An Investigation into English Vocabulary Learning Strategies of Chinese EFL Learners at a Secondary Vocational School

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Abstract

This study aimed to 1) identify the vocabulary learning strategies the secondary vocational school students use; and 2) identify the opinions of the secondary vocational school students on their useful strategies to learn vocabulary. A mixed methods approach was adopted to collect both quantitative and qualitative data through the use of the 49-item questionnaire and semi-structured interviews. A secondary vocational school in Gansu province, China, was purposively selected as a case study. The questionnaire respondents were 69 students out of the population of 105 in this school, while three students in each proficiency level from low to intermediate and high, totaling nine, selected from a standardized vocabulary size level test, were invited to the interviews. The questionnaire data analysis indicated that students utilized vocabulary learning determination strategies most ($\overline{x}$=4.808/SD=0.304), followed by metacognitive strategies ($\overline{x}$=4.343/SD=0.578), cognitive strategies ($\overline{x}$=3.838/SD=0.678), memory strategies ($\overline{x}$=3.314/SD=0.698) and social strategies ($\overline{x}$=2.955/SD=0.694) respectively. The analysis of the semi-structured interview data revealed that the students' vocabulary proficiency level affected their choice of learning strategies. Students with low English proficiency preferred dictation, revision and mobile applications. The intermediate students focused on patience and persistence. The high-level students put more emphasis on reading and listening, variety of learning, and daily learning with a strong belief that interest, enthusiasm, trial and acceptance of mistakes were essential for their vocabulary learning. Given the results of this study, English teachers should be mindful of the fact that students with different proficiency levels use different vocabulary learning strategies.

Keywords *: Vocabulary learning strategies, Chinese EFL learners, Secondary vocational school, Opinions on the vocabulary learning strategies use.*

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1. Introduction

Wilkins, British linguist (1972, pp.111-112), noted that "Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed", which emphasizes the fact that a person with a limited size of vocabulary would never be able to speak, write, read or understand a language effectively (Mutalib, Abdul Kadir & Robani, 2014). Besides, Cheng and Zheng (2015) highlighted the essential role of vocabulary in sentence and

paragraph structure. In language communication, even one or two words can convey information effectively.

According to the Ministry of Education of the People's Republic of China (2020), general high school students need to master 3,000-3,200 words for university entrance exams, while vocational school students need to master 1,800-1,900 words. English is a compulsory course in most vocational schools in China, taught through traditional face-to-face methods with teachers leading lessons and assigning regular review and word copying tasks for better understanding. At the research site school, the English teachers emphasized grammar over vocabulary. In terms of vocabulary teaching, the teachers employed methods such as repeated reading, word copying and dictation tests to assess mastery. Additionally, some teachers also focused on teaching phonetic symbols and affixes at a micro level. Students' vocabulary proficiency is limited under such instruction.

However, the failure of vocabulary learning and poor vocabulary power among the students are a major issue in language learning. Many students cannot memorize words and the reason are that they always learn and memorize words in isolation and do not know the words in a specific context, which leads to the low efficiency of vocabulary acquisition and even loss of interest in learning words (Liu, 2019). According to Wu (2022), in the context of exam-oriented education, too much attention is paid to students' scores. Students cannot match the sounds they hear with the words they see. When teaching new words, teachers often present and demonstrate them a few times, and students can only remember simple words. Often, students are struggling with some lengthier and more challenging words.

In recent years, some studies on vocabulary learning strategies have been conducted in China so far. There is still a lack of a detailed, relatively comprehensive picture of what Chinese secondary vocational school students do with their English vocabulary learning (Zhang, 2022). This can be observed by comparing the quantity of studies focused on vocabulary learning strategies to research conducted in other fields. The majority of prior research—more than 72% of which is focused on university students—was conducted on this topic (Fan, Xia, & Wang, 2014), while the topic focused on secondary vocational school students have received less attention. Based on the existing circumstances, this study aims to investigate the use of vocabulary learning strategies among secondary vocational school students to fill this gap.

