

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



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH – HÀN

Sinh viên: Nguyễn Thị Huyền Nhung

HẢI PHÒNG – 2025

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**A STUDY ON THE EFFECTIVENESS OF MODERN
LEARNING VOCABULARY METHODS FOR THE
THIRD - YEAR ENGLISH MAJOR STUDENTS AT HAI
PHONG MANAGEMENT AND TECHNOLOGY
UNIVERSITY.**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH – HÀN**

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Tên đề tài: **A Study on the effectiveness of modern learning vocabulary methods for the third - year English major students at Hai Phong Management and Technology University.**

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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ABSTRACT

This study examines the effectiveness of modern vocabulary learning methods among third-year English major students at Hai Phong University of Management and Technology (HPU). The research aims to identify the strategies these students are currently using, evaluate the challenges they encounter, and determine how contemporary approaches can enhance their vocabulary mastery, academic performance, and overall communicative competence.

A mixed-method design was employed, combining quantitative data from questionnaires administered to 100 third-year English majors with qualitative insights gathered through informal interviews. The findings show that while many students are familiar with a range of vocabulary learning strategies including AI-powered tools and Spaced Repetition Systems (SRS), they still experience persistent issues with long-term retention of specialized terminology and inconsistent study habits.

To address these challenges, the study proposes several pedagogical solutions emphasizing modern, evidence-based methods. By combining traditional strategies with technology-enhanced and context-based approaches, the proposed solutions aim to cultivate more autonomous, efficient, and sustainable vocabulary learning practices among third-year English majors. The study contributes valuable insights into how modern methods can be optimized to support higher-level learners, optimize vocabulary acquisition, ultimately enhancing language proficiency in academic and professional contexts.

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Student

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PART I: INTRODUCTION

1. Rationale

Vocabulary is a fundamental component of language proficiency and plays a decisive role in the development of advanced communication skills. Without a sufficiently rich and well-organized vocabulary base, learners face limitations in listening comprehension, reading academic texts, expressing ideas in speaking and writing, and performing higher-level academic tasks. For third-year English major students at Hai Phong University of Management and Technology (HPU), vocabulary mastery becomes even more essential, as they are required to engage in academic writing, presentations, translation assignments, internship preparation, and research-related activities. At this stage, their lexical needs extend beyond basic word recognition to include collocations, academic vocabulary, idiomatic expressions, and discipline-specific terminology.

Despite having studied English for several years, many third-year students continue to struggle with retaining newly learned vocabulary, applying words appropriately in context, and expanding their lexical repertoire to meet increasing academic and professional demands. A significant number still rely on traditional methods such as rote memorization, repetitive copying, or memorizing long vocabulary lists methods that often lead to short-term recall but poor long-term retention. These limitations become more apparent as students transition into upper-level courses requiring analytical reading, critical writing, and fluent oral communication.

Given these challenges, the study “**A Study on the Effectiveness of Modern Vocabulary Learning Methods for Third-Year English Major Students at HPU**” is conducted to evaluate how effectively students are using contemporary vocabulary learning strategies, identify the difficulties they encounter, and propose appropriate solutions that support long-term lexical development. The

findings of this research are expected to provide meaningful insights for students seeking to strengthen their autonomy, for instructors aiming to integrate modern methods into teaching, and for the university in designing vocabulary-enhancing activities that match the needs of advanced-level learners.

2. Aims of study

The aim of this study is to examine the effectiveness of modern vocabulary learning methods currently used by third-year English major students at Hai Phong University of Management and Technology (HPU). As learners at an advanced stage of their academic program, third-year students are expected to handle complex texts, produce academic writing, engage in presentations, and prepare for internships or professional pathways. Therefore, their vocabulary learning needs are more demanding and require strategies that support long-term retention, contextual application, and autonomous learning.

This study seeks to identify the vocabulary learning methods commonly used by third-year students, evaluate their perceived effectiveness, and investigate the main difficulties students encounter when applying modern learning techniques. Based on these findings, the research aims to propose practical and scientifically grounded solutions to help students enhance their vocabulary acquisition more independently, efficiently, and sustainably.

The overarching goal is to support third-year English majors in developing a more positive, strategic, and self-directed approach to vocabulary learning that moves beyond memorization for exams and fosters meaningful usage, deeper comprehension, and long-term academic success.

Research Question: How effective are modern vocabulary learning methods for third-year English major students at HPU, and what challenges do they face in applying these methods?

3. Scope of the study

The study is conducted to investigate and evaluate the effectiveness of modern learning vocabulary methods currently employed by third-year English major

students at Hai Phong Management and Technology University (HPU). Unlike studies focusing on early academic adjustment, this research aims to assess how well advanced, self-directed strategies and translate into measurable vocabulary gains and application skills at a higher proficiency level. Due to limitations in time and resources, this study specifically focuses on: identifying the frequency and manner of modern method usage among third-year students, analyzing the perceived effectiveness and statistical correlation between the consistent application of these modern methods and students' academic performance (such as their ability to retain vocabulary long-term and apply it correctly in specialized contexts). Consequently, the findings are limited to the third-year English majors participating in the survey at HPU. However, these results will serve as a valuable reference for instructors and advanced learners seeking to optimize the integration of technology and modern pedagogical approaches into the specialized English curriculum.

4. Method of the study

To complete this study, a variety of methods have been employed:

- Concerned materials including reference books on learning vocabulary methodology have been carefully studied and analyzed.
- A survey questionnaire and informal interview were conducted to the third-year English majors at Hai Phong Management and Technology University to gather information and evidence for the study.

All the comments, remarks, recommendations and conclusion provided in the study were based on the data analysis of the study.

Besides, the opinions, methods, comments and feedback of students in this study are only suitable for the subjects of this study.

5. Design of the study

Part I, Introduction: This chapter is divided to 5 sections which includes the rationale to the study, the purpose of the study, scope of the study, method of the study. The last, the design of the study is also presented.

Part II, Development: This part includes 3 chapters: Literature review, Methodology and Some suggested solutions for improving vocabulary learning

Chapter 1, Literature review: the first part presents overview of vocabulary learning, definition of vocabulary acquisition, the role and function of learning vocabulary, technology of learning vocabulary and the characteristics of learning vocabulary.

Chapter 2, Methodology: This chapter details the research implementation. It presents the current status of modern vocabulary method usage among third-year English major students at HPU. It outlines the design of the survey questionnaire and the data collection process. The core of this chapter is the findings and data analysis, which employs statistical methods (such as correlation analysis) to evaluate the effectiveness of modern methods and their relationship with students' academic performance. The result of the survey about students' evaluation of method effectiveness is thoroughly discussed at the end of this chapter.

Chapter 3: Some suggested solutions for third year English majors' vocabulary learning methods. It is divided into 3 small parts: Some suggestions suggested vocabulary learning methods, tools and further solutions for improving learning English vocabulary.

Part III: Conclusion: Includes the limitations of the study, suggestions for further study and at the end of this study, there is conclusion of all the documents relating to the study.

PART II: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1. An Overview of Vocabulary in Foreign Language Learning

Vocabulary is often described as “the building material” or “foundation of language”, serving as the essential component that enables learners to understand, produce, and interact meaningfully in a foreign language. Nation (2001) asserts that vocabulary knowledge is the core of language proficiency because words embody meaning, which is critical for communication. While grammar provides structure, vocabulary supplies the content that makes communication possible. Without an adequate vocabulary base, learners cannot effectively express ideas or comprehend messages, regardless of how well they know the grammatical rules. Therefore, vocabulary can be seen as the fundamental resource upon which all other language skills such as listening, speaking, reading, and writing are employed.

According to Nation (2001), vocabulary learning encompasses not only knowing a word’s form and meaning but also understanding how to use it appropriately in different contexts. He distinguishes between receptive vocabulary knowledge (recognizing and understanding words upon encounter) and productive vocabulary knowledge (the ability to use words accurately in output). This distinction highlights that vocabulary acquisition is not mere memorization; it requires repeated exposure, meaningful use, and contextual practice. In foreign language learning, developing both receptive and productive vocabulary is crucial, as it directly impacts the user’s ability to comprehend and convey meaning in authentic communication.

Nation (2001) further emphasizes that vocabulary is intimately linked to communicative competence. He argues that communication is disrupted more severely by a lack of vocabulary than by a lack of grammatical knowledge. When

learners are missing the necessary words, they cannot retrieve or construct meaning, which impedes both fluency and accuracy. Conversely, a solid vocabulary foundation allows learners to infer meaning from context and engage more confidently in interactions such as listening, speaking, and writing. Hence, vocabulary learning should be viewed as both a cognitive process where learners acquire and organize word knowledge and a communicative process where words are flexibly utilized in real-world contexts.

Moreover, Nation (2001) stresses that vocabulary acquisition demands extensive and varied exposure. Learners must encounter vocabulary multiple times across different contexts to reinforce understanding and transition from recognition to active use. This process involves not only intentional study but also incidental learning through reading, listening, and communication. Integrating vocabulary into meaningful language use fosters long-term retention and deeper comprehension, enabling learners to use the language more naturally and flexibly. In summary, vocabulary serves as the fundamental basis of language learning and communicative competence. As Nation (2001) consistently stresses, mastery of vocabulary is the key factor for achieving fluency, comprehension, and overall language proficiency. Without a strong vocabulary foundation, communication becomes fragmented and restricted. Consequently, any effective foreign language learning objective must prioritize vocabulary development as an integral part of the process.

2. Definitions of Vocabulary and Vocabulary Acquisition

Vocabulary constitutes the core of linguistic knowledge and serves as one of the fundamental components in language use. According to Ur (1996), vocabulary can be simply defined as "the words we teach in a foreign language," encompassing both single words and multi-word units like idioms and phrases. This definition underscores that vocabulary is not limited to individual words but also includes chunks of language that convey meaning holistically. Ur further emphasizes that vocabulary is essential for communication, as it provides the

foundation for constructing and expressing meaning. Without an adequate vocabulary, learners cannot effectively understand or generate language, regardless of their grammatical competence.

In the process of language learning, vocabulary acquisition refers to how learners gain knowledge of words and their various form, meaning, and usage. Schmitt (2010) views vocabulary learning as a gradual and cumulative process that develops over time through repeated exposure and continuous use. He distinguishes between receptive knowledge (understanding words when reading or listening) and productive knowledge (using words when speaking or writing), noting that productive knowledge requires deeper cognitive processing and practice. Schmitt also argues that vocabulary learning involves both explicit and implicit mechanisms: explicit learning occurs when learners actively study word meanings, while implicit learning happens incidentally through reading, listening, or interaction.

Furthermore, Schmitt (2010) stresses that successful vocabulary acquisition depends not just on the quantity of words a learner encounters, but also on the quality of those encounters. Learners must interact with vocabulary in various contexts and through multiple modalities to solidify their understanding. Simple repetition is insufficient; meaningful use and contextual application are crucial for long-term retention. This aligns with Ur's (1996) view that knowing a word involves not only recognizing its form but also knowing its meaning, connotations, and appropriate usage in communication.

In summary, “vocabulary” refers to the collection of words and lexical items that form the foundation for language use, while “vocabulary acquisition” describes the complex process of learning and internalizing those words for effective communication. As affirmed by Ur (1996) and Schmitt (2010), mastery of vocabulary is not merely rote memorization of definitions but the development of a deep, functional understanding that enables learners to comprehend and express meaning accurately and fluently.

3. The Role of Vocabulary in Language Competence

Vocabulary occupies a central role in developing overall language competence, serving as the essential link connecting all language skills. As Wilkins (1972, cited in Nation, 2001) once stated: "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." This quote underscores that while grammar provides structure, vocabulary furnishes the meaning that makes communication possible. A rich and well-organized vocabulary system allows learners to understand, interpret, and express ideas effectively, forming the foundation for both receptive and productive language abilities.

Regarding grammatical competence, vocabulary knowledge contributes directly to the understanding of morphological and syntactic variations. Learners need to know not only the base form of a word but also its derived forms and inflections such as nouns, verbs, adjectives, and adverbs to construct grammatically correct sentences. According to Nation (2001), vocabulary and grammar are interdependent; knowing a word includes knowing how it functions within a sentence. For instance, understanding the difference between *decision* (noun), *decide* (verb), and *decided* (adjective/past tense) enables learners to apply grammatical rules flexibly and accurately. Therefore, vocabulary knowledge enhances grammatical awareness and contributes to linguistic precision.

From the perspective of discourse competence, vocabulary facilitates cohesion and coherence in both spoken and written communication. Nation (2001) points out that the effective use of cohesive devices such as conjunctions, transitional words, and reference terms helps learners organize ideas logically and maintain the flow of discourse. Words like *however*, *therefore*, or *additionally* play a crucial role in linking clauses and paragraphs, shaping the overall structure of communication. Without sufficient vocabulary knowledge, learners often struggle to connect ideas fluidly, resulting in fragmented discourse that reduces clarity in communication.

