

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

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# **KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH : NGÔN NGỮ ANH**

**Sinh viên : Phạm Phương Thảo**

**HẢI PHÒNG – 2022**

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**THE APPLICATION OF AUTONOMOUS LEXICAL  
LEARNING OF FIRST-YEAR NON-ENGLISH MAJOR  
- A CASE STUDY AT HAI PHONG UNIVERSITY OF  
MANAGEMENT AND TECHNOLOGY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY  
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## **ABSTRACT**

Language acquisition is one of the most difficult issues students faces. Learners formerly relied on their teachers, but modern teaching methods encourage learner autonomy.

Because exposure to the target language in university lectures is limited, learners must become more independent and make active attempts to study vocabulary outside of the classroom. As a result, the learner's autonomy is critical in vocabulary terms acquisition and enhancement.

The purpose study is to look at how first-year English language learners use autonomy in the context of vocabulary development for English language students, and to identify a vocabulary learning approach that is suited for non-specialized students.

Part 1 focuses on providing the theoretical background, nature, and methods of typical autonomous vocabulary learning based on research by Norbet Schmit - an American linguist and Emeritus Professor of Applied Linguistics at the University of Nottingham in the United Kingdom. This study attempted to assess whether professional English learners could apply autonomy in the context of English students' vocabulary acquisition.

In chapter 2, the author introduces, describes, and analyzes the current state of autonomous vocabulary learning methods using data, practice papers, and the approach discussed in chapter 1. The evaluation identifies the accomplishments and limitations, and the root reasons for the research problem.

Based on the assessment of the current situation in chapter 2, based on accepted theory, the author proposes directions to help first-year non-specialized students learn vocabulary effectively to complete their task service to improve the research problem in chapter 3.

## **PART I: INTRODUCTION**

### **1. Rationale**

It cannot be denied that English is the most widely spoken language in the world. During the last few decades, the number of people learning English has risen dramatically. As a result, English is used to write a lot of educational materials for educational institutions and large universities. More than half of the websites on the Internet, including media, tools, and global online businesses, are also written in English. Knowing this language will give learners access to an unlimited source of information. One of the advantages demonstrates the significance of learning English. If learning English is compared to building a house, then studying vocabulary is like laying the foundation of that structure. There are numerous strategies for learning vocabulary, but creating an effective vocabulary enrichment plan is challenging.

It is believed that without grammar, only a little amount of information can be given, but without vocabulary, nothing can be expressed. The above sentence emphasizes the essential role of vocabulary in language learning. Although it is a little cell, it is critical in the development of a learner's linguistic abilities. Learners' communication, essay writing, and speaking abilities will all improve as a result of having a large vocabulary. Furthermore, language allows students to comprehend the ideas of others while also expressing themselves clearly and concisely.

Even after years of studying English, students still find it hard to communicate properly. Instead of using what they have learned, they often use simple words. While the English language is mostly a collection of compound phrases, a verb can bond to form a noun or adjective..., and vice versa. Adjectives can add endings to modify the suffixes to become verbs or nouns. Furthermore, word choice is a crucial part of establishing the quality of an essay. When it comes to writing skills, students frequently struggle to discover the right and logical words.

One important aspect of assisting students in successfully using English is to give them vocabulary knowledge. All of the issues come from a lack of vocabulary, and it is argued that vocabulary is essential to interact correctly with others and receive correct info. As a result, maintaining a limited English vocabulary significantly influences how the language is employed.



For the reasons listed above, the author investigated the vocabulary learning methods of first-year non-major students at HPU to identify the most common vocabulary learning methods and to test different learning methods to strengthen and improve vocabulary learning approaches for non-major students in the future.

## **2.Aims of the study**

This research aims to help the first-year non-English major students understand the importance of vocabulary learning and its relationship to listening, speaking, reading, and writing. The article then goes deep into the investigation of the main method for non-major students at HPU to learn the language. Finally, the topic offers some suggestions for efficient vocabulary learning to aid English learners in expanding their vocabulary.

## **3.Research methods**

These followings are three research questions of this study:

1. What is the importance of vocabulary in the process of learning English?
2. How do first-year non-English majors students study autonomy vocabulary?
3. How do students efficiently learn vocabulary?

## **4. Scope of the study**

For first-year non-major students, there are several options for independent vocabulary learning. However, not all learning methods are effective, and because the author's skills and knowledge are limited, this research will not cover all strategies of independent vocabulary learning by learners. As a result, this research only focuses on common vocabulary trends of all first-year non-English majors at HPU, based on a survey of 60 students from diverse majors. The author expects that this research will support and enrich the vocabulary of non-English majors.

## **5. Design of the study**

This research is slipping into three main sections, each of which contains the following content:

### **Part I: Introduction**

In this part, rationale, aims, methods, scope and design of the study were provided to introduce and to become basis for next chapters. Theoretical background about learner autonomy and vocabulary learning will be presented in second.

### **Part II: Development**

This part is divided into three chapters:

Chapter 1: Theoretical background defines vocabulary, the autonomy of learners, its functions, and factors influencing learners' vocabulary learning process. Typical learning methods are also presented in this chapter.

Chapter 2: A questionnaire method was analyzed to evaluate independent lexicon learning techniques frequently applied by first-year non-English majors at HPU while researching the most popular independent vocabulary learning strategies.

Chapter 3: Based on the data collected from the survey questionnaire, the survey questionnaire provides relevant details about ways of studying English vocabulary for first-year non-English majors. This chapter also contains suggestions for autonomous vocabulary learning methods and methods for assisting learners in building strong vocabulary skills.

#### Part 3: Conclusion

Part two concludes the investigation of independent vocabulary learning of first-year non-English majors at HPU.

## **PART II: DEVELOPMENT**

### **CHAPTER 1: THEORETICAL BACKGROUND**

#### **1.1 What is the lexicon?**

##### **1.1.1. Definition of lexicon**

Lexicon may be defined in a variety of ways and it becomes the main focus of academics, instructors, and students due to its critical role in foreign language learning.

Lexicon can be defined as " words we must know to communicate effectively; words in speaking- expressive vocabulary and words in listening - receptive vocabulary " Neuman&Dwyer, 2009 states.

In a Longman dictionary of contemporary English vocabulary is defined as "all the words that someone knows or uses" in a target language (2003, p.1843). Regarding Schmitt, Hedge and Nation vocabulary is the meaning carrier of a language that the learner and the speaker of the language need to comprehend and deploy in the four skills of the language (listening, speaking, writing and reading) (Schmitt, 2004; Hedge, 2000; Nation, 2001). While Lehr, Osborn and Hiebert define vocabulary as knowledge of words and word meanings that they have two forms of oral and print. Oral words are those vocabulary words that the learner recognize and utilize in listening and speaking. Print vocabulary words incorporate those vocabulary items that the learner recognize and deploy in reading and writing (2004, p.5).

Hornby (1995) defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". "A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves 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" according to Wikipedia.

Lexicon, in Rawan Hamdi Haddad's words is "Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their idea". It is assumed that, while very little can be stated without grammar, nothing can be conveyed without vocabulary in this paper.

Vocabulary is the collection of words that an individual knows (Linse,2005:121). Some experts give definitions of vocabulary. Hatch and Brown

(1995:1) define that vocabulary as a list of words for a particular language or a list or set of words those individual speakers of a language might use. Furthermore, one can say that, vocabulary is defined as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words used in language or by class, individual, etc.

Laufer (1997:54) states that vocabulary learning is at the heart of language learning and language use. It is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language.

Vocabulary is an important aspect of teaching language, as stated by Edward (1997:149), “Vocabulary is one of the important factors in all language teaching: students must continually learn words as they learn the structure and as they practice sound system”. Sometimes, it’s difficult to determine the words that students relate to vocabulary such as meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc. (Linse,2005:121)

While Ur (1998) states: “Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words. “In addition, it is supposed that vocabulary as" the stock of words which is used by a person, class or profession. According to Zimmerman cited in Coady and Huckin (1998) ‘vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) in <http://www.readingrockets.org/article> state that vocabulary is the knowledge of words and word meanings.”

From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

### **1.1.2 Types of lexicons**

Most prominent researchers in this field agreed to divide, renowned vocabulary knowledge within the scope of its use in either the skills of writing, reading, listening, or speaking. Thus, they divide vocabulary knowledge into productive and receptive vocabulary (Laufer, 1998)

Laufer & Paribakht, 1998; Henriksen, 1999; Nation, 2001; Read, 2000; Schmitt, 2014). However, Harmer (2001) has identified knowledge of vocabulary as the active vocabulary which students can use and call it orally. While a passive vocabulary of words is known by learners through recognition, they cannot call and produce through writing.

#### **a. Receptive vocabulary**

Receptive vocabulary knowledge is known and understood its meaning by learners when reading text or listening to the text. Learners know and recognize the meaning of words that cause them to understand the text they have read but are not used to speaking and writing. Learning the receptive vocabulary usually in the form in which the teacher will usually give the meaning of the word, using the word in a sentence, but just ask the learners to spell and pronounce only (Nagy, Anderson & Herman, 1987; Webb, 2005).

#### **b. Productive vocabulary**

Productive vocabulary knowledge is assumed as the words that are understood and can be pronounced by the learners. Learners can use these words in speech and writing well. Thus, productive vocabulary can be regarded as a process of active words because learners can generate words to express their thoughts and feelings which are understood by others (Webb, 2005). Productive vocabulary knowledge is deemed as the ability to recover the structure and meaning (Laufer et al, 2004; Webb, 2008), or to pass on the word as in the original learners' language (Webb, 2009). Laufer (1998) divides knowledge into productive vocabulary into the controlled and free vocabulary. Controlled productive vocabulary knowledge indicates the capacity to construct words when the cue is given while, free productive vocabulary knowledge is the ability to use words spontaneously and without specific encouragement to produce certain words, such as writing independently.

#### **\* Relations between receptive vocabulary knowledge and productive vocabulary knowledge productive**

Various assumptions about the nature of receptive vocabulary knowledge and productive vocabulary knowledge previously existed between them. Although there are various responses the researchers gave, this could only be true if we look over at each aspect of vocabulary knowledge from a broader perspective. For example, the ability to identify spelling in written form will precede the ability to spell correctly, or the ability to identify and recognize the

written form may precede the ability to convey meaning and use it in the right words.

On the other hand, is also likely to spell the word correctly (productive vocabulary knowledge in the written aspect) or use the right words with grammar (productive vocabulary knowledge in grammatical function) before the meaning of the word is understood (receptive vocabulary knowledge in form and meaning). Therefore, to study and understand productive vocabulary knowledge, it is necessary to distinguish between receptive and productive knowledge in every aspect of vocabulary knowledge. It should be noted also the main goal is to bring learning vocabulary, in the form of communication either orally or written.

According to Webb's (2013) study the word receptively only gives impacts the meaning of receptive. While productively learning vocabulary, the results accounted for receptive and productive knowledge. Both turned out to have a strong relationship and mutual in the development of the vocabulary especially in improving the learners' language efficiency. Consequently, teaching and learning vocabulary may optimize and benefit both parties (teachers and learners) when the aspect of vocabulary knowledge and its process is understood.

## **1.2 The importance of lexicon in English learning**

Lexical development is a crucial part of language development for learners. For second language (L2) learners, the lexicon is often seen as a crucial tool. Individuals will be unable to apply the structures and functions learned for intelligible communication due to the limited language of learners. Vocabulary knowledge is often viewed as a critical tool for L2 learners because a limited vocabulary in a second language impedes successful communication.

Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" p. 55) Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

Lessard-Clouston, M "Vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand others or express their own ideas." It is stated that without vocabulary, nothing is conveyed. This means that learners' knowledge of vocabulary decides their comprehension abilities.

Without sufficient vocabulary, a learner probably cannot speak, understand, read or write that foreign language (Rubin & Thompson, 1994).

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view echoed in this advice to students from a recent coursebook (Dellar H and Hocking D, Innovations, LTP): “If you spend most of your time studying grammar, your English will word and expressions. You can say very little with grammar, but you can say almost anything with words”.

In communication, it is easily observed that learners who lack knowledge of grammar still manage his communication but the lack of vocabulary easily leads to the breakdown in information exchange. In learning a language, learners should acquire all skills and areas of that language. Though we cannot restrict language learning to vocabulary learning, it is obvious that vocabulary is the core of a language, the basis for the development of language proficiency. Thorbury (2002) believed that if learners spend most of their time learning grammar, their English does not improve very much. On the contrary, learning more words and expressions brings more improvement in language learning. However, learning vocabulary is a burden to language learners.

Research has shown that L2 readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin, 1995). In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. “When students travel, they don’t carry grammar books, they carry dictionaries” (Krashen, as cited in Lewis, 1993, p25). Many researchers argue that vocabulary is one of the most important-if not the most important- components in learning a foreign language, and foreign language curricula must reflect this. Other International Journal of Teaching and Education Vol. III, No. 3 / 2015 22 scholars such as Richards (1980) and Krashen (1989), as cited in Maximo (2000) state 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”.

Nevertheless, most language courses were (and still are) organized around grammar syllabuses. There are good grounds for retaining a grammatical

organization. While vocabulary is largely a collection of items, grammar is a system of rules. Since one rule can generate a great many sentences, the teaching of grammar is considered to be more productive. Grammar multiplies, while vocabulary merely adds. However, two key developments were to challenge the hegemony of grammar. One was the lexical syllabus, that is, a syllabus based on those words that appear with a high degree of frequency in spoken and written English. The other was recognition of the role of lexical chunks in the acquisition of language and in achieving fluency. Both these developments were fueled by discoveries arising from the new science of corpus linguistics.

The effect of these developments has been to raise awareness as to the key role vocabulary development plays in language learning. Even if most coursebooks still adopt a grammatical syllabus, vocabulary is no longer treated as an ‘add-on’. Much more attention is given to the grammar of words, to collocation and to word frequency. This is reflected in the way coursebooks are now promoted. For example, the back covers of three recent courses claim:

- Strong emphasis on vocabulary, with a particular focus on high frequent, useful words and phrases (from Cutting Edge Intermediate)
- Well-defined vocabulary syllabus plus dictionary training and pronoun-citation practice, including the use of phonetics (from New Headway English Course)
- A strong lexical syllabus, presenting and practicing hundreds of natural expressions which students will find immediately useful (from Innovations)

Vocabulary is necessary for the practice of listening, speech, reading, and writing, as well as for learning foreign languages in general.

### **1.3 Learner autonomy and vocabulary learning**

#### **1.3.1. What is learner autonomy?**

Nunan (2000) and Benson (2001) agree that learner autonomy is an ability to put one’s own study into effect. According to Nunan (1997, p.193), “fully autonomous learner operates independently of classroom, teacher or textbooks”. Palfreyman’s point of view is in contrast with that: “learner autonomy does not mean avoiding any reliance on sources of help around you”, but it means being conscious of those sources and what others you have in various situations. One example for this can be illustrated as follows: when a student asks his or her teacher for explaining the meaning of a new word, it is regarded as teacher dependence. But in case he or she asks teachers to certify the distinction of some synonyms he or she gets after looking up dictionaries or other sources of



reference, it is learner autonomy. It is clear that the student employs the teacher as a source of help, efficiently bringing the teacher into his or her own learning agenda. It is assumed that seems to share the idea with Nunan when he concludes that autonomous learner is one who can independently select aims and purposes; can set goals; can choose materials, methods and tasks; then can apply those choices and purposes in organizing and executing the selected tasks, and can choose the evaluation criteria for one's final work.

### **1.3.2 Learner autonomy and learning a lexicon**

According to Little (1991), definitions of autonomy have varied, but they have typically included these vital features:

- Students should take responsibility for their own learning.
- Taking responsibility' involves learners in taking ownership (partial or total) of many processes which have traditionally belonged to the teacher, such as deciding on learning objectives, selecting learning methods and evaluating progress.

Little defines learner autonomy as "Learner autonomy is the product of an interactive process in which the teacher gradually enlarges the scope of her learners' autonomy by gradually allowing them to take more control of the process and content of their learning". Little wood (1996) believed that the influencing goal of teaching is to produce learners that can act and think more independently, i.e., more autonomously, and a strategy for developing autonomy is the main target of language teaching. According to Holec (1981) there are varying degrees of self-direction in learning which may be connected to varying degrees of autonomy. He outlines the following components as an entirely self-directed process of learning:

- Fixing the objectives.
- Defining the content and progressions.
- Selecting the methods and techniques to be used.
- Monitoring the acquisition procedure.

The importance of learning a lexicon in foreign language acquisition cannot be overstated. A student cannot communicate without the necessary lexicon. There is little question that a student cannot absorb all of the vocabularies in class, thus people are willing to learn the English language through other methods. Learner autonomy is a huge comfort for students when it comes to vocabulary learning since it gives the learner numerous advantages such as:

- Learner autonomy increases motivation and leads to more successful lexicon learning.
- Learner autonomy gives learners' lexicon greater options for language communication in a non-native situation.
- Learner autonomy supports the different demands of students at all levels.
- Learner autonomy has a long-term impact.
- Learner autonomy helps the learner develop the fundamental skills necessary for long-term learning.

Thus, a learner should decide what kind of learning strategies learners should adopt for the great benefit people could gain. No doubt those learners are in need to be taught how to learn vocabulary, rather than simply the vocabulary items themselves. Here learning strategies are good indicators of how learners approach tasks or problems encountered during the process of vocabulary learning.

#### **1.4 Autonomy vocabulary learning methods**

There is no clear definition of vocabulary learning techniques. The explanation for this might be those vocabulary acquisition methods are included in language learning methods. As a result, the definition of language learning techniques is also the definition of vocabulary acquisition methods.

According to Oxford (1990), one of the leading lecturers and researchers in the area of language learning methodology study, the following are his views on learning methods: Second or foreign language learning is one of the most important education matters in most schools throughout the world. There has been a prominent shift within the field of language education over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching. Extensive investigation has shown the importance of language learning strategies in making language learning more efficient and in producing a positive effect on learner's language use. Foreign or second language (LS) learning strategies are specific actions, behaviors, steps, or techniques students use often consciously to improve their progress in apprehending, internalizing, and using the L2 (Oxford, 1994). Research indicates that language learners at all levels use strategies but that some or most learners are not fully aware of the strategies they use or the strategies that might be most beneficial to employ (Oxford, 1989). Rubin (1975) who along with Stern was one of the first to undertake research in this area, describes language learning strategies as skills utilized by a learner to attain knowledge (Magogwe & Oliver, 2007).

## 1.5 Classification of vocabulary learning methods

Only two research have looked at lexical methodology as a whole, even though there have been many studies on the authors' vocabulary acquisition methods: Lawson and Hogben, 1996; Avina and Sadoski, 1996; Hell, and Mahn, 1997.

In recent research, Stoffer (1995) devised a 53-item survey to investigate vocabulary acquisition strategies. Nine criteria summarize these 53 elements. The method includes the use of authentication language.

- Methods of personal motivation.
- The method to word organization.
- Method of memorization.
- The method utilizes creative activities.
- The method includes physical activity.
- Methods for boosting confidence.
- Method of using a dictionary.

Schmitt (1997) provided his classification of vocabulary acquisition strategies in another research. He distinguishes between the methods that learners use to approach the meaning of words on their first introduction and those that they use to maintain the meaning of the word on future exposures. The word guessing method and the communication method are two approaches to determining the meaning of words. The communicative method, the mnemonic approach, the cognitive method, and the meta-cognitive method are all used to emphasize the meaning of words. Because it may be used for both objectives, the communication method is included in both types of ways above. The Oxford (1990) class system is used in part to create this classification.

### • A group of methods to word meaning

#### *Methods of guessing the meaning of words :*

- ↪ Analysis from part of speech.
- ↪ Word analysis adding prefixes, suffixes, and root words.
- ↪ First language awareness test.
- ↪ Image or gesture analysis is available.
- ↪ Guess the meaning from the context of the text..
- ↪ Use bilingual dictionaries

↪ Use a monolingual dictionary.

↪ Use word lists.

↪ Use the word table.

***Communication methods :***

↪ Request a translation into the first language from the teacher.

↪ Ask the teacher to explain new words or find synonyms.

↪ Ask the teacher for the meaning of a complete sentence that contains the new word.

↪ Ask your classmates about the meaning of the word.

↪ Discover the meaning of new words through group activities.

**• A group method for reinforcing the meaning of words**

***Communication methods :***

↪ Study the meaning of words and practice.

↪ Check the accuracy of the student's word list.

↪ Communicate with foreigners.

***Memorization methods :***

↪ Study the meaning of words through illustrations.

↪ Describe the meaning of the word.

↪ Contact with personal experience.

↪ Match with words of the same type.

↪ Synonyms and antonyms.

↪ Use semantic maps.

↪ Use a graduated scale for adjectives of degree.

↪ Use the norm method.

↪ Use the topic vocabulary method..

↪ Group words together to study

↪ Group words by intervals on a page.

↪ Use new words to make sentences.

↪ Group of words in a plot.

↪ Study the spelling of the word.

↪ Study the pronunciation of the word.

↪ Read words aloud while memorizing.

↪ Visualize the structure of the word

↪ Underline the first letter of the word.

- ↪ Sort words by a group.
- ↪ Using the keyword method.
- ↪ Memorize word roots and affixes.
- ↪ Memorize word type of word.
- ↪ Explain the meaning of the word..
- ↪ Use words with the same root.
- ↪ Learn words in an idiom.
- ↪ Use physical activity.
- ↪ Using a system of contextual features.

***Cognitive methods:***

- ↪ Read and speak a lot.
- ↪ Use flashcard.
- ↪ Wordlist in textbooks.
- ↪ Vocabulary notebook.
- ↪ Listen to the word list tape.

***The metacognitive methods:***

- ↪ Use English communication methods.
- ↪ Test level with vocabulary tests.
- ↪ Use crosswords.
- ↪ Skip new words.
- ↪ Continue knowledge outside of class.

**1.6 Typical lexicon learning methods (Norbet Schmit)**

The background theory for this study will be Schmitt's (1997, p207 -208) lexical classification method. According to Schmitt, there are many ways to learn lexicon:

**1.6.1 Word guessing methods**

When learners are faced with learning the meaning of a new word without any reference source or support from others, they use the word guessing method. Learners are encouraged to apply some of the following strategies to discover the meaning of words.

**1.6.1.1 Guessing words based on language structure**

Recognizing the type of new words will make it easier for learners to guess the meaning of words. The words that appear after the auxiliary verb: do/don't, does/ doesn't, and bear the ends "Ing"; "ed"; or "s" are usually verbs. Adjectives

are words that occur after the verb "to be" and before the noun. For example, in the sentence "Let me introduce you to my family," students recognize the word "introduce" as a verb. Learners next apply the context in the previous work to quickly figure out the meaning of that verb.

