A Study of L2 Vocabulary Learning Strategies

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1. Introduction

English, as an international language, plays an increasingly crucial role in daily life in China. With the increasing communication of economy and culture between countries, the importance of English is recognized by more and more Chinese people. Therefore, English has been taught in Chinese universities for a long time. Not only English majors, but also many non-English major students, at colleges in China are required to learn English as a compulsory course.

Vocabulary plays an important role in English language acquisition, especially for college learners. College is really a vital period when it comes to students' improvement of their English proficiency. In the process of vocabulary learning, it is essential not only to know the meaning of a particular word, but all the aspects of the word. What does it mean to know a word? Taylor had listed the seven degrees of knowing a word posited by Richards: knowledge of the frequency of the word in language; knowledge of the register of the word; knowledge of collocation; knowledge of morphology; knowledge of semantics; knowledge of polysemy and knowledge of the equivalent of the word in the mother tongue (Taylor 1990: 1-3). While learning a word, some students find it hard to choose a word and when they want to express meaning they may have difficulties in choosing a suitable word. Does that mean that words are stored separately? Aitchison states that words are not just stacked higgledy-piggledy in our minds, like leaves on an autumn bonfire. Instead, they are organized into an intricate, interlocking system whose underlying principles can be discovered. (Aitchison 2003:5). Therefore, knowing the organization of the mental lexicon is a good way for second languages learners to acquire vocabulary more successfully.

In the classroom L2 acquisition, the teacher teaches students with the same teaching method. However, some students can acquire the language successfully while others

fail. Why does this happen? It may have something to do with some learning strategies. The same learning strategies may be useful for some students but useless for others. Wenden and Rubin state that learners bring a varied repertoire of learning skills in the process of language learning (Wenden & Rubin 1987: xvii). It means that the learners should master some learning strategies to make their L2 learning more effective. Many studies also show that apart from teaching methodologies, learner strategies are another crucial factor that can affect foreign language acquisition. They can help learners become more autonomous and make the learning process more effective.

1.1 Aim

This study focuses on strategies in second language vocabulary learning. It analyses second language vocabulary learning acquisition through transition of meaning and word formation, as well as learning vocabulary of the same categorization together and so on. This study aims to investigate learners' attitude and evaluation on L2 vocabulary learning strategies (seven are identified). It also discusses the effect these strategies may have on learners' learning process. Briefly, some advice is given in the discussion section based on the previous reflection on seven strategies for teachers.

1.2 Material

The participants in this study are Chinese sophomores in college who have been studying English as their second language for more than ten years. They are around 20 years old and study in the marketing department. The students have English classes twice a week. In the class the teacher teaches them different vocabulary learning strategies. They also have to take the College English Test (CET), which is an essential testing of college English in China. All the graduates can get their bachelors' degree after passing CET 4. In the learning process, they should use some strategies to learn the vocabulary. All the students will be set into two groups and in each group

there are 15 students. One class consists of learners who have passed the CET 6. And the other class is the learners who failed the CET 4. There is a great distinction of English proficiency between the results that students have from the tests, so the results may be more obvious and reliable.

1.3Method

The method consists of two parts: questionnaire and interviews.

In this study the questionnaire is used as the first step in data collection. The questionnaire consists of 8 questions, which are concerned with the strategies the students use when they learn English vocabulary. The first seven questions list different learning strategies and ask the students to choose from the four options rating from "very useful" to "not useful at all" based on their own studying experience. The last question is an open answer questions, which asks students to write down other useful strategies they use in L2 vocabulary learning process.

Once the data collection was completed and the questionnaire result analyzed, the interviews were conducted to clarify specific problems. In particular, the interviews were used to specify why learners chose specific strategies and also what they perceived to be the advantages and disadvantages of the different strategies.

The interviews were done individually, so that the participants would not be influenced by each other. Five students who passed CET 6 and five students who failed CET 4 were chosen to be the interviewees. There were some questions designed for the interviews, most of which focus on how they use these strategies in L2 vocabulary learning, what kind of effects they bring to them, as well as advantages and disadvantages of the strategies. Since the number of interviewees was limited, there might be other opinions on L2 vocabulary learning strategies that will not be revealed by the interviews and hence not discussed in this section.

The interviews were conducted in the form of computer-accessed personal interviewing. Both interviewer and interviewee sit in front of a computer and communicate through an online chatting software such as MSN. Each interviewee was given the same interview time (approximately five to ten minutes), and the interviewer finished the interviews once the time was over. Meanwhile, the interviewees were asked to sit in a private room to keep away from noises. All the responses from the interviewees were collected for further analysis by the interviewer through copying the responses.

2. Theoretical Background

Drawing on the previous research on vocabulary learning strategies, this section provides the theories on which this survey is based. This chapter first introduces the definition of vocabulary, and then presents some L2 vocabulary learning strategies.

2.1 Word meaning theory

When learning the meaning of a word, most learners may find it quite difficult. Aitchison states that there are two main arguments about word meaning, the fixed meaning assumption, and the fuzzy meaning assumption. The fixed meaning assumption claims that for every word there exists a basic meaning, and when learners acquire the basic meaning of a word, the core of the word is acquired. Unlike the fixed meaning viewpoint, the fuzzy meaning viewpoint argues that word cannot have a fixed meaning (Aitchison 2003: 41-52). A word has a fuzzy meaning, which means that a word may have different meanings in different contexts, e.g. *skinny*, in a dictionary it means "very thin" when describing a beauty' s slim body , however, it also means " so thin as too be unhealthy or unattractive" when describing a starving old man (Schmitt 2000: 31).

According to Aitchison, words have fuzzy meanings and they cannot be assigned a firm meaning. Moreover, natural language concepts have vague boundaries and fuzzy edges. She describes this in using a metaphor that word meanings cannot be pinned down as dead insects. In contrast, they are like live butterflies fluttering around elusively (Aitchion 2003: 41). She explains the relationship between the word meaning and the thing. First, people translate the thing in real life into concepts, which in cases such as *sun, bear* reflect the external world fairly well, in that there is likely to be considerable agreement over what they are, even between people speaking different languages. Second, to treat the meaning of a word as overlapping with the concept to a large extent, though not necessarily totally: the overall concept may extend beyond the sections labeled with a word (Aitchison 2003: 43).

Words do not have fixed absolute values. Word meaning changes through history. During its changing process, some words drop away, some change into new meanings, and some survive and develop multiple meanings. These words become polysemous. There are only a few rare words that have one meaning. Some words are particularly prone to splitting. Words therefore multiply, like ever-splitting amoebas, as new meanings creep in alongside the older ones. The process is known as layering. (Aitchison 2003: 151-154). In most cases, coexistence is the key to understanding word meanings.

