A study on Non-English Majors’ English Vocabulary Learning Strategies

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Abstract: Vocabulary acquisition plays a vital role in language learning, however, for most non-English major students, because of the limited exposure to foreign languages in daily work and life, vocabulary acquisition becomes more difficult. Although it takes a lot of time and effort, it is always unsatisfactory in regards to memory performance and persistence. In this study, 110 non-English undergraduates in Chinese University were investigated by questionnaire, and then analyzed the correlation between English vocabulary learning strategy and English scores. This study utilizes the analysis to seek for the students’ opinions and puts forward some practical solutions according to the survey. It can be found that non-English majors students are good at using cognitive strategies, their usage diversity and flexibility are different. The differences in vocabulary learning strategies between good students and poor students are mainly focused on the dictionary strategy, the attention strategy, the monitoring strategy and the practice strategy.

Keywords: College Non-English Major Students, vocabulary learning strategies, cognitive strategies, meta-cognitive strategies.

1. Introduction

1.1 Background of the Research

As we all know, vocabulary plays an extreme important role in English learning and teaching. The number of vocabulary can influence the learner’s competence of listening, speaking, reading and writing. As the Second Language Acquisition had made itself an independent subject in 1970s, more and more linguists are paying close attentions to the development of vocabulary learning. In second language acquisition, utilizing vocabulary learning strategy well will enhance language learning than others aspects. In other words, if a learner wants to master a foreign language, he or she must know the basic words that can help to communicate
with others smoothly in daily life. Therefore, Chinese undergraduate students should have an intimate knowledge of some practical vocabulary learning strategies, so as to enhance their English learning more efficiently.

1.2 Purpose and Significance of the Present Research
In the current situation, college students, especially for those non-English major students, are always lack of motivations to learn vocabulary by themselves. Unless there is an imminent examination, they will have to recite a large number of words in a very short and limited time. Therefore, numerous students consider that the process of memorizing words is absolutely painful. In addition, teachers cannot adopt correct methods to explain the words. They take mastering the learned words for granted. They can hardly check regularly that whether students review the learned words. Given predecessors’ researches, this study aims at listing an explicit table about non-English major students’ vocabulary learning strategies through a questionnaire.

1.3 Layout of the Thesis
This research studies vocabulary learning strategies for non-English major undergraduates from Yancheng Teachers University. This thesis is made up of five parts. The first chapter is introduction, including the background of this research, the aims and significance of present study. In Chapter Two, the literature views according to the early studies are listed. First of all, it introduces the definition of vocabulary learning strategy as well as the classification; which also consists of the comparison of the studies both at home and abroad. At last, this part will point out the uniqueness of this study.

The third chapter explains the methods and tools used in this study and explains the questions that this study prepares to deal with, the participants in the study, the instruments of this study, and how the data are collected and analyzed for the purpose of answering research questions.

Chapter four shows the results of this study and discussions of the factors that are responsible for the results.

In the end, the last chapter summarizes the whole study by generalizing the major findings of this study, proposing some implications and its limitations as well as putting forward some enlightenment for future researches.

2. Literature Review

2.1 Key Terms
A number of linguists have recognized that learners’ own learning strategies are important factors influencing foreign language learning. Therefore, learners must
master certain vocabulary learning strategies which are necessary for successful and efficient English vocabulary learning. The scholars put forward different views on the definitions of learning strategy. For example, Stern said that strategy was best reserved for approach employed by the language learner. After that, Weinstein and Mayer proposed that learning strategies are the behaviors and thoughts where a learner engages in, which are intended to influence the learner’s encoding process. Chamot held that learning strategies are techniques, approaches or deliberate actions to facilitate the learning. From the discussion above, many linguists give their own opinions on learning strategies. It is obvious that all the researches provide vital resources for vocabulary language teaching and learning, which has brought many implications.