The signals of defining a word's meaning are also clearly displayed through its root word. Many English words are composed of Latin and Greek words. People can immediately understand what the word means when users know its roots. For readers' convenience, here is the original table of words from author Phan Ha's book "Bí quyết học từ vựng Tiếng Anh."

**Table 1. Root word (Bí quyết học từ vựng Tiếng Anh – Phan Ha author)**

<b>Root words</b>	<b>Meaning</b>	<b>Example</b>
agr	Cánh đồng, nông trại	agriculture
aqu	Nước	aquarium
aud	Nghe	audience
astro	Ngôi sao	astronomy
bio	Cuộc sống	biology
biblio	Sách	bibliography
cap, capt, cip	Cầm, giữ	capture
ced, cess, cede	Chuyển động về phía trước	procedure
cep, cept, ceive	Cầm, nắm, giữ	reception
chron	Thời gian	chronology
cid	Giết	suicide
clud, clus	Đòn, tắt	conclude
cosmo	Thế giới	cosmopolitant
crat	Sức mạnh	autocrat
cred	Sự thật, tin tưởng	credit

demo	Người	democrat
dict	Nói	diction
duct, duc	Hướng dẫn, dẫn đầu	induce
fact, fac	Làm, tạo ra	manufacture
fec, fect	Làm, tạo ra	effect
ic, fict	Làm, tạo ra	fiction
fund, fus	Đổ, rót, tuôn ra	refund
gen, gener	Sinh ra, nòi giống	regenerate
geo	Mặt đất	geography
gram	Viết	grammar
graph	Viết, soạn ra	paragraph
gress, grad	Đi, bước đi	progress
min	Nhỏ nhất, ít hơn	minimum
nom	Tên	nominal
phone	Âm thanh, giọng nói	telephone
scop	Xem, nhìn	telescope
tang, tact	Sờ vào, chạm vào	tangible
voca	Gọi	invocation

Prefixes and suffixes are important for growing learners' vocabulary because they help people comprehend and apply word structure, and gain vocabulary. Furthermore, they are one of the most crucial aspects of knowing the meaning.

*Table 2. Prefixes and suffixes*

Verb	Noun
Improve	Improvement

Govern	Government
Elect	Election

<b>Adj</b>	<b>Noun</b>
Happy	Happiness
Shy	Shyness

<b>Noun</b>	<b>Adj</b>
Month	Monthly
Person	Personal
Nation	National

Students who do not understand that the author adds a letter or a combination of letters to convert verbs or adjectives to nouns will readily confuse the phrases "improve" and "improvement." Students will steadily improve their vocabulary as the natural consequence of comprehending the prefixes and suffixes of words.

Here are some data on noun, verb, adjective, and adverb prefixes and suffixes (Bí quyết học Tiếng Anh, 2003, Phan Ha, Education Publishing House).

**Table 3. Prefixes of nouns**

	<b>Meaning</b>	<b>Example</b>
after	sau, muộn	afternoon
bi	hai, đôi	bilingual
con	cùng với	connection
dis	phủ định (không)	disagreement
fore	Trước, sớm	foreleg
homo	Đồng, cùng	homosexual
in	Không	Inexpensive



inter	Giữa, từ một cái này sang cái khác	internation
mini	Bé, nhỏ, ít	minibus
mis	Sai, nhầm	mispronunciation
mono	Đơn, một	monolingual
non	Phủ định	nonpayment
out	Tách	outlook
over	Nhiều hơn, phái ngoài	overcrowding
poly	Nhiều, rất nhiều	polygamy
post	Sau	posterity
pre	Trước	prepayment
re	Lại	re-decoration
semi	Một nửa, một phần	semicircle
sub	Dưới, bên dưới	subway
super	Quá, trên	supermarket
tele	Khoảng cách	television
un	Phủ định	untruth
under	Thấp, dưới	underbelly
uni	Một, đơn, lẻ	uniform
up	cao hơn	upstair
vice	người thay thế	vice-president

**Table 4. Suffixes of noun**

	<b>Meaning</b>	<b>Example</b>
Age	Hành động	Marriage

ance, enc	Biểu diễn	Performance
ancy, ency	Lưỡng lự	Hesitancy
ant, ent	Chỉ người hoặc sự vật	Participant
ary, ory	Chỉ người, nơi chốn	Secretary
ery, ry	Nghiên cứu về lĩnh vực nào đó	Chemistry
Dom	Lãnh địa, lãnh thổ	Kingdom
Ee	Chỉ người	Employee
Ess	Chỉ nữ giới	Actress
Hood	Giai đoạn	Childhood
Ian	Người	musician
Ics	Khoa học	Mathematics
ion, ation	Hành động, trạng thái	Invention
sion, tion	Sự thành lập	Organization
Ism	Quan điểm, học thuyết, chủ nghĩa	Idealism
Ist	Chỉ người, người được tin tưởng	Realism
Ity	Chất lượng	Rapidity
Ment	Hành động	Movement
Ness	Tình trạng, trạng thái	Sickness
or	Chỉ người	inventor

**Table 5. Suffixes of verb**

	<b>Meaning</b>	<b>Example</b>
En	Tạo ra, trở nên	Widen
ify, ize	Gây ra, tạo nên	Beautify

**Table 6. Suffixes of adjective**

	<b>Meaning</b>	<b>Example</b>
able, ible	Có thể, khả năng	Visible
Al	Thuộc về, tương tự	Musical
Ed	Bị ảnh hưởng, được bao quanh	Clothed
En	Làm từ	Silken
Ful	Đầy cái gì, có	Useful
Ic	Có tính, thuộc về	Heroic
Ish	Hơi, giống, thuộc về	Childish
Ive	Thuộc về, có tính	Active
Less	Không, thiếu	Careless
Like	Mang phẩm chất của	Manlike
Ly	Phẩm chất	Manly
Ous	Có tính, thuộc về	Ambitious
ward	Phong cách, vị trí	Foreward

**Table 7. Suffixes of Adverb**

	<b>Meaning</b>	<b>Example</b>
Ly	Mang một phong cách nào đó	Strangely
Ward(s)	Hướng chuyển động	Homeward

### 1.6.1.2 Guessing word based on context

Every language has frequently used and seldom-used words. Only 2500 English words are used often, according to a new study, with little being applied. As a result, it is natural to come over vocabulary that students have never heard before while learning English.

The context can help students figure out what a word means. This strategy, however, needs learners to have a certain level of language skills and also extensive background knowledge of the subject under discussion as well as a strategic understanding of how to make the reasoning process more efficient.

Following these five processes, students can guess the meaning of words:

- **Define the word type**

When people see an unusual word, consider its link to the words around it first. This will help readers determine the word's kind. Skip over it if it's a proper noun and continue reading. If it's an adjective or adverb, guess its degree and meaning about the main word, and then go on to the next paragraph. However, if it is a key and significant verb, people may have to find out what it means before people can continue reading.

- **Word analysis**

The structure of a word in English includes prefixes, suffixes, and root words. Students can easily guess its meaning based on the known root words.

Eg: The archaeologists unearthed the bones in Kazakhstan while looking for evidence of prehistoric civilizations.

Unearthed: a new word, but “earth” and “un” are words students already know. Readers can easily guess "unearth": get something out of the ground.

- **Use context to guess words**

The situation of a paragraph or a sentence is called context. Reading that relies on context to guess the meaning of words is highly successful.

Eg: Skin cancer is a common disease. According to Cancer Research UK, around 100,000 cases of non-melanoma were diagnosed in the UK in 2008, and just under 12,000 cases of the more dangerous malignant melanoma were also registered of which 25% proved fatal.

↳ Non-melanoma: new word. However, in the context of talking about skin problems → skin cancer

- malignant melanoma: dangerous disease

↳ Replace the word with a synonym to check if the sentence makes sense. It is difficult to guess the meaning of words based on context. If readers use this strategy correctly and consistently, individuals will not only improve their judgment abilities, but people will also be able to finish the exercise fast.

### **1.6.1.3 Use references**

The goal of the reference material is for students to double-check the correctness of the word's learners have just guessed. A good dictionary must be a dictionary from a credible source; there are many different dictionaries on the market today; in addition to conventional dictionaries, many people use electronic dictionaries. Cambridge Dictionary, Oxford Learner's Dictionaries, and Longman Dictionary are just a few examples.

The author usually presents in the following sequence in monolingual and bilingual dictionaries:

- The first bold information is the spelling of the searched-for word.
- The phonetic notation is the second piece of information. It aids the reader in understanding the main pronunciation of the word people are looking up. The emphasized syllable before it will be the stressed syllable.
- In the explanation, the reader will see abbreviations like n, v, a, adv... This indicates that the user is considering the meaning of the term as a noun, verb, adjective, or adverb.
- If the word is a noun, the author will provide the plural form; if the word is a verb, the author will give the "s" or "es" "ed" form or the irregular form.
- When searching for a word with many meanings, the meanings are ranked from most common to least common. However, users must rely on the context to determine the words' correct meaning. Each idea is supported by examples, which are all easily understood. If available, the author will offer extra information about word synonyms and antonyms.

As a result, a good dictionary must have the following information:

- Spelling
- Pronunciation
- Definition
- Parts of speech
- Example
- Root words
- Combinations of words with other words

- Synonyms, antonyms

The dictionary is quite helpful. However, students should be aware that overusing it will impair their capacity to think. As a result, students must use it responsibly. Because each word might have several meanings, the context must be used to select the most effective meaning. Avoid using dictionaries as much as possible while reading. Concentrate on guessing the meaning first, then look it up in the dictionary to confirm it.

#### **1.6.1.4 Design word lists and flash card**

The study intends to highlight the list of words and cards created by the students. It will be much easier to review and expand vocabulary if the list of words and cards is presented scientifically and logically.

##### **a) Word list**

A word list can be presented in a number of ways and the three most common methods of organizing words are topics, synonyms, antonyms

##### **a1. Topical word lists**

Each topic aids students in searching for words related to that topic in a focused and accurate manner. Learners get familiar with the most regularly used words, enhance their word-use abilities, and expand their current vocabulary. Students can list words in the following formats:

##### **a2. List words**

*Table 1.6.1.4 The school topic*

<b>New words</b>	<b>Meaning</b>
School	Trường học
Teacher	Giáo viên
Classroom	Lớp học
Classmate	Bạn cùng lớp
Friend	Bạn bè

##### **a3. Synonyms and distinguishing their usage.**

*Table 1.6.1.4: Synonym*

<b>Synonym</b>	<b>Meaning</b>	<b>Example</b>
cadge	xin	cadge a cigarette
beg	xin xỏ	beginning for chance

bum	hỏi xin	bum a drink
mooch	ăn xin	mooching money off from sb

- The second way: Learners can recall words and link them with their antonyms in this way. That contrasted impression will result in a lot in the learners' memories.

