

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



KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên : Đào Thị Xuyên

HẢI PHÒNG – 2025

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**A STUDY ON COMMON ERRORS IN LEARNING AND
ACQUIRING VOCABULARY OF THE FIRST - YEAR
NON-LANGUAGE MAJOR STUDENT AT HAI PHONG
PRIVATE UNIVERSITY AND SUGGESTED
SOLUTIONS**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

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Giảng viên hướng dẫn: Nguyễn Thị Quỳnh Hoa

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Tên đề tài: A study on common errors in learning and acquiring vocabulary of the first- year non-language major students at Hai Phong Private University (HPU) and suggested solutions.

NHIỆM VỤ ĐỀ TÀI

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

- Nghiên cứu cơ sở lý thuyết về từ vựng và vai trò của từ vựng trong học ngoại ngữ.
- Khảo sát và phân tích các lỗi từ vựng phổ biến của sinh viên năm nhất không chuyên.
- Xác định nguyên nhân gây ra các lỗi từ vựng trong quá trình học và tiếp thu.
- Đề xuất các giải pháp và chiến lược học từ vựng nhằm nâng cao hiệu quả học tập.

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- Các lý thuyết về tiếp thu ngôn ngữ thứ hai (Second Language Acquisition – SLA).
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- Các công trình nghiên cứu về lỗi từ vựng (vocabulary errors) và phân tích lỗi trong học ngoại ngữ.
- Giáo trình tiếng Anh và tài liệu học từ vựng hiện đang được sử dụng cho sinh viên năm nhất không chuyên.
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Nội dung hướng dẫn : A study on common errors in learning and acquiring vocabulay of the first- year non-laguage major students at Hai Phong Private University (HPU) and suggested solutions.

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Đào Thị Xuyên

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Hải Phòng, ngày tháng năm 2025

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Nguyễn Thị Quỳnh Hoa

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Họ và tên sinh viên: Đào Thị Xuyên

Chuyên ngành: Ngôn ngữ Anh - Hàn

Nội dung hướng dẫn: A study on common errors in learning and acquiring vocabulary of the first- year non-language major students at HPU University and 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)

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Độc lập - Tự do - Hạnh phúc

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Họ và tên giảng viên:

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Họ và tên sinh viên: Đào Thị Xuyên

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Đề tài tốt nghiệp: A study on common errors in learning and acquiring vocabulary of the first- year non-language major students at Hai Phong Private University (HPU) and suggested solutions.

1. Phần nhận xét của giảng viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐ Không được bảo vệ ☐ Điểm hướng dẫn ☐

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Giảng viên chấm phản biện

(Ký và ghi rõ tên)

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ABSTRACT

Nowadays, English has become one of the most widely spoken languages in the world. Learning an additional language can open up many opportunities in both work and life. However, acquiring English requires a long process of learning and practice. Vocabulary is one of the most essential aspects of learning any language. In particular, when learning English as a second language or even as a native language, vocabulary serves as a fundamental foundation for learners and plays a vital role in daily communication.

The purpose of this study is to explore the ineffective learning methods and passive vocabulary acquisition among first-year non-English major students at Hai Phong Private University.

Through a combination of surveys, classroom observations, and interviews, this research identifies key factors affecting vocabulary learning such as psychological barriers, anxiety, and lack of confidence. It also aims to suggest directions and solutions to help students overcome these challenges, enabling them to learn English effectively, without fear, and to increase their opportunities for classroom practice.

This study hopes to contribute to improving both the vocabulary learning strategies of non-English major students and the teaching methods of English instructors at the university.

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Student

Xuyên

Đào Thị Xuyên

PART I : INTRODUCTION

1. Rationale

English is an international language used in most countries around the world. It serves as a vital tool and means of communication that allows people to connect and converse regardless of nationality. In Vietnam today, English has become a compulsory second language. From primary school to university and even at the preschool level students are introduced to English learning.

Learning English is not only for the purpose of communication but also to broaden educational and career opportunities, expand global perspectives, and foster personal development in the modern world. However, many learners in Vietnam still approach English learning passively and ineffectively.

Vocabulary forms one of the fundamental foundations that every English learner must acquire and master. A rich vocabulary enables learners to communicate fluently and confidently without hesitation or forgetting words. Furthermore, vocabulary knowledge serves as a crucial basis for achieving high performance in standardized English proficiency tests such as IELTS, TOEIC, SAT, and GMAT,...

At Hai Phong Private University (HPU), first-year non-English major students often encounter significant difficulties and challenges in both learning methods and vocabulary acquisition. Most students tend to learn passively, for instance, they only remember individual words as they appear or rely solely on the vocabulary written down during class. At home, they continue to study English using traditional methods, such as copying words repeatedly or rereading them many times in an attempt to memorize.

However, they lack the ability to apply these words in real-life contexts or to formulate sentences and questions that demonstrate practical usage. Consequently, frequent forgetting, confusion, and misuse of vocabulary are almost inevitable. This situation often leads to a lack of confidence and, in some cases, even anxiety or fear toward learning English.

This study aims to identify ineffective learning methods and the main difficulties in vocabulary acquisition among first-year non-English major students at Hai Phong Private University (HPU), and to propose simple yet practical solutions that can be applied not only by non-English majors but also by English-major students.

2. Objectives of the study

This study is conducted with three main objectives aimed at enhancing the autonomous vocabulary learning ability of first-year non-English major students at Hai Phong Private University (HPU) and contributing to the improvement of English language teaching quality within the department:

Firstly, this study identifies the most common ineffective and passive learning methods that students currently employ in acquiring English vocabulary. These inappropriate approaches not only hinder students' ability to retain new words but also contribute to psychological barriers such as the fear of speaking or learning English. Recognizing these issues is an essential step toward discovering simple yet effective learning strategies that can be applied by any learner.

Secondly, the study aims to analyze the underlying causes of these ineffective learning methods to gain a deeper understanding of the factors that hinder students' vocabulary acquisition. These factors may stem from both subjective and objective reasons, such as the transition from Vietnamese to English, changes in sentence structures, limited opportunities for practice, lack of exposure to authentic English materials, and psychological barriers including fear, low motivation, and lack of confidence. By exploring these causes, the research provides a comprehensive insight into the challenges of vocabulary learning.

Finally, based on the first two objectives, the study proposes practical and research-informed solutions to help students identify and adopt the most suitable learning methods for themselves, thereby enhancing their vocabulary learning efficiency and overall English proficiency.

3. Research question

Based on the purpose of this study, the research aims to identify and analyze the common mistakes made by first-year non-English major students at HPU University in learning and acquiring English vocabulary. To achieve this goal, the following research questions are proposed:

- **What are the most common mistakes in learning and acquiring English vocabulary made by first-year non-English major students at HPU University?**
- **What are the main causes of these vocabulary learning mistakes?**
- **What are the methods to improve vocabulary learning?**

These questions are designed to provide a clear understanding of the students' difficulties in vocabulary acquisition, identify the underlying reasons behind their errors, and suggest practical solutions to enhance vocabulary learning efficiency.

4. Scope of the Study

This study is limited to first-year non-English major students at Hai Phong Private University (HPU) and primarily focuses on common errors in learning and acquiring English vocabulary. The research does not examine in detail other language skills such as listening, speaking, reading, or writing. Instead, it concentrates on identifying learners' ineffective vocabulary learning methods and proposing both objective and subjective solutions for improvement. The findings of this study are intended to address the needs of this specific group of students; however, they may not be fully applicable to students from other universities or academic disciplines.

5. Methodology

Both quantitative and qualitative methods were employed to collect data. A survey was conducted among all first-year non-English major students at Hai Phong Private University (HPU) to gather relevant information. In addition, short follow-up interviews were carried out after each lesson to supplement the data, clarify students' emotions and experiences, and add depth to the quantitative findings. A total of 20 students participated in the interviews and shared their personal methods of vocabulary learning. All recommendations and conclusions were drawn based on statistical analysis of the survey results.

CHAPTER 1 : THEORETICAL BACKGROUND

1.1. Vocabulary in second language learning

1.1.1. Definitions of vocabulary

Vocabulary is a core component of language competence and has been defined from various perspectives in second language acquisition research. Rather than being limited to isolated word meanings, vocabulary is now understood as a complex system of lexical knowledge that enables learners to comprehend and produce language effectively.

According to *Schmitt (2010)*, vocabulary knowledge involves knowing a lexical item's form, meaning, and usage, as well as its associations with other words. This definition highlights that learning vocabulary is not merely memorizing definitions but also understanding how words behave in different linguistic environments. For example, knowing the word “*make*” requires learners to recognize correct collocations such as *make a decision* or *make progress*, while avoiding incorrect combinations like *do a decision*.

Similarly, *Read (2000)* emphasizes that vocabulary knowledge is gradual and incremental. Learners may first recognize a word in reading or listening contexts before being able to use it accurately in speaking or writing. For instance, a student may understand the meaning of the word “*contribute*” when reading an academic text but still produce errors such as “*contribute for society*” instead of the correct form “*contribute to society*”. This illustrates how partial vocabulary knowledge can result in common lexical errors.

Moreover, *McCarthy (1990)* argues that vocabulary should be viewed as a network of relationships rather than a collection of individual items. Words are connected through semantic fields, collocations, and discourse patterns. From this perspective, vocabulary learning involves understanding how words interact with one another in real communication. For example, adjectives like “*strong*” commonly collocate with “*argument*” or “*evidence*”, whereas “*powerful argument*” is also acceptable, but “*heavy argument*” is not.

In this study, vocabulary is therefore defined as a multidimensional construct that includes knowledge of word form, meaning, and contextual use. This definition is particularly relevant to the investigation of vocabulary learning errors among first-year non-English majors, as many errors arise from incomplete knowledge of collocations, grammatical patterns, or usage constraints rather than from a lack of vocabulary items themselves.

1.1.2. Importance of Vocabulary in Language Competence

Vocabulary plays a central role in overall language competence, as it underpins learners' ability to comprehend and produce meaningful language. While grammatical knowledge provides structural accuracy, vocabulary supplies the essential content that allows communication to take place. As *Wilkins (1972)* famously stated, "without grammar very little can be conveyed; without vocabulary nothing can be conveyed," highlighting the fundamental importance of lexical knowledge in language use.

Research in second language acquisition has consistently shown that vocabulary size and depth strongly influence learners' performance across all four language skills. In reading and listening, adequate vocabulary knowledge enables learners to process input efficiently and infer meaning from context. Learners with limited vocabulary often struggle to understand texts even when grammatical structures are familiar (*Nation & Waring, 1997*). For example, a student may understand the sentence structure in an academic text but fail to grasp its meaning due to unfamiliar key vocabulary items.

In productive skills such as speaking and writing, vocabulary competence directly affects fluency, precision, and appropriateness. Learners with insufficient vocabulary resources tend to rely on repetitive, general words or produce inaccurate expressions, which may lead to communication breakdowns. As *Laufer (1998)* points out, lexical limitations are one of the primary obstacles preventing learners from expressing complex ideas effectively in a second language.

Moreover, vocabulary knowledge contributes to communicative competence by enabling learners to select words that are appropriate to context, register, and purpose. According to *Schmitt (2010)*, deeper vocabulary knowledge—including collocations and usage patterns—allows learners to produce more natural and native-like language. For instance, choosing "*conduct research*" instead of "*do research*" in academic writing demonstrates a higher level of lexical competence.

In the context of this study, the importance of vocabulary in language competence underscores the need to examine vocabulary learning errors among first-year non-English majors. Persistent lexical errors not only hinder comprehension and production but also limit learners' overall communicative effectiveness, making vocabulary instruction a critical focus in foreign language education.

1.2. Dimensions of vocabulary knowledge

1.2.1. Breadth and depth of vocabulary knowledge

Vocabulary knowledge is often conceptualized in terms of two interrelated dimensions: breadth and depth. Vocabulary breadth refers to the range or number of lexical items a learner is familiar with, whereas vocabulary depth reflects the quality of knowledge about those items, including semantic, morphological, and contextual information (*Read, 2000*).

Studies have shown that vocabulary breadth plays a significant role in language comprehension. According to *Milton (2009)*, learners with a limited vocabulary size frequently encounter difficulties in reading and listening, as they lack sufficient lexical coverage to understand texts effectively. However, breadth alone is not sufficient for successful language production. Learners may recognize many words receptively but fail to use them accurately due to limited depth of knowledge.