In terms of strategic competence, vocabulary acts as a communication tool that allows learners to manage breakdowns in conversation. When speakers forget or

lack a specific word, they rely on paraphrase, synonyms, or circumlocution (talking around the word) to maintain the interaction. Nation (2001) emphasizes that a flexible vocabulary supports this type of adaptive communication, allowing learners to convey meaning even when faced with linguistic hurdles. This ability not only sustains interaction but also builds the learner's confidence in spontaneous communicative situations.

Furthermore, an extensive vocabulary is widely recognized as the strongest predictor of reading comprehension ability. Nation (2001) highlights that vocabulary size directly influences a learner's capacity to decode and interpret text, as understanding written language relies heavily on recognizing word meaning in context. Learners with a larger vocabulary can infer meaning from surrounding information, grasp nuances, and evaluate the author's intent more effectively. Conversely, a limited vocabulary leads to frequent interruptions and frustration, which can negatively affect the overall language learning process.

In summary, vocabulary functions as the connecting thread for grammatical, discourse, and strategic competence, and forms the foundation for reading and communicative skills. It enables learners not only to comprehend linguistic structures but also to use them creatively and meaningfully. As Nation (2001) asserts, vocabulary knowledge is a critical indicator of language proficiency, and its development should be prioritized in any foreign language learning program.

4. Common Methods of Vocabulary Learning

Vocabulary learning methods can be broadly classified into traditional and modern approaches, each reflecting distinct educational philosophies and technological influences.

Traditional methods have long dominated language classrooms, emphasizing memorization and repetition. Learners typically acquire vocabulary through word lists, translation exercises, and dictionary use (Ur, 1996). These approaches help students quickly build a basic word bank and are particularly effective for exam review or when a learner needs to recall discrete items. However, as Schmitt

(2010) points out, such techniques often lead to superficial learning, students may recall individual words briefly but struggle to use them appropriately in communication. Rote memorization lacks contextual embedding and personal experiential links, resulting in lower learning motivation and poor long-term retention.

In contrast, modern vocabulary learning methods prioritize context, interaction, and learner autonomy. With the rise of technology and communicative language teaching (CLT), students now have access to digital tools and mobile applications like Quizlet or Anki, which employ spaced repetition and gamified learning to reinforce memory (Nation, 2001). Learning vocabulary through extensive reading, listening, and conversation allows students to understand how words naturally operate in context, promoting deeper cognitive processing. Furthermore, collaborative and task-based learning activities such as group discussions or role-plays enable learners to apply new words meaningfully, thereby converting passive knowledge into active communicative skills.

The integration of AI-driven tools and Mobile-Assisted Language Learning (MALL) has further modernized vocabulary acquisition. These tools offer personalized feedback, pronunciation support, and contextualized examples, making vocabulary learning more dynamic and self-directed (Godwin-Jones, 2018). Unlike the static nature of word lists, digital platforms adapt to the learner's progress and encourage continuous engagement.

Thus, while traditional methods offer structure and familiarity, modern approaches emphasize contextualization, interaction, and technology-supported practice. An effective vocabulary learning strategy typically integrates both elements using traditional techniques for accuracy and modern tools for fluency and engagement, thereby enhancing both short-term acquisition and long-term mastery.

5. Technology-Supported Vocabulary Learning

The integration of technology into language education has transformed the way learners approach vocabulary acquisition, particularly in self-directed learning contexts. Digital tools such as Quizlet, Anki, Memrise, and Duolingo have become increasingly popular among students because they offer interactive, engaging, and personalized ways to study vocabulary. These platforms support autonomy by allowing learners to control their learning pace, select preferred content, and track their progress, key components of effective self-directed learning (Benson, 2011).

Digital flashcards, such as those used in Quizlet, allow learners to practice vocabulary through repetition and self-testing, helping them to assess their progress and strengthen both receptive and productive word knowledge. Similarly, Anki, a tool based on the Spaced Repetition System (SRS), applies algorithms to optimize review intervals, ensuring that learners encounter words just before they are likely to forget them. This method has been proven to significantly enhance long-term memory retention when compared to traditional rote memorization. Meanwhile, Memrise uses mnemonic techniques and visual cues to make learning more enjoyable and memorable, while Duolingo incorporates gamified learning elements that increase motivation through rewards, levels, and daily streaks.

Research has shown that technology-supported vocabulary learning enhances not only motivation but also retention when combined with consistent review and self-directed strategies (Godwin-Jones, 2018; Tran, 2021). These digital tools provide instant feedback, diverse practice modes, and access to authentic language input, all of which encourage learners to take greater responsibility for their own progress. Furthermore, mobile accessibility allows learners to practice anytime and anywhere, turning vocabulary learning into a continuous and flexible process.

6. Characteristics of Effective Vocabulary Learning in Third Year Students

Effective vocabulary learning for advanced language learners is characterized by a strategic focus on lexical depth, specialization, and cognitive optimization (Schmitt, 2000). At this advanced stage, the learning objective shifts from basic communicative survival to achieving high academic and professional competence (Nation, 2001). This transition demands vocabulary acquisition strategies that support long-term mastery and functional use in specialized contexts.

From a psychological perspective, advanced learners require strategies that foster sustained intrinsic motivation and self-regulation (Dörnyei, 2005). Success at this level depends on disciplined self-management and the ability to prevent cognitive overload from complex linguistic input (Tseng et al., 2006). Learners must exhibit strong self-directed learning skills, which include planning study routines, selecting appropriate resources, and monitoring their own progress (Benson, 2011). Therefore, effective methods should prioritize intellectual engagement through personalized digital tools and gamified learning to ensure that micro-learning sessions remain manageable and reinforce positive learning behaviors (Godwin-Jones, 2018). Furthermore, strategies must build the learner's confidence to actively employ complex vocabulary in productive tasks, transforming receptive knowledge into active communicative skills (Nation, 2001).

Academically, advanced learners must transition from general high-frequency words to acquiring Academic and Specialized Vocabulary (Coxhead, 2000). Effective learning at this level emphasizes not merely definitions but also collocations, word families, and the nuanced functions of words within authentic and specialized texts (Schmitt, 2010). This requires analytical methods such as Etymology or Context Mining from authentic media to recognize how vocabulary contributes to clarity and coherence in advanced communication (Hinkel, 2004). Vocabulary acquisition must be seamlessly integrated into high-level tasks such as academic writing and sophisticated reading comprehension (Zimmerman, 1997).

Strategically, effective learning for advanced students relies on systems that guarantee long-term retention and efficient review (Thalheimer, 2006). Spaced Repetition Systems (SRS) are considered crucial as they allow learners to review information at scientifically optimized intervals, efficiently transferring words from short-term to long-term memory (Ebbinghaus, 1885/1913). Moreover, productive usage must be prioritized through collaborative tasks and peer feedback, which provide opportunities for the corrective use of specialized vocabulary, reinforcing both understanding and accountability (Oxford, 1990). Lastly, while autonomy is vital at the university level, instructional guidance remains essential to model the optimal use of advanced digital tools and ensure the efficiency of self-study efforts (Richards & Renandya, 2002).

7. Previous Studies Related to Vocabulary Learning

A substantial body of research has examined vocabulary learning strategies and their impact on learners' language development. These studies provide essential insights into how vocabulary is acquired, retained, and integrated into communication, forming the theoretical foundation for analyzing self-directed vocabulary learning among university students.

One of the most influential contributions is Schmitt's (1997) framework, which classifies vocabulary learning strategies into discovery strategies used to determine the meaning of new words and consolidation strategies, which help learners retain and apply vocabulary. Schmitt demonstrated that successful learners typically use multiple strategies in combination, such as guessing from context, analyzing word parts, taking notes, and practicing through verbal repetition. His findings highlight the importance of strategy diversity and the role of learner autonomy in vocabulary development.

Nation's (2001) work further deepened understanding by emphasizing that vocabulary acquisition extends far beyond simple memorization. He argued that effective vocabulary learning involves deep cognitive processing, including using words in meaningful contexts, understanding collocations, and recognizing word

families. Nation also introduced the concept of high-frequency word lists, suggesting that learners should prioritize foundational vocabulary to improve comprehension and communication more efficiently. His research underscores that vocabulary learning must be systematic, intentional, and context-based.

Oxford's (1990) taxonomy of language learning strategies identified cognitive, metacognitive, memory-related, and social strategies as essential components of effective language learning. She demonstrated that learners benefit significantly when they actively plan, monitor, and evaluate their vocabulary learning, reinforcing the principles of self-directed learning. This perspective aligns closely with current educational approaches that encourage students to take responsibility for their own progress.

More recently, technology-enhanced vocabulary learning has received widespread attention. Godwin-Jones (2018) explored how mobile-assisted language learning (MALL) tools such as Quizlet, Anki, and Memrise support vocabulary acquisition through features like gamification, personalized feedback, and spaced repetition. His research showed that digital tools not only improve retention but also increase motivation, especially among younger learners who are familiar with mobile technology.

In the Vietnamese context, Tran (2021) examined how mobile applications facilitate vocabulary learning among university students. Her study revealed that learners using flashcards, mobile apps, and online games demonstrated higher vocabulary retention and more positive attitudes compared to those relying solely on traditional note-taking. This suggests that technology integration can be particularly beneficial in Vietnam's modern educational environment.

From the above studies, they indicate that vocabulary learning is a multi-dimensional process shaped by learner autonomy, strategic awareness, and technological support. However, the existing body of literature does not sufficiently address the specific needs of advanced-level learners in localized settings. There remains a lack of research focusing specifically on the effectiveness of modern, technology-supported methods for third-year English

majors at Hai Phong Management and Technology University (HPU). The existing literature often discusses generalized strategies but does not fully evaluate how these methods actually influence vocabulary mastery and productive use among students who are already expected to handle academic and specialized content. Therefore, the present study aims to fill this gap by evaluating the effectiveness of modern learning vocabulary methods used by third-year students, identifying which specific strategies yield the strongest correlation with long-term retention and improved academic performance, and proposing practical, context-appropriate solutions to optimize their vocabulary acquisition at this advanced stage.

CHAPTER 2: METHODOLOGY

1. The reality of Learning Vocabularies and teaching English vocabulary at HP Management and Technology University

1.1. Overview of Students' English Background

The participants of this study were third-year English major students at Hai Phong Management and Technology University (HPU), representing a critical and advanced stage in their academic development. Having transitioned successfully from foundational courses, these students possess significant prior exposure to English, typically spanning several years of high school and two years of intensive university-level instruction. By the third year, the students are generally expected to operate at an Intermediate to Advanced (B2/C1 equivalent) level of proficiency, a prerequisite for advanced coursework. This maturity means they have shifted their focus from merely learning survival English to optimizing specialized vocabulary acquisition for future career demands and high-stakes testing. They exhibit higher self-directed learning skills (autonomy) and are capable of engaging with a wide range of complex and abstract lexicon, including academic and specialized terminology relevant to their fields. Consequently, their learning goals are concentrated on applying English for specialized communication and preparing for professional certification, making them an ideal group to evaluate the true effectiveness of modern, efficiency-focused vocabulary methods for long-term mastery and productive use.

1.2. Vocabulary Learning Habits and Attitudes

The vocabulary learning habits and attitudes of third-year English majors at HPU reflect a phase of strategic self-optimization aimed at maximizing the efficiency of their vocabulary acquisition. Their approaches are no longer characterized by the struggle of adaptation but by the disciplined effort to achieve a high degree of proficiency for academic specialization and career readiness. Understanding these

refined habits and focused attitudes provides crucial insight into factors that influence long-term, high-level vocabulary development.

In terms of study habits, they reflect a transition towards strategic self-optimization aimed at maximizing efficiency. Students typically maintain a consistent, specialized routine, with the duration and intensity of these sessions being largely goal-oriented, often linking directly to upcoming advanced coursework or professional examinations. The learning structure frequently utilizes short, frequent reviews (micro-learning) of 15–30 minutes. They demonstrate competence in leveraging mobile technology, efficiently using spare time between classes or during commutes for quick, on-the-go practice. Furthermore, consistency is generally higher at this level, driven by the immediate necessity of applying specialized vocabulary in complex tasks such as academic writing or presentations.

When it comes to how students approach vocabulary, it shifts significantly towards optimizing retention and application rather than merely accumulating words. While familiar traditional methods (copying new words into notebooks or repeating them aloud) might still be employed for reinforcement, they are increasingly complemented by modern digital tools like flashcard applications (Quizlet, Anki), digital notes, and online corpora. The focus is less on mechanical memorization of isolated words and more on deep contextual understanding, recognizing collocations, and ensuring the productive use of vocabulary in advanced settings. This pragmatic necessity encourages active seeking and evaluation of effective methods that guarantee long-term, specialized memory, demonstrating a clear move away from the less efficient techniques often observed in earlier academic years.