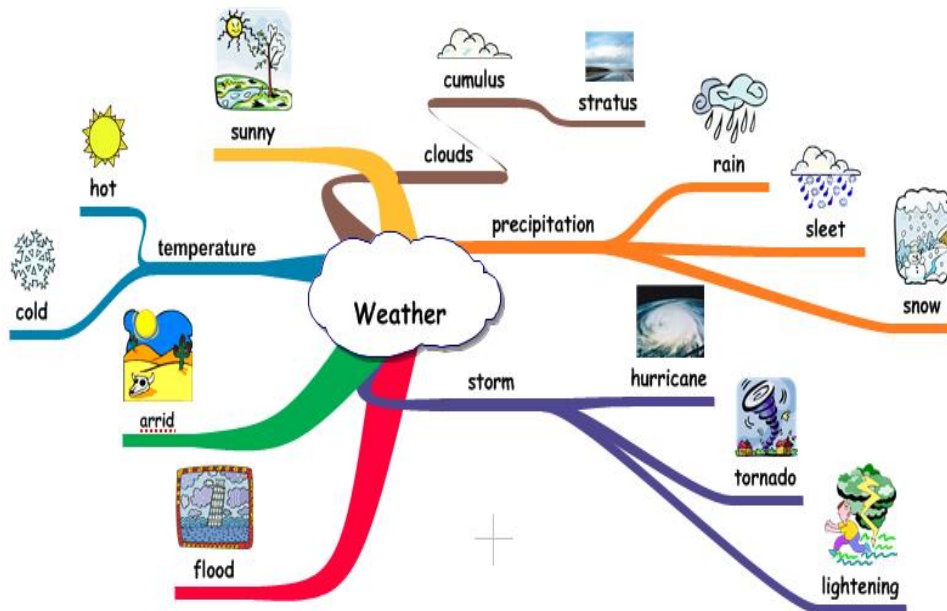
↔ Beautiful > < ugly

↔ Selfish > < generous

↔ Happy > < sad

↔ Tall > < short

**a4. Use mindmaps**



**a5. List part of speech**

*Table 1.6.1.4 Part of speech*

Verb	Noun	Adjective	Adverb
calculate	calculation	calculable	calculably
construct	construction	constructive	constructively
expect	expectation	expectative	execratively
disappoint	disappointment	disappointed	disappointedly

## b) Flashcard

These flashcards are similar to the pages of a compact dictionary that learners may take with them wherever they go. It provides the data that the dictionary needs. To make it more interesting, students might use crayons and colored paper to create funny pictures on it, which will help them associate the meaning of words. The back contains the message, picture, or illustration. When looking at the front, don't rush to see the meaning on the reverse; instead, calmly recollect the word's meaning. This memory test is quite realistic.



Flashcards are very convenient. Learners should set them in key positions to help them to remember for a long time. Additionally, students can use it to calm in their leisure time.

### 1.6.2 Social methods

The communication strategy is utilized in future talks to find and keep the meaning of a new word; this method is comparable to asking individuals about the definition of a word.

Teachers are capable of providing straight and precise information. Students can contact the teacher and ask questions instead of wasting time looking up new words in a dictionary. The teacher will assist by explaining the word meaning in Vietnamese, providing synonyms, defining the phrase, or providing specific instances.

Students can seek help from their classmates through communicative challenges. This technique works well since each person has their vocabulary; for example, one person may know this term while another does not. Team members



can share their information through cooperation, which helps extend each person's vocabulary.

One of the most common strategies to expand vocabulary is to communicate with foreigners. They are extremely friendly and keen on a conversation. Learners might copy their pronunciation and communicative signals in those discussions, increasing their confidence in speaking English. Communication skills not only assist students to increase their vocabulary but also help them build relationships not just in school but also outside of it.

### 1.6.3 Memory methods

Memory is a way of learning a language using pictures, objects, or groupings of words. Learners frequently memorize the following ways:

#### 1.6.3.1 Use picture

Instead of learning long, complicated definitions, students should make a notebook that explains the meaning of words using pictures acquired from the internet or created by them. The book is one-of-a-kind, easy to see, easy to remember, and powerful.



Additionally, new words might be associated with situations, particularly personal ones, by learners. Of course, those new words will live on in everyone's memories.

It is necessary to create an image of the word being examined when learning new words. Consider a picture that is simple to remember so that people can memorize the message quickly when learners see it again. The image that students summon up should be tied to the word's meaning rather than its sound or spelling.

### **1.6.3.2 Related and unrelated words**

As can be seen, this learning strategy is identical to the ones discussed previously.

New words can be related to words already known by the learner in the second language. It generally contains some form of relevant association, such as terms from the same class (red, blue, white,), synonyms (beautiful, nice, good-looking,), subsets (dogs, cats, tigers.... are subsets of animals) Semantic maps, a frequent means of reinforcing words (Oxford–1990), can be used to highlight these linkages.

### **1.6.3.3 Word group**

Words can be combined for uncomplicated retention, collecting, and remembering. This means that all relevant words must be grouped into the subject or function-based groups of terms... This is how words are classified by subject, synonym, and word category. We mentioned in section 1.6.1.4

### **1.6.4 Cognitive methods**

This strategy approaches the memorization method in some ways. The distinction is that the cognitive technique does not place as much emphasis on the process of applying abilities. This category encompasses the process of repetition and the use of mechanical tools for vocabulary learning, such as:

#### **1.6.4.1 Read and speak a lot**

This is an adaptive process that takes place in both verbal and writing formats.

Verbal communication form is a method for repeatedly reading new words. There are two common reading methods: quiet reading and reading aloud. Read loudly to learn the pronunciation of the word; read silently to impress words into memory.

Writing words helps students retain words for extended periods since they have seen, read, and heard the word and are now feeling it. Make an effort to write words and phrases that are relevant to their life and particular interests.

#### **1.6.4.2 Wordlist in text books**

There is a glossary of the lessons after each textbook. Each part introduces a new word, its pronunciation, and its definition. This is a relatively good resource for students.

The goal of employing a word list in the cognitive technique differs significantly from that of the word guessing method. The cognitive approach uses a list of words to review and memorize, but the word guessing method uses them to extract the original meaning.

#### **1.6.4.3 Vocabulary notebook**

Whenever students are introduced to a new term, whether in or out of the classroom, take it down in a little notebook and then check it using a dictionary to add and correct the essential information set. This method of learning will help students develop excellent habits and expand their vocabulary.

### **1.7 Factors affecting learning a lexicon learners and acquisition**

#### **1.7.1 Interlexical factors**

According to Schmitt and McCarthy (1997:142-153), intravesical factors that affect the learning of words include:

##### **a) Pronounceability**

Foreign learners too experience phonological difficulties related to phonemes, combinations of phonemes, and suprasegmental features. What makes some words phonologically more difficult than others is determined by the learner's first language (L1) system. The L1 system may be responsible for the learner's inability to discriminate between some phonemes and subsequent confusion of words differing precisely in these problematic phonemes.

Eg:

↳ The Vietnamese speakers may have trouble pronouncing words like:

- vegetable - /'vedʒtəbl/
- women - /'wɪmɪn/
- restaurant - /'restrɒnt/
- time - /taɪm/

↳ The Vietnamese speakers find it difficult to pronounce final consonant clusters in:

- /ld/, /lt/ : build, built
- /ks/ : six, box

Familiarity with phonological features and a word's phonotactic regularity (its familiar combinations of features) were shown to affect accuracy in perceiving, saying and remembering the word. Some studies have shown that foreign words which were difficult to pronounce were not learned as well as the more pronounceable ones.

Eg: Accounting words: collateral security, liability, indebtedness, mortgage, and encumbrance.

Correct pronunciation of a word requires stress on the right syllable. Learners of English may have difficulty because the place of the stress is variable and has to be learned as part of the words spoken form. Moreover, the weakening of unstressed vowels introduces yet another factor of difficulty, particularly for Vietnamese learners who are unfamiliar with this phenomenon in their L1.

### **b) Orthography**

If word knowledge requires correct pronunciation and correct spelling, then the degree of sound script correspondence in a word is a facilitating – or difficulty – inducing factor. A Vietnamese word encountered in reading presents no pronunciation mystery to the learner, provided the learner knows which letter combinations represent which sounds and drops the final consonants in speech. An English written word, however, may provide no clues to its pronunciation (e.g., different pronunciation of the letter ‘o’ in *love, chose, woman, women, odd*) -. Words characterized by such sound-script incongruence are good candidates for pronunciation and spelling errors.

### **c) Length**

Intuitively, it would seem that longer words should be more difficult simply because there is more to learn and remember. Learners of English memorized more easily one-syllable words than two-syllable words, two-syllable words more easily than three-syllable words, especially for Vietnamese learners as the Vietnamese language is a monosyllabic language. Some learners may have more difficulty in learning longer words than shorter ones and it decreases with the increase in the learner’s proficiency.

If the length factor could be properly isolated, we might find longer words more difficult to learn than the shorter ones. In a learning situation, however, it is hard to attribute the difficulty of learning a particular word to its length rather than to a variety of factors. Sometimes it is not the word’s length that affects students’ learnability but the learner’s frequent exposure to it. In other words, it is the quantity of input that may contribute to the successful learning of the short words, not their intrinsic quality.

### **d) Morphology**

- In flexional complexity

Features such as irregularity of plural, gender of inanimate nouns, and noun cases make an item more difficult to learn than an item with no such complexity, since the learning load caused by the multiplicity of forms is greater.

- Derivational complexity

The learner's ability to decompose a word into its morphemes can facilitate the recognition of a new word and its subsequent production.

Eg: Familiarity with meaning of the suffix –re

invest → reinvest

However, the lack of regularity with which morphemes can or cannot combine to create meanings or the multiplicity of the meanings can be a source of difficulty.

Eg: inflow, outflow (of capital funds).

### **e) Similarity of lexical forms**

L2 learners confuse words that sound and/ or look alike. In learning a new word, the foreign learner might experience form interference from an already known word, which would make the new word difficult to retain in its correct form. This, in turn, might lead to confusion of similar words both in recognition and in production. Similar lexical forms were called 'conforms'. Sy forms might be a difficulty-inducing factor for learners.

Eg: • considerable/considerate

- imaginary/imaginative/imaginable

### **f) Grammar**

It is sometimes argued that certain grammatical categories are more difficult to learn than others. Nouns seem to be the easiest; adverbs, the most difficult; verbs and adjectives are somewhere in between. The effect of part of speech decreases with the increase in the learners' proficiency. Even though learners acquired the semantic content of some words, they confuse their part of speech. Sometimes nouns are replaced by verbs, sometimes adjectives by nouns, or adverbs by adjectives.

### **g) Semantic features of the word**

Semantic features of the word: abstractness, specificity and register restriction, idiomaticity, and multiple-meaning may affect word learnability.

- Abstractness: It often assumed that abstract words are more difficult than concrete words because the former are intrinsically more complex than the latter

Eg: Adjustment, investment, replacement, etc.

- Register restriction: A related problem is the register restriction of some words is a related problem. Foreign learners are very often unaware of the fact that lexical items frequent in one field or mode of discourse may not be normal in another. General and neutral words, which can be used a variety of contexts and registers are less problematic than words restricted to a specific register, or area of use. Foreign learners tend to use words set up as superordinate's (general terms) while the majority of the native speakers use cohyponyms (more specific terms).

- Idiomatic: Idiomatic expressions are much more difficult to understand and learn to use than their nonidiomatic meaning equivalents.

Eg: Break a leg: good luck

A piece of cake: something is very easy.

- Multiple meaning: One form can have several meanings and one meaning can be represented by different forms. One form which represents several meanings can be either a polyseme or a homonym depending on whether the meanings are related or not.

Eg : Blue

- The color of the sky without clouds on a bright day, or a darker or lighter type.
- Feeling or showing sadness : sad.

Doctor

- A person with a medical degree whose job is to treat people who are ill or hurt.
- A person who has the highest degree (: qualification) from a college or university.