Vocabulary depth, therefore, is particularly important for productive skills such as speaking and writing. *Vermeer (2001)* argues that deeper lexical knowledge enables learners to use words more flexibly and accurately in different contexts. For example, a learner may know the word “*increase*” but still produce errors such as “*increase of pollution*” instead of the more appropriate “*increase in pollution*”, indicating incomplete depth of knowledge. This distinction between breadth and depth is essential for understanding persistent vocabulary errors among second language learners.

1.2.2. Components of word knowledge

Vocabulary depth can be more fully understood by examining the components that constitute word knowledge. Rather than viewing a word as a single unit of meaning, researchers emphasize that knowing a word involves multiple layers of linguistic and functional information that develop gradually over time (*Nagy & Scott, 2000*). These components interact to enable accurate word recognition, comprehension, and production.

One important component is **phonological and orthographic knowledge**, which refers to a learner’s ability to recognize and produce the spoken and written forms of a word. Accurate pronunciation and spelling are essential for both receptive and productive skills. Inadequate knowledge in this area often results in spelling errors or confusion between similar-looking words. For example, learners may confuse

“*affect*” and “*effect*” due to similarities in form, leading to frequent lexical errors in writing.

Another key component is **morphological knowledge**, which involves understanding how words are formed through prefixes, suffixes, and inflectional changes. According to *Carlisle (2000)*, morphological awareness allows learners to expand their vocabulary efficiently and select appropriate word forms in different grammatical contexts. For instance, recognizing the relationship between “*analyze*”, “*analysis*”, and “*analytical*” helps learners avoid errors such as using “*analysis*” as a verb. Weak morphological knowledge is a common source of word form errors among second language learners.

Semantic knowledge constitutes a central component of word knowledge and includes understanding a word’s core meaning, connotations, and potential multiple meanings. Words often carry different meanings depending on context, and failure to recognize these distinctions can result in inappropriate word choice. For example, the word “*issue*” may refer to a problem, a topic, or an edition of a magazine, and learners may misuse it if they rely on only one *meaning* (*Nagy & Scott, 2000*).

In addition, **syntactic knowledge** relates to how a word functions within a sentence, including its grammatical patterns and required complements. According to *Ellis (1997)*, learners frequently make vocabulary errors when they apply incorrect syntactic patterns, such as using “*discuss about*” instead of the correct structure “*discuss something*”. This illustrates how incomplete syntactic knowledge contributes to persistent lexical errors.

Finally, **pragmatic and collocational knowledge** refers to understanding how words are used in specific contexts, registers, and combinations with other words. Research by *Biber et al. (1998)* highlights that natural language use relies heavily on recurrent lexical patterns rather than isolated words. For example, the collocation “*strong evidence*” is acceptable, whereas “*powerful evidence*” may sound less natural in academic contexts. Lack of collocational knowledge is therefore a major factor underlying vocabulary misuse among foreign language learners.

In this study, analyzing vocabulary learning errors through the lens of these components allows for a more precise identification of the sources of lexical difficulties faced by first-year non-English majors. Many errors observed in learners’ production can be attributed to partial knowledge across one or more components of word knowledge, particularly morphological, syntactic, and collocational aspects.

1.3. Vocabulary Acquisition Process

Vocabulary acquisition is a gradual and cumulative process through which learners develop the ability to recognize, understand, and use lexical items in a second language. This process involves both receptive and productive dimensions of vocabulary knowledge and is influenced by the strategies learners employ during vocabulary learning.

1.3.1. Receptive and Productive Vocabulary

Receptive and productive vocabulary represent two interrelated but distinct dimensions of lexical knowledge in second language acquisition. Receptive vocabulary refers to the words that learners can recognize and comprehend when they encounter them in listening and reading contexts, whereas productive vocabulary consists of words that learners can actively and accurately use in speaking and writing (*Nation, 2001*). In most cases, learners' receptive vocabulary size is considerably larger than their productive vocabulary size, particularly at lower proficiency levels.

This imbalance can be explained by the different cognitive demands associated with each type of vocabulary knowledge. Receptive knowledge requires learners to map word forms to meanings, often supported by contextual clues. In contrast, productive knowledge requires more comprehensive control over multiple aspects of a word, including pronunciation, spelling, grammatical behavior, collocational patterns, and pragmatic appropriateness (*Nation, 2013*). As a result, many words remain “passively known” and are not readily available for active use.

The distinction between receptive and productive vocabulary is especially relevant when analyzing vocabulary errors. Learners may understand a lexical item in isolation or within a text but still produce inaccurate or inappropriate forms in output. For example, a student may comprehend the adjective “*effective*” in reading but incorrectly produce “*effectively method*” instead of “*effective method*”. Such errors reflect incomplete productive knowledge rather than a lack of semantic understanding.

Research suggests that the transition from receptive to productive vocabulary is neither automatic nor guaranteed. *Laufer (1998)* argues that without deliberate practice and repeated opportunities for active use, receptive vocabulary may never develop into productive mastery. This phenomenon contributes to fossilized lexical errors, particularly among learners whose instruction emphasizes receptive skills over communicative production.

Furthermore, the receptive–productive gap is influenced by learning context and instructional practices. In many EFL settings, including Vietnamese universities, vocabulary instruction often prioritizes reading comprehension and exam preparation. Consequently, students are exposed to large quantities of vocabulary but have limited opportunities to apply these words in meaningful speaking or writing tasks. According to *Webb (2008)*, productive tasks such as sentence construction, role-play, and guided writing significantly enhance learners’ ability to retrieve and use vocabulary accurately.

For first-year non-English majors, the dominance of receptive learning may partially explain the prevalence of vocabulary errors such as incorrect word forms, inappropriate collocations, and misuse of prepositions. Addressing this gap requires instructional approaches that deliberately move vocabulary from receptive recognition to productive use through structured output activities and systematic feedback.

1.3.2 Vocabulary learning strategies

Vocabulary acquisition is also shaped by the learning strategies that learners adopt. Vocabulary learning strategies refer to deliberate actions or techniques used by learners to discover, memorize, and use new lexical items (*Schmitt, 1997*). These strategies can be broadly categorized into cognitive, metacognitive, and social strategies.

Cognitive strategies include repetition, note-taking, and the use of word lists or flashcards. While such strategies may support initial word recognition, research suggests that reliance on rote memorization alone often results in shallow vocabulary knowledge (*Gu & Johnson, 1996*). For instance, memorizing word-meaning pairs may help learners pass vocabulary tests but may not ensure accurate use in communication.

Metacognitive strategies involve planning, monitoring, and evaluating vocabulary learning. Learners who regularly review vocabulary, set learning goals, and reflect on errors tend to achieve better long-term retention (*Oxford, 1990*). Spaced repetition and self-testing are examples of effective metacognitive strategies that support durable vocabulary learning.

Social and contextual strategies emphasize learning vocabulary through interaction and meaningful use. According to *Hulstijn (2001)*, encountering vocabulary in rich contexts and engaging in communicative tasks promotes deeper lexical processing. For example, using new vocabulary in group discussions or short writing tasks helps transform receptive knowledge into productive competence.

In the context of this study, limited use of effective vocabulary learning strategies may contribute to the high frequency of vocabulary errors among first-year non-

English majors. Understanding the role of receptive and productive vocabulary, as well as learners' strategic behavior, provides a theoretical basis for designing pedagogical interventions to improve vocabulary acquisition

1.4. Vocabulary errors in foreign language learning

Vocabulary errors constitute one of the most persistent challenges in second and foreign language acquisition. Unlike pronunciation or grammatical errors, lexical errors often have a more immediate impact on meaning, potentially causing misunderstanding or communication breakdown. In EFL contexts, vocabulary errors are particularly prevalent among learners whose exposure to the target language is limited to classroom instruction. Understanding the nature and sources of these errors is therefore essential for analyzing learners' difficulties and developing effective pedagogical responses.

1.4.1 Types of vocabulary errors

Vocabulary errors can be systematically classified according to linguistic levels and patterns of misuse, allowing for a clearer understanding of learners' lexical difficulties. Based on previous research, vocabulary errors in foreign language learning can be grouped into four major categories: morphological or word form errors, collocational errors, semantic errors, and transfer-related errors.

- Morphological or Word Form Errors

Morphological or word form errors occur when learners use an incorrect grammatical form of a lexical item. These errors typically involve confusion among different parts of speech, such as nouns, verbs, adjectives, and adverbs. For example, learners may produce expressions like "*decide a decision*" instead of "*make a decision*" or "*successfully result*" instead of "*result successfully*". Such errors indicate insufficient mastery of derivational morphology, including affixation patterns and word family relationships.

Nation (2001) argues that knowing a word entails understanding its various grammatical forms and their appropriate syntactic functions. However, many EFL learners focus primarily on meaning while neglecting form, which leads to frequent misuse of word forms in written and spoken production. This type of error is particularly common among beginner and intermediate learners who have limited exposure to systematic word-formation instruction.

- Collocational Errors

Collocational errors refer to inappropriate or unnatural combinations of words that, while grammatically correct, do not conform to native-speaker usage. Typical examples include "*strong rain*" instead of "*heavy rain*" or "*make a research*"

instead of “*conduct research*”. These errors arise because collocations are largely arbitrary and cannot always be inferred from grammatical rules alone.

According to Nesselhauf (2005), collocational competence develops slowly and requires repeated exposure to authentic language input. In EFL contexts, where learners often rely on textbooks and limited classroom input, collocational knowledge remains underdeveloped. As a result, learners tend to transfer collocational patterns from their first language or overgeneralize familiar verbs such as *make*, *do*, or *take*, leading to non-native-like expressions.

- Semantic Errors

Semantic errors occur when learners choose words that do not accurately convey the intended meaning due to incomplete or imprecise understanding of lexical semantics. This includes confusion between near-synonyms, such as “*economic*” and “*economical*”, or the use of overly general vocabulary in contexts that require more specific lexical choices.

Read (2000) emphasizes that such errors reflect shallow vocabulary knowledge, where learners may recognize a word’s core meaning but lack awareness of its semantic range, connotations, or usage constraints. Semantic errors are particularly problematic in academic writing, as they can obscure meaning and reduce the clarity and precision of communication.

- Transfer-related Errors

Transfer-related errors result from negative transfer from the learner’s first language to the target language. Learners may translate expressions directly from their L1, producing sentences that are semantically or pragmatically inappropriate in English. For instance, literal translations of Vietnamese expressions may lead to unnatural word choices or incorrect collocations.

James (1998) notes that cross-linguistic influence is inevitable in second language learning, especially at lower proficiency levels. For Vietnamese learners, differences in word class flexibility, lack of inflection in the native language, and distinct collocational patterns often contribute to transfer-related errors. These errors highlight the importance of raising learners’ awareness of cross-linguistic differences and encouraging exposure to authentic English usage.

1.4.2. Causes of vocabulary errors

Vocabulary errors are caused by a complex interaction of linguistic, cognitive, instructional, and affective factors. One primary cause is **limited depth of vocabulary knowledge**. Learners may acquire surface-level knowledge of word meanings without fully understanding their grammatical behavior, collocations,

register, or pragmatic constraints. *Nation (2013)* emphasizes that knowing a word involves mastery of multiple dimensions, and failure in any dimension can lead to errors.

Another significant cause is the **receptive–productive gap** in vocabulary acquisition. As discussed in Section 1.3, learners often recognize words in reading or listening but cannot use them accurately in speaking or writing. Without sufficient output practice and corrective feedback, receptive knowledge does not develop into productive competence, leading to repeated lexical errors (*Laufer, 1998*).

Instructional factors also contribute to vocabulary errors. In many EFL classrooms, vocabulary teaching focuses on memorization of word lists and translation-based methods, with limited emphasis on contextualized use. This approach may increase vocabulary size but fails to develop accurate usage, increasing the likelihood of misuse in communication (*Hulstijn, 2001*).

Additionally, **insufficient exposure to authentic input** restricts learners' awareness of natural lexical patterns. Without regular contact with native or proficient language use, learners rely heavily on textbook examples, which may not reflect real-world usage. This limitation is particularly evident among first-year non-English majors, whose opportunities for interaction in English are often limited.

Finally, **affective factors**, such as anxiety, fear of making mistakes, and low confidence, play a crucial role. Learners who are anxious may avoid using unfamiliar vocabulary, reducing practice opportunities and reinforcing fossilized errors. According to *Krashen's (1985) Affective Filter Hypothesis*, high anxiety can block language input and hinder acquisition, indirectly contributing to persistent vocabulary errors.