Words have multiple meanings. However, word meanings appear not so much to drift as to behave like exploding stars, shooting off in all directions. Instead, there are several types of meaning change such as expansion, restriction, pejoration, amelioration, acceleration, retardation, association, and differentation (Aitchison 2003: 152). Take the word *buff*. This once meant 'buffalo', probably from the French word *buffe* 'buffalo'. Then it became to mean 'leather', originally from buffalo hides. The association of 'hide' and 'skin' led to the expression in the buff 'naked'. In the eighteenth century, the color of buff leather led to its adoption as a color term. In the nineteenth century, New York City volunteer firemen were known as 'buffs' from the color of their uniform. Then anyone who was a volunteer became known as a *buff*, as in film *buff*.

According to fuzzy meaning assumption, when learning L2 vocabulary, it is impossible to translate the word into a fixed meaning in the first language. Therefore, learning a word does not only mean learning its meaning but also using it properly in a certain context. A word will have different meanings in different contexts. It would be an effective way of learning a new word by putting it in a certain context, since fuzzy meanings will be relatively fixed by the context.

2.2 Prototype theory and semantic network

Aitchison quotes Rosch's (1975) definition of prototype that when people categorize common objects, they do not expect them all to be on an equal footing. They seem to have some idea of the characteristics of an ideal exemplar (Aitchison 2003: 57). For example when talking about *bird*, people always think about robin instead of penguin, because generally speaking, robin is the most typical bird. Prototype theory is useful for explaining how people deal with untypical examples of a category. This explains why penguins can still be regarded as birds (Aitchison 2003: 57), and that a one-winged robin that cannot fly can still be a bird.

A network in relation to the mental lexicon simply means an interconnected system. The semantic network is a network that shows the connections of concepts. The semantic network shows that people do not deal with words separately. Instead, they are linked together and form an interconnected system. Aitchison argues that people nearly always pick the partner if the item is one of a pair, such as "tall" and "short" (Aitchison 2003: 85). There are four important types of word association: coordination, collocation, superordination, and synonymy. The first one is coordination: words cluster together on the same level of detail, e.g. *apple, banana, orange* are stored together, belonging to the same category of fruit. Opposites also come into this category, such as left and right.

The second category of word association is collocation, which involves a word which is likely to be collocated with the stimulus in connected speech, e.g. *salt water* (Aitchison 2003: 86). There are two basic types of collocations: semantic collocations and grammatical collocations (Benson 1985: 61-68). Semantic collocations mean that the type consists of two equal words both with meaning to produce a new meaning, which is the same as Aitchison (2003: 86-100) mentions above, e.g. *air balloon*. The grammatical collocations refer to the type in which a core word goes with a functional

word, e.g. *in devote to*, *devote* is the core word, and *to* is the functional word having no meaning.

The third category of word association is superordination. A superordinate is a cover term which includes the stimulus word (Aitchison 2003: 86).For example: *animal* is elicited by 'tiger', and *color* is a response to 'red'.

The fourth category of word association is synonymy. Occasionally, a rough synonym is found, a word with the same meaning as the original word (Aitchison 2003: 86), e.g. *beautiful* and *pretty*, *starved* and *hungry* tend to appear together.

Both the prototype theory and semantic network show the tight connection between words, learners will find it easy to learn words based on these connections. It is much easier to learn the words that have connection between them than those words have no connection at all. For L2 vocabulary learners, learning the same categories of words together is an effective strategy.

2.3 The internal architecture theory

From the point of view of internal architecture, there are two kinds of English words. On the one hand, there are words which seem to exist as wholes. On the other hand, there are items which are internally complex, in that they can be divided into chunks which they share with other words (Aitchison, 2003: 126). Aitchison claims that if a prefix or suffix can be added on to a stem by a regular rule, then it is unlikely to be already attached in the lexicon (Aitchison, 2003: 127). Nation states that most of the content words in English can change form by adding prefixes (un-, in- re- dis- and so on) or suffixes (-ful, -less, -ly, -ness and so on). These affixes can be divided into two kinds: derivational affixes and inflectional affixes (Nation 2001: 164).

Derivational affixes consist of prefixes and suffixes. For example: *unbelievable*, *un-* is a derivational prefix, and comfortable, *-able* is a derivational suffix. Inflectional affixes are all suffixes, e.g. *birds*, -s is an inflectional affix. The word architecture

theory states that the inflectional suffixes are commonly added when they are needed in the course of speech (Aitchison, 2003: 136), e.g. *he gets up early*. The suffix *–s* is added to *get*, when it is necessary in the speech. When a prefix is attached to a stem, the new word will have a new meaning transferred from the prefix, e.g. *un-* has the meaning of negation. When attached to believable, the word unbelievable has a new meaning which is 'cannot be believed'. A suffix can change the part of the speech of the word, e.g.: *ful* is a suffix of adjective. When it is attached to a noun, the noun becomes an adjective.

Affixation, compounding and conversion are three important ways of creating new words. Affixation consists of suffixation and prefixion. Suffixation is the commonest method of forming new words in English, with certain suffixes being particularly favored. There are three characteristics of suffixation. The first characteristic is that they are normally attached to whole words or phrases, not to bits of words. The second one is that they are mostly added on to the major word classes-nouns, adjectives or verbs, in order to create another noun, adjective or verb. The third one is that each word class has its own characteristic suffixes. Different from suffixes, prefixes are not often combined. Only one or two of prefixes can change word class. Compounding is also an important way of creating new word, e.g. *aeroplane*. The new compound word must convey some further information. A third way of creating a new word is conversion. The most common conversion is from noun to verb, e.g. *I will mail you later*. Here mail means sending an E-mail. The word "mail" is used as a verb here. To understand the conversion, the context is always needed (Aitchison 2001: 175-178)

For L2 vocabulary learners, learning the words through word formation is also a good learning strategy. It is better learning vocabulary by dividing the words into different categories based on its formation. Moreover, adding affixation is also a useful way to master vocabulary. Learners can guess the meaning of a new word based on its affixations.

2.4 Sound patterns strategies

Aitchison claims in *Words in the Mind* that each language has its own rules for permitted phoneme sequences. Then Aitchison further explains the 'bathtub effect', which means that people remember the beginning and the ending of the word better than the middle part (Aitchison 2003: 137-138), e.g. when memorizing the word *linguistic*, people are more likely to remember *lin* and *tic*, and the middle part *guis* is always forgotten. Length of the word also has some influence in the bathtub. The memory for the ends of long words was better than for short words (Aitchisison 2003: 139). Aitchison also suggests that similar-sounding words do not always aid recall of one another, they may also block it (Aitchison 2003: 147). The syllables within a word also have their own structures. In general, words which have similar beginnings, endings and rhythm are likely to be tightly bonded (Aitchison 2003: 146).