### **1.7.2 Person-dependent factors**

Lightburn and Spada (1999) state that “these factors include age, language aptitude, intelligence, attitude and motivation, personality”. Rubin and Thomson (1994) share “the same ideas about the factors including age, aptitude, attitude, personality, learning style and past experiences”.

Ellis (1994) explains “those factors as individual differences that affect different aspects of second language learning”. His report on the effect of age shows that learners who start as children achieve a more native-like accent than those who start as adolescents or adults. The younger is better in the case of phonology but not in the acquisition of grammar. There is no clear evidence that age has great impact on vocabulary acquisition.

Carroll (1965) identified “four factors in language aptitude: phonemic coding ability, rote learning ability, inductive language learning ability and

grammatical sensitivity; of which the first three are hypothesized to be involved in vocabulary learning”.

Ellis (1994: 507-522) analyses a number of learning styles used by adult English as a second language (ESL) learners such as concrete learning style, analytical learning style, communicative learning style and authority orientated learning style (based on Willing, 1987), etc. He eventually concludes that “Learners manifest different learning styles but it is not yet clear whether some styles result in faster and more learning than others.”

- **Motivation:** Motivation plays a significant role in the process of learning a second language and thus in vocabulary acquisition as well. Second language acquisition (SLA) research also views motivation as a key factor in L2 learning. According to Ellis (1994: 508-525), “Motivation is viewed as integrative motivation, instrumental motivation; regulative motivation and intrinsic interest. Integrative motivation involves an interest in learning an L2 because of a sincere and personal interest in the people and culture represented by the other language group. It contrasts with an instrumental motivation, which concerns the practical value and advantages of learning a new language. Learners with either integrative or instrumental motivation, or a mixture of both, will manifest greater effort and perseverance in learning”. Regulative motivation is explained by Ellis as an interactive effect between motivation and achievement. A high level of motivation stimulates learning and success in L2 learning can help to maintain existing motivation. Conversely, low motivation leads to low achievement, then lower motivation can develop. Other internal sources of motivation, such as self-confidence, may be more important than either type of motivation in some contexts. “Motivation can also take the form of intrinsic interest in specific learning activities and may be more easily influenced by teachers than goal-directed motivation” Ellis (1994:523)

- **Personality:** Second language acquisition may be more difficult for some people due to a certain factor. Personality can affect SLA in general and vocabulary acquisition in particular. Studies have shown that extraverts (or unreserved and outgoing people) acquire a second language better than introverts (or shy people). Extroverted learners will be willing to try to communicate even if they are not sure they will succeed, while students that are afraid of embarrassing themselves by speaking incorrectly or by not being able to speak may try to avoid opportunities that would otherwise aid their learning. Those who

avoid interaction are typically quiet, reserved people, (or introverts). Logically, fear will cause students not to try and advance their skills, especially when they feel they are under pressure. Just the lack of practice will make introverts less likely to fully acquire the second language vocabulary.

These person-dependent factors produce variation in the rate of learning and the ultimate level of L2 attainment. They differ from person to person and determine to some extent how a learner approaches a task.



## **CHAPTER 2: METHODOLOGY**

The author will describe independent lexical learning English methods and present a survey to collect information and data for the study in this chapter, which is the most important in part 2. The writer begins by introducing the users, as well as the purpose and design of the survey. The survey questionnaire results are then applied to measure the autonomy of students' linguistic learning of English methods.

### **2.1 Participants and purposes of the survey questionnaire**

All the data for this study's analysis came from first-year non-English majors at HPU, who filled out a survey questionnaire. These students were selected for two main reasons: first, the importance of the vocabulary, because vocabulary is at the base of all challenges, and second, vocabulary is the foundation for enhancing skills. Only when students have a large and diversified lexicon can their spoken language become natural and fluent. As a result, it is impossible to deny that lexicon is an essential aspect of English speaking. The second difficulty is that first-year non-majors lack complete knowledge of the autonomy lexicon, causing them to study it ineffectively.

The author concentrates on resolving two common problems:

- The importance of vocabulary in foreign language acquisition
- Strategies of learning that students employ in the process of English language acquisition.

### **2.2 Design of questionnaire**

In this study, a survey questionnaire was distributed to first-year non-major students at HPU to collect ideas and information regarding the value of vocabulary. Three questions make up the survey questionnaire.

- The first question concerns the role of the lexicon in foreign language acquisition.
- The second question is about how students learn language independently.
- Question three refers to students' methods of learning vocabulary in addition to the methods listed in the survey.

### **2.3 Research method**

#### **2.3.1 Using the survey questionnaire**

Questionnaires are the most often used survey instrument for gathering information from a large number of individuals, and they may be used with a

variety of methodologies. The number of questions is determined by the nature of the research. This is because the survey is based on psychological concepts that underpin human behavior. The goal is not just to comprehend this behavior and then explain it, but also to overcome the limitations that the behaviors themselves produce. The facts the person asking the question seeks from the responses.

In the survey questionnaire, the author only asked questions to non-English major students at HPU to collect information about their vocabulary learning methods. To analyze the data, the writer creates a statistical table based on the collected results and develops conclusions regarding the subject under consideration based on the analysis.

### **2.3.2 Research procedures**

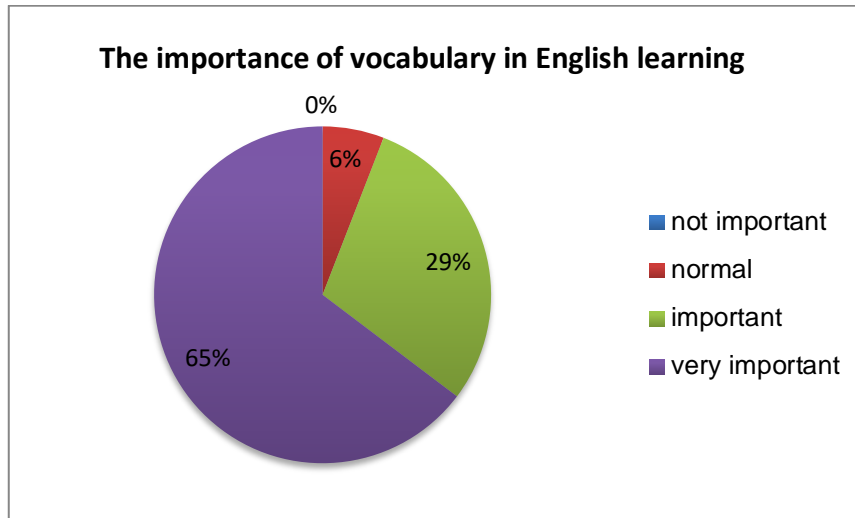
About 200 students at HPU are not majoring in English, with K25 specialization in administration, information technology, law, and a diversity of other majors. The author surveyed two majors, of which 60 votes were distributed, and received 55 legal voters, equating to 100% for the tourist and law industry.

The survey question consists of three multiple-choice questions and one open-ended question with 25 subsections. There is a multiple-choice option, and the results provided the author with valuable information concerning non-specialized students' vocabulary learning methods.

### **2.4 Finding and discussion**

Following the completion of survey questionnaires and observations, it is apparent that vocabulary is crucial in learning English. The survey questionnaire findings show the importance of acquiring vocabulary and providing information on autonomous learning options for non-English major students. The collected data will be analyzed and discussed below to ensure a good knowledge of the situation.

**Table 1: Evaluation of the importance of vocabulary in English learning  
(See appendix)**



According to the table above, the number of students 65% believes that the lexicon is extremely essential in the process of learning English, 29% think that the lexicon is significant, 6% say that the function of vocabulary is normal, and 0% consider that vocabulary is not important. For the process of learning English, vocabulary is both a sufficient and necessary requirement. The author cannot exercise the four abilities to listen, speak, read, and write, and not understand language theory subjects unless we have a specific vocabulary

Both teachers and students benefit from students' correct perceptions of vocabularies role. Students will be more engaged in studying vocabulary if they understand the importance of vocabulary learning. The quality and efficacy of learning improve as a result of such excitement. However, because there are thousands of words to memorize, students must select the vocabulary acquisition approach that best suits their knowledge.

#### 2.4.1.2 Guessing word methods

**Table 2: Evaluation of the use of the word guessing method (See appendix I)**

Question	Usage level			
	Always	Often	Normal	Rarely
2.1	19,4 %	50,7%	25,4%	4,5%

2.2	15,9%	40,8%	38,8%	4,5%
2.3	9%	44,8%	30,3%	15,9%
2.4	17,9%	40,8%	20,9%	16,4%
2.5	41,8%	32,8%	21,9%	3,5%
2.6	74,6%	13,2%	9,2%	3%
2.7	9%	34,2%	29,9%	26,9%
2.8	7,4%	28,4%	41,8%	22,4%
2.9	13,5%	31,2%	40,3%	14,9%
2.10	3%	19,4%	28,4%	49,2%

Students are also highly proficient at guessing words based on type words (19.4% always use, 50,7% frequently use, 25,4% use average, and 4.5% rarely use). Research demonstrates that learning word shapes is not too challenging for students. Learners usually identify the type of word a word belongs to base on the linguistic structure of the language or some distinctive forms and transformations of the word. As a result, this learning approach is common and may be covered in various phrases, including complex words.

The goal of word learning using cognates is to form conclusions about the meaning of words based on the accessible roots. These roots are all derived from Latin and Greek and have multiple definitions. Learners can easily infer the meaning of the word based on their comprehension of the root word. However, this method of learning necessitates that student have an excellent memory. So only 14.9% use it all the time, 41.8% use it frequently, 38.8% use it occasionally, and 4.5% use it infrequently.

This learning technique is frequently applied to reading skills by English majors. Context analysis helps readers focus on the reading passage even while rapidly and accurately guessing the meaning of words. That is why 41.8% of students usually acquire language this way, 32.8% use it frequently, 21.9% use it regularly, and 3.5% use it only occasionally.

Researchers discovered that students enjoy using dictionaries when learning English, and it is the most commonly used strategy in the stages of

studying vocabulary, with 74.6% always using it, 13.2% regularly, 9.2% regularly, and only 3% seldom. Most students believe that looking for the definition of a word in a dictionary is the best effective way to find out. However, every problem has two sides, and overuse of dictionaries will impair learners' capacity to think creatively. As a result, students must understand how to utilize the dictionary correctly.

Designing a word list is a technique that students frequently do when acquiring vocabulary. Different forms of word lists have different degrees of usefulness and effectiveness:

- According to survey data: 9% constantly, 34.2% frequently, 29.9% regularly, and 26.9% rarely use the topic category. Learners can generate a list of terms based on their choices to pique their interest in studying the lexicon. This learning approach is successful, so students can add more tree-shaped diagrams, outlines, or word tables... to make the word list more vivid, creating enthusiasm when learning words.

- In the meanwhile, just 7.4% always use it, 28.4% use it regularly, 41.8% use it occasionally, and 22.4% rarely use the list of synonyms and antonyms. Learning words in this method is a very fascinating process of acquiring, and students should use it when learning vocabulary.

- In fact, some words have the same verb form and the noun form, whereas others vary in terms of nouns, verbs, adjectives, and adverbs. Learners may comprehend the classifications of terms of a specific phrase by studying through a list of words by category, allowing them to generate unmistakable signals regarding things. Perhaps this explains why 13.5% constantly use, 31.2% frequently use, 40.3% typically use, and 14.9% rarely use. So, the writer discovered that this learning approach is also an excellent way for people to learn surnames.