2.2 Overseas Studies
Foreign scholars have attached much importance to describing and classifying vocabulary learning strategies, but their studies are all considered to be incomplete because they emphasize on only one or some aspects of language learning strategies. The overseas studies can be classified into several kinds. The first type is the concept of English vocabulary and the views on vocabulary learning strategies: Chamot (1987) find that the frequency of using strategies in English vocabulary learning is higher than in other language learning activities. This may be because vocabulary learning is relatively independent and valuable process. The second one is a study of a specific vocabulary strategy: Cohen (1981) study the associative strategy. It is found that beginners tend to use lower level vocabulary learning activities, while the middle and senior level learners benefit from the deeper level of English activity. Malley and Chamot (1985) believe that repetition is also effective in memorizing words, and those methods that require deep information processing (such as imagination, reasoning. Key words) are not commonly used by students. The third category is the study of vocabulary learning strategies and the effectiveness: Cohen (1990) describe in detail the various learning strategies in vocabulary learning and their characteristics, advantages and disadvantages. Next type of research as an empirical study. Schmitt (1997) conducted a large-scale vocabulary learning strategy survey. The results showed that mechanical rehearsal strategies were widely used. In conclusion, the study of vocabulary learning strategies in foreign countries focuses on vocabulary memory strategies, such as key words, associative strategies, and contextual strategies. These strategies may be effective for middle and senior learners. But they are not necessarily useful for beginners.
2.3 Domestic Studies
The overseas studies can be classified into the following kinds. The first kind of researchers used scientific research methods such as questionnaires or vocabulary tests to investigate college students’ English Vocabulary Learning to combine vocabulary learning concepts, strategy use and vocabulary level to do related research. Like Chinese researcher Wen Qiufang (1996), through the empirical study of English vocabulary learning strategies of non-English students, she demonstrated that their vocabulary strategies are too monotonous, and students tend to use diverse learning strategies. The second category is vocabulary research: some linguists like Wen Qiufang (1996) have investigated the vocabulary size of students to understand the correlation between vocabulary size and language proficiency. The third category is the study of individual difference variables that affect vocabulary learning strategies. The differences are mainly high and low grade, science, sex, home, character and so on. The last kind are researches on the use of vocabulary learning strategies for good students and poor students: Ding Yi (2006) did a comparative study about use of learning strategies between superior and inferior students and she found that relationship between vocabulary learning strategies and their proficiency of using these strategies are paid less attention.

2.4 Perspective of This Study
This study adopts the methods of literary reference and investigation. First author looks up for the literature about authoritative vocabulary learning strategies theory to ensure the importance and accuracy of the study, then exploring students’ English vocabulary learning strategy and the possible difficulty by investigation. The questionnaire is based on the framework of O’Malley and Chamot, the specific content is referred to the questionnaire from Wen Qiufang. This research breaks the drawbacks of the former study, it is students-oriented and aims to find the beneficial strategies to help master the vocabulary.

3. Methodology
This chapter contains the research questions, subjects, the instruments and research procedures and validity.

3.1 Research Questions
It aims to answer the following questions:
What is general picture of non-English major students’ vocabulary learning strategies?
Are there any relations between the use of vocabulary learning strategies and examination scores? If any, what are they?

3.2 Subjects
The participants of the survey are 112 non-English undergraduates from University, ranging from 18 to 24 years old selected by random sampling. All the investigated students have took part in College English Test4 and College English Test 6 and all had more than 11 years of English learning experience. They have great motivation to participate in this study because they want to enlarge their vocabularies by adopting probable vocabulary strategy.

3.3 Instruments
In this study, the instrument used to collect data for further analysis is questionnaire. The framework of the questionnaire is adapted from others’ (O’Malley & Chamot, 1990; Wen Qiufang, 1996). We must make sure that the students can better understand the questions and answer more explicitly, the questionnaire is designed in Chinese (in the Appendix). Every problem is used the second person statement and the result is anonymous. It can be divided into four parts: instruction, personal information, main questions and acknowledgement.

