

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 :Phạm Thị Phương Anh

HẢI PHÒNG – 2025

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: A study on the difficulties in learning English vocabulary of grade 6 students at Truong Tho secondary school.

NHIỆM VỤ ĐỀ TÀI

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

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

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Học hàm, học vị : Thạc sĩ Ngôn ngữ Anh

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

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Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Hải Phòng, ngày tháng năm 2025

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

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Độc lập – Tự do – Hạnh phúc

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Lớp: Chuyên ngành: Khóa

Thực tập tại:

Từ ngày:/...../... đến ngày/...../...

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2. Về kết quả thực tập nghề nghiệp:

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3. Đánh giá chung:

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Xác nhận của lãnh đạo cơ sở thực tập

....., ngày tháng năm ...

Cán bộ hướng dẫn thực tập của cơ sở

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Hai Phong, May 9th 2025

Student

Phạm Thị Phương Anh

ABSTRACT

English is an international language and an essential subject in Vietnamese schools. It supports the development of four key skills: listening, speaking, reading, and writing. Vocabulary is the foundation of these skills, yet many sixth-grade students find it difficult to learn and remember new words. These difficulties often arise from various factors. This study, carried out at Truong Tho Secondary School, explores the common obstacles that sixth-grade students face in vocabulary learning. By using surveys and data analysis, the research identifies the root causes of these problems and suggests practical, effective vocabulary learning strategies. The goal is to help students improve their vocabulary acquisition and enhance the overall effectiveness of English teaching and learning at the lower secondary level.

Key words: vocabulary, difficulties, English learning

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CHAPTER I. INTRODUCTION

1.1. Rationale of the study

In the context of global integration, English is playing an increasingly important role as a tool for international communication and is considered one of the essential skills of the 21st century. For Vietnamese students in general, and sixth-grade students in particular, learning English is no longer merely a compulsory subject, but has become a means of accessing new knowledge, engaging in cultural exchange, and fostering personal development.

In the process of learning English, vocabulary serves as the most fundamental foundation. Without a sufficient and appropriate vocabulary base, students will face difficulties in listening comprehension, reading comprehension, expressing ideas, and completing exercises. However, actual classroom practice shows that sixth-grade students—those just beginning to adapt to more serious study habits—still struggle and encounter many obstacles in learning vocabulary. These challenges not only affect their academic performance in English but also impact their confidence and attitude toward learning a foreign language.

During the researcher's internship and field observations at Truong Tho Secondary School, it was found that despite teachers' efforts to innovate teaching methods, students' vocabulary learning remains limited. Some students rely on rote memorization, have poor retention, forget vocabulary easily, or do not know how to use words in real-life contexts. This highlights the urgent need to clearly identify specific difficulties, explore their root causes, and propose practical solutions to help students learn more effectively.

1.2. Aims of the study

This study is conducted with the primary aim of exploring and clarifying issues related to vocabulary learning among 6th-grade students at Truong Tho Secondary School. Specifically, the study focuses on the following objectives:

- To identify the common difficulties that 6th-grade students face in the process of learning English vocabulary, including challenges in memorizing, pronouncing, understanding meanings, and using vocabulary in different contexts.
- To propose feasible and appropriate solutions to help students overcome their vocabulary learning difficulties, and to assist teachers in adjusting their teaching methods in order to enhance the effectiveness of vocabulary instruction and overall English learning at the school.

1.3. Research questions

To fulfill the stated research aims, this study seeks to answer the following detailed research questions:

- What difficulties do 6th-grade students at Truong Tho Secondary School face in learning English vocabulary?
- What solutions can be proposed to help 6th-grade students improve their vocabulary learning more effectively?

1.4. Scope of the study

The study focuses on 6th-grade students at Truong Tho Secondary School. A sample of students will be selected to represent the broader student body. In addition, the research will be conducted exclusively at Truong Tho Secondary School, located in Truong Tho, An Lao, Hai Phong, which limits the generalization of the results to this particular educational setting.

The study focuses primarily on the challenges of learning English vocabulary. It will investigate various aspects of vocabulary acquisition, including memorization techniques, pronunciation, understanding meanings, and using vocabulary in context. The research does not extend to other areas of language learning, such as grammar, speaking skills, or writing.

1.5. Methods of the study

This study employs a mixed method to explore the challenges in learning English vocabulary among 6th-grade students at Truong Tho Secondary School. Both qualitative and quantitative research methods are used to collect comprehensive data from multiple perspectives. The methods of the study include:

*** Survey for students**

A survey will be administered to 6th-grade students to gather quantitative data on their vocabulary learning habits, difficulties, and attitudes. The survey will consist of closed-ended questions designed to measure students' experiences, perceptions of their vocabulary learning

*** Survey for teachers**

A separate survey will be administered to the English teachers teaching 6th-grade students. The purpose of this survey is to collect information about teachers' vocabulary teaching methods, the strategies they apply, and the challenges they face when teaching vocabulary. The survey will also explore the support measures they use to assist students in learning vocabulary.

***Interviews**

The interviews will be conducted with both students and teachers. Interviews with students will provide deeper insights into their personal experiences, difficulties, and the strategies they employ in learning vocabulary. Teachers will be interviewed to understand their perspectives on the challenges students face in learning vocabulary and their teaching methods for vocabulary. These interviews will allow for more detailed responses and a deeper understanding of the issues at hand.

*** Classroom Observations**

Observations will be conducted in English language classrooms to gather first-hand information on the teaching methods employed by teachers and how students engage with vocabulary during lessons. The researcher will observe how vocabulary is taught, the interaction between the teacher and students, and the strategies students use to acquire new vocabulary in class. The purpose of these observations is to provide additional context to the data collected from the surveys and interviews.

1.6. Significance of the study

This study holds significant value both in terms of academic contribution and practical application.

Firstly, this research will provide valuable insights into the difficulties faced by 6th-grade students in learning English vocabulary. By focusing on vocabulary acquisition, this study will contribute to the existing body of literature on second language learning, particularly in the context of vocabulary learning at the secondary school level. The findings will help clarify the cognitive and social factors that influence vocabulary acquisition, offering a foundation for future research on vocabulary learning and teaching methods. Furthermore, the results of this study can serve as an important reference for future studies in language education, particularly in the context of Vietnamese students learning English, providing valuable material for addressing issues related to vocabulary learning and second language teaching.

Secondly, one of the primary goals of this study is to offer practical recommendations for English teachers at the secondary school level on how to improve their vocabulary teaching methods. The research will identify the challenges that students face, helping teachers better understand the factors influencing their students' vocabulary learning. By examining the strategies that students use, the study will assist teachers in applying more effective and

suitable teaching methods. The findings may help teachers develop creative classroom activities, incorporate modern teaching techniques, and design lesson plans that engage students in vocabulary learning, thus enhancing the effectiveness of their teaching. In addition, the study can suggest more effective teaching materials for vocabulary instruction, providing teachers with the necessary resources to improve their students' vocabulary acquisition.

Finally, this research is to help 6th-grade students identify the specific difficulties they encounter when learning English vocabulary, enabling them to apply effective learning strategies to overcome these challenges. By identifying appropriate vocabulary learning strategies, the study will provide students with useful tools to enhance their vocabulary acquisition and retention. Furthermore, the results of this research could lead to the development of support programs or additional resources to assist students, helping them improve their vocabulary learning skills and overall language proficiency. This, in turn, will not only contribute to students' academic success but also enhance the overall quality of education, enabling students to become more confident in using English in both academic and everyday contexts.

1.7. Design of the study

My graduation includes three parts as following:

Chapter I: Introduction: This chapter provides the general background and framework of the study. It begins with the rationale, which emphasizes the importance of vocabulary in learning English for 6th-grade students and the motivation behind conducting this research. The aims of the study and the research questions are then clearly stated. The scope of the study is limited to 6th-grade students at Truong Tho Secondary School. The research methods are briefly described. Both the theoretical and practical significance of the study are also presented to show its relevance and benefits to teachers and students. Finally, the research design is introduced, outlining the steps taken to carry out the study.

Chapter II: Development: This chapter presents both the theoretical foundation and the research findings related to vocabulary learning among 6th-grade students. It begins with an overview of key concepts and theories such as the definition of vocabulary in foreign language learning, theories of vocabulary acquisition and retention, and memory theory, which help clarify how students learn and retain new words. In addition, the chapter describes common methods students use to learn vocabulary and discusses the difficulties

they face. The second part of the chapter presents the findings collected from 6th-grade students at Truong Tho Secondary School. Based on students' personal information and their opinions about vocabulary learning, the research reveals typical difficulties they encounter. These results are then analyzed and discussed in relation to the theoretical framework presented earlier, providing a deeper understanding of vocabulary learning difficulties among young learners.

Chapter III: Conclusion: this chapter summarizes the main findings of the study. It concludes that 6th-grade students face various difficulties in learning English vocabulary. Based on these findings, the chapter suggests several practical solutions to help students improve their vocabulary learning. It also proposes directions for future research to continue exploring this important area.

CHAPTER II: DEVELOPMENT

2.1. THEORETICAL BACKGROUND

2.1.1. Definition of vocabulary in foreign language learning

Vocabulary is one of the most fundamental and essential components in learning and using a language. According to linguistic perspectives, vocabulary refers to the collection of lexical units — including single words, compound words, and fixed expressions — that convey meaning and form the basis of utterances in daily communication (Richards & Schmidt, 2002). In the context of foreign language teaching and learning, vocabulary is defined as the set of words that a learner can recognize (receptive vocabulary) and use (productive vocabulary) across the four skills: listening, speaking, reading, and writing (Nation, 2001).

Vocabulary learning is not limited to memorizing word meanings; it also encompasses pronunciation, spelling, word class, semantic nuances, collocations, and how words function in specific contexts (Cameron, 2001). Therefore, vocabulary learning cannot be separated from the practical context in which language is used.

Wilkins (1972) famously stated, "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed," underscoring the crucial role of vocabulary in conveying meaning. This highlights that while learners may manage to communicate with limited grammar, it is nearly impossible to express anything without the necessary vocabulary.

Vocabulary is commonly categorized into two main groups:

- **Active Vocabulary:** Words that learners can confidently and accurately use in speaking and writing.
- **Passive Vocabulary:** Words that learners can recognize and understand when listening or reading, but are not yet able to use fluently (Nation, 2001).

