại chiến lược học từ vựng chính, bao gồm chiến lược xác định, xã hội, trí nhớ, nhận thức và siêu nhận thức. Ngoài ra, chiến lược học từ vựng được sử dụng thường xuyên nhất là chiến lược siêu nhận thức, trong khi chiến lược xã hội được sinh viên chuyên ngành tiếng Anh ít sử dụng nhất tại Đại học Nam Cần Thơ.

ABSTRACT

Vocabulary plays a crucial role in the development of skills in learning a second language, with comprehending word meanings emerging as a key objective in the language acquisition process. An effective approach to enriching second language vocabulary knowledge involves providing learners with a variety of vocabulary learning strategies. This research aimed to investigate the vocabulary learning strategies employed by students majoring in English at Nam Can Tho University and explore the most and least frequently used vocabulary learning strategies. Questionnaires based on Schmitt's (1997) vocabulary learning strategy taxonomy were distributed to collect quantitative data, while semi-structured interviews were conducted to gather qualitative data for the study. The result showed that the English-majored students employed five main categories of vocabulary learning strategies, including determination, social, memory, cognitive, and metacognitive strategies. Additionally, the most frequently used vocabulary learning strategy was the metacognitive strategy, whereas social strategies were the least frequently used by English-majored students at Nam Can Tho University.

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