Nation states in *Learning Vocabulary in Another Language* that there is evidence showing that listening to a story is helpful for learners to acquire vocabulary (Nation 2001: 118). However, not all kinds of material are suitable for learners to learn new vocabulary through listening. Nation suggests five conditions which are important for learners to learn vocabulary through listening. They are interest in the content of the story, comprehension of the story, understanding of the unknown words, and generative processing of the target vocabulary, such as contexts, pictures, discussion and negotiation used to help learners stretch the knowledge of the word (Nation 2001: 118).

Sound pattern theory is also an important strategy of learning vocabulary. Since words may be stored based on their pronunciation, learners can learn the words with a similar pronunciations together. Learning the words with similar sound pattern will be much easier that those with different sound patterns. Listening to stories or songs may also be useful in learning vocabulary, which will make the learners feel interesting and easy to learn vocabulary.

2.5 The definition of vocabulary

Broadly defined, vocabulary is knowledge of words, including explanations of word meanings. Briefly, a word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning. To master a word is not only to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency. All these properties are known as "word knowledge" (Schmitt 2000: 5).

To many learners, mastering the meaning of a word means to master the definition of the word in dictionaries. Schmitt (2000: 23) says that word meaning consists of the link of the word and its referent, and the latter means the person, thing, action, and situation. The meaning of a word in dictionaries is the basic meaning elements. However, a word can have different meanings in different contexts. This phenomenon involves the register. It is used in people's daily life popularly, and it means the denotation of a word meaning from the basic meaning in different contexts. It is the relationship between the content, sender, receiver, situation and purpose (Carthy 1990: 61). For example: the word *pet*, its basic meaning in a dictionary means "a domesticated animal kept for companionship or amusement". However, when in informal situation it is used to address the person you like or love.

On the aspect of association, it means that words are related to others in different ways and any word can belong to a certain word family. There are four main categories in association (Aitchison 2003: 86-100). The first one is coordination: words cluster together on the same level of detail, e.g. *apple* and *orange*. Moreover, opposites also belong to this kind, e.g. *full* and *hungry*. The second one is superordination. It means that some words cover other words which are subordinate to the upper ones, e.g. when people mention the word *animal*, others can easily associate to *tiger* and *lion*. The third one is synonymy, which means words having the same or similar meanings are stored together, e.g. *happy* and *glad*. The last one is collocation,

which means some words are usually stored together to collocate each other, e.g. *salt water*.

Nation (1990: 38) defines collocation as the tendency of two or more words to co-occur in discourse. There are two basic types of collocations: semantic collocations and grammatical collocations (Benson 1985: 61-68). Semantic collocations mean that the type consists of two equal words both with meaning to produce a new meaning, e.g. *air balloon*. The other ones refer to the type in which a core word goes with a functional word, e.g. *in devote to*, devote is the core word, and to is the functional word having no meaning.

Concerning the grammatical behavior, it means the pattern in which it typically occurs. Two of the most important aspects of lexis are word class and morphology (Schmitt 2000: 59). There are four major parts in word class: noun, verb, adjective and adverb. Morphology involves affixes including prefix such as *un-* and suffix such as *–ment*. The morphology is also about how these affixes are attached to the basic forms of words (Laufer 1997: 140-155).

On the aspect of form of a word, Nation (1990: 35-36) states there are two kinds of a word form. They are written form and spoken form. The written form of a word refers to the spelling and the spoken form means the sound or pronunciation. The last aspect is always referring to how often any particular word occurs in usage.

According to the above aspects of a word, both teachers and learners should hold a broad view of mastering a word and adopt different strategies to gain a full command of a word.

2.6 Learning strategies

Vocabulary learning strategies are a part of language learning strategies which in turn

are a part of general learning strategies.

2.6.1 L2 learning strategies

Ellis (1985) defines learning strategies as how learners accumulate new L2 rules and how they automate existing ones. This process can be conscious or subconscious. He further explains it as the mental processes of acquiring and using the L2 (Ellis 1985: 299-300). They are the techniques, approaches, methods, or intentional actions learners take to fully acquire the target language.

Rubin (1987: 20) divides the strategies into three kinds, based on their contributions to language learning: learning strategies, communication strategies and social strategies. Learning strategies can directly contribute to language learning, while communication strategies and social strategies only contribute to language learning in an indirect way.

Two major kinds of learning strategies have been discussed recently: cognitive learning strategies and metacognitive learning strategies. The cognitive learning strategies refer to the steps or operations used in language learning or problem-solving that requires direct analysis, translation, or synthesis of learning materials, while metacognitive learning strategies refer to the knowledge of cognitive process and regulation of cognition or executive control or self-management through such process as planning, monitoring and evaluating. (Wenden & Rubin 1987: 23)

Rubin (Wenden & Rubin 1987: 23-4) further classifies cognitive strategies into six main categories

1. Clarification/verification. This refers to those strategies which learners use to verify or clarify their understanding of new language

2. Guessing/inductive inferencing. Those are the strategies used to obtain new language knowledge using the concept and knowledge that learners already have.

3. Deductive reasoning. This is a problem-solving strategy. Learners use the general rules to approach the L2.

4. Practice. This refers to strategies which contribute to the storage and retrieval of language while focusing on accuracy of usage.

5. Memorization. This is strategies used for storing the target language knowledge.

6. Monitoring. This refers to the strategies in which learners notice errors and correct them.

The second type of strategy is called "communication strategies". This stresses the effect of practice and focuses on the process of taking part in a conversation (Wenden & Rubin 1987: 26).

The third type of strategy is "social strategies". Rubin defined it as the activities that afford learners the opportunities to be exposed to the target language (Wenden & Rubin 1987: 27). They are different from the communication strategies. Social strategies do not provide opportunities to practice the knowledge learnt (Wenden & Rubin 1987: 27).

2.6.2 Vocabulary learning strategies

Schmitt (1977) provides a useful overview of the rise in importance of strategy use in second language learning, noting that it grew out of an interest in the learner's active role in the learning process. Nation (2001: 217) claims that it is not easy to arrive at a

definition of what a strategy is, but to deserve attention from a teacher a strategy would need to

1. involve choice, that is, there are several strategies to choose from
2. be complex, that is, there are several steps to learn
3. require knowledge and benefit from training
4. increase the efficiency of vocabulary learning and vocabulary use

There are numerous strategies which demonstrate these features. Learners not only need to know about these strategies. They need to master them.