Students' attitudes toward vocabulary learning also play a significant role in shaping their habits. Students' attitudes toward vocabulary learning at this stage are defined by a mix of focused motivation and pragmatic pressure. Third-year English majors overwhelmingly view vocabulary mastery as the fundamental key to unlocking advanced academic success and future professional opportunities.

This recognition of necessity leads to high intrinsic motivation. They are highly concerned with the quality and utility of their lexicon, often expressing frustration when they learn a word but cannot produce it accurately in a specialized context. This pressure motivates them to actively seek and evaluate effective methods and embrace sophisticated technology-supported tools (TEL), recognizing that these tools offer the best solution for efficiently managing, reviewing, and applying the vast quantity of advanced vocabulary required at the university level.

At the same time, many third-year students acknowledge the importance of vocabulary in achieving true English proficiency. Even those who feel overwhelmed by the sheer volume of specialized and academic lexicon recognize that mastering advanced words is crucial for academic success in their fields, effective professional communication, and future career opportunities. This creates a mixture of intense motivation and pragmatic pressure: students possess the desire to improve and the necessary self-discipline, but they often struggle to optimize the efficiency of their strategies and find methods that make vocabulary learning both sustainable and highly effective for long-term retention.

1.3. Teaching Materials and Tools

At HPU, vocabulary instruction primarily relies on textbooks, which form the core framework of classroom activities. These textbooks provide structured vocabulary lists, exercises, and contextual examples that guide students through new lexical items in a systematic way. The textbooks are designed to introduce words thematically and provide students with opportunities to practice through reading passages, gap-filling exercises, and sentence construction tasks.

In addition to core textbooks, instructors frequently use supplementary materials to enrich students' learning experiences. Notable among these are resources published by Cambridge University Press and National Geographic Learning, which offer high-quality practice exercises, engaging reading passages, and multimedia content that expose learners to vocabulary in authentic contexts. Teachers also sometimes introduce English-language books and literature from

other international publishers, giving students access to more diverse linguistic input and cultural perspectives. These supplementary resources help students expand their vocabulary beyond the classroom and encourage independent learning.

Regarding digital tools, the use is relatively limited. The primary digital resource utilized is online dictionaries, which allow students to quickly look up meanings, pronunciations, and usage examples. This tool supports both in-class activities and self-study, enabling learners to reinforce their understanding of new words and check their spelling and context. While other interactive digital platforms or apps are not commonly used, the availability of online dictionaries ensures that students have a reliable, easily accessible tool for vocabulary acquisition.

2. Learning Conditions and Challenges at Haiphong Management and Technology University

2.1. The design of the survey

a. Survey Questionnaire

The survey questionnaires consist of 9 questions given to students to study the reality of vocabulary learning and the effectiveness of modern methods at Hai Phong Management and Technology University. Students were asked to tick the most suitable answers which correspond with their opinions. The questionnaires are designed as below:

Question 1 collects information on the frequency with which students use modern vocabulary learning methods such as SRS, contextual learning, or mnemonics... The author wants to understand the consistency of students' engagement with contemporary strategies.

Question 2 gives information on the duration of each study session when students apply these techniques. The researcher aims to identify whether students prefer micro-learning bursts or extended study periods.

Question 3 focuses on identifying the specific modern vocabulary learning method that students use most frequently. This helps the author determine the popularity of tools like SRS versus contextualized or digital-content-based learning.

Question 4 evaluates students' perceptions of the most effective modern method. Beyond frequency, this question identifies which strategy students believe yields the best results for their personal progress.

Question 5 measures the effectiveness of modern methods specifically for acquiring specialized academic vocabulary in fields such as linguistics, translation, or interpretation. This is crucial for understanding how these tools support higher-level academic needs.

Question 6 collects information on the specific digital tools frequently used by students, such as Anki, Quizlet, or AI platforms. It highlights the level of technological integration in students' daily learning habits.

Question 7 indicates the frequency of using AI-powered tools like ChatGPT for vocabulary practice. This reflects the students' proactive search for personalized and innovative learning support.

Question 8 shows the biggest challenges students face when applying modern methods, such as habit formation, material curation, or digital distractions. Identifying these obstacles allows the author to propose more practical solutions.

Question 9 identifies the type of support students desire most, such as workshops, specialized resources, or AI training. Based on this, the author can provide targeted recommendations for institutional and instructional improvements.

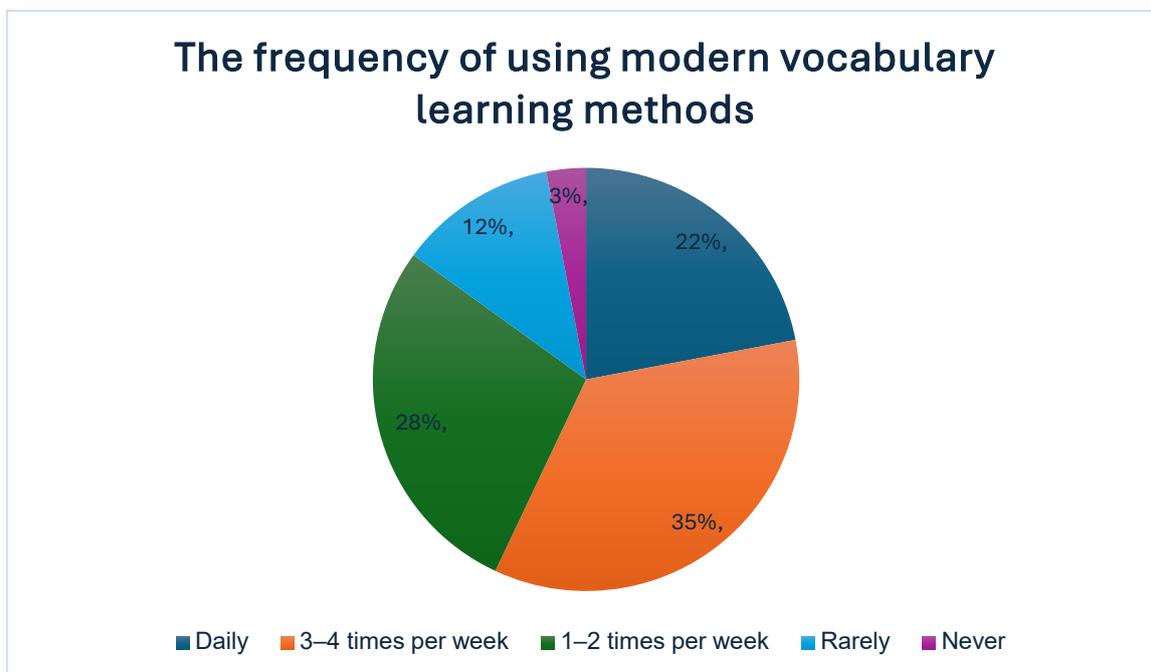
b. Informal Interview

To gain deeper insights into students' learning attitudes and personal experiences regarding the application and optimization of modern tools, short interviews were conducted with a small group of participants. These interviews provided qualitative data to complement the survey findings, particularly in understanding why certain methods were perceived as effective or ineffective at the advanced academic level.

2.2. The findings and data analysis

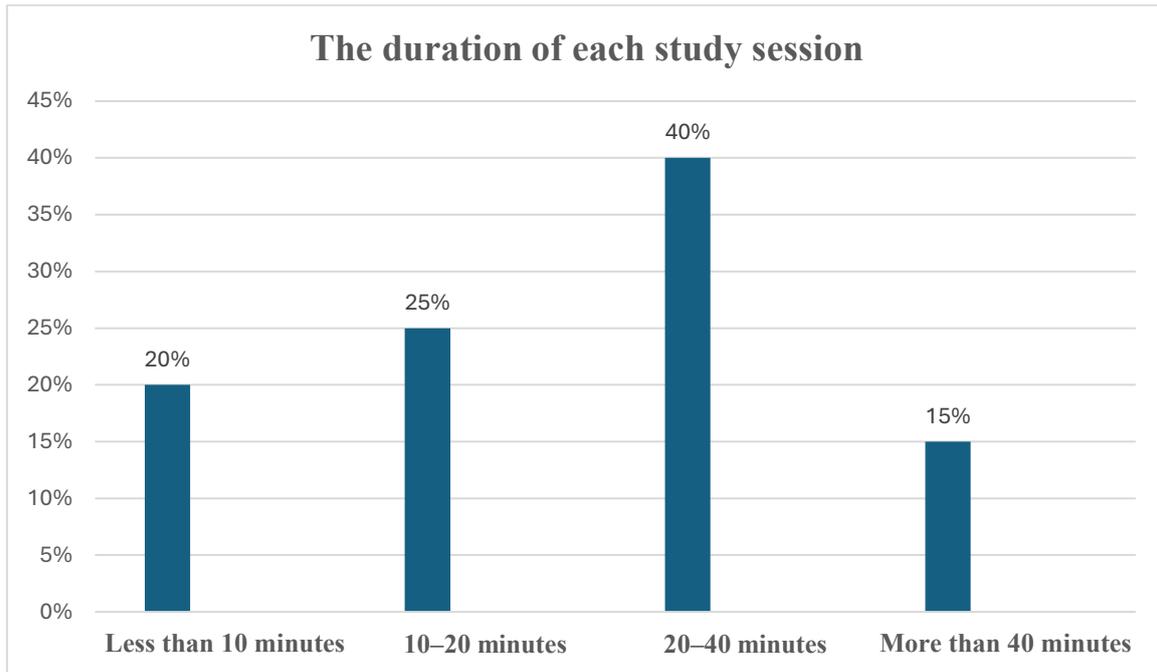
2.2.1. The result from Survey Questionnaire

2.2.1.1. The result of the frequency of using modern vocabulary learning methods



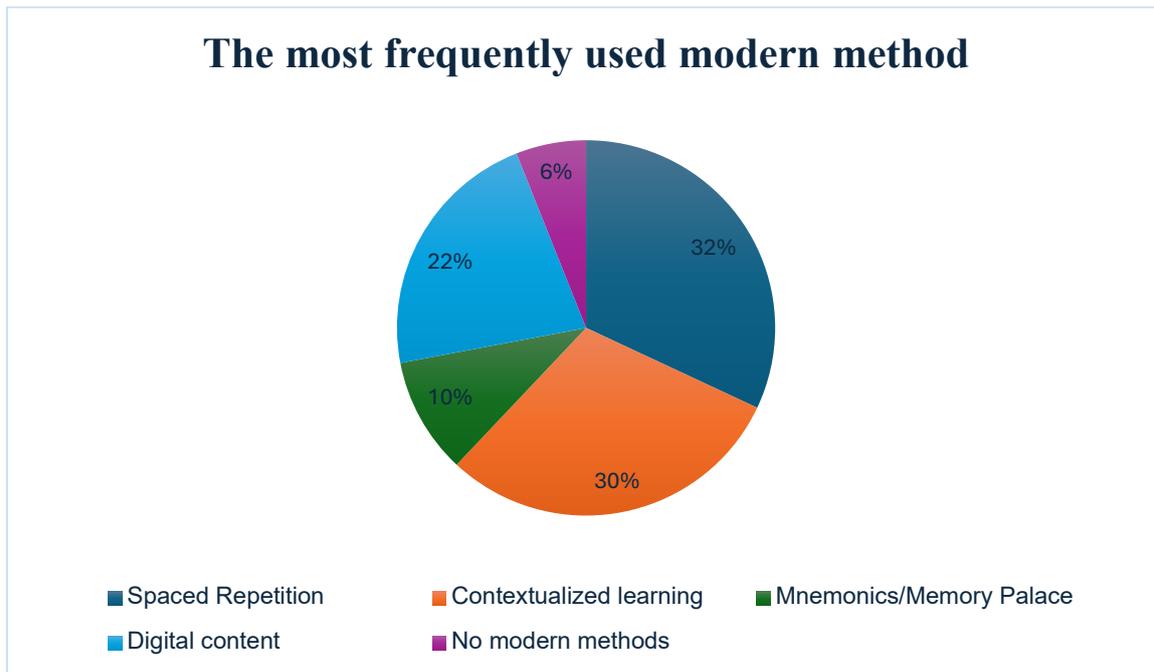
The survey data reveals a high level of engagement with modern vocabulary learning methods among the third-year cohort. The largest segment of participants, accounting for 35%, utilizes these methods 3–4 times per week, indicating a strong and consistent study habit. This is followed by 28% of learners who engage with these tools 1–2 times per week, and 22% of respondents who apply them on a daily basis. Collectively, a substantial 85% of the survey group integrates modern techniques into their routine at least once a week, reflecting the essential role of technology in contemporary academic life. In contrast, a much smaller portion of these students uses them rarely (12%), and only a negligible 3% reported never using them. These results suggest that modern methods have become the standard approach for the majority of third-year students in mastering new vocabulary.