The role of vocabulary in second language acquisition vocabulary plays a central role in foreign language learning, especially in English. According to Harmer (2007), vocabulary is the most important tool for conveying meaning in communication; learners cannot

understand or construct effective spoken or written texts without the necessary lexical resources. Possessing a rich vocabulary enhances learners' ability to comprehend reading and listening materials, as well as to articulate their ideas in speaking and writing.

Numerous studies have shown that vocabulary size is a significant predictor of overall language achievement (Laufer, 1997). Students with a larger vocabulary generally perform better in other language skills such as reading, writing, and speaking. This was also affirmed by Nation (2001), who emphasized that vocabulary learning should not be treated as a secondary aspect of the curriculum, but as a core component that directly affects language acquisition and performance. Furthermore, vocabulary knowledge contributes to learners' confidence in communication. When learners can use the words they have learned correctly and flexibly, they feel more comfortable participating in speaking and writing activities, which in turn enhances motivation. This is especially important for lower secondary school students who are in a foundational stage in language learning and need to build a strong vocabulary base lays the groundwork for future skill development.

In conclusion, vocabulary is not merely a set of items to be memorized, but the "key" to expanding cognitive ability, communication, and effective learning in English.

2.1. 2. Theories of vocabulary acquisition and retention

*** Stages of Vocabulary Learning**

Vocabulary learning is a complex, long-term process that requires learners to go through multiple stages in order to understand and use words effectively. According to linguistic and educational research, vocabulary acquisition can be divided into three main stages: the receptive stage, the storage stage, and the productive stage (Nation, 2001).

Receptive Stage

This stage begins when learners are first exposed to a new word. At this point, students are only able to recognize and understand the word, without necessarily using it immediately. This typically occurs during listening or reading activities, where learners deduce the meaning of a word from the context. According to Cobb (2007), understanding a word in context is a crucial first step, helping learners build a semantic foundation.

In this stage, learners may not yet remember the pronunciation or how to use the word in a sentence, but they are beginning to distinguish and recognize it. For example, while reading a passage or listening to native speakers, students may grasp the meaning of a word without needing to look it up.

Storage Stage

Once a word is recognized, students move to the next stage: storing it in long-term memory. This stage is essential for shifting from passive recognition to long-term retention. Laufer (1997) emphasizes that word retention involves not just understanding its meaning, but also remembering its pronunciation, usage, and grammatical functions. At this point, students must apply memory techniques such as repetition, mind mapping, or using visual and auditory aids to make vocabulary more memorable and accessible. Learning through technological tools like Quizlet or Anki is also encouraged to reinforce memory.

Productive Stage

In the final stage, learners begin to use the vocabulary in communication, shifting from recognition and memory to active usage in speaking and writing. This is when learners construct sentences with the new word and use it in relevant contexts to express thoughts and ideas.

Nation (2001) states that effective vocabulary usage requires ample practice in real-life situations. This not only helps learners reinforce their vocabulary but also deepens their understanding of meanings and word combinations in natural settings.

2.1.3. Memory Theory

Memory plays a vital role in acquiring, storing, and using information in language learning especially in vocabulary acquisition. When a learner encounters a new word, the brain processes, encodes, stores, and retrieves it for later use in communication (Baddeley, 1999).

There are some types of memory in vocabulary learning

- **Sensory Memory:** Retains information for a very short time (milliseconds to seconds). This is where the brain processes sensory inputs such as images and sounds - for example, when students hear a new word for the first time.
- **Short-Term Memory:** Holds information for a brief period (around 15–30 seconds). Without reinforcement, the information here is easily forgotten. In vocabulary learning, this is where words are processed before being stored in long-term memory.
- **Long-Term Memory:** Allows for long-lasting storage of information. Vocabulary is truly mastered only when it is stored in long-term memory and can be retrieved for use in speaking, writing, listening, or reading.

Some strategies are used to enhance vocabulary retention. Most researchers agree that meaningful repetition and semantic association are key to transferring vocabulary from short-term to long-term memory (Nation, 2001). Techniques that can enhance vocabulary retention include: using visual aids such as pictures, mind maps, and illustrated dictionaries, learning vocabulary in context or in chunks rather than in isolation, applying spaced repetition, such as through tools like Anki or Quizlet, and associating new words with prior knowledge.

Another important factor affecting memory is emotion and motivation. Oxford and Ehrman (1995) argue that positive emotions such as curiosity, enjoyment, and a sense of achievement — help learners retain vocabulary better and longer.

2.1.4. Common methods of learning English vocabulary

Vocabulary plays a central role in language learning. It is the foundation for developing skills like listening, speaking, reading, and writing. Choosing the right method to learn vocabulary can make a big difference in how well learners remember and use new words. Over the years, teachers and researchers have suggested many ways to learn vocabulary. These methods can generally be grouped into two categories: traditional approaches and more modern, technology-based strategies.

Traditional Methods include rote memorization , learning from word lists, and writing down new words during lessons. This is probably the most familiar method, especially in schools. Learners repeat English words and their meanings over and over again to memorize them. While it's simple and straightforward, this technique can be boring and often doesn't lead to long-term retention—especially if the words aren't used in context. In addition, some students make lists of new words in notebooks or on flashcards and try to memorize them. However, as Nation (2001) points out, learning words in isolation is usually less effective than learning them through meaningful context. When students come across unfamiliar words while reading or listening, they write them down, look them up, and try using them in sentences. This method works well because it connects vocabulary learning to real communication and helps learners remember words better.

The modern and technology-based methods are:

- Learning vocabulary through context: Instead of focusing on individual words, learners study vocabulary in context—through stories, dialogues, articles, or even movies. Nation and

Webb (2011) explain that this helps learners understand how words are used in real situations, including their nuances and grammar.

- Using mind maps: This technique helps learners group words by topic, part of speech, or meaning. Creating visual connections—like linking synonyms, antonyms, or related terms—can make it easier to remember words (Buzan, 2005).

- Playing vocabulary games: Games like crosswords, matching games, bingo, or digital tools like Kahoot make vocabulary practice more fun and interactive. According to Krashen (1982), enjoyable and low-stress activities help learners absorb language more naturally.

- Using apps and online tools: Apps such as Quizlet, Anki, Memrise, and Duolingo make vocabulary practice easier and more consistent. These apps often use spaced repetition and interactive quizzes, which help learners review and remember words over time.

- Learning collocations: Instead of learning single words, learners study how words naturally go together—for example, “make a decision” or “heavy rain.” This helps learners sound more fluent and use vocabulary in a grammatically correct way.

2.1.5. Difficulties in learning English vocabulary

As Schmitt (2000) asserts, vocabulary knowledge is multifaceted and goes beyond simply knowing the meaning of a word. Learners must also master its form, pronunciation, spelling, grammatical behavior, collocations, register, and frequency. This complexity can overwhelm students who have limited exposure to the language and insufficient strategies to manage such information. Nation (2001) further explains that successful vocabulary acquisition involves both receptive knowledge (recognizing words in listening and reading) and productive knowledge (using words accurately in speaking and writing), but many students struggle to make the transition from recognition to usage due to a lack of consistent practice and feedback.

One common difficulty is retention. Many students forget new words soon after learning them due to a lack of repetition or meaningful usage. As highlighted by Thornbury (2002), "if you do not use it, you lose it," implying that vocabulary must be regularly reviewed and used in context to be retained in long-term memory. However, students at the lower secondary level often do not have sufficient opportunities or motivation to engage in repeated exposure. Additionally, young learners may find it hard to differentiate between words with similar meanings (e.g., "big" vs. "large") or to understand the nuances in word usage, which can lead to confusion and misuse in both written and spoken production.

Another significant challenge stems from the lack of effective vocabulary learning strategies. According to Oxford (1990), students need to be trained in strategies such as grouping words by categories, using imagery or associations, and employing memory techniques like the keyword method. Yet, many lower secondary students are not aware of or do not consistently apply these techniques, resulting in passive and inefficient learning. Cameron (2001) also notes that younger learners may have limited metacognitive awareness—they may not know how to plan, monitor, or evaluate their vocabulary learning process. This is further exacerbated by a lack of teacher support in explicitly teaching vocabulary strategies or integrating vocabulary development systematically into classroom activities.

Furthermore, affective factors such as motivation, attitude, and anxiety also contribute to difficulties in vocabulary learning. As Milton (2009) points out, learners with low motivation are less likely to engage in vocabulary learning outside the classroom, and high levels of language anxiety may hinder students from experimenting with new words in communication. In many EFL (English as a Foreign Language) contexts, including Vietnam, vocabulary is often taught through rote memorization and isolated word lists, which do not encourage deep learning or contextual understanding (Nguyen & Nation, 2011).

In summary, secondary school students face numerous obstacles in learning vocabulary, such as the complexity of word knowledge, challenges in retention and usage, insufficient strategy training, and affective barriers such as low motivation and anxiety. These issues underline the need for more effective, learner-centered approaches to vocabulary instruction that combine explicit teaching, strategic training, and meaningful communicative practice to support students in developing vocabulary knowledge.

2.2. DATA ANALYSIS, RESULTS AND DISCUSSION

2.2.1. Situation analysis

In recent years, English has become an essential subject in the Vietnamese secondary school curriculum, and its importance has been further emphasized by the growing demand for English proficiency in both academic and professional settings. At the lower secondary level, particularly in grade 6, students begin to form the foundational skills necessary for language acquisition, including listening, speaking, reading, and writing. Among these, vocabulary plays a crucial role as it directly influences learners' ability to understand and

produce language. However, despite being a fundamental component of language learning, vocabulary acquisition remains a persistent challenge for many students.

The current study was conducted at Truong Tho Secondary School, located in An Lao district, Hai Phong. This is a public school that provides education from grade 6 to grade 9. The school has relatively good facilities to support teaching and learning activities. Classrooms are equipped with basic teaching aids such as whiteboards, projectors, and internet access. In addition, there is a designated English classroom where visual materials and technological tools are used to enhance English language instruction.

