

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : TIẾNG ANH THƯƠNG MẠI

Sinh viên : Phan Thanh Hiền

HẢI PHÒNG – 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

**A STUDY ON COMMON MISTAKES IN LEARNING
VOCABULARY MADE BY THE FIRST YEAR NON-
ENGLISH MAJORS AT HAI PHONG MANAGEMENT
AND TECHNOLOGY UNIVERSITY AND SOME
SUGGESTED SOLUTIONS**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: TIẾNG ANH THƯƠNG MẠI

Sinh viên : Phan Thanh Hiền

Giảng viên hướng dẫn: ThS. Nguyễn Thị Hoa

HẢI PHÒNG – 2023

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: A study on common mistakes in learning vocabulary made by the first year non-English majors at Hai Phong Management and Technology University and some suggested solutions

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Nguyễn Thị Hoa

Học hàm, học vị : Thạc Sĩ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: A study on common mistakes in learning vocabulary made by the first year non-English majors at Hai Phong Management and Technology University and some suggested solutions

Đề tài tốt nghiệp được giao ngày 27 tháng 03 năm 2023

Yêu cầu phải hoàn thành xong trước ngày 15 tháng 6 năm 2023

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Phan Thanh Hiền

ThS. Nguyễn Thị Hoa

Hải Phòng, ngày...tháng...năm 2023

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Nguyễn Thị Hoa

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Họ và tên sinh viên: Phan Thanh Hiền...Chuyên ngành: Anh Thương Mại

Nội dung hướng dẫn: A study on common mistakes in learning vocabulary made by the first year non-English majors at Hai Phong Management and Technology University and some suggested solutions

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

Abstract

According to Wilkins, without grammar, very little information is conveyed, but without vocabulary, nothing is conveyed. The above quote shows the primary importance of vocabulary in learning a language. Although it is a small cell, it is a key factor in forming learners' language skills.

Vocabulary is extremely important because it provides conversational input without properly understanding the input, learning simply cannot progress. With rich capital vocabulary, learners themselves will develop communication, essay writing, and speaking skills. Moreover, thanks to the abundance of vocabulary, learners can understand other people's ideas as well as express themselves clearly and concisely. In addition, without vocabulary, no communication can be achieved. Language learners, especially those who learn English as a foreign language in a non-native setting find it difficult to practice speaking English because of the lack of vocabulary. This small study helps find out the common mistakes that first-year non-English at Hai Phong Management and Technology University students make in learning vocabulary and suggests some solutions to help students learn vocabulary effectively. I hope that my research would bring students some recommendations for their vocabulary.

Acknowledgement

First of all, I would like to express my deep gratitude to my teacher Mrs. Nguyễn Thị Hoa, M.A. for her enthusiastic help, dedicated guidance, and step-by-step companionship throughout the process of making my thesis. Without her active help, this graduation paper would not have been completed.

Secondly, I would also like to express my sincere thanks to the teachers of the Faculty of Foreign Languages, Hai Phong University of Management and Technology teachers for their valuable lectures and guidance during the four years of study, which helped me a lot in completing his research.

Next, a special thank you to all the first-year non-English majors for their enthusiasm in completing the survey questionnaire.

Finally, I would like to thank my family and friends for always being there for me and encouraging me throughout the time I was doing this research.

Hai Phong, June, 2023

Phan Thanh Hiền

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PART I: INTRODUCTION

1.1 Rationale

Vocabulary is a very important key to helping us communicate with people around us. A person with a rich and rich vocabulary can express their personal opinions well and succeed in communication. Without vocabulary, no matter how good ideas we have, grammar or body language cannot convey, and understanding the other person is also a difficult thing. Learning English vocabulary is also the focus of language teaching and it is also very important for language learners.

During my 4 years of studying at the school, still feel that I still have difficulty learning vocabulary when I want to speak, I can't remember a word, and it seems that I can't say it out loud and I'm not sure how to use them. I found myself having a lot of problems with vocabulary and making a lot of mistakes along the way. I realized I practiced them too little.

I think non-English major students at Hai Phong Management and Technology University also encounter common mistakes like me, with the desire to find solutions to help students improve their vocabulary. To improve students' English proficiency, the research "A study on common mistakes in learning vocabulary made by the first-year non-English majors at Hai Phong Management and Technology of University and some suggested solutions" was carried out with the hope of improving students' English proficiency. As well as helping students realize their mistakes so that learning vocabulary is more effective. As a result, learning vocabulary is no longer an obstacle for them.

1.2 Aims of the Study

Most students learn vocabulary but cannot apply it in speaking or writing. We just stopped at the level of recognizing them, but we can not own them to use in communication. Therefore, we face a lot of difficulties. For these reasons, this study aims to point out common mistakes in learning English vocabulary of first-year students and propose solutions to help students realize their mistakes. From there, they are able to make the best use of their own ability to learn and use their own vocabulary.

1.3 Methods of the Study

The study will be conducted using qualitative methods. The study includes survey questionnaires for the first year non-English at Hai Phong University of Management and Technology. After getting the results, the researcher will use charts for presenting the collected data.

1.4 Scopes of the Study

The subject of this research is limited to the first-year program, at Hai Phong University of Management and Technology. Forty students will be the sample of this survey. The tool for the survey was a self-administered questionnaire. Participants were asked to answer the questionnaire themselves. The questionnaire includes both closed and open questions.

1.5 The organization of the study

The study includes : 3 Parts mainly organized as follows:

PART I: Introduction deals with :Rational, Aims of the study, Scope of the study,Methods of the study, The organization of the study.

PART II: Development

Chapter 1: Literature review: Which mentions The Definition of Vocabulary, Vocabulary Mastery, Kinds of Vocabulary, Teaching and Learning English Vocabulary, Common mistakes in learning Vocabulary.

Chapter 2: Research methodology: Includes Introduction, Resources and materials, Instruments for collecting data, Data collection procedure, In conclusion.

Chapter 3: Data analysis, Finding of the Study

Chapter 4: Some suggest solutions

PART III: Conclusion: provides Overview of the study, Limitation of the study, Suggestions for the further study.

PART II: DEVELOPMENT

Chapter 1: Literature review

1. Vocabulary

1.1 The Definition of Vocabulary

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. In addition, Richards and Schmidt (2002:580) state that vocabulary is a set of lexemes, including single words, compound words, and idioms. Those definitions show that vocabulary is the first element that English learners should learn in order to master English well besides the other English components and skills. The vocabulary of language always changes and grows. As life becomes more complex, people devise or borrow new words to describe man's activities. No one knows the exact number of words in the English vocabulary today. From the interpretation above, we can conclude that vocabulary is the core component of language proficiency that consists of a set of lexemes, including single words, compound words, and idioms; provides much of the basis for how well learners speak, read, listen, and write; and has similarities with the term "lexis" and "lexicon". In language learning, vocabulary takes place in building language proficiency. The objective of vocabulary mastery is to make the students have good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language.

Harmer (1991: 158) summarizes that knowing a word (vocabulary) means knowing about its meaning, word use, word formation, and word grammar.

Word meaning is also governed by metaphors and idioms, e.g., the word hiss refers to the noise of a snake and to someone's threat to others. In collocation, a

word goes with each other, such as headache, earache, and so on. In addition, style and register are applied by differentiating the language to be used by someone either in a formal or informal context, for example, hello (formal) and hi (informal). Moreover, word formation may also create word meanings by seeing them in their grammatical contexts. It means that we look at how the suffixes and the prefixes work (im-, or in-) such as in imperfect and perfect, inappropriate and appropriate. The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as nouns, verbs, adjectives, adverbs, etc.

For example :

<u>My sister</u>		<u>went to</u>		<u>Berlin</u>		<u>last</u>
N		V		Adv		<u>week.</u>
						Adv

The chart can be seen in Figure 1 on the following page.

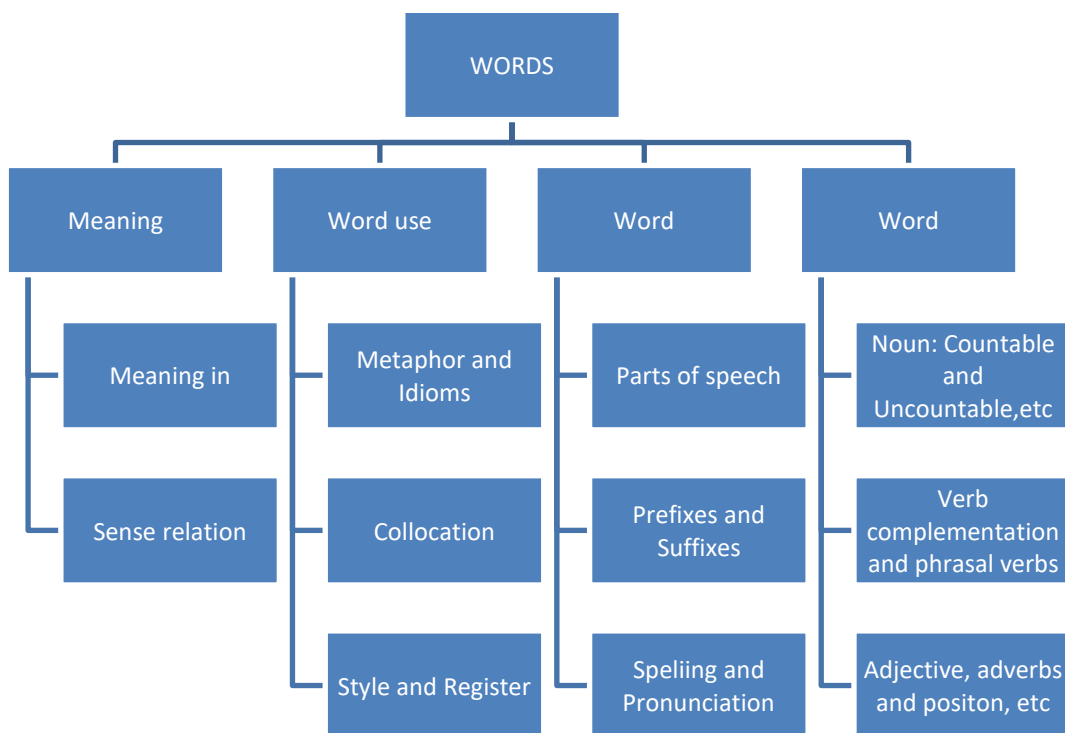


Figure 1: Knowing a word

Learning vocabulary is not only learning about the words or new vocabulary but also about how to use the vocabulary in correct usage. What is meant by the meaning of a word, is determined by the context where it is formed and also determined by its relation to other words. The word book sometimes means the kind of thing you read from, but it can also mean a number of other things. The example of the second context is vegetables which have general meaning whereas carrot is more specific.

Furthermore, Hammer (1991:151-161) says that teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. This statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for beginners. The reason is that, in doing such as technique, the learners are

demanding to have an adequate number of vocabularies. It means that the students need to memorize and recall many vocabularies that have been mastered before.

1.2 Vocabulary Mastery

Vocabulary is one of the language aspects which should be learned. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person is said to know a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words, and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language that contains information about its meaning, form, and usage in the context of communication. It is the basic knowledge that students should master first before mastering English. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

Vocabulary mastery is not a spontaneous process that is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run

successfully without English ability (English skills) because both of them are very important in the English teaching and learning process.

The students cannot do well in comprehension without a large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1.2.1 Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as words. For example, the meaning of a building for human habitation that attaches to a house is lexical meaning. Morphological meaning is the meaning that attaches to a morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. For example, the question attaches to the word arrangement in the sentence is he a student? (Lado, 1964: 209-212). A word's meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1.2.1.1 Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean “same and name”. Synonymy deals with the sameness of meaning, more than one word having the same meaning, alternatively, the same meaning being expressed by more than one word. In other words, the synonym is words whose denotation is the same but has a different connotation.

1.2.1.2 Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant- and -nymy”, the two parts mean “opposite + name” (Jackson, 1988:64). Antonym deals with opposite of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

1.2.1.3 Denotation

Denotation is conceptual meaning and dictionary meaning (Tarigan, 1985:58). Keraf (1984:28) says that denotative meaning is also called as some terms such as den notional meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Keraf (1984) explains that denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

1.2.1.4 Connotation

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones (Widarso, 1989: 69). Tarigan (1985) states that connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

1.2.2 Use

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones (Widarso, 1989: 69). Tarigan (1985) states that connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

1.2.3 Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

1.2.4 Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

1.2.4.1 Sounds

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /ɪ/ (as in it) and /ʌ/ (as in up) are separate.