Next part is personal information, including their name, gender, hometown, age and scores. When the personal information is finished, there are thirty questions about students’ learning strategies in vocabulary acquisition.

In order to fill in this questionnaire, participants were asked to answer questions on a 5-point scale: “5” stands for “100 % true to me”; “4” stands for 75% True to Me”; “3” stands for “Sometime Yes and Sometimes No (50%)”; “2” stands for “25% True to Me” and “1” stands for “Never (0%) True to Me”. The author uses the Statistics Package for Social Science (SPSS19.0) to analyze the results of the questionnaire to guarantee the reliability of the questionnaire.

3.4 Research Procedures and Validity
We divide the research into three period, preparation, implementation and conclusion. All questionnaires were designed mainly based on previous scholars’ classifications of learning strategies.

Table 3-1 Categories of strategies and correspondent questions

<table>
<thead>
<tr>
<th>Categories of the strategies</th>
<th>Specific strategies</th>
<th>Question Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive strategy</td>
<td>Repetition</td>
<td>2 8 9 10</td>
</tr>
<tr>
<td></td>
<td>Contextualization</td>
<td>3 12 18</td>
</tr>
</tbody>
</table>
The questionnaire contains items assessing different strategies in vocabulary learning, which are classified into 3 main parts: cognitive, meta-cognitive, and social/affective strategies and these three dimensions are divided into 18 specific strategies. To avoid guessing, these strategies are arranged at random by the distribution of the 30 items. With regard to the validity of the questionnaire, it can be considered to be acceptable for the reasons given below:

The validity of the questionnaire can be guaranteed through the following ways: firstly, almost all the statements are adopted through many authoritative references, which have proved to be very effective both in theory and in practice. Secondly, all the 30 statements are given in Chinese in to avoid misunderstanding. Thirdly, before the implement, the author do some valuable test to check the reliability. Therefore, the validity of the research procedures can be guaranteed.

### 4. Data Analysis and Discussion

#### 4.1 Non-English Majors Students’ Use of Vocabulary Language Strategies

#### 4.1.1 General Situation of Vocabulary Language Strategies

The general situation was analyzed by the aid of the Statistics Package for Social Science (SPSS). We can analyze the collected data by three means—the mean scores (Mean), standard deviations (SD) and the significance of the data. Then we can achieve macroscopic situation of the vocabulary learning strategies. Through the comparison, one can find that there are great discrepancies and relations in the aspects of the application between good and poor students.

From a broad perspective, the vocabulary learning strategies can be divided into three dimensions: cognitive strategies, meta-cognitive strategies and social/affective strategies.

So firstly the scores are analyzed in three categories, in order to find that which
strategy applied frequently and which strategy is adopted seldom. The scores are displayed in the appendix II.

These data indicate that non-English majors use various cognitive strategies and adjusted their process according to the reality. The study is conformed with the results of O’Malley and Chamot (1990). In their study, students prefer to use cognitive strategies rather than adopt meta-cognitive strategies and social/affect strategies.

4.1.2 The Specific Use of Cognitive Strategies

Cognitive Strategies refer to the strategies concerning with analyzing, synthesizing, and internalizing what has been learned. Cognitive Strategy contains many sub-categories.

For example, cognitive strategies include how to use target language reference materials, how to apply rules to understand and produce foreign language sentences, how to make up rules, how to use inference in learning, how to take notes and make summaries etc.

Cognitive Strategies is of great significance in acquisition of vocabulary, we can see clearly that which specific strategy is used in high rate and which strategy can enhance students’ development. Before constructing the framework of the questionnaire, what we have to do is dividing the cognitive strategy into specific categories and then we can analyze in detail and it also provide us convenience to initiate some suggestions.

According to the Appendix III, there are 7 strategies are widely used by non-English major students, we can find the general use of specific strategy.

The top one is the repetition, It is obvious that 51 students(almost half) choose the “3”.