1.5. Causes of vocabulary learning errors

Vocabulary acquisition does not occur in isolation but is influenced by a wide range of linguistic, cognitive, instructional, and affective factors. These factors interact with one another and significantly shape learners' ability to acquire, retain, and accurately use vocabulary in a foreign language. Understanding these influences is essential for explaining why vocabulary errors persist among first-year non-English majors despite years of prior instruction.

1.5.1. Linguistic factors

Linguistic factors mainly involve the structural and semantic relationship between learners' first language (L1) and the target language (L2). According to *Odlin (1989)*, cross-linguistic influence can facilitate vocabulary learning through positive transfer when lexical items share similar meanings or forms. However, negative

transfer frequently leads to vocabulary errors when learners apply L1 patterns inappropriately to L2 usage.

In the Vietnamese–English context, differences in word class flexibility, collocational preferences, and prepositional usage often result in lexical errors. For example, Vietnamese learners may incorrectly produce “*discuss about the problem*” due to direct translation from their L1. Such errors indicate insufficient awareness of language-specific lexical constraints (*James, 1998*).

Another linguistic factor is **lexical complexity**. Words that are polysemous, abstract, or morphologically complex are more difficult to acquire and are more prone to misuse. *Nation (2013)* argues that learners need repeated exposure to varied contexts to fully understand how such words function, especially in productive use.

1.5.2 Cognitive factors

Cognitive factors relate to how learners process, store, and retrieve vocabulary information. One crucial issue is **depth of processing**. *Craik and Lockhart’s (1972) Depth of Processing Theory* suggests that information processed more deeply—through analysis, association, and contextual use—is more likely to be retained. In contrast, shallow processing, such as memorizing bilingual word lists, often leads to fragile vocabulary knowledge.

Memory constraints also play a significant role. According to *Baddeley (1997)*, working memory has limited capacity, which restricts learners’ ability to process multiple aspects of a word simultaneously. Without sufficient repetition and spaced review, newly learned vocabulary may not be consolidated into long-term memory, increasing the likelihood of forgetting or misuse.

In addition, **noticing** is a key cognitive process in vocabulary learning. *Schmidt (1990)* argues that learners must consciously notice lexical features - such as word forms, collocations, and usage patterns - for acquisition to occur. Failure to notice these features often results in persistent vocabulary errors.

1.5.3. Instructional factors

Instructional factors refer to the methods, materials, and classroom practices used in vocabulary teaching. In many EFL contexts, vocabulary instruction prioritizes vocabulary size over accuracy, focusing on memorization rather than meaningful use. While this approach may support receptive knowledge, it does not sufficiently develop productive competence (*Nation, 2001*).

Another major instructional issue is limited exposure to **authentic input**. According to *Webb and Nation (2017)*, repeated encounters with vocabulary in varied, natural contexts are essential for developing accurate lexical knowledge.

When learners rely mainly on textbooks, they may lack exposure to natural collocations and pragmatic usage, increasing the likelihood of errors.

Furthermore, inadequate or delayed feedback on vocabulary errors allows incorrect usage to become fossilized. *Ellis (2009)* emphasizes that timely and focused corrective feedback plays a crucial role in preventing persistent lexical errors, particularly in writing and speaking tasks.

1.5.4. Affective factors

Affective factors include learners' emotional and psychological states during vocabulary learning. Anxiety, fear of negative evaluation, and low self-confidence can significantly reduce learners' willingness to use new vocabulary. *Horwitz, Horwitz, and Cope (1986)* note that language anxiety often leads learners to avoid risk-taking, limiting opportunities for practice and error correction.

Motivation is another critical affective factor. According to *Dörnyei (2001)*, learners who lack clear goals or perceive vocabulary learning as irrelevant are less likely to engage in sustained practice. Conversely, a supportive classroom environment that encourages experimentation and normalizes errors can lower anxiety and promote vocabulary development.

Krashen's (1985) Affective Filter Hypothesis further explains that high anxiety and low motivation can block language input, reducing the effectiveness of vocabulary learning even when instruction is available.

1.6. Conclusion of chapter 1

This chapter has provided a comprehensive theoretical foundation for the study by examining key concepts and frameworks related to vocabulary learning in a foreign language context. It began by clarifying the concept of vocabulary and highlighting its central role in overall language competence, emphasizing that vocabulary knowledge extends beyond word meaning to include form, use, and contextual appropriateness.

The chapter then explored major dimensions of vocabulary knowledge, particularly the distinction between breadth and depth of vocabulary knowledge, as well as the multiple components that constitute knowing a word. The process of vocabulary acquisition was also discussed, with special attention given to the receptive-productive distinction and the role of vocabulary learning strategies in facilitating lexical development.

Furthermore, the chapter analyzed common types of vocabulary errors and their underlying causes, demonstrating that lexical errors are systematic and influenced by a range of factors rather than being random occurrences. Linguistic, cognitive,

instructional, and affective factors were identified as key contributors to persistent vocabulary errors among EFL learners, especially first-year non-English majors.

Finally, this theoretical framework not only clarifies the difficulties that first-year non-English-major students at HPU encounter in learning and acquiring vocabulary, but also directly guides the design of our empirical research and the development of corresponding pedagogical strategies and solutions.

CHAPTER 2: RESEARCH METHODOLOGY

This chapter presents the methodological framework employed to investigate the difficulties that first-year English-major students at Hai Phong Private University (HPU) encounter in learning and acquiring new vocabulary. It encompasses the research design, the study context, the participants, the data collection instruments and procedures, as well as the methods used for data analysis. A combination of quantitative and qualitative approaches was adopted to ensure a comprehensive understanding of the issue.

2.1. Research design and context.

The study employed a mixed-methods research design that integrated both quantitative and qualitative approaches. This design was selected to provide a more comprehensive perspective on the research problem, allowing the researcher to identify general trends while also gaining in-depth insights from learners' personal experiences. Quantitative data were collected through structured questionnaires, whereas qualitative data were obtained via semi-structured interviews. The combination of these methods enhances the validity and reliability of the findings by capturing multiple dimensions of the same phenomenon (*Creswell, 2014*).

Hai Phong Private University was selected as the survey site due to its representativeness within the context of English education in northern Vietnam. Students at HPU come from various provinces and cities, bringing with them diverse vocabularies, local linguistic features, and creative learning approaches. These factors make the university a suitable setting with abundant information for exploring environmental and sociocultural influences on English vocabulary learning and acquisition among Vietnamese learners in general, and HPU students in particular.

2.2. Participants

The study involved a total of 40 first-year non-language-major students from various academic disciplines, selected through purposive sampling. This sampling method was chosen because it enables the researcher to intentionally select individuals who are most likely to provide rich and relevant data (*Palinkas et al., 2015*). First-year students were targeted because this stage in language development is crucial for establishing vocabulary-learning habits and acquisition processes, and early intervention can significantly influence long-term learning outcomes.

The participants had varying levels of English proficiency, which had been assessed beforehand through the university's placement tests administered at the beginning of the academic year. In addition, the participants came from various provinces and cities across Vietnam, including the North, Central, and South regions. This regional diversity provides a valuable perspective for examining how

surrounding factors may influence English vocabulary learning. The sample size of 40 students is considered appropriate for the scope of this small-scale exploratory study, balancing the need for meaningful insights with practical limitations.

2.3. Data collection instruments and procedures

To obtain comprehensive data on students' difficulties in learning and acquiring vocabulary, a two-phase data collection procedure was employed:

Questionnaire: A bilingual (Vietnamese–English) questionnaire was designed to accommodate students' varying levels of English proficiency and to ensure clarity of understanding. This instrument was developed based on relevant literature in applied linguistics and second language acquisition (SLA). It included closed-ended items that measured students' perceptions of vocabulary-related issues, the frequency of their vocabulary practice, and their self-identified difficulties, as well as open-ended items that allowed participants to elaborate on their personal learning experiences, attitudes, and perceived challenges. All 40 students were invited to complete the questionnaire anonymously to encourage honest responses.

Interview: To complement the quantitative data, semi-structured interviews were conducted with six selected participants. These students were chosen to represent a range of backgrounds and learning experiences, and each interview lasted approximately 10–15 minutes. The interview questions focused on learners' personal difficulties in vocabulary acquisition, their emotional responses (e.g., difficulty remembering, challenges in applying vocabulary in real contexts, anxiety), their preferred learning strategies, and their perceptions of the classroom learning environment. The interviews were carried out in a quiet setting and audio-recorded—with participants' consent—for later transcription and analysis.

2.4. Data analysis

The collected data were analyzed using both quantitative and qualitative methods, consistent with the mixed-methods research design.

Quantitative analysis: Responses to the closed-ended items in the questionnaire were entered into Microsoft Excel. Descriptive statistical techniques—including frequency counts and percentages—were employed to identify common trends related to the difficulties students face in learning English vocabulary and the typical errors they frequently make. These numerical results provided an overview of the most prominent types of vocabulary errors as well as the major obstacles learners encounter during the processes of memorizing, recognizing, and applying vocabulary.

Qualitative analysis: Data from the open-ended questionnaire items and interview transcripts were analyzed using thematic analysis, a flexible yet rigorous approach

for identifying and interpreting patterns within qualitative data (*Braun & Clarke, 2006*). The process began with open coding, during which recurring words, expressions, and descriptions of vocabulary-related difficulties were categorized. These initial codes were subsequently grouped into broader themes that reflected key aspects of students' challenges and common errors in English vocabulary learning, such as:

- Difficulties in memorization and retention (e.g., inability to recall newly learned words, rapid forgetting due to ineffective strategies)
- Misuse and confusion of word meanings (e.g., misunderstanding near-synonyms, choosing incorrect words in context)
- Psychological barriers (e.g., lack of confidence when using new vocabulary, anxiety about making lexical mistakes)
- Environmental and instructional factors (e.g., limited exposure to vocabulary in authentic contexts, insufficient practice opportunities)
- Influence of the first language (e.g., negative transfer, literal translation leading to inaccurate word choice)

By triangulating quantitative trends with qualitative insights, this analytic approach generated a nuanced and well-rounded understanding of the vocabulary learning challenges faced by first-year non-English majors at HPU. The results provide a solid foundation for developing practical and context-sensitive pedagogical recommendations aimed at improving learners' vocabulary acquisition and minimizing common lexical errors.

2.5. Conclusion of chapter 2

Chapter 2 has outlined a rigorous mixed-methods approach to examining vocabulary-learning difficulties among first-year non-English majors at HPU. The combination of quantitative questionnaires and qualitative interviews enabled the identification of prevalent lexical problems and the clarification of learners' individual experiences, attitudes, and vocabulary-learning strategies. A purposive sample of 40 students—varying in proficiency levels and regional backgrounds—ensured that the findings are relevant to the Vietnamese EFL context. Descriptive statistics highlighted the most common challenges in vocabulary acquisition, while thematic analysis of open-ended responses and interview transcripts revealed key cognitive, psychological, and environmental contributors to vocabulary-related errors. Methodological triangulation has thus established a sound basis for interpreting the data. The detailed results will be presented in Chapter 3 and will inform the development of targeted pedagogical solutions in Chapter 4.

CHAPTER 3: FINDINGS AND DISCUSSION

This chapter presents results from the questionnaires and interviews conducted with first-year non-English majors at Hai Phong Private University (HPU). It analyzes key challenges these students face in learning English vocabulary and interprets the data to propose practical and pedagogically relevant solutions.

3.1. Findings

3.1.1. Length of English study of first-year English majors at Hai Phong Private University (HPU).

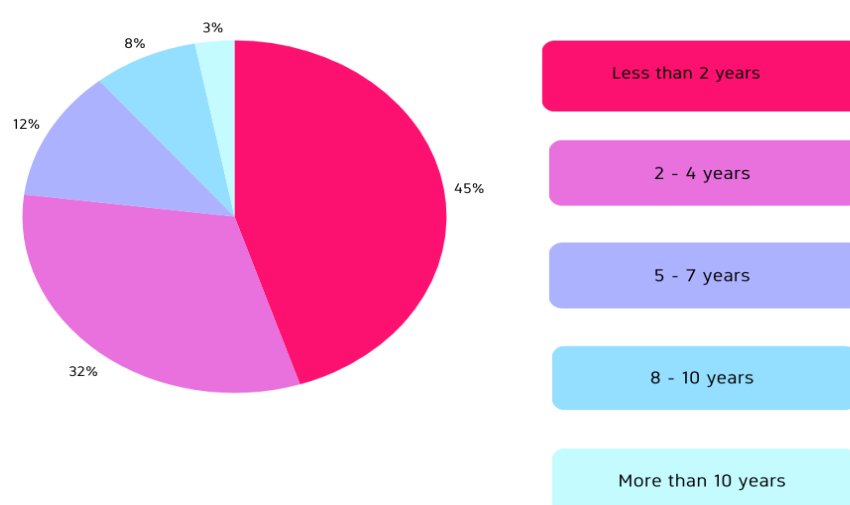


Chart 1 : How long you have been learning English ?

