

Vocabulary Learning Strategies and English for Police Cadets in Viet Nam: An overview from theoretical to practical issues

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ABSTRACT

Vocabulary knowledge is not only an integral part of the language, but also a vital role in learning the second language because lexical knowledge is fundamental of learners' English language learning. Therefore, the use of vocabulary learning strategies is a pivotally importance factor that decides the achievement of vocabulary acquisition. With the present of requirement of English for Specific Purpose development or English for Police Cadets, learners want to be successful, they may employ a series of vocabulary learning strategies so as to master ESP vocabulary.

This paper shows readers a picture of English for Police Cadets in Viet Nam as well as an overview of English for Specific Purpose and vocabulary learning strategies to help learners select a suitable strategy to study vocabulary better.

Keywords: Vocabulary learning strategies, Police cadets

Date of Submission: 04-09-2020

Date of Acceptance: 19-09-2020

I. INTRODUCTION

1.1. English for the Police cadets

Due to the proposal of the Vietnam Minister of Public Security in the program syllabus, all cadets who follow three-year-college program majoring in Police have to study one foreign language. English is chosen because of its popularity and all documents in relation to criminal as well as civil cases in the country and in the world are in English. The English program syllabus includes General English course and English for Police course.

Before taking the English for Police course, all cadets will take have a 152-periods of General English course with the aim of equipping consolidating background knowledge of grammar and language skills in the first training year. The specific objective of English for Police course is to provide some basic specialized knowledge of English that will prepare them for their future career when having solving international cases.

1.2. English for Police course

Currently, Vietnamese police institutions have not had a unified course book for applying in the English for Police courses yet. In Vietnam police colleges, after finishing the general English course, in the second year of study, there is a requirement of specialization in different areas of police activity. According to the police activity branch assigned by school administrators from the beginning of school year, police cadets will take part in the English for Police courses corresponding to the major which they are studying. For example, cadets who have specialized in preventing and fighting economic crime are in need of knowledge of foreign languages relevant to economic activities.

All the English course books for these learners have the same objective of extending the students' knowledge of vocabulary and developing the students' ability to communicate in police contexts. All books are themed-based consisting of 5 units which are very varied and suitable with examples and exercises of actual situations in police contexts (e.g. my job, managing foreigners' residence, responding to an incident report, etc.) Each unit has the same format which contains Starter, Reading, Listening, Speaking or Listening and Speaking, Writing, and Review. In addition, the authors have emphasized that these course books are appropriate for cadets who have completed a general English course.

To sum up, the course books are very suitable for cadets to develop their knowledge of English for Police as well as convenient for the teachers to apply in teaching English for these learners.

1.3. Police cadets' characteristics at People's Police College II

Most of the police cadets at PPC II are from different cities and provinces in Viet Nam and the age ranges from 19 to 24 years old. It can be said that most of them have the fundamental knowledge of General

English in the secondary schools or high schools. This is the very good condition for these learners to study English for Police course.

Most of them study English (General English and English for Police) as a compulsory subject. The learners in this study are the second-year cadets and study English for Police in the first semester of the second training year. They attend classes two sessions a day, one in the morning and one in the afternoon, consisting of 12 periods per week.

In reality, although most police cadets at this college have studied General English in their secondary schools and/or high schools for three or seven school years, and also complete the General English course at this college, these learners find difficulties with memorizing ESP vocabulary. Furthermore, time distribution for the whole course of English for Police is only 51 periods including one period for consolidation, which means that the teachers spend only ten forty-five-minute each unit. Most of the police cadets complain that the teacher goes so fast that they cannot catch up or they usually ask the teacher to speak more Vietnamese in class. On the other hand, it is quite difficult for them to memorize many specialized words which are completely new and strange to them.