The English teaching staff at Truong Tho Secondary School is qualified and experienced. Particularly, the English teachers in charge of grade 6 classes have from 5 to more than 10 years of teaching experience. Their extensive experience enables them to apply suitable teaching methods, address students' learning needs effectively, and create a positive and engaging classroom environment. These teachers actively participate in regular professional development sessions organized by the local Department of Education and Training to stay updated with modern teaching practices.

In the academic year 2024–2025, a total of 122 students are enrolled in grade 6. English is taught as a compulsory subject during regular school hours, and students attend English lessons several times a week as part of the national curriculum. In addition to these official English classes, the school also offers supplementary English lessons taught by native or foreign teachers. These sessions are designed to improve students' listening and speaking skills through communicative activities and real-life interactions, thereby enhancing their overall language competence and confidence in using English in practical situations.

The textbook used for teaching English in grade 6 is *Global Success 6*, which is part of the "Global Success" English series developed under the guidance of the Vietnamese Ministry of Education and Training. This textbook follows a competency-based approach and aligns with the national English curriculum. *Global Success 6* comprises 12 units that cover familiar topics such as personal identity, school life, leisure activities, and nature. Each unit integrates the four key language skills including listening, speaking, reading, and writing along with vocabulary, grammar, and pronunciation practice. Moreover, it includes review sections, practical projects, and "Looking Back" activities that help reinforce the language points covered in each unit. The book makes use of colorful illustrations, age-appropriate content, and task-based learning to support student engagement and effective language acquisition.

Overall, Truong Tho Secondary School offers a supportive environment for English language learning, with the combination of experienced teachers, a well-structured curriculum, access to foreign language instruction, and modern learning resources. This context provides a suitable foundation for exploring the vocabulary learning challenges faced by grade 6 students.

2.2.2. Demographic information

The participants in the survey are 60 sixth-grade students from Truong Tho Secondary School and 10 English teachers of the school.

Here is the number of students participating in the survey

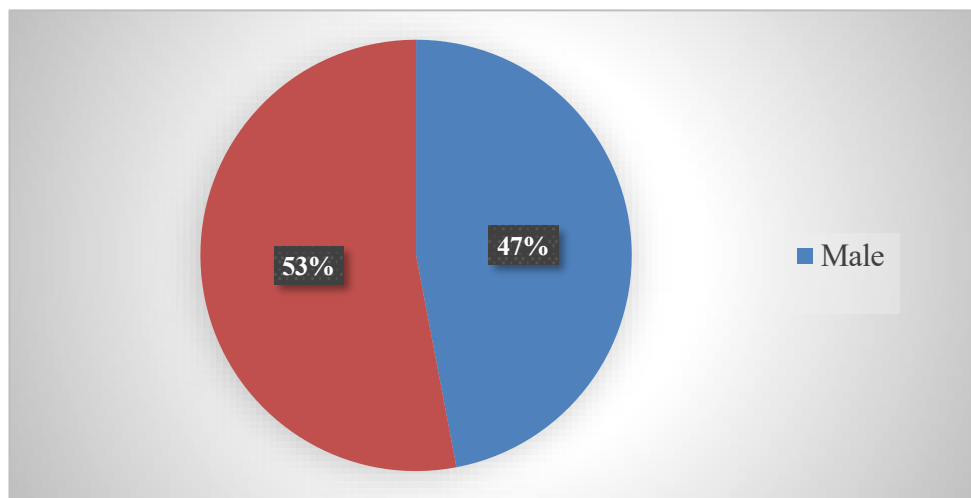


Chart 1. Students' gender

It is clearly seen from the pie chart that female are a bit more than male, by 6%. Because the participants in the survey are selected randomly; all of them are the 6th-grade students of Truong Tho Secondary School. Therefore, they are at elementary level.

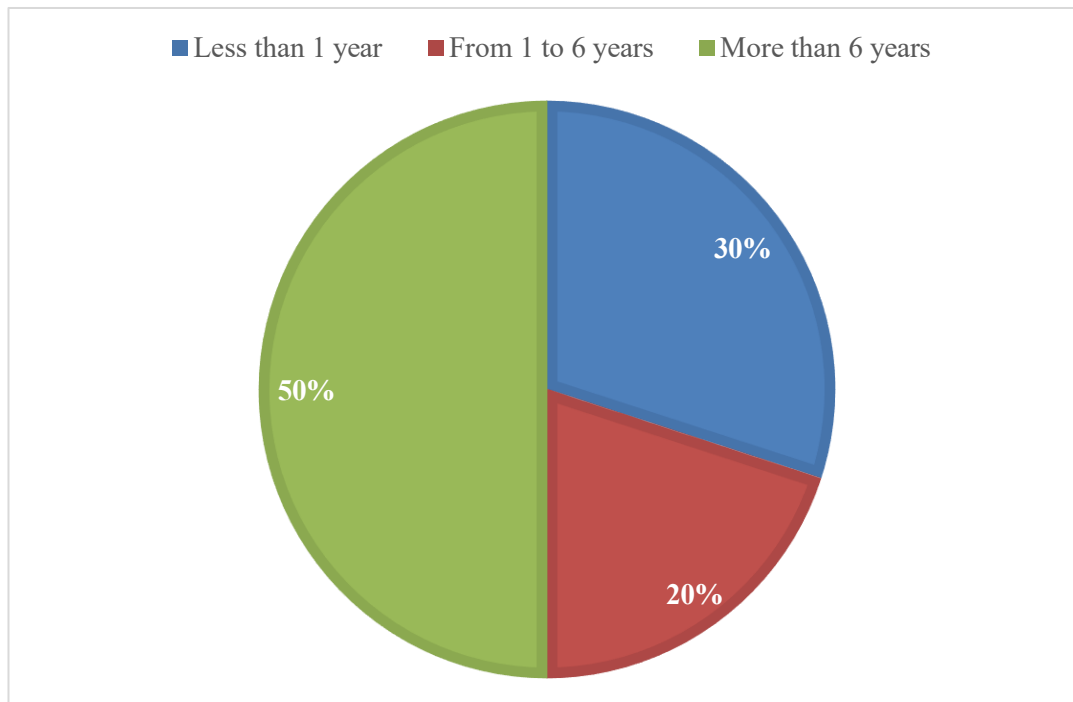


Chart 2. 6-grade students' amount of time to start learning English

According to the chart, the majority of students have been learning English for more than 6 years. This suggests that a large proportion of the participants have had long-term exposure to the English language, which may contribute positively to their vocabulary acquisition and overall language proficiency. Meanwhile, 30% of students have started learning English for less than 1 year, indicating a significant group of beginners who may still be in the early stages of language development. The remaining 20% have studied English for a period ranging from 1 to 6 years, representing the smallest proportion among the three groups. This distribution may highlight the diversity in English learning experience among students, which could lead to varying levels of vocabulary knowledge and learning difficulties.

The second survey questionnaire has the participation of 10 English language teachers currently working at Truong Tho secondary school. A noteworthy aspect of the research sample is the homogeneity in their professional experience, with all teachers possessing a teaching tenure ranging from 5 to 10 years. This period not only demonstrates the teaching staff's commitment to the school's educational environment but also ensures that they have accumulated a significant amount of practical experience in knowledge transfer and classroom management at the lower secondary level.

2.2.3. Students' opinion in learning English vocabulary

2.2.3.1. *The importance of learning English*

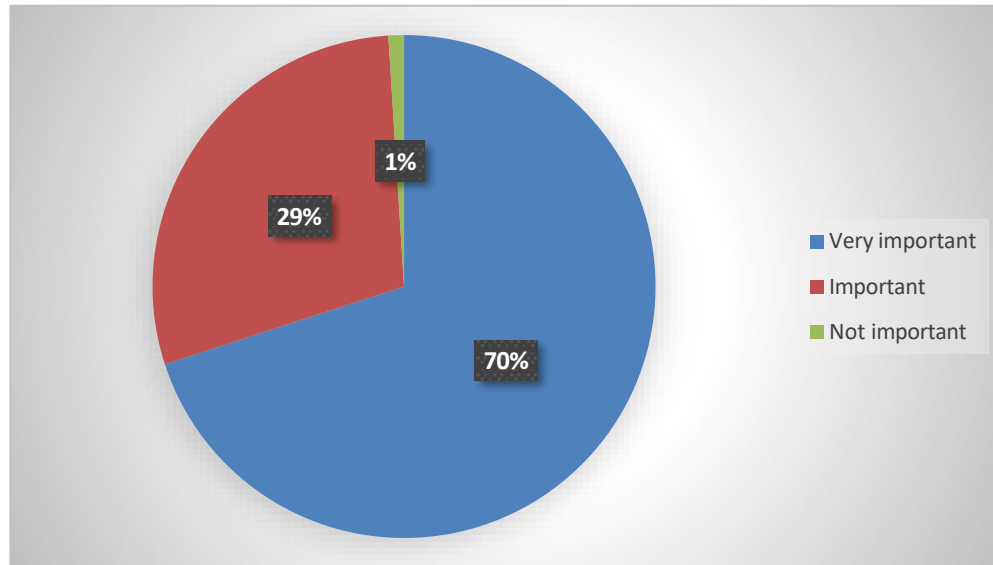


Chart 3: The importance of learning English

The fact that a large majority (70 %) rate English as “very important” indicates that most students clearly recognise its crucial role in modern life. This awareness is likely reinforced by early exposure to. The 28.3% who classify English as merely “important” still represent a positive attitude, yet they may not fully appreciate all the benefits the language can bring or may lack sufficient motivation and real-life experience to place it in the highest category. Notably, a small minority (1.6 %) regard English as unimportant. Although the figure is negligible, it signals that certain barriers in perception remain. Overall, the result reveals a predominantly positive and fairly high level of awareness regarding the significance of English learning.