The results indicate that the majority of first-year non-English majors at HPU have studied English for *less than two years* (45%). Only a small proportion of students reported having learned English for under ten years, and merely 3% had *more than ten years of learning experience*. Despite this extended exposure, many students still commit various errors in vocabulary acquisition. The chart illustrates that the length of English study alone does not guarantee accurate or effective vocabulary learning. Without identifying their errors and addressing them promptly, learners may struggle to express themselves fluently, even when they possess a solid understanding of grammar. These findings underscore the need for explicit and continuous learning guidance from the beginning of the academic year to ensure that students can develop learning strategies suited to their individual needs.

3.1.2. English use outside class

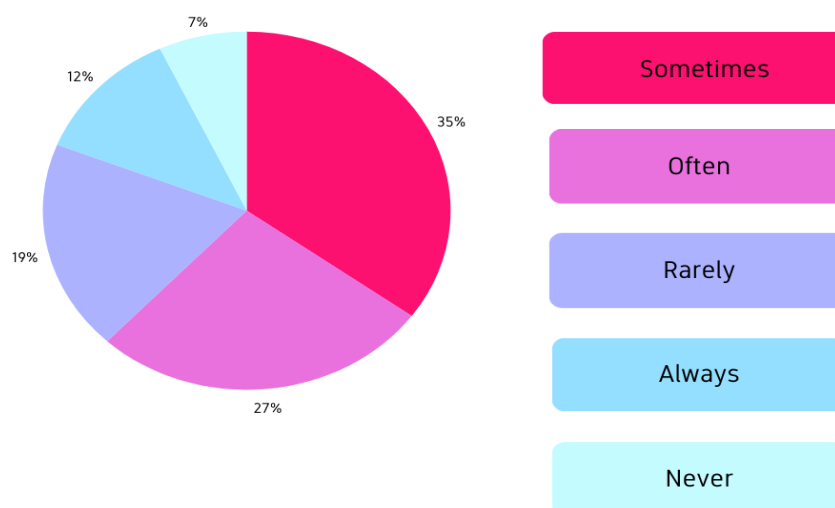


Chart 2: How often do you use English outside class ?

The survey reveals that only 27% of students frequently use *often* English vocabulary after class, and merely 12% report using it consistently *at all times*. In contrast, a significantly higher proportion of students use vocabulary only *occasionally* (35%), *rarely* (19%), or *never* (7%). Such limited application in real-life contexts reduces learners' opportunities for exposure and practice, ultimately hindering long-term retention of vocabulary. These findings align with *Nation's (2001)* assertion that vocabulary knowledge is central to both language comprehension and production, and that insufficient vocabulary creates substantial barriers to academic communication. Similarly, *Schmitt (2008)* emphasizes that vocabulary retention requires deliberate repetition, and learners who lack effective learning strategies are likely to experience persistent difficulties. Overall, the chart confirms that vocabulary remains a core and systematic challenge for first-year non-English majors at HPU, highlighting the need for more effective and sustainable vocabulary-learning support within the curriculum.

3.1.3. The methods use to learn vocabulary

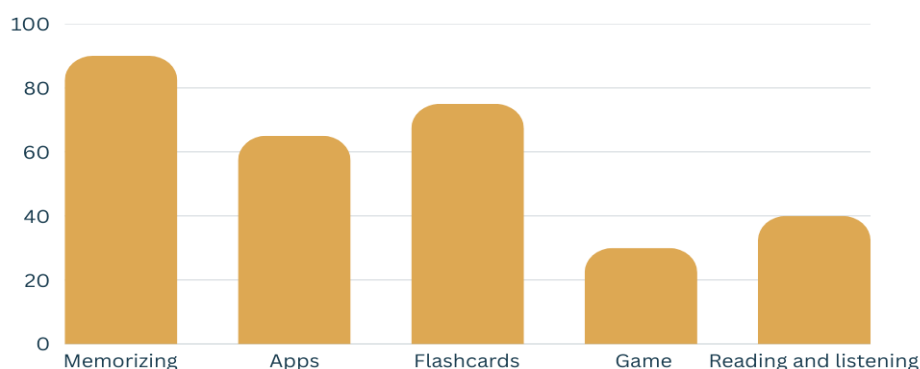


Chart 3: Which methods do you usually use to learn vocabulary?

According to the chart, first-year non-English majors at HPU tend to prefer memorization-based vocabulary learning rather than contextualized usage. The most frequently employed method is rote *memorization*, recorded approximately 85%, reflecting a strong reliance on traditional learning practices despite their well-known limitation of rapid forgetting when reinforcement is insufficient (*Schmitt, 2008*). The use of *flashcards* (72%) and vocabulary-learning applications (63%) is also evident, though it cannot yet be considered widespread. In contrast, *language games* (28%) and *reading or listening activities* (38%) appear far less frequent, suggesting that learners are not sufficiently exposed to natural language input, which is essential for effective vocabulary growth (*Nation, 2001; Laufer, 1997*). Overall, the chart indicates that students' vocabulary learning remains heavily skewed toward memorization, with insufficient integration of real-use and context-based practices, thereby limiting the overall efficiency of vocabulary acquisition.

3.1.4. The main cause of vocabulary mistakes

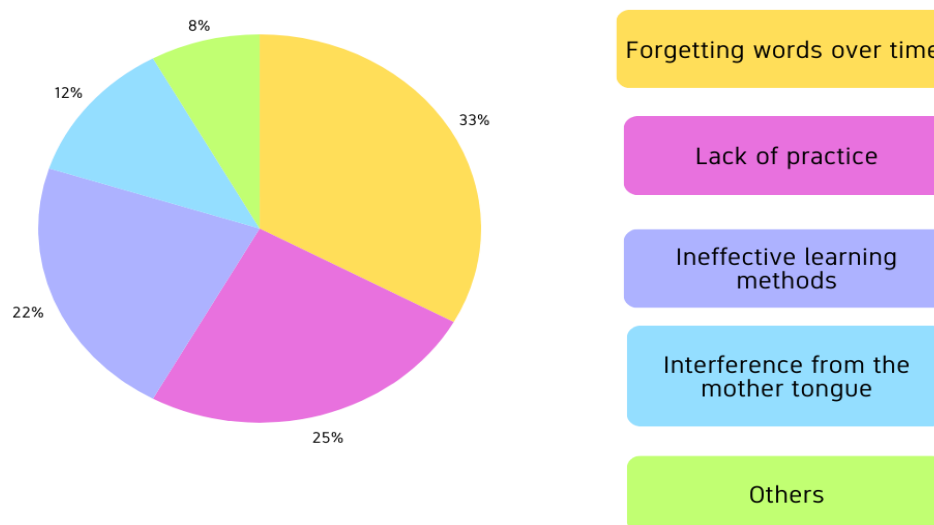


Chart 4: What is the main cause of your vocabulary mistakes?

The chart illustrates the primary factors that hinder first-year non-English majors at HPU from effectively retaining and using English vocabulary. The most prominent factor is *forgetting over time*, accounting for 33%, which suggests that essential processes such as spaced repetition and long-term reinforcement are not being adequately implemented (Nation, 2001). *Insufficient practice* constitutes 25%, indicating that many students lack adequate exposure to real language use—such as speaking, reading, and listening in English—resulting in limited opportunities to apply newly learned vocabulary and consequently rapid loss. *Inefficient learning methods* represent 22%, implying that students have not adopted appropriate strategies such as contextualized learning or deliberate repetition (Schmitt, 2008). *The influence of the mother tongue* accounts for 12%, often leading to literal translation or semantic confusion, a pattern consistent with Laufer's (1997) observations regarding L1 interference in vocabulary acquisition. Finally, *other factors* make up only 8%, demonstrating that the majority of difficulties cluster around the four key issues identified above. Overall, the chart indicates that inadequate review, limited practice, and suboptimal learning strategies constitute the main obstacles to effective vocabulary acquisition among these students.

3.1.5. Types of vocabulary mistakes make most frequently

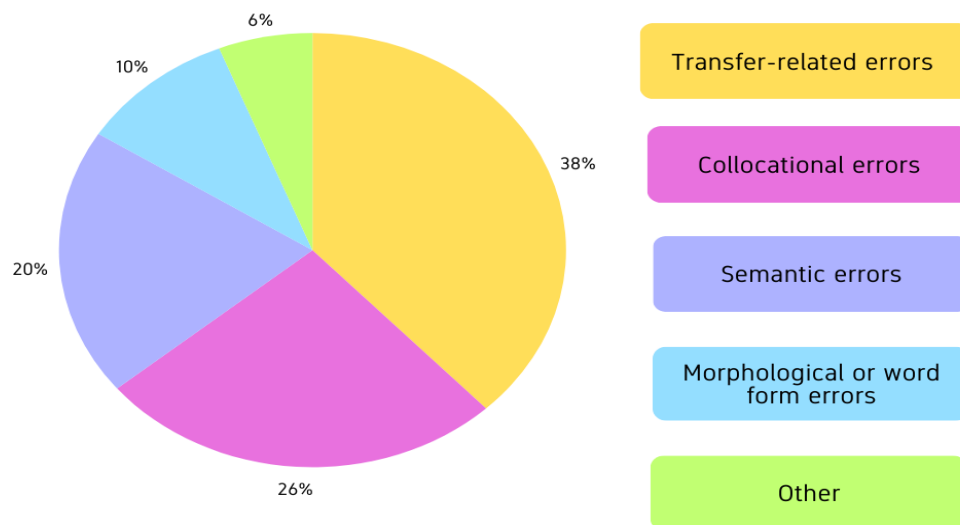


Chart 5: What types of vocabulary mistakes do you make most frequently?

The pie chart illustrates the distribution of common vocabulary errors among learners, with *transfer-related errors* accounting for the largest proportion at 38%. This suggests that learners frequently rely on their first language when selecting or using English vocabulary, which often leads to inappropriate word choices or structures (Ellis, 1997). *Collocational errors* represent 26%, indicating that many learners struggle to combine words naturally, even when they know the individual meanings of the words, a difficulty widely observed in second language learning (Lewis, 2000). *Semantic errors*, which make up 20%, reflect learners' limited depth of vocabulary knowledge and confusion between words with similar meanings or overlapping uses (Schmitt, 2010). In comparison, *morphological or word form errors* account for only 10%, showing that errors related to incorrect word forms are less frequent. *Other errors* constitute the smallest category at 6%. Overall, the chart highlights the need for vocabulary instruction that reduces negative L1 transfer and places greater emphasis on collocation and semantic precision.

3.1.6. The most difficult vocabulary to learn

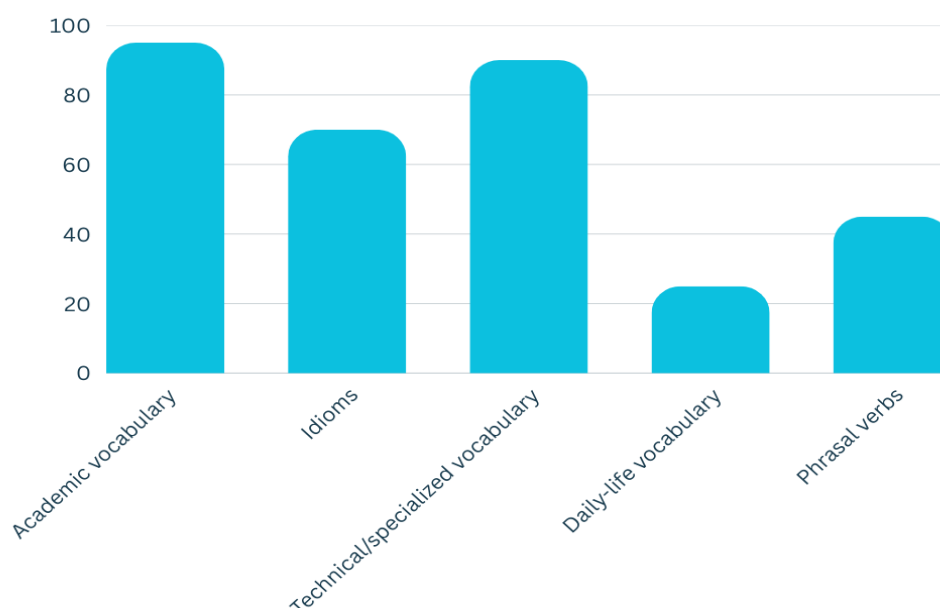


Chart 6: Which type of vocabulary do you find most difficult to learn?