1.4. Police cadets' needs

Vocabulary, especially English for Specific Purposes vocabulary is an essential component of studying ESP course. Therefore, learners need a set of strategies that can support them to acquire new ESP vocabularies independently. Moreover, they need to expand their ESP vocabulary to express themselves more clearly and appropriately in each civil cases. Thanks to such a knowledge preparation, the cadets will be well equipped to serve in their future job or to go abroad for training courses. (e.g. Traffic police officers contact with the foreigners who are traffic offenders or police officers are sent abroad to study or to work).

1.5 Statement of the Problem

In the complicated development of the transnational crime, crime related foreign factor is increasing in Viet Nam. Besides various professional measures are applicated, international cooperation in fighting against crimes to maintain national security, social order and safety of the police forces is an inevitable trend. Therefore, the officers not only master in professional but also are good at English to communicate and handle their work effectively in every circumstantial case. For many reasons, equipping English knowledge source for police cadets related each commission after graduation is a very important requirement in ESP vocabulary teaching process.

The People's police College II recognized above problem and has determined that teaching English for Police is one of the necessary and important requirements. Therefore, at the beginning of teaching English in 2003, PPC II actively established the ESP program for each trained major.

II. LITERATURE REVIEW

2.1. Definition of English for Specific Purposes

English for Specific Purpose (ESP) arose as a term in the 1960s as it became increasingly aware that General English courses frequently did not meet learners or employers want. Thus, the development of ESP aims to cater for the learners' needs for a specific proficiency in English. According to Crystal (1999), ESP can be simplified as the use of a particular variety of the language in a specific context of use. In addition, Robinson (1991) has talked about ESP as "language in context" and Mumby (1978) also states that ESP is English courses that are designed based on the learners' communicative needs. Moreover, "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of communicative needs of the context" Robinson (1991, p.20).

According to Hutchinson and Waters (1987), English for specific purposes emerged as a result of three major factors: (1) the growing global demand for a means of communication as a result of the scientific and technical evolution that followed the Second World War; (2) the shift from studying the formal features of language use to the communicative aspects of language use; (3) the recognition of the importance of meeting the learners' needs and interests for learning a foreign language.

Stevens (1988, pp.1-2) defines English for specific purposes by identifying its absolute and variable characteristics. For the absolute characteristics, he states that English for specific purposes consists of English language teaching which is: (1) designed to meet specified needs of the learner, (2) related in content (i.e. in its themes and topics) to particular disciplines, occupations, and activities, (3) centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc, and analysis of the discourse, and (4) in contrast with general English. Moreover, Stevens identifies two variable characteristics as follows: English for specific purposes may be, but is not necessarily: (1) restricted as to the language skills to be learned (e.g. reading only), and (2) not taught according to any pre-ordained methodology.

Dudley-Evans and John (1998, pp.4-5) give a modified definition based on Strevens' definition. They remove the absolute characteristics that "English for specific purposes is in contrast with general English" and add more variable characteristics. They define the absolute characteristics into three characteristics. They are (1) English for specific purposes is defined to meet specific needs of the learners, (2) English for specific purposes makes use of underlying methodology and activities of the discipline it serves, (3) English for specific purposes is centered on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities. For the variable characteristics, Dudley-Evans and St. John (1998, p.4-5) complete them into five characteristics, as follows: (1) English for specific purposes may be related to or designed for specific disciplines, (2) English for specific purposes may use, English for specific purposes specific teaching situations, a different methodology from that of general English, (3) English for specific purposes is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level, (4) English for specific purposes is generally designed for intermediate or advanced students, and (5) Most English for specific purposes courses assume some basic knowledge of the language system, but it can be used with beginners.

2.2. Purpose and objectives of English for specific purposes

Thanks to communication technologies and the Internet it enables to share or exchange information efficiently. Not surprisingly English Language Teaching has been in focus for considerably long time. However, the way to English for specific purposes was not direct and easy. It was knotty and straightforward because English for specific purposes was derived from different varieties of the language. In addition, even the understanding of its complicated development does not help to explain what exactly English for specific purposes is. Hutchinson and Waters (1992, p.16-19) emphasize that we should not regard English for specific purposes as "specialized variety" of English and to approach it as a product but to see beyond the vocabulary and grammar because these are just the surface features of the language that we hear and read. They advise to distinguish between what people do with the language (performance) and the abilities and knowledge which enables them to do it successfully (competence). It follows that English for specific purposes must be seen as a process not a product.