2.2.3.2. Students' Perceptions of Vocabulary Learning

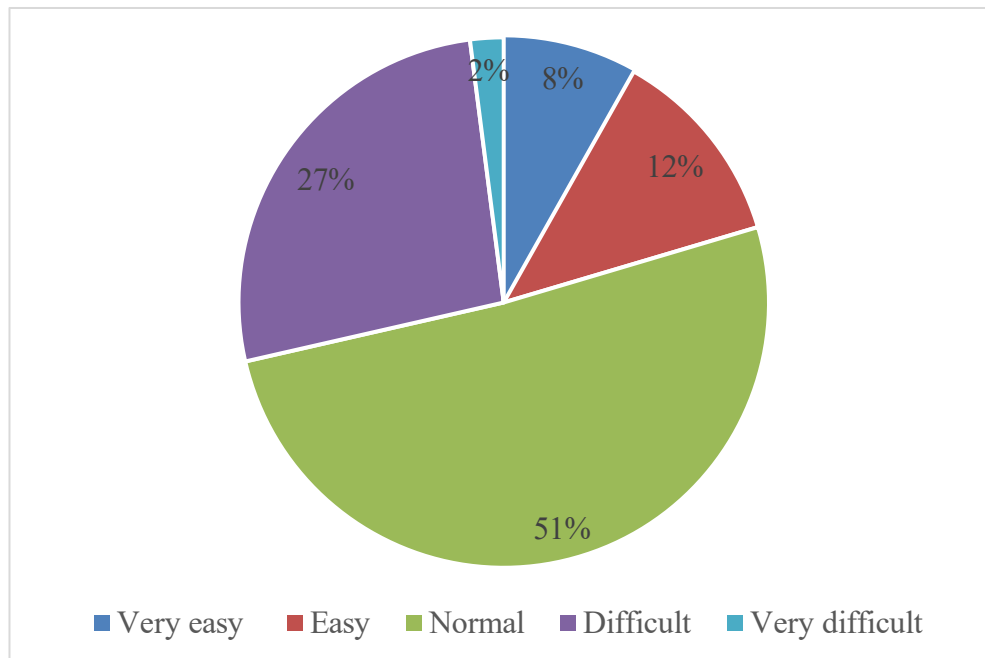


Chart 4. Students' Perceptions of Vocabulary Learning

According to the survey results, students' perceptions of English vocabulary learning vary. A majority of students considered vocabulary learning to be "normal," indicating that they did not find it particularly easy or difficult. Meanwhile, some students reported that learning vocabulary was "difficult," and a small percentage found it "very difficult." On the other hand, a number of students thought it was "easy," and only a few said it was "very easy." Thus, although many students find vocabulary learning manageable, a significant portion still faced challenges, while only a small group found it easy. *This indicated that vocabulary learning may still pose a considerable difficulty for many students and requires appropriate support and strategies.*

2.2.3.3. The frequency of students reviewing the vocabulary they have learned

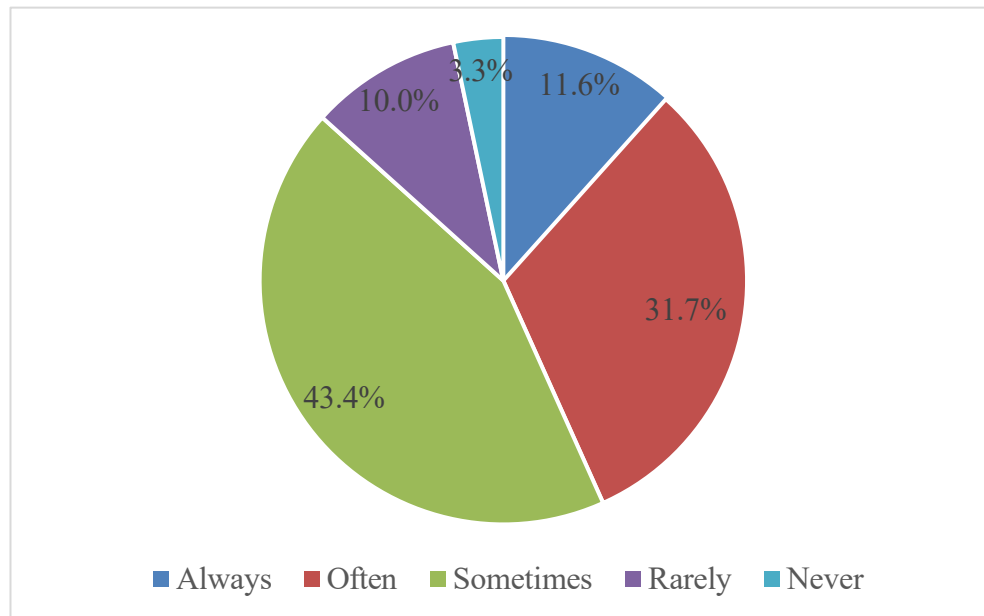


Chart 5. The frequency of students reviewing the vocabulary they have learned

The chart illustrates the frequency with which students review previously learned vocabulary. A large proportion of students (43.4%) reported that they "sometimes" review vocabulary, indicating a rather inconsistent approach to reinforcement. Meanwhile, a combined 13.3% of students stated that they "rarely" (10.0%) or "never" (3.3%) engage in vocabulary review, which may reflect a lack of awareness or effective strategies for long-term vocabulary retention. In contrast, only a minority of students reported reviewing vocabulary "always" (11.6%) or "often" (31.7%). These findings suggest that regular review practices are not yet a strong habit among many students, and this could be a key area for pedagogical intervention to promote more consistent and effective vocabulary reinforcement.

2.2.3.4. The common vocabulary learning methods of students

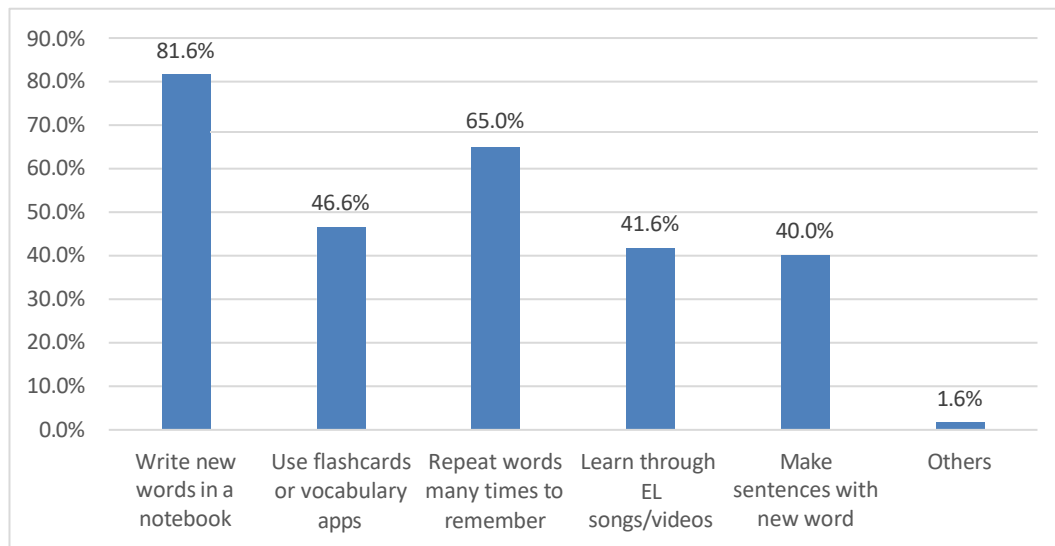


Chart 6. The common vocabulary learning methods of students

The given chart illustrates the percentage of students using various methods to learn vocabulary. The most frequently used method is "writing new words in a notebook," at 81.6%. This result indicates that traditional note-taking remains the most dominant and preferred strategy among students. Following that, "repeating words many times to remember" (65.0%) and "using flashcards or vocabulary apps" (46.6%) are also commonly adopted, showing that many students rely on both memorization and digital tools to support their vocabulary acquisition. In addition, the methods "learning through English songs/videos" (41.6%) and "making sentences with new words" (40.0%) are used by a considerable portion of students, suggesting that contextual and practical applications of vocabulary are also appreciated. Meanwhile, the "others" only accounts for 1.6. Overall, the chart reflects a combination of traditional and modern approaches, with students showing a clear tendency to adopt multiple methods, though traditional practices such as note-taking remain the most prevalent.

2.2.3.5. The difficulties in learning English vocabulary

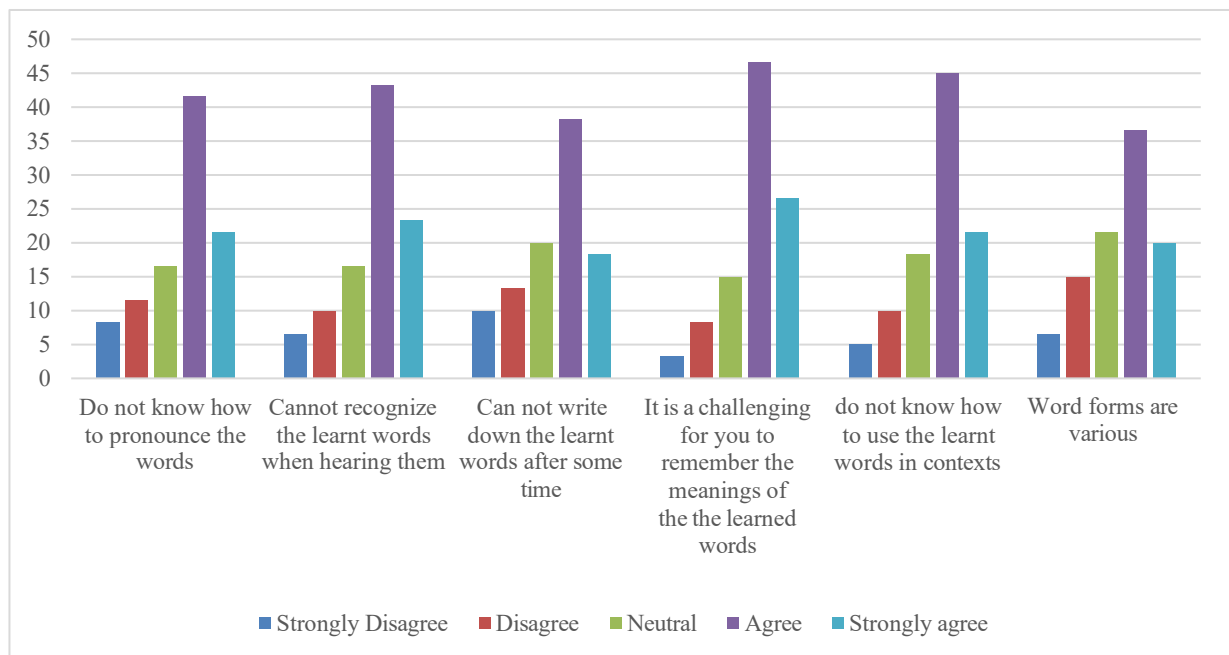


Chart 7. Difficulties in learning English vocabulary

As can be seen from the bar chart that illustrates various difficulties that students face in learning English vocabulary, with data presented in Likert Scale. A significant number of students, about 38% strongly agreeing and 26% agreeing, reported that they do not know how to pronounce the words, indicating that pronunciation is a major challenge. Only a small percentage, around 6–10%, disagreed with this statement. Similarly, difficulty in recognizing learned words when hearing them was highlighted, with approximately 33% of students strongly agreeing and 23% agreeing, suggesting that pronunciation remains a considerable issue. In terms of writing, around 36% strongly agreed and 23% agreed that they cannot write down the words after some time or word spelling, which hinder students in their efforts to learn new words.

