The results of the vocabulary Learning Strategies used among non English majors at People's Police College II

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ABSTRACT
The results revealed that cadets had positive attitude towards their vocabulary learning strategies. Remarkably, *cognitive attitudes* were higher than *affective attitudes* and *behavioral attitudes*. It may be concluded that the cadets were aware of the importance of vocabulary learning in their English for specific purpose and English for Police courses.The resultsindicated that cadets at PPC II used all of the six vocabulary learning strategy groups in their process of learning. However, in general, these cadets just applied vocabulary learning strategies at "sometimes" level (30%). Overall, social (discovery) strategies were used most. Among 39 strategy items, the strategy of *looking up new word's meaning on the Internet* was used the most frequently whereas the strategy of *contacting with foreigners for practicing or improving vocabulary learning strategies* were the least used. It could be concluded that the cadets were aware of the useful choice in finding meaning of vocabulary but they did not have opportunity to meet or communicate with foreigner because of specific career. The data analysis revealed that the police students have positive attitudes towards the use of vocabulary learning strategies. That is to say, with positive attitudes towards vocabulary learning, the cadets are aware of the importance of ESP vocabulary which help them effectively and successful in learning process. Moreover, cadets liked to discover new ESP vocabularies more than consolidate them, therefore; the cadets applied discovery strategies frequency more than consolidation strategies.
KEYWORDS: *vocabulary Learning Strategies, non English majors, People's Police College II*

I. INTRODUCTION

The study just investigates the non-English major police cadets' use of ESP learning strategies and their attitudes toward ESP vocabulary learning at PPC II. From this, research finds whether or not the correlation relationship between them or not.

The study takes place at PPC II with its finding based on the data collected from a learner questionnaire to identify the use of terminology learning strategies that police cadets applied when taking the ESP course. In addition, the study data are further enriched by the interview with randomly selected police cadets to discover their attitudes towards the terminology learning strategies employed in the English for Police learning process.

The results revealed that cadets had positive attitude towards their vocabulary learning strategies. Remarkably, *cognitive attitudes* were higher than *affective attitudes* and *behavioral attitudes*. It may be concluded that the cadets were aware of the importance of vocabulary learning in their English for specific purpose and English for Police courses. The resultsindicated that cadets at PPC II used all of the six vocabulary learning strategy groups in their process of learning. However, in general, these cadets just applied vocabulary learning strategies at "sometimes" level (30%). Overall, social (discovery) strategies were used most. Among 39 strategy items, the strategy of *looking up new word's meaning on the Internet* was used the most frequently whereas the strategy of *contacting with foreigners for practicing or improving vocabulary learning strategies* were the least used. It could be concluded that the cadets were aware of the useful choice in finding meaning of vocabulary but they did not have opportunity to meet or communicate with foreigner because of specific career. The data analysis revealed that the police students have positive attitudes towards the use of vocabulary learning strategies. That is to say, with positive attitudes towards vocabulary learning, the cadets are aware of the importance of ESP vocabulary which help them effectively and successful in learning process. Moreover, cadets liked to discover new ESP vocabularies more than consolidate them, therefore; the cadets applied discovery strategies frequency more than consolidation strategies.

II. METHODOLOGY

This study was carried out at People's Police College II at 247 Dang Van Bi Street, Ward Truong Tho, Thu Duc district. In the year 2018-2019, this school has 176 students who are studying in 4 majors:

(1) English for Administrative Management on Social Order;
(2) English for Traffic Police Officers;
(3) English for Criminal Police officer;
(4) English for White-Collar Police Officer;

In Foreign Languages and Informatics of PPC II, there are 11 teachers, five of them obtained MA in TESOL and Applied while the rest are BA. This school is equipped with good facilities for teaching and learning. It has a well-equipped library and internet sections and there are also cassette players, computers, projectors in most of the classrooms. Thus, it is convenient for cdets and teachers to carry out the classroom activities and access to the new teaching and learning methods.

However, most of teachers at Foreign Languages and Informatics Department graduated from University of Pedagogy, so their knowledge of English for Police is limited. When they were assigned to teach English for Police course, some teachers are lack of confidence, also feel confusedly because some majors have many specific concepts, ESP vocabulary. If teachers want to teach ESP vocabulary, they need to understand and have certain knowledge about that major.

About the teaching method, from the thought of teaching ESP vocabulary is teaching ESP knowledge in English, so instead of focusing on exploiting the linguistic and practicing aspects to develop ESP vocabulary knowledge associating with four skills: listening, speaking, reading and writing in context and in some professional situations, most teachers are inclined to explain ESP terms, provide cadets with ESP knowledge through English sentence patterns. Therefore, cadets have little opportunity to practice their language skills, and do not have much time to be familiar with the ESP style. So, it is difficult for them to memorize and apply their ESP vocabulary knowledge in real work.

The researcher used convenience sampling to determine the research sample and the target population. The reason why the researcher, as well as most other researchers utilizing the convenient sampling method, is that the "participants are willing and available to be studied" (Creswell, 2012, p. 67). Besides, according to Etikan, Musa and Alkassim (2016), the convenient sampling method allows the researcher to select sampling population easily for the study because the participants meet certain practical requirements of the study like easy accessibility, geographical proximity, and availability at a given time and the willingness.

In connection to this study, the researcher recruited students from two faculties at PPC II College. Concerning easy accessibility, it is not difficult for the researcher to get permission from the Board of Rectors for data collection because she is an English teacher at this college. For the willingness and time availability to participate, there were two weeks for completing copies of cadets' questionnaires and 15 minutes for each one to answer without any pressure. In terms of geographical condition, the researcher had been teaching at PPC II College so it was convenient for her to choose cadets of this school as the participants for the study.

During the actual collecting data process, the researcher contacted the Head of the Faculty Languages at PPC II for permission to collect the data. The convenience sampling method was employed to select the participants, however, there should be an interpretation of why the research used such a method and selection of participants in this study.

The study group was composed of 84 police cadets from four classes including class Police of Administrative Management H04SB1, class Police of Administrative Management H04SB2, class Traffic Police H04SC1, and class Traffic Police H04SC2.