To gain a deeper understanding, it is useful to compare English for specific purposes to General English. The first difference is obvious from the terms "specific" and "general." According to Robinson (1980, p. 6), the distinction contrasts the purpose of the language itself because the latter one is concerned with "education-for-life, culture and literature orientated language course, in which the language itself is the subject matter and the purpose of the course." On the contrary, English for specific purposes courses are aimed particularly at a special body of knowledge and skills which are given by the purpose that is a successful performance of occupational or educational roles. Regarding the purpose, another apparent difference between both kinds of the language is the learners. While students of all ages study General English courses, English for specific purposes courses are attended mainly by adults. Thus, it is supposed that students often experienced some years of General English courses so they gained some knowledge before they start with the English for specific purposes.

Furthermore, while all four skills as speaking, listening, writing, reading are trained and examined in General English courses, for English for specific purposes course a careful needs analysis helps to determine which language skills are the most important and subsequently the course is adjusted to the requirements. For instance, when a police officer needs to interrogate a foreigner about details in a certain case, he/she does not need to train how to write an academic essay; or when students need to study a lot of texts which are available only in English, it is more sufficient to aim the course at development of reading skills and strategies than at practice speaking and role playing.

To summarize, the generally accepted opinion states that English for Specific Purposes refers to teaching English as a foreign or second language with the aim to acquire some specific knowledge and set of skills which reach beyond the language itself.

2.3.English for Police Cadets

Regarding textbooks of English for Police, currently, they are published very few all over the world. Actually, only some typical textbooks are published and presented on Internet and in some bookstores such as Career Paths Police (John Taylors & Jenny Dooley, 2011), English for Law Enforcement (Boyle and Chersan , 2009), *Sổ tay tiếng Anh cho nhân viên Cảnh Sát* (Thuan Van Phạm and Lam Huy Le, 2009), just to name a few.

Though People's Police Colleges and Universities in Vietnam have curriculum and have also organized courses of English for Police, textbooks for teaching in such courses have not yet been synchronous and unanimous all over the country. In addition, every college and university have compiled textbooks of English for Police on their own in order to utilize and teach English for Specific Purposes for their police cadets.

2.4. Language learning strategies

The term “language learning strategy” has been diversely defined by various researchers. According to Rubin (1975, p.43), one of the earliest researchers on language learning strategies, the term learning strategies refer to “the techniques or devices which a learner may use to acquire knowledge.” In 1987, Wenden defined language strategies as any sets of operations, steps, plans and routines used by the learners to facilitate the obtaining, storage, retrieval, and use of information. On the contrary, Oxford (1989) views learning strategies as steps or actions taken by the students to improve their own language learning. By the year 1990, she presents a clearer definition of language learning strategy like specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. Cohen (1998, p.5) defines language learning strategies as “processes which are consciously selected by learners, and which may result in action taken to enhance the learning or use of a second or a foreign language, through the storage, retention, recall, and application of information about this language.” In this definition, Cohen (1998) differentiates conscious and unconscious behaviors, stressing that only consciously chosen processes can be called strategic. Nation (2001) defines learning strategies by four important features, the first of which is a conscious choice: (1) they are chosen by the learner, (2) they are complex and consist of several steps, (3) they require knowledge and benefit from training, and (4) they increase the efficiency of learning.

However, Wenden (1987) states that strategies may not always be conscious. She describes six criteria that characterize learning strategies: (1) Strategies refer to specific actions or techniques, not a learner’s general approach; (2) some of them are observable and others are not observable; (3) strategies are problem-oriented; (4) they may contribute to learning directly or indirectly; (5) strategies may be consciously deployed or become automatized and remain below consciousness; and (6) strategies are amenable to change. O’Malley and Chamot (1990) believe that learning strategies are special ways of information processing that make comprehension, acquisition, organizing, and storing of new information more successful. Ridley (1997) and Purpura (1999) also agree that strategies can be either conscious or unconscious behaviors.