The most significant challenge appears to be remembering the meanings of learned words, as this item received the highest percentage of strongly agree (about 40%) and agree (27%) responses. Very few students disagreed, underscoring the extent of this problem. Furthermore, using learned words in context is also problematic, with about 35% of students strongly agreeing and 25% agreeing, while 18% remained neutral. Finally, the variation in word forms was identified as an obstacle by 32% of students who strongly agreed and 22% who agreed, with nearly 20% choosing a neutral response. Overall, the chart reveals that 6th

grade students have difficulties in all aspects of vocabulary including pronunciation, spelling, meanings, usages and word forms, in which meanings of words is the most challenging one.

2.2.3.6. Effective learning methods

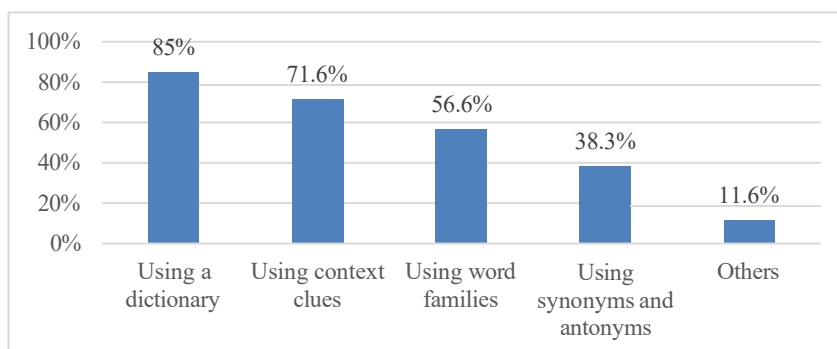


Chart 8 . The effective methods in learning English vocabulary.

The bar chart illustrates the methods that students at Truong Tho Secondary School consider effective in learning English vocabulary. The most preferred method, chosen by 85% of the students, is “using a dictionary”. This indicates that dictionaries especially bilingual or electronic ones still play a vital role in students’ vocabulary learning. Dictionaries not only provide word meanings but also offer pronunciation, word forms, and usage examples, allowing learners to gain a comprehensive understanding of new vocabulary.

The second most popular method is “using context clues”, with 71.6% of students selecting it. This is a positive sign, showing that students are aware of using grammatical structures and text content to infer the meaning of unknown words rather than relying solely on rote memorization. This strategy enhances reading comprehension and retention.

Next, 56.6% of students reported that “using word families” is helpful. Learning vocabulary through related forms such as noun, verb, and adjective enables students to expand their word knowledge effectively and understand the morphological connections between words.

In addition, 38.3% of students chose “using synonyms and antonyms”. This method helps learners understand subtle differences in meaning and avoid repetition in writing or speaking, showing a deeper engagement with vocabulary use.

Finally, 11.6% of students selected “other methods”, which may include learning through images, songs, games, or other creative strategies. Although these methods are less common, they still reflect diversity in learning preferences.

From the chart, it is evident that most students prioritize using dictionaries and context

clues when learning English vocabulary. These are traditional yet effective methods. At the same time, the use of word families and synonyms/antonyms suggests that students are exploring more advanced and varied strategies. The results of this survey provide a solid basis for proposing vocabulary teaching methods that align with students' needs and learning habits at the lower secondary level.

2.2.3.7. Students' preference towards teaching vocabulary methods

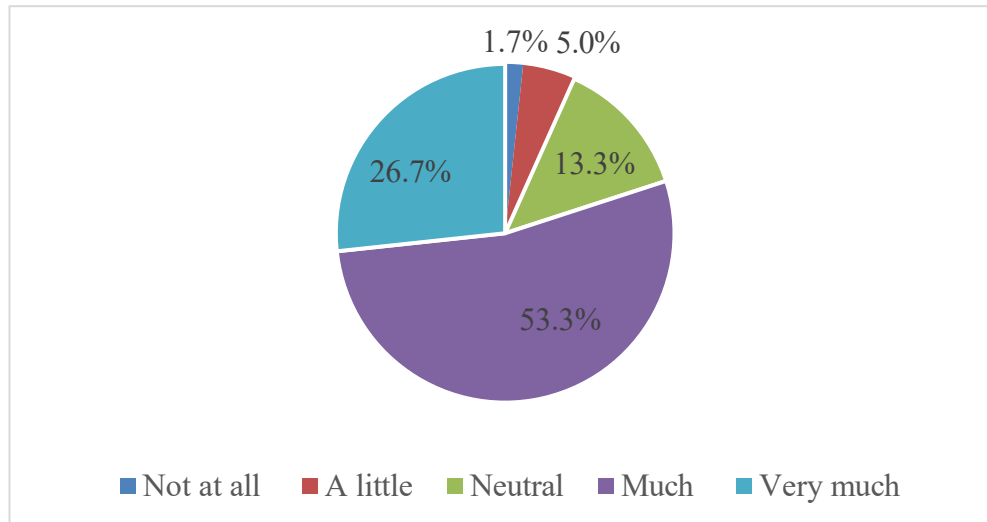


Chart 9 . Students' preference towards teaching vocabulary methods

The pie chart illustrates data regarding students' level of fondness toward their English teacher. The findings indicate a predominantly positive attitude among the students. A significant portion 53.3% of the respondents selected "Much", while 26.7% chose "Very much", suggesting that a total of 80% of students hold a strong affection and appreciation for their teacher. This high level of fondness may reflect students' respect, trust, or satisfaction with the teacher's personality, teaching methods, or overall classroom atmosphere. In contrast, 13.3% of students opted for "Neutral", implying that these students neither have a strong liking nor disliking of the teacher. Their indifference could be due to a lack of personal interaction, limited engagement, or other factors that do not strongly influence their opinions. On the lower end of the scale, only 5% of students reported "A little" fondness, and a minimal 1.7% selected "Not at all", indicating that negative perceptions of the teacher are relatively rare. These students may have experienced specific challenges or personal preferences that influenced their responses. Thus, the data from the chart suggest that the majority of students view their English teacher favorably.

Teacher' opinion on students' English vocabulary learning

2.2.3.8. The teachers' evaluation on the students' English background.

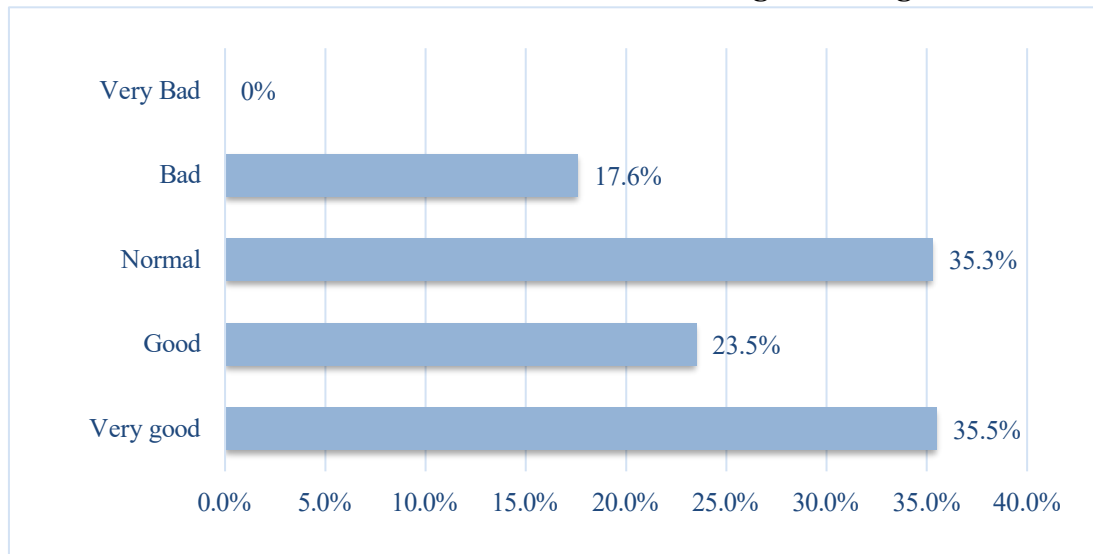


Chart 10. The teachers' evaluation on the students' English background.

According to the chart, most teachers believed that 6th-grade students generally had an average to good level of English proficiency. While a few students were still considered to have weak foundations, the majority were evaluated as having normal or above-average abilities. This indicated that, overall, students had a relatively stable English background, which could support further development in specific language areas such as vocabulary learning. The absence of ratings in the “Very Bad” category also suggested that students were not severely lacking in English skills.

