BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

ISO 9001:2015

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên   : Nguyễn Thị Bích Ngọc

Giảng viên hướng dẫn: Th.S Nguyễn Thị Quỳnh Chi

HẢI PHÒNG - 2019

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

A STUDY ON TECHNIQUES TO LEARN AND IMPROVE ENGLISH LEXICAL RESOURCE FOR THE THIRD - YEAR ENGLISH MAJORS AT HAI PHONG PRIVATE UNIVERSITY

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH

Sinh viên   : Nguyễn Thị Bích Ngọc

Giảng viên hướng dẫn: Th.s Nguyễn Thị Quỳnh Chi

HẢI PHÒNG - 2019

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Nguyễn Thị Bích Ngọc.   Mã SV: 1412751024

Lớp: NA1802.   Ngành: Ngôn Ngữ Anh

Tên đề tài: A study on techniques to learn and improve English lexical resource for the third - year English majors at Hai Phong Private Universiry

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

2. Các số liệu cần thiết để thiết kế, tính toán.

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

3. Địa điểm thực tập tốt nghiệp.

……………………………………………………………………………………..

……………………………………………………………………………………..

……………………………………………………………………………………..

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên: Nguyễn Thị Quỳnh Chi

Học hàm, học vị: Thạc sĩ

Cơ quan công tác: Trường Đại học Dân Lập Hải Phòng

Nội dung hướng dẫn: A study on techniques to learn and improve English lexical resource for the third - yeat English majors at Hai Phong Private University.

Người hướng dẫn thứ hai:

Họ và tên:...

Học hàm, học vị:...

Cơ quan công tác:...

Nội dung hướng dẫn:..

Đề tài tốt nghiệp được giao ngày … tháng ….. năm …..

Yêu cầu phải hoàn thành xong trước ngày …. tháng ….. năm ……

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

    Sinh viên   *Người hướng dẫn*

Nguyễn Thị Bích Ngọc   Th.S Nguyễn Thị Quỳnh Chi

Hải Phòng, ngày .... tháng........năm 20..

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

ABSTRACT

This graduation thesis studies on techniques to learn and improve English lexical resource for the third-year English majors at Hai Phong Private University. The thesis is divided into four parts. The first part is the overview of the study. The second part presents literature review of lexical resource and learning lexical techniques. The third part shows the results of the research and the final part is some suggestions for the problems. The aim of this thesis is to determine common difficulties which students encounter in learning English lexis and come up with some solutions to them. The methodology in this research is quantitative methodology with two data collecting techniques: questionnaire and document analyzing.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF ABBREVIATION

Etc	Et cetera	Vân vân
HPU	Hai Phong Private University	Đại Học Dân Lập Hải Phòng
Pp.	Page	Trang
E.g.	Exempli gratia	Ví dụ

CHAPTER 1: OVERVIEW OF THE STUDY

1.1. Rational of the study

In the tendency of integration of the global economic. English has become the global language means for multinational and multicultural communication. With the rapid development and expansion of informatic technologies, it is the most widely spoken foreign language in the world. Nowadays, it plays a vital role in many fields in the life including business, tourism business, foreign trade, science, technology, education, entertainment and so on. In Vietnam, English is known as a key language tool to success in science technology and get in touch on an international level. It is undeniable that the importance of English has increased day by day in Vietnam. The number of English speakers has been on the rise for many years. Therefore, there has been an explosion in the need of teaching and learning English in Vietnam.

However, to learn English as well as any new languages requires English learners to understand vocabulary meaning and use it well at first because vocabulary of a language is a minimum self-requirement of those who want to learn a foreign language such as English. The reason is that "vocabulary is central to language and critical importance to the typical language learner. Wilkins (1974) stated that ''there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say…while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Other scholars such as Richards (1980) and Krashen (1989) also indicated many reasons for devoting attention to vocabulary: "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem'', emphasizing that vocabulary plays an extremely essential role in language and the critical role of vocabulary learning in capturing a language as well. In addition, the importance of vocabulary was also mentioned by Vermeer (1992): "Knowing words is the key to understanding and being understood. The bulk of learning a new language consists of learning new words. Grammatical knowledge of vocabulary does not make for great proficiency in a language". It means that even someone has good grammar but it will be useless if they do not know many vocabularies. Lack of lexical resource

knowledge will result in lack of meaningful communication, making learners have difficulties in study English, feeling reluctant to fluently. Without a sufficient understanding of words, English learner cannot communicate and express their own ideas or feeling both in spoken and written effectively. Therefore, improving vocabulary size is essential in any language classes, especially in student's learning English as their major at Hai Phong Private University. In conclusion, the learning vocabulary is obviously a very significant aspect in foreign language methodology and English methodology. As an English major student, we should increase our vocabulary more and more. Having a large range of lexical resource make study English easily. It is also important to improve our skills in English.

Despite the obvious importance of vocabulary, surely, there still remain some problems in learning English vocabulary, particularly at Hai Phong Private University (HPU), there is a fact that the third year English major at HPU have poor the a number of economic English vocabulary. Surprisingly, students may be very good at doing grammatical exercises, but they find it hard to communicate well in English. Furthermore, students may own enough vocabulary but they are unable to put it to productive use and to form words and utterances in communication. In contrast, there is a fact that the economics term is an interesting and complex thing as well. Hence, many students have to face some difficult problems in sufficient awareness of both the vivid existence and meaning of economic terms and academic vocabulary. That makes students become fed up with learning English vocabulary. Another reason is quite traditional and passive in both teaching and learning methods and similar activities day by day.

For the obvious reasons above, it is an urgent need to take priority in English vocabulary learning. Therefore, I would like to suggest some appropriate and effective techniques of learning vocabulary to third year English major students at HPU with hope that the students acquire not only the meaning but also the active use of words for various purposes at first. Secondly, applying vocabulary learning techniques in their learning process make them become independent and gain active positions in learning the vocabulary knowledge. Due to my English knowledge limitation and the frame of the graduation paper, the research ambition in this graduation paper is offering insightful techniques to

deal with this problem. For this reason, I would like to carry on this study with the title: "A study on techniques to learn and improve English lexical for the third year English major students at Hai Phong Private University.

1.2. Aims of the study

As an English department student, the main purpose of this study is to provide some suggested techniques in learning English vocabulary for the third year English major students to make students more interested in learning English vocabulary as well as mastering English vocabulary in the most effective way. In order to gain this aim, the specific objectives of the study are:

Firstly, the study focuses on the theory related to vocabulary, awareness of the importance of vocabulary and learning vocabulary techniques, as well as psychology features and characteristics of third year English major students.

Secondly, the study explores the real situations and problems which students have to encounter in learning English vocabulary.

Thirdly, the study investigates the student's attitudes toward learning vocabulary

Finally, the main purpose of this study is to suggest some effective and productive techniques that can be applied and suited for third year English major students-HPU to improve and boost English vocabulary learning, enrich and strengthen their own vocabulary as well as attracts students' interest as much as possible.

1.3. Research participants

My study research participant aims to third year English major students at HPU who are exposed and study English day by day. As the first- year and second-year students, they have to study foundation skills such as basic listening, speaking, reading and writing skills to support the specialized center knowledge during the next years. Third year students at English Faculty have to study English for specific purposes in which they mainly learn specialized vocabulary such as economy, translation… Therefore, more than anyone, the interesting methods for this student to learn English vocabulary is extremely necessary to help them master English course after nearly four years at HPU.

1.4. Research questions

The study was an investigation of learning English vocabulary (lexical resource). It aimed to reveal the real situation of their vocabulary learning

techniques. The whole study was made up with two parts: a questionnaire and an interview. The questions it tried to answer are as follows:

    a) What are the common ways of learning English vocabulary among the third – year English majors at HPU?

    b) What are the difficulties in of learning English vocabulary among the third – year English majors at HPU?

    c) What are the favourite techniques in learning English vocabulary applied by the third – year English majors at HPU?

1.5. Scope of the study

To investigate the vocabulary learning techniques employed to learn new words, the study will only concentrate on students in 2 classes of K20 – English majors (NA2001; NA2001N) include 42 students in Faculty of Foreign Languages (FFL) at Hai Phong Private University and find out ways that could help improve their vocabulary learning.