It is important to remember that there is a difference between vowel and consonant letters and vowel and consonant sounds.

1.2.4.2 Syllables

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as:

[Consonant (s)] + Vowel + [consonant (s)]

This means that various combinations of vowels and consonants are possible:

Vowel only (e.g. in <i>a</i>)	Consonant + vowel (e.g. in <i>me</i>)	Vowel + consonant (e.g. in <i>eat</i>)	Consonant + vowel + consonant (e.g. in <i>bag</i>)
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1.2.4.3 Words

A word can be either a single syllable (e.g. cat, own) or a sequence of two or more syllables (e.g. window, about [two syllables]; lemonade [three syllables] or electricity [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in “window” the first syllable is stressed and the second is unstressed, while in “about” the first syllable is unstressed and the second is stressed.

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation.

It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. Harmer says that native speakers or competent users of the language know how to say a word. According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

1.3 Kinds of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when

they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation (2001) states that there are four kinds of vocabulary in the text:

- 1** High frequency words. These words are almost 80% of running words in the text.
- 2** Academic words. Typically, these words make up about 9% of the running words in the text.
- 3** Technical words. These words make up about 5% of the running words of the text.
- 4** Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

1.4 Teaching and Learning English Vocabulary

1.4.1 Teaching English Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The

English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001. p: 285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.

According to Hornby (1995. p: 125), “teaching” is defined as giving instruction to somebody’s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1.	Demonstration	The teacher demonstrates the language where he/she wants the students to study by offering them there in action.
2.	Explanation	The teacher explains the construction of language in diagram, using textbook, using board or OHP.
3.	Discovery	The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.
4.	Check Question	The teacher can check question to see if students have understood the meaning and use in the text or paragraph
5.	Presentation	The teacher shows the things and does not

		<p>present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.</p>
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1.4.2 Learning English Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002: 2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002: 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

2. Common mistakes in learning vocabulary

2.1 Not paying enough attention to pronunciation

Pronunciation is the core foundation of language development. Many people often think that only learning to communicate needs to focus on the pronunciation of words. However, in fact, even if you memorize English vocabulary, correct pronunciation will make you remember words longer. The

phonetic transcription of the word makes up the reading of the word, if you understand the reading of the word, you will hear other people speak and understand what the speaker is saying. You need to standardize pronunciation right from the start of learning English, to avoid mispronunciation, "Vietnamese" English will make you remember the wrong reading, making it difficult to learn English in the long run.

What will you gain if you understand tens of thousands of words and have profound knowledge of grammar, but when you open your mouth, no one will understand what you are saying? So pay attention to the pronunciation of native speakers, observe their mouth shape, and practice training each sound clearly.

2.2 Learning vocabulary without purpose

We often make the mistake of learning that we will write down all the words we don't know when we read an article or watch a movie in our notebooks and translate the meaning into Vietnamese. We don't care if the word is used a lot or will never be used. The worse we don't even know how to use that word.

We do not define our vocabulary learning goals to find useful, common words and can manipulate them so that we can remember them longer.

We need to have a goal in learning words, we don't need a large vocabulary but we need the right vocabulary.

2.3 Not learning words in the context of a sentence

One of the common methods of learning English vocabulary that many of us have used is to learn individual words without context.

We scribble down each word and memorize the meaning of each new word, and then forget it. We are trying to memorize a list of words that are barely related to each other. Have you ever read a text, found every word easy and understood, but couldn't understand what the passage was saying?

Learning words off of lists is not an effective way to increase your understanding of English vocabulary nor a good way to start being able to use those words in your own speaking.

Being able to memorize a long list of single words does not mean that you can always know how to use them in a way that makes sense. It's because to convey your thoughts in a daily conversation, you must learn the way native speakers speak, which means you have to combine individual words in the right order, use the right grammar, and of course, if you only study vocabulary off lists, you won't be likely to know how to do that. Some words have many different meanings. The best way to get through all of the meanings is to learn them in their context. When you learn phrases in context instead of studying single words, you can know the meaning of the word in that sentence.

2.4 Learn words only through Reading skills, not Speaking skills

We are affected by the passive way of learning in the school years from Elementary to High School when we only learn by reading with our eyes and writing, we spend very little time on listening and speaking practice. The teacher also does not ask us to read new words aloud or read aloud the passages. So we take shape a fear of communication in our mind and add to the lack of environment to communicate. So when we speak English, we can't pop out the words that we have written down because we are used to processing information slowly by translating. Therefore when communicating, our brains can't process the information to recall the way pronunciation is to pop those words out. The reason is that when we learn vocabulary, we just put them down in our notebooks but forget to read them aloud with frequency many times. Uttering words out loud help combines both auditory and kinesthetic stimuli.

If you repeat a phrase or a word combination containing the new English word by speaking it out loud, you're imprinting that word into your mind and your speech-producing organs.

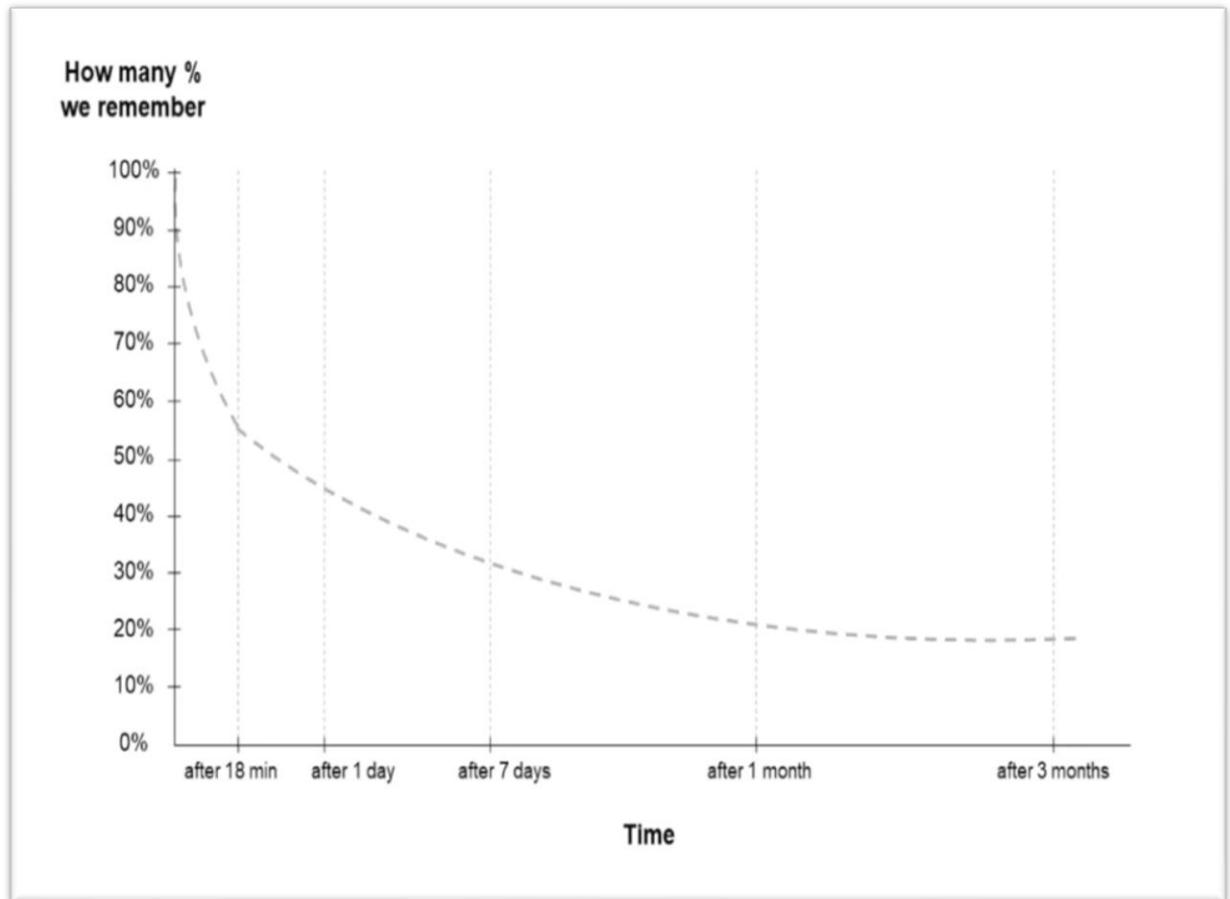
It means that every time you open your mouth to say that word, you'll just say it instead of 'reading it from your visual memory'!

2.5 Learning new words without reviewing them

We tend to spend 3-4 hours a day studying hard when we are excited and motivated. Then the next day we may be busy with work, or lose interest, we will again neglect that vocabulary list for a week, even a month. At that time, we still don't remember the word, we quickly forget it and throw it somewhere. We have the habit of always wanting new and difficult things, but even simple words we do not know how to use and use them proficiently. We keep learning new words from new words, but we never review them and the vicious cycle keeps repeating and we never have a solid knowledge base. We need to have a review plan to put them in long-term memory.

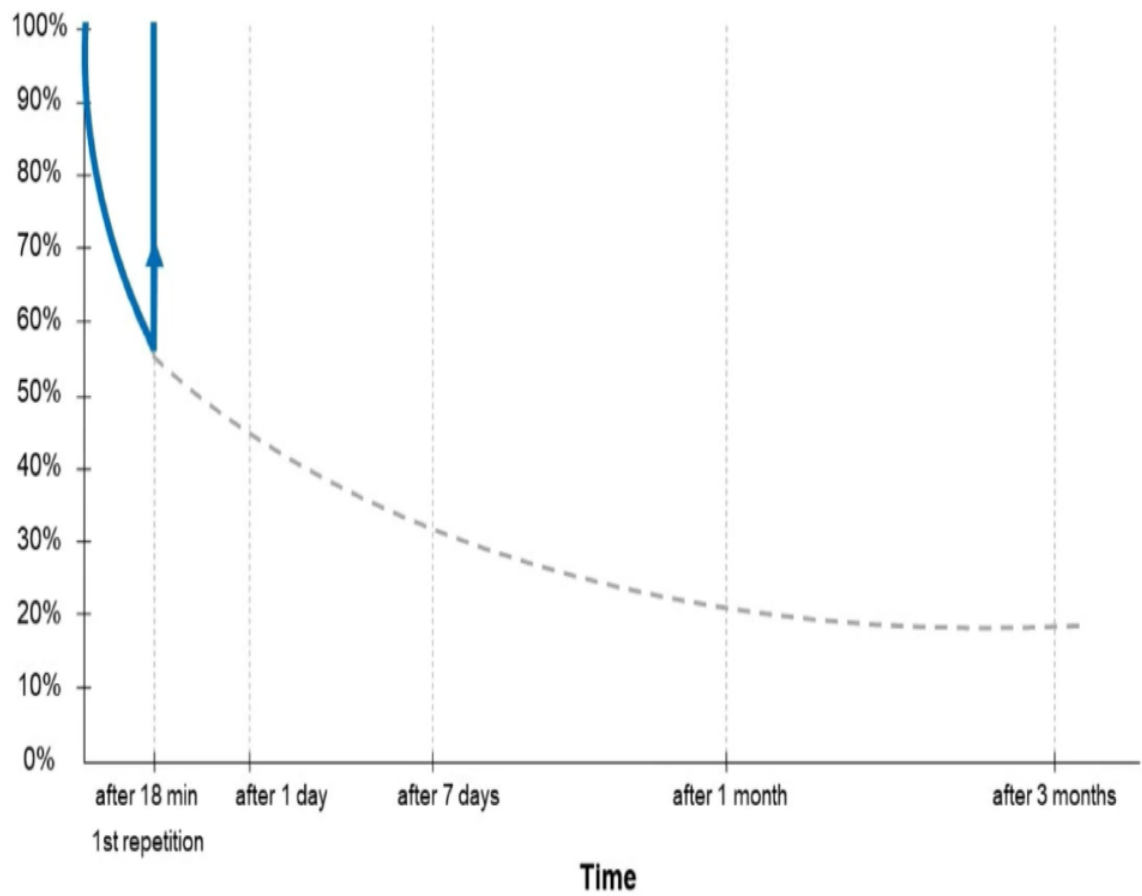
Now, let's look at the way our memory actually works. Then we'll understand why this is not the most effective way of learning new words.