Some researchers (Tarone, 1981; McLaughlin, 1987; Ellis, 1995) distinguish between learning strategies, perception strategies, production strategies, and communication strategies. Ellis (1995) and Tarone (1981) believe that strategies should be divided into language strategies and skill strategies. Ellis (1995) and Cohen (1998) distinguish between language learning strategies and language use strategies.

According to Oxford (1990), the term “strategy” is described as carefully designed plans for military operations primarily originated from military science. Nowadays, the term “strategy” has become increasingly popular in many spheres of human lives as in commerce, politics, and diplomacy as well as in education. Generally, in education, strategies are a set of deliberate plans and operations a learner employs to facilitate learning processes and improve learning results (Gu, 1997).

Obviously, defining LLS has different perspectives show the complexity of this field. This is probably the reason for linguists to find a classification instead of defining them and having some basic characteristics in language learning strategies’ generally accepted view. Oxford (1990:9) summarized view of LLS by listing of the 12 key features as follows:

- Contribute to the main goal, communicative competence
- Allow learners to become more self-directed
- Expand the role of teachers
- Are problem-oriented
- Are specific actions taken by learners, not just the cognitive
- Support learning both directly and indirectly
- Are not always observable
- Are often conscious
- Can be taught
- Are flexible
- Are influenced by a variety of factors

2.5. Vocabulary learning strategies

In the process of acquiring a foreign language, vocabulary knowledge is very essential. Most of language learners know the importance of vocabulary in a language, yet they may or may not be aware of the fact that vocabulary learning strategies can help them to learn vocabulary successfully. With the emergence of the concept of language learning strategies, scholars have attempted to link these strategies with language learning skills believing that each strategy enhances learning of vocabulary, pronunciation, etc. Scholars such as O’Malley (1985) and O’Malley et al. (1990) confirm that most language learning strategies are used for vocabulary learning tasks. Therefore, based on the definitions of language learning strategies, vocabulary learning strategies have received various definitions from different researchers. This is because vocabulary learning strategies seen as a subset of general language learning strategies in second language acquisition. For

example, Nation (2001, p.217) defines vocabulary learning strategies as “a part of language learning strategies which in turn are a part of general learning strategies”. He also points out the important features of vocabulary learning strategies. To him, vocabulary learning strategies possess the following characteristics: (1) involving choice (i.e. there should be several strategies to choose), (2) being complex (i.e. there should be several steps to learn), (3) requiring knowledge and benefit from training, and (4) increasing the efficiency of vocabulary learning and use. Another definition is derived from Cameron (2001, p.92), he considers vocabulary learning strategies as “the actions that learners take to help themselves understand and remember vocabulary items”.

However, Brown and Payne (1994) have another way to identify vocabulary learning strategies. They do not give direct definition of vocabulary learning strategies but describe five steps appearing in the process of learning vocabulary. The five steps contain (1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, of the forms of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and the meanings of the words, (5) using the words. From these steps, it can be generalized that vocabulary learning strategies, according to Brown and Payne (1994), include strategies to deal with new words, to store them in the memory, and then to use them.

In recent years, Ghazal (2017) stated that vocabulary learning strategy is a method which the learners employ to enhance their understanding of different target language vocabularies. Besides, according to Ruitments (2005, as cited in Jurcovic, 2006), vocabulary learning strategies also help the students employ the vocabulary in a suitable context. By the same token, vocabulary learning strategies are learners’ comprehension about processes or strategies to learn vocabulary as well as steps or actions need to be accomplished to get the meaning of unknown words, to keep them in long-term memory, to remind them at will, and to apply them in oral or written manner (Catalan, 2003). Additionally, students exploit technical vocabulary learning strategies so that their vocabulary learning process is easier, quicker and more independent. Hence, by using vocabulary learning strategies, therefore, the students will have their own ways to acquire new words.