Magnetic cards are the trick with the lowest use, with 3% always using them, 19.4% usually using them, 28.4% normal, and 49.2% seldom using them. This method is rarely applied because students must spend time producing a word card but can only write one or two words on it. Furthermore, because the magnetic card is small, it is simple to misplace and lose, resulting in low efficiency.

### 2.4.1.3 Communication methods

Question	Usage level			
	Always	Often	Normal	Rarely
2.11	31,4%	23,8%	37,3%	7,5%
2.12	43,4%	44,7%	10,4%	1,5%
2.13	7%	12%	12%	69%

The technique queried the teacher directly about the meaning of the word and related difficulties, with 31.3% constantly using it, 23.9% frequently, 37.3% usual, and 7.5% rarely. It has a lot of student assistance and is supposed to be an excellent way to learn. Teachers will provide students with the knowledge they need and will be accessible to answer any questions they may have. However, do not rely too heavily on teachers, since it will lead to passive information acquisition.

According to the table above, asking friends is the most popular technique of vocabulary learning among students (43.3% always, 44.8% frequently, 10.4% regularly, and just 1.5% rarely used). Teachers incorporate interactive exercises into each session. As a result, students can openly exchange information and ask questions. Furthermore, the knowledge transfer will be more fluid and comfortable with others of the same age.

If students have the opportunity to communicate with native English speakers regularly, their speaking abilities and vocabulary will considerably improve. HPU students, on the other hand, have minimal opportunity to contact foreigners. Furthermore, they are fearful of being rejected or ridiculed by others, or they, thus learning a feel insecure language in this manner is uncommon (6 % always use it, 12 % frequently use it, 12 % at a low level) average, and up to 70% rarely used).

### 2.4.1.4 Memory methods

Question	Usage level			
	Always	Often	Normal	Rarely
2.14	31,3%	23,9%	37,5%	7,3%

2.15	13,4%	38,8%	37,2%	10,4%
2.16	10,4%	43,3%	35,7%	10,5%

Using drawings is a common trick among students (31.3% always used, 23.9% frequently, 37.5% normal, and 7.3% seldom used). The objective of using visuals is to keep the vocabulary learning process entertaining. It is easier to remember the meaning of words through visuals than by definitions. Not all words, however, can be illustrated using visuals. Learners must employ a different method of learning when dealing with abstract words.

According to the survey results, 13.4% of students always, 38.8% often, 37.2% typically, and 10.4% seldom use related words to learn words. The meaning, function, or word type of a group of words might be connected. So, that is how students learn rational and systematic vocabulary.

The table above shows that students regularly combine words by function and topic, with 10.4% always using it, 43.3% frequently using it, 35.7% average use, and 10.5% seldom using it. There are currently several publications on lexicon by topic and vocabulary by a function that learners can use to improve their language knowledge.

#### 2.4.1.5 Cognitive methods

Question	Usage level			
	Always	Often	Normal	Rarely
2.17	47,8%	41,8%	9%	1,5%
2.18	34,3%	49,3%	11,8%	4,6%
2.19	26,9%	43,3%	26,9%	3%
2.20	25,9%	44,8%	31,3%	3%
2.21	16,4%	31,3%	37,3%	14,9%
2.22	25,4%	34,3%	29,9%	10,4%

Using drawings is a common trick among students (31.3% always used, 23.9% frequently, 37.5% normal, and 7.3% seldom used). The objective of using

visuals is to keep the vocabulary learning process entertaining. It is easier to remember the meaning of words through visuals than by definitions. Not all words, however, can be illustrated using visuals. Learners must employ a different method of learning when dealing with abstract words.

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The table above shows that students regularly combine words by function and topic, with 10.4% always using it, 43.3% frequently using it, 35.7% average use, and 10.5% seldom using it. There are currently several publications on lexicon by topic and vocabulary by a function that learners can use to improve their language knowledge.

#### **2.4.1.6 Other memory methods**

Because this is an open-ended inquiry, students' responses are extremely diverse. The majority of learners learn vocabulary in the ways described above, but approximately 10% to 20% come up with new and exciting ways to learn. The author has summarized it as follows:

According to the survey results for question 2.23 and students' overall perceptions, using English for entertainment is quite popular and widely used among students. There are numerous forms of entertainment available nowadays, including books, newspapers, and films... Learners can use these media to satisfy their learning requirements, such as exercising reading comprehension abilities and writing skills by reading English-language newspapers, stories, magazines, novels, literary works, and so on. Listening to foreign music and learning to sing along to it, or seeing foreign films with English subtitles, can also help students improve their listening, speaking, and pronunciation skills. Learner can also listen to and watch English news on the radio and television. As a result, learners will have more information about various fields to broaden their fundamental knowledge and keep up with the most recent global knowledge. Learners should combine guessing words and searching up terms in the dictionary to make entertainment more successful in English.

Today's period is one of booming information technology and digital life; the Internet has grown in popularity, extended globally, and has become an essential and indispensable component of life. Learning English straight over the



Internet is a fantastic method to get started. There are several online English courses and English certificates available at the moment. Many different kinds of activities, such as interesting and helpful lessons and learning methods, are routinely and recently updated via the Internet, and many English specialists participate in online education. Furthermore, learners can practice chatting and interacting with foreigners through Chatting with them to improve their communication ability and English level, among other benefits provided by the Internet.

It is a terrific method to learn while having fun by doing crossword puzzles after school and playing word puzzles in their time. This strategy is both successful and efficient in that it helps students memorize terms fast while also generating a positive atmosphere and minimizing tension after the lesson. However, based on the survey findings for question 2.25 and discussions with classmates, learning vocabulary through games remains unpopular among students.

Only 3% of the overall 10% - 20% develop vocabulary by reading multilingual stories regularly. Learners read the English section first to seek to comprehend the plot, then the Vietnamese part to double-check the information they just read. Learners like this method of studying because if they don't know what a word means, they can look it up in the Vietnamese section. Furthermore, some words are repeated several times throughout a tale, allowing learners to solidify the meaning of the word they just looked up while remembering the word length.

Another method of learning stated by some of students are to establish group study sessions, attend extracurricular activities, and English contests, which are also effective ways for learners to exchange, enhance knowledge, demonstrate their talents and abilities and try their best. As a result, in addition to needing to grow and augment their vocabulary, learners gain confidence, dynamism, and inventiveness that they had not before discovered.

Calling out the English names of objects around learners or the titles of products promoted on television is an excellent method to learn. Because learners come into contact with things frequently, this method of learning aids with long-term memory.

To summarize, there are numerous approaches to learning vocabulary. However, whether that method of learning is beneficial or not is up to the

individual. Learners must base their learning goals on some of their learning goals to find the most appropriate technique to study vocabulary: to know words or to remember words, to recall the meaning of words or to pronounce words, to learn words to build up good vocabulary, to answer the exercises... Additionally, learners must be exposed to words regularly through vocabulary exercises to strengthen their vocabulary.

## **CHAPTER 3: SUGGESTIONS METHODS TO LEARN ENGLISH FOR NON-MAJORS**

### **3.1 Discuss research finding**

The survey questions focus on Norbert Schmitt's lexical learning method's classifications. He separated vocabulary acquisition strategies into two categories: those used by learners to approach the meaning of words in the first contact and those used to reinforce the meaning of words in contact details. As a result, the author categorizes the word guessing and communication methods based on the first condition. The remaining approaches are classified using the second factor.

Before doing the research, the author believed that word guessing would be the most popular strategy among students. My forecast seems to base assist learners when they have been faced with unfamiliar terms and have no resources available. Because most English learners are in that circumstance, researchers predict that up to 80% of those polled will choose this group of strategies to overcome it.

However, contrary to our predictions, non-English majors at HPU prefer the new cognitive method. This method does not highlight applying skill and knowledge, but instead focuses on the repetition process (read a lot, write a lot) and employs mechanical tools to learn vocabulary (tables from textbooks, notebooks from new words). The Cognitive Method is how students locate meaning and memorize new words. They do not exploit or use them to practice linguistic skills. This method of learning lacks depth and does not allow students to advance. Most students prefer this strategy since it is both familiar and straightforward.

It is worth noting that the communication method that many people are effective is also widely used. This strategy also helps students augment their vocabulary; it allows students to widen their social circles. Furthermore, studying language in this method helps the students remember terms for extended periods. However, the reality of non-specialized students' learning environments reveals that they have little communication environment to improve their communication capacity. Furthermore, learners are still insecure about their speaking abilities and

are shy and afraid when asking and answering questions with teachers and conversing with foreigners. Research shows that not every effective strategy is also the most popular. Reality suggests that learners select learning methods depending on their circumstances, surroundings, and learning style, rather than on the effectiveness of each option.

The survey study found that learners employ each strategy to varying degrees. This outcome satisfied almost the bulk of the requirements in the survey questions that the author posed.

### **3.2 Methods to autonomous vocabulary learning for first-year non-majors**

The first requirement for successful English is that learners have a large vocabulary. When learning vocabulary is appropriate for a learning style, a learning circumstance, or a learning habit, it is considered successful.

If learners want to be good at vocabulary, students must know how to organize their vocabulary acquisition. According to the website <https://www.greelane.com/vi/ngonngu/>, the lexicon is divided into two main types: content words and function words.

- Content words: information, meaning

Content words are usually nouns, verbs, adjectives, and adverbs

- Noun: person, place, or thing
- Verb: action, state
- Adjective: describe an object, person, place, or thing
- Adverb: tell us how, where or when something happens

Eg: house, teacher, wear, listen, beautiful, fast, extremely, almost

- Function: words necessary for grammar

Function words include auxiliary verbs, prepositions, articles, conjunctions, and pronouns

- Auxiliary verbs: do, be, have, may, can....
- Preposition: by, from, at, in, into...
- Article: anybody, nobody, each, both, some
- Combine: and, but, or, so...
- Pronoun: I, you, he, she...







Learners must learn from specialized content to learn vocabulary fast and quickly. And then there's the function of learning based on the sentence structure

### 3.2.1 Analogue sound methods

Analogue Sound Method – included in Adam Khoo's 2008 best-seller “Tôi giỏi bạn cũng thế” Amazon's best-selling foreign language book Fluent in 3 Months. That is the fastest way to memorize words by "temporarily bridging" from English to Vietnamese.

Step 1: Find the root word of the word and make it as short as possible. To acquire the correct pronunciation, look up the English phonetic transcription.

Step 2: Look for sentences in English or Vietnamese that sound similar to the original pronunciation.