Concerning vocabulary learning, Nation develops a general classification of vocabulary learning strategies (Nation 2001: 218-222). The first one is planning vocabulary learning, i.e. to choose words. Learners should know what their vocabulary goals are and choose what vocabulary to focus on in terms of their selected goals. What is more, learners should also have a clear strategy for deciding what vocabulary to focus on and where to find this vocabulary. When learning vocabulary, choosing certain aspects of a word (usually meaning but for listening and writing, the form of word is also necessary to pay attention to) to focus on and using various strategies can make the learning process more efficient.

The second vocabulary learning strategy is sources. In order to cope with new vocabulary when it occurs and to learn unfamiliar vocabulary, learners have to be able to get information about the words. Analyzing word parts is a useful strategy, because being familiar with the stems and affixes can provide useful for seeing connections between related words, checking guesses from context, strengthening form and meaning connections, and in some cases working out the meaning of a word. Meanwhile, consulting reference sources properly and using parallels can also be helpful in vocabulary acquisition.

The third vocabulary learning strategy is processes, which is establishing vocabulary

knowledge. It involves ways of remembering vocabulary and making it available for use. Noticing is a widely used way of recording vocabulary, and it can be a very useful first step towards deeper processing of words. Retrieving strengthens the connection between the cue and the retrieved knowledge. It is superior to noticing. Generating is the production of the word. It is the further step of learning process.

2.6.3 Word cards theory

The most usual strategy for students learning vocabulary is learning from word cards. According to Nation, a learner writes the foreign word on one side of a small card, and its translation of the first language on the other. The learner goes through a set of cards and tries to recall its meaning (Nation 2001: 297). In China, it is one of the most commonly used strategies for learning English vocabulary among College students.

Learning from word cards is a form of decontextualised learning, which means there is no context to help learners to understand the meaning and usage of the words. It helps learners with learning the written form of the word, learning the concept of the word and making connections between word form and meaning.

To L2 vocabulary learners, learning from word cards is a good strategy for it is both useful for successful learners and students who find it difficult to learn vocabulary. Though it may be somewhat boring, it is the easiest way for learners to memorize the meaning of the new word.

2.6.4 Behaviorist learning theory

Behaviorists believe that language acquisition is the result of habit formation (Lightbown & Spada 1999: 9). They use the term "habits" to explain all kinds of behavior found in language acquisition (Ellis 1997:31). Behaviorism concerns the connection between the target language and the learners. This connection begins when

the learner receives the linguistic input from the target language, no matter whether it is verbal or non-verbal. The connection becomes stronger through practice, then a habit forms through this process, and the language learning process is regarded as the habit-formatting process. The quality and quantity of language input which learners hear from the environment can help them to form the habit and have an effect on their success in L2 acquisition (Lightbown & Spada 1999: 9). From this aspect, learning a language is just like putting language items into the learner's ears, and a habit then forms through this. Once the habit is formed, a language system is established in the learner's mind and the learner can make the conditioned reflex to the language.

From the behaviorist point of view, the most useful strategy of learning vocabulary is through hearing the word repeatedly. The more frequently the word is heard, the more deeply it will impress the learner, and the learner will acquire the word more easily, e.g. a man hears the word 'sorry' when someone doing something wrong. At first he completely does not know what does it mean, then he would realize that it means that people do something improperly and feel regret about it. As a habit forms in his mind, he has the deep impression of the word 'sorry'. In this process, the learners can acquire vocabulary easily through repeated hearing.

2.6.5 Incidental learning theory

The incidental learning theory is an important vocabulary learning strategies in L2 vocabulary acquisition.

Many linguists have made the definition of incidental vocabulary learning. Nation (2001: 232) defines the incidental learning via guessing from context to be the most important of all sources of vocabulary learning. It refers to the learning which occurs without specific intention to focus on vocabulary. One can develop vocabulary knowledge subconsciously while being engaged in any language activities, especially from reading and listening.

How does context contribute to vocabulary learning? Nation argues that the more often a word occurs in the context the more likely it can be guessed and learnt (Nation 2001: 233). Context provides clues for word guessing. The clues that are near the unknown word are more likely to be used. The more clues there are, the easier guessing will be. A critical factor in successful guessing is the learners' vocabulary size, because this will affect the density of unknown words in a text. Besides, the synonyms in the context can help guessing. If the word is essential for understanding the context, the learner will put more effort into guessing. The topical knowledge about the context is also helpful in guessing new words. Learning vocabulary in context can be very efficient. An analysis of twenty studies shows that fifteen percent of the unknown words are learnt from guessing in the context, in which the unknown words make up three percent of the running word (Nation 2001: 243-245).

Meara (1994:3726-3728) claims that incidental learning is a by-product of learning something else and it is not like the intentional learning which is designed by teachers or students. That means learners acquire vocabulary when they are involved in some learning activities, such as reading, speaking, and interacting with others.

From the views mentioned above, incidental learning of vocabulary can be defined as a kind of learning method from reading, listening, speaking or writing to language use while learners' main attention focuses on the information of passages or texts. This method includes learning from extensive reading, learning from taking part in conversations, and learning from listening to stories, films, television or the radio. (Nation 2001: 232).

3. Analysis and discussion

This section analyzes the data collected according to the two methods applied in the present research: questionnaire and interviews. The questionnaire section analyses the data from students' responses to the multiple choices and the interviews examine students' answers to the open questions.

3.1 Questionnaire

The results from the L2 vocabulary learning strategies will be presented according to the actual number of responses as well as in percentage form. The total number of participants is thirty. The percentage has sometimes been rounded-off for convenience.

3.1.1 Leaning vocabulary through transition of meanings

As already established, learners can enlarge their vocabulary and acquire more knowledge about word meanings through the transition of word meanings in different contexts, e.g. *acquiring a new word from its old meaning*. The results from the questionnaire are shown in Table 1.

Table 1. Results of learning vocabulary through transition of meanings

Multiple choices / Students	A. Very useful	B. Useful	C. Slightly useful	D. Not useful at all
Group A (Students who passed the CET 6)	10 (67%)	5 (33%)	0 (0%)	0 (0%)

Group B (Students who failed the CET 4)	4 (27%)	8 (53%)	3 (20%)	0 (0%)

Table 1 demonstrates that for students who passed CET 6, learning vocabulary through transition of meanings is a good strategy, comparatively fewer of the students who failed the CET 4 preferred this strategy. There are 10 students from Group A who selected very useful, accounting for 67% of all the choices made by students from Group A, compared to 4 of students from Group 4, occupying 27% for all the choices made by students from Group B. The number of students from Group A who chose useful is five, occupying 33% of all the choices. However, there are 8 students from Group B who preferred this strategy as useful, accounting for 53% of all the choices. None of students from Group A chose the options C and D. Only 3 students from Group B chose "slightly useful" and no students chose "not useful at all".