As a graduation thesis, it is impossible for my study to cover all the matters of vocabulary learning which third year English major students HPU encounter. In fact, there are lots of different techniques to learn English vocabulary for student. It requires much time and effort. Furthermore, English vocabulary includes meaning, pronunciation, and spelling. Bound by the limited of time, experience to some extent and my knowledge, so that I would chiefly focus on giving some proposals to overcome discovered difficulties and to improve students vocabulary ability. I hope that the above targets may be reached in the best way and my research will receive contributive comments from readers-my teachers and friends.

1.6. Research methodology

A host of methods have been applied to implement and fulfill this graduation paper:

Firstly, in order to perform this study, I firstly choose the method of analyzing the data based on survey questionnaires for students. In addition, some direct interviews with a number of experienced teachers are carried out to get the most objective and reliable information on the English vocabulary teaching and learning. The data and information collected is the basis background for my study.

Secondly, during the process of writing this thesis, I also base myself on the theory and principles I have learnt from my teachers, my supervisors at English Faculty- HPU. Moreover, I have already collected and read documents from book in library and previous papers in the internet to complete this study. Some of documents which my supervisor introduced and provided are greatly useful for my research. The collection and adaptation from some useful magazines and newspapers is also one of the sources serving my study.

Lastly, my own experience gained at and my experience in learning English during my study at HPU also provides me with favorable conditions to the accomplishment of the study.

1.7. Organization of the study

The research work has three main parts, namely: Introduction, Development and Conclusion. The part "Development" consists two chapters.

Chapter 1 is entitled "Literature review". It includes 4 sections. The section one is about definition of vocabulary, the next section talked about the types of vocabulary, then the section 3 is talked about the important role of vocabulary and other one is learning English vocabulary techniques and it is also the most important part of this chapter.

Chapter 2 is named "Research Findings". It has three sections. Section one is devoted to the survey which focuses on the methods used to gather and analyze data and describes the current situation of students at HPU. The second section presents data analysis based on the collected results of the survey. The last section makes discussion of some common techniques used by students and suggested some techniques to students.

Chapter 3 is entitled: "Recommendations to improve English vocabulary learning skill of students". It provides some recommendations for improvement of the vocabulary comprehension.

CHAPTER 2: LITERATURE REVIEW

2.1. Vocabulary (Lexical resource)

Vocabulary plays an important role in any language learning. Learning vocabulary is basic skill to study English. Vocabulary very influences our listening, speaking, reading and writing skill. And when we need to use many different words to express our sentence, our problem is how to use a few words to draw an overview picture. More specifically, we should understand the factors in Lexical Resources criteria: Abundance and accuracy; using collocation; paraphrase ability; using idioms.

Several studies have shown that fluent English speakers use a few common words. Instead, they use more academic words. This also means that proficient use of academic terms demonstrates the learner's English vocabulary progress. Besides the variety of vocabulary, the accuracy of word usage is also a criterion in the test.

2.1.1. The definition of vocabulary.

This thesis will be incomplete if the concept of vocabulary is not referred. So what is vocabulary? As Hornby (2006) in "Cambridge Advanced Learners Dictionary of Current English" defied that "all the words known and used by a particular person and all the words which exist in a particular language or subject, the words that people use when they are talking, and a list of words with their meanings, especially in a book for learning a foreign language" .Knowing a word, however, is not as simple as merely being able to recognize or use it.

Definition of vocabulary is also simplified by Richards and Renandya (2002) is a core component of language proficiency and provides much of the basis to how well learners speak, listen, read and write. Richards (2000) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention to. Many authors have similar definitions about vocabulary. Definition is made by Webster's Dictionary (1993 – 327) "Vocabulary is a list or group of words and phrase, usually in alphabetical order". Additionally, Diamond and Gutlohn (2006) suggest that "vocabulary is the knowledge of words and their meaning". In general, vocabulary is a component of language that maintains all of information about meaning and using word in language. This means that without establishing

a strong vocabulary base first, comprehension and use of a language will not be achieved.

According to Nation (2008) stated that vocabulary is central to language. The quotations mean that vocabulary is the main element of language. Language is the expression which is constructed by words or vocabulary. Language is the expression which is constructed by words or vocabulary. Words are tools which used to think, to express idea and feeling, and to learn about world. In language learning vocabulary is an essential component. It links to four skills of listening, speaking, reading and writing.

In contract, some authors suggest more complex definitions about vocabulary. According to Hatch and Brown (1995) defied that vocabulary as a list of target language words for particular language or a list of words that the individual speaker might be. It can be said that vocabulary is a word or a list with meaning and is known by speakers and is used to communicate among those speakers and used by a group or individual.

In conclusion, what the definitions above about vocabulary have in common is the fact that vocabulary knowledge requires not only word meanings knowledge, but it requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired. Of all the above definitions, a vocabulary usually developed with age, served as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

2.1.2. The importance of vocabulary (lexical resource).

In every language, it is impossible to assume the importance of vocabulary in learning languages in general and English learning in particularly because of some different reasons.

Firstly, learning language can be regarded as the most cognitively demanding duty learners may encounter. Most of the grammar of a language is basically acquired by everyone. Nonetheless, people still continue learning new words all their life (Schmitt, 2000). Nagy stated that "the expansion and elaboration of vocabularies is something that extends across a lifetime (2005).

Secondly, Tarigan (1984) pointed out the importance of vocabulary in language is essential for successful language use, because without an extensive

vocabulary, someone will be unable to use structure and function that has learned for comprehensible communication. Someone uses vocabulary to listen, read, speak, and write effectively.

Still, Nation (2001) also stated that readers need to know at least 97% of the vocabulary in a text for an adequate understanding of it. Without knowledge of the key vocabulary in a text, a learner may have serious trouble in understanding the message. The knowledge of vocabulary (word) meanings and the ability to access that knowledge efficiency are recognized as important factors in reading and listening comprehension, speaking and writing fluency. This is to say that the comprehension of a language depends on the amount of words that are known in that language. Only when having a great number of the vocabulary can we make a progress in developing four basic English skills. So that vocabulary knowledge is often considered as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

Lastly, vocabulary helps people with language production. Hubbard (1983) stated that the more words a student knows the more precisely that student can express the exact meaning he/she want to. Likewise, Harmer (2002) also stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the main element in communication. Hence, vocabulary is very important to convey the idea, express desire and feelings, and to communicate with others. Vocabulary is one of the components, which supports the speakers in communication, whenever people want to communicate with other people using a language. Based on this view, to communicate effectively people need to know a large number of word meanings. This is to say that vocabulary is an essential component to determine how much a student is able to communicate successfully. On the contrary, with the lack of vocabulary, it is difficult to communicate with other people confidently. Moreover, it is easy to have misunderstanding in the process of exchanging information. In communication, it is a decisive factor to make us talk with others actively and understand each other quickly. So that everyone have to overcome the lack of vocabulary knowledge.

On the whole, vocabulary plays an important role in the development of each language. For above reason, everyone should focus on effective methods or techniques to learn master English vocabulary.

2.2. Difficulties in learning vocabulary

2.2.1. Difficulties in learning English lexical resource among the third-year students of English department of HP Private University.

After conducting interviews to the participants, I found that they have faced similar difficulties in learning English lexical resource. Thornbury (2004: 27) proposes some factors that make some words more difficult as follows:

a. Spelling and pronunciation

The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it 81 are easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

b. Multi-word items

A lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verb is notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

c. Collocation

Collocation means that some words fit together and other words don't. For example, people are injured or wounded but things are damaged, and we can say a strong wind and strong coffee – but it's a light wind not a weak wind and weak coffee not light coffee.

d. Range, connotation and idiomaticity

80 Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or

expression that are idiomatic (like make up your mind, keep an eye on...) will generally be more difficult than words whose meaning is transparent (decide, watch).

2.2.2. Factors affecting student's difficulties in learning English vocabulary (Lexical resource)

There were some factors of difficulties in learning vocabulary (lexical resource):

First, the students faced the difficulties in pronouncing the words because of the 83 differences between spoken and written in English. For example, when the students pronounce the word muscle, listen, write, honor, and honest. The incorrect pronunciation is often caused by the lack of sound similarity between English and the students" native language. This is in line with what Varasarin (2007) described that in this situation, the students wish they could speak English fluently but most of them think that English is too challenging for them to master.

Second, the students found difficulties in choosing the appropriate meaning of the words, for example sometimes they usually overlap the meaning of the words such as the use of do and make. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire. In this case the students look for the word in his mind and do not know the exact collocation.