 <p><b>PRICEY</b> /ˈpraɪ.sɪ/ Muốn làm đại lộ danh vọng phải <b>rải xi măng đắt đỏ</b>.</p> <p><i>not cheap; expensive</i></p> <p><i>Living in Hanoi is quite <b>pricey</b> compared to other cities. Sống ở Hà Nội khá <b>đắt đỏ</b> so với các thành phố khác.</i></p>	 <p><b>RUBBISH</b> /ˈrʌb.ɪʃ/ Bọn trẻ rấm <b>rấp bịt xô rác</b> lại theo lời cô.</p> <p><i>things you throw away</i></p> <p><i>After the concert, there was <b>rubbish</b> everywhere. Sau buổi hoà nhạc, <b>rác</b> ở khắp mọi nơi.</i></p>	 <p><b>THROW</b> /θrəʊ/ Bố cáo nhân <b>thín râu rồi ném</b> dao cạo vào chậu rửa.</p> <p><i>to use your arm to make something fly through the air</i></p> <p><i>Can you <b>throw</b> me that water bottle? Cậu <b>ném</b> cho tớ cái chai nước kia được không?</i></p>
<p>4 DANH TỪ</p>  <p><b>FACILITY</b> /fəˈsɪl.ə.ti/ Quán <b>phở Sỹ lừa tỷ</b> đồng để xây dựng <b>cơ sở</b> kinh doanh.</p> <p><i>a place where a specific thing happens</i></p>	<p>5 DANH TỪ</p>  <p><b>POPULATION</b> /ˌpɒp.jəˈleɪ.ʃən/ <b>Bố Bi lấy sân</b> khấu làm bục giảng về <b>dân số</b> cho Bi.</p> <p><i>the number of people who live in an area</i></p>	<p>6 ĐỘNG TỪ</p>  <p><b>LACK</b> /læk/ Con gà quay mua về bị <b>thiếu</b> mất <b>lá lách</b>.</p> <p><i>to not have something</i></p>

Step 3: Combine the same sound and the meaning of the word to create a humorous sentence, image, or "catastrophic" phrase.

↳ To learn from **consequence** – **hậu quả**, students just need to make the pronunciation from *consequence* /ˈkɒn.sə.kwəns/ into " **con sẽ quen**" and combine meaning into an easy-to-remember sentence like “ **Con sẽ quen một anh đẹp trai nhưng nhất định không để lại hậu quả nên mẹ yên tâm nhé**”

↪ **Bald – bị hói**, because the pronunciation is similar to the **ball**, learners can associate it with the sentence that “**quả bóng này bị hói thật là xấu xí**”

↪ **Candidate** = candy + date “**Viên kẹo muốn hẹn hò nhưng nó không phải là một ứng cử viên sáng giá rồi.**”

↪ **Concentrate – Tập trung**: “**Con sẽ chết mắt nếu không được tập trung dùng Facebook**”

Learners should use this strategy to create words most humorously and memorably possible. Combined with the technique in which students associate the image and draw it out. It will be challenging at first, but with 20-30 small changes that everyone can do on their own, students will notice a difference in how quickly they can memorize and utilize English.

Many students believe that learning this strategy will cause them to consider that "such Vietnameseization will harm pronunciation." However, the answer is a resounding no. Learners have returned the word to its usual pronunciation; the comparable sound is only a brief bridge form to store the word in the medium-term memory, allowing learners to learn many English words each day.

It is approximately equivalent to a dialogue, with text in the native tongue and keywords from the language to be studied. When reading that passage, students can use the context to estimate and crack the meaning of terms. That is also how Jews learned foreign languages thousands of years ago.

Their method of learning is easy and enjoyable: they use phrases from Hebrew and the foreign language students need to learn. The truth is that they acquire other languages rapidly, memorize several words, and can apply every word they study immediately in speech. It is common for a Jew to be fluent in numerous languages. Then, gradually increasing the addition of foreign words instead of Hebrew, they frequently used it as a technique to learn other foreign languages well. Students can use this strategy to learn words and phrases.

### 3.2.2 Code mixing methods

It is roughly interpreted as a dialogue, writing in the native tongue with keywords from the language to be acquired. When reading that passage, students can use the context to estimate and crack the meaning of terms. It's also the technique that Jews used to acquire foreign languages thousands of years ago.

Their learning method is easy and enjoyable: they use phrases from Hebrew and the foreign language students need to learn. The truth is that they acquire other languages rapidly, memorize several words, and can apply every word they study immediately in speech. A Jew's ability to communicate in multiple languages is frequent. Following that, they gradually extended their use of foreign words in place of Hebrew, and they frequently used them as a means of mastering other foreign languages. Students can properly apply learning words and phrases using this strategy.

Một con Sư tử **cruel** sống trong rừng. Hằng ngày, nó giết và ăn rất **lot** loài vật. Muông thú **afraid** rằng Sư tử sẽ giết và ăn thịt tất cả loài vật trong rừng.

Chúng nói với Sư tử rằng: “Chúng ta hãy thỏa thuận. Nếu ngày **promise** rằng mỗi ngày ngài chỉ ăn một con vật, thì hằng ngày một trong số chúng tôi sẽ tới đây nộp mạng. Ngài sẽ không phải **hunt** và giết chúng tôi nữa”

Sư tử thấy thỏa thuận nghe rất **well** nên nó đã **agreed**, nhưng nó cũng nói rằng “Nếu mỗi ngày không có một đũa tới nạp mạng, tao sẽ **kill** tất cả chúng mày vào ngày hôm sau”.

Tôi có một người hàng xóm mới, Elsa. Tôi thật sự rất thích Elsa ngay từ lần đầu tiên gặp cô ấy. Chú Bob của tôi đã **fell for** cô ấy ngay lập tức. Đó là một tình yêu sét đánh. Cô ấy **came across** là một người rất nhẫn nại, ung dung và không kiêu cách.

Một điều hoàn toàn trái ngược so với chú Bob. Tôi thật không thể hiểu được những gì cô ấy **sees in** chú ấy. Nhưng họ nói tình yêu là mù quáng. Tuy vậy, mối quan hệ của họ không phải một con đường trải hoa hồng. Chú Bob và Elsa thường xuyên **falling out**, sau đó **making up** và sau đó lại **falling out**.

Not only is it useful for memorizing single words, but it is also extremely helpful in learning phrases. People can comprehend the primary topic of the sentence above by reading the entire paragraph above; in every single sentence, they can fully estimate the meaning of the phrases.

- Fall for: Phải lòng, yêu ai đó
- Come across: Tạo ấn tượng
- See in: Nhận ra điểm tốt của một ai
- Fall out: Cãi nhau, bất hòa
- Make up: Làm lành

Apply this strategy to learning English by adding English words to learn in context to understand the meaning, as shown in the examples above. Instead of attempting to study the entire paragraph in English, substitute tough English words that must be memorized to make the sentence easier to understand.

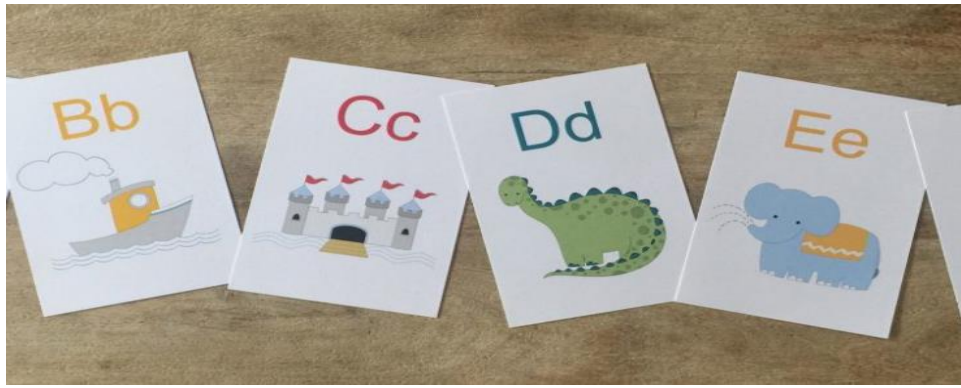
Learners can write stories entirely in Vietnamese at first, but they will have a decent vocabulary by combining remembering vocabulary with comparable sound approaches, students should utilize it to write stories in English so that the usage of language becomes more familiar. Many people have found success by using this strategy.

### **3.2.3 Method of combining images**

Learning vocabulary with pictures is true to its name, as people will learn English words through pictures that illustrate the word. This approach of learning is not only useful for learning English, but it can also be used to any language. Scientists have proved that this strategy is many times more successful than rote repetition of words and meanings.

Images are processed 60,000 times faster by the human brain than words. People remember 10% of what people hear, 20% of what students read, and 65% of what learners see.





- Step 1: Prepare the vocabulary to learn
- Step 2: Prepare crayons, drawing paper

Students can use Google Image to search for photos or purchase image-based flashcards to study.

However, it will be more effective if learners mix looking at images and drawing pictures on their own in homemade flashcards, English vocabulary learning books, and so on because sketching allows people to utilize their brains to link the meaning of words and images, allowing the vocabulary to be stored in long-term memory.

Remember to employ a range of hues as learners improve their graphic vocabulary. Learning English vocabulary will no longer be dry, theoretical, or uninteresting because there will be many colors.

- Step 3: Use the terminology students have learned to construct sentences

To improve their capacity to remember how to use the terms, learners should create phrases utilizing the new vocabulary after each picture. To learn words quickly, do not just create a short, simple sentence; instead, include as many senses, emotions, and images possible.

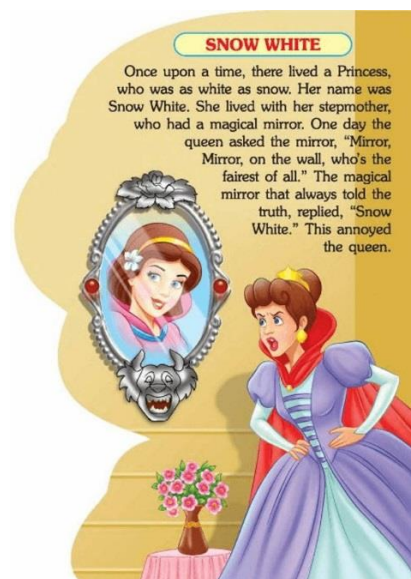
Example: beautiful

I love to see a **beautiful** sky. That has pretty cloud in the sunshine and a nice colors, nice shades of blue because it is make me feel happy.

In addition, picture books can help students learn language. Picture books are only children's books. Only children in the second, third, and lower grades in

Vietnam are interested in seeing pretty photographs, which is an absurd notion. People should begin learning English like children when it is not our native language. To grasp the information, begin by looking at simple photographs that are easily annotated. This method allows students to absorb language slowly but efficiently.

Another advantage is that picture books are incredibly broad; learners can find picture books on any topic they want that are appropriate for their English level.



For people who enjoy comic books, this is an excellent method to begin learning vocabulary. Even if learners are not interested in this genre, studying through tales can help them assimilate knowledge and learn more effectively.

To begin with, reading stories is a fantastic form of enjoyment. Students suppose at ease and at ease with this technique of learning. When we begin reading a comic book, especially one with amusing jokes, all worry, exhaustion, and pressure seem to go.

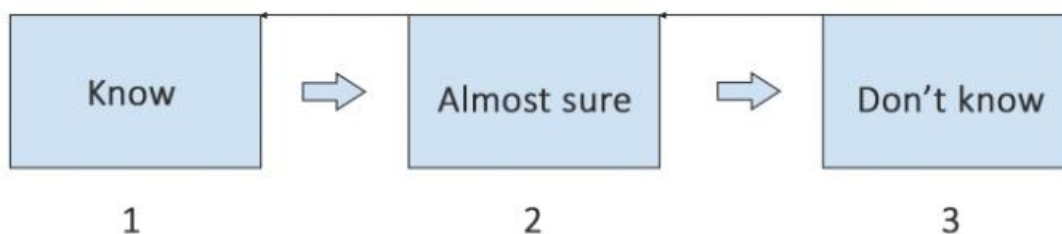
Second, engaging comics will teach students thousands of new words. Along with vocabulary, students also learn how to employ basic expressions and

sentence structures used in spoken and written English. As a result of having so much fun, people have considerably enhanced their knowledge.

Finally, no one can deny that comic book subjects are incredibly diverse. It doesn't matter if everyone wants to learn English language through images of comedies, detective stories, martial arts action, etc.