2.2.1.2. The result of the duration of each study session



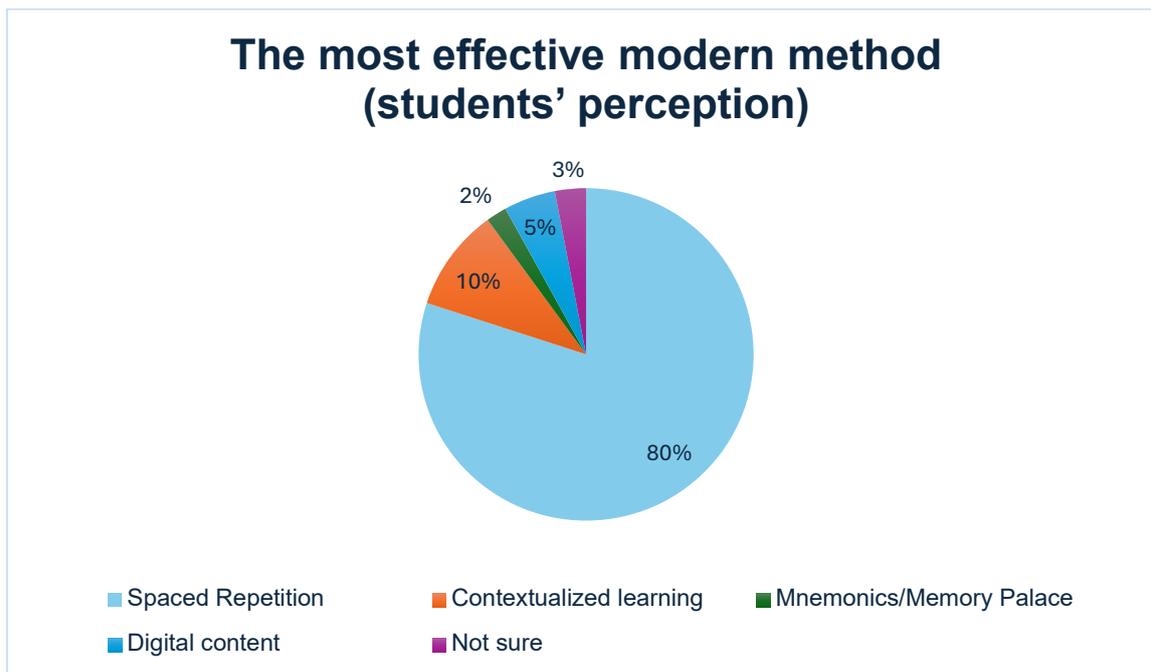
The study reveals that students prefer micro-learning sessions. The largest group, 40%, spends 20–40 minutes per study session, while another 25% dedicate 10–20 minutes. Collectively, 65% dedicate between 10 to 40 minutes, suggesting a strong preference for focused, manageable study intervals rather than lengthy cramming sessions. While a significant portion opts for more extended sessions of "Less than 10 minutes" (20%), very short study bursts of "More than 40 minutes" is the least popular choice (15%), reinforcing the strategic use of time-efficient modern tools like mobile apps.

2.2.1.3. The result of the most frequently used modern method



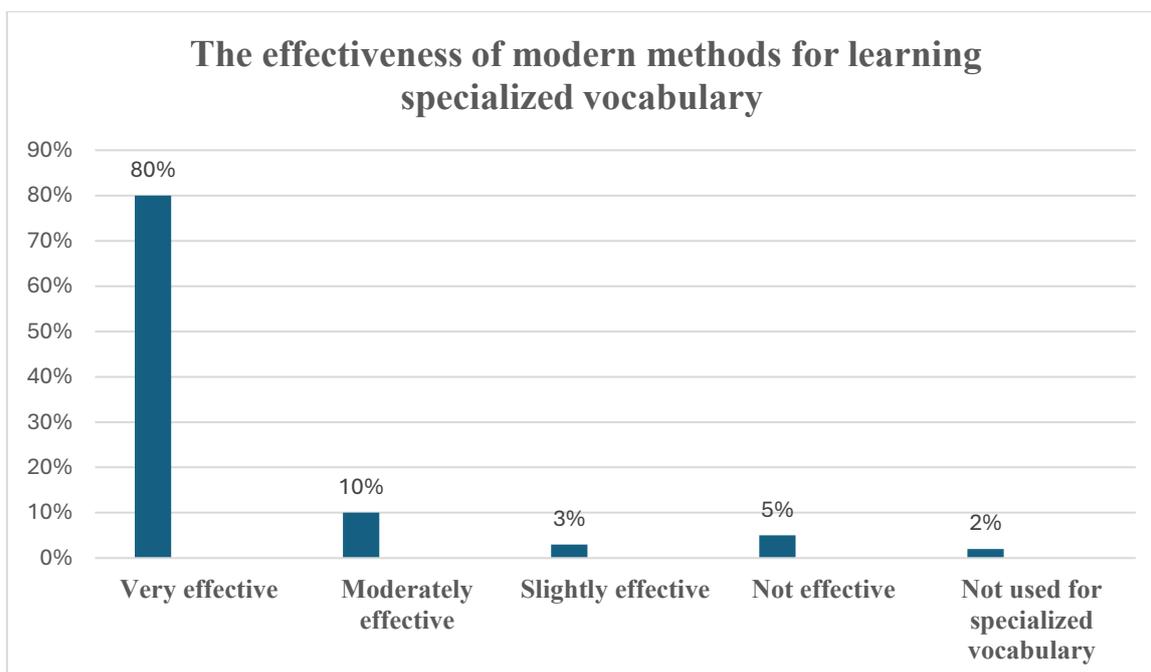
The data clearly indicates that Spaced Repetition (SRS) and Contextualized Learning are the most frequently adopted modern methods by third-year English majors. Spaced Repetition leads slightly at 32%, closely followed by Contextualized learning (reading, videos, authentic texts) at 30%. This strong preference for the two methods, totaling 62%, suggests that advanced learners prioritize strategies that offer both long-term retention (SRS) and practical application and deep understanding (Contextualized learning). Learning through digital content (podcasts, YouTube, social media) is also popular, accounting for 22%. In contrast, methods requiring more cognitive effort in terms of visualization, such as Mnemonics or Memory Palace, are used most frequently by a small segment (10%). Only a minimal number of students (6%) reported using no modern methods at all, confirming the high level of strategic awareness and technological integration in this advanced student group.

2.2.1.4. The result of the most effective modern method



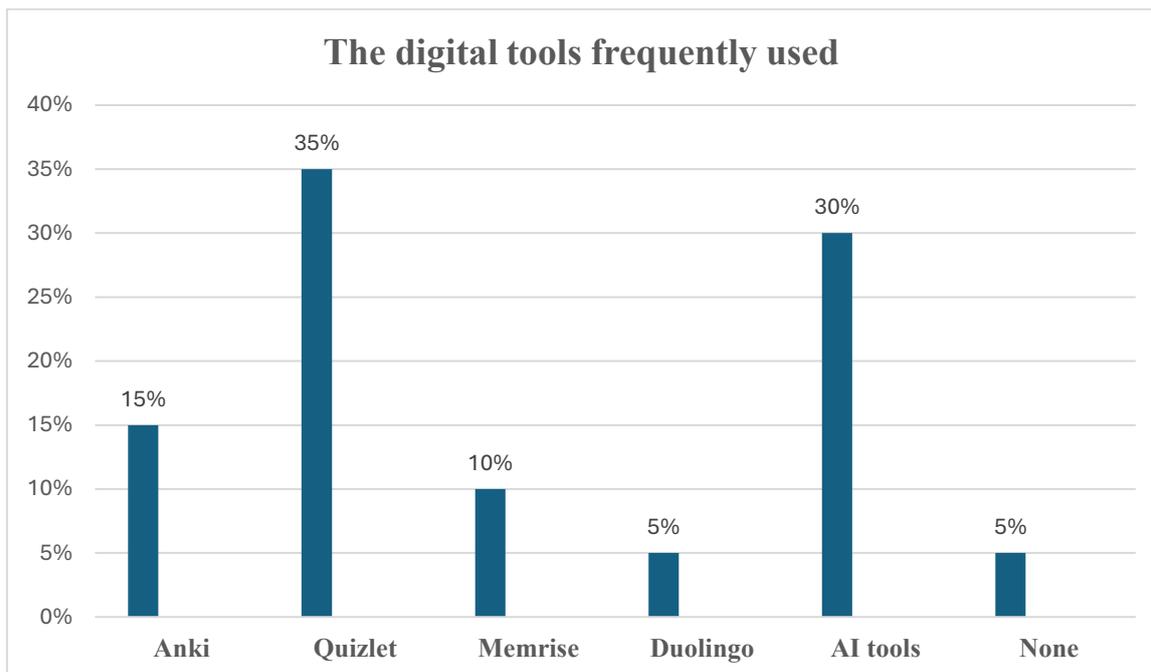
Regarding the perceived effectiveness of various vocabulary acquisition strategies, the data reveals a significant consensus among the third-year cohort. Spaced Repetition is overwhelmingly viewed as the most superior method, with a staggering 80% of respondents identifying it as the most effective approach for long-term retention. This dominant preference places other techniques at a distant second, with Contextualized learning being favored by only 10% of the participants. Other modern methods, such as Digital content and Mnemonics/Memory Palace, receive even lower support at 5% and 2% respectively, while a negligible 3% of learners remain unsure. The massive gap between Spaced Repetition and all other alternatives suggests that these students have a strong, shared confidence in systematic, evidence-based review systems for mastering advanced academic language.

2.2.1.5. The result of the effectiveness of modern methods for learning specialized vocabulary



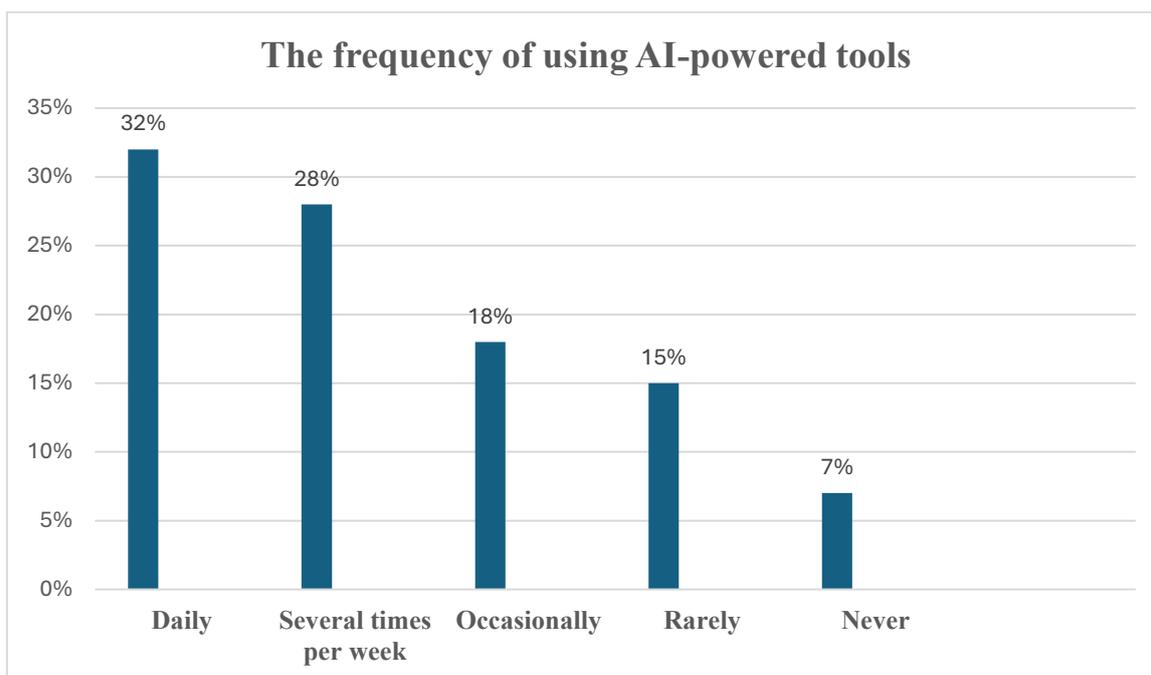
Regarding the application of modern techniques to academic language, the third-year students exhibit overwhelming confidence in these methods for mastering advanced, domain-specific terminology. An impressive 80% of learners rate modern methods as "Very effective" for learning specialized vocabulary. When combined with the 10% of participants who find them "Moderately effective," a total of 90% of the survey group acknowledges a positive impact on their specialized language acquisition. Conversely, only a marginal percentage of respondents find these tools "Slightly effective" (3%) or "Not effective" (5%), while a negligible 2% do not use them for specialized vocabulary at all. This high success rate suggests that modern methodologies are exceptionally well-suited for the complex linguistic demands of third-year academic studies.

