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Abstract
The purpose of this study is to investigate the vocabulary learning strategies on English majoring university students in Taiwan. The aim is (a) to find out the most and the least used vocabulary learning strategies, (b) to explore the strategy use when students are educated in the following stages: junior high school, senior high school, and university, (c) to examine the strategies that high and low achievers used, and (d) to explore the relationship between students' use of vocabulary learning strategies and their vocabulary size. The subjects for the study are 117 students from the Applied English Department of Southern Taiwan University of Technology. The subjects of the study range from freshmen to senior and they are requested to answer a vocabulary learning strategy questionnaire and take a vocabulary size test. The collected data are analyzed by using SPSS version 12.0.1, including descriptive statistics. Furthermore, the responses to the questionnaire are explored by mean scores. According to the data analysis through quantitative method, the findings of the study are summarized as follows:
1. The most frequently used strategy category is determination strategy while the least frequently used category is social strategies.
2. The finding of the top five of the most frequently strategies for discovering a new word's meaning are "Bilingual paper dictionary", "Electronic dictionary", "Guess form textual context", "Analyze affixes and roots", and "Analyze part of speech".
3. The other findings of the top five of the most frequently used strategies for consolidating a new word's meaning are "Study the sound of a word", "Associate the word with its Chinese meaning", " Memorizing affixes and roots", "Learning a word from context" and "Verbal repetition"
4. The top five of the least frequently used strategies for consolidating a new word's meaning are " Use English-language media (songs)", "Use games to learn new words", "Use physical action when learning a word", "Use Keyword Method" and "Use English-language media (English TV programs) ".
5. The most used category of vocabulary learning strategies is "Cognitive strategy" when the subjects were in the junior high schools.
6. The most used category of vocabulary learning strategies is "Determination strategy" both when the subjects are in senior high schools and university.
7. The learners whose vocabulary size is larger used more vocabulary learning strategies than the learners whose vocabulary is smaller.
8. The correlation between the subjects' vocabulary size and strategy use is significant.

9. Most of the English majors believe that learning vocabulary is important but a half of them think that learning it is difficult.

Based on the findings of the study, it is found out that even students majoring in English did not use a variety of vocabulary learning strategies. They should be encouraged to use other useful ones that help them strengthen their vocabulary knowledge. Further, teachers should be more active in introducing these strategies to either high achievers or low achievers. Effective activities regarding vocabulary learning must be activated and encouraged by teachers in order to develop learners using other strategies unknown to them. In addition to the strategies, learners should always keep a habit of reading to expand their vocabulary. Finally, it is suggested that both implicit and explicit methods should be carried on simultaneously.

Keyword: Vocabulary learning strategies, determination strategies, social strategies, cognitive strategies, implicit learning, explicit learning

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