The chart illustrates learners' perceived level of difficulty across five vocabulary groups. *Academic vocabulary* presents the greatest challenge (approximately 92%), aligning with *Coxhead's (2000)* argument that this category demands extensive lexical knowledge and the ability to process abstract concepts. *Technical or specialized vocabulary* follows closely (about 89%), consistent with *Nation's (2001)* view that domain-specific terms occur infrequently in everyday contexts, thereby hindering retention and use. *Idioms* account for roughly 68%, supporting *Fernando's (1996)* observation that idiomatic expressions are highly context-dependent and culturally embedded, making them difficult for L2 learners. *Phrasal verbs*, at 43%, reflect *Darwin and Gray's (1999)* claim that verb-particle combinations often cause semantic and functional confusion. Finally, *daily-life vocabulary* registers the lowest level of difficulty (23%), corresponding to *Laufer's (1997)* finding that high-frequency items are acquired and retained more readily. Overall, the data indicates that the complexity, contextual load, and frequency of exposure are key determinants shaping learners' vocabulary challenges.

3.1.7. Frequency of vocabulary review

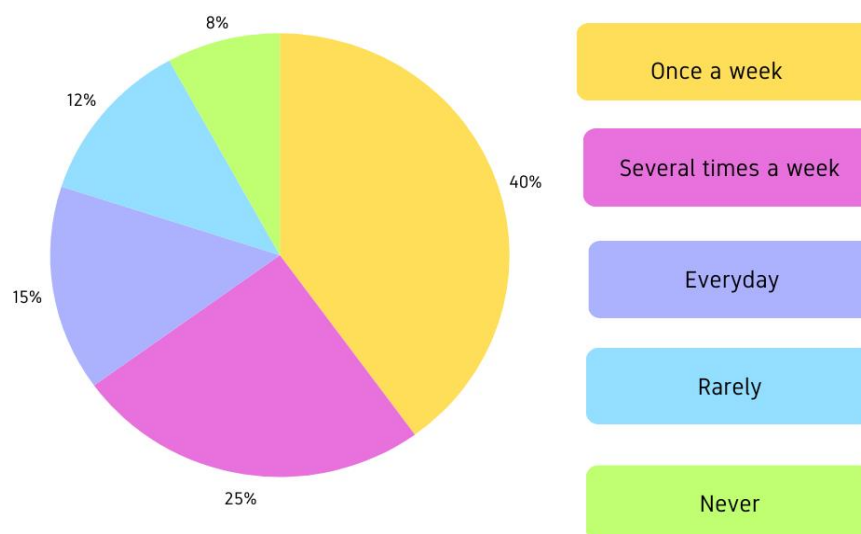


Chart 7: How often do you review previously learned vocabulary?

The survey results indicate that the highest proportion of learners review vocabulary *once a week* (40%), suggesting that while many students maintain a periodic revision habit, the frequency remains suboptimal. The category *several times a week* accounts for 25%, reflecting a subset of learners who engage in relatively active reinforcement. Only 15% report reviewing *every day*, indicating that a small number adopt the routine that *Nation (2001)* identifies as most effective for long-term retention. In contrast, *rarely* (12%) and *never* (8%) together reveal a group of students who engage in minimal or no revision, consistent with *Schmitt's (2010)* assertion that the absence of systematic repetition accelerates vocabulary attrition. Overall, the distribution suggests that although most students participate in some form of review, the general frequency remains insufficient to optimize vocabulary acquisition and retention.

3.1.8. Strategies for when you forget vocabulary

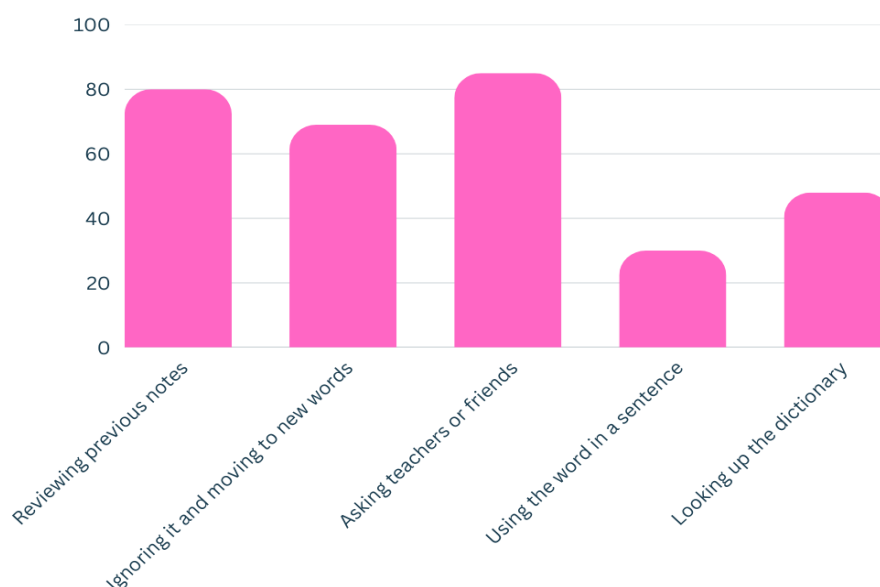


Chart 8: What strategies do you use when you forget English vocabulary?

The chart shows that learners mainly use *Asking teachers or friends* (85%) and *Reviewing previous notes* (78%) when they forget vocabulary, indicating they prefer strategies based on support or review. *Ignoring it and moving to new words* accounts for 68%, reflecting a tendency to overlook difficult words, which can reduce long-term retention. Conversely, more active strategies such as *Using the word in a sentence* (27%) and *Looking up the dictionary* (45%) are less frequently used, despite being highly effective techniques for reinforcing vocabulary according to *Ellis (2002) and Webb (2005)*. Overall, the data suggest that most learners still favor passive measures over active practice, leading to less optimal memorization outcomes.

3.1.9. The motivation to learn English vocabulary

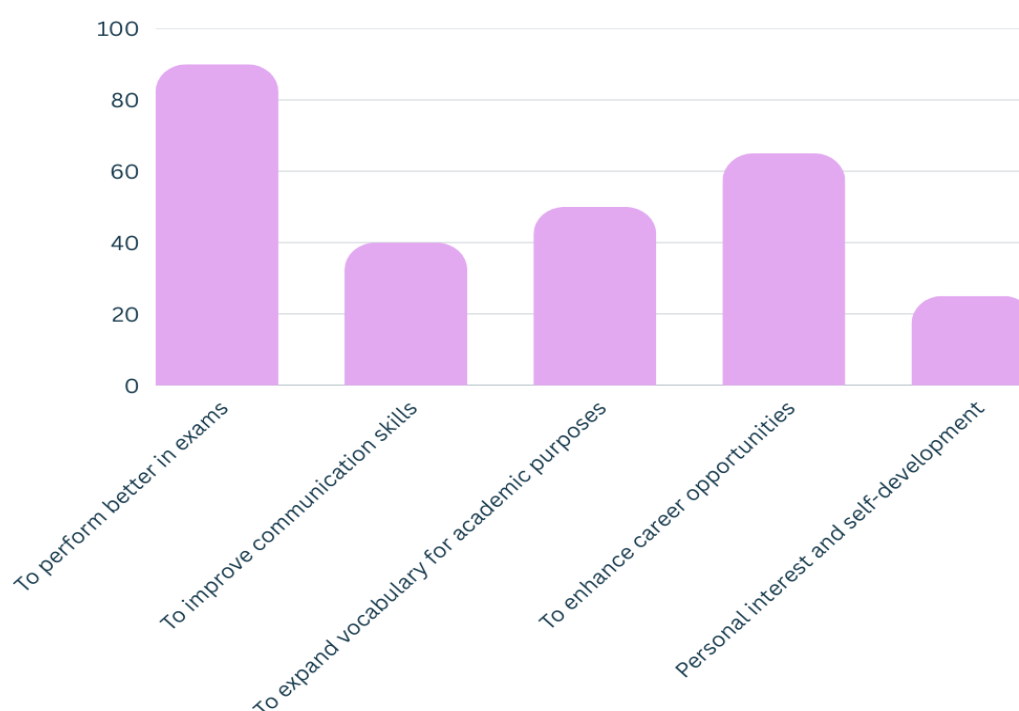


Chart 9: What motivates you the most to improve your English vocabulary?

The survey results show that English vocabulary motivation among students is quite clearly distributed according to priority levels. The most prominent reason is to achieve *better results in exams* (90%), indicating that most learners still focus on assessment goals and the pressure of grades. The second highest percentage is *to improve career opportunities* (60%), reflecting an increasing awareness of the role of English in a competitive job market and the need to acquire specialized vocabulary to meet job requirements. Next is *expanding vocabulary for academic purposes* (50%), which shows a significant group of learners need vocabulary for reading materials, writing, or research. The goal of *improving communication skills* (35%) indicates that learners are interested in using English in real interactions, but with a lower priority compared to academic and career pressures. Finally, personal interest and *self-development only account for 22%*, the lowest among the groups. This demonstrates that vocabulary learning is rarely motivated by personal interest. Overall, the data shows that learners are more focused on exam and career goals rather than personal interests or long-term skill improvement.

3.1.10. Open-ended suggestions

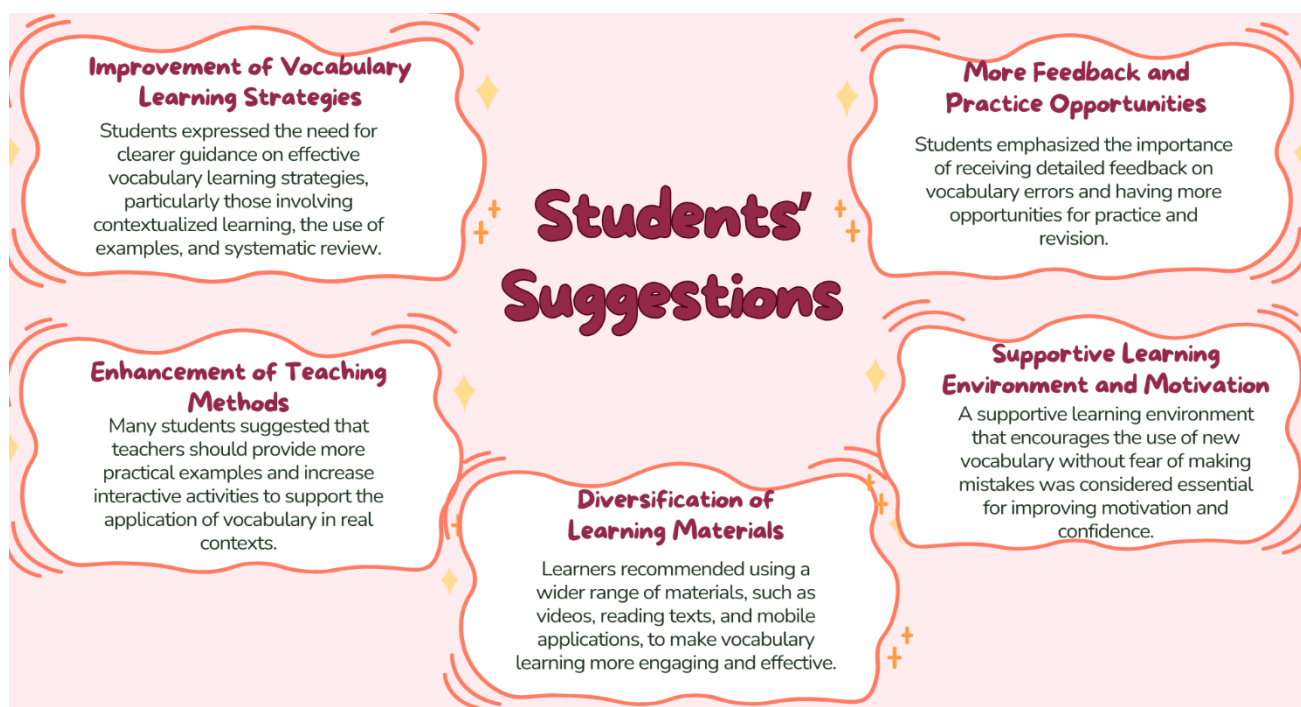


Chart 11: A single change (in teaching methods, resources, or environment) would help you overcome difficulties with errors when acquiring vocabulary, and why?