In brief, vocabulary learning strategy can be seen from at least three different views. First, a vocabulary learning strategy, very broadly speaking, could be whatever the learners do to help the new vocabulary learning process. Whenever a learner needs to study words, he/she uses strategy/strategies to do it. Second, a vocabulary learning strategy could be related to actions that help vocabulary learning to work well. Hence, learners may use some actions which do make any improvement in learning process. Third, there might be a relation between a vocabulary learning strategy and conscious actions that learners take to study new words. Ideally, in order to have a free chance to choose consciously the suitable strategy for oneself, learners should be informed of good or efficient strategies. This fact should be considered that, though, a strategy which is suitable and works well for one student may completely fail with another and that for a particular learning situation one strategy happens to be better than another.

2.6.Importance of Vocabulary learning strategies

According to Nation (2001), vocabulary learning strategies are regarded as a part of language learning strategies. In other words, to improve language learning strategies, learners grow awareness of the importance of vocabulary learning strategies. Nation (2001) admits that the students can gain a large amount of vocabulary thanks to the help of vocabulary learning strategies, and these strategies are useful for students at different language levels. Moreover, vocabulary learning strategies helps students obtain the control as well as be responsible for their own vocabulary learning. For more specific, “learner’s independence” in vocabulary learning strategy has been taken into account by several researchers. Gairns and Redman (1986, as cited in Kafipour et al, 2011) suggest that learners should be in charge of their own learning and they take their individual needs into consideration. More considerably, Nation (1990, 2001) also emphasizes that to learn vocabulary most effectively; learners should use vocabulary learning strategies independently of their teacher. Consequently, vocabulary learning strategies enhance the ‘autonomy’ of the students by encouraging them to participate in self-directed learning and helping them to manage their learning (Oxford, 1990). In fact, if learners possess a variety of vocabulary learning strategies, they may cope with new or unfamiliar vocabulary items with ease. It means that vocabulary learning strategies help the students’ process of new vocabulary learning simpler. Oxford (1990) and Schmitt (1997) identify a number of particular strategies for learning vocabulary. There are many various strategies for vocabulary learning such as mechanical/rote learning strategies, grouping strategies, keyword strategies, bilingual dictionary strategies, etc. Each learner applies different strategies. For instance, they remember vocabulary through reading a new word aloud when studying, using the picture, making the flashcard, using related words, making sentences and recording yourself. Generally speaking, learners are encouraged to adopt all strategies when they learn English vocabulary. Moreover, there are different strategies that students can choose to learn the technical vocabulary. Classifications of vocabulary learning strategies are reviewed as follows.

2.7. Classifications of vocabulary learning strategies

According to O'Malley and Chamot's (1990), vocabulary learning strategies comprise of three categories:

- Metacognitive strategies: a summary of language use and learning as well as the procedure for planning, adjusting learning and utilizing a language effectively are presented.
- Cognitive strategies: a rapid task is used to get and collect the information for the process of manipulating information.
- Social strategies: social interaction and personally emotional control are used to secure and maintain a language.

O'Malley and Chamot's (1990)'s classification reveals that three above categories have an interrelation and a crucial role to the process of learning and acquiring a language.

However, Oxfords (1990) classifies vocabulary learning strategies quite differently in comparison with the classification of O'Malley and Chamot's (1990). She divides vocabulary learning strategies into two categories: direct and indirect categories with six smaller groups as follows:

- The direct strategies relate to a range of particular tasks and situations including:
 - Memory strategies: retaining and recalling new information
 - Cognitive strategies: comprehending and mastering the language
 - Compensation strategies: utilizing the language.
- The indirect strategies are involved in the management of language learning consisting of:
 - Metacognitive strategies: collaborating in learning
 - Affective strategies: managing emotions
 - Social strategies: communicating with others in studying.