Table 1. Research participants' general information

No.	Information			n=84	
				F	**%**
1	Gender	Male		64	76.2
		Female		20	23.8
2	Year of study	followed program	3-year	22	26.2
		followed program	7-year	62	73.8
3	Age	from 19 to 20		41	48.8
		from 21 to 22		13	15.5
		from 23 to 24		30	35.7

Note: F: frequency; %: Percent

Table 3.1 shows that nearly half of the participants (48.8%) were from 19 to 20 years old. 15.5% of them ranged from 21 to 22 years old and 35.7% were from 23 to 24. Moreover, most of participants have the 7-year program of general English studying before. Only 26.2% of them have the 3-year program of general English studying in high schools. In addition, all of them had spent 90 periods for General English course in the first school year. These factors strongly influenced the ability of learning, acquiring and developing ESP vocabulary.

As can be seen from Table 3.2, there were 8 cadets invited to take part in the group interview It is easy to detect that the numbers of male cadets (28%) in the survey were over 3 times as many as the female ones (20%). Female cadets were chosen to make the results of interview fruitful. Besides, the total number of interviewees was 8 cadets from two majors and the distribution from each major was 4 interviewees (16%). Finally, a majority of the cadets (18%) had studied English for 7 years.

Table Error! No text of specified style in document..1Interviewee' general information

		N = 8	
		F	%
Gender	Female	2	8
	Male	6	28
Major	Police of Administrative management	4	16
	Traffic Police	4	16
English learning time	followed 3-year program	0	0
	followed 7-year program	8	18

Note: F: Frequency; %: Percentage

Questionnaire

The study made use of a questionnaire as the main mean for collecting data for four reasons. Firstly, Verma and Mallick (1999) declare that questionnaires are one of the most popular research instruments which mainly used in educational research. Secondly, according to Dörnyei and Taguchi (2009), Mackey and Gass (2005), a considerable amount of information from a large number of respondents was collected in a short time thanks to the application of the questionnaire. Next, data collected from the questionnaire can be rapidly and easily measured either by a researcher or via a software package like Statistical Package for the Social Sciences (SPSS) version 22. Finally, Richards (2001) states that a questionnaire can be used to indicate information about different kinds of issues such as language use, the difficulties of communication, learning styles, classroom activities, attitudes, and beliefs.

Beginning from the purposes and the research questions of this research, the questionnaire adopted and adapted from Eagly and Chaiken (1993) and Schmitt's (1997) classification of vocabulary learning strategies. In the current study, the questionnaire survey consisted of two parts

The first part (Part A) asked about demographic information of participants.
The second one (Part B) was the main questionnaire content which investigated:
(I) Non-English majors' attitudes toward ESP vocabulary learning by those cadets at the context of PPCII;
(II) ESP vocabulary learning strategies are utilized by non-English majors.

Part A: Demographic Information
Part A collected background information of respondents. The questionnaire for police cadets was written in Vietnamese to make sure that all members of the cohort had a clear understanding of the questions and that their lack of proficiency of English for Police did not interfere with their responses. The questionnaire contained 53 items and was divided into three parts.
The first part of the survey questionnaire including 4 questions requested demographic information such as personal background information (gender, age range, class and major) and their experience in studying English. It was filled by all students in 4 classes.

Part B: Questionnaire Content
The second questionnaire included two parts, each of which served a different purpose as described as follows:
(I) Attitudes toward ESP vocabulary learning
+ The first part aimed to investigate students' attitudes towards ESP vocabulary learning strategies.
The questionnaire includes three scales measuring three different components of attitudes, namely cognitive, affective, and behavior tendencies.

Table 2. Content of the third questionnaire

Research Question	Items	Variables to measure
RQ1: What are the attitudes toward ESP vocabulary learning non-English majors at the context of people's Police College II?	1-5	Ss' cognitions of ESP vocabulary learning strategies usage.
	6-9	Ss' affections about ESP vocabulary learning strategies usage.
	10-14	Ss' behavior tendencies towards ESP vocabulary learning strategies usage.

(For the detailed questions, see Appendix A.)

Because attitudes may be positive, negative or neutral (Walley, Custance, Orton, Parsons, Lindgreen, and Hingley, 2009), Likert five points scale was used to measure the students' attitudes. The five-point scale was ranged from the lowest to the highest, 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree.

(II) The ESP vocabulary learning strategies are utilized by non-major English

+ The second part included 39 questions eliciting information about learners' use of ESP vocabulary learning strategies which are clustered into two categories: *Strategies for discovering the meaning of ESP* and *Strategies for consolidating a word*. It was developed based on Schmitt's (1997) ESP vocabulary learning strategies. However, there were some modifications to fit the subjects of the current study. Specifically, the researcher paraphrased, added and transformed the items in Schmitt's ESP vocabulary learning strategies into complete sentences which are appropriate for the subjects when taking the English for Police course.

Table Error! No text of specified style in document..Content of the second questionnaire

Research Question	Items	Categories of vocabulary learning strategies
RQ2: What ESP vocabulary learning strategies are utilized by non-English majors at the context of People's Police College 2?	1-9	DET
	10-17	SOC
	18-30	MEM
	31-36	COG
	37-39	MET

With descriptive statistics, percentage, minimum, maximum, mean, median and standard deviation were calculated to see the major patterns in participants' demographic information and their attitudes towards ESP vocabulary learning strategies. The study follows Oxford's (1990) suggestion in relation to the Likert scale ranging from 1 to 5. The five-point Likert-scale from strongly disagree to strongly agree was interpreted in terms of mean (M) score as follows:

M= 1.00 - 1.80: Strongly disagree
M= 1.81 - 2.60: Disagree
M= 2.61 - 3.40: Neutral
M= 3.41 - 4.20: Agree
M= 4.21 – 5.00: Strongly agree

Also, the five-pointed Likert-scale was from never use to always use for the students' responses about their strategies towards technical vocabulary learning. These mean scores were interpreted basing on Srisa-ard (2002):

M= 4.21 - 5.00: Always used strategies,
M= 3.41- 4.20; Often used strategies,
M= 2.61 – 3.40: Sometimes used strategies,
M= 1.81 – 2.60: Seldom used strategies,
M= 1.00 – 1.80: never used strategies.