2. Research Objectives

2.1 To identify the vocabulary learning strategies that the secondary vocational school students use

2.2 To identify the opinions of the secondary vocational school students on their use of such strategies to learn vocabulary

3. Research Questions

3.1 What are the vocabulary learning strategies the secondary vocational school students use?

3.2 What are the opinions of the secondary vocational school students on their use of such strategies to learn vocabulary?

4. Literature Review

Vocabulary learning strategies are an important branch of the learning strategies research area (Nation, 2001). In fact, vocabulary learning strategies began to pique the interest of a number of linguists in the 1970s. Subsequently, in the 1980s, the focus of research shifted to exploring the definition, nature and classification of learning strategies. In 1980, Meara published a paper entitled "Vocabulary Acquisition: A Neglected Aspect of Language Learning" in Language Teaching and Linguistics Abstracts, vocabulary acquisition in the modern sense of the word officially became an emerging research topic. Until the 1990s, the research gradually deepened, the classification of strategies was further refined, and attention began to be paid to the methodology of strategy training.

4.1 Definitions of Vocabulary Learning Strategies

O'Malley and Chamot (1990) asserted that vocabulary learning strategies are a means to enable learners to understand, retain and remember the new vocabulary information they have learned. Further, Schmitt (1997) expanded the definition of vocabulary learning strategies on this basis, making them include any factors that can affect vocabulary learning, thinking or behavior, so that students can consciously adopt specific technologies or behaviors to accelerate the learning of target vocabulary. According to Wen (1996), a researcher from China, vocabulary learning strategies refer to the measures and actions taken by learners to acquire vocabulary effectively. Wen emphasized that these behaviors are not only reflected at the level of vocabulary learners' ways of thinking, but also in their actual actions. Cheng and Zheng (2015) noted that learning strategies include multiple learning methods and combine various learning methods into a set of learning processes. Wu (2017) also suggested that vocabulary learning strategies are general methods, specific behaviors, techniques, or ideologies that students can use to facilitate vocabulary learning directly or indirectly.

According to Ellis (1999), vocabulary learning strategies are the techniques, methods and behaviors adopted by learners in the process of learning and applying vocabulary knowledge to improve learning efficiency. This behavior can be external or internal. In the same vein, Intaraprasert (2004) defined vocabulary learning strategies as a set of techniques used by language learners to understand the meaning of a new word and to recover and expand their newly acquired vocabulary knowledge. According to Rubin (1987), vocabulary learning strategies are the behaviors, such as actions, procedures, plans and habits, that learners use to acquire, absorb, regain and use vocabulary information. Similarly, Cameron (2001) defined vocabulary learning strategies as the actions taken by

learners to help them understand and remember words in vocabulary learning. *Takač* (2008) defined vocabulary learning strategies as particular methods that language learners employ to pick up vocabulary in the target language. Vocabulary strategies are a special teaching tool and direct or explicit way of learning words, as well as independent word learning skills required for independent learning of words (Nematollahi, Behjat & Kargar, 2017).

Based on the aforementioned review, vocabulary learning strategies have been variously defined, running the gamut from general concrete actions, observable behaviors to person-and culture-specific endeavors to enlarge L2 learners' vocabulary repertoire.

4.2 Classification of Vocabulary Learning Strategies

Over the past 30 years, studies on vocabulary learning methodologies have significantly expanded along with the continuous improvement of vocabulary's status in foreign language teaching. Many scholars from China and other countries have attempted to categorize vocabulary learning strategies.

O'Malley and Chamot (1990) conducted considerable studies on elementary and intermediate second language learners and categorized language learning strategies into three groups: meta-cognitive strategies, cognitive strategies, and social/affective strategies, in line with the theoretical classification of cognitive psychology. Oxford (1990) classified language learning strategies into direct learning strategies and indirect learning strategies based on the relationship between strategies and language materials. Direct strategies consist of memory strategies, cognitive strategies, and compensatory strategies. At the same time, Nation (1990) proposed that vocabulary learning strategies could be divided into three categories: 1) contextual strategies, 2) memory skills strategies and 3) vocabulary structure strategies. Schmitt (1997), on the basis of synthesizing relevant language learning strategy classifications and specific vocabulary learning strategies classifications, proposed a strategy system consisting of two categories of vocabulary learning strategies: discovery strategies and consolidation strategies. Discovery strategies included determination strategies and social strategies; consolidation strategies include social strategies, memory strategies, cognitive strategies, and meta-cognitive strategies.