Students have expressed their opinions and wishes to improve the effectiveness of learning English vocabulary. First, students emphasized the necessity of *improving vocabulary learning strategies*, especially methods that involve contextual learning, using specific examples, and systematic review, showing their desire for clearer and more structured guidance. Additionally, increasing *feedback and practice opportunities* were highly valued, reflecting the need for detailed error correction and multiple real-life applications and vocabulary exercises to reinforce memory. Furthermore, students proposed *innovative teaching methods*, where teachers should provide more real-life examples and experiential, interactive activities with many people to help learners apply vocabulary in everyday situations. *Diversifying learning materials* is also an important suggestion, including combining videos, reading texts, and mobile applications to enhance engagement and learning effectiveness. Finally, students emphasized the importance of *a supportive and motivating learning environment*, where learners can confidently use new vocabulary without fear of making mistakes. Overall, these suggestions indicate that students are not only concerned with vocabulary content but also focus on teaching methods, learning approaches, and the learning environment to enhance long-term retention.

3.2. Discussion

The findings obtained from the survey and the semi-structured interviews provide a comprehensive overview of the vocabulary-learning situation of first-year non-English majors. Overall, the data indicate that although students are aware of the importance of vocabulary in foreign-language learning, they continue to face a range of challenges that hinder effective acquisition and retention. The most common difficulties involve identifying correct word forms, distinguishing semantically similar items, and using vocabulary accurately in context and in everyday communication. These results are consistent with previous studies such as *Nation (2001)* and *Schmitt (2008)*, which emphasize the complexity of vocabulary knowledge and its multidimensional nature.

In terms of learning strategies, most students still rely heavily on surface-level techniques—such as rote memorization or translation-based learning—while deeper processing strategies, including contextual learning, mind-mapping, or interactive practice, are rarely employed. This imbalance may partly explain the high incidence of vocabulary errors, particularly in word choice and collocation. In addition, students' review frequency is inconsistent; many report revising vocabulary only once a week or even less frequently. This finding aligns with *Nation's (2013)* argument that spaced repetition and intentional recycling are essential for long-term retention.

The results also highlight several underlying causes of vocabulary errors, including limited exposure to authentic input, the absence of systematic review, insufficient knowledge of word formation, and overreliance on bilingual dictionaries or AI tools. Interview data further reveal that many students struggle to transfer newly learned vocabulary into real communication, illustrating a substantial gap between receptive knowledge and productive competence. Motivational factors—such as the desire to improve communication skills or academic performance—also shape students' learning behavior, although intrinsic interest has not yet emerged as a major driving force.

In summary, the study demonstrates that vocabulary learning among first-year non-English majors is influenced by a combination of cognitive, strategic, and motivational factors. The high rate of vocabulary-related errors, the predominance of surface-level learning strategies, and the inconsistency in review practices underscore the need for more systematic vocabulary instruction and increased contextualized exposure in the language-learning process.

3.3. Conclusion of chapter 3

Chapter 3 systematically examined the difficulties related to errors in learning and acquiring vocabulary among first-year non-English major students at HPU. Quantitative results show that, despite having ample exposure to English, students rarely practice using English in real-life situations after class. Therefore, vocabulary errors (e.g., difficulty remembering words and their meanings, confusion, pronunciation challenges) and deficiencies in learning materials and practice environments (e.g., improper learning methods, lack of error correction and guidance) remain widespread. Self-assessments also reveal low self-confidence, high anxiety, and fear, which are further exacerbated by limited accurate feedback. Qualitative data confirm these patterns and additionally highlight emotional and environmental barriers.

By combining survey data and interviews, we identified four main factors contributing to difficulties in the process of learning and acquiring vocabulary: influence of the mother tongue, inability to determine suitable learning methods, irregular practice, deficiencies in the curriculum, and emotional constraints. These findings provide a clear basis for research-based interventions. In Chapter 4, we will propose a set of solutions aimed at improving and enhancing practical exercises to increase learners' accuracy and confidence at HPU.

CHAPTER 4: SUGGESTED SOLUTIONS

This chapter proposes practical and evidence-based solutions to address the difficulties related to errors in learning and acquiring vocabulary that first-year non-English major students at Hai Phong Private University (HPU) face, as identified in Chapter 3. These suggestions aim to improve students' accuracy, confidence, and communication skills through a combination of classroom interventions, self-study strategies, technology integration, and institutional support. The recommendations are tailored to the linguistic, psychological, and environmental challenges highlighted in the research, ensuring their feasibility within the context of HPU.

4.1 Suggestions for students

To address the errors identified in Chapter 3 when learning and acquiring vocabulary, students need to engage in a carefully structured practice regimen based on evidence. The following suggestions not only outline activities but also explain the pedagogical reasons, expected benefits, and their connection to survey results.

4.1.1. Spending more time learning vocabulary through context and practical usage.

Learning vocabulary through context (15-20p)

Reason: this is a method of acquiring new words through texts, dialogues, or specific communication situations instead of learning individual words. When vocabulary appears in context, learners can infer meanings, usage, and relationships between words, thereby developing a deeper and more systematic understanding. According to *Thornbury (2002)*, vocabulary learned in context is more likely to be remembered and recognized better than isolated words.

Benefits: This method helps learners develop the ability to guess meanings, understand nuances of words, and increase their natural language reception.

Implementation: Learners can read topic-based passages, mark new words, analyze meanings based on context, and note down usage in the original sentences, or select 5-10 vocabulary words on the same topic to create a random paragraph for practice.

Practical usage in real - life communication (10-15p)

Reason: this method focuses on applying learned words in speaking and writing activities to transform passive knowledge into active usage. Actively using vocabulary helps reinforce memory through the process of "learning by doing," thereby increasing long-term retention. According to *Ellis (2002)*, language is most effectively acquired when learners regularly produce their own language output.

Benefits: This method enhances fluency, accuracy, and confidence in communication, while also helping learners identify their vocabulary limitations for timely adjustments.

Implementation: Learners can form sentences, write short paragraphs, participate in discussions, or apply new words in everyday communication situations to reinforce and expand their vocabulary.

4.1.2. Using vocabulary in speaking and writing.

Practice every day for 15-20 minutes.

Reason: This method focuses on actively applying learned vocabulary into language activities such as forming sentences, practicing speaking, and writing short passages, aiming to transform passive vocabulary knowledge into practical usage skills. When learners create their own language products, vocabulary is processed at a deeper level, thereby increasing memory retention and accurate usage. As *Swain (1995)* emphasizes the role of language production (output) in vocabulary acquisition, he suggests that when learners are forced to use new words in speaking and writing, they will recognize gaps in their knowledge and remember vocabulary more effectively.

Benefits: Regular practice helps improve fluency, boost confidence in communication, and reduce errors in word usage in speaking and writing. According to *Laufer & Hulstijn (2001)*, tasks that require high levels of engagement (such as forming sentences or writing passages) have a positive impact on long-term vocabulary retention.

Implementation: Each day, learners can choose 5 new or learned words, create at least 5 complete sentences, using 2–3 words in a short speech or an 80–100 word paragraph, then check the accuracy of the meaning and context of use.

4.1.3 Looking up words in the dictionary and take vocabulary notes

Using dictionaries (5-10p)

Reason: Consulting a dictionary is a fundamental method that helps learners access the correct meaning, pronunciation, part of speech, and usage of vocabulary. The lookup provides comprehensive and reliable language information, helping learners avoid misunderstandings or inappropriate word choices in context. According to *Lew (2011)*, effectively using a dictionary helps learners improve accuracy in recognizing and using vocabulary.

Benefits: This method helps enhance word recognition, supports reading comprehension, and reduces errors in speaking and writing.

Implementation: Learners should look up 10–15 vocabulary words daily, depending on their learning level, prioritizing English–English dictionaries, paying attention to example sentences and collocations rather than just memorizing Vietnamese meanings.

Vocabulary note-taking (5-7p)

Reason: Vocabulary note-taking is a systematic activity of recording learned words through notebooks, textbooks, or electronic tools. Writing down vocabulary information helps learners process words at a deeper level, thereby increasing memorization. According to *Oxford (1990)*, note-taking is an important cognitive learning strategy that helps organize and reinforce language knowledge.

Benefits: This method supports long-term review, helps learners track their progress, and makes it easier to revisit learned words.

Implementation: Learners should write each word along with its pronunciation, part of speech, a brief meaning, and a self-created example sentence; vocabulary should be categorized by topics to enhance systematization and memorability.

4.1.4. Studying use flashcards and learn through multimedia tools (videos, movies, songs, etc.).

Reviewing vocabulary with flashcards (5–10 minutes or anytime when you're free)

Reason: The flashcards are very compact, making them easy to carry anywhere at any time, which is very convenient for vocabulary review. Reviewing with flashcards is a method that helps learners memorize vocabulary through systematic repetition, often combining the word form and meaning. Flashcards allow learners to control the frequency of review and focus on words they are not yet proficient in, thereby increasing memorization effectiveness. According to *Nakata (2011)*, flashcards are particularly effective when used according to the spaced repetition principle.

Benefits: This method helps reinforce long-term memory, enhances quick word recognition, and is suitable for short study periods.

Implementation: Learners can create paper flashcards or use apps, reviewing 10–15 cards daily, each card including the word, a brief meaning, and a simple example.

4.1.5. Peering practice and social interaction

Suggested duration: 10–15 minutes per day

This method emphasizes learning vocabulary through social interaction, where learners use the words they have learned to communicate with friends or those around them.

Reason: Interaction helps learners receive immediate feedback, identify errors, and adjust their word usage in real-life contexts. According to *Long (1996)*, interaction plays an important role in promoting language acquisition because it facilitates learners' negotiation of meaning and clarification of information.

Benefits: This approach helps increase confidence, improve language reflexes, and transform vocabulary from recognition to active use.

Implementation: Learners can practice speaking in pairs or small groups, choosing a familiar topic, trying to use 5–8 new words in each conversation, and noting common mistakes to learn from for future practice.

4.1.6. Practicing through tests

Recommended duration: 10–15 minutes per day

Reason: This method focuses on practicing vocabulary through short tests such as multiple choice, fill-in-the-blank, matching, or using words in sentences to assess and reinforce learned knowledge. Regularly taking tests helps learners actively recall information from memory, thereby increasing retention and identifying gaps in knowledge that need improvement. According to *Roediger and Karpicke (2006)*, the testing effect shows that retrieving information has a stronger impact on long-term memory than simply reviewing materials.

Benefits: This approach helps improve accuracy in using vocabulary, enhances self-assessment of proficiency, and better prepares learners for formal exams.

Implementation: Learners can complete short tests consisting of 10–15 questions daily, focusing on words they have learned, then review answers and note mistakes for more effective revision.

4.2. Suggestions for teachers

To effectively address the difficulties in learning and acquiring vocabulary identified among first-year non-English major students at HPU, instructors should adopt a systematic research-based approach. The following proposals include pedagogical reasons, expected outcomes, and practical implementation steps.

4.2.1. Improving Vocabulary Teaching Approaches

Rationale:

Vocabulary instruction mainly focused on memorization and translation often leads to superficial vocabulary knowledge, increasing the likelihood of misusing words and making long-term fixed errors. *Lewis (1993)* emphasized that vocabulary learning should be organized around meaningful word patterns rather than individual words. Therefore, applying an integrated and systematic vocabulary teaching approach is necessary to help learners develop accurate and flexible vocabulary skills.

Expected outcomes:

- Increased awareness of multiple aspects of word knowledge, including grammatical patterns and usage restrictions.
- Reduction in vocabulary errors related to inappropriate word choice and incorrect forms.
- Improved ability to transfer vocabulary knowledge from receptive recognition to productive use.