In a Pearson correlation, correlation coefficients are used in statistics to measure how strong a relationship is between two variables. The relationship between variables is usually described on a continuum of correlation coefficients ranging from -1.00 to +1.00. The meaning of a correlation coefficient (r) is interpreted that:

r= + 1: absolutely positive correlation,
r= 0: no correlation
r= -1: absolutely negative correlation.

Questionnaires

In order to assure the quality of the study, reliability and validity of the research instruments must be taken into account to measure consistently and measure the right thing. Questionnaire was the main data

collecting tools in this study. It was first designed in English and reviewed by experts in the field to checks it validity. Then, it was translated into Vietnamese by the researcher and it was sent to Vietnamese English language teachers to cross-check the accuracy of the translation. Next, in order to ensure the effectiveness of the survey instruments (Fraenkel & Wallen, 2009) and identify some potential problems which may negatively impact the quality of the study, the researcher conducted a pilot study with both 39 questionnaire and interview with participants.

There were some factors taken into consideration to make the questionnaires reliable and valid:

First, the questionnaire must be piloted before delivering for the cadets;

Second, the researcher must respond to any questions about the items to help the cadets answer the questionnaire and talk with the cadets friendly and create a comfortable atmosphere for the cadets before their questionnaire completion;

Besides, the questionnaire must be translated into Vietnamese completely so that the students exactly understand the question items;

Moreover, the content of the questionnaire must be relevant to the purpose of the research and be appropriate to the cadets of the study;

Finally, all data of the questionnaire must be analyzed by descriptive statistics in SPSS version 22 using Cronbach's alpha. The aim of using Cronbach's alpha was to ensure the reliability of the question items. In other words, Cronbach alpha guaranteed that a set of question items in a group was related closely. A scare was considered as good reliability when it satisfied a few things: Cronbach's alpha is greater than 0.70 (Fraenkel & Wallen, 2009) and the Corrected Item-Total Correlation of each variable is more than 0.30 (Nunnally & Bernstain, 1994). Besides, the value of Cronbach's alpha if item deleted was not more than the value of Cronbach's alpha.

As seen in Table 3.5, the Cronbach's alpha value revealed a high internal consistency with $\alpha = .787$, = .922, = .786 (> 0.7) for the overall reliability for the questionnaire, attitudes towards ESP vocabulary learning strategies and the whole vocabulary learning strategies. This result indicates that the items in the questionnaire used in this study were reliable.

Table 4.The Reliability of the Questionnaire of the Main Study

Measure and Components	Cronbach's Alpha	Number of Items
The overall reliability for the questionnaire	.787	.53
Attitudes towards ESP vocabulary learning strategies	.922	.14
The whole vocabulary learning strategies	.786	.39

Furthermore, to crosscheck the information gained from questionnaire, semi-structured interview is utilized as a means of triangulation. The semi-structured interview was firstly designed in English and reviewed by experts and then it was translated into Vietnamese and cross-checked by other teachers for the accuracy of the translation version. Next, a pilot interview was conducted to ensure its validity and reliability.

III. RESULTS

Non-English major cadets' attitudes toward ESP vocabulary learning strategies
Non-English major cadets' attitudes in three main components

The findings provide an overview of attitudes towards ESP vocabulary learning strategies including three components (cognitive affective, behavioral attitudes). As can be seen from Table 4.1, the overall mean score of non-English major cadets' attitudes towards ESP vocabulary learning strategies is 3.84. In order words, the cadets had positive attitudes towards ESP vocabulary learning strategies. In particular, the mean score of the significance of cognitive attitudes were M= 4.20. In addition, cadets supported for affective attitudes component at high level (M=4.18). However, the mean score of behavioral attitudes was weak level (M=3.24). It implies that the cadets' cognitive and affective attitudes are stronger than their behavioral attitudes towards ESP vocabulary learning. It means that the majority of cadets have high awareness of ESP vocabulary learning but consciousness does not hand in hand with their actions.

Table 5.Non-English major cadets' attitudes in three main components

Attitude Components	N=84	
	M	**SD**
(1) Cognitive attitudes	4.20	.65
(2) Affective attitudes	4.18	.67
(3) Behavioral attitudes	3.24	.77
Total	3.84	.33

Note: M: mean; SD: Standard deviation

Non-English major cadets' attitudes in each component
Cognitive Attitudes

This part shows cadets' *cognitive attitudes* towards ESP vocabulary learning. Table 4.2 below illustrates the significance of cadets' cognitive attitudes towards ESP vocabulary learning strategies. In the questionnaire, the cognitive attitudes included 5 items. This table shows the specific statistics for these items:

Table 6. Descriptive statistic of the cadets' cognitive attitudes

Cognitive attitudes	N=84	
	M	**SD**
CogAQ1. Knowing how to use ESP vocabulary learning strategies is very crucial and necessary.	4.22	.58
CogAQ2. Knowing how to use ESP vocabulary learning strategies helps cadets improve English learning strategies knowledge easily and quickly.	4.13	.54
CogAQ3. Knowing how to use ESP vocabulary learning strategies helps cadets read and understand specialized newspapers or magazines.	4.13	.43
CogAQ4. Knowing how to use ESP vocabulary learning strategies helps cadets read and understand important contents of English documents when participating in foreigner-related cases.	4.06	.58
CogAQ5. Knowing how to use ESP vocabulary learning strategies helps cadets utilize English for Police in different situations such as in criminal cases, drugs, administrative management.	4.18	.56
Total	**4.20**	**.53**

Note: M: mean; SD: Standard deviation

In table 4.2, all items from CogAQ1 to CogAQ5 contains the mean scores within the range of 4.06-4.20 (agree). It reveals that cadets had an appreciation of VLS vocabulary learning strategies. Particularly, they admitted that learning ESP vocabulary was important and necessary (CogAQ1, M=4.22, SD=.58). Next, the cadets also expressed that ESP vocabulary strategies' use helped them improve their ESP vocabulary knowledge fast and easily (CogAQ2, M=4.13, SD=.74). Interestingly, the students showed benefits from ESP vocabulary learning strategies at the same mean score (CogAQ3, M=4.13, SD=54; CogAQ4, M=4.13, SD=.43). Besides, they also believed ESP vocabulary learning strategies helped them utilize English for Police in different situations. (CogAQ5, M=4.18, SD=.56).