2.2.3.9. Students' difficulties in learning vocabulary

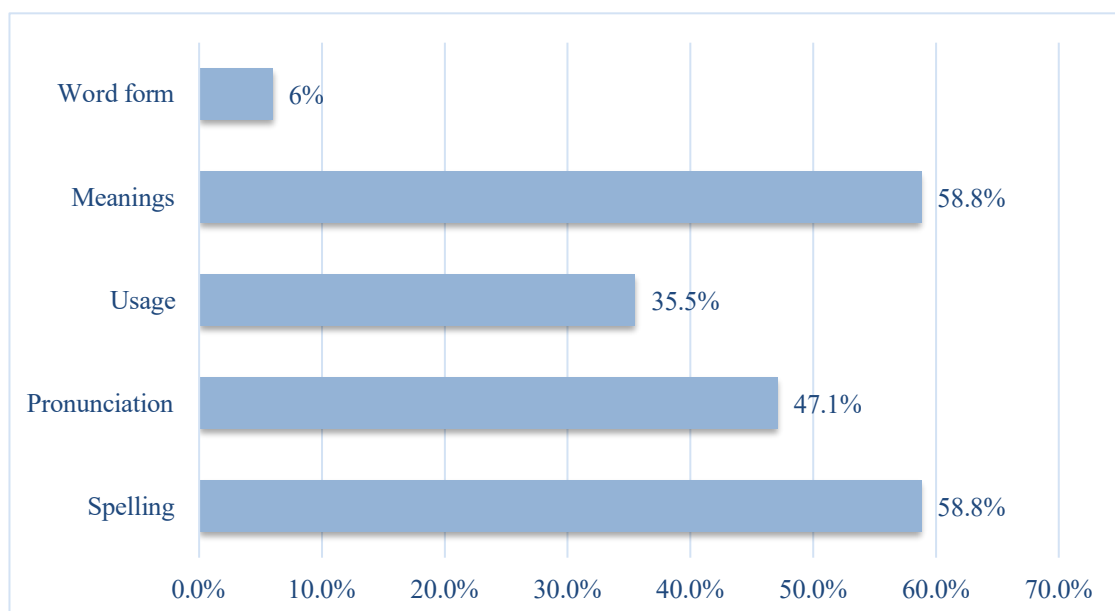


Chart 11. Student's obstacles in learning vocabulary

The chart presents the main difficulties that students encounter in learning English vocabulary. As illustrated, the two most common obstacles are remembering meanings and spelling, each accounting for 58.8% of the responses. This indicates that a significant number of students struggle with both understanding the meaning of new words and writing them correctly.

Pronunciation is also a considerable challenge, reported by 47.1% of the participants. This suggests that many students find it difficult to pronounce new vocabulary accurately, which may affect their speaking and listening skills.

In terms of usage, 35.5% of the students expressed difficulties in applying words in correct contexts. This reflects a gap between passive knowledge and active use of vocabulary. Meanwhile, only 6% of the students reported problems with word forms.

Overall, the data reveal that students face many difficulties including meanings, spelling, pronunciation, usage and word forms. These findings highlight the importance of adopting more effective and engaging vocabulary teaching strategies that focus on form-meaning connections, pronunciation practice, and contextual usage.

2.2.3.10. The main reason for the lack of vocabulary

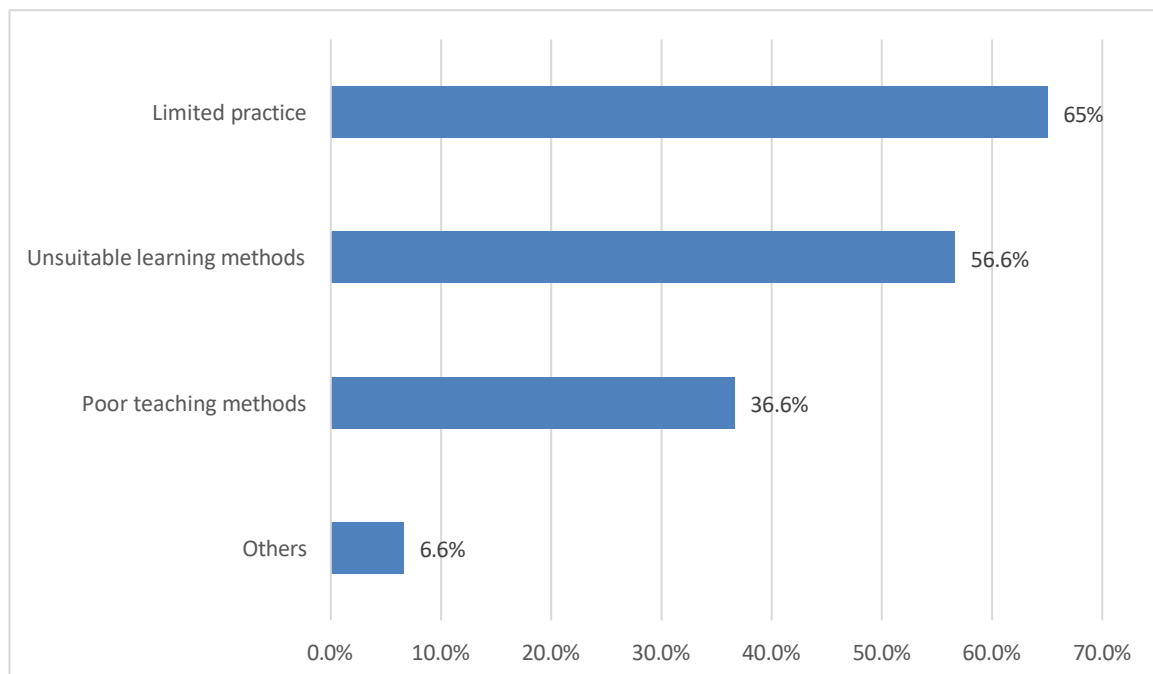


Chart 12. The main reason for the lack of vocabulary

The chart shows the main reasons why students face a lack of vocabulary. The most significant factor, reported by 65% of students, is limited practice. This suggests that many students do not spend enough time actively using or reviewing vocabulary, which hinders

their ability to retain and recall words. The second most common reason, cited by 56.6%, is the use of unsuitable learning methods. This implies that some students may be using ineffective strategies, such as rote memorization without context or inconsistent study habits, which do not support long-term vocabulary retention. Poor teaching methods account for 36.6%, indicating a lack of guidance or awareness about how to learn vocabulary effectively. These may include unorganized study plans, lack of review techniques, or misunderstanding of how vocabulary should be applied in context. Only 6.6% of students mentioned other reasons, showing that the three reasons above are the dominant causes of vocabulary limitations among learners. In conclusion, the lack of vocabulary stems mainly from limited practice and inappropriate learning methods, highlighting the need for more effective strategies and consistent revision to improve vocabulary acquisition.

2.2.3.11. Teachers' perspectives on effective methods for learning English vocabulary

Many English teachers believe that one of the key factors affecting students' success in learning vocabulary is the method they use to study outside the classroom. According to their experiences, students often struggle with remembering new words because they rely too much on rote memorization without truly understanding the meaning or knowing how to apply the words in real life.

70% teachers recommend that students adopt more active and personal strategies for learning vocabulary. One effective method is learning vocabulary through context - reading short texts, stories, or dialogues that contain new words helps students understand how words are used naturally. Instead of just memorizing definitions, students can see how words function in different sentences.

100% of the teachers also encourage students to use mobile apps like Quizlet or Duolingo, which offer fun, interactive ways to review and test vocabulary through games, flashcards, and quizzes. These tools are especially helpful for young learners like 6th graders, who may feel more motivated by technology. Additionally, repetition and regular review are seen as essential. All of the teachers suggest that students should review vocabulary frequently rather than cramming before tests. Spaced repetition—reviewing words after increasing intervals of time—can greatly improve long-term memory.

Finally, teachers emphasize the importance of practicing vocabulary in speaking and writing. Students should try to use new words in daily conversations, classroom activities, or

simple writing tasks such as diary entries or short paragraphs. The more they use the words, the better they will remember them.

2.2.3.12. Classroom observations regarding Grade 6 students' English learning and knowledge acquisition, and the difficulties in vocabulary acquisition

Based on actual classroom observations, a variety of expressions in Grade 6 students' English learning and knowledge acquisition can be clearly seen, simultaneously highlighting the specific difficulties they encounter, particularly in vocabulary acquisition.

*** Real expressions in the classroom**

During English lessons, the interaction of Grade 6 students often shows a clear differentiation. Some students appear enthusiastic, boldly participating in activities, answering questions, and volunteering to speak. These students tend to grasp knowledge faster and are more confident when using English. However, the majority of the remaining students exhibit shyness, rarely actively speaking or answering questions. They often appear hesitant when teachers ask them to use new vocabulary or learned grammatical structures.

When teachers introduce new vocabulary, the differences in learning ability are evident. Some students can quickly memorize and repeat words, even forming simple sentences with them. However, most students struggle to remember the correct pronunciation, especially with words that have complex syllables or a spelling that differs from the pronunciation. They often mispronounce or hesitate when trying to repeat new words.

In vocabulary practice activities, such as fill-in-the-blanks or word matching, many students appear slow and lack confidence. They often have to look back at their notebooks or wait for hints from the teacher or classmates. When asked to form their own sentences, they tend to use simple, familiar structures and avoid using new vocabulary, indicating a lack of certainty in applying the words.

Students' listening comprehension abilities also vary greatly. Some can understand simple questions or instructions in English, but most struggle when listening to longer dialogues or audio passages, especially when there is a lot of new vocabulary or a fast speaking pace. This often leads to them missing information or misunderstanding the meaning.

*** Difficulties in vocabulary acquisition and learning**

From the above observations, specific difficulties that Grade 6 students encounter in acquiring and learning English vocabulary can be identified:

Pronunciation Barriers: A lack of mastery of the International Phonetic Alphabet and limited opportunities for pronunciation practice make it difficult for students to pronounce new words correctly. This directly affects their ability to memorize words and their confidence in using the language.

Difficulty in Memorization: Memorizing the written form, spelling, and meaning of words is a significant challenge. Students easily forget words if they do not have effective learning methods and regular review. The abstract nature of language and the amount of vocabulary to learn also put pressure on their memorization abilities.

Limitations in connecting sound and written form: Many students have not built a strong connection between the sound and the written form of words, making it difficult to recognize words when listening and to spell correctly.

Lack of confidence in application: Although students may understand the basic meaning, students often lack confidence when using new vocabulary in communication situations or writing. They tend to use more familiar words, limiting the active expansion of their vocabulary.

Difficulty in grasping deep meaning and using correctly in context: Students struggle to differentiate the various meanings of a word and use them appropriately in specific contexts. A lack of understanding of the grammatical rules governing word usage is also an obstacle.

In summary, learning English vocabulary for Grade 6 students is not simply a process of memorization but also requires the simultaneous development of multiple skills such as pronunciation, listening, reading, writing, and application. The observed difficulties highlight the need to apply creative, highly interactive teaching methods and create a learning environment that encourages students to actively explore and use the language more confidently.