For the present study, the classification presented by Schmitt (1997, 2000) would be employed. The reason for selecting this categorization system is based on its wide coverage of different strategies. Moreover, Schmitt added new strategies to previously available categorization systems such as Oxford (1990) categorization systems. Thus, it is more thorough and comprehensive than all other available categories of vocabulary learning strategies.

5. Research Methodology

5.1 Research Design

This study utilized a mixed methodology, incorporating both quantitative and qualitative methods to gather data through the use of questionnaires and semi-structured interviews. After collecting questionnaire data, a vocabulary level test was administered to categorize participants into high, intermediate, and low levels for interview selection. Three students were randomly chosen from each level, totaling nine volunteers, for participation in semi-structured interviews.

5.2 Population and sample

This research was conducted at a secondary vocational school in Gansu Province, China, which integrates vocational education and skills training. It is one of the few secondary vocational schools in China that offers general senior high school courses. A total of 105 students aged 15 to 16 who were studying the general senior high school course at the research site were included in the sample. The sample size of 69 was calculated by Yamane's (1967) formula and 9 interviewees were randomly selected from the vocabulary size level test for semi-structured interviews.

5.3 Research Instruments

The questionnaire was a modified version of Schmitt's (1997), which mainly consisted of 49 questions. The following table shows the component sections of the questionnaire.

Table 1. The Structure of the Questionnaire

Dimensions	Location
General Information	Q1-Q3
The Use of Determination Strategies	Q4-Q11
The Use of Social Strategies	Q12-Q20
The Use of Memory Strategies	Q21-31
The Use of Cognitive Strategies	Q32-Q37
The Use of Meta-cognitive Strategies	Q38-Q49

The questionnaire was designed in a bilingual format, presented in both Chinese and English. For the primary analysis, the researcher calculated descriptive statistics (mean, standard deviation, and two-tailed test) for the questionnaire data. The means were interpreted as shown in Table 2.

Table 2. The 5-point Likert Scale

Likert Scale Description	Likert Scale	Likert Scale Interval
Very Rarely/Never	1	1.00-1.80
Rarely	2	1.81-2.60
Sometimes	3	2.61-3.40
Often	4	3.41-4.20
Always	5	4.21-5.00

Although the researcher obtained data through questionnaires, there was certain additional information that could not be obtained through the questionnaire (Nunan, 2002). Therefore, the interview method was used to compensate for the limitations of questionnaires. Before conducting semi-structured interviews, Nation's vocabulary size test was employed to assess the participants' vocabulary proficiency. Subsequently, based on the test results, the participants were classified into three different proficiency groups: low level, intermediate level and high level. The specific results were as follows:

1) 14 students were in the low level of English vocabulary (score≤57);
2) 46 students were in the medium level of English vocabulary (58≤score≤76);
3) 9 students were in the high level of English vocabulary (77≤score≤96).

During the semi-structured interview, the researcher included additional interview questions during the interview, which would facilitate the advancement of the study. To avoid any misunderstanding, the interviews were conducted in Chinese. In this study, the researcher had prepared some questions as follows:

Table 3. Semi-Structured Interview Questions

No.	Prompt Questions
1	Do you think vocabulary is important for language learning? And why?
2	What is the most difficult thing in English vocabulary learning? And why?
3	Do you only remember the literal meaning of words when you are memorizing words?
4	How do you remember words?
5	Do you merely focus on the Chinese translation while looking up word meanings, or pay attention to all the information that the dictionary provides?
6	What strategies do you consider are the most effective for vocabulary learning? And why?
7	How do you evaluate your vocabulary learning strategy?
8	Any recommendations on vocabulary learning?