In addition to quantitative data, all 8 cadets interviewees exposed their positive attitudes towards the ESP vocabulary learning strategies. In IQ7 *"Do you think the ESP vocabulary learning strategies usage is vital and necessary?"),* cadets asserted ESP vocabulary learning strategies usage was very important and essential for learning foreign languages in general and ESP in particular. They interpreted that when grasping lots of strategies, cadets could determine the right direction to study ESP vocabulary more quickly. For further explanation, the sixth (C6) and the seventh (C7) cadets highly appreciated the importance and necessity of using strategies in learning a foreign language in general through their learning experiences and outcomes.

All in all, it is inferred that cadets are aware of the important and necessary of ESP vocabulary learning strategies. Therefore, they would be more confident in their English skills in English for Police course. Furthermore, thanks to ESP vocabulary learning strategies, cadets are able to communicate to foreigners when they are on duty in the future.

Affective attitudes

As can be seen from table 4.3, the cadets exhibited their affective attitudes towards ESP vocabulary learning strategies in specific items from AffeAQ6 to AffeAQ9.

Table 7. Descriptive statistic of the cadets' affective attitudes

Affective attitudes	N=84	
	M	**SD**
AffeAQ6. Knowing how to use ESP vocabulary strategies helps cadets become more confident when participating in activities in class.	4.20	.48
AffeAQ7. When practicing working, cadets can interact with foreigners fluently and spontaneously (e.g. directions, investigation on traffic accidents or foreign-related criminal cases, etc.)	4.39	.49
AffeAQ8. Cadets should know some ESP vocabulary learning strategies if they want to study better.	4.13	.63
AffeAQ9. Good cadets often have their own strategies.	4.19	.57

Total	**4.18**	**.57**

Note: M: mean; SD: Standard deviation

In table 4.3, it is clear that all items from AffeQ6 to AffeQ9 attained the mean scores within the range of 3.9-4.3. This depicts that cadets believed in ESP vocabulary learning strategies if they want to study better (AffeAQ8, M=4.13, SD=.63). Moreover, they also agree that good cadets will apply their own strategies in ESP vocabulary learning process (AffeAQ9, M=4.19, SD=.57). Besides, cadets expressed their feelings when learning ESP vocabulary learning strategies. When cadets know how to use strategies, they become more confident in classroom activities (AffeAQ6, M=4.20, SD=.48) and when practicing working, cadets believed that they can interact with foreigners fluently and spontaneously (AffeAQ7, SD=4.39, SD=.49).

In the semi-structured interview, when asked about if good cadets have their own strategies, *(IQ8, "Do you think good cadets have their own strategies?"*, all interviewees replied "yes". The first cadet explained that when a person was very interested in something or very passionate about learning a certain foreign language, he/she would often contact that language, realize common rules and find out his/her own learning strategies to achieve the most learning outcome. The fifth cadet (C5) confirmed that good cadets usually attempted to find lots of diverse methods as well as strategies to enrich vocabulary in order that they could achieve the best learning outcome. Then he gave an example that was his friend was a good student and she often wrote new words in a small notebook or in small papers and then stuck these papers everywhere easy to see and memorize.

In summary, it can be understood that cadets expressed their positive emotions such as belief, confident, and responsibility in ESP vocabulary learning strategies.

Behavioral Attitudes

This part measured the cadets' behavioral attitudes towards ESP vocabulary learning strategies. Behavioral attitudes include 5 items from BehavAQ10 to BehavQ14. The results of data analysis for 5 items are summarized in table 4.4.

Table 8.Descriptive statistic of the cadets' behavioral attitudes

Behavioral attitudes	N=84	
	M	**SD**
BeAQ10. Cadets can have trouble, even become worse unless they know how to use any ESP vocabulary learning strategies.	3.40	.53
BeAQ11. Knowing how to use ESP vocabulary strategies will help cadets save more time in the process of learning ESP vocabulary.	3.30	.50
BeAQ12. For me, it is very easy to apply ESP vocabulary learning strategies in the process of learning ESP vocabulary.	3.06	.53
BeAQ13. Police cadets are always aware of the importance of ESP vocabulary learning strategies	3.24	.65
BeAQ14. The majority of cadets know how to use ESP vocabulary learning strategies in learning English for Police.	3.00	.76
Total	**3.25**	**.58**

Note: M: mean; SD: Standard deviation

In general, the items BeAQ10 and BeAQ11 with the range of 3.30 – 3.40 (neutral), BehAQ12, BeAQ13 to BeAQ14 with the range of 3.00 – 3.24 (neutral). Meanwhile, BeAQ12 attained lower than others (M=3.06, SD= .53) (neutral). It indicates that cadets realize ESP vocabulary learning strategies' benefits but they hardly know how to apply these strategies effectively.

Qualitatively, all 8 cadets shared the ways they invest in ESP vocabulary learning. To illustrate, regarding the question (*IQ1, "Which strategies do you usually use to consolidate English for Police?")*, cadet fourth (C4), fifth (C5), sixth (C6), and eight (C8) gave the same replies. The interviewees said that in order to remember the meaning of words they usually wrote down the words and their Vietnamese meaning, wrote down the words repeatedly or said the words loud many times. The first cadet utilized new words in classroom conversations to improve learning. Meanwhile, the second cadet expressed that to memorize vocabulary, she often employed the following strategies: combining vocabulary with pictures, using a mind map - a diagram used to visually organize information, writing down small papers stuck on anywhere (on the wall, on the window, etc.), or watching movies related to investigation of the criminal cases or traffic accidents. The third cadet herself built a certain situation containing ESP vocabulary learned in her mind, then *"I read the words some times to memorize."* For seventh cadet (C7), he watched relevant movies and newspapers to consolidate.