It is clear that the students from Group A are more in favor of learning vocabulary through transition of meaning. According to the questionnaire answers, most students from Group A chose the option A because this strategy can help them to expand their vocabulary and awaken their interest in learning L2 vocabulary. It is also easy to memorize word meaning using this strategy. Word meaning develops over time, the new meaning is derived from the old meaning. There may be some relation between the old meaning and the new meaning. The relationship is like a chain that connects the two meanings together. For students who passed CET 6, it is easier to acquire a new word from its old meaning with the help of the chain. A student from Group A gave an example that for the word "door", it has two different but linked meanings. In the sentence "I shut the door" it refers to an object, while in the sentence "I walked through the door" it applies to a space where the object sometimes stands. Since the

word "door" refers to different aspects of the same object, learners can learn its new meaning based on its old meaning.

Some students from Group B think learning vocabulary through transition of meaning is only "slightly useful". They mentioned an interesting reason that although a word may have many different meanings, it is still one word. For them, it is just the new meaning that they have to memorize, which has nothing to do with its old meaning. As a result, this strategy cannot help them to learn vocabulary effectively. Nation claims that knowing a word involves knowing the word form, meaning and use. Concerning word meaning, knowing a word can be further explained as knowing word form and meaning, knowing word concept and referents, and associations (Nation 2001: 27). According to the reasons given by students from Group B, they may have mixed up the concept of learning a word with reciting a word. As explained in the theory section, reciting a word is just to keep the word form and meaning in mind, while other word knowledge is not necessary. As a result, even though their word knowledge might have developed through transition of meanings, they may be not aware of it when they acquire the word.

Learning vocabulary through transition of meanings intends to enlarge learners' vocabulary and let them acquire more knowledge about word meanings through the transition of word meanings. The data collected from the questionnaire and the reasons given by students indicate that this strategy does achieve its goal. Most students prefer this strategy in L2 vocabulary learning process and it does help them a lot.

3.1.2 Learning vocabulary of the same category together

The results of learning vocabulary of the same category together are shown in Table 2.

Table 2. Results of learning vocabulary of the same category together

Multiple choices / Students	A. Very useful	B. Useful	C. Slightly useful	D. Not useful at all
Group A (Students who passed the CET 6)	5 (33%)	8 (53%)	2 (14%)	0 (0%)
Group B (Students who failed the CET 4)	2 (13%)	10 (67%)	3 (20%)	0 (0%)

Table 2 shows that only 5 in the Group A students believed that learning vocabulary of the same category together is very useful in learning process. The Group B students who had the same option are even fewer, only 2. Comparatively, the majority students both in Group A and Group B treated this strategy as useful, with the number of 8 and 10, accounting for 53% and 67% respectively. Two students in Group A and three students from Group B chose option C, while no students chose the option D.

Although students from Group A and Group B have similar opinions towards learning vocabulary of the same category together, they have different reasons. The reasons given by students from Group A show that this strategy might be useful only if the words are the kinds they are interested in. One of the students describes how he learns the words through this strategy. Because he is a football fan, he is willing to learn everything about football. He supports the team Chelsea, so he starts from learning the name of the team and its players. Then he comes to care about the tradition,

location, and history of the city where the football team located in. He argues that he can learn those words because they interested him. If he is asked to learn words about other objects when using this strategy, he will treat it as useless.

The majority of students from Group A option B because in their opinion many words are hard to categorize, e.g. the word "connection". They have no idea which category it belongs to. What is more, the process of dividing words into the same category takes a great deal of time.

For those ten students from Group B who chose option B, the reasons they gave are quite different from the students from Group A. In their opinion, it is easy to mix the words of the same categorization together, especially for those words which they are not familiar with in their mother tongue. One of them gave an example: the words "cress" and "spinach" are totally strange to him and he does not even know what they look like. In learning these kinds of words, he always mixes them up with their Chinese meanings. The same categorization does nothing but cause confusion for him, since these two new words are both vegetables and share some similarities.

The prototype theory and semantic network show that words of the same category are associated closely, therefore it might be easier to learn words using this strategy. However, as the research data demonstrates that the strategy of learning vocabulary of the same category together is not as popular among the subjects in this study.

3.1.3 Learning vocabulary through word formation

The results of learning vocabulary through word formation are shown in Table 3.

Table 3. Results of learning vocabulary through word formation

Multiple choices / Students	A. Very useful	B. Useful	C. Slightly useful	D. Not useful at all
Group A (Students who passed the CET 6)	6 (40%)	8 (53%)	1 (7%)	0 (0%)
Group B (Students who failed the CET 4)	8 (53%)	5 (33%)	2 (14%)	0 (0%)

Table 3 shows that 6 students from Group A thought this strategy is very useful, compared to 8 of students from Group B. There are 8 students from Group A who believed this strategy is useful, accounting for 53% of all the options chosen by Group A students. This number is the same as students from Group A who thought the strategy is very useful. Only 1 student from Group A believed the strategy is slightly useful, as well as 2 students from Group B. None of the students from the two groups treated this strategy as "not useful at all".

The majority of learners from the two groups believe that learning vocabulary through word formation is a good strategy in the vocabulary learning process. Many students state that they can separate a complex word properly according to the rules of affixation. One student gives as an example the word "unacceptable", which is made up of three parts: "un", "accept" and "able". The differences between the two groups are that students from Group A tend to learn words as a whole, while students from

Group B prefer to learn the complex words separately. The reasons given by students from Group A demonstrates that when the affixation is attached to a stem and form a word, the word meaning can be seen from the affixation and the stem; it is not necessary to separate it again to memorize it. However, students from Group B believe that learning complex words separately will be easier when memorizing them.

The internal architecture of words shows that this strategy may be very useful for vocabulary learning. However, the results from students in Group A and Group B are complex. This strategy seems to be more popular among students from Group B because it is easier for memorizing words.

3.1.4 Learning vocabulary through listening

The results of learning vocabulary through listening are shown in Table 2.