5.4 Validity and Reliability

To ensure that the instruments align with the required standards, the Item Objective Congruence Index (IOC) was employed to assess the questionnaire items,

vocabulary size level test items and semi-structured interview questions in this study by inviting three experts to assess the correspondence of the content to the objectives of the study based on the scores +1, 0, and -1. Before distributing the formal questionnaires, a pilot test was conducted for the questionnaire. Cronbach's alpha coefficient was applied to check the reliability of the questionnaire. The result of Cronbach's alpha coefficient value was 0.927, which means that the questionnaire was reliable. The research was approved for research ethics by the Research Ethics Review Board of Rangsit University before the data collection process began. All the data collection procedures were carefully and strictly performed to ensure that all the research participants were treated ethically.

5.5 Data Analysis

This section explained how the two kinds of data were analyzed. Descriptive statistics was used to analyze the quantitative data collected through the questionnaires sent to the respondents. Descriptive statistics such as percentage, average and standard deviation were using to analyze the questionnaire responses. For qualitative data derived from the semi-structured interviews, content analysis was adopted. The three analysis steps are adopted from Litchman's Three Cs (Coding-Category-Concept) Process. The following figure displays how the qualitative data were analyzed.
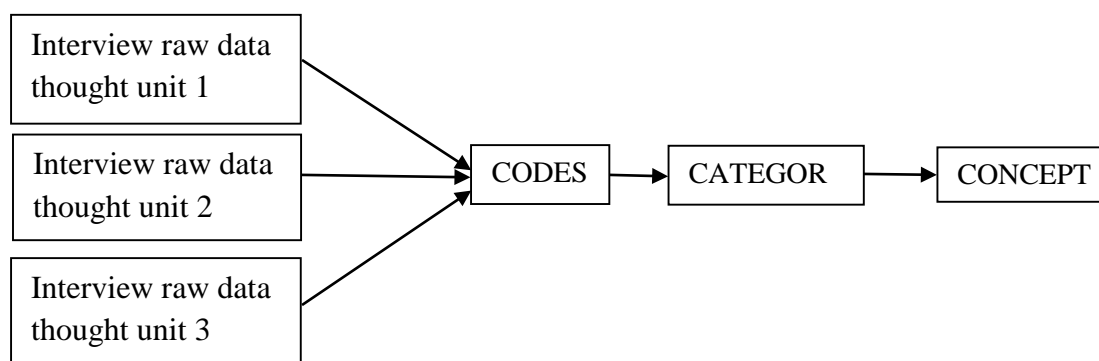

Figure 1: Data Analysis Process based on Litchman's (2013) Three Cs process

6. Results and Discussion

Items 1/2/3 of the questionnaire were personal information of students which consisted of gender, age and years on English learning. There was a slight difference in the gender ratio of the participating students. That is, the students surveyed being male were 37 (53.62%), and the female respondents were 32 (46.38%). There was also a slight difference in the age of the participating students, with 32 (46.38%) being 15 years old and 37 (53.62%) being 16 years old. However, a major difference existed in terms of years spent on English learning of the participating students. None of them chose learning English for over 3 to 5 years; most students have studied English for 6 to 9 years (N=51/73.91%), whereas some students have studied English for 10 to 13 years (N=14/20.29%), and a few students have studied English for more than 13 years (N=4/5.8%).

6.1 Quantitative Findings

Response to Research Question 1: What are the vocabulary learning strategies the secondary vocational students use?

Table 4. The frequency Used Strategies

Items	Mean	SD	Interpretation
The Frequency Use of Determination Strategies	4.808	0.304	Always
The Frequency Use of Social Strategies	2.955	0.694	Sometimes
The Frequency Use of Memory Strategies	3.314	0.698	Sometimes

Table 4 The frequency Used Strategies (Conts.)