Third, the different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary. The example is affixation; affixation is one of the ways new words are formed from old including prefix and suffix. It is hard for the students to know the meaning of the words because by adding prefix and suffix in a words can cause the changing in word class. Furthermore, next factor of difficulty was related to diction. The students faced the difficulty when they want to use the words 84 based on the context. As we know that a word consists of more than one meaning. It also can be categorized based on word classes. For example the word "can" can be as modal auxiliary but on the other hand the word "can" can be as a noun. The meaning of "can" as modal auxiliary is different from the meaning of "can" as a noun.

The last, the students are also still confuse when they find words or expression that are idiomatic. It caused by idioms were difficult because of the lack of the cultural background. Students think that the cultural background affects understanding of idiomatic expessions. According to the responses gained from questionnaire, if the participants or students could not recognize the meaning of the words in the whole expression, s/he was not able to denote the meaning of the whole expressions.

2.3. *Techniques to acquire lexical resource*

This study will offer some effective techniques for learners, especially for students. These techniques are classified into three groups. The first technique focus on remove the word as completely as possible from any communicative context that might help the learner remember and that might provide some notion as to how the word is actually used as a part of language. The main three techniques that seem to be most popular are word lists, flashcards. The second technique is that new words may be linked with something that is meaningful to the learner, but they are not used as part of naturalistic communication. A number of the second techniques exist for learning English lexical is: words grouping, word of concept association, semantic feature analysis, visual imagery, aural imagery, keyword, physical response, physical sensation, peg method and semantic work map. The last techniques are those that embed the new words in a more or less normal communicative context through activities related to practice the four language skills of reading, listening, speaking, and writing can be provided. Many of the techniques described here overlap with each other. For each technique, we will easily identify the underlying and typically theoretical assumptions and provide a critical appraisal of the techniques, based on a combination of existing research and my own judgment.

Firstly, Wikipedia referred to a word list technique. It is the most common form a list of words in a target language with one translation of each word into another language, here called the base language. However, you can use short idiomatic word combinations instead of single words, or you can give more than one translation into the base language, and it will still be a word list. You can also add short morphological annotations, but there isn't room for examples or long comments in a typical word list. Lists of complete sentences with translations are not word lists.

One basic tenet of the method is that words shouldn't be learnt one by one, but in blocks of 5-7 words. The reason is that being able to stop thinking about a word and yet being able to retrieve it later is an essential part of learning it, and therefore it should be trained already while learning the word in the first place. Normally people will learn a word and its translation by repetition, or maybe they will try to use puns or visual imagery to remember it. These techniques are still the ones to use with each word pair, but the new thing is the requirement that you learn a whole block of words in one go. The number seven has been chosen because most people have an immediate memory span of this size. However with a new language where you have problems even to pronounce the words or with very complicated words you may have to settle for 5 or even 4 words, - but not less than that.

Another basic tenet is that you should learn the target language words with their translations first, but immediately after you should practice the opposite connection: from base language to target language. And a third important tenet is that you MUST do at least one repetition round later, preferably more than one. Without this repetition your chances of keeping the words in your long time memory will be dramatically reduced.

The next techniques referred by Wikipedia, in the first techniques group is using flashcards. Flashcards are very popular with students, especially for vocabulary self- testing. Flashcards are among the most widely used vocabulary learning techniques. Flashcards are cards with a word on one side and meaning of word, even writing the new vocabulary in complete, meaningful sentences on the cards or types of that word on the other. Flashcards can be used to memorize any topics, but in our case they can easily be used for vocabulary and grammar points. You could also use relevant pictures on the other side of the card to help you learn vocabulary, or a verb on one side and it's conjugation on the other. In spite of the fact that nowadays flashcards can be easily inputted into our computers it is really advantageous to create your own cards. This way you not only get to practice your writing but you can always take your cards with you wherever you go and revise at any moment. If you start making your own cards remember to write clearly and use different colors. If however you are in favor of new techniques, here is some software which will come in handy. For example, Mnemosyne: a free flashcard program available for many platforms.

Or Anki: a free flashcard program with additional special features targeted for learners of Japanese and Mandarin. In like manner, we can choose flash card software. Flash card software generally implements a Spaced Repetition System, which will schedule the cards for optimal memory retention. Specifically, The Super Memo people have a good page on How to formulate knowledge for flash cards. According to the Wikipedia, there is a wide range of software (including open source and online services) available for creating and using virtual flashcards as an aid to learning. With creativity and thought on the part of the learner, flashcards can indeed be employed to provide greater context. For instance, learners can sort flashcards into piles representing different groups of words (such as nouns, adjectives, adverbs, verbs, prepositions, words that are already learned, or words still needing to be learned, tense form…). Learners can tape flashcards to particular objects like lamp, table, chair, laptop,…signified by the words on the cards, thus providing a visual context. Lastly, learners can arrange flashcards on the floor in a kind of semantic map, with related words closer together and unrelated words father part.

The next choice in learning vocabulary techniques is word grouping suggested by t5. The technique of word grouping involves dividing a longer word list into new, shorter lists by classifying or reclassifying the target language items according to one or more important attributes. In this way, some degree of context is created. Word grouping establishes new groups or set of words which hang together because of some common theme or characteristic. The theory seemingly underlying this technique is that grouping makes vocabulary learning easier by reducing the number of discrete elements and in optimal situations, linking new, target language material with concepts that the learner already knows in his or her native language. Groups can be based on type of word, grammatical form, topic, practical function, language function, similarity, dissimilarity or opposition, the way one feels about something and so on…

A next technique sometimes known as "semantic features analysis" or "componential analysis" (Pittelman, Heimlich, Berglund, French 1991) is a special kind of word grouping. Semantic Feature Analysis (SFA) is a therapy technique that focuses on the meaning-based properties of nouns. People with aphasia describe each feature of a word in a systematic way by answering a set

of questions. Semantic feature analysis helps students see the relationship between words within categories. It illustrates how words are both similar and different and emphasizes the uniqueness of each word. It draws on students' prior knowledge and uses discussion to elicit information about word meanings. A Semantic Feature Analysis improves students' comprehension, vocabulary, and content retention. There are a variety of adaptations to expand semantic feature analysis that we can try in treatment: Use the word in a sentence after naming all the features; discuss the semantic features in a small group or with group feedback; or describe the picture to a partner who cannot see it (barrier task). We must guess what the picture is based on the semantic features; elaborate on the answers, making complete or longer sentences; think about each feature, one by one, instead of answering aloud. Then name the picture; choose words for SFA based on word-finding errors identified in a picture description task, story re-tell, or procedural discourse sample; lastly is select the features from multiple choice options, or answer yes/no questions about each feature. How to create a semantic features analysis? The first step has to select a category topic. We will illustrate with a category familiar to students, such as animals. The second step must prepare a list of concepts or objects related to the category, such as dog, shark, eagle, mouse. The next step need determine the list of features students will explore, such as number of legs, fur, eyes, and wings. The last step only completes a matrix of the information provided, using plus or minus signs to indicate whether each object possesses each feature. Vocabulary should be listed down the left hand column and the features of the topic across the top row of the chart. We will place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic. If the word does not align we may put a "–" in the grid. If students are unable to determine a relationship they may leave it blank. Follow the steps below for using the Semantic Feature Analysis technique.

Item	4 legs	2 legs	Fur	Eyes	wings
Eagle	-	+	-	+	+
Dog	+	-	+	+	-
Shark	-	-	-	+	-
Mouse	+	-	+	+	-

Word Association is a common word game involving an exchange of words that are associated together. The game is based on the noun phrase word association, meaning "stimulation of an associative pattern by a word or "the connection and production of other words in response to a given word, done spontaneously as a game, creative technique, or in a psychiatric evaluation (Wikipedia). Word association and concept association tasks, sometimes known as "elaboration", involve making associations between the new word or concept and the words or concepts already in the learner's memory, thus creating some context for the learner. The theory is that as long as these associations are meaningful to the learner, they will strengthen the learners existing schemata and at the same time make the new word more accessible. The associations can be simple or complex, ordinary or strange, as long as they are significant to the learner.

The learner of English may associate bread with butter using semantic, auditory, and possibly visual associations. Word association can involve making links among items listed in a finite group of new words, thus providing the basis for subdividing and rearranging the group based on certain associations attributes, such as part whole. Alternatively, word association can reflect more divergent thinking, in which the learner creates new associations between a new word and any personal meaningful word or concept which is not the list of new words. Learner 's initial associations might be about synonyms, antonyms, reverses, attributes, definitions, subordinates, personal experiences, sound similarities and so on (Carrell, 1984). Cohen and Aphek (1981) studied the use of mnemonic associations and found that although these devices sometimes slowed down or limited possible meanings, they made vocabulary learning easier and longer-lasting.