Table 4. Results of learning vocabulary through listening

Multiple choices / Students	A. Very useful	B. Useful	C. Slightly useful	D. Not useful at all
Group A (Students who passed the CET 6)	7 (46%)	5 (33%)	2 (14%)	1 (7%)
Group B (Students who failed the CET 4)	4 (26%)	7 (46%)	2 (14%)	2 (14%)

Table 4 shows that 7 students in Group A thought learning vocabulary through listening is very useful, and 4 learners in Group B chose the same option. There are 5 students in Group A, as well as 7 learners in Group B who believed this strategy is useful, accounting for 33% and 46% respectively. The numbers of students in Group A and Group B who thought the strategy is slightly useful are 2. There is 1 student in Group A and there are 2 learners in Group B who chose option D.

According to Group A students, learning vocabulary through listening to stories and songs is a useful strategy, especially listening to songs. They argue that some stories are long and hard to remember, while songs are short and with the music, which made them easier to memorize the words. A student in Group A claims that when he favors a song, he is willing to learn to sing it. Therefore, he must learn the words first. Interest plays an important role. Moreover, repeated retrieval is a crucial part of learning vocabulary through listening. The vocabulary is heard again and again in the process of repeating, which impresses the listeners a great deal.

Though the majority of students from two groups state that they benefit from this strategy in the vocabulary learning process, there are still many problems in this strategy. One student in Group B claims that it is hard to master the speed of the listening material. Moreover, the number of the unknown word is another difficulty for him. If there are too many unknown words, he does not understand the context and looses interest in listening to the material. The student in Group B who prefers option D states that he does not have enough vocabulary to understand the content of English songs; as a result this strategy is useless for him.

The sound pattern theory aims to help learners listen to stories and songs, which seems much easier for them to memorize words. It does achieve its goal because the majority of students prefer this strategy as useful strategy in vocabulary learning process

3.1.5 Learning vocabulary using word cards

The results of learning vocabulary using word cards are shown in Table 5.

Table 5. Results of learning vocabulary through word cards

Multiple choices / Students	A. Very useful	B. Useful	C. Slightly useful	D. Not useful at all
Group A (Students who passed the CET 6)	1 (7%)	2 (14%)	12 (79%)	0 (0%)
Group B (Students who failed the CET 4)	8 (53%)	7 (47%)	0 (0%)	0 (0%)

Table 5 demonstrates that the results of learning vocabulary through word cards are very different from the results of the other strategies discussed above. The majority of students in Group A believed this strategy is just slightly useful, while the majority of students in Group B thought this strategy is very useful. There is only one student in Group A who chose option A, accounting for 7% while 8 students in Group B made the same choices, with the proportion of 53%. Only 2 students in Group A chose the option B while 7 students in Group B chose B. There are 12 students in Group A who stated this strategy as slightly useful, while none of Group B students made the same choice.

According to the students in Group A, this strategy is useful only when passing a certain examination, e.g. *CET 4* or *CET 6.* The exam takers should have a great quantity of words. It will much easier for them to pass the CET exam if they memorize all the words in the work book. Under this circumstance, a lot of learners believe that using word cards will be a good strategy to learn new words in order to pass the exam. Another reason taken from the questionnaire answers is that the students from Group A believe that the words they memorize by using word cards will be forgotten very soon. It is not useful for long-term memory. One of those students states that he once used this strategy to prepare for CET 6 exam, and he memorized most of the words in the vocabulary book. However, he immediately forgot the majority of the new words after sitting the examination.

The opinions of the students in Group B are completely different. Most state that this is the simplest strategy for learning vocabulary. The strategy does not require many skills. Moreover, for those who are not at all interested in learning English, this strategy will force them to pay more attention to the words they must learn.

The word cards theory aims to facilitate the learning of new words. However, the situation is complex. For one thing, it is an easy strategy requiring few learning skills; for another, it makes the whole learning process boring. The words acquired from this strategy are easily forgotten.

3.1.6 Learning vocabulary in daily life

The results of learning vocabulary in daily life are shown in Table 6.

Table 6. Results of learning vocabulary in daily life

Multiple choices / Students	A. Very useful	B. Useful	C. Slightly useful	D. Not useful at all
Group A (Students who passed the CET 6)	10 (67%)	5 (33%)	0 (0%)	0 (0%)
Group B (Students who failed the CET 4)	4 (27%)	5 (33%)	6 (40%)	0 (0%)

The result of learning vocabulary in daily life shows that 10 students in Group A believed it is a very useful strategy; they account for 67%. However, the students in Group B had different opinion. Only 4 students opted for A, accounting for 27%. None of the students in Group A thought this strategy is slightly useful or not useful at all, while 6 students in Group B believed this strategy is useful and none of students in Group B selected the option D.

The data collected from the questionnaire demonstrates that most students in Group A believe learning vocabulary in daily life is very useful, while students in Group B do not favor this strategy. The reasons given by students in Group A show that most of them think it is easy to learn vocabulary using this strategy because it does not require much effort. A student gives an example that a person always hears the "thank you" after he does something helpful for somebody. Initially he completely has no idea what does it mean. Gradually the reaction "thank you" draws his attention, and gives

him an impression that it means that people show their gratitude and appreciation. This process also makes a connection of the word form and its usage and meaning in the learner's mind. Then he has to make a reaction to the word. Finally he learns the "thank you", as well as its reaction "Not at all".

Students in Group B have a different point of view regarding learning vocabulary in daily life. One of the students states that he cannot get much benefit from this strategy. He can only learn one aspect of a word at a time. Sometimes he learns the word spelling and sometimes only the word meaning. Moreover, he claims that though he knows a word in a certain context, he still cannot understand it when it is in another situation.

For students in Group A, they have their own ways of solving this problem. A student states that he can link the new word to its old knowledge, and then use it to learn a new word. It seems that the previous knowledge of students in Group B is relatively poor; they may thus have difficulties in learning vocabulary in daily life.

The behaviorist learning theory aims to help learners learn new words through hearing the word repeatedly. The more frequently the word is heard, the more deeply it will impress the learner. It is a good strategy since there are so man chances to encounter English in daily life, which may help learners to learn vocabulary much easily.

3.1.7 Learning vocabulary from context

The results of learning vocabulary from context are shown in Table 7.

Table 7. Results of learning vocabulary from context

Multiple choices / Students	A. Very useful	B. Useful	C. Slightly useful	D. Not useful at all
Group A (Students who passed the CET 6)	12 (80%)	3 (20%)	0 (0%)	0 (0%)
Group B (Students who failed the CET 4)	6 (40%)	8 (53%)	1 (7%)	0 (0%)

Table 7 demonstrates that among 15 students in Group A, 12 students believed learning vocabulary from a context is a very useful strategy, accounting for 80%. By contrast, there are only 6 students in Group B chose option A. There are only 3 students in Group A who saw this strategy as a useful strategy in the vocabulary learning process, while 8 students in Group B selected option B, accounting for 53%. None of students in Group A preferred option C and D. There was only 1 student in Group B who chose option C and none opted D.