German psychologist Herman Ebbinghaus is the author of the well-known Forgetting Curve which demonstrates perfectly how our memory works. Let's say we would memorize 100 new words on a given day (just like when we had to learn vocabulary for a test in school). After just 18 minutes, we would only retain 55 of the words! As you can see in the picture, the curve keeps going down so the next day we would remember 40 words. After a week, we are only left with 30 of them.

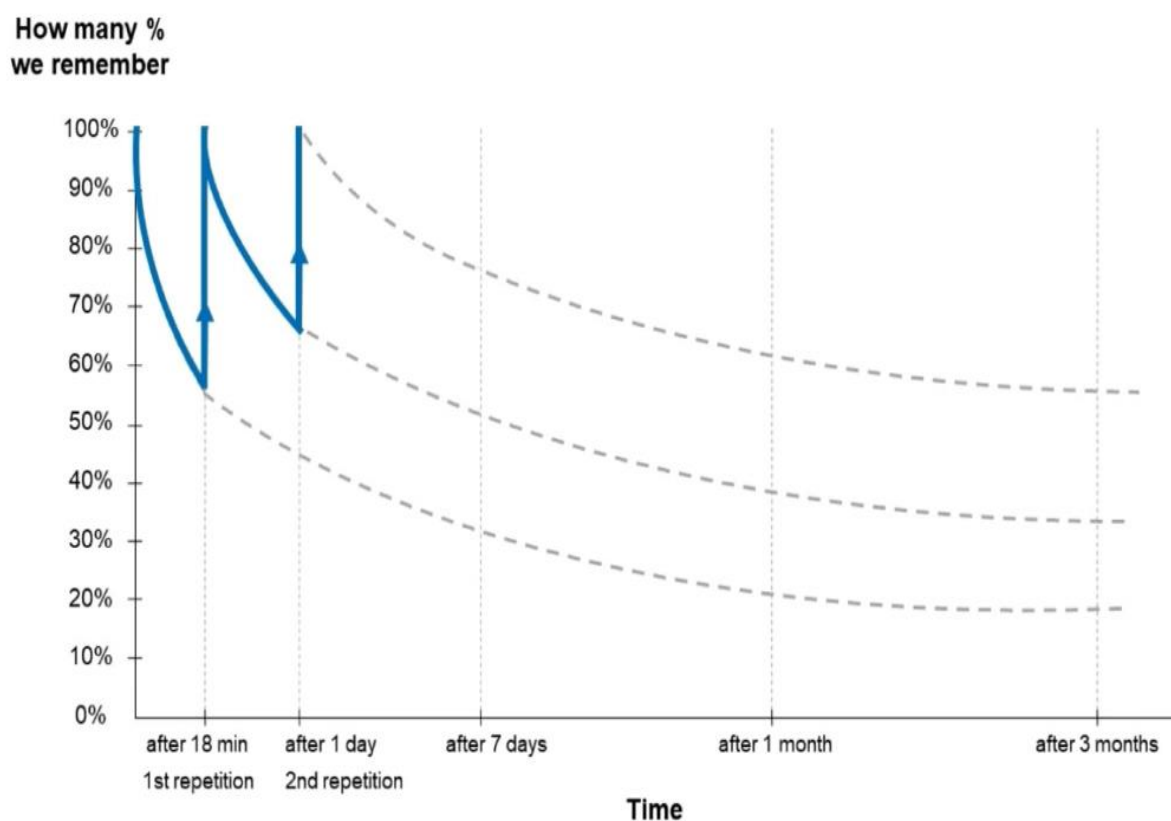


However, we can easily slow down the Forgetting Curve by simply **reviewing the words**, for example after 18 minutes (you can see it in the picture in blue). So now we're able to remember not just 55, but about 70 words the next day.

How many %
we remember



And let's say we're going to repeat the same words again the next day. After one week, we're going to remember about 80% of the words instead of only 30%. That's quite a difference, right?



When we try to memorize new vocabulary in one sitting without going back to the words over time and revising them, we only remember them for a very short period of time. So the key to making the new words truly stick is to repeat and review them also known as the Spaced Repetition System.

The idea of spaced repetition is to space out your repetitions, or review sessions, so that you are not trying to cram all the knowledge into your brain at once. There are plenty of effective learning methods that are based on the spaced repetition system such as flashcards, both paper and digital, as well the Goldlist Method. This system ensures that the information remains fresh in your mind.

2.6 Learning too many words at once

Understanding the importance of vocabulary, many learners often set goals and try to learn as many vocabulary words in as short a time as possible (Example: Learn 30 new words in a day). However, this method can backfire for the following reasons:

The cramming, forcing the brain to learn too many words at once can make learners stressed, psychologically pressured, and scared when learning vocabulary.

Learning many words at once can give learners a temporary effect, that is, learners can remember those words in 1 day, 2 days, or 1 week. However, it is difficult for learners to memorize all the daily vocabulary for a long period of time (6 months or 1 year).

This can lead to the result that learners take time to learn, but after a while, some of the learned words often do not remember the meaning, and do not remember how to write or use.

2.7 Just learning the meaning without knowing the usage

Many learners when learning vocabulary often only focus on learning the meaning and spelling of words. However, learners do not know that there is another equally important part that is the usage and type of words of the vocabulary. Knowing the type of word (noun, verb, adjective, adverb, ...) and how to use it (where the word is usually placed in a sentence, what type of word it can go with, ...) helps people learn to use vocabulary correctly and thus, learners' sentences/sentences make sense and are grammatically correct.

Example: In the sentence: 'It was the most outstanding new building constructed in Paris for two generations

Learners want to learn 3 words: outstanding, construct and generation. In addition to learning the meaning of words, learners should learn more about word types and usage:

✓ Outstanding

Meaning: Prominent, remarkable

Word type: Adjective

Usually before the complement of a noun or after the verb to be to indicate the characteristics of the subject

Read more: Adjectives, adjective classification, usage and examples

✓ Construct

Meaning: Construction

Word Type: Verb

Can be used after the subject, after the relative pronoun or after another verb to indicate the activity of an object in the sentence.

✓ Generation

Meaning: Generation

Word type: Noun (countable)

Can stand as subject, object or unit in a sentence.

2.7 Testing yourself from the foreign language to your mother tongue

Another mistake that for most of us has been ingrained in our brains since our school years. Testing yourself from the language you're learning to your mother language will only improve your passive vocabulary. By passive vocabulary I mean the words you can understand when you read them or hear them. This will make you feel like you know all the words because you can understand them.

However, when you flip it and start testing yourself from your mother language to your target language, you're going to work on your active vocabulary – meaning the words you can actually use in real life. So make sure you use this way of testing even though it might be harder, to begin with.

3. Review of the book “ Think”

Right from the title of the book, the book goes in the direction of helping us develop our thinking. The book covers basic themes around life, with each unit of lessons designed into three parts (function, grammar, and vocabulary) to challenge and inspire students to think beyond the limits of language. Think is a fresh, vibrant, and upbeat book designed to engage students, making them think through the stories covered in the book. The book contains sections for language development activities such as "Train to ThiNK", "ThiNK values" and "ThiNK self-esteem". Train to Think activities are integrated into each lesson to develop sharp critical thinking skills – through activities such as sequencing events, problem-solving, evaluating information, and presenting from their own opinions, helping to develop the necessary habits of mind. Along with building students' language skills, it provides a holistic approach to learning and develops their thinking skills, encouraging them to think about social behaviors. Positive values and important universal values such as cross-cultural awareness, understanding of global issues, appreciation, and respect for others through the "ThiNK values" section. The activities in "Think self-esteem" are also very interesting when building healthy self-esteem, and encourage students to have a positive attitude about themselves as well as those around them. Topics are chosen to engage and stimulate the children's imagination and ensure effective learning.

There are many very good parts in the book, which are questions asked after each reading such as Value thinking and especially speaking tasks that ask students to give their views and discuss with their partners. My favorite part of the book is the Photostory Episode section, where after each story ask students to develop the next part of the story and guess what the story will be next.

It is very interesting because each student will have a different mindset. The lessons that appear in the reading and speaking sections are my favorites.

What I don't like about the book is that the grammar is broken down and spread across the unit, so it's hard to observe and synthesize knowledge. Vocabulary

appears in each topic but with a relatively small number of words and not many examples related to the word given.

The book at the Pre-intermediate level is very suitable for first-year students when they both review basic grammar knowledge with simple words around the life part but help students practice and develop the topic with speaking skills.

- Vocabulary by topic: Hobby, Food, Sport, Family, Friend, Equipment, Place, Travel, Shop, Clothes...
- Difficulties of first-year students in learning vocabulary:

As can be seen, the word appearing in the Vocabulary by topic is not a challenge for first-year students when the vocabulary is at a basic level and the number of words is not much. They will have difficulty with words in reading passages when they have to pick up words from the text and learn them. But between the readings of the Units, there is no connection, so it is difficult to remember without daily review and practical application.

Chapter 2: Research Methodology

2.1 Introduction

Among research methods, survey research is one of the most important and useful areas of measurement in applied social research. Survey research is simply a systematic investigation conducted through a survey. In other words, it is a type of research conducted by administering surveys to respondents. Surveys have served as a great way to sample opinions and find out what people think about different contexts and situations. Applying this to research means you can gather information directly from people affected by specific contexts. One of the strongest arguments for survey research is that it helps writers collect the most authentic data sets in a systematic investigation. Survey research is a portal to collect specific information directly from identified respondents.

Based on the advantages of survey research, the writer decided to use a survey questionnaire as a main technique along with other methods to collect information for the graduate paper. In this chapter, the writer describes the context of the research (students and their background, resources, and materials), resources and materials, data collection tools, data collection procedures, and integration consistent with the study.

2.2 Researcher

Research conducted by a student who is in his final year of school Hai Phong University of Management and Technology. She always tries to find the most suitable vocabulary learning method that can help all students learn better. Therefore, the researcher has learned the common mistakes when learning vocabulary and proposed some solutions to help the academy learn vocabulary effectively and remember it longer. The research applies the following criteria: easy to learn, easy to find, interesting, and effective. The author can take some more measures to strengthen students' passion for listening, make students love learning vocabulary, and can be applied in the future.

2.3 Participants

The study was carried out with the participation of forty students of Hai Phong University of Management and Technology. They are between the ages of 19

and 21. Most of them have studied English for seven years (4 years in middle school and 3 years in high school). However, their English background is quite similar because they almost come from different rural areas in the North and are influenced by the English teaching program for high school students. Previously, students did not have many opportunities to practice their English skills. Therefore, their English proficiency is still limited and they face many difficulties in learning.

2.4 Resources and Materials

The English vocabulary learning material for first-year English majors is the author's "Think 1" textbook... The book's content is arranged by topic, each Unit refers to a related theme in everyday life, helping students approach the most realistic situations. For example hobbies and food, family and friends, science and technology, sports and travel, etc. Each Unit consists of 3 parts (functions, grammar, and vocabulary), the tasks in the lesson are aimed at training students' skills, and especially speaking and reading skills will improve very quickly if they do all the tasks. If students maintain the habit of using learning materials along with teacher lectures at school. All of these learning materials can help students improve their vocabulary. In summary, English textbooks have been proven to be practical, relevant, and relevant to the context of English language teaching and learning

2.5 Instruments for collecting data

To get the desired data, the data was collected through data questionnaires (Appendix) so that they could find out the difficulties encountered by students in learning vocabulary.

2.6 Data collection procedure

Students were given a survey questionnaire by the researcher after the class period ended. Students will tick the questions they find true with the difficulties they encounter in the process of learning vocabulary. In addition, individual

interviews were conducted to explore the attitudes and perspectives of the participants.

2.7 In summary

This chapter describes the method of surveying students by using questionnaires to answer the research questions mentioned in the first chapter.

On the basis of the mentioned subjects, the outstanding findings serving the research questions will be realized and presented in the next chapter.

Chapter 3: Data analysis

3.1 The design of the survey questionnaires

The survey questionnaires are given to students to study the reality of learning English vocabulary at Hai Phong University of Management and Technology. Students were asked to tick the most suitable answers which correspond with their opinions. The questionnaire includes 10 questions as follows:

Question 1 How long have you learned English?

Question 2 Do you have any problems learning English vocabulary?

Question 3 How often do you learn new words?

Question 4 How long do you learn vocabulary a day?