The next important and useful for learning vocabulary is visual imagery. Visual imagery pertains to graphics, visual scenes, pictures, or the sense of sight, comic book images, paintings, or images directly experienced through the narrator's eyes. Visual imagery may include: Color, such as: burnt red, verdant green, dull yellow, bright orange, and Robin's egg blue; shapes such as: square, circular, rectangular, tubular and conical. Size, such as: miniscule, small, large, tiny, medium-sized, and gigantic. Pattern, such as: polka-dotted, zig-zagged, striped, jagged, and straight. To illustrate this point, let's follow an example:

The night was black as ever, but bright stars lit up the sky. According to the Palmer, Vision Science, visual imagery is the processes involved in generating, examining, and manipulating recalled visual images. Laeng (2002) stated that visual imagery is the representation of perceptual information in the absence of visual input. Definition is made by Plessinger" resembles perceptual experience, but which occurs in the absence of the appropriate stimuli for the relevant perception. Another definitions is made in AlleyDog.com, visual imagery is a memory technique that involves constructing mental images when learning new information in order to be able to better recall the information later. Visualizing what you are reading can be a simple way to remember information because connecting information to mental images and other senses can make the information easier to recall. 'Painting a mental picture' is another way to think about visual imagery. When learners are reading, they can try visualizing the story or concepts in your mind and see if this technique works for you. The use of visual imagery for vocabulary learning is based on making associations between a picture and a word. The theory on which this technique is founded is that most learners are capable of association new information to concepts in memory by means of meaningful visual images, and that visual images make learning more efficient. Visual imagines are known to help learner package information more effective than they could if using just words alone (Bower, 1970; Higbee, 1979; Nyikos, 1987; Shephard, 1967). Moreover, the pictorial-verbal combination involves many parts of the brain, thus providing greater cognitive power. Particularly, people are used to the linkage between verbal and visual symbols, such as found in a whole array public signs and notices (no-smoking signs on airplanes and stop signs and yield signs on highways). Learners can use visual imagery by making their own drawings or sketchers of words or phrases. Another kind of visual image is a mental image or a drawing of an object related to a new vocabulary. Another aid is to visualize a set of location, to associate each location with a specific word or expression (Rebecca Oxford)

If visual imagery techniques can be learned through the narrator's eyes, aural imagery can be represented in memory through the ears. When we think of images, most people think of visual images, photographic in nature. That is, these are images which we can see: often of objects, a house a mountain or a car.

And so some think an aural (by ear) image must be a visual pictures you might get when you hear music or sounds, even a word. Auditory imagery pertains to sounds, noises, music or the sense of hearing (Wikipedia) a vocabulary can be represented in memory by using aural imagery rather than visual imagery. As with visual imagery, aural imagery provides a form of semi-context for the learner and a link with what the learner already knows. The theory underlying this technique is that aural imagery makes verbal learning more efficient through associating new sounds with existing, sound- related schemata (Rebecca Oxford). Auditory refers to how things sound. Auditory imagery conveys how things sound to an audience. For example: "Tom Waits is famed for his coarse gravelly voice" (Matrix Education)

Besides, A mind map is a valuable tool for learning vocabulary, can be conceived as a single technique. A mind map is a graphic tool which contains a central key word or image and secondary ideas that radiate from the central idea as branches (Casco, 2009) through the use of mind maps "the key idea crystallizes the subject of attention while the branches represent the connections established with the central idea, forming a connected nodal structure" (Casco, 2009). According to Pandrika (2012) mind maps activities have a positive impact on students. It engages the learners' attention to the topic because of the use of graphics, colors and images. Furthermore, the use of a set of images helps students to connect the words with previous knowledge, and the way in which the mind map is displayed helps students to identify what they know and what they do not. Also, the mind map is a tool that helps students to organize their ideas in their writing or speaking activities because the different elements of a mind map can be easily linked. Casco (2011:5) explains that "using maps empowers the learner because it allows him to decide where to start and what to leave out. The possibility of making decisions develops a sense of self-efficacy and fosters autonomy".

Although in some studies the use of mind maps has not had a significant impact on learners' vocabulary acquisition, (D'Antoni et al., 2010); there are other studies in which the use of mind maps as a strategy to learn vocabulary has had an important influence on students' vocabulary learning process (Pandrika, 2012; Ching, 2009). In these studies there was a significant difference in

language achievement between the students who were taught by using the Mind Mapping strategy and those who did not.

Semantic mapping has many possible uses. Novak and Gowin (1984), applying their own term of conceptual mapping, have used the technique of semantic mapping for decades as the basis of an instructional system which focuses on "learning how to learn". Wright (1987) demonstrates the use of semantic mapping for taking notes on a reading passage. Brown-Lazarowicz, Standard, and Goldin (1986) show the usefulness of semantic mapping, which they call a concept tree, for memorizing foreign language vocabulary.

The next vital keyword technique is an example of a combination of aural imagery and visual imagery. The keyword method is an effective system for remembering definitions, learning English vocabulary, and more. Any two pieces of information can be linked together in the memory using this technique (www. Memory-improvement-tips.com) the basic theory of this technique is that remembering a word can be facilitated by using auditory and visual links together, thus more strongly typing the new vocabulary to existing schemata (Rebecca Oxford)

The first step is to identify a familiar word in one's own language that sounds like the new vocabulary; this is the auditory link. The second step is to generate a visual image of some relationship between the new word and a familiar one; this is the visual link. Both links must be meaningful to the learner. For example, to learn the English speaker associates it with a pot and then mentally pictures a pot full of potage.

Using the keyword technique, the learner will construct a visual image that connects the vocabulary word being taught with a familiar, concrete word that is similar editorially and shares some common feature.

Furthermore, according to Spackman (2002:12), the peg technique has as a main object to associate each number, zero to nine or a letter of the alphabet with different words. People may remember different vocabulary by associating each word with a specific number or letter. The peg method has been used by many teachers in order to help students to learn vocabulary (Spackman, 2002). However, although this technique is considered a suitable option for presenting vocabulary to children, unfortunately it is not widely used outside the classrooms. That is why this cognitive technique is just a way to familiarize

students with new vocabulary and teachers should find different ways to help students to practice vocabulary in different contexts.

Practicing the four language skills of reading, listening, speaking, and writing can provide full context.

The learners usually practice reading through a vast variety of material: comic strips, advertisements, letters, articles, stories, newspapers, magazines, books, reading exercises, (Croolkall and Waston, 1985) and so on… Some theorists believe that through reading practice, the learners will absorb and retain vocabulary by osmosis... merely by reading words in context without any special training in either vocabulary learning or reading. For instance, Krashen (1982) recommends that students do "massive amounts of reading for pleasure, which he suggests will automatically increase their vocabulary (Krashen, 1988). He concedes that it is indeed possible to make small gains in vocabulary knowledge through large amounts of special vocabulary learning efforts, but says that this is not worth the time involved and that better results can come through massive reading alone.

However, through learners might be able to infer the meaning of a word read in context, this does not guarantee that the word is completely learned or known. Receptive comprehension of a new word is fostered by massive reading, but the capability to produce that word is by no means ensured by this technique (Carrell, 1984; Carter, 1987). Even encountering a word in reading numerous times, as in "narrow reading" (Krashen, 1981), might not be enough to allow use of the word in later production.

The last, Spoken vocabulary is often smaller than written vocabulary, which is in turn generally smaller than reading and listening vocabulary. This fact coincides with the truism that, for many learners, proficiency is more difficult to reach and sustain in speaking than in writing, and more difficult in writing than in reading and listening.

Learning vocabulary is the most effectively by practicing it through speaking or writing. Sufficient exposure to the new target language word in meaningful, communicative, oral or written contexts is no doubt essential. Simulation/ gaming, small group discussions, project work and other communicative techniques provide naturalistic, motivating practice in speaking and writing (Johns, 1982; Crookall and Oxford, 1990; Crookall and Saunders,

1989; Saunders and Crookall, 1985). The ability to productively use new vocabulary is extremely important and recently been highlighted through the communicative approach and the proficiency movement (Oxford, Lavine, and Crookall. 1989).