However, with the question *IQ9"Do you have any difficulties in applying ESP vocabulary learning strategies to learning process?"* all 8 cadets shared it is hard to apply ESP vocabulary learning strategies in their

training school environment. The reason is that they spend much training time on outdoor activities such as marching, doing physical exercise, etc. Besides, they also must pay much attention to subjects related their major. Therefore, they do not have enough time to apply strategies in learning ESP vocabulary process.

In general, it can be understood that cadets know how to utilize ESP vocabulary learning strategies, but they depend on conditions, time allowed and training programs at PPC II.

Non-English major cadets' use of ESP vocabulary learning strategies
In the previous part, it can be easy to understand that cadets were conscious of the importance of ESP vocabulary learning. Evenly, cadets regarded ESP vocabulary as an effective factor contributing to the success of their ESP learning. Hence, cadets applied strategies in their own ESP vocabulary learning process. However, there were many noticeable features of the cadets' strategies towards ESP vocabulary learning.

Frequency of use of overall ESP vocabulary learning strategies
A descriptive Statistics Test was run in order to test the overall used by the Police cadet participants.

Table 9.The overall frequency of ESP vocabulary learning strategies use

Number of cadets	Mean score	Std. Deviation
84	3.25	.64

As can be seen in Table 4.5, the mean frequency score of cadets' overall strategy use was 3.25. This means that these 84 People's Police College II cadets applied ESP vocabulary learning strategies with frequency level: sometimes when they had to deal with ESP vocabulary learning. Nevertheless, the use of ESP vocabulary learning strategies in categories was revealed in the next part for more specific information.

Frequency of use of two ESP vocabulary learning strategy groups
As presented in section 3.3.2 of chapter 3, the 39-item questionnaire in part C was clustered into two large groups:

Group (1): Strategies for discovering the meaning of ESP vocabulary, including determination strategies (DET) (question 1-9) and social strategies (SOC_D) (question 10-13).

Group (2): and Strategies for consolidating a word, including social strategies (SOC_C) (question14-17), memory strategies (MEM) (question18-30), cognitive strategies (COG) (question 31-36) and meta-cognitive strategies (MET) (question 37-39).

In order to determine whether *Strategies for discovering the meaning of ESP vocabulary* or *Strategies for consolidating the word of ESP vocabulary* were used more frequently, a *Descriptive Statistics Test* was run. The results are shown in Table 4.6 below.

Table 10.Descriptive Statistics Test of two strategies groups

Strategies	Number	Mean score	Std. Deviation
Discovery Strategies	84	3.41	.58
Consolidation Strategies	84	3.30	.68

The mean score of discovery strategies (M= 3.41, SD= .58) and the mean score of consolidation strategies (M= 3.30, SD= .68) from the table 4.6 above indicates that the cadet participants used discovery strategies more frequently than consolidation strategies.

Frequency of use of ESP vocabulary learning strategies in the six main categories
Table 11.Frequency of use of ESP vocabulary learning strategies in the six main categories

Strategy categories	Abbreviation	N=84 M	SD	Frequency Level
Social (discovery) Strategies	SOC	3.45	.87	Often
Determination Strategies	DET	3.32	.79	
Social (consolidation) Strategies	SOC	3.32	.64	Sometimes
Cognitive Strategies	COG	3.26	.96	
Metacognitive Strategies	MET	3.12	.78	
Memory Strategies	MEM	3.00	.81	
Total		**3.25**	**.64**	**Sometimes**

Note: M: mean; SD: Standard deviation

As shown in Table 4.7, the mean score of each strategy category was rather high which was within the range of 2.90 and 3.45 on the five-point Likert scale. Besides, this table also shows the cadets' frequency level of each ESP vocabulary strategy category in use from the highest to the lowest. From data in six above charts and data of table, it is easy to find that the most often used strategy category *social (discovery) strategies* (SOC_D) (M=3.45, SD=.87) while the lowest mean score (M = 3.00, SD = .81) belonged to *memory strategies* (MEM). It is exciting to notice that *social (consolidate) strategies* and *determination strategies* were ranked as the same second position with the same mean score (SOC_C; M=3.32, SD=.64) and (DET; M=3.32, SD=.82). Moreover, the cadets' responses with *cognitive strategies* hold the fourth position with a mean score (COG; M=3.26. SD=.96). Finally, *metacognitive strategies* supplied cadets withstrategies at the mean score (MET; M=3.12, SD=.78).

In fact, there was not much information uncovered in Table 4.7. Hence, the researcher analyzed the frequency of individual strategy at a different level of use for further details.

Strategy used for discovery of a new ESP vocabulary's meaning (Discovery strategies)
Determination strategies
The majority cadets always utilized item Q6det in determination strategies, shown in Table 4.8. The last items were often and sometimes used.

Table 12.Determination strategies

DET items	N=84		
	M	SD	Frequency Level
Q1det. When dealing with new words relevant to English for Police, I analyze their parts of speech (adjectives, nouns or verbs, etc.) to discover the meaning.	2.81	.78	Sometimes
Q2det. When dealing with new words relevant to English for Police, I analyze their affixes and roots to discover the meaning.	2.77	.74	Sometimes
Q3det. I analyze pictures relevant to the major that I am studying (e.g. Criminal Police, Economic Crime Prevention and Suppression, Narcotic Crime Prevention and Suppression, etc.) to discover the meaning of new words.	3.56	.86	Often
Q4det. I try to guess the word's meaning from personal experiences or actual situations.	3.87	.84	Often
Q5det. I watch movies related to my major to guess the word's meaning from the movie setting.	3.35	.89	Often
Q6det. I look up the new word's meaning on the Internet.	4.19	.92	Always
Q7det. I use an English-Vietnamese dictionary to look for the word's meaning.	3.63	.82	Often
Q8det. I use an English-English dictionary to look for the word's meaning.	2.86	.90	Sometimes
Q9det. I use a professional English dictionary to look for the word's meaning.	2.80	.87	Sometimes
Total	**3.32**	**.79**	**Sometimes**