Question 5 What's your main problem in learning English?

Question 6 How do you learn vocabulary?

Question 7 How often do you review vocabulary?

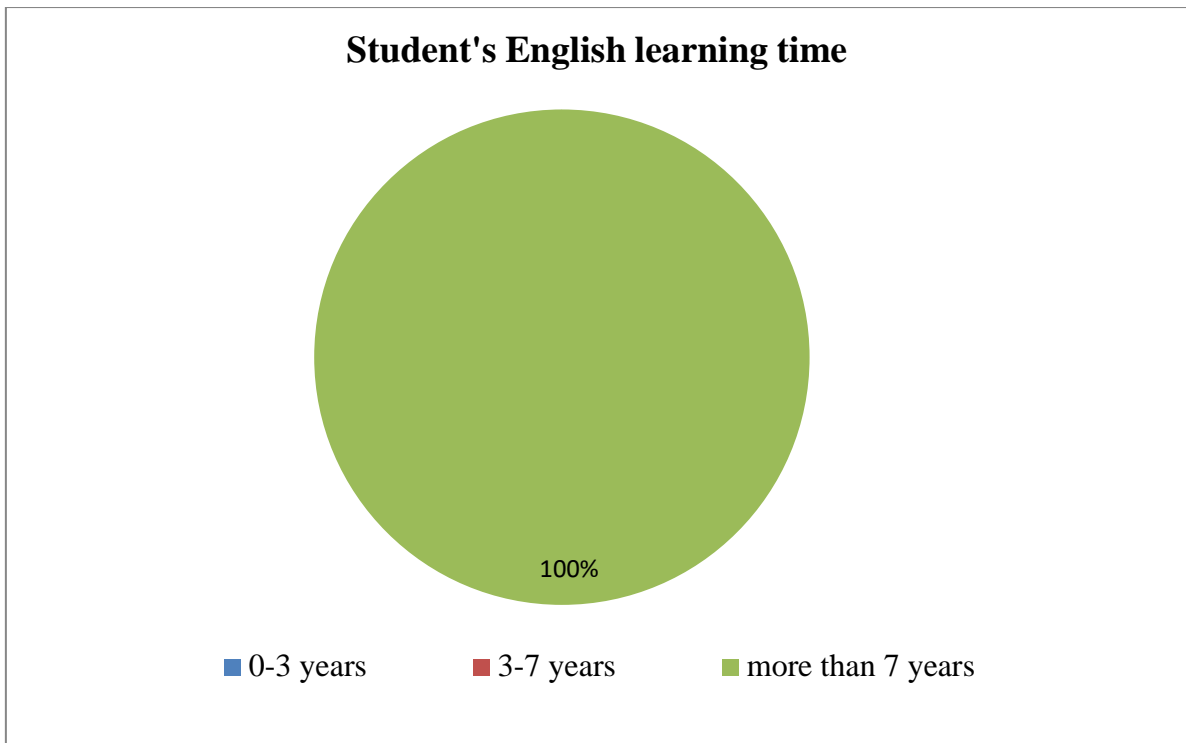
Question 8 Do you often learn vocabulary with someone or alone?

Question 9 Do you often do lexical exercises?

Question 10 What way would you like to learn in the future?

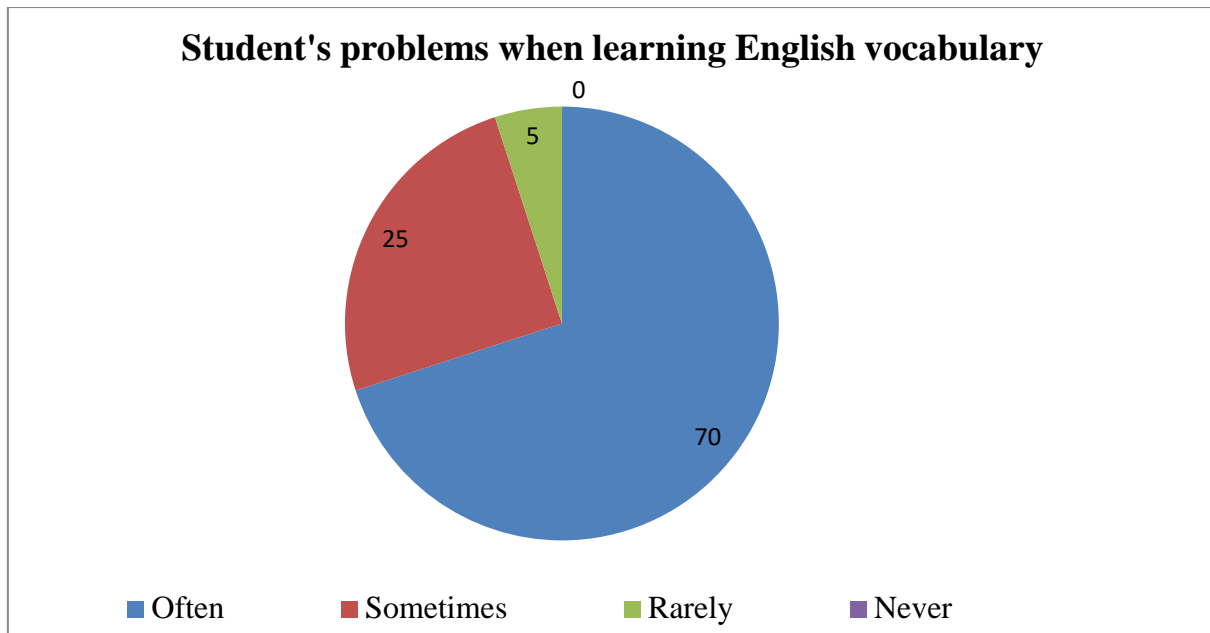
3.2 The data analysis

3.2.1 The result from the students' English learning time



The chart above shows that 100% of the respondents have studied English for more than 7 years. That's quite a long time for students, which proves that learning English has become very important. The fact that most students are exposed to English at an early age shows the importance and necessity of English when the English program is taught from primary school. Moreover, it is a compulsory subject in most schools from elementary to university. Therefore, they are aware that English is really important and learn it as a second language.

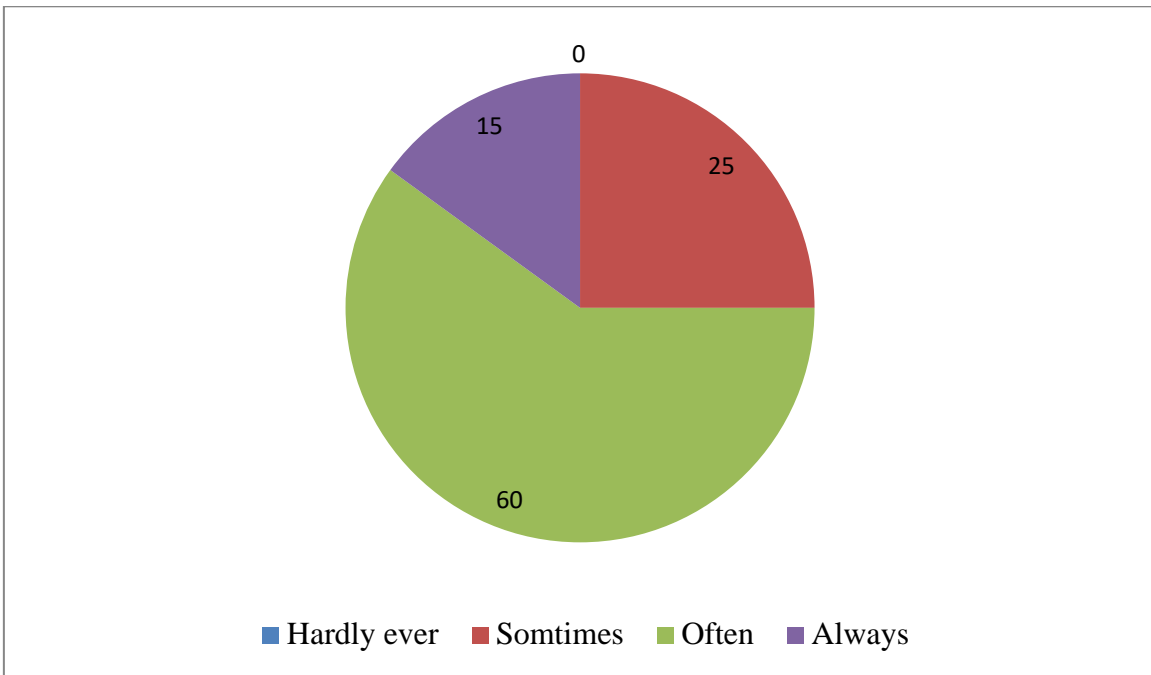
3.2.2 The results of students having problems in learning vocabulary



The chart above shows that most students have difficulty in learning English vocabulary. From the chart, we see that a large number of students accounting for 70% of students often have problems in learning vocabulary, nearly 3 times higher than the number of students with occasional problems (25%). This shows that it is urgent to help students realize their mistakes in the learning process and take measures to improve. Only a small number of students rarely have problems, accounting for 5%, 5 times lower than occasional problems.

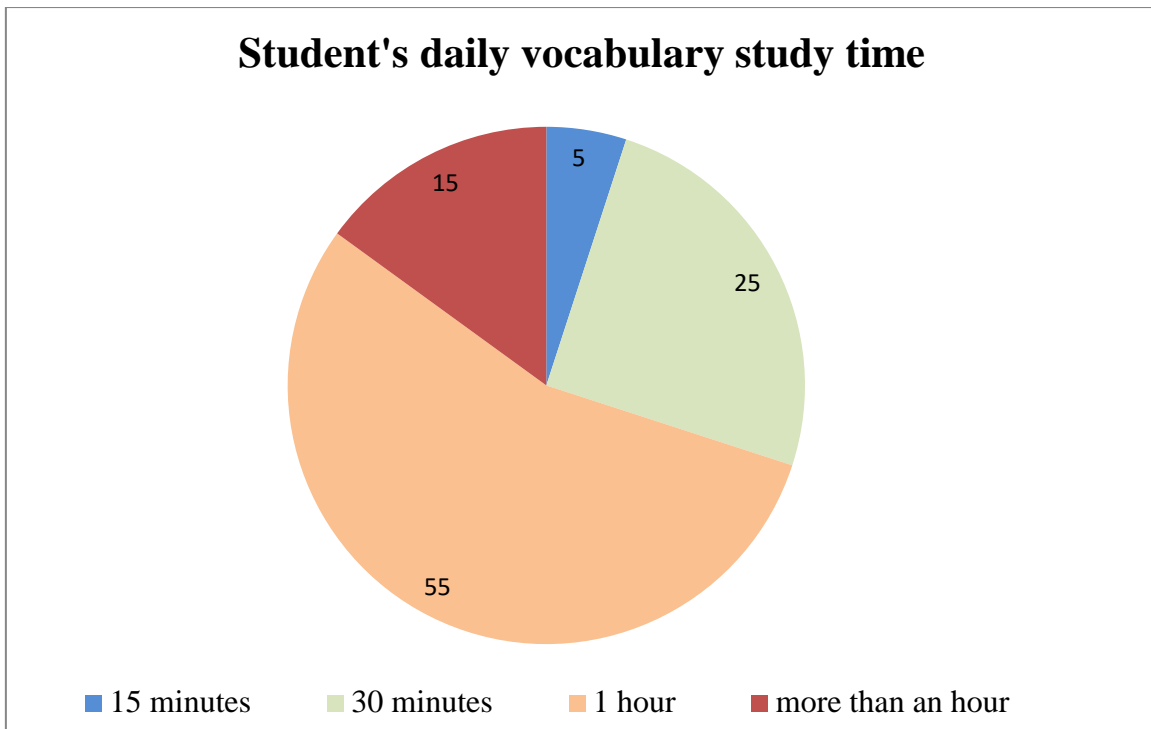
It can be seen that learning vocabulary is still a challenge for students and no one has never had difficulty with them when there is a rate of (0%).

3.2.3 The results on the frequency of students learning new words.



Looking at the chart, we can see that the percentage of students who often learn new words is the highest proportion at 60 %, this number accounts for more than half of the total surveyed students, showing that students pay great attention to learning new words. The second highest with 25 % is the percentage of students who only learn new words occasionally, which is almost half lower than the percentage of students who learn them regularly. While the percentage of students who always learn new words is the lowest at 15 %, which is four times lower than students who regularly learn vocabulary. There is no choice for rarely learning new words at 0%.