CHAPTER III: RESEARCH FINDINGS

This chapter is implemented with the research method in this study. It is included research questions, participants of this study, research instrument, data collection as well as data analysis**.**

3.1. Participants and the samples

With the aim of completing the research, the researcher will need a group of participants called the population of the study. In this study, junior of English Department at Hai Phong Private University will be the population.

According to Ary et al. (2010), to have a sample for research, we choose a small part or a portion of that population. Sample is always smaller than population. In period of taking sample, the author has selected about 10 or 15 percent of the total population to save time and make it easy convenient for participants to answer. Moreover, in selecting the sample, the researcher uses random method when choosing sample.

The researcher selected 45 students randomly. They are requested to complete a survey questionnaire. After the questionnaire survey, the related interviews are conducted with 20 randomly-chosen students who are studying as an English third year Hai Phong Private University from the above 45 students of K20 to participate in the interview. A large of number of them has learnt English for at least 7 years (4 years at secondary school and 3 years at high school). However, their English backgrounds are quite similar because of being influence of curriculum of English for high schools students in the past, students did not have many chances to practice four English skills. Thus, when entering HPU, their English levels were limited and they have to face up with many difficulties in studying. Especially, they have totally recognized their difficulties, knowledge limitation, and the shortage of learning skills, needs and attitudes related to learning English vocabulary or even the way they use English lexical resource in four English skills.

3.2. Instruments

In the present study is used questionnaire and interview as two instruments to collect quantitative data and qualitative information, to find out the student's response to the above two questions. And then, based on the analysis of the results of the study, related suggestions for English lexical resource learning are

proposed accordingly. The brief descriptions of each instrument are present as follows:

3.2.1. The survey questionnaire

This question contains three sections:

► *Section 1* involves instructions in the questionnaire and asked about every respondent's general personal information including the gender; age and how many years they have learned English. The questions in this part were in the form of check list items.

►*Section 2*: aims at finding out the student's attitudes towards learning English lexical resource.

► *Section 3*: constitutes the main body of the questionnaire that involves various English lexical resource learning techniques. It is divided into three major techniques parts. Each of techniques was again subdivided into several specific micro techniques. The 14 similar questions of 14 different techniques referred below table.

3.2.2. Interviews

After the questionnaire survey, the related interviews are conducted with randomly chosen the third year English major students. The interview consists of questions related to the student's response to the questionnaire such as "Have you ever made any vocabulary (lexical resource) study plan?", "What kind of techniques do you adopt in learning vocabulary (lexical resource)? And how do that techniques affect your English lexical master?

3.3. Data collection

This section explains all of processes that are related to get information to find out the solutions for the statement problems. The steps of collecting the data in this study are as follows:

- Explaining about the questionnaires to the students. The researcher explains the items clearly to avoid misunderstanding.
- Giving instruction to the students to fill out the questionnaires.
- Collecting the student's questionnaires.

3.4. The results of questionnaire and data analysis

The next step after the researcher collects the data is analyzing the data.

There are some steps in analyzing the data. They are presented as follows:

- Reading and identifying the questionnaires that had been answered.

- Classifying the result of the questions
- Composing tables to classify student's problems and techniques used based on the questionnaires.
- Calculating the result taken from the student's answer based on the tables and charts.
- Going to conclusion based on the data analysis.

To complete this part of the study, the researcher analyzed the data based on questionnaires and then made conclusions. The figures are given through questions and charts.

The answer was found after the researcher analyzed the results of the following charts and tables:

Characteristic	Frequency	Percentage
Gender Female	25	59.52
Male	17	40.47
Total	42	100
Year of English learning		
5 years	0	0
6 years	0	0
7 years	2	10
Over 7 years	18	90
Total	20	100

Table 1.General Information of respondents

From Table 1, approximately 60 percent of the respondents were female. The majority of students (90%) have studied English more than 7 years.

3.4.1. The reasons to learn English lexical resource

To find out the reasons have influence on the interested in learn English vocabulary, the 2rd question of questionnaire will show the importance of vocabulary.

Question 2: *Why do you want to learn English vocabulary?*
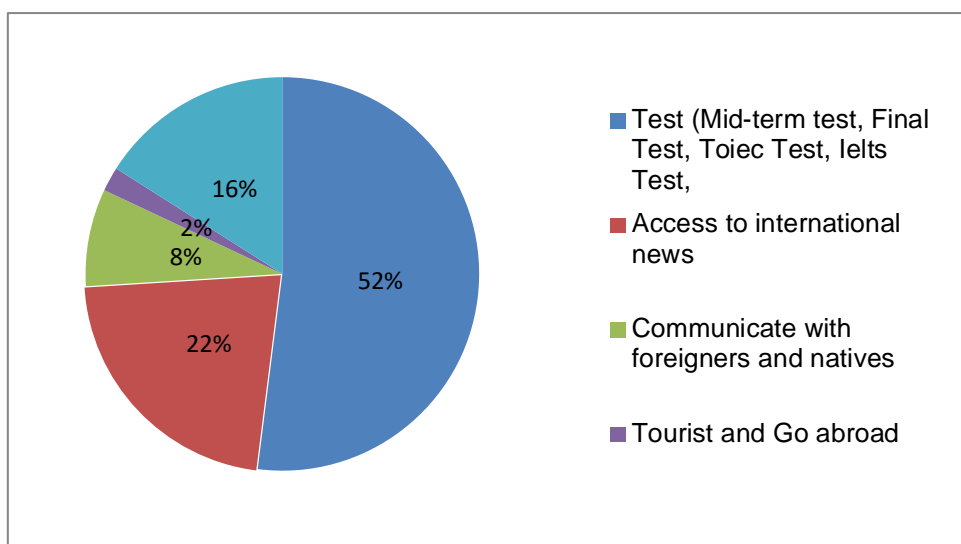
Chart 1: The importance of vocabulary

The chart shows that it is necessary for students to learn and improve vocabulary because of above reasons. The majority of students (52%) learn vocabulary to help them pass the tests such as mid-term test, final test, or even international test (TOEIC test, IELTS test). 22% of them often access to international news, while the other 16% of them improve the vocabulary to find a suitable job. In conclusion, for the students, learning vocabulary is really an important and necessary skill to gain their reasonable aims. This chart shows that most of students at Faculty of English, HPU claim that learning English vocabulary skill plays an important role in learning English with a lot of fields in life.

3.4.2. Difficulties in learning English vocabulary of third-year English majors in classes at HPU

Question 3: *In your opinion, learning English lexical resource is difficult or easy?*

Very difficult	Difficult	Normal	Easy
12.5%	*48%*	*21.5%*	*18%*

Table 3: Student's opinion on the difficulty in learning lexical resource

It can be seen obviously in the table that learning English lexical is a difficult to learn. A relatively high percentage of respondents choose the second option "Difficult" with 48% against 12,5%, 21,5% and 18% respectively for the first, the third and last option. The difficulty is made from some majors obstacles listed in the next question. It is more difficult to learn English lexical

resource. From the result of questionnaire, it was found that almost all of the students have difficulties in pronouncing the words, how to use idioms and paraphrase, how to use in grammatical pattern correctly. The different grammatical form of a word known as inflections was one of causes of student's difficulties in learning lexical resource. In additions, the students found difficulties in choosing the appropriate meaning of the words, for example sometimes they overlap the meaning of the words such as use of do and make. The students also still confuse in using the word based on the context. Then, the students also still confuse when they found words or expression that are idiomatic (like make up your mind, keep an eye on…). Lastly, it will generally be more difficult in using techniques to remember vocabulary.

Question 4: *How often do you have problems in learning English lexis?*

Always	Sometimes	Rarely	Never
67%	**28%**	**5%**	**0%**

Table 4: How often do students have problems in learning English lexical resource?

Surprisingly, the chart shows that most students (67%) always have to face up problems in learning English lexical. They get trouble in use idioms and paraphrase ability. Some of them only sometimes get in this trouble (28%). Moreover only a small part of them rarely feel difficult in learning lexical (5%). In fact, as what can be seen by the observation, the learners who confirm that it is easy to learn the lexical resource are the best students and students in urban have condition of learning English in English centers or international schools.

