Language Learning Strategies of Vietnamese EFL Freshmen

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Abstract
This quantitative research aims to investigate the language learning strategies used by Vietnamese EFL freshmen, and to examine the differences in the students’ use of English language learning strategies according to their English proficiency. A total of 124 first year students from Hanoi University of Business and Technology were selected as the respondents using probability sampling methods. All the participants learned English as a compulsory academic subject. The data collection instruments of the study were questionnaires adapted from Language Strategy Use Inventory by Andrew D. Cohen, Rebecca Oxford, and Julie C. Chi (2005). The major findings of the study showed that the success of language teaching and learning are determined by the effective choices of language learning strategies. The findings of the study benefit for not only the teachers being aware of students’ learning styles and language choice, but also the students cooperating firmly with their teachers to master the effective language learning strategies.

Keyword: Language Learning Strategies (LLSs), English as a second language (ESL), English as a foreign language (EFL), Second Language Acquisition (SLA), Second Language (L2).

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