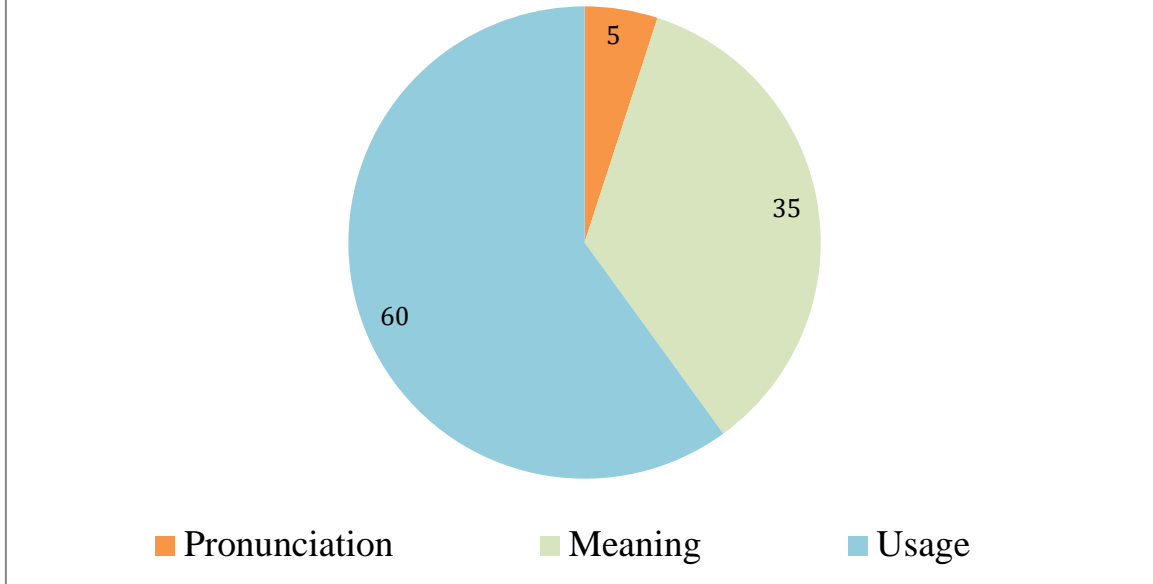
3.2.4. The results of the student's vocabulary learning time per day.



Through the chart, it can be seen that the percentage of students who spend an hour a day studying is the largest proportion with 55%, accounting for more than half. Ranked second with a quarter of students spending 30 minutes a day learning vocabulary, this figure is approximately half of the students spending 1-hour learning vocabulary and 10% higher than students spending more than 1 hour with less than a fifth(15%). The percentage of students who spend 15 minutes studying is the lowest, making up 5%.

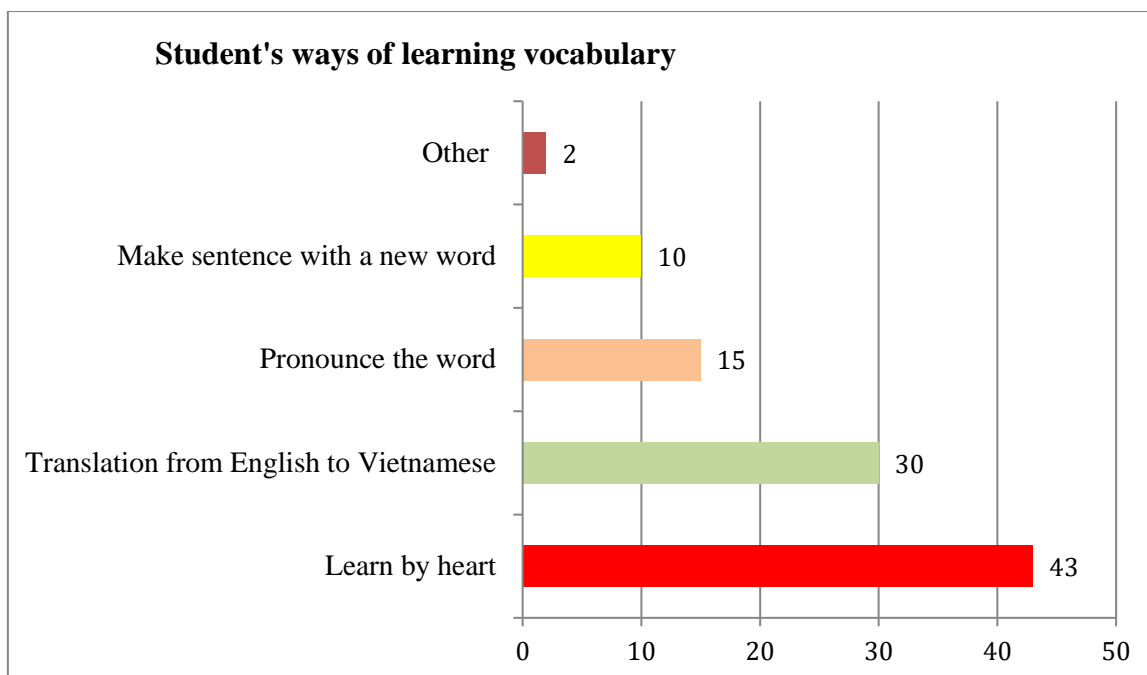
3.2.5 The results on the main problems in students' English learning.

The main problem in students' English learning.



The results from the graph show that the biggest problem for students is usage. The number of students with problems is the usage with the highest percentage of 60%, while the meaning is more than a third (35%) and approximately more than half of the percentage of students having problems with usage. The remaining small fraction is 5% of students who have difficulties with pronunciation and this figure is lower than seven times compare with problems with meaning.

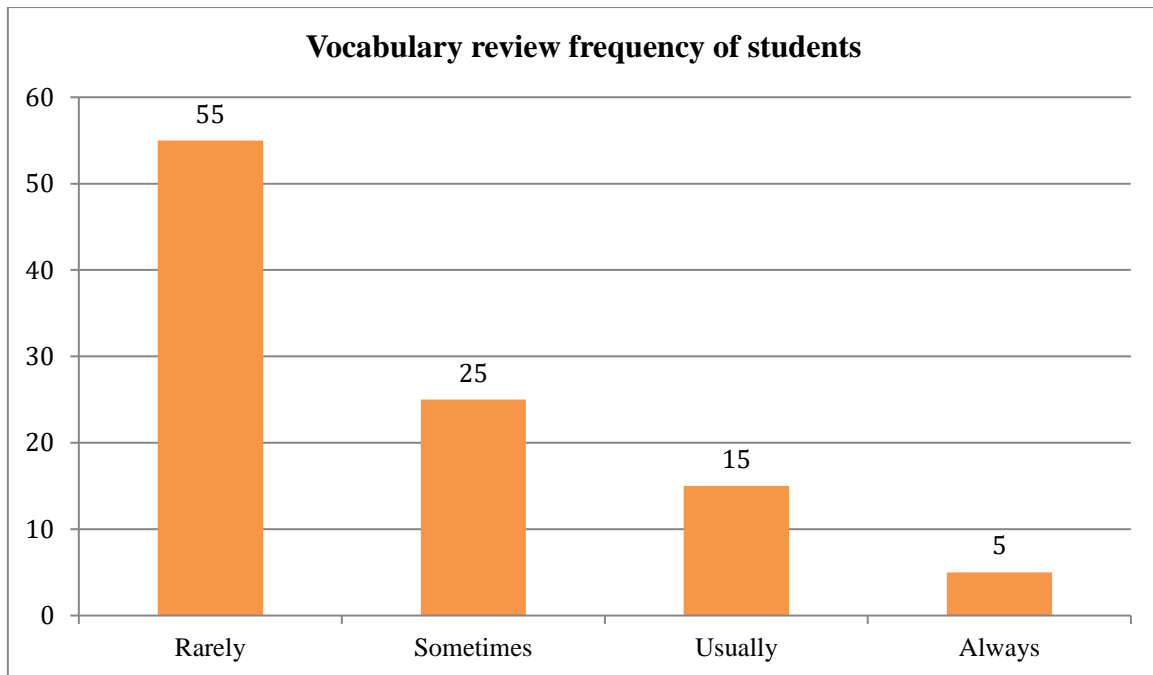
3.2.6 The results on how students learn vocabulary.



One of the popular ways for students to learn vocabulary is to try to memorize them all by heart, this learning method is applied by 45% of students, accounting for the largest percentage. However, this is a rather time-consuming and inefficient way because the brain will also forget when they are not repeated.

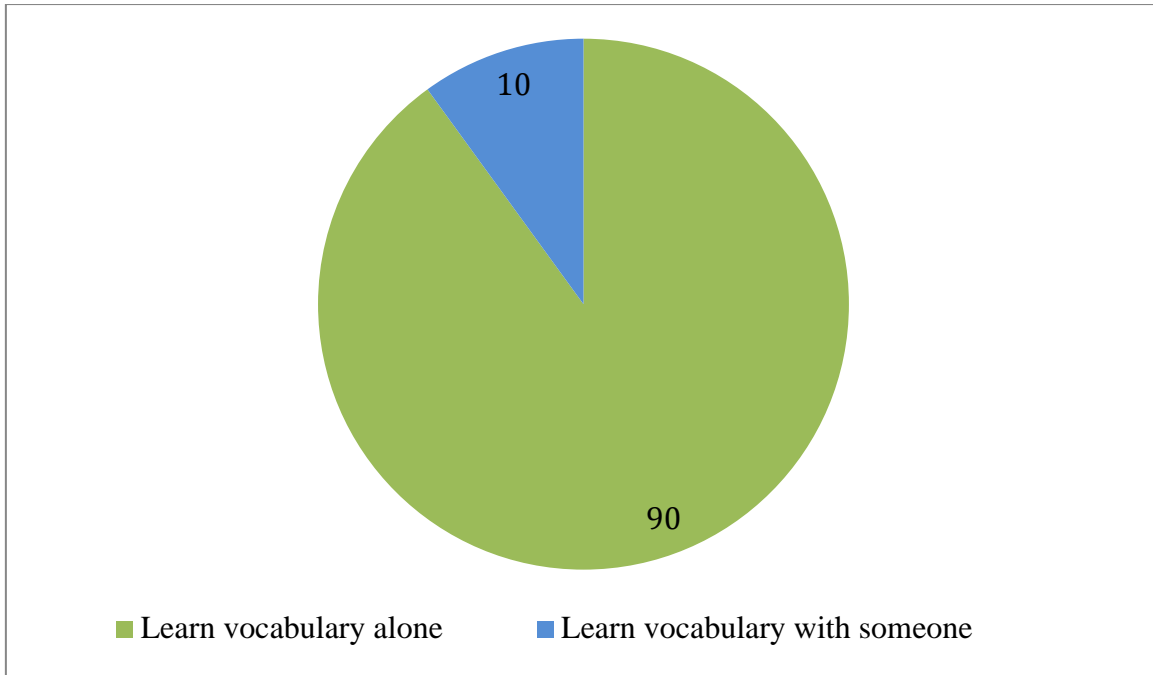
Translating from English to Vietnamese is also the second most popular way for students when up to 30 percent choose this way. This habit makes the information transmission process much slower. This is the opposite of the method that is encouraged to think in English. This method is twice as high as learning to pronounce the word (15%), and 3 times higher than forming a sentence from a new word. The remaining 2% choose to study in another way.

3.2.7 The results on the frequency of students' vocabulary review.



From the chart, it shows that the percentage of students who rarely review vocabulary is the highest with more than half 55%, this is also one of the main reasons why we learn many words but can't remember them. The number of students who occasionally review vocabulary accounts for the second highest percentage, approximately half of the number of students who do not almost review words. The remaining 20% of students who regularly reread accounted for 15% and 5% belonged to students who always revise.