Question 5: ***What kinds of English texts do students often face new vocabularies?***

Legend:
- ■ Songs
- ■ Films or stories
- ■ News, speech or lecture, magazines, newspaper, textbook,
- ■ Dialogues (teachers, classmates, foreigners)
- ■ Youtube, TV shows, VOA,BCC,etc…
- ■ When surfing/ using the internet (such as English websites, …)

Pie chart values: 5%, 10%, 25%, 10%, 18%, 10%
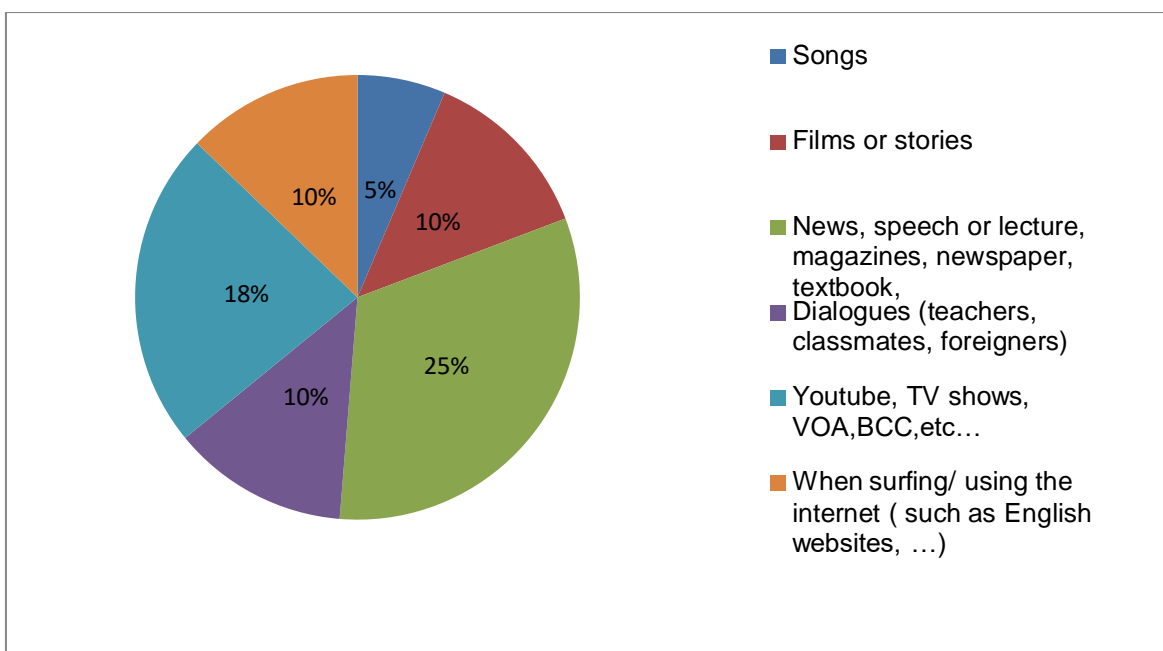
Chart 2: Which materials do students often face English new vocabulary?

This table shows the frequency of use of a discovery-place technique in third year English major students. There are seven type of text which students often meet the vocabulary. This information also tells us that students often meet new words in textbooks, lecture, newspaper, news or magazines (25%)…, but they rarely find new lexical resource during songs, or dialogues, films or stories, and when surfing/using the internet (10%). Knowing this also suggests what type of learning is being done by students or what students did or did not do to improve their vocabulary. In conclusion, students should often try using more different materials in learning English lexical resource such as listening to English music or watching films on Star Movies or HBO channel or any film channels on the internet day by day; participating in conversations with classmates, teachers, natives or foreigners; besides only reading textbooks or lecture…It is useful for them to surf the internet about weds related to their hobbies such as cooking, making hand-make … and only reading, reading, reading every day. Students also can meet vocabulary in pubic, in restaurant menus, advertising, and poster or even on the public transportation. It is easy and convenient to learn English lexical resource.

Question 6: *Difficulties in learning English lexical resource of third-year English majors in classes at HPU*

This part shows the difficulties and problems that students are suffering in learn English lexical resource.
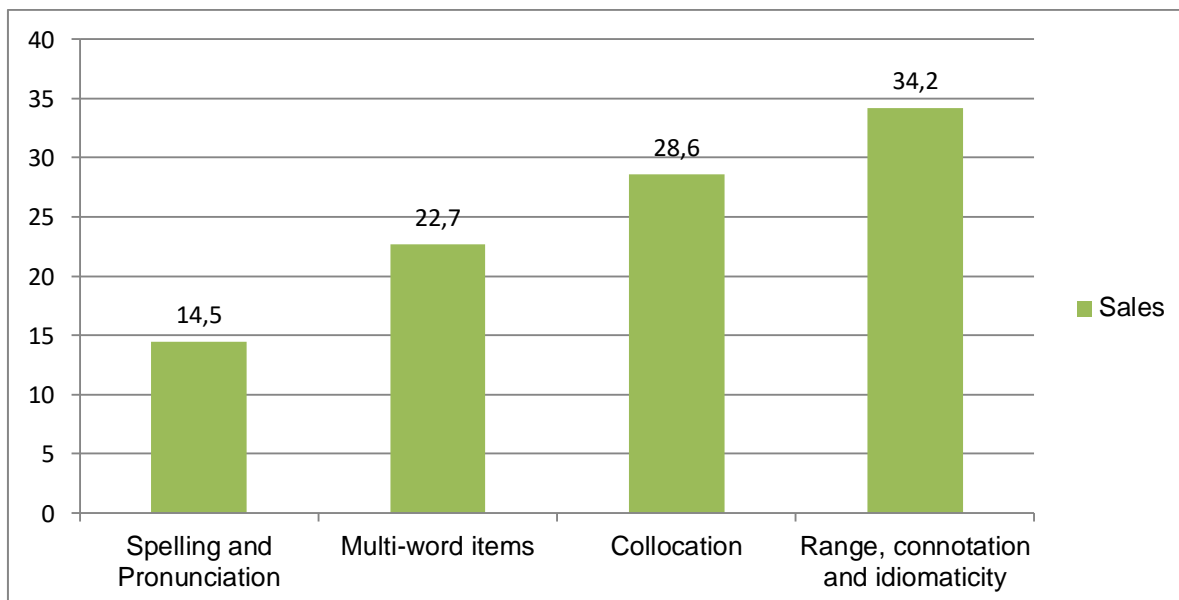

Chart 3: Difficulties in learning English lexical resource

- *Range, connotation and idiomaticity*

This problem has occupied top of the results according students' answers. Students have difficulties in using idioms and English terms. On the other hands, most of the students also have problems in getting grips with is the connotation of the word. 27.08% student mentions that they have suffered of limited amount of idiom in test.

- *Collocation and multi-word items*

This difficulty presented results less than the first one, as these problems led the students to unsatisfied performance through the test. 28.6% mentions that they have suffered of confusion, worry, embarrassment, shyness and non-confidence inside the classroom. An evidence of that is as follows: Trinh Hong Nhung - NA2001N said: "Sometimes, I feel confused, because I feel afraid of using wrong words". On the other hand, multi-word verbs are complex and present problems for learners both in terms of their grammatical form and their lexical meaning.

- **Spelling and pronunciation**

The results of pronunciation difficulties seemed to be less than all previously mentioned problems.14.5% student mentions that they have suffered of pronunciation problems. An evidence of that is as follows: Bui Thi Minh Ngoc - Na2001 said: "I have a problem in pronunciation of some words".

Question 7: **The factors affecting interests in learning English vocabulary.**

Good teaching and learning method	Adequate and modern techniques	Existing activities
53%	**25.5%**	**21.5%**

Table 5: Factors motivating student's learning vocabulary

It is easy from the above table that the most influential factor to the student's motivation is the good teaching method. 53% of the students affirm that. So teaching method is the first element that all the students should renovate and notice in teaching methods and any skills, not only for learning vocabulary. The next factor that many students find interested is the existing activities. 25.5% of the learners define the existing activities motivate them a lot to learn better and develop better. Learning lexical through more activities is a positive and awesome experience and method to the younger. And need of the adequate and modern techniques are an amazing number (21.5%). It can be concluded that the factors affecting to the interest in learning English lexical refers to the methods, rules, rules, approaches, steps and actions used by students to improve the efficiency of learning English lexical resource.

3.4.2. Student's real situations of learning English vocabulary at HPU

The data are analyzed in this part of the study in the below tables which show the responses for the questions in the questionnaires. Besides, the first question in the questionnaires brings a result that according to student's opinion, learning English vocabulary is an important skill.