Implementation:

- Lesson integration (10–15 minutes per class): Dedicate short instructional segments in each lesson to explicit vocabulary focus. For instance, one session may address grammatical patterns (e.g., depend on, interested in), while another highlights lexical chunks and formulaic sequences (e.g., on the other hand, as a result).
- Lexical pattern awareness: Teachers should draw students' attention to common patterns, chunks, and fixed expressions rather than single-word meanings, in line with *the Lexical Approach (Lewis, 1993)*.
- Practice through controlled tasks: Use activities such as sentence transformation, gap-filling, and guided sentence writing to reinforce accurate vocabulary use in context.

- Support materials: Provide structured vocabulary handouts or notebooks that include word patterns, example sentences, and notes on common learner errors to support long-term retention.

- Materials: Monolingual learner dictionaries, such as those published by Oxford or Cambridge, are employed to provide detailed information on word meaning, pronunciation, word forms, collocations, and usage. In addition, vocabulary worksheets and handouts are designed to focus on key lexical aspects, including word forms and contextual use. Corpus-based examples from sources such as the British National Corpus (BNC) or the Corpus of Contemporary American English (COCA) are incorporated to illustrate authentic language use. Vocabulary notebooks and digital tools or applications, including Quizlet and Anki, are utilized to facilitate systematic review and independent vocabulary learning.

4.2.2. Provide regular, targeted feedback

Rationale: According to *Hattie and Timperley (2007)*, effective feedback answers three core questions: where the learner is, what the goal is, and what needs to be done to make progress. In the context of first-year non-major students, receiving regular feedback also helps increase motivation, improve accuracy in vocabulary use, and support the transformation of knowledge from a passive level to active application.

Expected outcomes:

- Discover a learning method that suits individuals more quickly.
- Increase students' confidence by recognizing their strengths.

Implementation:

- Peer assessment workshop: In small groups of two to three students, students record short dialogues or word structures, exchange them, and evaluate each other using a simple five-point criterion chart (accuracy of spelling, meaning of the word, practical usage).

- Teacher feedback process: During speaking activities, the teacher selects a sample from any student group, highlights one correct feature (e.g., "the difference is in the type of adjective") and one mistake (e.g., incorrect meaning), then corrects the word accordingly. Each student is only corrected once to avoid overload.

4.2.3. Encouraging Autonomy in Vocabulary Learning

Rationale: With limited classroom time, students need to take responsibility for expanding and reinforcing their vocabulary outside of formal lessons. Autonomous learning promotes the long-term development of vocabulary and helps students develop strategies to avoid repeating vocabulary errors (*Holec, 1981; Benson, 2011*).

Expected Outcomes:

- Improved independent vocabulary learning habits.
- Greater responsibility in reviewing and applying new words.
- Increased motivation and confidence in using vocabulary.

Implementation:

- Train students to use vocabulary notebooks and digital tools for self-study and review.
- Encourage setting goals and regularly self-assessing vocabulary progress.
- Assign small autonomous tasks, such as weekly vocabulary reflections or creating personalized word lists.
- Materials: Vocabulary notebooks, student reflection templates, and digital vocabulary learning applications like Quizlet or Anki.

4.2.4. Creating a supportive and low-anxiety classroom environment

Rationale: Affective factors play a significant role in vocabulary learning. High levels of anxiety may inhibit learners' willingness to use newly learned vocabulary, leading to avoidance and limited practice. According to *Krashen's (1985) Affective Filter Hypothesis*, a low-anxiety learning environment facilitates language acquisition by allowing input to be processed more effectively. A supportive classroom atmosphere encourages risk-taking and reduces fear of making vocabulary errors.

Expected outcomes:

- Increased learner confidence in using new vocabulary.
- Greater classroom participation and willingness to experiment with lexical items.

- Reduced anxiety-related vocabulary avoidance.

Implementation:

- Encourage positive error treatment by viewing vocabulary mistakes as a natural part of learning.
- Use pair and group work to lower pressure during vocabulary practice.
- Provide constructive and non-threatening feedback focusing on improvement rather than failure.
- Foster respectful peer interaction and supportive teacher–student relationships.
- Materials: Low-stakes vocabulary tasks, collaborative activities, and teacher-prepared guidelines promoting positive feedback and peer support.

4.2.5. Integrating technology into vocabulary teaching

Rationale: Technology-enhanced instruction offers flexible and engaging opportunities for vocabulary learning beyond the classroom. Digital tools support multimodal input, immediate feedback, and repeated exposure, which are essential for vocabulary retention. Research suggests that technology-assisted vocabulary learning can improve learner motivation and accuracy when used appropriately (*Stockwell, 2010; Godwin-Jones, 2018*).

Expected outcomes:

- Increased learner engagement and motivation in vocabulary learning.
- Improved retention through spaced repetition and multimodal input.
- Enhanced independent practice and self-monitoring of vocabulary use.

Implementation:

- Integrate vocabulary-learning applications that provide spaced repetition and self-testing.
- Use online quizzes and games to reinforce vocabulary in a low-pressure format.
- Encourage out-of-class practice through mobile-assisted vocabulary tasks.
- Combine technology with classroom instruction to support blended learning.

- Materials: Vocabulary learning applications (e.g., Quizlet, Anki), online quiz platforms, and multimedia resources such as videos and interactive exercises.

4.3. Conclusion of chapter 4

In response to the vocabulary learning difficulties identified among first-year non-English majors, Chapter 4 has proposed an integrated framework of learner-centered and teacher-guided solutions aimed at reducing common vocabulary errors and enhancing lexical competence. From the learners' perspective, the framework emphasizes the development of effective vocabulary learning strategies, including systematic review, contextualized learning, and increased learner autonomy. The incorporation of authentic input and technology-enhanced tools supports repeated exposure to vocabulary in meaningful contexts, while low-pressure practice activities encourage students to actively use new lexical items without fear of making mistakes. These measures collectively foster motivation, confidence, and sustained engagement in vocabulary learning.

From the teachers' perspective, embedding focused vocabulary instruction into regular classroom practice ensures that key aspects of word knowledge—such as form, meaning, and use—are consistently reinforced. Systematic and constructive feedback on vocabulary errors plays a critical role in preventing fossilization and guiding learners toward more accurate lexical usage. Furthermore, the strategic integration of digital resources and learner-centered activities not only enriches classroom instruction but also promotes independent vocabulary learning beyond the classroom. By creating a supportive and low-anxiety learning environment, teachers can encourage risk-taking and active participation, which are essential for effective vocabulary acquisition.

By closely aligning each proposed solution with the empirical findings presented in Chapter 3—addressing linguistic, cognitive, and affective factors influencing vocabulary errors—this chapter has provided a coherent and evidence-based set of recommendations tailored to the research context. Consistent implementation of these strategies is expected to reduce persistent vocabulary errors, improve learners' ability to use vocabulary accurately in both receptive and productive skills, and ultimately enhance overall communicative competence. Future research and ongoing evaluation are recommended to further refine these approaches and ensure long-term effectiveness in vocabulary learning outcomes.

CHAPTER 5: CONCLUSION

5.1. Summary of Findings

This study systematically investigated the persistent challenges faced by first-year non-English majors at Hai Phong Private University (HPU) in learning and acquiring English vocabulary. Despite having studied English for several years prior to entering university, students continued to demonstrate a high frequency of vocabulary-related errors, particularly in word forms, collocations, and contextual usage. These errors indicate that learners' vocabulary knowledge often remains superficial and fragmented rather than fully developed.

The findings reveal several underlying factors contributing to these difficulties. These include limited explicit instruction on vocabulary structure and usage, overreliance on rote memorization and translation-based learning, insufficient exposure to authentic language input, and a lack of regular review and feedback. In addition, affective factors such as low confidence and fear of making mistakes were found to restrict students' willingness to actively use newly learned vocabulary. Overall, the results support existing theories on depth of vocabulary knowledge, fossilization, and the role of meaningful input, underscoring the need for systematic, contextualized, and learner-centered vocabulary instruction beyond mere exposure to word lists.

5.2. Contributions of the study

This research makes a meaningful contribution to the field of second language acquisition, particularly within the Vietnamese tertiary education context, by providing a detailed examination of vocabulary learning errors among first-year non-English majors. The study reinforces the view that effective vocabulary development requires systematic and explicit instruction that goes beyond memorization of isolated word meanings. It highlights the importance of addressing multiple dimensions of vocabulary knowledge, including word form, meaning, collocation, and contextual use, in order to reduce persistent lexical errors.

From a pedagogical perspective, this study proposes a comprehensive and multi-dimensional framework for vocabulary instruction that integrates learner autonomy, contextualized input, constructive feedback, and technology-enhanced learning. The suggested solutions offer students practical strategies for self-directed vocabulary learning, such as structured vocabulary notebooks, regular review practices, and digital tools for spaced repetition. At the same time, the study provides instructors with clear guidelines for implementing focused vocabulary teaching approaches, delivering systematic feedback on lexical errors, and creating supportive learning environments. When applied consistently, these strategies have the potential to significantly improve vocabulary accuracy, promote deeper lexical knowledge, and enhance overall communicative competence among first-year non-English majors.

5.3. Limitations

Despite its contributions, this study has several limitations that should be acknowledged. First, the research focused exclusively on first-year non-English majors at a single institution, which may limit the generalizability of the findings to other learner populations or educational contexts. Second, the data were primarily collected through self-reported questionnaires and surveys, which may be subject to response bias and may not fully capture learners' actual vocabulary use or error patterns in authentic communication.

In addition, the study adopted a cross-sectional design, providing only a snapshot of students' vocabulary learning difficulties at a particular point in time. As a result, it did not examine changes in vocabulary accuracy over time or measure the long-term effectiveness of specific instructional interventions. These limitations suggest the need for further research employing longitudinal designs, multiple data sources, and a broader participant base to gain a more comprehensive understanding of vocabulary acquisition and error development.

5.4. Recommendations for future research

Future research should expand the participant pool to include students from different academic years, various universities, and diverse regional and educational backgrounds in order to enhance the generalizability of the findings related to vocabulary learning errors. Longitudinal studies tracking learners' vocabulary development over multiple semesters, particularly after the implementation of targeted instructional interventions, would provide valuable insights into the long-term effectiveness and sustainability of the proposed solutions.

In addition, experimental research comparing the impact of different types of vocabulary feedback—such as teacher-provided feedback, peer feedback, and technology-assisted or AI-based feedback—would contribute to a deeper understanding of effective error correction in vocabulary learning. Further investigation into affective factors, including learner motivation, confidence, and strategies for reducing anxiety related to vocabulary use, is also recommended, as these variables may significantly influence learners' willingness to apply newly acquired lexical knowledge.

Ultimately, this study reaffirms that although vocabulary learning presents considerable challenges for first-year non-English majors, these difficulties are not insurmountable. With systematic, sustained, and research-informed efforts from both learners and instructors, meaningful and lasting improvement in vocabulary

accuracy and use can be achieved. It is hoped that the insights presented in this study will not only inform pedagogical practices at HPU but also contribute to the broader academic discussion on effective vocabulary instruction in second language learning. Mastery of vocabulary extends beyond knowing word meanings; it empowers learners to communicate ideas precisely, confidently, and appropriately across academic and real-world contexts.

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APPENDICES

APPENDIX 1: SURVEY QUESTIONNAIRE (ENGLISH VERSION)

Dear participant, This questionnaire is part of a research study entitled “ *A study on common errors in learning and acquiring vocabulay of the first- year non-laguage major students at HPU University and suggested solutions.* ”. Your honest responses will be kept confidential and used for academic purposes only.

Please put (✓) in the most appropriate box or write your answer where necessary. Thank you for your cooperation!

