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included in the list of Asian universities in THE AWARDS ASIA 2024. Recently, a memorandum of understanding on cooperation in the field of innovative technologies was signed between the Japanese - Turkmen scientific and technical cooperation association of the Japanese state and the Oguz han Engineering and Technology University of Turkmenistan.

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Le Thi Thuy Ha
Dang Thanh Mai

ENGLISH VOCABULARY LEARNING STRATEGIES BY STUDENTS AT HA NOI UNIVERSITY OF MINING AND GEOLOGY

1. Introduction

Vocabulary both plays an important role in the process of learning a foreign language and is the key to opening the door to the world of culture, communication and knowledge. Mastering vocabulary not only makes learners proficient in reading, writing, listening and speaking, but also broadens the social and cultural understanding of the language. The importance of vocabulary is most obvious when learners want to engage in effective communication. Their ability to use words extensively helps them express ideas accurately and deeply. Also, vocabulary is an important tool in the process of learning and capturing information from sources in that language. Learners can easily access books, newspapers, movies, and other materials, thereby consolidating their knowledge and improving their language skills. Vocabulary not only helps learners communicate effectively, but also enhances their ability to think and create. When they have a rich vocabulary, they can express their ideas flexibly and diversely. This helps them become flexible in thinking and problem-solving, thereby developing critical and creative thinking skills.

Realizing that vocabulary accumulation is really important, learners regularly use different vocabulary learning strategies. However, the frequency and effectiveness of strategies depends on the audience, time and space. With the desire to learn about the level of use English vocabulary learning strategies of by students at Hanoi University of Mining and Geology, the author conducted a survey using questionnaires, thereby seeing the relationship between the level of use of vocabulary learning strategies and students' English learning results. On that basis, the authors make proposals for teaching and learning English vocabulary effectively.

2. Contents

2.1. Research methods

To conduct a survey on English vocabulary learning strategies, 275 students studying English classes at the University of Mining and Geology were invited to participate.

The tool used for reference data collection was based on Schmit's (1997) vocabulary learning strategies questionnaire because it was consistent with the research purpose of finding out the frequency of participants' English vocabulary learning strategies. The questionnaire consists of three parts: part 1 includes participants' personal information, part 2 consists of 48 questions about vocabulary learning strategies, of which identification strategies (9 questions), social strategies (8 questions), memorization strategies (18 questions), cognitive strategies (9 questions), metacognitive strategies (4 sentences), part 3 contains 3 questions about participants' perceptions of the importance of using learning strategies and expanding vocabulary. Respondents were asked to answer questions about how often they used their vocabulary learning strategies on a Likert scale at 5 levels: never (1 point), rarely (2 points), occasionally (3 points), often (4 points), always (5 points).

Questions are designed in Vietnamese and sent to 7 groups of students. Students are clearly explained in the questionnaire about vocabulary learning strategies and the meaning of gathering information for research. After receiving the questionnaire, the team used an Excel application to access the data and process the indicators as a percentage and calculate the average. This value will be calculated in 3 levels: 3.5 - 5 (used at high level), 2.5 - 3.4 (medium level), 1.0 - 2.4 (low level).

2.2. Research Questions

To carry out this study, the authors proposed three research questions as follows:

- How important are students' aware of vocabulary learning strategies?
- How often are the groups of vocabulary learning strategies used?
- What vocabulary learning strategies are most commonly used ?

2.3. Results and discussion

2.3.1. Students' awareness of the importance of vocabulary learning strategies

The survey results showed that the majority of students are aware of the importance of acquiring vocabulary while only very few do not prioritize vocabulary learning in the process of learning a foreign language as shown in the summary table below.

Table 1

Students' perceptions of the importance of vocabulary learning strategies

Students' perceptions	Level of assessment				
	Strongly disagree	Disagree	No comments	Agree	Totally agree
I always prioritize vocabulary acquisition.	2.97%	3.72%	11.15%	48.7%	33.46%
I know vocabulary learning strategies.	3.36%	10.45%	33.58%	37.31%	15.3%
Applying a variety of vocabulary learning strategies is important.	4.45%	4.85%	22.01%	42.54%	26.12%

Although knowing vocabulary is important, almost half (approximately 47.02%) of students do not know about vocabulary learning strategies or are still uncertain about how to learn vocabulary. While nearly 82% of students are conscious of prioritizing vocabulary expansion and supplementation, only about 60% of them know how to apply various vocabulary learning strategies. This indicates that the number of students with awareness and understanding of vocabulary learning strategies and their application in learning foreign languages is still at an average level."