2.2.3.13. Analysis of students' interview responses

When asked about their ability to remember vocabulary after each lesson, most students reported that they could only recall a limited number of words, primarily the ones that were familiar or simple. Many students expressed that they quickly forgot more complex or unfamiliar words, especially when they had no chance to reuse them after class. One student shared: *"I only remember a few words, I forget the rest quickly because I don't use them after class."* This response clearly reflects the passive nature of vocabulary learning, where students are not provided with sufficient follow-up activities. The lack of reinforcement after

class significantly affects long-term retention. Another student said: *"I can remember about 3–4 words. If the teacher lets us play games or do exercises with those words, I remember them longer."* This highlights the role of engaging methods in vocabulary retention. When vocabulary is integrated into interactive activities, students tend to remember better thanks to increased interest and natural repetition in context. A different student commented: *"I only remember easy words. For the long ones, I can't remember them."* This shows that word length and complexity are key factors affecting memorization. Difficult or long words pose challenges for grade 6 learners, likely due to limited language awareness and a lack of effective memorization strategies. Overall, the students' responses indicate that their ability to remember vocabulary is influenced by word difficulty, teaching methods, and the amount of practice.

In addition to reporting their ability to retain vocabulary, students were also asked to suggest ideas to help improve their memorization after lessons. The responses revealed that many students had practical suggestions that align with their learning needs and preferences. One student suggested: *"If teachers let us play games using the words we learned, we'll remember them better."* This shows students understand the benefits of combining learning with fun. Vocabulary games not only make learning enjoyable but also promote retention through repeated exposure in familiar contexts. Another student shared: *"I think if I can make my own sentences with new words, I'll understand and remember them better."* This suggestion reflects a more active learning approach. Creating personal sentences encourages learners to connect form, meaning, and usage, which strengthens memory and practical application. Some students also suggested short review sessions at the beginning of the next class, such as: *"We should revise old words at the start of the next class, maybe by playing some quick guessing games."* This highlights the importance of repetition and review, especially when presented in a light, engaging manner, to avoid forgetting newly learned vocabulary. In general, students' suggestions centered around three main ideas: learning through games, using words in context by creating sentences, and regular revision. These suggestions are not only practical but also demonstrate students' awareness of methods that work best for them, offering valuable insights for teachers to design more effective vocabulary learning activities.

In terms of lexical challenges, the responses highlight a range of cognitive, psychological, and instructional issues that negatively affect students' vocabulary acquisition and retention.

Firstly, a major difficulty frequently mentioned by students was the inability to retain new vocabulary over time. While many students claimed they could temporarily remember words taught in class, these words were often forgotten shortly after. One student shared: *"I usually forget new words after one or two days if we don't use them again."* This suggests a lack of spaced repetition and limited opportunities to reinforce vocabulary in subsequent lessons. It also points to the need for more frequent review activities that promote long-term memory.

Secondly, students expressed confusion and frustration with spelling and pronunciation, especially with words that do not follow consistent phonetic rules. English orthography often presents challenges for Vietnamese learners, whose mother tongue has a more transparent phonetic system. For example, a student stated: *"I don't know why the word 'knife' has a 'k' but we don't say it. It makes me confused."* This reflects the importance of incorporating phonics instruction and explicit pronunciation practice into vocabulary lessons.

In addition, many students reported struggling with words that have multiple meanings or abstract definitions. Unlike concrete nouns, which can be easily visualized and remembered, abstract words or polysemous terms caused confusion. Students found it hard to apply such words correctly in different contexts. For instance, one remarked: *"The word 'get' has too many meanings. I don't know which one to use."* This indicates the necessity of teaching vocabulary in context and providing varied examples to illustrate different usages.

A recurring theme in the interviews was the lack of motivation and engagement during vocabulary learning activities. Students found traditional methods such as rote memorization and copying definitions tedious and unhelpful. As one student explained: *"We just copy the word and the meaning five times. I feel bored and don't really understand the word."* This highlights a pedagogical gap that could be addressed by integrating more communicative, game-based, and student-centered strategies into vocabulary instruction.

Moreover, students reported frequent confusion between similar-looking or sounding words, particularly false friends or near-synonyms. One student said: *"I always mix up 'cheap' and 'chip'. They sound similar and I get confused."* These lexical confusions underscore the importance of contrastive teaching and exercises that help students distinguish between commonly confused items through clear examples and practice.

Another issue raised was the difficulty in using new vocabulary actively in speaking and writing. Students often learned the meaning of a word but lacked the confidence or skill to apply it in communication. One interviewee noted: *"I know the word 'interesting' means*

something good, but I don't know how to put it in a sentence.” This suggests a gap between receptive and productive vocabulary knowledge and points to the need for integrated practice that bridges this gap.

Finally, some students admitted to having no clear strategy for reviewing or organizing vocabulary outside class. Without teacher guidance, their vocabulary learning remained passive and short-term. A few mentioned using notebooks, but most did not have structured ways to revisit old words. This reflects the importance of teaching students effective vocabulary learning strategies such as using flashcards, word maps, or digital apps.

In conclusion, the interviews revealed that Grade 6 students face multiple difficulties in vocabulary learning, including memory retention, orthographic complexity, lack of contextual understanding, low engagement, lexical confusion, limited productive use, and insufficient self-study strategies. These findings underline the urgent need for more engaging, strategic, and student-centered approaches to vocabulary instruction in secondary English classrooms.

2.2.4. Results

A comprehensive research study was conducted to explore and analyze the difficulties faced by 6th-grade students in learning English vocabulary. The investigation involved both quantitative and qualitative methods, including surveys, classroom observations, and interviews with students and teachers. The findings shed light on the most pressing challenges encountered by students in acquiring and using English vocabulary effectively. Based on the data collected, five primary difficulties were identified and ranked in order of severity as follows: 1. meaning, 2. spelling, 3. pronunciation, 4. usages, 5. word forms.

Regarding to the meaning of new vocabulary items which is emerged as the most significant challenge among the participants. Many students reported that they often struggle to grasp the meaning of new English words, even when definitions are provided. This difficulty may stem from several factors including limited equivalents, abstract meanings and lack of context. Teachers also noted that students tend to memorize word lists for tests but forget them shortly afterward, indicating a lack of deep understanding. Classroom observations showed that when students encountered unfamiliar words in reading or listening tasks, they would often skip over them, losing comprehension of the text as a whole.

Spelling was identified as the second challenging of the five areas, it posed noticeable difficulties for students. Many struggled to remember correct spellings, especially for words with irregular pronunciation or silent letters. This issue was often linked to the unpredictable

nature of English spelling patterns, such as inconsistent rules and exceptions. Students frequently relied on how words sounded, which led to phonetic spelling errors. Additionally, because classroom activities rarely required extensive writing, students had limited opportunities to reinforce correct spelling through practice. As a result, their spelling skills remained weak, despite having a basic understanding of the vocabulary.

Thirdly, pronunciation was identified as the third-ranked difficulty. While students could often recognize and write words, their ability to pronounce them correctly was significantly lower. Students also mentioned embarrassment when asked to read aloud, particularly if they were unsure how to pronounce a word whereas teachers highlighted the need for more phonics instruction and listening practice in the curriculum.

The fourth most challenging aspect was vocabulary usage, particularly the application of new words in speaking and writing. Students expressed uncertainty about how and when to use specific words appropriately, even when they understood the meaning while teachers emphasized the importance of productive skills (writing and speaking) to reinforce vocabulary knowledge, but noted that the curriculum often prioritized reading and grammar, which limited practical vocabulary usage.

The final challenge was understanding and using different word forms (e.g., verb, noun, adjective, adverb). Students frequently failed to recognize or correctly use derivations of base words. The issues identified include: grammatical confusion, lack of explicit teaching, overgeneralization.

2.3 Some suggestions

2.3.1. For students

To minimize the problems, students are advised to follow some suggestions.

* *Active vocabulary practice*: one of the most effective ways to improve vocabulary retention is through active practice. Memorizing words in isolation can be challenging and often leads to rapid forgetting. Therefore, students should make vocabulary learning a more active process by incorporating different methods into their study routines. Using tools such as flashcards, mobile apps like Quizlet, or even digital platforms such as Anki for spaced repetition can significantly improve retention. Flashcards are particularly useful for helping students test their memory, reinforce their recall, and encourage regular review.

* *Using vocabulary in context:* Another key strategy for students is to learn vocabulary in context rather than just memorizing isolated words and their definitions. Contextualized learning allows students to understand not only the meaning of a word but also its usage and the nuance it carries in different situations. Students can engage with context-based learning through various activities such as reading English books, watching movies, or listening to English songs and podcasts. These activities expose students to a variety of words and expressions in natural, authentic contexts. Moreover, reading texts with challenging vocabulary and actively trying to understand the words in context can significantly enhance their vocabulary comprehension.

* *Engage in conversations:* practical usage of vocabulary is essential for reinforcing new words. One of the best ways for students to internalize and recall vocabulary is by engaging in conversations with peers, teachers, or language exchange partners. Engaging in real-life communication forces students to actively recall and use their vocabulary in real-time. These exchanges can be informal, such as conversations with friends, or structured, such as language exchange programs or classroom discussions.

* *Self-study strategies:* It is essential for students to develop self-study habits that support their vocabulary learning. Instead of relying solely on classroom instruction, students should allocate regular time for independent study and vocabulary review. Self-study can involve activities such as revisiting previously learned words, writing essays, or using language-learning apps to expand vocabulary. Additionally, students should keep track of new words in a personal vocabulary notebook, reviewing them on a weekly basis. Consistency in self-study will help strengthen the vocabulary knowledge students have accumulated over time.

2.3.2. For teachers

* *Contextualized vocabulary teaching:* it is to present new words within meaningful and authentic contexts. Isolated vocabulary memorization often results in passive learning and poor retention. When teachers present vocabulary through storytelling, reading passages, or dialogues, students are able to connect words to real-life situations and understand their usage more deeply. Teaching vocabulary through context also helps students retain not only the word's meaning but also its grammatical form and usage. Teachers can create exercises where students use newly learned words in sentences or engage in group discussions to ensure that the vocabulary is used actively and meaningfully.