A different way of classifying vocabulary learning strategies is implemented by Gu and Johnson (1996). According to Gu and Johnson (1996), there are six types of vocabulary learning strategies:

- (1) Guessing strategies: background knowledge/wider context and linguistic cues/immediate context are used.
- (2) Dictionary strategies: dictionary strategies for comprehension, extended dictionary strategies, and looking-up strategies.
- (3) Note-taking strategies: using meaning-oriented note-taking strategies and using oriented note-taking strategies.
- (4) Rehearsal strategies: word lists, oral repetition, and visual repetition are exploited.
- (5) Encoding strategies: association/elaboration, imagery, visual encoding, auditory encoding, using word-structure, semantic encoding, and contextual encoding.
- (6) Activation strategies: linking lists of facts to familiar words so as to remember them or using means of an image to remember numbers; remembering lists by picturing them in specific locations; setting up an acoustic and image link in order to connect between a second language word to be learned and a word in second language that sounds similar.

Whereas, another remarkable classification is developed by Schmitt (1997). Schmitt (1997) indicates that there are two main groups and five sub-groups of strategies:

- Discovery strategies: learners use these strategies to discover the meaning of words encountered for the first time.
 - Determination strategies: strategies are used for individual learning without any help from others.
 - Social strategies: new words are learned through interaction between learners with others.
- Consolidation strategies: a learnt word is consigned into the students' memory if this word is encountered again.
 - Social strategies: not only are these strategies used to discover new vocabulary but they also work in remembering words learnt/ known by the students.
 - Memory strategies: strategies are employed to recall known words by associating learners' existing or background knowledge with target words. It means that learners connect their memorizing of learnt words to mental processing.
 - Cognitive strategies: learners are engaged to understand known words by mechanical means instead of mental processing.
 - Metacognitive strategies: strategies allow students to determine the best way to plan, control and evaluate their own vocabulary learning intentionally. Particularly, they are permitted to select which words to concentrate and study deeper. Also, they can check their own understanding by doing the tests in words.

The detail can be seen on the table 2.1 below:

Table 1. Schmitt's taxonomy of vocabulary learning strategies (Schmitt, 1997, p.207-208)

| STRATEGY GROUP | STRATEGY |
|---|---|
| Strategies for the discovery of a new words' meaning | |
| DET | Analyze part of speech |
| DET | Analyze suffixes and roots |
| DET | Check for L1 cognate |
| DET | Analyze any available pictures or gestures |
| DET | Guess from textual context |
| DET | Bilingual dictionary |
| DET | Monolingual dictionary |
| DET | Word lists |
| DET | Flash cards |
| SOC | Ask teacher for a L1 translation |
| SOC | Ask teacher for paraphrase or synonym of new word |
| SOC | Ask teacher for a sentence including the new word |
| SOC | Ask classmates for meaning |
| SOC | Discover new meaning through group work activity |
| Strategies for consolidating a word once it has been encountered | |
| SOC | Study and practice meaning in a group |
| SOC | Teacher checks students' flash cards or word lists for accuracy |
| SOC | Interact with native speakers |
| MEM | Study word with a pictorial representation of its meaning |
| MEM | Image word's meaning |
| MEM | Connect word to a personal experience |
| MEM | Associate the word with its coordinates |
| MEM | Associate the word with its synonyms and antonyms |
| MEM | Use semantic maps |
| MEM | Use "scales" for gradable adjectives |
| MEM | Peg method |
| MEM | Loci method |
| MEM | Group words together to study them |
| MEM | Group words together spatially on a page |
| MEM | Use new word in sentences |
| MEM | Group words together within a storyline |
| MEM | Study the spelling of a word |
| MEM | Study the pronunciation of a word |
| MEM | Say new word aloud when studying |
| MEM | Image word form |
| MEM | Underline initial letter of the word |
| MEM | Configuration |
| MEM | Use keyword method |
| MEM | Affixes and roots |
| MEM | Parts of speech |
| MEM | Paraphrase the word's meaning |
| MEM | Use cognates in study |
| MEM | Learn the words of an idiom together |
| MEM | Use physical action when learning a word |
| MEM | Use semantic feature grids |

| | |
|-----|---|
| COG | Verbal repetition |
| COG | Written repetition |
| COG | Word lists |
| COG | Flash cards |
| COG | Take notes in class |
| COG | Use the vocabulary section in your textbook |
| COG | Listen to tape of word lists |
| COG | Put English labels on physical objects |
| COG | Keep a vocabulary notebook |
| MET | Use English-language media |
| MET | Testing oneself with word tests |
| MET | Use spaced word practice |
| MET | Skip or pass new word |
| MET | Continue to study word over time |

a. Determination strategies (DET)