2.3.2. The frequency of using groups of vocabulary learning strategies

Table 2 provides statistics on the frequency of students' use of vocabulary learning strategy groups in the school, including identification strategy, social strategy, memorization strategy, awareness strategy, and metacognitive strategy. Overall, all strategies are used by students, but only at an average level.

Table 2

Frequency of use of strategy groups

N0	Strategy Group	Mean	Frequency of use
1	Metacognitive strategies	3.10	Average
2	Cognitive strategies	3.05	Average
3	Identification strategies	2.97	Average
4	Memorization strategies	2.69	Average
5	Social strategies	2.66	Average

The data from the table indicates that students often prefer the metacognitive strategies the most (Mean = 3.1). This can be explained by the fact that students frequently engage with a variety of English-language media, such as movies, music, video games, and books. This approach generates more interest in vocabulary learning compared to traditional methods.

The cognitive strategies (Mean = 3.05) are the second most favored. This suggests that students often apply methods such as reading aloud, silent vocabulary reading, copying words, or using vocabulary notebooks to improve their speaking and pronunciation skills.

Meanwhile, the social strategies are used the least, with a mean of 2.66. Survey results indicate that students rarely seek support from friends or teachers when learning vocabulary, resorting to this assistance only when no other sources of help are available.

2.3.3. The most commonly used vocabulary learning strategies

Table 3

Most commonly used vocabulary learning strategies

N0	Strategy	Mean	Strategy Group
1.	Read new words over and over again.	3.66	Cognitive
2.	Look up the meaning of words in the English-Vietnamese dictionary.	3.62	Identification
3.	Write new words over and over again.	3.47	Cognitive
4.	Guess the meaning based on the image	3.45	Identification
5.	Do vocabulary test exercises.	3.44	Metacognitive
6.	Write new words with explanations in English and Vietnamese	3.43	Metacognitive
7.	Learn how to write words	3.40	Memorization
8.	Take notes of new words while studying in class	3.38	Metacognitive
9.	Guess meaning based on context	3.35	Identification
10.	Ask partners the meaning of new words	3.28	Social

Table 3 data reveals that out of the top 10 commonly used strategies, 3 strategies belong to the metacognitive strategy group. This aligns with the results from Table 2, where the metacognitive strategy group had the highest mean. Strategies such as doing vocabulary test exercises, writing new words with English and Vietnamese explanations, and even the strategy of taking notes of new words during class are frequently applied by students in the school with means of 3.44, 3.43, and 3.38, respectively. This indicates that students are consciously and actively approaching learning, supplementing, and expanding their English vocabulary without solely relying on teachers.

To effectively learn and remember new words, reading and writing repeatedly are considered essential, and over 80% of students choose these strategies. Additionally, the strategy of using a dictionary to look up the meaning of words or guessing the meaning based on images and context falls under the identification strategy group and is among the top 10 preferred strategies for students. In reality, English learners in the first year or the first semester of the second year often stick to traditional learning methods

from high school, such as looking up words in a dictionary or using provided vocabulary lists. This method is quick, convenient, and especially straightforward and easy to understand.

The most notable aspect of this research is that even though students use various strategies, many of them lack confidence in communication and ask for help from peers, as seen in the social strategy "I ask a friend for the meaning of a word" with a mean of 3.28. The reason is that students heavily rely on electronic devices for word lookup and English learning, assuming that having a computer or smartphone is sufficient for easy and effective English learning. However, this is only partially true, as effective communication also depends on the social environment.

3. Conclusion

The research results on the English vocabulary learning strategies of students in the school indicate that most students have a clear awareness of the importance of vocabulary learning and implement various vocabulary learning strategies as an essential part of the learning process. However, the effective frequency of using these strategies is only at an average level. Among the strategies, the metacognitive and cognitive strategy groups are the most preferred and frequently used, while the social strategy group is used less.

Based on the survey results, the research team concludes that in addition to implementing traditional methods of teaching and practicing new words, teachers should regularly introduce effective strategies suitable for each group, class, or field of study to increase students' interest and awareness of vocabulary learning strategies. Importantly, opportunities should be created to encourage students to autonomously apply these strategies, aiming to enhance the efficiency of the learning and vocabulary supplementation process.

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ЛЕКСИЧЕСКИЕ ОСОБЕННОСТИ ИНТЕРНЕТ-СЛЕНГОВ В РУССКОМ ЯЗЫКЕ

Аннотация

В данной статье говорится об интернет-сленгах современной лексикологии русского языка, приведены некоторые примеры.

Ключевые слова:

интернет-сленг, общение, коммуникация в пространстве.