2.2.1.6. The result of the digital tools frequently used



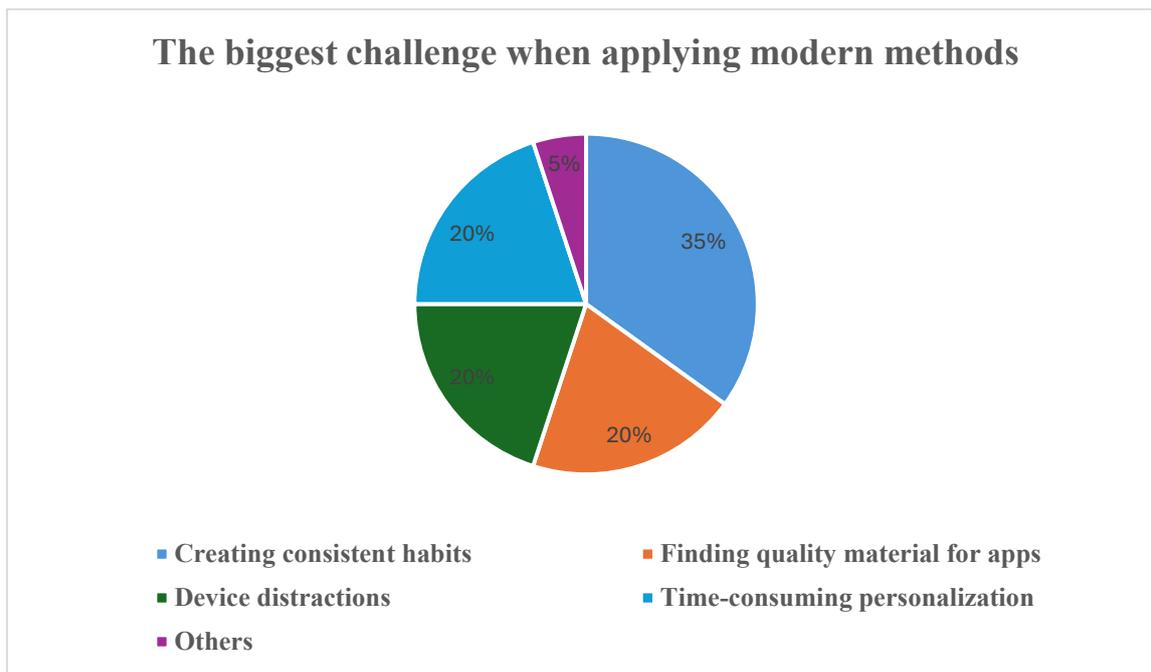
The data on frequently used digital tools highlights the dominance of accessible, user-friendly platforms and the rapid adoption of cutting-edge technology. Quizlet is the most popular tool, utilized by 35% of students, likely due to its versatility, game-based learning features, and ease of creating personalized flashcards. Notably, AI tools (ChatGPT, Grammarly, Elsa, etc.) are the second most frequently used category at 30%, demonstrating a strong willingness among third-year students to integrate advanced technology for personalized support, contextual example generation, and writing assistance. While Anki is known for its superior SRS algorithm, its usage stands at 15%, suggesting that for some, the complexity of the interface may be a slight deterrent compared to Quizlet. Usage of other mnemonic-based apps like Memrise (10%) and Duolingo (5%) is lower, indicating a preference for tools that directly manage personalized academic content rather than general language game-based learning. Only a small minority (5%) reported using no digital tools. This pattern confirms that the learning environment is highly technology-integrated, favoring platforms that support efficient content management and modern self-directed study.

2.2.1.7. The result of the frequency of using ai-powered tools



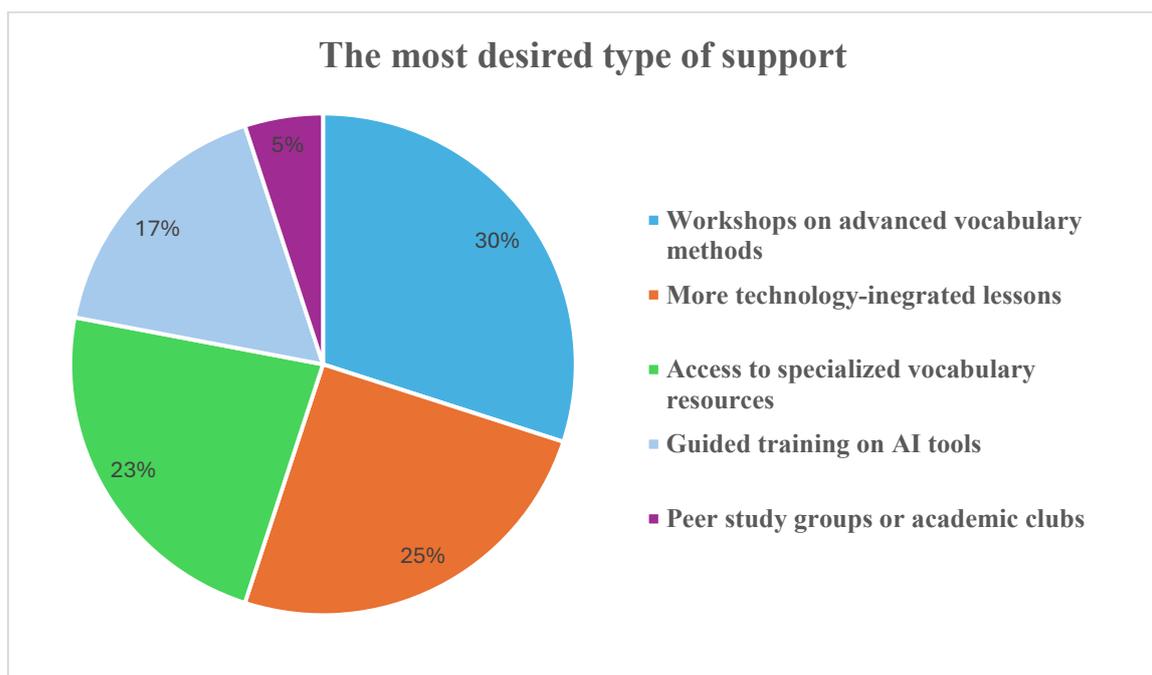
The usage data for AI-powered tools (e.g., ChatGPT) reveals a high and consistent integration into the vocabulary learning routines of third-year students. A total of 60% of students report using these tools frequently, combining those who use them Several times per week (28%) and those who use them Daily (32%). This strong frequency confirms that AI has rapidly become an integral, personalized support system in advanced vocabulary learning, utilized for tasks such as generating contextual examples, creating personalized quizzes, or seeking immediate linguistic clarification. Conversely, only 7% report never using AI tools, while 15% use them rarely. The high rate of adoption underscores the students' technological fluency and proactive search for efficiency, indicating their willingness to leverage cutting-edge resources to manage the complex vocabulary demands of their advanced studies.

2.2.1.8. The result of the biggest challenge when applying modern methods



When faced with applying modern, efficient methods, the primary challenges for third-year students are behavioral and organizational, rather than technological. Creating consistent habits is cited as the biggest obstacle by the largest group at 35%, indicating that maintaining the discipline required by methods like daily SRS review remains the core difficulty, even for advanced learners. At the same time, Time-consuming personalization, Difficulty finding quality material to load into App and Device distractions share the responsibility for the challenges which the third-year students face to when applying modern methods. These factors reveal that while students embrace tools like Anki and Quizlet, the effort required for high-quality input and routine self-discipline slows down the process of optimization. This also confirms that the major barrier to maximizing the effectiveness of modern methods is not the lack of tool knowledge, but rather the learner's self-regulation and efficiency in resource curation.

2.2.1.9. The result of the most desired type of support



The data on desired support confirms that third-year students seek advanced strategic guidance and specialized resource provision to optimize their learning. The top two priorities are closely balanced: Workshops on advanced vocabulary methods (SRS, digital learning) at 30%, and Access to specialized vocabulary resources for English majors at 25%. These two categories, totaling 55%, reflect a strong demand for high-level input that directly addresses the challenges of maintenance (SRS training) and complexity (specialized resources). Furthermore, more technology-integrated lessons (23%) and Guided training on AI tools (17%) combined show a consistent desire for institutional support in leveraging modern technology effectively. The minimal interest in Peer study groups or academic clubs (5%) suggests that at this advanced stage, students prioritize structured, high-quality, and specialized instruction delivered by experts over general collaborative activities.

2.2.2. The result from Informal Interview

The inclusion of informal interviews with ten third-year students served as a qualitative supplement to reinforce the validity of the questionnaire findings. The

primary objectives of collecting this qualitative information were to clarify and interpret questionnaire results, provide deeper insights into students' attitudes and challenges, and support the discussion of proposed solutions. By providing personal perspectives, these interviews offer a deeper understanding of the statistical trends observed in the quantitative data.

The interview results strongly align with the questionnaire data regarding the high adoption of modern strategies. Specifically, 5 out of 10 interviewees explicitly confirmed that Spaced Repetition Systems (SRS) and Contextualized Learning have become "indispensable" in their daily routines. One student echoed the survey's finding on the effectiveness of digital tools: "I use Quizlet every morning while doing morning routines; it makes memorizing linguistics terms feel less like a chore and more like a game". Another participant provided qualitative support for the preference for contextual learning: "Instead of just reading lists, I watch TED Talks related to my major. Seeing how a word like 'paradigm' is used in a real speech helps me remember it much longer than any dictionary definition".

While the survey indicated a significant adoption rate for AI tools (30%), the interviews helped explain why this usage is not always systematic. Over half of the interviewed group clarified the "dual nature" of these platforms. A student remarked: "ChatGPT is amazing for generating example sentences, but the digital distraction is real; I often find myself falling into a 'rabbit hole' of social media notifications because I have to stay connected to use it". This directly reinforces the questionnaire result where device distraction was cited as a major obstacle.

The interviews also provided a deeper rationale for the challenges identified in Question 8 of the survey. 50% of the participants emphasized that the difficulty lies not in the technology itself, but in the effort required for high-quality input. One interviewee explained: "The biggest challenge isn't using Anki, it's finding the time to curate high-quality, specialized academic content. It's a substantial time investment". This qualitative insight confirms the quantitative data showing that time-consuming personalization and material curation are significant barriers for advanced learners.

Ultimately, the qualitative feedback from the majority of interviewees supports the high percentage of students seeking workshops and specialized resources in the survey. Their comments reflect a collective realization that while they have adopted the tools, they require formal guidance to optimize những methods này for advanced academic vocabulary. These personal perspectives successfully conclude that modern methods are perceived as highly effective but remain limited by issues of self-regulation and resource management. This evidence serves as a crucial foundation for the pedagogical solutions proposed in the subsequent chapter.

CHAPTER 3: SOME SUGGESTED SOLUTIONS FOR IMPROVING VOCABULARY LEARNING

1. Suggested Vocabulary Learning Methods

To enhance vocabulary acquisition among third-year English majors at HPU, it is essential to introduce learning techniques that are not only effective but also suitable for advanced academic requirements. Modern research in cognitive psychology and second-language acquisition has shown that strategic vocabulary learning methods yield better long-term retention, deeper semantic understanding, and more flexible application of words in communication and academic tasks. Therefore, the following approaches are designed to help learners organize information efficiently, engage with new vocabulary more actively, and retain specialized terminology more consistently. By integrating these methods into their study routines, students can build a more robust, durable, and academically relevant vocabulary foundation.

1.1. Combining Spaced Repetition and Contextual Learning

1.1.1. Brief description

a. Spaced Repetition

Definition and Scientific Basis: Spaced Repetition is a memory-based learning technique in which vocabulary is reviewed at increasing intervals to prevent forgetting. This method is built on the “forgetting curve,” ensuring learners review a word just before it is likely to be forgotten.

Benefits

- Strengthens long-term retention
- Reduces study time by focusing on difficult words
- Prevents overload and supports consistent learning habits

Tools / Applications

Common tools include Anki, Quizlet SRS, and SuperMemo, which

automatically schedule review sessions and allow learners to personalize their flashcards with images, audio, and example sentences.

b. Contextualized Learning

Definition and Scientific Basis: Contextualized Learning involves learning vocabulary through meaningful contexts, dialogues, videos, or real-life situations. Instead of memorizing isolated words, learners understand how words function within natural language use.