Items	Mean	SD	Interpretation
The Frequency Use of Cognitive Strategies	3.838	0.678	Often
The Frequency Use of Meta-cognitive Strategies	4.434	0.578	Always

The questionnaire survey shows that the frequency of students using vocabulary learning strategies from high to low was determination strategies ($\overline{x}$=4.808/SD=0.304), metacognitive strategies ($\overline{x}$=4.343/SD=0.578), cognitive strategies ($\overline{x}$=3.838/SD=0.678), memory strategies ($\overline{x}$=3.314/SD=0.698), social strategies ($\overline{x}$=2.955/SD=0.694).

In the survey on the frequency use of determination strategies, students most commonly employed contextual guessing, bilingual dictionary and word lists. Conversely, monolingual dictionary usage was found to be the least frequent used strategy. In terms of social strategies, students frequently engaged in asking classmates for word meanings, interacting with friends in English, and studying and practicing new words in a group. On the other hand, asking teachers for example sentences including new words, discovering word meanings through group activities, and interacting with native speakers were the least frequent used strategies.

In the survey on the frequent use of memory strategies, students most frequently used strategies such as remembering part of speech, using new word in sentences and reading the new word aloud when studying. Conversely, the least used strategies included connecting words to their synonyms and antonyms, studying the sound of a word, and employing physical actions while learning a word. In terms of cognitive strategies, students commonly employed taking notes in class, listening to tape of word lists and keeping a vocabulary notebook. On the other hand, the least common strategies involved putting English labels on physical objects, using verbal repetition and using written repetition.

Regarding the survey on the frequent use of meta-cognitive strategies, it was found that students mostly employed listening to English songs, playing vocabulary games and continuing to study word over time and revising old vocabulary regularly. The least used strategies were watching and listening to English news, browsing through English language websites and chatting using English on the Internet.

6.2 Qualitative Findings

Response to Research Question 2: What are the opinions of the secondary vocational school students on their use of the strategies to learn vocabulary?

The opinions of students were analyzed by the Lichtman's 3Cs Steps of Analysis. There were eight categories emerged: 1) determination strategies; 3) social strategies; 4) memory strategies; 5) cognitive strategies, 6) metacognitive strategies, 7) useful strategies and 8) attitude. These themes can be further categorized into four concepts: 1) most frequently used strategies; 2) occasionally used strategies; 3) rarely used strategies and 4) opinions on used strategies.

For the students with low vocabulary size level test, the most frequently used vocabulary learning strategies were social strategies and determination strategies.

"I would first talk to my classmates, if they don't know the meaning, I would look it up in the dictionary or ask the teacher." (Interviewee A, personal communication, October, 1, 2023).

"Bilingual dictionary. I usually look up words in the dictionary, I just read the Chinese explanations. Sometimes I will analyze the parts of speech, roots and affixes of words, and guess the meaning of words according to the content of the article. Watching movies and dramas is more helpful. Because movies and dramas have pictures, I can sometimes guess the meaning of words from the plot." (Interviewee A, personal communication, October, 1, 2023).

Regarding the opinions of students with low English proficiency, they enjoyed dictation, revision and mobile apps.

"It's very helpful for me to review regularly. I will review the words I have learned before every once in a while to consolidate my memory and ensure that I remember the words in the long term." (Interviewee B, personal communication, October, 2, 2023)

"I think modern technology provides many convenient ways to learn. I often use word-memory apps, such as Baicizan, when I'm on vacation. These apps not only provide definitions, pictures and examples of words, but also pronunciation

and spelling exercises, which help me learn words in a comprehensive way, especially those hard-to-remember words, which is a very useful way for me to learn." (Interviewee C, personal communication, October, 3, 2023)

For the students with intermediate vocabulary size level test, the most frequently used vocabulary learning strategies were determination strategies and metacognitive strategies.

"Sometimes when I hear words I don't understand in a TV show or movie, I'll pause it right away and look it up in the dictionary or search for an online dictionary so I can understand the plot better. And sometimes it's hard to remember the pronunciation, so I'll find some English songs and learn the pronunciation along with the lyrics." (Interviewee E, personal communication, October, 5, 2023).