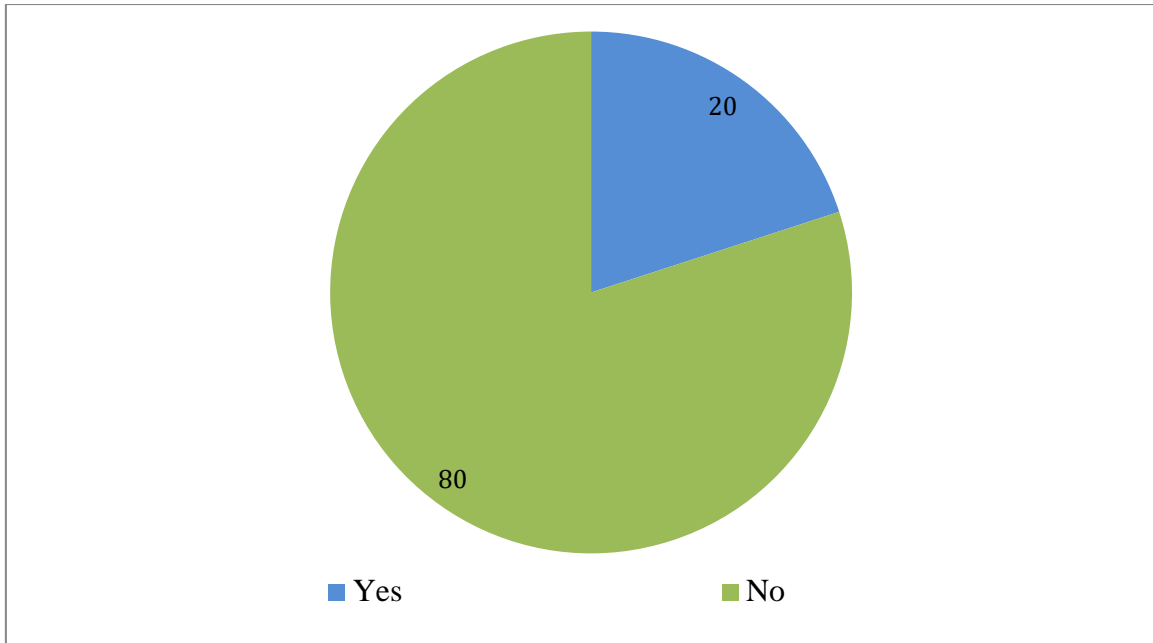
3.2.8 The results of the survey that students often learn vocabulary with someone or alone.



The given pie chart shows there is a significant difference between the number of students having a tendency to learn vocabulary alone and with someone when a large proportion of students (90%) like to learn alone while only 10% choose to learn vocabulary with someone.

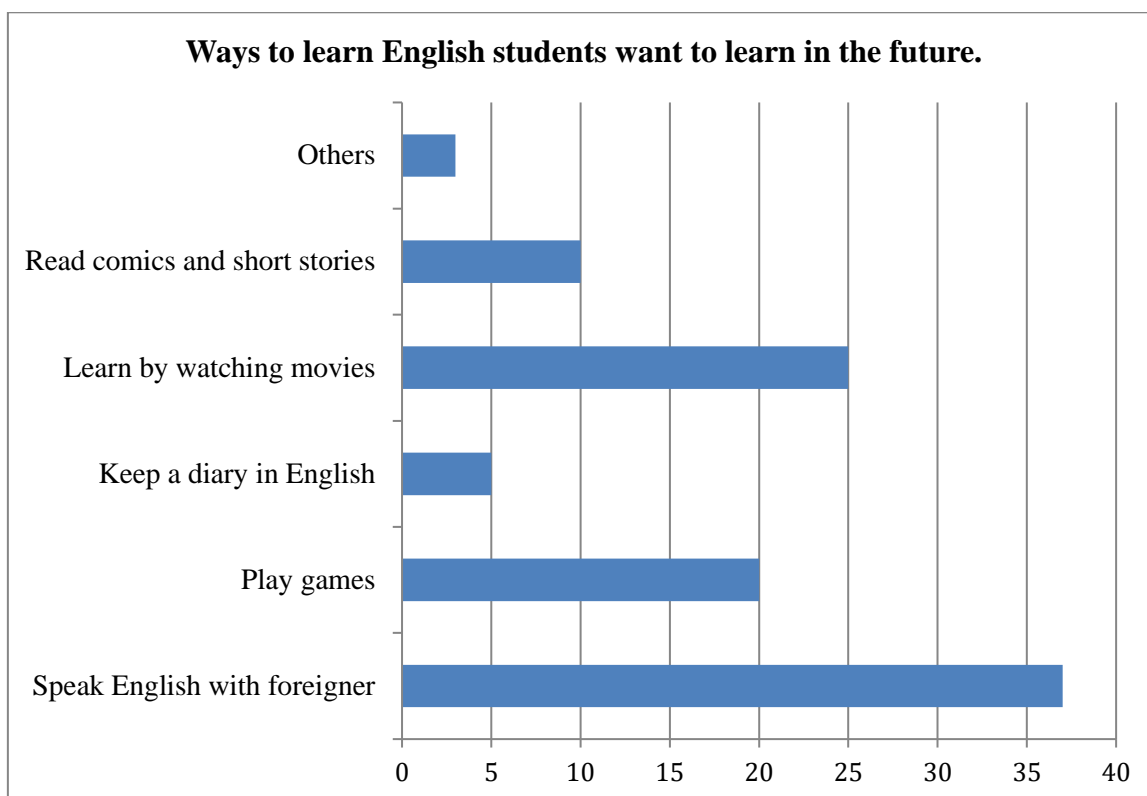
This also shows a limitation in the use of communication skills in the way students learn. Learning with friends can be a fun way as we can watch and discuss episodes together that can help us practice vocabulary contained in conversational contexts.

3.2.9 The results on students' habit of doing vocabulary exercises.



The graph shows that students who do not regularly do vocabulary exercises account for a very large percentage of 80%, this figure is 4 times higher than students who often do vocabulary exercises (20%). That is also the reason why we learn many words but do not know how to use them, their location, and the type of words. Doing vocabulary exercises helps us remember the spelling of words and master the usage of words.

3.2.10 The result of the way learning that students want to learn in the future.



The chart shows that learning to talk with foreigners is the most chosen way by students with 37%, showing that students want an environment to communicate and practice reflexes. Rank the second highest by watching movies with 25% student votes. Learning in this way helps us relax but still can practice speaking skills according to the Shadowing method. While the rate of wanting to learn by playing games is 20%, this figure is more than double that of reading comics and short stories (10%). Keeping a diary in English accounts for only 5%, the rest belongs to other ways of learning.

3.3 Finding of the Study

The survey results were answered by 40 non-English majors at Hai Phong University of Management and Technology. 100% of the students who responded had studied English for more than 7 years and this was convenient for teachers when students were exposed to the very basics of English. But they still have difficulty learning vocabulary when 70% of students often have problems. It proves that although in learning English for a long time, students have not found an effective way to learn vocabulary. Besides still 5% of students rarely have problems, maybe they have difficulty in memorizing Vocabulary.

When asked about the frequency of learning new words, 75% of students answered that they often learn new words, which shows that students understand the importance of vocabulary when no one rarely learns new words. But this may also be the mistake that students make when they often learn new words without reviewing the old ones. Along with being aware of the need to learn vocabulary actively, the survey showed that 70% of students spend at least 1 hour a day studying, showing that a large number of students maintain the habit of daily vocabulary learning, this is a good sign when they are amateur students. Only a small number of students (5%) spend 15 minutes learning vocabulary.

Research results show that more than half of students have major problems with usage (60%), which shows that we do not have a deep understanding and mastery of the words we learn, a not small percentage when The meaning of words is also a big problem for students when this number is close to one a third of the total number of students surveyed. Going deeper, it can be seen that students are still learning in the traditional way when nearly half of the students (45%) memorize new words and 30% choose to translate from English to Vietnamese. Only 10% of students apply new words to practice by making sentences. Besides, students' vocabulary review is still limited when up to 55% of students rarely review while the number of students who regularly and always revise, is 15% and 5% respectively. In addition, it can be seen that students often learn vocabulary alone when this rate is up to 90%, which shows that the slower a

student's vocabulary improvement is, the more vocabulary learning with others can help them recognize. make mistakes in their learning. Next, students are also not enthusiastic about doing exercises when the percentage of students who often do exercises is only 20%, not practicing vocabulary exercises regularly will not help students know how to interact much with other subjects. post format to be able to understand how to use it and avoid mistakes. Although they face many difficulties when learning vocabulary, it can be seen from the survey that they want to improve their vocabulary through the learning methods that they want to learn in the future when 37% choose to talk with other people. abroad, 25% and 20% of students want to learn vocabulary by watching movies and playing games.

Chapter 4 : Some suggested solutions to improve learning Vocabulary for the first-year non-English majors at Hai Phong University of Management and Technology

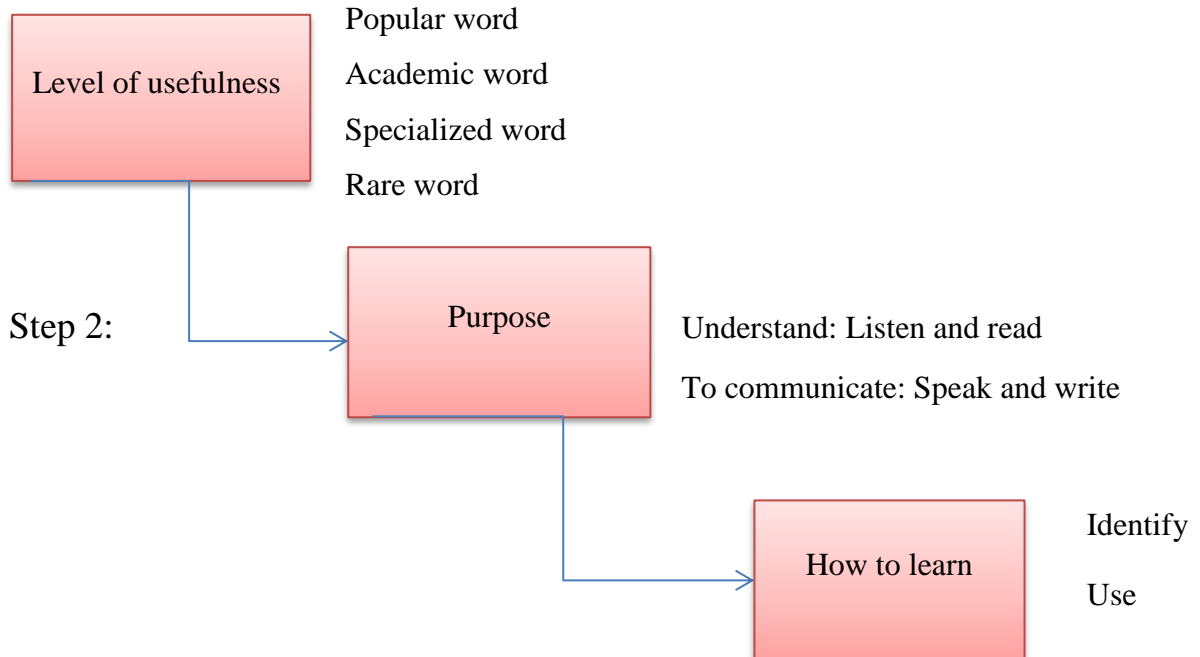
4.1 Learn words on purpose

4.1.1 Strategies to learn a new word effectively

It is an indisputable fact that a person's language ability depends on the range of their vocabulary.

However, this does not mean that they need to memorize all the words in the learning process. This is not only impossible, but it also reduces the level of mastery when using it. Learning vocabulary effectively is learning vocabulary with purpose. To do this when we encounter new words, we need to determine how useful they are. Next, we need to determine the purpose of using vocabulary to have an appropriate learning method.

Step 1: Determine their usefulness



Steps helping you decide if a word is worth learning Important or not?

- If not, guess it or ignore it.

- If important, check in a dictionary to find out whether it is common.
- If common, learn it. If not, guess it from the context or ignore it.

4.1.2 The goal is to use words to improve skills.

The second step in learning English vocabulary effectively is determining the purpose of using vocabulary, this purpose includes understanding and communicating English effectively. For each activity, learners need to apply two different types of vocabulary knowledge.

- Listening, reading, and learning direction to recognize words (Receptive learning)

In learning to recognize words is that we should focus on recognizing sounds and shapes along with memorizing the meaning and how the word is used in a sentence. For listening and reading skills, we should pay attention to the words belonging to the passive vocabulary group to learn more effectively.