The data collected indicates that most students in Group A treat this strategy as very useful, while students in Group B do not appreciate the usefulness of this strategy. One student in Group A states that learning vocabulary from context saves time and makes it much easier to guess the meaning of a word. Moreover, she argues that she

can also learn how to use and conjugate the new word by reading it in a context. When reading a context, it is easy to understand the meaning of the whole context and then guess the word meaning. That is, by using the information provided in the context, she can infer the meanings of the unfamiliar word. She also cites an example: she can establish whether a word is a noun or a verb based on the next word in the sentence. Most students in Group A have a considerable vocabulary to help them understand the context so it is relatively easy for them to guess the meaning of a word.

The questionnaire indicates that students in Group B are not so fond of this vocabulary learning strategy because their do not have enough vocabulary to help them understand the whole context. A student from Group B states that understanding the whole context is so hard for him because he barely knows what the context is talking about, let alone guess the meaning of a word from the context.

Nation claims that learning from guessing word meanings from context is the most important strategy of all in learning vocabulary (Nation 2001: 232). The incidental learning theory aims to help learners develop vocabulary knowledge subconsciously while being engaged in language activities, particularly reading and listening. The data collected from the questionnaire demonstrates that the situation is complex. This is a good strategy for students who have enough vocabulary to help them guess the meaning of a word from context as a whole. However, for students who do not have enough vocabulary, the strategy is regarded useless.

3.1.8 Learning vocabulary using other strategies

The results of learning vocabulary using other strategies are listed in Table 8

Table 8. Results of learning vocabulary using other strategies

Other strategies / Students	Communicating	Watching TV or movie	Writing while memorizing	Doing dictation practice
Group A (Students who passed the CET 6)	15	14	2	8
Group B (Students who failed the CET 4)	2	8	12	0

According to the final questions from the questionnaire, students from Groups A and B all wrote down some other vocabulary learning strategies. Four strategies will be analyzed here because so many students opted for them. The four other strategies are: communicating, watching TV or movie, writing while memorizing, and doing dictation practice.

Table 8 demonstrates that all the students in Group A believed communicating is a very useful vocabulary learning strategy, while only 2 students in Group B favored this strategy. There are 14 students in Group A who regarded watching TV or a movie as a useful strategy in vocabulary learning process; by contrast, there are 8 students in Group B who favored the strategy. There are 12 students in Group B who stated that writing while memorizing is a useful strategy for them while only 2 students in Group A listed this strategy. There are 8 students in Group A who thought that doing

dictation practice can help them acquire more words while none of students in Group B stated this strategy.

The description of communicating given by students in Group A can be divided into two parts. One is communicating with advanced speakers such as native speakers or teachers, the other is communicating with other L2 learners. All the students in Group A agree that communicating with advanced speakers can help them acquire a great number of new words. Many students mention that communicating with native speakers or teachers can help them to use more accurate words. That means, they can acquire the correct and different usage of words. Moreover, communicating with advanced speakers can help learners acquire much native vocabulary which Chinese students are not familiar with.

There are two students in Group B who also opted for this strategy. They all think this strategy is a very useful one in vocabulary learning process but there are two problems. Firstly, it is hard to find native speakers in daily life since they are all not English major students; as a result they have less chance communicating with native speakers or English teachers. Secondly, when they communicate with a native speaker, they cannot understand what he is talking about. They just do not have enough vocabulary to understand the speaker or express their own thoughts. These two reasons hinder communication; as a result the students cannot learn new words through communicating.

Communicating with other language learners is as popular as communicating with advanced speakers. Students in Group A state that communication with other L2 learners is not under so much pressure. However, there are some disadvantages to communicating with other L2 learners. Firstly, when both learners cannot understand each other they may use their mother tongue to help. Secondly, when both learners are not sure about the word they use, they may misunderstand each other.

Learning vocabulary through watching TV or a movie belongs to incidental learning. Students in Group A state that this strategy can help students improve listening and speaking, meanwhile, acquiring new words in the learning process. They also claim that there are so many native words and sentences in the TV and movies, and that they can acquire the meaning and application during the TV and movies program context. Students in Group B argue that that it is a good strategy; it acquires good ability of listening and a large number of words. Since they do not have enough vocabulary and they are not good at listening, they may find difficulties while watching TV or a movie.

For most students in Group B, writing while memorizing is a good strategy. A student in Group B claims that writing the words down many times while memorizing is very useful for him to memorize the new words. He argues that this strategy does not require any skill of learning vocabulary. Other students in Group B also mention that this strategy is suitable for them because they only need to pay a great deal of time and effort, and one learner who does not have enough vocabulary can also use this strategy to learn new words. There are only two students who write this strategy down, but they also state that it is not a very useful strategy because it wastes a great deal of time.

There are 8 students in Group A who list the strategy of doing dictation practice. They claim that doing dictation practice can help them acquire not only the word meaning but also the spelling and usage of the word. It is a strategy that requires good listening ability. The students in Group A have acquired so much English knowledge that they can learn more new vocabulary using this strategy easily. The students in Group B have learning problems in English and none of them come up with this strategy.

3.2 Discussion of interviews

The results of the first question in the interviews are listed in Table 9

Table 9. Results of first question in the interviews

options / interviewees	Using L2 vocabulary learning strategies to learn new words	Memorizing new words without any learning strategies
Students in Group A	5	0
Students in Group B	2	3

Table 9 shows that all 5 students in Group A claimed that L2 vocabulary learning strategies are very useful in their learning process, while only 2 of students in Group B agreed with them. There are 3 students in Group B who had the different idea that L2 vocabulary learning strategies are not useful for them to learn new words. A student in Group A stated that using L2 vocabulary learning strategies can help him spend less time but acquire more new words in learning process. However, one of the students in Group B who argued that L2 vocabulary learning strategies is not useful states that those strategies requires a lot of skills. Moreover, he believed that those strategies are only useful for students who are good at English because they have sufficient vocabulary and learning skills. Other two students in Group B who also claimed that they just want to memorize words without learning strategies though it costs much time, because they are indeed not good at L2 vocabulary learning.