Repetition can be divided into the written and verbal repetition, in other words, writing or reading a word again and again. The strategy can help students use the shortest time to remember large amount of words. But it also brings the drawbacks that can’t maintain long memory but the immediate memory or short memory.

The second one is the Contextualization, which is also the most frequently used strategy by teachers. But 49 students choose “4”, meaning only half students can use this strategy automatically. Contextualization is to master new words by indirect exposure. The most striking example for this Strategy are extensive reading and extensive listening. Through extensive reading, students can know the basic meaning of the words and even recognize the extensive meaning of the words in the particular context. And it can also cultivate the motivation to look up for the meaning by dictionary. Last but not least, it can develop the good habits of reading.

Next one is the word-formation. 40 students choose “4”, meaning only one third students can use this strategy automatically. This is also my way to learn new words.
This strategy encourages students to memorize the new words by analyzing the structure of the words. The structure of the words consists of the root, affix, and suffix. If students know more about the construction of the words, it will be easy to guess the meaning of the words. This strategy I think the most important thing is that it can raise the students’ interests of learning vocabulary.

The fourth strategy is the use of a dictionary. There are 50 students choose the first answer, which reflect the picture that how Chinese non-English major students use dictionary. Nowadays students tend to use e-dictionary and merely look for the meanings of the words, which is the simplest referential method and not helpful to memorize the words.

The relatively less important strategy is note-taking. But the note-taking is the most popular strategy by non-English major students and each degree all has certain students. Note-taking provides students to construct their own structures of the notes with their own understandings. Through the interview, we can find that Chinese students write down the meaning of the words as well as the usage and good sentence. Chinese students hold a strong belief that if they can write down more words, they will remember more words.

The strategy of exercise refers that students can memorize the meaning of the words by doing the homework. This strategy can help students master not only the meanings but also the usage and great sentence about the words. By this way, students can be sensitive to the new words and achieve high scores in the exams. But the mechanical practice can make students feel uncomfortable.

After-class learning can make students sensitive to the pronunciation and make their accents more accurate. It will improve students ability of speaking and expressing. To efficiently master a second language, it is vital to be exposed to it. Read more medium books, magazines, newspapers and films can provide great help. Using the language to communicate with others is also helpful. But this concept or behavior need you to have the willing to do it, which has a lot to do with the meta-cognitive strategies.

In conclusion, students always tend to use the strategies of Repetition, Exercising, word-formation and Note-taking. These four strategies mostly belong to mechanic memorizing, except word-formation, with a little awareness. We can see that the rote learning is the most common strategy used by the non-English major college students. Students are willing to use much time and energy to repeat the new words again and again, until they can spell the new words and know the basic meaning. They don’t want to spend extra time on reading more meaningful materials.

4.1.3 Analysis of the use of meta-cognitive strategies by the non-English majors

Meta-cognitive strategies refer to the techniques in planning, monitoring, and
evaluating one’s learning. Under Meta-cognitive categories are planning skills such as self-management, paying attention to important things selectively, monitoring skills such as checking one’s own reading comprehension and self-evaluation skills, which enable learners to become more aware of their progress and weaknesses.

According to the Appendix III, there are 3 strategies are widely used by non-English major students, Meta-cognitive strategies help the learners regulate and manage the learning process by planning, selective attention and self-monitoring. According to Appendix III, the strategies used more frequently by non-English majors are selective attention because the mean scores of selective attention are all above “3” “4” and “5”. (basically true of me)

Selective attention is the most popular among these strategies. Students will know which words should be mastered, which one is more important in helping them understand the passage, they have the attention to remember words. But they are lack of competence of planning monitoring and evaluating themselves. Even they have a plan for vocabulary, few of them can carry out and insist in the end.

Meta-cognitive strategies are aimed at controlling and evaluating in their own learning process. Good students have great awareness about meta-cognitive strategies. They can manage their time better and do the right thing at the right time according to their own learning plan. They know how to grasp limited time to do meaningful things and have no habit of delaying.