The student with intermediate vocabulary size level focused on patience and persistence.

"I think the key is to stay patient and positive. Vocabulary memorization is a persistent process. Do not rush to success, keep a certain amount of study time every day and stick to it, you will be able to achieve good results. At the same time, try different memorizing methods and find the one that suits you, and memorizing words will be more efficient and interesting." (Interviewee D, personal communication, October, 4, 2023)

For the students with high vocabulary size level test, the most frequently used vocabulary learning strategies were metacognitive strategies and determination strategies.

"I do listen to English songs quite often, but I don't listen to the news much. And every time I listen to an English song and look at the lyrics, I will look up the words I don't know, and then I will remember them very well." (Interviewee I, personal communication, October, 9, 2023)

High-level students put more emphasis on reading and listening, variety of learning, and daily learning with a strong belief that interest, enthusiasm, trial and acceptance of mistakes were essential for their vocabulary learning.

"It's important to diversify your learning methods, so try learning in different ways such as using word software, reading, listening to music, etc. to find a method that suits you. If you are interested in learning words, it will be easier to remember them. Also, don't be afraid to make mistakes, mistakes are part of learning, be brave to try and correct them." (Interviewee H, personal communication, October, 8, 2023)

In brief, analysis of the students' semi-structured interview data confirmed the use of vocabulary learning strategies and opinions on the vocabulary learning strategies that students were using.

6.3 Discussion

Chinese EFL learners commonly use determination and metacognitive strategies for vocabulary learning, with determination strategies being the most frequently employed. Low vocabulary group emphasizes determination strategies and social strategies like bilingual dictionaries. It was worth noting that the frequency of using determination strategies such as bilingual dictionaries and analyzing affixes and roots was relatively high in the low vocabulary group. However, in Asgari and Mustapha's (2012) study, the most used dictionaries by students were monolingual dictionaries rather than bilingual dictionaries. While intermediate and high vocabulary groups focus on metacognitive strategies and determination strategies such as playing games or watching English movies/TV programs. It should be noted that students with high vocabulary levels, the frequent use of metacognitive strategies, especially watching English movies and TV programs, were more adept at using various vocabulary learning strategies flexibly and do not restrict themselves to learning vocabulary in a mechanical way (Jin, 2020; Feng, 2020).

Chinese EFL learners occasionally use cognitive, metacognitive, and memory strategies for vocabulary learning. Students with low vocabulary mainly rely on metacognitive and cognitive strategies, while those with intermediate and high vocabulary use memory and cognitive strategies. The frequent use of a single strategy, such as looking up words in the dictionary, was observed (Sun, 2022). In addition, the interview results indicated that the dictionary was a useful tool in their learning process, especially when learning by themselves. Vocabulary notebooks and class notes were found to be effective cognitive strategies, while memory strategies require complex psychological processing and are used less frequently. Another reason was that the low adoption rate might stem from situations where learners needed a large vocabulary. When English learners had a large number of words to memorize, they might avoid using memory strategies such as repetition (Thiendathong & Sukying, 2021). In addition, the frequency of using metacognitive strategies was consistent with the research results of Okyar (2021), the frequency of watching English movies and TV programs, listening to English songs and conducting word tests was higher. At the same time, the frequency of using written repetition and class notes in cognitive strategies was also higher. For students with a large vocabulary, the frequency of learning word sounds was higher in memory strategies, and the frequency of written and oral repetition was highest in cognitive strategies.

Chinese EFL learners rarely used social strategies as a vocabulary learning strategy at the individual level. The frequency of use of socialization was consistent with the findings of Utomo, Ahsanah, Islami, Suratmi, & Suhariyati (2023) at the individual

level, such as communicating with friends in English and asking classmates about the meanings of the vocabulary words mentioned by Utomo et al. (2023). However, when considering different vocabulary level groups, there were variations in the results. For students with low vocabulary levels, memory strategies were rarely used, such as such as learning the spelling of words and the pronunciation of words. While for students with intermediate and high vocabulary levels, social strategies were consistently less utilized. However, students with intermediate vocabulary levels used English to interact with their friends more frequently, indicating that they preferred to learn through verbal communication. In contrast, among students with higher vocabulary levels who used English to interact with their friends and to learn and practice the meaning of new words at a relatively high rate, the frequency of use of memorization strategies was consistent with the findings of Thiendathong and Sukying (2021) and Zhou and Jia (2023), which shows the lowest frequency of use. Therefore, the order of rarely used vocabulary learning strategies was social strategies followed by memory strategies.