They are individual learning strategies that help learners to find out the meaning of new word without the other's help. (Schmitt, 1997). Hence, learners have to determine the meaning by using dictionaries, guessing the meaning from the context, structural knowledge of language and reference materials.

b. Memory strategies (MEM)

Memory strategies, traditionally known as Mnemonics, are a large number of strategies that learners apply to acquire the new words via mental processing by associating their existing or background knowledge. c

c. Social strategies (SOC)

Learners learn new words through interaction with others. In other words, social strategies encourage learners to interact with each other and learn from each other. (Schmitt, 1997). They can also be used to stabilize information by speaking to native speakers or even language teachers outside the class.

d. Cognitive strategies (COG)

Cognitive strategies are those partially similar to memory strategies and not related to mental processing (Schmitt, 1997). This group includes repetition and mechanical means of learning vocabulary such as word lists, vocabulary notebooks to study words.

e. Metacognitive strategies (MET)

Metacognitive strategies are effective means for learners to have a conscious overview of vocabulary learning process through monitoring, decision-making, and evaluation of one's progress (Schmitt, 1997). They allow learners to have a conscious overview of the learning process through controlling and evaluation activities. Testing oneself is an instance of metacognitive strategies which provide "input to be effectiveness of one's choice of learning strategies, providing positive reinforcement if progress is being made or a signal to switch strategies if it is not" (Schmitt, 1997, pp.199-228).

Besides, according to Anderson (2005), metacognitive strategies help learners understand how to adjust their own learning. Furthermore, O'Malley, Chamot, Stewner-Mazanares, Russo, and Kupper (1985) emphasize the importance of metacognitive learning strategies in vocabulary learning that if there are not metacognitive approaches, students lack direction or opportunity to review their progress, accomplishment, and directions for future.

In his study, the researcher favors Schmitt's (1997) classification for three reasons. First, several advantages of Schmitt's taxonomy are found by Catalan (2003), namely that it can be standardized as a test, can be used to collect the answers from students at various ages, educational background, and target languages easily. Second, Takac's (2008) affirms that "Schmitt's (1997) proposal of a typology of vocabulary learning strategy is currently among the most comprehensible typology of (exclusively) this subgroup of language learning strategies" (p. 67). It means that Schmitt's taxonomy is a clear and easily understandable system so as to be utilized as an instrument for carrying on an investigation into vocabulary learning strategies. Third, the researcher wants to discover the cadets' use of ESP vocabulary learning strategies on their ESP vocabulary learning. In particular, what strategies they employ to know the meaning of new ESP vocabulary and which strategies they apply to memorize the learnt ESP vocabulary. Luckily, Schmitt's taxonomy is appropriate to the researcher's purpose of the study.

III. CONCLUSION

The paper attempts to review the theories of ESP, English for Police cadets, and vocabulary learning strategies in order to help learners who aim to study English better can choose a suitable strategy to improve their English.

The paper also gives the author have a good background to conduct further researches like an investigation of the vocabulary learning strategies of Police cadets on their ESP vocabulary learning. In general, the paper will be used as the main source in combination with the actual situations of teaching and learning English for specific purposes in Public Security schools in Vietnam to design a questionnaire for the further studies.

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Nguyen Thi Cam Nhung. "Vocabulary Learning Strategies and English for Police Cadets in Viet Nam: An overview from theoretical to practical issues." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(9), 2020, pp. 14-22.