* *Interactive learning methods:* To keep students engaged and motivated, teachers should incorporate interactive methods into their vocabulary lessons. Activities such as word games,

vocabulary quizzes, role-playing, and storytelling can transform vocabulary learning from a passive task into an active and enjoyable experience. For instance, using games like "Vocabulary Bingo" or "Word Guessing Games" in the classroom can make learning more fun and dynamic. These activities also encourage friendly competition, which can increase students' motivation to participate and learn. Teachers can also organize group discussions or debates where students have to use new vocabulary to argue their point of view. This not only helps with vocabulary retention but also promotes critical thinking and speaking fluency.

Incorporate technology: Incorporating technology into vocabulary instruction is becoming increasingly essential. Digital tools such as mobile apps, interactive websites, and online games offer students a more engaging and flexible approach to vocabulary learning. Apps like Quizlet and Anki help students create their own flashcards and review vocabulary through spaced repetition, a technique proven to improve long-term retention. Additionally, platforms such as Kahoot can be used to create fun quizzes that encourage students to apply their vocabulary knowledge in a competitive yet supportive environment. Online learning tools also provide students with the opportunity to practice vocabulary outside of class, allowing for more independent learning. By incorporating technology, teachers can cater to different learning styles and make vocabulary lessons more varied and interactive.

* *Use visual aids:* Students often retain information better when it is presented visually, so teachers should make use of visual aids to enhance vocabulary learning. Visuals such as pictures, infographics, mind maps, and videos can significantly aid students in associating new words with images, making the learning process more memorable. Additionally, teachers can use color-coded charts or word maps to help students categorize words based on themes such as colors, emotions, or actions. Visual aids not only support vocabulary retention but also help students process and understand words more effectively.

* *Encourage regular review and reinforcement:* it is important for teachers to create opportunities for students to regularly review and reinforce previously learned vocabulary. Spaced repetition, as mentioned earlier, is an effective method for long-term retention, and teachers should plan review sessions regularly to ensure that vocabulary is not forgotten. This can be done through group activities, quizzes, or individual assessments. Teachers should also encourage peer teaching, where students explain vocabulary to each other, reinforcing their own understanding while helping their classmates.

CHAPTER III. CONCLUSION

3.1 Major findings

The study examined vocabulary learning difficulties among 6th-grade students using surveys, observations, and interviews. Five main challenges were identified: understanding meaning, spelling, pronunciation, usage, and word forms. Students struggled most with word meanings due to limited context and abstract terms. Spelling difficulties stemmed from irregular English patterns and limited writing practice. Pronunciation was also problematic, with students feeling embarrassed when reading aloud. Usage issues arose from uncertainty in applying words in speaking and writing.

Finally, confusion with word forms was linked to overgeneralization and a lack of explicit instruction.

3.2. Limitations

This study has several limitations. First, the sample size is small and focused on students from a single school, limiting the ability to generalize the findings to a larger population. Second, the study also only examines 6th-grade students, so the results may not apply to learners at other educational levels. Finally, the short duration of the study means that long-term effects were not fully explored.

3.3. Suggestions for further studies

To extend the research further, additional studies could delve into several areas that may provide a deeper understanding of vocabulary acquisition and the challenges students face. One potential direction for future research would be to explore how different vocabulary learning strategies impact students with various learning styles, such as visual, auditory, and kinesthetic learners. Another suggestion is expanding the sample size to include students from different grade levels or schools. This broader perspective could offer valuable insights into whether the challenges faced by 6th-grade students are common across other age groups and educational contexts. Additionally, investigating the role of student motivation and engagement in vocabulary acquisition could provide further insights. Understanding how factors like student interest, relevance of vocabulary to real-life situations, and the level of support at home influence vocabulary learning would offer a comprehensive approach to improving language education.

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APPENDIX 1
SURVEY QUESTIONNAIRE
(for students)

This survey questionnaire is designed for the research titled "*A study on difficulties in learning English vocabulary of grade 6 students at Truong Tho secondary school.*" Your assistance in responding to the following items is highly valued. All information provided will be used exclusively for academic research purposes.

Thank you sincerely for your valuable contribution to this study.

Please mark with a check (✓) or number the boxes or write the answer where necessary.

I. PERSONAL INFORMATION

* Your gender:

☐ Male

☐ Female

* How long have you been learning English:..... year (s)

II. YOUR OPINION ON LEARNING VOCABULARY

1. What do you think of the importance of vocabulary in learning English?

☐ Very important

☐ Important

☐ Not important

2. How do you feel about learning English vocabulary?

☐ Very easy

☐ Easy

☐ Normal

☐ Difficult

☐ Very difficult

3. How often do you review the vocabulary you have learned?

☐ Always

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

4. How do you usually learn English vocabulary? (*Tick (v) as many as it may apply*)

☐ Write new words in a notebook

☐ Use flashcards or vocabulary apps

☐ Repeat words many times to remember

☐ Make sentences with new words

☐ Learn through English songs/videos

☐ Others:

5. What difficulties do you face when learning English vocabulary?

*Please indicate how much you agree with the following statements (1 = **Strongly Disagree**, 2 = **Disagree**, 3= **Neutral**, 4= **Agree**, 5 = **Strongly Agree**):*

Statement	1	2	3	4	5
You do not know how to pronounce the words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statement	1	2	3	4	5
You cannot recognize the learnt words when hearing them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You can not write down the learnt words after some time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is a challenging for you to remember the meanings of the the learned words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You do not know how to use the learnt words in contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word forms are various	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Which method is the most effective in helping you learn more vocabulary?

- ☐ Using a dictionary
- ☐ Using context clues
- ☐ Using word families
- ☐ Using synonyms and antonyms
- ☐ Others:

7. How much do you like your teacher teach vocabulary?

- ☐ Not at all ☐ A little ☐ Rather ☐ Very much

8. What are your suggestions for teachers to teach vocabulary more effectively?

.....

Thank you very much!

CÂU HỎI KHẢO SÁT

(Dành cho học sinh)

Phiếu khảo sát này được thiết kế cho nghiên cứu với đề tài **"Nghiên cứu về những khó khăn trong việc học từ vựng tiếng Anh của học sinh khối 6 tại trường THCS Trường Thọ."** Sự hỗ trợ của bạn trong việc trả lời các câu hỏi dưới đây là vô cùng quý giá. Tất cả thông tin được cung cấp sẽ chỉ được sử dụng cho mục đích nghiên cứu khoá luận. **Chân thành cảm ơn sự đóng góp quý báu của bạn cho nghiên cứu này.**

Vui lòng đánh dấu (✓), ghi số vào ô thích hợp hoặc viết câu trả lời phù hợp.

I. THÔNG TIN

* Giới tính của bạn :

☐ Nam

☐ Nữ

* Bạn học tiếng Anh được bao nhiêu lâu.....năm.

II. Ý KIẾN CỦA BẠN VỀ VIỆC HỌC TỪ VỰNG.

1. Bạn nghĩ tầm quan trọng của việc học tiếng Anh như thế nào?

☐ Rất quan trọng

☐ Quan trọng

☐ Không quan trọng

2. Bạn cảm thấy việc học tiếng Anh như thế nào ?

☐ Rất dễ

☐ Dễ

☐ Bình thường

☐ Khó

☐ Rất khó

3. Bạn thường ôn tập lại từ vựng đã học như thế nào?

☐ Liên tục

☐ Thường xuyên

☐ thỉnh thoảng

☐ Hiếm khi

☐ Không bao giờ

4. Bạn thường xuyên học từ vựng như thế nào? (Chọn nhiều hơn một đáp án)

☐ Viết từ mới vào vở.

☐ Sử dụng flashcards hoặc ứng dụng ôn từ vựng.

☐ Lặp lại từ nhiều lần để nhớ.

☐ Đặt câu với từ mới.

☐ Học qua các video hoặc bài hát tiếng Anh

☐ Khác :

5. Những khó khăn phải đối mặt khi học từ vựng tiếng Anh là gì?

Hãy chọn vào tùy theo mức độ đồng ý của bạn (1 = **Rất không đồng ý**, 2 = **Không đồng ý**, 3 = **Trung lập**, 4 = **Đồng ý**, 5 = **Rất đồng ý**):

Nội dung	1	2	3	4	5
----------	---	---	---	---	---

Nội dung	1	2	3	4	5
Bạn không biết phát âm từ vựng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bạn không thể nhận ra từ vựng khi nghe chúng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bạn không thể viết lại từ vựng đã học sau một thời gian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rất khó để nhớ các từ vựng đã học	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bạn không biết sử dụng từ vựng trong ngữ cảnh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Các từ có nghĩa đa dạng	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Phương pháp học nào là hiệu quả nhất cho việc học từ vựng tiếng Anh ?

- ☐ Sử dụng từ điển
- ☐ Sử dụng flashcard dựa theo bối cảnh
- ☐ Sử dụng họ từ
- ☐ Sử dụng từ đồng nghĩa trái nghĩa.
- ☐ Khác:

7. Mức độ yêu thích giáo viên dạy tiếng Anh của bạn ?

- ☐ Không có ấn tượng ☐ Một chút ☐ Bình thường ☐ Rất thích

8. Bạn có ý kiến gì giúp cho việc giảng dạy của giáo viên đạt hiệu quả hơn không?

.....

Cảm ơn bạn rất nhiều !

SURVEY QUESTIONNAIRE

(for teachers)

This survey questionnaire is designed for the research titled "*A study on difficulties in learning English vocabulary of grade 6 students at Truong Tho secondary school.*" Your assistance in responding to the following items is highly valued. All information provided will be used exclusively for academic research purposes.

Thank you sincerely for your valuable contribution to this study.

Please mark with a check (✓) or number the boxes or write the answer where necessary.

PLEASE WRITE YOUR ANSWER OR TICK THE ANSWER THAT YOU CHOOSE

1. How long have you been teaching English?..... years

2. The teachers' evaluation on the students' English background.

☐ Very good ☐ Good ☐ Normal ☐ bad ☐ Very bad

3. Which of the following is the most difficult when learning vocabulary?

☐ Spelling

☐ Pronunciation

☐ Usage

☐ Meanings

☐ Antonyms and synonyms

☐ Others:

4. What is the main reason for the lack of vocabulary?

☐ Poor teaching methods

☐ Limited practice

☐ Unsuitable learning methods

☐ Others:.....

5. What is the most effective method of learning English words?

.....

Thank you very much!