4.1.4 Analysis of the Use of Social/Affect Strategies by the Non-English Majors

Social/Affect strategies are dealing with the ways learners interact or communicate with other speakers, native or non-native. And the affect/social strategies consist of necessary communication strategies so that learners can get the information or help they need.

As indicated in Appendix III, the most used social affective strategies are attitude and cooperation. Attitude is the feeling about learning new words or whether the learning can bring some benefit. It can encourage themselves when faced with frustration or difficult problems. Many of the students reluctant to remembering the vocabulary they had learned because they consider that the words were not useful or meaningful to their own lives.

As far as cooperation strategy is used seldom, which indicates that the students seldom learn and practice the new words by communicating with their teachers, classmates or the foreigners. Students do not regard the cooperation strategy as important. It is of little surprise that the cooperation strategy is overlooked because the college students seldom have the chance to communicate with their classmates or foreigners.
4.2 Relationship of Vocabulary Learning Strategies and English scores
The reliability of this questionnaire and each item of it are tested by Statistics Package for Social Science (SPSS19.0). Firstly author carry out the Independent sample t-test (which is used to see whether there is any difference between the average values of the two sets of data). The t-test accountant calculates a statistic. This statistic is the T-value, and SPSS calculates the sig value according to the T-value. Therefore, the T-value is the data generated by an intermediate process. The sig value is a final value, and it is also the most important value of the t-test.
The meaning of SIG is significance, which means that the average is equal to the probability of a few percent. In general, this sig value is compared with 0.05, if it is greater than 0.05, the average value is equal in the probability of greater than 5%, and the probability of less than 95% is not equal. We believe that the probability of equal value is relatively large, indicating that the difference is not significant, so that the average value of the two sets of data is the same. If it is less than 0.05, we believe that the probability of mean equality is relatively small, indicating that the difference is significant, and therefore the average value between the two sets of data is not equal. In a word, just pay attention to the sig value.
The participants of this questionnaire survey can be divided into three groups according to the CET 4 and CET 6 scores. Students with scores below 425 belong to low score group or the first group, students with scores between 425 ~ 500 are regarded as the middle group or the second group, students with scores more than 500 belong to the high group or the third group. Independent samples t-test is conducted through two groups of data, which shows the vocabulary usage strategies of low, middle and high score group students, so as to reflect whether there is an inevitable link between strategies and scores during the process of the vocabulary usage.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Strategy</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>CET4 1(&lt;425)</td>
<td>CET4 2(425~500)</td>
<td>Monitoring</td>
<td>0.019</td>
</tr>
<tr>
<td>CET4 1(&lt;425)</td>
<td>CET4 3(&gt;500)</td>
<td>6. Exercising</td>
<td>0.09</td>
</tr>
<tr>
<td>CET6 1(&lt;425)</td>
<td>CET6 2(425~500)</td>
<td>Selective attention</td>
<td>0.039</td>
</tr>
<tr>
<td>CET6 1(&lt;425)</td>
<td>CET6 3(&gt;500)</td>
<td>Monitoring</td>
<td>0.019</td>
</tr>
<tr>
<td>CET6 2(425~500)</td>
<td>CET6 3(&gt;500)</td>
<td>Use of dictionary</td>
<td>0.016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repetition.</td>
<td>0.032</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.Use of dictionary</td>
<td>0.003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.Selective attention</td>
<td>0.009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.Attitude</td>
<td>0.018</td>
</tr>
</tbody>
</table>
From the analysis results, there is a vital connection between strategy usage and English scores.

First of all, through the comparison of two groups’ CET 4 scores (the low and middle group), it is easy to find that the students have significant differences in the use of monitoring and control strategy, which also reflects that some students can not timely review and memorize words that leading to get low scores. Therefore, for those students who have not passed CET 4 exam, they should strengthen their supervision ability, constantly push themselves, review in time, as well as master the words.