Note: M: mean; SD: Standard deviation

Considering in detail, it was true that cadets were not accustomed to *"analyze the part of speech"* to discover new technical vocabulary (Q1det, M= 2.81, SD = .78). Even worse, there was only very a small portion of the students "*analyze suffixes and roots"* to find out the meaning of vocabulary (Q2det, M = 2.77, SD = .74). The cadets sometimes guessed the meaning of new ESP vocabulary by analyzing suffixes and roots. Besides, pictures relevant to the major that they are studying (Q3det; M=3.56) and watching movies related to their major to guess the word's meaning from the movie setting (Q5det; M= 3.35) are also often utilized in ESP vocabulary learning. Next, the respondents often practiced guessing the word's meaning from personal experiences or actual situations at high level (Q4det, M = 3.87, SD = .84), followed by the strategy of checking English-Vietnamese dictionary (Q6det, M = 3.63, SD = .96). Whereas, there were not many of the cadets supporting for *"checking English-English dictionary"* and *"professional dictionary"* (Q8det, M = 2.86, SD = .90) (Q9det; M= 2.80, SD=.87). Other strategies cadets preferred employing are looking up the new word's meaning on the Internet (Q6det; M= 4.19, SD=92). From this result, researcher realized that cadets most frequently used the item Q6det strategy *(look up the new word's meaning on the Internet)* to find the meaning of new ESP vocabulary.

Supplemented by the result from interview data, cadet C1 answered:

I prefer to watch movies related to major to guess the word's meaning from the movie setting. (C1)

In addition, cadet C6 said:

In my opinion, I will download the meaning of new ESP vocabulary on the Internet. Next, I arranged them to each subject relating to my major and I learnt. (C6)

Besides, another cadet (C1) also replied:

I analyze pictures relevant to the major that I am studying to discover the meaning of new words. (C1)

In short, among determination strategies, cadets were favored of looking up the new word's meaning on the Internet at the highest frequency level, while using a professional English dictionary to look for the word's meaning at the lowest frequency level.

Social (discovery) strategies

It can be seen from Table 4.9; social (discovery) strategies consisted of four strategies which focused on the help from teacher, classmates and group work activities.

Table 13. Social (discovery) strategies

SOC (discovery)items	N=84		
	M	SD	Frequency Level
Q10soc. I ask my classmates for the new word's meaning.	4.00	.87	Often
Q11soc. I look for the word's meaning in pairs or in groups in class.	3.07	.84	Sometimes
Q12soc. I ask my teachers for Vietnamese translation of new words.	3.86	.81	Often
Total	**3.45**	**.87**	**Often**

Note: M: mean; SD: Standard deviation

Data from the table, the strategy of asking classmates for the word's meaning. (Q10soc, M = 4.00, SD = 87) was the most frequently used. In addition, cadets also admitted that they also approved of the value of asking the teacher for Vietnamese translation of new words (Q11soc, M = 3.86, SD = .81) was the most frequently used. Pair work and group work activities are also used to discover the new meaning of ESP vocabulary (Q11soc, M = 3.07, SD = .84). The results show that the cadets often use social (discovery) strategies.

To collect qualitative data, the researcher asked some cadets, among them, cadet C3 declared:

I often ask my friends about the meaning of ESP vocabulary because it helps me easy to understand and memorize better. (C3)

Moreover, cadet C2 also revealed:

I often learn ESP vocabulary with a small group including many friends. (C2)

In brief, in terms of social (discovery) strategies, the strategy of asking classmates for the meaning of ESP vocabulary was used most frequently; meanwhile, the least used strategy was working in pairs or in groups in class.

Memory strategies

Table 14.Memory strategies

MEMitems	N=84		
	M	SD	Frequency Level
Q18mem. I draw pictures when learning to imagine the new word (e.g. handcuffs, gun, nightstick, etc.).	3.10	.68	Sometimes
Q19mem. I learn new words when having free time.	3.08	.87	Sometimes
Q20mem. I use physical action when learning a word.	2.81	.62	Sometimes
Q21mem. I connect new words to their parts of speech (e.g. nouns, verbs, adjectives, adverbs)	3.13	.89	Sometimes
Q22mem. I use new words when building conversations in class.	2.60	.78	Seldom
Q23mem. I try to remember phrases and idioms including new words.	3.14	.99	Sometimes
Q24mem. I try to remember sounds and stresses of new words.	3.12	.64	Sometimes
Q25mem. I relate the new word to an object or an event to remember.	3.74	.74	Often

Q26mem. I make sentences with new words.	3.09	.67	Sometimes
Q27mem. I define and explain the meaning the new word in English.	3.02	.69	Sometimes
Q28mem. I connect new words to personal experiences or actual situations.	3.56	.61	Often
Q29mem. I try to use new words either in oral or written forms as much as possible.	3.01	.79	Sometimes
Q30mem. I practice using new words with situations that I imagine.	3.23	.86	Sometimes
Total	**3.00**	**.81**	**Sometimes**

Note: M: mean; SD: Standard deviation

The results show that the cadets often used the strategy of relating the new word to an object or an event to remember (Q25mem; M=3.74, SD=.74) and connecting new words to personal experiences or actual situations (Q28mem; M=3.56, SD=.61). However, cadets sometimes used the strategy of trying to remember phrases and idioms including new words (Q23mem; M = 3.14, SD=.99), connecting new words to their parts of speech (e.g. nouns, verbs, adjectives, adverbs) (Q21mem; M = 3.13, SD=.89) or the strategy of trying to remember sounds and stresses of new words (Q24mem; M = 3.12, SD=.64. Some type of strategy such as drawing pictures when learning to imagine the new word (e.g. handcuffs, gun, nightstick, etc.) (Q18mem; M=3.10, SD=.68), making sentences with new words (Q26mem; M=3.09, SD=.67), learning new words when having free time (Q19mem; M=3.08, SD=.87), defining and explaining the meaning the new word in English (Q27mem; M=3.02, SD=.69), trying to use new words either in oral or written forms as much as possible (Q29mem. M=3.01, SD=.79) are applied to deepen understanding of the new ESP vocabulary effectively. All these strategies are believed to be effective in ESP vocabulary learning. However, cadets seldom practice by using new words when building conversations in class. (Q22mem; M=2.60, SD=.78)

Most strikingly, the students most frequently used the strategy of grouping technical vocabulary together into topics to study them (MEM1, M = 3.65, SD = .96), whereas the least employed strategy by the students was using physical action when learning a technical vocabulary (MEM7, M = 2.97, SD = .1.30).