Question 1: **What do you think about the importance of English lexical resource?**

Very important	Important	Quite important	Not important
53%	**35.5%**	**11.5%**	**0%**

Table 2: Student's opinion about the importance of English vocabulary

It can be seen obviously in the table, most respondents (53%) totally agree on the importance of English lexical resource. Moreover, the number of learners who agree that English lexical resource is important (35.5%) and (11.5%) feel learn English lexical is quite important. There is no denying that English lexical resource is important, nowadays. In fact, as what can be seen by the observation, the students who confirm that it is easy to express the exact meaning he/ she wants to or to access to the knowledge when they owned a large of number of vocabulary. Most students, too, acknowledge the importance of vocabulary acquisition. For them, the knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension (in the mid-term test and the final test), speaking and writing fluency (in discussion lessons). This is some of the reasons indicate that English lexical resource is important. Whether other reasons can still make the students feel that English lexical is important to them. This matter was clarified by the next table which showed the reasons that English lexical is important.

3.4.3. Suggested techniques to improve English vocabulary

There are effective methods and useful strategies that can be taken to help students learn new vocabulary independently.

The 14 similar questions of 14 different techniques referred below table. To each statement, the participants are also asked to rate on a five point scale with "1" means never or almost never true. "2" stands for "usually not true" "3" means sometime true for me. "4" stands for "usually true for me. "5" represents "always or almost true. And the average of the choice indicates which kinds of lexical techniques students tend to use. This section aims at seeking for current techniques of learning English vocabulary as lexical resource for third-year English major students at Hai Phong Private University.

STT	Techniques	1	2	3	4	5
1	Word lists	0%	22.5%	21.55%	27.63%	28.32%
2	Flashcards	0%	7.3%	11.5%	42%	39.2%
3	Words grouping	0%	13%	25.3%	26.5%	35.2%
4	Word of concept association	0%	12%	13.7%	15.2%	59.1%
5	Semantic feature analysis	0%	6.5%	20%	35%	38.5%
6	Visual imagery	0%	0%	18%	19.6%	62.4%
7	Aural imagery	0%	0%	18%	25%	57%
8	Key word	0%	10.2%	19.5%	27.1%	43.2%
9	Peg method	0%	20%	45%	18.5%	16.5%
10	Semantic work map	0%	19.5%	21%	32%	27.5%
11	Listening	0%	10%	22%	34%	34%
12	Speaking	0%	13%	32%	20%	35%
13	Reading	0%	5%	18%	40%	37%
14	Writing	0%	35%	8%	37%	20%

Table 7: Suggested techniques

As it has been illustrated in the table, in the first techniques group, flashcards rank more popular than word lists, which suggested the subjects are all positive with regard to identifying important to be learned words and thus arousing their consciousness to acquire these words. Word lists are also popular one which illustrates that most students used to make vocabulary learning plan in advance.

With regard to second techniques, according to above table, it is clearly that Visual imagery ranks the highest among all the second techniques. Students prefer to guess words through seeing pictures or clip arts. They mention that it was easy for them to remember the vocabulary in English with drawings and even sounds.

The next preferred technique is word of concept association. Students prefer to guess words according to the meaning of the related sentence and to guess by analyzing word parts and structures than guess by interrelationship of sentence or combine guessing with looking up dictionary. So, word of concept association technique is also favored by the students. Because, the students prefer to associate vocabularies by word structure and by using keyword technique. On the other hand, much of them never like associating by form and spelling. Furthermore, this technique encourages students to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge (Walters, 2004).

The students widely employ wide-reading technique. The most popular materials for them are newspapers, magazines, text books, electronic information, and other materials and so on…The reason is that these kinds of materials are easily found in their daily life and they choose watching movies, watching YouTube, listening songs, radio and channels such as BBC, VOA…because this is a recreational way for young learners to acquire lexical resource. Simplified works are also favored by students. More and more simplified works are available now which makes students contact with English literature and help students understanding the English language better. Reading online and reading original vocabularies are often used by them to practice English lexical resource.

Besides, the most widely used technique in this category is "speaking" for students require them to talk confidently with native speakers, participate in English corner or contest and in group discussion in class. But, Speaking ranks the third position in the third technique group which suggests that these techniques are not much adopted by them. Based on the author's teaching experience, group discussion in class is still a difficult step in faculty of English, for most students do not want to speak at all. What they accustomed to learn English lessons is just to listen to the teacher and write what the teacher emphasized. Although, they have the desire to speak, they do not know how to

express themselves frequently and sometimes felt embarrassed when they communicate.

Apart from word of concept association, flashcards, visual imagery…, mind maps was evaluated by students. They are a wonderful tool to attract and help students learn economical and academic vocabulary.

The interviewee reported, for instance, this student often spends one half an hours on TOIEC or IELTS vocabulary every day, and learn academic vocabularies, but she could not remember all the newly learnt vocabulary. With fuzzy idea off techniques, some of the students are lack of clear objectives, or effective techniques and plans for vocabulary learning, the interview reveals. Hereby, they just learn it mechanically.

CHAPTER 4: CONCLUSION AND RECOMMENDATIONS.

This chapter will deal with a summary of the major findings, limitations of the study and some suggestions for further studies.

4.1. Summary of the study

To reach what the author aims at this study, the study is divided into four chapters with their own purposes. The first chapter introduces overview of study. The second chapter briefly covers the theories relating to the study. The third chapter presents the research methodology and author's findings of the approach to learning vocabulary techniques in English study through the questionnaire and interviews. This chapter also helps the author find the answers for two research questions stated in the introduction. The last chapter are some recommendations and suggestions to improve techniques of learning English lexical resource techniques at HPU.

4.2. Limitations of the study.

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

First of all, due to the limited of time, experience to some extent, the researcher could not conduct other methods such as classroom observation which can make the obtained results more reliable. So, a 35-40 page research is unable to wrap up all aspects of learning vocabulary techniques and present every point in detail. There are several points that I have desired to mention before getting to work on my research. Nonetheless, I have to leave them behind due to the scope and limited time of the research.

Secondly, due to the limitation of scope of the study, the researchers only focus on the third-year students in English Department, HPU. Therefore, the result of the study can't be generalized. Besides, the researcher could not cover all the aspects of difficulties.

In addition, the techniques suggested in this research are selected from different reliable but limited sources.

In spite of the mentioned limitations, I hope that this exploratory research will contribute to the better situation of teaching and learning English listening skill in English Department, HPU.

4.3. Suggestions for the further study.

Because of the limitation, this study could not cover all of aspects of the study. Besides, the study only focuses on difficulties for only third-year students in English Department in order to help them improve their learning English lexical resource skill. Moreover, for the further studies, to get better results, the researcher should invite more participants and the data collection method. Together with using survey questionnaires and interviews, observation is also necessary to get more persuasive conclusions.

All in all, despite the study can avoid to the limitation, the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

4.4. Recommendations

Vocabulary is so important to language and naturally, vocabulary learning becomes an essential and vital part in language learning. In fact, vocabulary needs vary with different stages of learners, thus learners of higher level will certainly have a higher need for vocabulary. Conversely, sometimes those learners who spend less time achieves more in vocabulary learning, thus it is important to adopt a proper vocabulary techniques. It can be found out from the questionnaire in this study that most students do not know much effective learning techniques in English lexical resource acquisition. Students frequently apply rote learning to English vocabulary, which wastes much learning time on vocabulary memorization and without an enough, solid and well-founded vocabulary base, students could not master English skills really and further the better performance, or higher score in all kinds of English tests. Therefore, it, firstly, is urgent for English teachers in college to develop students' awareness of using vocabulary learning techniques, to encourage them to make plans for vocabulary learning and to help them develop techniques to evaluate and check their learning outcomes, stimulating students to become autonomous English learners. On the other hand, just as Oxford (1990) argued that learners should be taught how to continue to improve their vocabulary on their own by reaching them appropriate vocabulary learning techniques in contrast to simply letting

students learn the vocabulary learning techniques, hereby, English teachers are advised to use frequently-used and effective learning techniques to help students with their vocabulary learning.