Example: To learn the word "well-equipped" with recognition learning, you must do the following:

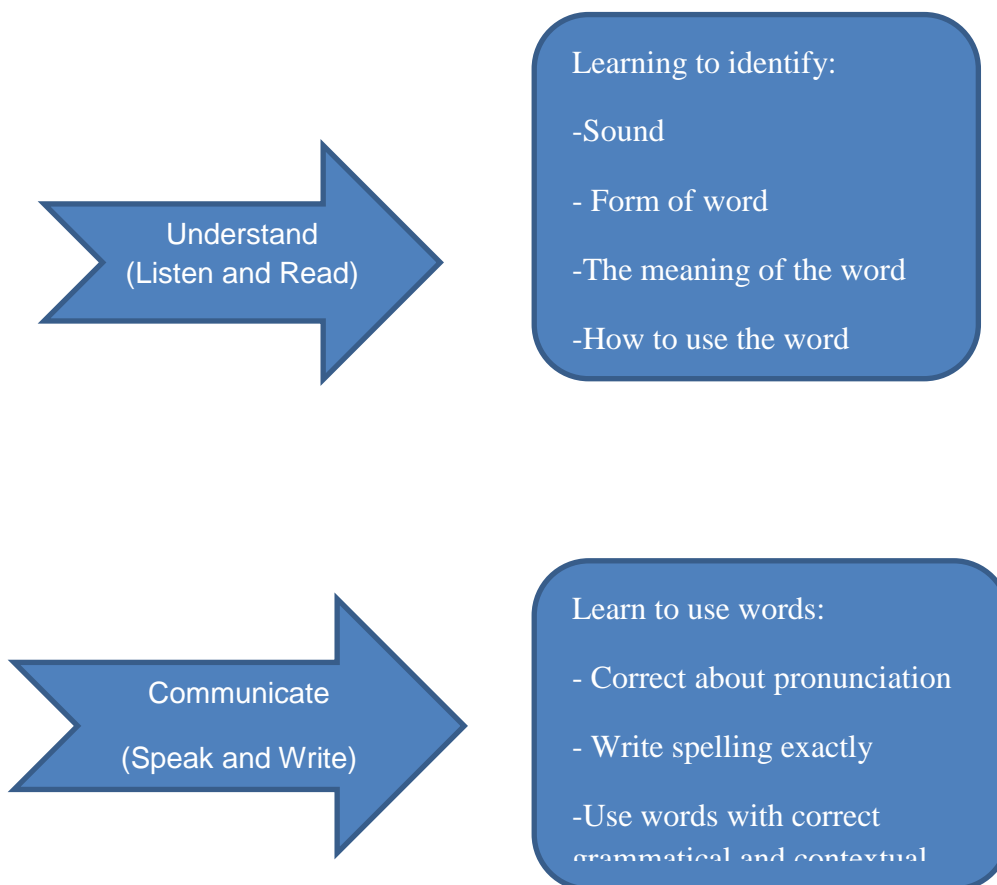
1. Recognize when others speak
 2. Get used to writing
 3. Understanding its components is v- well (complete), -equip(verb to equip someone", -ed(suffix, affected). So we can understand this word with the meaning. "fully equipped with something".
 4. Next, they see that this word functions as an adjective, so it comes after the noun. In addition, this word often goes with nouns (building, room...) and prepositions like with, and for.
- Speaking, writing, and direction learning to use words (Productive learning)

Unlike Listening and Reading, Speaking and Writing are two activities that require learners to actively generate information. Our aim is to be able to use that word rather than recognize it. This also means that we need to focus more on pronunciation, spelling, and how to use a word correctly and appropriately.

Example: With learning to use we need to pay attention to:

1. Pronounce /wəl-ɪ'kwɪpt/, stress on the 2nd syllable
2. Spelling
3. This word has a variety of meanings (with advanced equipment, carefully prepared, carefully trained...) to use appropriately in the context.
4. With the grammatically correct element, this word is an adjective and must not be before the verb or adverb.

4.1.3 Aspects to do to learn in the above 2 ways.



4.1.4 Aspects of a word.

- Form: recognition first, production second (How does this word sound, pronounced, and written form?;How is this word written and spelled?; The set of parts that are recognizable and necessary to express meaning?)
- Meaning: learn one by one if there are several senses

What does this word mean? can it express this meaning? used for? used to refer to what? What word does it refer to? What synonyms can be substituted?

- Use: learn patterns and collocations one by one

What grammar structure is this word used for?What words is this word used with? How much or how little is this word used? In what context?

4.2 Learn vocabulary through context from passages or scenarios.

In paragraphs, dialogues, and scripts ... there will appear many sentence patterns through contexts and conversations, which we can use always.

We will remember vocabulary better when we study in small pieces (small paragraphs built up of a few words) and scenarios (conversations). For example, instead of memorizing the phrasal verb "to come up with," memorize the whole phrase "to come up with an idea." This way, you'll be sure you know how to use the verb "to come up with" in at least one sentence. Similarly, instead of memorizing the 33 ways to say hello, learn it in a script, such as: "Hello, how are you? - I'm fine, thank you."



In the above conversation with Photostory: Episode 2 of Unit 3: Food for Life. There are sentence patterns that we can learn and apply in life like: “What drinks have you got, Megan?” which means "Bạn có những đồ uống gì, Megan?" and we can learn the whole sentence “Let me see. I've got orange juice, lemonade, and apple juice. Oh, and some water as well” instead of just looking up the dictionary with the words “orange juice” or “lemonade”

This way of learning helps us not only to avoid speaking in a word-by-word translation style but also to help us form the habit of thinking in English.

I can assure you that most students stop at understanding what the above passage says and note a few words they don't know rather than a whole sentence while that sentence is used a lot in daily life.

Say the above sentences out loud and repeat them many times with many different emotions, it will penetrate into your memory at any time without your knowledge.

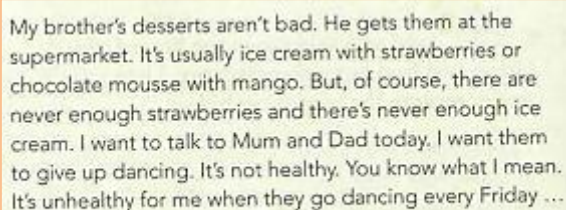
And the sentences that appear in conversations like this are the ones that native speakers often use.

4.3 Go deeper into the root word.

Before you look up a new word in the dictionary, try to guess its meaning by looking at the root through the suffix and prefix. If you know a few languages, you'll start to recognize new words that share the same roots. Researching the origins of new words can help you remember vocabulary better.

The majority of English words have been created through a combination of morphological elements, that is, prefixes and suffixes with base words and root words. This general knowledge can help you remember the meaning of words. This is a more effective method than spending a lot of time learning or remembering each form. For example, words with the prefix "dis", "un", or "in" form a word that has the opposite meaning of the original word.

For example:



My brother's desserts aren't bad. He gets them at the supermarket. It's usually ice cream with strawberries or chocolate mousse with mango. But, of course, there are never enough strawberries and there's never enough ice cream. I want to talk to Mum and Dad today. I want them to give up dancing. It's not healthy. You know what I mean. It's unhealthy for me when they go dancing every Friday ...

You can see that the prefix "un" means "no" and "super" means "siêu" which means superior to the original word, it is quoted in the Reading passage taken from Unit 3

in the ThiNK book. So you can guess that "unhealthy" means "không lành mạnh", and "market" means "chợ" and prefixed with "super" will go to a higher level than the market(siêu thị).

Words ending in "cion", "tion", "ness" or "sion" are always nouns; and words ending in "ant", "tive" or "able" are adjectives.

We can see that the nouns "injection", "medication", and "invention" are formed by adding the suffix "tion" after the verbs "inject", "medicate", and

stop trachoma, people don't have to take expensive medication. They don't have to take pills. They don't have to have injections. They have to wash their faces with clean water. That's it.

Ludwick started thinking. He wanted to make something to help people in parts of the world where it's difficult to find clean water. He did more research on his mobile, and he did more thinking. Ludwick had a plan. He wanted to make a gel for people to put on their skin so they don't have to take a bath. He wrote the formula for the gel on his mobile phone. When he was at university, he never stopped thinking about his invention. He started to talk to other people about it,

"invent".

This vocabulary learning method can help students learn and remember words faster than expected because the number of prefixes and suffixes is relatively small and is used with a large number of words. meanings are relatively stable and easy to determine.

4.4 Look up the dictionary and learn a word with many meanings in different contexts.

Make sure you don't just learn one-word meaning but learn multiple meanings in different contexts.

Nora is one of a new kind of traveller - a professional world traveller. She travels all the time. Nora is from Toronto, Canada and until she was 30, she had a business there. But then she made a big decision. Her dream was to travel the world - and to do it before she got old! So she sold her business and got rid of her belongings. And off she went.

Nora hasn't got rich parents or anyone who gives her money. And she doesn't have a high-paying job. But she's learned how to travel without spending lots of money.

When looking at the picture taken in the Reading section of Unit 11, you can see that the word "got" appears 3 times, but with each sentence, it has a different meaning.

Sentence 1: "Her dream... before she got old"

Sentence 2: "So she sold...and got rid of her belongings"

Sentence 3: "Nora hasn't got rich parents..."

In sentence 1 when the word “got” is combined with the adjective “old” it means “ trở nên già ”.

In sentence 2 when going with “rid of” it becomes the phrase “get rid of sb/st” which means “rũ sạch, tống khứ, vứt bỏ” and that sentence means “vì vậy cô ấy bán...và vứt bỏ đồ đạc của mình”

In sentence 3 you can see we often have the structure: S+ have/has got+ objects which means “ ai đó có/sở hữu cái gì”. This structure is given on page 10 of ThiNK and sentence 3 means “Nora has no rich parents.”

Therefore, to know a word, students need to encounter it in context and see how its meaning relates to the words around it, and how it relates to the other words that might have been used in its place.

With the complexity of the knowledge of words, more students need to know their meanings and learn them in different contexts.

Add an example to see that we need to understand how the meaning of words shifts and changes as they are used in different contexts. For example, look at changes in meaning for the word gave, as it appears in different contexts:

John gave Frank five dollars.

John gave Mary a kiss.

The doctor gave the child an injection.

The orchestra gave a stunning performance.

Although all of these involve an act of transmitting, with a giver, recipient, and something given, each act examples greatly from the others. Students cannot learn this information from a dictionary definition alone. Instead, they need to see the word in many different contexts, to see how the word's meaning changes and shifts.

The following are dictionary pages that learners can refer to for the vocabulary lookup process: <https://www.oxfordlearnersdictionaries.com/>

Website: <https://dictionary.cambridge.org/>

4.5 Make sentences with a new word

To help your brain remember words for a long time, making sentences is a good method. In essence, a dialogue is a combination of many sentences, sentences are a combination of words. Therefore, if you have the ability to create sentences quickly, it will make you very reflexive when communicating. In addition, when making sentences, you will firmly grasp the structure of simple, compound, and complex sentences.

World markets

Wherever you go in the world, you find shops and stores – but you can find wonderful markets in most cities, too. Here's a selection from five different countries.

1 The **Spice Bazaar** in **Istanbul** is **popular** with both tourists and people from Istanbul. There are lots of shops and **stalls** and they all sell many different kinds of spices, sweets or nuts. You can buy spices from a lot of countries (like Iran, China, Russia and of course Turkey), and the smells and colours are amazing.

2 **Khlong Lat Phli** is a very **unusual** market about 80 kilometres south of **Bangkok**, Thailand. Early every morning, hundreds of local people sell fruit and vegetables from their boats on the **canals**. It's not the only boat market in the country but

it never closes! It's very **busy** between the hours of 4.00 and 5.00 am, when people from the shops and restaurants in Tokyo buy the fresh fish that they need for the day. It is also very popular with tourists, but they can only visit the market later in the day, after the early morning buying and selling.

4 In **Madrid** there is a famous **open-air** market called **El Rastro**, which is open on Sunday mornings. There are over 1,000 stalls that sell many different things: books, CDs, paintings, antiques – beautiful old things.



5 **Portobello Road Market** in **London** is popular with tourists and with Londoners, too. You can find all kinds of **bargains** here.

In Unit 2 of the ThiNK book, there are highlighted words under the theme Shop. In this photo, 2 words are highlighted which are new to me which is “stalls, bargains”.

To make a sentence with these two words, I must first find out:

1. The type and usage of these two words.
2. Then if this word has many meanings, which ones do I not know?

This helps you to deeply understand the new words you learn. As you are thinking to answer these questions, you will have an impression of the vocabulary you want to learn. From there, you will remember longer.

After researching I found that the word “stall” can have two functions: noun and verb. So I will make two sentences with those means.