Benefits

- Provides deeper understanding of meaning, collocations, and usage
- Improves ability to apply vocabulary in communication
- Increases motivation through authentic and relevant materials

Tools / Applications

Learners can rely on authentic readings, films, podcasts, and their own speaking/writing tasks. Contextualized learning is even more effective when combined with SRS by adding context-rich example sentences into flashcards.

1.1.2. How to Apply Spaced Repetition + Contextual Learning

Step 1: Learn New Vocabulary Through Context

Learners begin by encountering new vocabulary in meaningful contexts such as short stories, academic texts, video dialogues, podcasts, or real-life situations. At this stage, the focus is on understanding how the word behaves:

- Its meaning in the sentence
- Its collocations (typical word partners)
- Its grammatical pattern (noun, verb, adjective, etc.)
- Its pragmatic use (formal/informal, spoken/written)

For example, learning the word “*mitigate*” through a sentence like:

“New policies were introduced to mitigate the environmental impact.”

This provides both meaning and real-life usage.

Step 2: Extract and Record Key Information

After encountering the word in context, learners extract essential information and record it in a structured way:

- Definition written in simple English
- Original sentence from the source
- A new self-created sentence
- Collocations (e.g., *mitigate risks*, *mitigate problems*)
- Word family (mitigation, mitigable, mitigator)

This ensures deep processing before the SRS stage begins.

Step 3: Enter the Word into an SRS Tool (Anki, Quizlet, etc.)

Next, learners create digital flashcards that integrate the contextual information.

A typical SRS flashcard may include:

- Front: The sentence with a blank (*The government introduced new policies to _____ the environmental impact.*)
- Back: The target word (mitigate) + meaning + collocations

This transforms a simple flashcard into a context-rich learning item.

The SRS tool will automatically schedule future reviews according to memory strength.

Step 4: Review Using SRS at Optimized Intervals

Learners follow the spaced repetition schedule generated by the app:

- Day 1 → Review
- Day 3 → Review
- Day 7 → Review
- Day 15 → Review
- Day 30 → Review

Each review reinforces memory while preventing the forgetting curve.

During each review, learners should:

- Read the contextual sentence
- Recall the meaning mentally

- Say or write a new example sentence

This keeps learning active rather than passive.

Step 5: Reuse the Vocabulary in Actual Communication

To solidify long-term mastery, learners must *apply* the word:

- Use it in speaking tasks
- Write it in short paragraphs
- Incorporate it into presentations or classroom discussions
- Use it when summarizing videos or articles

This final step shifts the word from “recognition” to “production.”

1.1.3. Benefits of Combining Spaced Repetition Systems and Contextual Learning

The synergy between Spaced Repetition Systems (SRS) and Contextualized Learning offers an optimized strategy for vocabulary mastery, delivering both depth and durability of knowledge. Contextualized learning, which involves acquiring words through authentic texts, videos, or specialized articles, helps learners fully understand the meaning, nuances, and functional usage of new lexicon. This process is crucial for third-year students as it immediately reveals common collocations, Register (formal/informal use), and syntactic patterns, which are essential for academic accuracy. When paired with SRS, the process becomes highly efficient: the context ensures the word is learned deeply and correctly, while the SRS algorithm prevents the word from being forgotten by reinforcing these complex patterns at scientifically calculated intervals. This combination directly translates to better application in real communication, empowering learners to confidently apply vocabulary in high-stakes tasks like academic essays, classroom discussions, and professional presentations. Furthermore, this method is ideal for Academic and Professional Vocabulary (e.g., linguistics terminology or research language) , as context provides the necessary authentic academic usage while SRS ensures these technical terms are

committed to long-term retention. The approach also enhances motivation and engagement, maintaining the learning experience as structured, personalized, and time-efficient.

1.2. Retrieval Practice

Retrieval Practice is an effective learning strategy where the learner actively recalls previously studied information (vocabulary) from memory without looking at reference materials. This method is the opposite of passive study techniques like re-reading or highlighting.

Scientific Basis: The scientific foundation of Retrieval Practice lies in the Testing Effect, which indicates that the act of retrieving information from memory is not just a measure of knowledge but also a powerful form of learning. When the brain attempts to recall a vocabulary word, it creates a stronger and more durable access path for that word. This process helps solidify the information into long-term memory and resists forgetting.

Application Methods:

A common way to implement Retrieval Practice is by using flashcards: the student writes the English word on one side and the meaning/context on the other. During review, the learner looks at the English word side and attempts to recall the definition, pronunciation, collocations, or usage examples then flips the card to check. If the word is recalled successfully, the card is retained; if not, it is marked for later review.

A more modern variation involves using digital flashcard applications or vocabulary tools like Quizlet. Learners can study through formats such as multiple-choice quizzes, fill-in-the-blank, matching, or explicit recall exercises. Beyond flashcards, the method can be applied to other skills: for example, after reading an English lesson or looking up new words, the learner can wait a period of time (e.g., a few hours or a day), then try to write down all the words +

meanings + collocations you can remember on a blank piece of paper, or draw a mind map, or self-administer a quick test by asking and answering questions.

Practical Examples:

The learner prepares a two-sided word card:

- Side 1: The Vocabulary Word (e.g., "resilient").
- Side 2: Meaning, Part of Speech, Example: able to recover quickly; She is resilient after setbacks.

Practice Method: Look at the word side and actively try to recall the meaning, pronunciation, collocations, and one example sentence before flipping the card.

- If recalled successfully => Move to the "Good" pile, review later.
- If not recalled => Move to the "Needs Review" pile, repeat after a few minutes/hours.

Objective: To create a memory challenge rather than simply re-reading the material passively.

Effectiveness: Retrieval Practice offers several distinct advantages for vocabulary acquisition. Firstly, it leads to Longer Retention and Reduced Forgetting because information is reactivated repeatedly, solidifying it firmly in long-term memory and significantly mitigating the risk of future forgetting. Secondly, the method fosters Deeper and More Flexible Understanding; by requiring learners to self-generate context, collocations, and usage, their ability to apply words flexibly in communication, essay writing, or academic reading is notably improved. Thirdly, Retrieval Practice is More Effective than Passive Re-study; research indicates that passive methods like re-reading or highlighting only enhance recognition, whereas Retrieval Practice boosts the deeper ability of self-recall when no cues are provided. Finally, this technique is Highly Suitable for Large Volumes of Academic Vocabulary; for university students (especially those in their third year

who require specialized terminology and collocations), Retrieval Practice offers an effective alternative to rote memorization or cramming, helping them manage and retain a large lexicon efficiently.

1.3. Mnemonic

Mnemonic techniques (Mnemonic is derived from the Greek word *mneme*, meaning "memory") are memory aids that use verbal or visual cues to link new words with familiar or easily recalled data. Learners can employ phrases, songs, images, or associative stories to "encode" abstract vocabulary into easily retrievable associations. When the learner wishes to recall a word, they simply recall the created image or story, which then triggers the retrieval of the required content.

Scientific Basis: From a cognitive perspective, Mnemonics rely on the brain's ability to combine linguistic information (the word) with familiar imagery or structures, helping the brain create stronger and more accessible associations than passive memorization. By "encoding" new words through images, sounds, or stories, learners activate both the linguistic and visual systems in the brain, thereby improving long-term retention. Furthermore, Mnemonics not only aid fast initial memorization but also support the ability to recall information over extended periods.

Application Methods: Mnemonic techniques can be practically applied through several methods. One key method is the method of loci (memory palace), where the learner visualizes a familiar physical space, such as their house, a street, or their campus, and then "places" each new vocabulary word at specific locations within that mental map. For review, they mentally "travel" through this space to retrieve the corresponding items. Another powerful technique is story or image association, which involves students constructing a short, memorable story or vivid image in which each new word is linked to an event or picture within the narrative; creating a humorous, bizarre, or highly personal story ensures that recalling the story effectively triggers the associated vocabulary. Finally, sound

and letter association (acrostics or acronyms) uses sound or initial letters to create simple cues that help in remembering phonetic structures or meanings; for example, creating a memorable sentence whose initial sounds relate to the rules for the plural /es/ ending in English.

Practical Examples:

Phonetic/Grammatical Rule: To remember the rule for adding /es/ to nouns ending in the sounds /x, o, s, sh, ch, z/, a learner might use the imaginative sentence: "*Ông Sao Xanh Chiêu Shàng Dị*" (An image that links these final sounds phonetically).

Word Decomposition: When learning the word "metropolis" (meaning "large city"), the learner can break the word down into "*metro*" (subway/underground) and "*polis*" (city), then visualize a large city full of subways to easily recall the meaning.

Image Association: A similar technique for the word "millennium" might involve imagining the phrase "*Mi đan len suốt 1000 năm*" (Mi knitting continuously for 1,000 years) or visualizing a long spool of yarn stretching across a thousand years (a millennium).

Effectiveness: Mnemonic techniques offer several significant advantages for vocabulary acquisition, starting with faster and longer retention: they help learners memorize new words more quickly and retain them for longer periods than traditional rote learning, as numerous studies show that creating personal connections (through stories and images) activates the brain's storage and retrieval capabilities more effectively. Furthermore, this method promotes increased motivation and creativity, stimulating imagination as students design unique associations; learners often find the study process more engaging and even "fun" when tailoring mnemonics to new words, which simultaneously develops their imaginative and logical thinking skills by building strong links between new and known concepts. Lastly, mnemonics provide excellent support for self-study; because the method is proactive and highly personalized (learners create the mnemonics that work best for them), it is very suitable for self-directed

vocabulary learning, allowing students to memorize a large quantity of vocabulary without becoming bored or overwhelmed.

1.4. Narrative

The Narrative Method is a learning technique where learners construct or engage with a personalized or hypothetical story to "embed" new vocabulary into meaningful situations. When new words are placed within the story's context, learners not only remember the definitions but also understand the appropriate usage, nuances, and relationships between words.

Scientific Basis: Theoretically, the Narrative Method capitalizes on the human brain's natural inclination to remember information in story form. Cognitive studies indicate that information presented as a narrative (complete with characters, plot, and conflict) is more easily linked by the brain than isolated word lists, because a story establishes emotional, contextual, and temporal-logical connections. Narrative is also consistent with the principles of NLP (Neuro-Linguistic Programming), as it helps restructure perception and encode information through visualization and emotion in the learner's mind.

Application Methods: The narrative method is applied through several active, engagement-focused stages. Firstly, learners create personalized stories by developing a short, relevant narrative and deliberately integrating new vocabulary into the scenes, characters, or situational descriptions. For instance, in the context of business, a learner might imagine being an entrepreneur at a startup conference, consciously using words like "investment," "startup," and "pitch" within the dialogue. Following creation, learners must retell and rehearse the story, either verbally or in writing, repeatedly incorporating the new words; this practice strengthens memory and naturally trains the ability to use the vocabulary. To enhance practical application, simulated communication (role-play) can be organized by the learner or instructor, requiring students to step into the story's characters and use the new vocabulary in conversation, thereby bringing the narrative to life. Finally, learners are encouraged to reflect and expand the

narrative by adding details, modifying the plot, or continuing the story in sequels, ensuring ongoing opportunities to reuse vocabulary, consolidate knowledge, and explore more flexible linguistic usage.

Practical Examples

Business Theme: The learner imagines being a startup founder at a funding conference. In the story, they "pitch" their idea, discuss "revenue," "investment," and "market share" with an investor.

Crime Theme: The learner tells a story about a criminal investigation: the suspect is "arrested," an "investigation" is conducted, and "evidence" is found during the narration, the student uses crime vocabulary in a clear context.

Effectiveness: The narrative method offers several key benefits for vocabulary acquisition. Firstly, it promotes longer retention because by embedding new words into an emotionally engaging story, learners find the vocabulary easier to remember compared to studying isolated lists. Secondly, it supports the development of deep semantic understanding, as the narrative helps students grasp how words are used in real-life situations, including their collocations and subtle nuances of meaning. Thirdly, it leads to increased communicative ability; when students narrate or role-play the story's characters, they practice using the vocabulary in a simulated context that closely mirrors real-life interaction. Finally, the method fosters increased motivation and active learning because the act of creating one's own story makes the learning process more enjoyable, while simultaneously encouraging self-study as they actively choose the content and form of expression.

1.5. Esa

The ESA (Engage → Study → Activate) method is a three-phase instructional framework designed to teach vocabulary in a way that is both structured and dynamic. Originating from Jeremy Harmer's approach, ESA seeks to capture students' interest, facilitate deep learning of new vocabulary, and then prompt them to use that vocabulary actively in meaningful contexts.

Scientific Basis:

Engage: By first engaging learners emotionally and cognitively, this phase raises motivation and creates a positive mindset for learning. In this step, teachers can spark curiosity and connection through familiar topics or stimulating activities.

