

A Survey of the Japanese Vocabulary Learning Strategies Used by Vietnamese

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Summary

This study investigates the vocabulary learning strategies used by Vietnamese Japanese -as-a-Foreign-Language (JFL) learners, and the differences between high and low achievers. A group of 151 Vietnamese JFL learners from two universities participated in the study. A vocabulary learning strategies questionnaire was designed using the taxonomy of Schmitt (1997), and Simple Performance-Oriented Tests (SPOT) were administered to the participants.

Descriptive analyses of the data from the vocabulary learning strategies questionnaire indicated the following: (1) Strategies for the discovery of a new word's meaning were used more often than strategies for consolidating a word once it was encountered by Vietnamese JFL learners. (2) For discovering a word's meaning, they employed several strategies, including using a dictionary and guessing. (3) For consolidating words, they employed Cognitive Strategies and Metacognitive Strategies. (4) Vietnamese JFL learners used knowledge of Sino-Vietnamese words for discovering a word's meaning, as well as for consolidating words.

Further, based on the SPOT scores, the top 25 percent of the participants were classified in the high achievers group, and the bottom 25 percent of the participants in the low achievers group. An independent-samples t-test was conducted to compare vocabulary learning strategies for the two groups. Results showed that the use of Determination Strategies of the high achievers group was significantly higher, compared with that of the low achievers group. These results suggest that the high achievers try to discover a greater number of new words' meanings more correctly than low achievers.

Key words : learning strategies, vocabulary acquisition, native speakers of Vietnamese, Sino-Vietnamese vocabulary, foreign language environment