Regarding cadets' strategies in the process of ESP vocabulary strategies from the data of semi-structured interview, cadets reveals they often used some strategies. One cadet C7 shared:

I sometimes related the new word to an object or an event to remember or used new words with situations that I imagine because it makes me remember ESP vocabulary quickly and easily and longer. (C7)

Another cadet C4 responded:

I often connect new words to personal experiences or actual situations. (C4)

In conclusion, memory strategies showed that self-learning's students based on their experience and knowledge.

Cognitive strategies

Table 15.Cognitive strategies

COG items	N=84		
	M	**SD**	**Frequency Level**
Q31cog. I write new words on small pieces of paper and stick somewhere to remember.	2.80	.81	Sometimes
Q32cog. I say the words loud many times to remember.	3.42	.89	Often
Q33cog. I write down the words repeatedly.	3.14	.76	Sometimes
Q34cog I write down the words and their Vietnamese meaning many times to remember.	3.15	.65	
Q35cog. I write down new words in notebook of English for Police.	3.52	.81	Often
Q36cog. I make a list of words and their Vietnamese meaning to learn.	3.40	.79	Sometimes
Total	**3.26**	**.96**	**Sometimes**

Note: M: mean; SD: Standard deviation

The results show that the students sometimes use Cognitive as an ESP vocabulary learning strategy (M = 3.47). Among six questions about COG strategies, writing is a common strategy. Making a list of words and their Vietnamese meaning to learn (Q36cog, M=3.65, SD=.79) is a way. They also often wrote down new words in notebook of English for Police (Q35cog, M=3.52, SD=.81). Written repetition are common strategies in many parts of the world (Schmitt,1997), so cadets seemed take care with these strategies (Q34cog, M=3.15, SD=.65)

"write down the words and their Vietnamese meaning many times to remember" and (Q33cog; M=3.14, SD=.76) *"write down the words repeatedly"*. And consolidating new ESP vocabulary bywriting on small pieces of paper and stick anywhere to remember was the least frequency strategy used by cadets (Q31cog, M=2.80, SD=.81). Moreover, verbal repetition is also often applied (Q32cog; M=3.42, SD=.89) *"say the words loud many times to remember"*.

For more details, researcher collect the answers from the cadets through interviewing. The qualitative results were demonstrated as follows:

Cadet C5 said:

I often learn ESP vocabulary by writing and rewriting many times. This way helps me memorize spelling correctly. (C5)

Cadet C3 revealed:

In my opinion, I learn new ESP vocabulary by reading loudly. This helps me remember ESP vocabulary easily and quickly, but I do not the reason why. (C3)

In short, the results from cognitive strategies showed the most preferred strategy item was writing down the words and their Vietnamese meaning many times to remember (Q34cog) and the least used strategy was item Q31cog "write new words on small pieces of paper and stick somewhere to remember.

Metacognitive strategies

Table 16.Metacognitive strategies

MET items	N = 84		
	M	**SD**	**Frequency level**
Q37met. I learn and consolidate new words from newspapers, magazines or movies related to English for Police.	3.06	.79	Sometimes
Q38met. I check my ESP vocabulary learning strategy knowledge by doing ESP vocabulary exercises.	3.32	.81	Sometimes
Q39met. I make a plan to learn and memorize the word in a day or some days of the week.	3.11	.86	Sometimes
Total	**3.12**	**.78**	**Sometimes**

Note: M: mean; SD: Standard deviation

The results show that the students sometimes use Metacognitive as an ESP vocabulary learning strategy (M = 3.12, SD=.78).

The last group is group of MET strategies. As shown in Table 4.13, it was found that almost all learners seldom chose this group. Learning and consolidating new words from newspapers, magazines or movies related to English for Police. (Q37met; M=3.06, SD=.79) and making a planning to learn and memorizing the word in a day or some days of the week (Q39met; M=3.11, SD=.86) and checking ESP vocabulary learning strategy knowledge by doing ESP vocabulary exercises (Q38met; M=3.32, SD=.86) seem not to be considered as effective strategies.

With qualitative data, two cadets supported the specific information:

I sometimes do ESP vocabulary exercises in textbook. The reason for this it is that time for learning and practicing English is very little. I have to study many other training programs (C5)

I sometimes do the exercises so as to learn about the meaning and the use of ESP vocabulary in the requirement of the lesson. (C4)

In brief, metacognitive is the least frequently used ESP vocabulary learning strategies among 6 strategies category.

The most and least often used ESP vocabulary learning strategies by non-major English cadets.

Table 17.The top five most often used strategies in ESP learning

THE MOST FREQUENTLY USED STRATEGIES ITEMS	N = 84	
	M	**SSSD**
Q6det. I look up new word's meaning on the Internet.	4.19	.92
Q10soc. I ask my classmates for the new words meaning.	4.00	.87
Q4det. I try to guess the word's meaning from personal experiences or actual situations.	3.87	.84
Q12soc.I ask my teachers for Vietnamese translation of new words.	3.86	.81
Q16soc. I ask my friends or my teachers for help if I do not remember the word.	3.83	.82

Note: M: mean; SD: Standard deviation

Among thirty-nine strategies, the top five most common strategies cadets often utilized in ESP vocabulary learning were identified:

The first strategy was the cadets look up new word's meaning on the Internet (Q6det; M=4.19, SD=.92). Besides, when asked about the most often used strategy, all of 8 cadets interviewees preferred using this strategy.