Study: This phase helps learners internalize vocabulary through focused study pronunciation, meanings, usage, and form. It supports deep processing, because learners don't just mechanically memorize; they analyze and understand how words function.

Activate: Here, learners apply their new vocabulary in communicative and creative ways, promoting retrieval, production, and flexibility. Using words in practical situations helps consolidate learning and build natural usage.

Application Methods:

Engage: Start a lesson or self-study by introducing a relevant and interesting prompt, this could be a discussion question, a short video, or a picture. For example, ask students to share personal experiences or current events related to the vocabulary topic.

Study: Guide learners through new vocabulary. This involves presenting the words, explaining pronunciation, defining meanings, showing example sentences, and highlighting collocations or usage. Teachers or learners can use activities like matching, gap fill, and pronunciation drills.

Activate: Provide opportunities to use the vocabulary in real or simulated contexts, such as role-plays, discussions, group projects, or problem-solving tasks. Encourage learners to produce language freely, even making mistakes is acceptable at this stage.

Practical Examples:

Imagine a vocabulary lesson on the topic “Media & News”:

Engage: Begin by showing a short YouTube news clip or asking questions such as “How do you consume news every day?” or “What makes news trustworthy?”

Study: Introduce vocabulary words like *headline, journalist, broadcast, editorial*. Explain meanings, pronunciation, usage in sentences, and different contexts where each word appears.

Activate: Organize a role-play: students act as journalists or news anchors and interview each other, write short news reports, or discuss a current event using the target vocabulary

Effectiveness: The ESA method yields several crucial benefits for vocabulary acquisition. It facilitates improved retention because learners actively engage with vocabulary across its various phases (engage, study, activate), making them more likely to remember the words due to reflection and meaningful use. Furthermore, it results in increased motivation; the engage phase helps build emotional investment in the topic, while the activate phase allows for creative expression, rendering the learning process less monotonous and more enjoyable. Critically, ESA promotes practical use of vocabulary as learners move beyond theoretical understanding to apply words in communicative scenarios, which significantly builds their confidence in real-life usage. Overall, the method ensures balanced learning, affirming that vocabulary instruction is not solely about mechanical memorization (study) but equally about meaningful interaction (activate) and motivational engagement (engage).

1.6. Etymology

Etymology is a vocabulary learning technique that involves investigating the origin and structure of a word (Latin, Greek roots, prefixes, suffixes) to gain a deeper understanding of its meaning and related concepts. When learners know the root or the constituent components (prefix, root, suffix), they can infer the meaning of new words and remember them more easily due to the historical linguistic connection.

Scientific Basis: From a cognitive perspective, etymology helps learners build a linguistic semantic network, as each word does not exist in isolation but resides within a large linguistic system containing many words that share the same root,

prefix, or suffix. Understanding word structure and etymological history helps the brain form stronger conceptual links, making recall easier and increasing the ability to apply that knowledge to other words belonging to the same "word family." Analyzing word roots also activates deep analytical processing, which helps learners not only remember the meaning but also understand the linguistic structure, thus enhancing the ability to reuse the words.

Application Methods: The etymology technique is applied through several analytical steps. Learners begin with root analysis: when encountering a new word, they research its fundamental components, such as its root (Latin, Greek, etc.), prefixes, and suffixes (e.g., dividing "biology" into "bio-" for life and "-logy" for study). This leads to the next step, building a "word family," where related words (such as *biology*, *biography*, *biodegradable*) are grouped to facilitate memorization and semantic association. To visually reinforce these connections, learners create a word map (a diagram or table listing the root, derived words, meanings, and example sentences). Finally, to practice linguistic creativity, learners can engage in word coinage by attempting to invent new (hypothetical) words or phrases based on the known roots, thereby enhancing both their word analysis and creative linguistic skills.

Practical Examples:

The word "photography": Analyze it as "photo-" (light) + "-graphy" (writing/description). The learner visualizes light being recorded by a camera => easily remembers the meaning "the process of recording images."

The word "telecommunication": "tele-" (far/distant) + "communicate" (to share information) + "-ion" => "communication over a distance" => integrate this into a word map, listing other words using "tele-" such as *telepathy* or *telemetry*.

Create a Short Text or Story: "*In the future, telecommunication will allow people to send thoughts and data through telepathy, recording them like a tele-log.*"

Effectiveness: The Etymology technique yields significant benefits for language learning. It ensures increased long-term retention because understanding the deep structure of a word allows learners to easily recall its components and even infer

the meaning of related, unfamiliar words that share the same learned root. This analytical capacity contributes to faster vocabulary expansion, as root analysis grants learners the power to accurately guess the meaning of many new words they have not explicitly studied. Furthermore, learning through etymology promotes the development of linguistic thinking, enhancing the ability to analyze complex word structures and understand the logical relationships between words, which ultimately results in an increased self-directed learning skill where learners proactively and independently expand their lexicon based on sound linguistic principles.

2. Suggested Vocabulary Learning Tools

2.1. Anki – Spaced Repetition Flashcards



Introduction: Anki is a powerful digital flashcard application designed based on the *Spaced Repetition System (SRS)*. It automatically schedules review intervals so learners can revisit vocabulary right before they forget it, making it one of the most efficient tools for long-term retention.

How to Use: Learners create their own flashcards or download shared decks. Each flashcard includes a word, definition, pronunciation, and example sentence. After

reviewing, students choose how well they remember the item (“Again,” “Hard,” “Good,” “Easy”), and Anki uses an algorithm to place the card into future review cycles.

Effectiveness: Anki is highly effective for long-term memory. The spaced repetition algorithm significantly improves retention, especially useful for large vocabulary loads in academic English or exam preparation. It encourages daily micro-learning and builds strong recall ability.

Limitations: The interface is not very user-friendly for beginners, and creating high-quality decks requires time and effort. Without consistency, the review queue can quickly become overwhelming.

2.2. Quizlet – Interactive Flashcards



Introduction: Quizlet is a popular learning platform offering digital flashcards, quizzes, and interactive games. It provides a visually appealing environment suitable for learners who enjoy engaging and playful learning methods.

How to Use: Students can create their own study sets or choose from a large library of ready-made sets. Quizlet offers multiple study modes: Flashcards, Write, Spell, Match, and Test. Teachers can also assign sets to students for group learning or classroom activities.

Effectiveness: Quizlet is highly motivating due to its game-based activities and user-friendly interface. It supports visual and auditory learners, encourages

regular review, and allows classroom integration. The variety of study modes helps learners reinforce vocabulary from multiple angles.

Limitations: Quizlet does not use a true SRS algorithm (only partial spacing features), so its effectiveness is lower than Anki for long-term retention. Some user-made sets may contain errors, requiring careful selection.

2.3. Memrise – Mnemonic-Based Learning



Introduction: Memrise is a vocabulary-learning app that uses mnemonics, images, humor, and memory tricks to help learners remember words more easily. It is designed around the concept that memorable associations accelerate vocabulary retention.

How to Use: Users choose a course (e.g., English vocabulary for beginners, IELTS vocabulary) and learn through short sessions. Each word is accompanied by mnemonic suggestions created by the community, audio clips, example sentences, and spaced reviews.

Effectiveness: Memrise helps learners store new words quickly by linking them to vivid mental images or funny sentences. This reduces cognitive load and is especially effective for learners who struggle with rote memorization. The app is engaging and suitable for short daily sessions.

Limitations: Mnemonics help with remembering meaning, but they do not always develop deep contextual understanding. Learners may remember the mnemonic instead of the actual usage if they do not practice the words in real context. Internet connection is needed for most features.

2.4. Duolingo – Gamified Vocabulary Practice



Introduction: Duolingo is a highly popular gamified language-learning app that teaches vocabulary through structured lessons, challenges, and streak-based motivation. It is designed like a mobile game, making learning enjoyable and accessible.

How to Use: Learners progress through themed units (e.g., Food, Travel, Daily Activities). Each lesson involves translation exercises, sentence completion, listening tasks, and vocabulary repetition. Streaks, XP points, and daily rewards keep learners engaged.

Effectiveness: Duolingo is ideal for developing basic vocabulary and daily learning habits. Its friendly design reduces anxiety for beginners and motivates sustained practice. Repetition within lessons helps learners internalize high-frequency vocabulary.

Limitations: Vocabulary learning on Duolingo can be superficial, with limited explanations of grammar or pronunciation. The app is less suitable for advanced learners needing academic vocabulary. Repetition is fixed and not based on a true spaced repetition algorithm.

3. Further solutions for improving learning vocabulary

3.1. Collocation Journal

Collocation Journaling is proposed as a vital strategy for third-year English majors to improve the naturalness and accuracy of their output. Moving beyond basic word definitions, this method requires students to meticulously record the frequent word partnerships (collocations) associated with new academic and professional vocabulary (e.g., *conduct a survey*, *exert an impact*). This proactive approach directly addresses the common issue of non-native usage often seen in complex writing and speaking tasks. By documenting typical verb-noun, adjective-noun, and adverb-adjective pairings, students systematically build a more authentic linguistic competence, which is essential for achieving high scores in specialized coursework and future professional communication.

3.2. Reverse Dictionary Practice

Reverse Dictionary Practice is an effective active retrieval technique designed to strengthen the productive vocabulary skills of advanced learners. Instead of passively recognizing a word from its definition, students are required to move from a concept or definition they want to express, to the precise target word. For example, students define “*The quality of not giving up despite difficulty*” and then must actively recall the appropriate high-level word like 'perseverance' or 'tenacity'. This practice serves as a powerful form of self-testing, compelling the brain to actively retrieve information from long-term memory. The constant effort required for this retrieval dramatically enhances both the accessibility and the fluency of academic vocabulary during high-pressure communicative situations, such as oral presentations or impromptu debates.

3.3. AI Prompt for Context Creation

Leveraging Artificial Intelligence (AI) tools like Gemini or ChatGPT through AI Prompt for Context Creation offers a highly personalized solution for applying specialized vocabulary. Third-year students can provide the AI with a list of

complex academic words (e.g., *inherent*, *paradigm*, *susceptible*) and instruct the tool to generate tailored scenarios or texts relevant to their specialization (e.g., "Write a persuasive email using these words to a potential client about a marketing strategy"). This moves vocabulary application from abstract memorization to practical use within a simulated professional environment. The ability to generate complex, relevant, and varied contextual input on demand significantly reinforces the student's ability to use new terms appropriately in their disciplinary discourse, thus closing the gap between knowing a word and being able to use it effectively.

3.4. Vocabulary Speed Dating/Debate

Vocabulary Speed Dating/Debate is an interactive, high-stakes activity that pushes students to use advanced vocabulary under time and social pressure. Students are paired up and given a mandatory list of academic terms (e.g., 10 specific words) which they must seamlessly integrate into a short discussion or debate on a given topic (e.g., *Ethical Dilemmas in AI*). This method transitions vocabulary practice from an individual cognitive task to a collaborative performance skill. The pressure to recall and deploy the target words spontaneously and accurately improves fluency and lexical access, preparing students for the fast-paced demands of academic seminars and future workplace negotiations.

3.5. Critical Vocabulary Analysis

Critical Vocabulary Analysis is a technique that deepens the student's understanding of the nuances and rhetorical power of words, moving beyond simple dictionary definitions. This involves meticulously comparing synonyms (e.g., *disrupt* vs. *interrupt*, *mitigate* vs. *lessen*) to understand differences in connotation, formality, and rhetorical function. For instance, students analyze why a scholarly article uses '*mitigate*' to discuss reducing risk, rather than the simpler term '*lessen*'. By systematically documenting these subtle differences, third-year students develop the advanced linguistic sophistication necessary to select the most appropriate and impactful vocabulary in their academic writing

and formal presentations, thereby significantly enhancing the overall quality and precision of their language output.

4. Supporting Vocabulary Learners Effectively

4.1. Diagnose and Align with Specialized Needs

Understanding learners' needs remains the cornerstone, but for third-year students, this means diagnosing specialized vocabulary gaps and professional goals. Teachers should actively gather data on students' intended career paths (e.g., translation, teaching, business communication) to tailor lexical input. Insight gathering should focus on identifying challenges related to using complex collocations, managing lexical bundles, and mastering register (formality). By designing instruction that directly addresses these advanced needs, instructors reinforce the relevance of vocabulary learning, thereby boosting engagement and fostering the intrinsic motivation necessary for self-directed learning.

4.2. Cultivate a Culture of Lexical Risk-Taking

A supportive classroom atmosphere for advanced students must evolve into a culture of lexical risk-taking. Learners at this level often hesitate to experiment with sophisticated vocabulary for fear of making awkward or unnatural errors in front of peers or lecturers. Teachers must explicitly affirm that lexical errors in an academic context are diagnostic tools for fluency development, not failures. By providing non-judgmental, constructive feedback focused on accuracy and naturalness (collocations), educators encourage students to boldly attempt new expressions. This safe environment is crucial for transforming passive, high-frequency academic vocabulary into active, confident use in professional settings.