1. How important do you think vocabulary is in learning English?

☐ Very important

☐ Important

☐ Neutral

☐ Not very important

☐ Not important at all

2. Which aspect of vocabulary do you find most difficult?

☐ Word meaning

☐ Word form (noun, verb, adjective, adverb)

☐ Collocation

☐ Word usage in context

☐ Spelling or pronunciation

3. How often do you make vocabulary mistakes when speaking or writing in English?

☐ Very often

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

4. What type of vocabulary error do you make most frequently?

- ☐ Morphological or word form errors
- ☐ Collocational errors
- ☐ Semantic errors
- ☐ Transfer-related errors
- ☐ Other (please specify): _____

5. Which learning method do you usually use to learn new vocabulary?

- ☐ Memorizing word lists
- ☐ Learning through reading texts
- ☐ Learning through listening or videos
- ☐ Using vocabulary in speaking/writing
- ☐ Using mobile apps or online tools

6. How often do you review previously learned vocabulary?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

7. Do you feel confident using new vocabulary in speaking or writing?

- ☐ Very confident
- ☐ Confident
- ☐ Neutral
- ☐ Not confident
- ☐ Not confident at all

8. What is the main cause of your vocabulary mistakes?

- ☐ Limited vocabulary knowledge
- ☐ Lack of practice
- ☐ Confusion between similar words
- ☐ Influence of Vietnamese
- ☐ Fear of making mistakes

9. Does anxiety or fear of making mistakes affect your vocabulary use?

- ☐ Strongly affects

☐ Affects

☐ Neutral

☐ Slightly affects

☐ Does not affect

10. How helpful do you find teachers' feedback on vocabulary errors?

☐ Very helpful

☐ Helpful

☐ Neutral

☐ Not very helpful

☐ Not helpful at all

11. In your opinion, what suggestions or solutions would help you reduce vocabulary mistakes when learning English? Please explain briefly.

.....
.....

THANK YOU SO MUCH FOR YOUR COOPERATION!

APPENDIX 2: SURVEY QUESTIONNAIRE (VIETNAMESE VERSION)

Thân gửi bạn,

Phiếu khảo sát này là một phần trong nghiên cứu mang tên “*Nghiên cứu về những lỗi sai trong quá trình học và tiếp thu từ mới của sinh viên năm nhất không chuyên ngữ của đại học HPU và một số đề xuất giải pháp*”. Mọi thông tin bạn cung cấp sẽ được giữ bảo mật và chỉ phục vụ mục đích nghiên cứu học thuật.

Hãy đánh dấu (✓) vào ô phù hợp nhất hoặc viết câu trả lời nếu được yêu cầu.

Trân trọng cảm ơn sự hợp tác của bạn!

1. Bạn cho rằng từ vựng quan trọng như thế nào trong việc học tiếng Anh?

☐ Rất quan trọng

☐ Quan trọng

☐ Bình thường

☐ Không quá quan trọng

☐ Không quan trọng

2. Khía cạnh nào của từ vựng bạn cảm thấy khó nhất?

☐ Nghĩa của từ

☐ Dạng từ (danh, động, tính, trạng)

☐ Kết hợp từ (collocation)

☐ Cách dùng từ trong ngữ cảnh

☐ Chính tả hoặc phát âm

3. Bạn mắc lỗi từ vựng khi nói hoặc viết tiếng Anh với tần suất như thế nào?

☐ Rất thường xuyên

☐ Thường xuyên

☐ thỉnh thoảng

☐ Hiếm khi

☐ Không bao giờ

4. Loại lỗi từ vựng nào bạn thường mắc nhất?

- ☐ Lỗi hình thái hoặc lỗi sai dạng từ
- ☐ Lỗi kết hợp từ
- ☐ Lỗi ngữ nghĩa
- ☐ Lỗi do chuyển di ngôn ngữ (Ảnh hưởng tiếng mẹ đẻ)
- ☐ Khác (vui lòng ghi rõ): _____

5. Bạn thường học từ vựng bằng cách nào?

- ☐ Học thuộc danh sách từ
- ☐ Học qua bài đọc
- ☐ Học qua nghe hoặc xem video
- ☐ Sử dụng từ khi nói/viết
- ☐ Dùng ứng dụng hoặc công cụ trực tuyến

6. Bạn ôn lại từ vựng đã học với tần suất như thế nào?

- ☐ Luôn luôn
- ☐ Thường xuyên
- ☐ thỉnh thoảng
- ☐ Hiếm khi
- ☐ Không bao giờ

7. Bạn có tự tin khi sử dụng từ vựng mới trong nói hoặc viết không?

- ☐ Rất tự tin
- ☐ Tự tin
- ☐ Bình thường
- ☐ Không tự tin
- ☐ Hoàn toàn không tự tin

8. Nguyên nhân chính khiến bạn mắc lỗi từ vựng là gì?

- ☐ Kiến thức từ vựng hạn chế
- ☐ Thiếu luyện tập
- ☐ Nhầm lẫn giữa các từ gần nghĩa
- ☐ Ảnh hưởng của tiếng Việt
- ☐ Sợ mắc lỗi

9. Sự lo lắng hoặc sợ sai có ảnh hưởng đến việc sử dụng từ vựng của bạn không?

☐ Ảnh hưởng rất nhiều

☐ Có ảnh hưởng

☐ Bình thường

☐ Ít ảnh hưởng

☐ Không ảnh hưởng

10. Bạn đánh giá phản hồi của giảng viên về lỗi từ vựng như thế nào?

☐ Rất hữu ích

☐ Hữu ích

☐ Bình thường

☐ Ít hữu ích

☐ Không hữu ích

11. Theo bạn, những đề xuất hoặc giải pháp nào sẽ giúp bạn giảm bớt lỗi từ vựng trong quá trình học tiếng Anh? Vui lòng trình bày ngắn gọn.

.....
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XIN CHÂN THÀNH CẢM ƠN SỰ HỢP TÁC CỦA BẠN!

APPENDIX 3: SOME VOCABULARY EXERCISE

Exercise 1: Choose the correct option for each gap.

1, It's _____ right now. Christmas is next month

- A. September
- B. October
- C. November
- D. December

2, The baby was born in _____, the third month of the year.

- A. March
- B. April
- C. May
- D. June

3, Our favourite month is _____, because we love Halloween.

- A. September
- B. October
- C. November
- D. December

4, We have school from _____ to Friday, but not on weekends.

- A. Tuesday
- B. Wednesday
- C. Monday
- D. Friday

5, My favourite thing about _____ is playing outside in the snow.

- A. summer
- B. winter
- C. spring
- D. autumn

6, Next month is _____, the last month of the year.

- A. October
- B. December
- C. November
- D. September

*Exersice 2: Choose the letter (A, B, C, or D) of the word OPPOSITE in meaning to the **bolded** word.*

1. When John came in the house, he felt quite **famililiar**.

- A. recognizable B.usual C. intimate D. uncommon

2. It is challenging for introverts to **integrate** socially.

- A. harmonize B. assimilate C. separate D. blend

3. This method is believed to be the most **efficient**.

- A. effective B. useless C. productive D. potent

4. The teacher praised his **influential** approach to solving the math problem.

- A. unique B. important C. trivial D. impactful

5. The chef is **anxious** that he might mess up the food.

- A. confident B. worried C. nervous D. uneasy

6. I have a **modest** little glass fish tank where I keep a variety of small fish.

- A. moderate B. limited C. narrow D. large

7. The earth is being **threatened** and the future looks bad.

- A. done B. made C. protected D. varied

8. He had never experienced such **rudeness** towards the president as it occurred at the annual meeting in May.

- A. politeness B. hostility C. care D. thought

*Exersice 3: Choose the letter (A, B, C, or D) of the word **CLOSEST** in meaning to the bolded word.*

1. The speaker paused. He **hesitated** to answer the direct question raised by the audience.

A. decided B. continued C. determined D. wavered

2. Her courage not only **inspired** her followers but moved her rivals as well.

A. depressed B. motivated C. overlooked D. rejected

3. The government's plans to cut taxes really **stimulated** the economy.

A. discouraged B. started C. weakened D. improved

4. Chauvet Jeans was a well-known nineteenth-century painter whose paintings are extraordinarily **sophisticated**.

A. old-fashioned B. basic C. primitive D. complex

5. Recognizable smaller than most of the kids in his age group, Lionel Messi was diagnosed by doctors as suffering from a hormone **deficiency** that restricted his growth.

A. inadequacy B. sufficiency C. abundance D. strength

6. The whole village was **wiped out** in the bombing raids.

A.. cleaned well C. changed completely

B. removed quickly D. destroyed completely

7. You can **make a good living** in sales if you have the right attitude and strategies.

A. achieve consideration success B. earn a lot of money

C. have an uncomfortable lifestyle D. live a good life

Exercise 4: Use the correct form of the words in brackets to complete the sentences.

1. Younger generation prefer jobs that are _____. (flexibility)
2. The job market has become significantly more _____ recently. (competition)
3. Pollution is a major concern for environmental _____ groups. (preserve)
4. Many people are switching to _____ - friendly products to reduce their carbon footprint. (environment)
5. For some students, learning their favourite subject may _____ them. (comfortable)
6. She showed great _____ in learning new English vocabulary. (enthusiasm)
7. This exercise helps students improve their _____ of academic words. (understand)
8. Social media has a strong _____ on the way young people communicate. (influence)
9. Technology has _____ changed the way people access information. (significant)
10. Part-time jobs can help students become more _____ and responsible
11. Good time management helps students improve their academic _____. (perform)
12. The company is looking for _____ employees who can work well in a team. (create)
13. Travelling abroad gives students valuable cultural _____. (experience)
14. Regular exercise plays an important role in maintaining both physical and mental _____. (healthy)

Exercise 5: Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct word or phrase that best fits each of the numbered blanks.

The Green Movement is a global effort aimed at protecting the environment and promoting sustainable practices. It emphasizes the importance of adopting a more eco-friendly (Ex) _____ to reduce our impact on the planet. One of the key areas of focus within this movement is combating (1) _____ by advocating for cleaner energy sources and reducing carbon emissions. Individuals can (2) _____ to this cause by making small changes in their daily habits, such as using reusable bags, recycling, and conserving water. Additionally, planting trees helps (3) _____ the earth's natural resources and counteract deforestation. The movement also highlights the need for better waste management to minimize the release of (4) _____ substances into the environment. Lastly, efforts are underway to improve water (5) _____ processes to ensure access to clean and safe drinking water for all.

(Example)

A. lifestyle B. lifelong C. brochure D. comfort

→ *Đáp án: A. lifestyle*

1) A. climate change B. industry C. covering letter D. qualification

2) A. meet B. demonstrate C. carry back D. contribute

3) A. extinguish B. activate C. replenish D. reunite

4) A. multicultural B. familiar C. evolutionary D. hazardous

5) A. aspect B. purification C. generation D. appearance

Exersice 3: Error Correction

1. You shouldn't criticize him in front of his friends. It was insensitive of you.

- A. shouldn't criticize B. him in front of
C. it D. insensitive

2. I'm not used to go to school late. I prefer punctuation.

- A. I'm not used to B. go
C. late D. prefer

3. Paris is much more exciting as I expected.

- A. much B. exciting C. as D. expected

4. English is speaking in many countries in the world.

- A. English B. speaking C. many countries D. the world

5. Chemical engineering is based in the principles of physics, chemistry, and mathematics.

- A. in B. principles C. chemistry D. mathematics

6. Dogs that are trained to lead the blind must be loyalty, intelligent and calm.

- A. dogs that B. trained C. the D. loyalty

7. The shopkeeper warned the boys don't learn their bicycles against his windows.

- A. the B. don't C. their D. against

8. The telephone rang several times and then stop before I could answer it.

- A. times B. then C. stop D. could

APPENDIX 4: KEYS TO PRONUNCIATION PRACTICE EXERCISES

Exercise 1:

- | | |
|----------------|----------------|
| 1. C. November | 4. C. Monday |
| 2. A. March | 5. B. winter |
| 3. B. October | 6. B. December |

Exercise 2:

- | | |
|----------------|------------------|
| 1. D. uncommon | 5. A. confident |
| 2. C. separate | 6. D. large |
| 3. B. useless | 7. C. protected |
| 4. C. trivial | 8. A. politeness |

Exercise 3:

- | | |
|-----------------|----------------------------|
| 1. D. wavered | 5. A. inadequacy |
| 2. B. motivated | 6. D. destroyed completely |
| 3. D. improved | 7. B. earn a lot of money |

Exercise 4:

- | | |
|--------------------|------------------|
| 1. flexible | 8. influence |
| 2. competitive | 9. significantly |
| 3. preservation | 10. independent |
| 4. environmentally | 11. performance |
| 5. comfort | 12. creative |
| 6. enthusiam | 13. experience |
| 7. understanding | 14. health |

Exercise 5:

1) A. climate change

4) D. hazardous

2) D. contribute

5) B. purification

3) C. replenish

Exercise 6:

1. A. shouldn't criticize

→

shouldn't have criticize

2. B. go

→

going

3. A. much

→

than

4. B. speaking

→

spoken

5. A. in

→

on

6. D. loyalty

→

loyal

7. B. don't

→

not to

8. C. stop

→

stopped