Then there is the comparison among the first and the third groups’(low score and high group) CET 4 scores, and it is found that students with high scores and low scores have not significant differences in their practice strategies. This can also indirectly reflect the students with low scores should increase their practice amount, or need to improve the ways of doing exercises. There are no significant differences in the second and third group students’ CET 4 scores in terms of vocabulary strategy usage, so from the analysis, we can only analyze the differences in students’ vocabulary learning strategies.

Next is the relationship between the CET 6 scores and the use of vocabulary strategies. First, it shows the comparison of the first and the second groups’ scores (low and middle group). We can see that the low and middle group students have significant differences in attention strategy and monitoring strategy, and it displays more significant difference in using monitoring strategy. This result is in accordance with the result of the differences in the first and second groups’ CET 4 scores, which indirectly illustrates the differences of whether the students can pass the English exams are mainly in monitoring learning strategy.

Then it analyzes that the gap of the first and third groups’ (low and high score groups) mainly exists in the dictionary strategies, which is different from previous studies. Through the data comparison, we observe the effect of dictionary usage strategy on scores, which also reflects that a less number of college students can really use a good dictionary. Good students use dictionary more effectively than the common students. When they refer to a dictionary, they don’t merely notice the Chinese meaning, but also notice more details about this word and this will help them to memorize this word by heart.

Today, the majority of college students depend on convenient and quick electronic dictionaries, but largely ignoring the example usage and memorizing roots and affixes. In the end, the study analyzes the differences in the second and third groups’ (middle and high group) CET 6 scores. According to data, the second and third groups of students have shown significant differences in repeating, referring to the dictionary,
attention and attitude strategies. It also illustrates that having the proper attitude, mastering the correct methods to refer to dictionary and memorize words, as well as intentionally memorizing high frequency vocabulary and skills in practice are conductive to achieving high marks in CET 6 exams.

To sum up, through the comparison of CET 4 and CET 6’s score groups, we can summarize several strategies that can help to score in the exams: the dictionary strategy, the attention strategy, the monitoring strategy and the practice strategy.

5. Conclusion

In this chapter, at first, it will present the main findings and differences. Then it displays the results about some implications for language learning and teaching. At last, it will point out on some limitations of the study and supply some suggestions for the future study.

5.1 Major Findings

It is practical to strengthen students’ learning ability by using the vocabulary learning strategies. In this study, a summary of the literature review, a well-organized questionnaire, an open interview and an elaborate data analysis are determined to seek answers to how to improve the non-English major students’ use of vocabulary learning strategies. A comparative study of vocabulary learning strategies applications between good students and poor students is explicit and unique. It mainly discusses the different attitude and the effects resulting from the different use of vocabulary learning strategies by the non-English major students and points out the relationship between vocabulary learning strategies and the English scores. The results indicate that there is a common sense that good memory, language aptitude and the probable instructions of the prominent teachers are all devoted to mastering vocabulary. By analyzing the statistics, we can find that the non-English major students are lack of the ability of applying meta-cognitive strategies and some cognitive strategics, such as guessing, associating, grouping and looking up dictionary, are not used effectively. Students can be hardly aware of applying the social/affect strategies, like communication and confidence.

The main findings can be summarized as follows:

In conclusion, several popular but not practical cognitive learning strategies are always used by non-English major college students.

The strategies of rote learning including writing and reading the words repeatedly, doing practise, note taking and planning. But most of the college students lack the basic concept of vocabulary learning strategies. The most popular strategies are all shallow strategies. Gender, age, learning environment and language aptitude are all
possible factors to a certain degree. Some similarities and differences in use of strategies between good students and poor students. The National English proficiency test (four) was used in the survey to distinguish the high and low achievers. College students like to adopt many different of vocabulary learning strategies so that they can remember new words quickly and enlarge their vocabulary easily. Differing from the underachievers, the achievers possess the following features:

They can manage, evaluate and monitor their learning process and adjust their plan immediately if there is an emergency. Apparently, good students are different from poor students when using the meta-cognitive strategies and cognitive strategies and using the vocabulary learning strategies more skillfully and flexibly. The results show that most learners are not very good at learning vocabulary spontaneously and planning for extracurricular vocabulary learning. In this survey, high achievers have a very clear learning plan. In addition to completing the assignments in the teacher’s classroom, they can improve themselves in after-class activities. On the one hand, learners clearly understand the need for vocabulary learning. But on the other hand, they are still sticking to the simple strategy that they have been familiar with frequently. Though they seldom use management strategies, they feel that the strategy is quite effective.