Next, the strategy of asking classmates for the new words meaning (Q10soc; M = 4.00, SD = .87), was ranked in the second place, followed by the strategy of guessing the word's meaning from personal experiences or actual situations (Q4det; M=3.87, SD=84), the strategy of ask teachers for Vietnamese translation of new words (Q12soc_D; M = 3.86, SD = 81), and the strategy of asking friends or teachers for help if I do not remember the word (Q16soc_C; M = 3.83, SD = .82), respectively.

Table 18.The top five least strategies in ESP vocabulary learning

THE LEAST FREQUENTLY USED STRATEGIES ITEMS	N = 84	
	M	SD
Q8det. I use an English-English dictionary to look for the word's meaning.	2.86	.90
Q31cog. I write new words on small pieces of paper and stick anywhere to remember.	2.80	1.3
Q9det. I use a professional English dictionary to look for the word's meaning.	2.80	.87
Q22mem. I use new words when building conversation in class.	2.60	.78
Q17soc. When practicing working in local police units, I try to contact with foreigners for practicing or improving my ESP vocabulary learning strategies (e.g. directions for foreigners or participation in foreigner-related cases).	2.40	1.0

Note: M: mean; SD: Standard deviation

In particular, the least used strategy among this group was taking advantages to interact with foreigners (Q17soc_C, M = 2.40, SD =1.0). Qualitatively, the cadets asked about the least used strategy. The interview results show that most of the cadet interviewees chose "*contact with foreigners for practicing or improving ESP vocabulary learning strategies*" as the least used one.

Next, the majority of the cadets did not often learn and practice the meaning of ESP vocabulary inside the class environment (Q22mem; M = 2.60, SD = .78), check professional English dictionary (Q9det; M = 2.80, SD = .87), using an English-English dictionary to look for the word's meaning (Q8det; M = 2.86, SD = .90), writing new words on small pieces of paper and stick anywhere to remember (Q31cog; M = 2.80, SD = .81), respectively.

The correlations between ESP vocabulary learning strategies and their attitudes toward ESP vocabulary learning
The correlation between the overall of attitudes and strategies
The Pearson Correlation analysis was conducted in order to examine whether there was a relationship between overall attitude and overall strategy. (See Table 4.16)

Table 19.The correlation between the overall of attitudes and strategies

SUM_STRATEGIES		
SUM_ATTITUDES	Pearson correlation	.543**
	Sing. (2-tailed)	.000
	N	84

**. Correlation is significant at the 0.01 level (2-tailed).

The results of Table 4.16 reveal that there was correlation between overall attitude and overall strategy with total score (p = .000). In addition, the finding also indicates that the correlation between overall attitude and overall strategy was strong and positive (r = .543). This result can be explained that the cadets' attitudes toward ESP vocabulary learning had positive effects on the strategy use. It is understood that the more positive cadets' attitudes toward ESP vocabulary learning were, the more strategies they used to learn vocabulary.

The correlation between overall of attitudes and each category of strategy
Table 20.   The correlation between overall of attitudes and each category of strategy

		DET	SOC_D	SOC_C	MEM	COG	MET
SUM_ATTITUES	Pearson correlation	**528****	**630****	**424****	**416****	**467****	**.396****
	Sing. (2-tailed)	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**
	N	84	84	84	84	84	84

Table 4.17 shows a significant correlation between overall of attitudes and each category of strategy. Correlative coefficients were different regarding to each strategy. To be more specific, the correlation between overall attitude and social (discovery) strategies was highest (r = .630). Next, the correlation ranked at the second position was between overall attitude and determination strategies (r = .528). In addition, the third position of relationship belonged to the overall attitude and cognitive strategies (r = .467). A quite strong connection existed between overall attitude and social (consolidation) strategies (r = .424). Furthermore, overall attitude had a quite weaker correlation with memory strategies (r = .416). Finally, there was a weakest correlation between overall attitude and metacognitive strategies (r = .396). It can be interpreted that the cadets' overall attitude towards social (discovery) strategies and determination strategies were higher correlation than overall attitudes towards social (consolidation), cognitive, memory and metacognitive strategies. In other words, the cadets' overall attitude towards discovery strategies was more positive than consolidation strategies.

IV. CONCLUSIONS

RQ1: What are the attitudes toward ESP vocabulary learning of the non-English majors at People's Police College II?
For the first research question, the data from questionnaires and interviews revealed that cadets had positive attitude towards their ESP vocabulary learning strategies. Remarkably, as can be seen from the results, *cognitive attitudes* were higher than *affective attitudes* and *behavioral attitudes*. It may be concluded that the cadets were aware of the importance of ESP vocabulary learning in their English for specific purpose and English for Police courses.

RQ2: How do those cadets use ESP vocabulary learning strategies?
The findings obtained from the questionnaire about cadets' use of ESP vocabulary learning strategies indicated that cadets at PPC II in this research used all of the six ESP vocabulary learning strategy groups in their process of learning. However, in general, these cadets just applied ESP vocabulary learning strategies at "sometimes" level.

The results also indicated that in overall social (discovery) strategies were used most. Among 39 strategy items, the strategy of *looking up new word's meaning on the Internet* was used the most frequently whereas the strategy of *contacting with foreigners for practicing or improving ESP vocabulary learning strategies* were the least used. It could be concluded that the cadets were aware of the useful choice in finding meaning of ESP vocabulary but they did not have opportunity to meet or communicate with foreigner because of specific career.

RQ3: Is there any relationship between non-English majors' attitudes and their ESP vocabulary learning strategies?
The statistics proved that there was a positive relationship between attitudes and strategy uses in general, as well as attitudes and each strategy category particular.

The data analysis revealed that the police students have positive attitudes towards the use of ESP vocabulary learning strategies. That is to say, with positive attitudes towards ESP vocabulary learning, the cadets are aware of the importance of ESP vocabulary which help them effectively and successful in learning process. Moreover, cadets liked to discover new ESP vocabularies more than consolidate them, therefore; the cadets applied discovery strategies frequency more than consolidation strategies

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