In terms of vocabulary learning strategies, students with different vocabulary size level have diverse opinions. Students with low vocabulary size emphasized the significance of metacognitive strategies as one of the most common ways to acquire vocabulary (Sari & Aminatun, 2021; Safitri, 2022). Moreover, a number of studies found watching movies and dramas helpful (Ghalebi, Sadighi, & Bagheri, 2021). Regular review was highlighted to note its importance in consolidating memory and ensuring long-term retention of learned words (Yang, Razo & Persky, 2019). The integration of modern technology was emphasized by another perspective (Yang, Kuo, Eslami & Moody, 2021), where the use of word-memory apps, such as Baicizan, during vacations was lauded. These apps, offering definitions, pictures, examples, pronunciation, and spelling exercises, facilitate comprehensive learning, particularly for challenging words (Al-Hamdani, 2020). Additionally, music was recognized as an excellent memory aid by Afriyuninda and Oktaviani (2021). These insights underscore the multifaceted approaches students with limited vocabulary employ to enhance their word knowledge.

Most students with intermediate vocabulary size found learning words through mobile apps are convenient and flexible (Deris & Shukor, 2019), emphasizing the ability to study anytime and anywhere. Incorporating words into daily life for constant exposure and integration, stress patience and positivity in the memorization process, advocate consistent study time each day with different methods for efficiency and enjoyment, and highlight goal-setting as pivotal. Students with high vocabulary size believed that persistence and interest are the key to learning English, and suggest fun activities such as reading English novels and listening to English songs to avoid boredom. They advocated for a multifaceted approach to English language learning and emphasized the significance of watching and listening extensively, citing the benefits of honing both auditory skills and acquiring new words through movies (Putri, 2022). Reading English articles, listening to songs, and watching movies are considered essential for exposure to authentic expressions and improved retention of words and phrases (Almagrabi, 2021;

Altun & Hussein, 2022). It is also considered vital to keep learning every day and to be creative and curious in the learning process. At the same time, Encouragement is given to embrace mistakes as integral to the learning process, with an emphasis on being courageous in making and correcting errors (Osman, Sloane & Hirsh, 2020).

7. Recommendations

7.1 For Teachers

Teachers play a vital role in promoting vocabulary growth through a variety of teaching strategies and activities, and can make students' vocabulary learning more interactive and engaging by incorporating technology tools such as educational apps and online resources. In addition, encouraging students to keep a vocabulary journal and engage in interactive discussions can expose them to new words repeatedly in different contexts. Regularly assess students' vocabulary knowledge and provide constructive feedback based on students' vocabulary level to effectively guide their learning journey. By using these methods, teachers can create a rich environment that promotes positive vocabulary acquisition and development in students.

7.2 For Further Studies

1) This study investigated the vocabulary learning strategies used by secondary vocational school students, and discovered the opinions on vocabulary learning strategies of secondary vocational school students with different vocabulary level. The study was only conducted with students of general senior high classes year 1 students at the secondary vocational school in Gansu province, China; therefore, the findings based on the sample size are hardly generalizable. Future research with participants from various levels of vocational schools in mainland China are desirable. In addition, the participants of this study were chosen from general senior high classes year 1 students. Future studies may recruit participants from other educational levels.

2) The present study has deployed Nation's vocabulary size test to classify participants into three English language proficiency levels. Future research with vocabulary size level test may include English for Specific Purpose (ESP) Vocabulary Word Lists, which should be more suited to measure vocational students' vocabulary knowledge.

8. Acknowledgement

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