From a macro point of view, we can see meta-cognitive strategies are rarely used by Chinese non-English major college students, and the cognitive strategies they use are quite fixed and traditional.

5.2 Implications

5.2.1 Implication for English Vocabulary Learning

After the research, we can get many implications that will provide the great help to our vocabulary acquisition.

First and foremost, the higher level of the students’ awareness of improving their abilities to use vocabulary learning strategies. Students should have a clear recognition that using correct learning strategies will enhance their learning and also develop their other abilities. They should have more knowledge about the category about the learning strategies so that they can use it more flexibly.

Next, Learners should pay more attention to the Meta-cognitive strategies. They should encourage themselves to evaluate and monitor their progress instead of leaving a paper with fully plans but no actions. That is to say, the largest barrier for non-English major students is that they have not enough motivation to learn new words. Next one I want to discuss is the motivation. Students hardly have a positive attitude towards vocabulary acquisition. They learn new words for external motivations, such
as passing an exam, getting some rewards or furthering their careers. But they seldom learn new words for internal purposes, like interest, seeking for identification with the culture, or enjoying the pleasure from the process of acquisition. There puts a proverb, Interest is the best teacher. If students can not accept the words by heart, how can they acquire the vocabulary for long time?

For cognitive strategies, I reckon that students should attach more importance to other learning strategies, such as word formation, communicating and self-monitoring. Because if you acquire the new words by these means, you will remember several words by one word. In other words, if you make the structure of one word clear, you will recognize the variations of the word, namely, the noun form, the adjective form, the adv form and other forms. You can get many enlightenment and feel that the acquisition is no longer full of pains but gains.

For Affective strategies, the most effective strategy that I wish to advocate is the communication. Krashen proposes the Input hypothesis. He first distinguishes the learning and acquisition. He thinks that acquisition is a sub-conscious way similar to children learning their mother tongue without minute learning of the grammatical rules. Learners can be hardly aware of learning but they use language to communicate. This way is also said as implicit learning, informal learning, and natural learning. So students should apply the target language to communicate with others, whether native or non-native. Only in this way could students learn the language easily and quickly.

5.2.2 Implication for English Vocabulary Teaching
Firstly, in order to find which strategy has the best effect, teachers should know many kinds of the vocabulary learning strategies and apply them into teaching. Teachers can model the strategies before students and should adopt the correct methods to attract students attention.

Starting from the dominance of repetitive strategies in the use of strategies, it is suggested that teachers train students to cultivate the habit of using a more complex process strategy, such as associative strategies, and assist students to find strategies that are most suitable for themselves. Instead of monitoring, teachers can make students self-evaluate and self-monitor to find the default. In this way, it is possible for students to establish a multidimensional interactive vocabulary learning structure step by step.

5.3 Limitations and Suggestion for Further Researches
There are still some limitations can be found:
Firstly, In terms of the subjects, students of this study came from one university, they can not represent all the non-English major students. If the author can do a survey in
different universities, then do a comparative study between different schools. This would be great.

With regard to the quality of the questionnaire, at first, because of the limited time and resources, the author can not find all the vocabulary learning strategies and put them in the questionnaire. So the questionnaire is not complete in the aspect of the content.

To sum up, this study has shed some lights on vocabulary learning strategies utilized by non-English major undergraduates. However, from which we have discussed so far, there is still so much room for further research, which would be useful to gain more enlightenment into vocabulary teaching and learning.