To sum up, the results of this study shows the common point of the students who have a good learning efficiency. They are willing to use several kinds of learning methods, and they have a good learning habit and positive attitude toward English. This study gets learning techniques used by efficient learners, they are, listening and reading, learning words in sentence, using bilingual dictionary, reading English books in spare time, studying the spelling, using word lists or flashcards, words grouping, semantic work map, key word, or combine visual imagery and aural imagery, and word of concept association, using a etc… Moreover, learners should try playing word games that challenge them and help them discover new meanings and new words are a great and fun tool in your quest for expanding your vocabulary or even lexical resource. Examples include crossword puzzles, anagrams, word jumble, Scrabble, and Boggle. (Find some word-game websites at the end of this article.). It is necessary to provide learner with some useful tools for helping improve your vocabulary such as vocabulary.com; dictionary.com; free rice.com; get the word.com, so on. In addition, two common characteristic of the efficient learners, they are, having interest in English and having a goal. Thus, students with a positive attitude, using those methods frequently and keeping a good learning habit can lead to a better learning efficiency. Vocabulary learning result is directly related to students' own effort. It's even more important for students to enhance the ability of vocabulary learning. Now as the science and technology is developing, many a useful learning methods coming into being. For these reasons, getting familiar with the vocabulary learning techniques and making them useful in their actual vocabulary learning activities, both in and out of class is of top priority.

CONCLUSION

In general, this research has been carried out with the purpose of investigating some common difficulties that third year English major students at Hai Phong Private University must face up in learning English vocabulary, as well as highlight the importance of vocabulary and lexical resource learning techniques in foreign language learning.

Through some parts of this study, there are effective methods and useful techniques that can be taken to help students learn new vocabulary independently and effectively. Word-learning techniques, making up a major portion of generative word knowledge, are steps taken in order to discover or understand the meaning of difficult words. In contrast to individual word knowledge, generative word knowledge is defined as "vocabulary knowledge that can transfer to the learning of new words" (Nagy, 2005, p. 29).

Moreover, Ruddell (1986) stated that motivation and desire to learn new words is a factor contributing to effective vocabulary learning. In addition to interesting activities, clear learning objectives, and well organized instructional plans, learners' understanding of the academic and personal value of vocabulary knowledge can foster this motivation.

In spite of the limit of knowledge, I have completed this study with the hope that other people can read, check, and know how to learn English vocabulary well. Any further comments and contributions for perfection of this paper are highly appreciated.

REFERENCES

1. Đinh Thúy Hằng. *Vocabulary learning strategies employed by students at Hung Vuong gifted High School (Việc sử dụng các chiến lược học từ vựng của học sinh trường PTTH chuyên Hùng Vương. M.A. Minor Programme Thesis)*

2. Trần Thị Thanh Huyền. *Vocabulary Learning Strategies Employed by Students of English at Qui Nhon University (Cách học từ vựng của sinh viên tiếng anh ở Đại học Quy Nhơn. M.A. Thesis Linguistics)*

3. Đặng Thị Trinh. *A study on Techniques to teach English vocabulary for primary schools in Quang Ninh*, Hai Phong Private University.

4. Ahmed, M. O. (1989). *Vocabulary learning strategies. In P. Meara (Ed.), British studies in applied linguistics 4*: Beyond words (pp.3-14).

5. Carter, R., & McCarthy, M. (1988). *Vocabulary and language teaching. Longman World Publishing Corp.*

6. Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York, NY: Newbury House / Harper & Row.

7. Stahl, S. and Nagy, W. (2005) *Teaching Word Meaning*. Erlbaum, Malwah.

8. DOI: 10.20472/TE.2015.3.3.002. *The importance of vocabulary in language learning and how to be taught* (Tarigan. 2015)

9. I. S. P. Nation. *Learning Vocabulary in Another Language*

10. Hubbard, P. and al. (1983*) A training Course for TEFL.* Oxford: OUP.

11. Schmitt, N. (1997). *Vocabulary Learning Strategies*. In D. N. Schmitt, & M. McCarthy (Eds.). Vocabulary: Descriptive, Acquisition and Padagogy. Cambridge: Cambridge University Press.

12. Varasarin, Patchara. 2007. *An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence*. School of Education Faculty of Arts, Education and Human Development Victoria University. Retrieved on January 1, 2015 at eprint.vu.edu.au/1437/1/Vasarin.pdf.

13. Grauberg, Walter. 1997. *The Elements of Foreign Language Teaching. Languages in Practice Vol 7*. UK: Multilingual Maters.

14. D.A. Wilkins (1974). *Second-language Learning and Teaching*

15. Richards, J. C. (1980). *A psycholinguistic measure of vocabulary learning. IRAL, 8, 2, 87 – 102.*

16. Krashen, S. D. (1989). *We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. The Modern Language Journal, 73*, 440-464.

17. Vermeer, A. (1992). *Exploring the second language learner lexicon.* In L. Verhoeven & J. De Jong (Eds.). *The construct of language proficiency. Applications of psychological models to language assessment* (pp. 147-162). Amsterdam/Philadelphia: John Benjamins.

18. Hornby, A.S. (2006) *Oxford Advanced Learner's Dictionary of Current English,* Oxford University Press, UK, 1435 pp.

19. Richards, J. C. and W. A. Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University.

20. Nation, P. (Ed.). (2008). *New ways in teaching vocabulary*. Alexandria, VA: TESOL.

21. Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics, and Language Education*. New York: Cambridge University Press.

22. Nation, I. S. P. (2001). *Learning vocabulary in another language.* Cambridge. Cambridge University Press.

23. Harmer. (2002). *Teaching and Learning Grammar (Keys to Language Teaching).* Pearson P T R

24. Wen, Q. F. (1995). *The differences of learning strategies between the successful English learner and the less successful*. Modern Foreign Languages.

25. Casco, M. (2009). *The use of "Mind maps" in the teaching of foreign languages*. Mady Casco

26. Pandrika, P. (2012). *The Use of Mind Mapping Strategy in the Teaching of Writing*. Bengkulu, Indonesia.

27. Varasarin. (2007). *Speaking and Instructed Foreign Language Acquisition.* Mirosław Pawlak, Ewa Waniek-Klimczak, Jan Majer

28. Cohen & Aphek. (1981). *The Study of Second Language Acquisition*. Rod Ellis.

29. Novak, J. D. & Gowin, D. B. (1984). *Learning how to learn*. New York: Cambridge University Press.

30. Tony Wright. (1987). *Roles of teachers and learners.* Oxford: Oxford University *Press*. (164 pp.)

31. Carter, R. A. (1987). *Vocabulary: Applied Linguistic Perspectives*. London: Routledge.

32. https://www.wikipedia.org/

APPENDIX
SURVEY QUESTIONNAIRE

This survey questionnaire is designed for my graduation paper namely: "Studies on techniques to learn and improve English lexical resource for the third-year English major students at Hai Phong Private University". In completing these questions, please choose the answer by circling the letter next to your choice, ticking off the items in a checklist. All your personal information as well as your answers will be kept confidential and not be used for the other purposes.

Thank you for your help!

1) Personal Information

1. Your gender/ sex: A. Male   B. Female
2. Which year are you in?
A: 1st year   B: 2nd year   C: 3rd year   D: 4th year
3. How   long   have   you   been   learning   English?   : ……………………………….

2) What do you think about the importance of English?

A: Very important

B: Important

C: Quite important

D: Not important

3) In your opinion, learning English lexical resource is:

A: Very difficult

B: Difficult

C: Quite difficult

D: Not difficult

4) The factors affecting the interests in learning English lexical resource.

A. Good teaching and learning methods

B. Adequate and modern techniques

C. Existing activities (tour guide, teaching assistant,…)

5) Why do you want to learn English vocabulary?

A. Test (mid-term test, final test, TOEIC test, IELTS test, TOEFL test)

B. Access to foreign news, expanding knowledge

C. Communication with foreigners, natives

D. Tourist, going abroad, etc…

E. Finding a job

F. Others

6) Which kinds of difficulties do you have in learning English lexical resource?

A: Pronunciation

B: Spelling

C: Multi-word items

D: Collocation

E: Idiom

F: Others

7) What kinds of English vocabulary texts do you often meet new vocabulary (Put the tick in your choice)

Kinds of learning vocabulary text	Never	Rarely	Sometimes	Often	Always
1. Classroom learning activities					
2. Songs					
3. Films/movies or stories					
4. News, speech or lecture, magazines, newspaper, textbook,					
5. Conversations, interviews (teachers, classmates, natives, foreigners, etc					
6. Youtube, TV shows, VOA, BCC, etc					
7. When surfing/ using the internet (such as					

English websites, e-chatting, Skype, QQ, MSN		42			
8. Others...					

Thank you very much for your cooperation!