Sentence 1 has a noun function and means "quầy, gian hàng":

My mother has got two stalls at the market near my house.

Sentence 2 with the function of a verb with the meaning "chết máy, ngừng hoạt động"

My father's car was stalled when he was on the way to the company.

Then I continued to see the following meanings I didn't know: "exhibition, small and locked room, evasive, dodge..." but I found it not very useful and appeared frequently in the context. So I'll just take it down in my notebook vocabulary.

A word will have several meanings and we can make sentences with many different meanings related to ourselves or life. This helps us to remember longer and use it to communicate. Every time we make a sentence with a new word we should read aloud the sentence we just finished. This way helps practice speaking and practicing Pronunciation better.

4.6 Practice the words you have learned

Learning a foreign language must always go hand in hand with practice if you want to master English. We want to communicate well, with good reflexes, we have no choice but to open our mouths to speak. If you can't say a whole sentence, let's start with simple things. That is vocabulary. Take the words we wrote in our notebooks and turn them into speech.

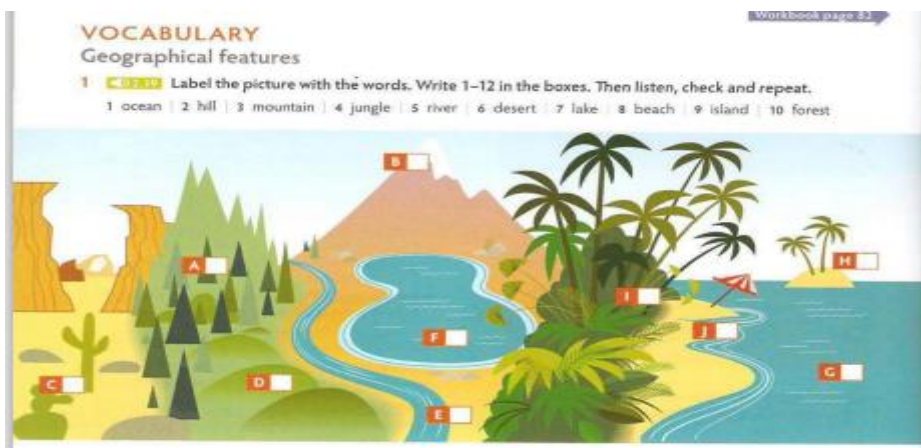
When you go to the supermarket, you see a store selling apple, you can immediately say: " apple", you even put them in a sentence when you can't say a whole sentence in English, you can say: "I want to eat an apple" and after we learned to add the word "want", "eat". We can say a full sentence: I would like to eat an apple.

This will help us gradually form thinking in English and have communication reflexes.

4.7 Learn Vocabulary with friends

Learning vocabulary with friends is how we can promote learning by setting goals and striving together. Group study with friends is supportive, and cooperative, but also competitive when arguing about something. As a result, we can think faster and have the ability to be critical and creative.

We can share our knowledge about a topic in English, which will help us have a playground to practice speaking.



In the Vocabulary on geographical feature topic of Unit 9 in the book. You can learn with your friends by describing geographies together or sharing each other's memories associated with these geographies.

You can ask your friends to say the words in Vietnamese and you will say them in English or your friends will read a letter or two and you will have to guess the word in 5s.

4.8 Play games

To use English fluently, vocabulary is the root of the problem that learners need to solve. Cramming, rote learning not only makes you feel stressed and depressed but still learns first and forgets later. At this time, the vocabulary learning game is a relaxing but easy-to-remember and effective medicine.

You may have noticed that some people don't study English but they still know some words and when asked they say yes in the game. Students learn faster and understand more naturally when they are forced to use information frequently and in authentic situations.

There are many games to support us in the process of learning vocabularies such as Wordshake, Scramble Words, and Pictoword.

VOCABULARY
Housework

Match the words with the photos. Write 1–10 in the boxes. Listen and check. Then listen again and repeat.

WRITING
A paragraph about housework
Ask your partner these questions and make notes. Then write a paragraph.

- 1 What do you have to do at home?
- 2 What don't you have to do at home?
- 3 When do you have to do housework?

The worksheet features ten numbered photos (A-J) illustrating various household activities: A (shopping), B (tidying up), C (washing dishes), D (loading a washing machine), E (ironing), F (vacuuming), G (cooking), H (a girl holding a plate), I (pushing a shopping cart), and J (making a bed). A list of ten housework tasks is provided at the bottom for matching.

For the vocabulary lessons in the Think book, instead of filling in the blanks, we can play games like Hot Seat, Facing Game, and Word of Mouth...These games help to warm up the class atmosphere, practice, promote interaction and have the opportunity to practice a lot with those words.

For example, we could play Hot Seat for the above vocabulary lesson describing household activities.

4.9 Use the Spaced Repetition method to put words into long-term memory.

Spaced repetition is a method born from the research of Hermann Ebbinghaus. He showed that we can retain information better and longer if we regularly review it at intervals. Thus, instead of learning continuously or learning once and not reviewing, we will have a cycle: study - rest - study.

This method helps the brain to store large amounts of information into long-term memory.

Increase the time you spend actively recalling what you've learned, instead of just passively absorbing information.

Allows new information to be merged with relevant old knowledge already stored in long-term memory, making it easier to retrieve and recall information later.

Build a habit for the brain to review old knowledge. Once you have a repetitive schedule for revision, your brain will predict when it will be exposed to that knowledge again. Therefore, when it is time to review, the brain will be awake and pay more attention to the information.

- There are two ways to apply the commonly used “spaced repetition” method:

The cycle is unchanged. For example, 3 days x 3 cycles, which means you will spend time learning about a knowledge topic. 3 days after learning this knowledge for the first time, you conduct a review and continue to review after the next 3 days. So in total, you will review this knowledge a total of 3 times, and each time is 3 days apart.

Getting longer and longer. For example 2 days later, 4 days later, then 8 days after school. Similar to the above, but with this application, the gap between the

times of reviewing the same topic of knowledge will be gradually stretched over time.

➤ How to use the Spaced Repetition method

Using " Spaced Repetition " with flashcards.

Use " Spaced Repetition " with the help of software.

Some apps:

<https://www.supermemo.com/en>

<https://apps.ankiweb.net/>

<https://www.fluentu.com/en/>

<https://quizlet.com/>

PART 3: CONCLUSION

1. Overview of the study

To reach what the author aimed in this study, from facing a lot of difficulties in learning vocabulary along with a deep awareness that it is necessary to change old habits in learning vocabulary. The author decided to conduct the research with the desire to find out the common mistakes that students make in learning vocabulary as well as suggest some solutions to improve their vocabulary. The study consists of three main parts. Part I introduces the research work. It introduces the reader to basic information about the reason for doing this thesis, how to do it, and the purpose of doing it. Part II is the development part of the thesis consisting of 5 chapters. The first chapter provides the reader with an overview of the theoretical foundation on which this research is based. These include vocabulary definitions, vocabulary types..., Think 1 book review, and common mistakes when learning vocabulary by students. The next chapter introduces the method applied in the thesis. This is an action study with definitions and procedures. The techniques used in this essay such as data collection and data analysis can be found here. Based on the literature, the survey questionnaire is designed for students, and using the data analysis method, the results are found and presented in chapter three. Chapter 4 proposes survey-based solutions to help students learn vocabulary more effectively. The last part is the summary of the previous parts and chapters. It is also the part the concluding marks are drawn out and pedagogical implications and suggestions for further research are presented.

3. Limitations of the study.

Although the study has certain strong points such as collection methods, and survey questionnaires for students, due to limited time, lack of sources, the researcher's ability, and other unexpected factors, it is obvious that the study has got a number of shortcomings. First of all, due to the limited time, and experience

to some extent, the researcher could not conduct other methods such as classroom observation, and interviews which can make the obtained results more reliable. Due to limited time, researchers could not experiment with the proposed solutions to learn vocabulary with research participants to verify and find a highly effective method. Furthermore, the techniques proposed in this study were selected from various limited but reliable sources. Overcoming the above limitation, the results that the topic brings will be more practical and more applicable. Despite the limitations mentioned, I hope that this exploratory study will contribute to improving the English vocabulary learning situation of non-English major students of Hai Phong University of Management and Technology.

3.Suggestions for the further study.

Because of the limitation, this study could not cover all aspects of the study. Besides, the study only focuses on common mistakes and some suggested solutions for first-year non-English majors to help them improve their vocabulary. Moreover, for further studies, to get better results, the researcher should invite more participants, and the data collection method along with experimenting with the above suggestions with students so that learning vocabulary is no longer an obstacle. All in all, despite the study, can avoid to the limitation, the research has been completed under the guidance of the supervisor and self-effort. With the above limitations, I hope there will be more in-depth research on effective learning English vocabulary methods to help Vietnamese students overcome the challenges of learning English more easily.

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APPENDIX: STUDENTS' SURVEY QUESTIONNAIRE

APPENDIX 1

APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS

(ENGLISH VERSION)

Dear friends,

I need to find out how you guys learn vocabulary. Please tick the answer that best describes your ideas and add a final comment at the bottom of the sheet if you want.

Thank you for your cooperation!

1. How long have you learned English?

- A. 0-3 years
- B. 3-7 years
- C. More than 7 years

2. Do you have any problem learning English vocabulary?

- A. Often
- B. Sometimes
- C. Rarely
- D. Never

3. How often do you learn new words?

- A. Hardly ever
- B. Sometimes
- C. Often
- D. Always

4. How long do you learn vocabulary a day?

- A. 15 minutes
- B. 30 minutes
- C. 1 hour
- D. More than an hour

5. What is your main problem in learning English?

A. Pronunciation

B. Meaning

C. Usage

6. How do you learn vocabulary?

A. Learn by heart

B. Translation from English to Vietnamese

C. Pronounce the words

D. Make a sentence with a new word

E. Other

7. How often do you review vocabulary?

A. Rarely

B. Sometimes

C. Usually

D. Always

8. Do you often learn vocabulary with someone or alone?

A. Learn vocabulary with someone

B. Learn vocabulary alone

9. Do you often do lexicals exercise?

A. Yes

B. No

10. What way would you like to learn in the future?

A. Speak English with foreigner

B. Play games

C. Keep a diary in English

D. Learn by watching movies

E. Read comics and short stories

F. Others

APPENDIX 1.2: QUESTIONNAIRE FOR STUDENTS

(VIETNAMESE VERSION)

Bạn thân mến,

Tôi cần tìm hiểu xem các bạn học từ vựng như thế nào. Vui lòng đánh dấu vào câu trả lời mô tả đúng nhất ý tưởng của bạn và thêm nhận xét cuối cùng ở cuối trang nếu bạn muốn.

Cảm ơn bạn đã hợp tác của bạn!

1. Bạn học tiếng Anh được bao lâu rồi?

- A. 0-3 năm
- B. 3-7 năm
- C. Hơn 7 năm

2. Bạn có gặp vấn đề gì trong việc học từ vựng tiếng Anh không?

- A. Thường xuyên
- B. Đôi khi
- C. Hiếm khi
- D. Không bao giờ

3. Bạn học từ mới thường xuyên như thế nào?

- A. Hầu như không bao giờ
- B. Đôi khi
- C. Thường xuyên
- D. Luôn luôn

4. Bạn học từ vựng bao lâu một ngày?

- A. 15 phút
- B. 30 phút

C. 1 giờ

D. Hơn một giờ

5. Vấn đề chính của bạn trong việc học tiếng Anh là gì?

A. Cách phát âm

B. Ý nghĩa

C. Cách sử dụng

6. Bạn học từ vựng như thế nào?

A. Học thuộc lòng

B. Dịch từ tiếng Anh sang tiếng Việt

C. Phát âm các từ

D. Đặt câu với từ mới

E. Khác

7. Bạn có thường xuyên ôn lại từ vựng không?

A. Hiếm khi

B. Đôi khi

C. Thông thường

D. Luôn luôn

8. Bạn thường học từ vựng với ai hay một mình?

A. Học từ vựng với ai đó

B. Học từ vựng một mình

9. Bạn có thường làm bài tập từ vựng không?

A. Có

B. Không

10. Bạn muốn học theo cách nào trong tương lai?

A. Nói tiếng Anh với người nước ngoài

- B. Chơi trò chơi
- C. Viết nhật ký bằng tiếng Anh
- D. Học bằng cách xem phim
- E. Đọc truyện tranh và truyện ngắn
- F. Khác