For question 2 in the interviews, all the students in group A stated that using L2 vocabulary learning strategies in learning process is very important, while the majority of students in Group B claim slightly important. Only 2 students in Group B stated that learning vocabulary through word formation is helpful for them to learn new words. The reasons given by students in Group B are still that they are not good at English learning and lack learning skills.

For question 3 in the interviews, one student in Group A stated that learning words of the same category might be more useful for young learners learning second language. When young learners learn a second language, they do not have the concept of what a certain thing is, as a result, learning the same kind of things together may be helpful for them to form the concept and it may be much easier for them to learn the same kind of things together. However, for adult L2 learners, this strategy may be useless because they already have the concept in their mind. He also stated that learning same words of the same category is a good learning strategy of reviewing words. Learners can recall one word from another according to the association between the words in the same category.

Another interviewee in Group A cited learning vocabulary through word formation as an example. He claimed that learners need to be aware that there are some changes to stem and affixation when they are combined together, e.g. the word "happiness". The "happiness" is not formed by "happy" and "ness". There is a change to happy that "y" changes into "i". The interviewee argued that sometimes it is a big problem for him to use this strategy. However, he also stated that he can find some ways to solve the problem, e.g. through the relationship between pronunciation and spelling, he can acquire the words correctly. An interviewee in Group B claimed that the changes always make him confused in the vocabulary learning process, and sometimes, he cannot make the right pronunciation and spelling.

An interviewee in Group B cited learning vocabulary using word cards as an example. It seems that this strategy is useless in his L2 vocabulary learning process. He claimed that he usually writes the basic meaning of the word in the back of word cards using Chinese, and without explanation of how the word can be used and in what context the word can be used. As a result, even if he memorizes the basic meaning of a word, he does not know how to use the word.

3.3 Some advice for L2 vocabulary teachers

Based on the above reflections on seven strategies, here are some advices for L2 vocabulary teachers.

According to the answers from the questionnaire and the interviews, the majority of students in Group A are in favor of using L2 vocabulary learning strategies in learning process, while for a lot of students in Group B, all these strategies seems not as useful as it intended to achieve. As a result, the L2 learning strategies may be a great helpful for those learners who are good at English learning, while they are comparatively useless for those learners who are not so good at English learning. Teachers can teach students to use L2 vocabulary learning strategies based on their English learning abilities. That means, teachers can divide L2 vocabulary learning strategies into several parts based on their usage and requirements, and then use different learning strategies to teach different kinds of students.

For those learners who are not good at learning English, using some of the L2 vocabulary learning strategies requires them to have some skills, such as selecting information and guessing the word meaning. This kind of students may not have the ability to use these skills; as a result, it may be hard for them to use the L2 vocabulary learning strategies. Moreover, they may be not aware of the importance of autonomous learning. They would do what they have to do to learn new words and always try to find the simplest way to memorize words. For this kind of student, teachers can teach them the importance and usefulness of L2 vocabulary learning strategies. Some kinds of easy learning strategies that do not require skills can be taught to those students in order to make them feel confident in using L2 vocabulary learning strategies, and then they will get benefit from those learning strategies.

For those learners who like the students in Group A, the L2 vocabulary learning strategies are very useful in their learning process. Teachers can teach them many learning strategies based on their learning abilities, e.g. some students in Group A

prefer learning vocabulary through communicating, so teachers can set some speaking classes with some advanced speakers such as native speakers. As a result, the students may learn a lot of new words in this kind of class more easily.

4. Conclusion

The present study investigates learners' attitude and evaluation on L2 vocabulary learning strategies (seven are identified). It also discusses the effect these strategies may have on learners' learning process. This study offers some advice to L2 vocabulary teachers based on the above discussed seven strategies. According to the data from questionnaire and interviews, the study shows that nearly all seven strategies except learning vocabulary using word cards are favored by students in Group A who are good at English learning, while almost all of seven strategies seem useless for most students in Group B who do not have the skills to use these strategies. As a result, when teaching vocabulary teachers can teach students learning strategies and guide them to use these strategies in their learning process based on their English abilities.

The result from this essay maybe quite limited, but it might at least investigate the seven L2 vocabulary learning strategies favored by learners. It also offers some advice to L2 vocabulary teachers. More primary material should be taken into consideration if we want to get a more definite conclusion.

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Appendices

Appendix 1

Questionnaire about the L2 vocabulary learning strategies

Grade of CET_____

Thank you for participating in this questionnaire about the L2 vocabulary learning strategies. Please note that 'learning strategies' here does not mean simply strategies of memorizing vocabulary. Learning strategies can be broadly defined as "the internalization of rules and formulas which are then used to communicate in the L2" (Ellis 1985: 292).

Please choose one answer from these multiple choices listed below. Base your answer on your own learning experience and write them down.

1. Learning vocabulary through the transition of word meanings. For example: 'pet' means a domesticated animal kept for companionship or amusement. When in informal situation it is used to address the person you like or love.

A. very useful B. useful C. slightly useful D. not useful at all

I choose the option__ because_____

2. Learning vocabulary through word formation, i.e. learning vocabulary by studying the prefix and suffix. 'Unbelievable' can be divided into three parts: 'un', 'believ(e)' and 'able'.

A. very useful B. useful C. slightly useful D. not useful at all

I choose the option__ because_____

3. Learning vocabulary of the same category together, i.e. learning the words about color together: black, white, blue, red, yellow, green

A. very useful B. useful C. slightly useful D. not useful at all

I choose the option___ because_____

4. Learning vocabulary through listening. For example: listening to a passage repeatedly

A. very useful B. useful C. slightly useful D. not useful at all

I choose the option___ because_____

5. Learning vocabulary through word cards. For example: memorizing the words using vocabulary book.

A. very useful B. useful C. slightly useful D. not useful at all

I choose the option___ because_____

6. Learning vocabulary in daily life, i.e. learn the word 'school' which is incorporated into the concept of the 'education'.

A very useful B useful C slightly useful D not useful at all

I choose the option___ because_____

7. Learning vocabulary from the context. For example: guessing the meaning of

the words through reading

A. very useful B. useful C. slightly useful D. not useful at all

I choose the option__ because_____

8. What other L2 vocabulary learning strategies do you use that have not been mentioned above? Please list these strategies and describe them.

Appendix 2

Interviews

1. In your L2 vocabulary learning process, do you prefer to use learning strategies to learn new words or just memorizing new words without any learning strategies? Why?

2. How important do you think of L2 vocabulary learning strategies in learning process?

3. Please choose one or some of seven L2 vocabulary learning strategies as example(s), and describe your own opinions about it (them), e.g. advantages and disadvantages of those seven learning strategies, or the benefits you get from those learning strategies.