4.3. Establish Peer Review and Collaborative Editing Groups

Peer interaction for third-year students should transition from simple study groups to structured Peer Review and Collaborative Editing Groups. Students should be trained to provide sophisticated feedback focusing on lexical precision, academic register, and appropriate collocations in their peers' written assignments or

presentations. Through tasks like cross-editing essays or conducting simulated professional discussions, students actively reinforce their understanding of word usage nuances. This collaborative environment not only deepens mastery of target vocabulary but also develops critical professional skills in feedback provision and language editing, essential for future career success.

4.4. Prioritize Academic and Discipline-Specific Vocabulary

Instructional focus must shift almost exclusively to Academic Vocabulary (AWL) and Discipline-Specific Vocabulary relevant to their chosen specialization. At this stage, foundational vocabulary is assumed. Teachers must prioritize complex lexical items, phrasal verbs, and nominalizations commonly found in advanced scholarly texts and professional reports. This targeted approach is strategic: by concentrating on vocabulary that yields the greatest communicative return in high-stakes academic and professional environments, educators ensure that students acquire a robust lexical repertoire that directly supports their critical reading comprehension and high-level production skills required for dissertations and job applications.

4.5. Integrate Vocabulary with Advanced Production Tasks

To ensure that advanced vocabulary moves from memorization to functional ability, its learning must be fully integrated into advanced language skills practice, focusing primarily on academic writing and professional speaking. When new terms are consistently embedded in real-world tasks such as writing literature reviews, delivering persuasive pitches, interpreting complex texts, or summarizing research findings, students gain repeated, meaningful application. This integration enhances retention and deepens the semantic and pragmatic understanding of words, enabling students to transform sophisticated lexical knowledge into active, high-level communicative competence demanded by the professional world.

PART III: CONCLUSION

1. Conclusion

This study examined the effectiveness of modern vocabulary learning methods among third-year English major students at Hai Phong University of Management and Technology (HPU). As higher-level learners, these students are at a critical transition point where general English proficiency must evolve into specialized academic and professional competence. By analyzing their frequency of practice, preferred strategies, usage of digital tools, and the challenges they face, the research provides an in-depth understanding of how advanced learners navigate vocabulary acquisition in a technology-enhanced environment.

The findings indicate that third-year English majors are not only familiar with but also increasingly reliant on modern approaches. Regarding the perceived effectiveness of these strategies, there is a significant consensus: Spaced Repetition is overwhelmingly viewed as the most superior method, with a staggering 80% of respondents identifying it as the most effective for long-term retention. This dominant preference places other techniques at a distant second, with Contextualized learning favored by 10%, and Digital content or Mnemonics receiving minimal support. This massive gap suggests that students at HPU have strong, shared confidence in systematic, evidence-based review systems for mastering advanced language.

Furthermore, the research reveals an impressive level of success when applying these modern techniques to academic language. A total of 90% of the survey group acknowledges a positive impact on their specialized language acquisition, with 80% rating these methods as "Very effective" for learning domain-specific terminology. This confirms that modern methodologies are exceptionally well-

suiting for the complex linguistic demands of linguistics, literature, translation, and interpretation courses.

Digital tools play a significant role in these learning habits, with Quizlet being the most widely used tool, followed by AI-based platforms like ChatGPT and Grammarly. However, despite the popularity of these tools, their use is not always systematic. Students still report difficulties in maintaining consistent study habits, managing digital distractions, and finding high-quality materials to input into applications.

2. Limitations of the study

Several limitations should be acknowledged to contextualize the findings of this research.

First, the study was conducted only with third-year English majors from HPU, which restricts the generalizability of the results to other year levels, academic majors, or institutions. Students' learning behaviors and needs may vary significantly depending on their academic background or exposure to technology. Second, the research relied heavily on self-reported data from questionnaires. Although this method provides valuable insight into learners' perceptions, it is inherently subjective and may not accurately reflect actual behavior. Students may overestimate or underestimate their frequency of practice, the effectiveness of tools, or the challenges they encounter.

Third, the study did not include empirical testing of vocabulary outcomes. Without pre-test and post-test measurements, it is not possible to determine the actual impact of each vocabulary learning method on students' performance. The findings therefore reflect perceptions rather than measurable vocabulary progress. Fourth, the scope of modern vocabulary learning strategies included in the survey was limited to the most common methods. Other advanced strategies such as corpus-assisted learning, lexical notebooks with academic collocations, or data-driven learning were not explored.

Lastly, although the study incorporates informal interviews, a larger pool of qualitative data (e.g., classroom observations or longer structured interviews) would have strengthened the reliability and depth of the findings.

3. Suggestions for further study

Future research could expand on this study in several ways. First, researchers could include multiple year groups or compare students from different universities to develop a broader understanding of vocabulary learning behaviors across contexts. Second, incorporating experimental or longitudinal methods such as tracking vocabulary progress before and after using specific techniques would provide more objective evidence about the effectiveness of modern strategies like spaced repetition, contextualized learning, and mnemonic-based systems. Third, further studies could explore discipline-specific vocabulary acquisition in greater depth, examining how students in translation, interpretation, TESOL, or literature programs handle specialized terminology. Additionally, qualitative investigations such as classroom observations or focus-group interviews could offer deeper insights into how students actually apply modern learning methods in real academic situations. Finally, future research may explore how AI-powered tools can be optimized for advanced vocabulary learning and how institutions can design training programs to help students use these technologies in more strategic and autonomous ways.

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APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS (ENGLISH VERSION)

1. How often do you use modern vocabulary learning methods (e.g., SRS, contextual learning, mnemonic techniques)?

- A. Daily
- B. 3–4 times per week
- C. 1–2 times per week
- D. Rarely
- E. Never

2. How much time do you typically spend using modern vocabulary learning techniques per study session?

- A. Less than 10 minutes
- B. 10–20 minutes
- C. 20–40 minutes
- D. More than 40 minutes

3. Which modern vocabulary learning method do you use most frequently?

- A. Spaced Repetition (e.g., Anki, Quizlet SRS)
- B. Contextualized learning (reading, videos, authentic texts)
- C. Mnemonics or Memory Palace
- D. Learning through digital content (podcasts, YouTube, social media)
- E. I do not use any modern methods

4. Which modern vocabulary learning method do you think is most effective for you?

- A. Spaced Repetition (e.g., Anki, Quizlet SRS)
- B. Contextualized learning (reading, videos, authentic texts)
- C. Mnemonics or Memory Palace
- D. Learning through digital content (podcasts, YouTube, social media)
- E. I am not sure

5. How effective are these modern methods for helping you learn specialized vocabulary in linguistics, literature, translation, or interpretation?

- A. Very effective
- B. Moderately effective
- C. Slightly effective
- D. Not effective
- E. I do not use them for specialized vocabulary

6. Which digital tools do you frequently use for vocabulary learning?

- A. Anki
- B. Quizlet
- C. Memrise
- D. Duolingo
- E. AI tools (ChatGPT, Grammarly, Elsa, etc.)
- F. I do not use any digital tools

7. How often do you use AI-powered tools (e.g., ChatGPT) to learn or practice new vocabulary?

- A. Daily
- B. Several times per week
- C. Occasionally
- D. Rarely
- E. Never

8. What is the biggest challenge you face when applying modern vocabulary learning methods?

- A. Difficulty creating consistent habits
- B. Difficulty finding quality material to load into the app
- C. Distractions due to devices
- D. Time consuming personalization
- E. Others

9. Which kind of support would help you improve your vocabulary learning the most?

- A. Workshops on modern or advanced vocabulary methods (SRS, digital learning)
- B. More technology-integrated lessons
- C. Access to specialized vocabulary resources for English majors
- D. Guided training on AI tools
- E. Peer study groups or academic clubs

APPENDIX 1.2: QUESTIONNAIRE FOR STUDENTS (VIETNAMESE VERSION)

1. Bạn sử dụng các phương pháp học từ vựng hiện đại (ví dụ: SRS, học theo ngữ cảnh, kỹ thuật ghi nhớ) thường xuyên như thế nào?

- A. Hàng ngày
- B. 3-4 lần mỗi tuần
- C. 1-2 lần mỗi tuần
- D. Hiếm khi
- E. Không bao giờ

2. Bạn thường dành bao nhiêu thời gian cho mỗi buổi học để sử dụng các kỹ thuật học từ vựng hiện đại?

- A. Dưới 10 phút
- B. 10-20 phút
- C. 20-40 phút
- D. Hơn 40 phút

3. Bạn sử dụng phương pháp học từ vựng hiện đại nào thường xuyên nhất?

- A. Lặp lại ngắt quãng (ví dụ: Anki, Quizlet SRS)
- B. Học theo ngữ cảnh (đọc, video, văn bản thực tế)
- C. Kỹ thuật ghi nhớ Mnemonics hoặc Cung điện Trí nhớ
- D. Học thông qua nội dung kỹ thuật số (podcast, YouTube, mạng xã hội)
- E. Tôi không sử dụng bất kỳ phương pháp hiện đại nào

4. Bạn nghĩ phương pháp học từ vựng hiện đại nào hiệu quả nhất đối với bạn?

- A. Phương pháp lặp lại ngắt quãng (ví dụ: Anki, Quizlet SRS)
- B. Học tập theo ngữ cảnh (đọc, xem video, xem văn bản thực tế)
- C. Phương pháp ghi nhớ Mnemonics hoặc Cung điện Trí nhớ
- D. Học thông qua nội dung kỹ thuật số (podcast, YouTube, mạng xã hội)
- E. Tôi không chắc chắn

5. Các phương pháp hiện đại này hiệu quả như thế nào trong việc giúp bạn học từ vựng chuyên ngành trong ngôn ngữ học, văn học, dịch thuật hoặc phiên dịch?

- A. Rất hiệu quả
- B. Hiệu quả vừa phải
- C. Hiệu quả thấp
- D. Không hiệu quả
- E. Tôi không sử dụng chúng cho từ vựng chuyên ngành

6. Bạn thường xuyên sử dụng công cụ kỹ thuật số nào để học từ vựng?

- A. Anki
- B. Quizlet
- C. Memrise
- D. Duolingo
- E. Công cụ AI (ChatGPT, Grammarly, Elsa, v.v.)
- F. Tôi không sử dụng bất kỳ công cụ kỹ thuật số nào

7. Bạn sử dụng các công cụ hỗ trợ AI (ví dụ: ChatGPT) để học hoặc luyện tập từ vựng mới thường xuyên như thế nào?

- A. Hàng ngày
- B. Vài lần mỗi tuần
- C. Thỉnh thoảng
- D. Hiếm khi
- E. Không bao giờ

8. Thử thách lớn nhất bạn gặp phải khi áp dụng các phương pháp học từ vựng hiện đại là gì?

- A. Khó tạo thói quen nhất quán
- B. Khó tìm tài liệu chất lượng để tải vào ứng dụng
- C. Bị phân tâm bởi thiết bị sử dụng
- D. Việc tự cá nhân hóa các phương pháp mất thời gian
- E. Khác

9. Hoạt động hỗ trợ nào sẽ giúp bạn cải thiện việc học từ vựng tốt nhất?

- A. Hội thảo về các phương pháp học từ vựng hiện đại hoặc nâng cao (SRS, học tập kỹ thuật số)
- B. Các bài học tích hợp công nghệ nhiều hơn
- C. Truy cập vào các nguồn từ vựng chuyên ngành dành cho chuyên ngành tiếng Anh
- D. Hướng dẫn cách sử dụng các công cụ AI
- E. Nhóm học tập hoặc câu lạc bộ học thuật

APPENDIX 2. INFORMAL INTERVIEW

1. What vocabulary learning methods do you usually use on your own?

(To identify commonly used traditional and modern vocabulary learning strategies.)

2. Have you used any modern vocabulary learning methods such as spaced repetition, contextual learning, or mnemonic techniques? If yes, which ones?

(To examine students' exposure to and familiarity with modern methods.)

3. What digital tools or applications do you use for vocabulary learning (e.g., Anki, Quizlet, Memrise, Duolingo, AI tools)?

(To explore the role of technology in students' self-directed learning.)

4. What difficulties do you often face when learning vocabulary, especially specialized or academic vocabulary?

(To identify challenges related to retention, material curation, or application.)

5. How effective do you think modern vocabulary learning methods are compared to traditional methods?

(To gather students' personal evaluations and comparisons.)

6. What factors most influence your motivation to learn vocabulary independently?

(To explore emotional, academic, or environmental influences.)

7. What support or activities do you expect from teachers or the university to improve vocabulary learning?

(To collect suggestions for pedagogical and institutional improvements.)