### 3.2.4 Levels of learning division

To use English fluently, arrange the vocabulary to learn according to the learning levels as follows :



#### 1. Know

Know is a word those learners comprehend the meaning of without consulting a dictionary; when used in all contexts, people completely understand the definition of that word.

#### 2. Almost sure

Words that may know the meaning of but are unsure about; learners may understand in one circumstance but forget in another, or students put the erroneous significance in the context. may know the meaning but are unsure; individuals may understand in one example but forget in another, or students may misinterpret the context.

#### 3. Don't know

Because the words are unfamiliar, students must frequently use a dictionary to determine their meaning. Everyone's task is to learn a lot to progress from level 3 to level 2 and from level 2 to level 1 in the following ways:

## **Method 1: Learn English phrases**

Learners will understand the meaning of a single word when learning it. The goal of learning English, on the other hand, is to be able to use it (especially the ability to communicate). Students must say whole phrases rather than keywords that will make no sense. A phrasal verb is a term that has been compounded with other words, while an idiom is more advanced. Then, with a single word, learners learn not only one but numerous meanings, as well as how to employ English phrases in each case.

Learners should utilize the search tool, <https://ludwig.guru/> to find the usages of the English phrases they wish to look up written by popular newspapers all through the globe to become more aware of the use of idioms and phrasal verbs.

- To get (have) the jump on: Bắt đầu sớm hơn và do đó nắm được ưu thế hơn.
- On the jump: (Thông tục) Hỏi hả bận rộn.
- Jump at: chớp lấy thời cơ, bắt lấy ngay lập tức
- Jump on/upon: Nhảy vào (để tấn công ai đó)
- Jump up with/together: Nhất trí với nhau
- To jump down somebody's throat: chặn họng/chen ngang ai đó
- To jump out of one's skin: Giật nảy mình ngạc nhiên
- Jump someone into doing something: Lừa ai đó làm gì

## **Method 2: Learn other forms of the word**

Each word has a variety of meanings and numerous forms. Students must choose the appropriate term for each scenario, not just one. To find word families, go to <https://enroots.neocities.org/families.txt>.

aback	aback	abase	abase
abacus	abacus		abased
abaft	abaft		abacement
abalone	abalone		abasements
	abalones	abashed	abases
abandon	abandon		abasing
	abandoned	abashed	
	abandoning	abash	
	abandonment	abate	abate
	abandons		abated
			abatement
			abatements
			abates
			abating

### Method 3: Prefix – suffix

Root words in English can have a phrase added before them as a prefix and a compound phrase added at the end of the root as a suffix. Family words are all terms derived from the same root word.

As a result, if people know the prefix and suffix, learners can guess the meaning of any word that comes across if humans already know its root word. It is how individuals may expand their English vocabulary.

Original word: happy

- The prefix un-: not – unhappy
- The suffix -ness: things – happiness

It is not always feasible to arbitrarily combine prefixes or suffixes in any context, and prefixes and suffixes do not always have the same meaning. For master conjunction and other unusual terms, students must learn the rules.

### Method 4: Synonyms and Antonyms

A word can have multiple meanings when paired with other words, and many different words might have the same meaning. Adding synonyms to their sentences to examine how students use the different languages is an efficient approach to enhance their vocabulary as students study. If students frequently employ synonyms instead of repeating a single term, our students will become much more "smart."

## **Increase**

- **Synonym**

- extend
- expand
- accelerate
- intensify
- reinforce

- **Antonym**

- decrease
- abate
- downsize
- dwindle

Learners can look up the dictionary to know the synonyms and antonyms of the original word. Suggest using the [Merriam-webster.com](http://Merriam-webster.com) dictionary and selecting the synonyms & antonyms section.

According to the Global Language Monitor, a language trends research site, English contains around 1,025,109,8 words units as of January 1, 2014. According to Google and a Harvard University research, English has 1,022,000 words. The CEFR, or Common European Framework of Reference for Languages, does not assign a numerical value to each level. The amount of phrases equivalent to levels A1 through C2 in different forums is as follows:

- A1 = 500
- A2 = 1,000
- B1 = 2,000
- B2 = 4,000
- C1 = 8,000
- C2 = 16,000

More than 90% of the terms used by US President Donald Trump in his campaign address are from the list of foundational words. The following is a passage from his June 2015 campaign address that everyone can read.

Our country is in serious trouble. We don't have victories anymore. We used to have victories, but we don't have them. When was the last time anybody saw us beating, let's say, China in a trade deal? They kill us. I beat China all the time. All the time.

When did we beat Japan at anything? They send their cars over by the millions, and what do we do? When was the last time you saw a Chevrolet in Tokyo? It doesn't exist, folks. They beat us all the time. When do we beat Mexico at the border? They're laughing at us, at our stupidity. And now they are beating us economically. They are not our friend, believe me. But they're killing us economically.

The paragraph above has only 4 words:

- Victories
- Deal
- Stupidity
- Economically

Cambridge classifies all remaining words as basic (B2, C1, C2) or advanced (B2, C1, C2).

Thus: With 1200-1500 words, learners can completely understand what the US president says, and at the same time, everyone can communicate fluently and master the English at hand.

### **3.2.5 Applying vocabulary to listening, speaking, reading and writing**

Our learning process frequently begins with collecting vocabulary, followed by practice using accessible language, and lastly knowing how to utilize that word in each given scenario. Listening and reading tools allow students to fully learn terminology. Students must collect information from sources that are fascinating and engaging to them in order to be effective. Listening is an excellent method for transferring vocabulary from short-term memory to long-term

memory. People's verbal reflexes will improve quickly as well. Listening is a journey, so pay attention to what students are interested in. Students can hear and understand foreigners speaking immediately after practicing listening for 120-140 hours.

First, students can check their vocabulary level on the <https://preply.com/en/learn/english/test-your-vocab> page to get a general idea of how many terms they know.

## **LISTENING SKILLS**

Some websites to make students better their listening skills and acquire English vocabulary.

- Lyrics training : Learn English by watching the world's hottest music videos and filling in the blanks.

- Studynhac: Learn English by listening to bilingual English-Vietnamese songs. On Genius, users can seek up the song's deep meaning and the song's implied creator.

- Ted: (advanced level) assistance with everything from topic-based speech selection to unscripted selection, knowledge enrichment with educational themes, and multi-language interactive subtitle support.

- Listen-and-write : As the title suggests, this is a website that encourages users to focus on listening to improve their writing skills.

## **READING SKILLS**

Learners should read simple documents, daily entertainment headlines, or books and stories in English as reading materials. Here are several websites where learners can practice user reading skills if people have a beginner:

- Read Manga

- News inlevels: In the learning group of this website, students can practice their listening and reading abilities at different levels, and improve their writing abilities.

- Languageguide : This website functions as an online reference book of



images ranging from letters to the tiny structures of the organism. Also, put their listening and speaking skills to the test.

## **SPEAKING AND WRITING SKILLS**

Learners will exercise these two abilities regularly after listening and reading to improve their ability to utilize and reflect on language. It should be reinforced as frequently as possible in daily life.

- Practice speaking in front of a mirror.
- Keep a diary in English.
- The word sequence acquired through criticism
- Texting in English with friends, Vietnamese can dub in with concepts that are too difficult to communicate, but progressively improve the rate of English in conversations.
- Chat with Cleverbot
- Practice speaking with their English students online. Addresses for finding and communicating with foreigners, such as Hope speak or a respectable application that needs a Camby fee. If everyone is an iFan, interacting with Siri will be second nature.
- Practice saying Tongue twisters
- Find English words and phrases in music videos, movies, and TV shows at Getyarn
- Study, watch movies, play games, and master English on Ejoy-English

There are numerous additional general entertainment channels available, such as boredpanda.com, 9gag, ifunny, 9gag.tv, and so on.

To study well requires more than one or two days of effort and hard work. However, there are still occasions where, despite their best efforts and attention, their study results are not good or as expected by many of them. It may be due to students using improper learning methods for themselves. A good learning

approach is suitable for learners, allowing them supposed excited and productive while learning. Students must determine their time, ability, and personal aspirations to achieve their objectives.

### **PART 3: CONCLUSION**

Learning a language is difficult, but it is how students learn vocabulary which counts. If learning English is compared to building a house, then studying vocabulary is like laying the foundation of that structure. There are numerous strategies for learning vocabulary, but creating an effective vocabulary enrichment plan is challenging. There are numerous strategies for learning vocabulary, but creating an effective vocabulary enrichment plan is challenging. Acquisition strategies are significant in foreign language learning since they are great tools for improving learners' communication skills. Learners have access to a variety of successful learning approaches at this time. Methodists are continuously trying to come up with innovative ways to learn new words, English majors in particular, as well as learners of spoken vocabulary.

There are many opportunities to experiment with various vocabulary learning techniques. Each strategy has its own set of goals and benefits. Choosing a method that is both appropriate for the learners' skills and success is a critical issue for English learners, only when the students discover the best way for themselves does the study become productive.

In this research topic, the author entirely relied on author Norbert Schmitt - an American linguist and Emeritus Professor of Applied Linguistics at the University of Nottingham in the United Kingdom. This study attempted to assess whether professional English learners could apply autonomy in the context of English students' vocabulary acquisition. The earlier research as a theoretical foundation for the author's key research content on lexical acquisition methods of first-year non-specialist students at HPU. The writer hopes it is not simply research, but the most successful approach for English learners to learn vocabulary.

The essay goes deeply into the investigation of the primary technique for non-major students at HPU to acquire the language. Finally, the topic includes some recommendations for effective vocabulary development to help English learners enhance their lexicon. In this study, the author wishes to emphasize the significance of acquiring vocabulary. Successful English speakers understand how to employ learning approaches that are appropriate for their objectives and learning style. The purpose of this study is to help first-year non-English major

students comprehend the significance of vocabulary learning and its link to listening, speaking, reading, and writing. It is vital to optimizing the impact of these tactics to advance in the vocabulary learning process in particular and English in general.

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## APPENDIX

### PHIẾU ĐIỀU TRA PHƯƠNG PHÁP HỌC TỪ VỰNG CỦA SINH VIÊN KHÔNG CHUYÊN NGÀNH CAO TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

Mục đích của những câu hỏi dưới đây là để tìm ra được những phương pháp học từ vựng chủ yếu của sinh viên không chuyên ngành trường đại học Quản lý và Công nghệ Hải Phòng. Câu trả lời của các bạn sẽ được tôi nghiên cứu và là nguồn đóng góp rất có giá trị cho đề tài.

Bạn hãy khoanh tròn vào phương án phù hợp nhất với bạn.

**Câu hỏi 1: Đánh giá của bạn về vai trò của từ vựng trong học ngoại ngữ?**

- a. Rất quan trọng
- b. Quan trọng
- c. Bình thường
- d. Không quan trọng

**Câu hỏi 2: Bạn thường sử dụng phương pháp học từ vựng nào dưới đây?**

Lưu ý: Mức độ sử dụng:

- a. Luôn luôn
- b. Thường xuyên
- c. Bình thường
- d. Hiếm khi

Phương pháp	LL	TX	BT	HK
2.1. Đoán từ dựa vào từ loại				
2.2. Đoán từ dựa vào gốc từ				
2.3. Đoán từ dựa vào phụ tố				
2.4. Đoán từ dựa vào từ cùng gốc				
2.5. Đoán từ dựa vào ngữ cảnh				
2.6. Tra từ điển				
2.7. Thiết kế danh mục từ theo chủ đề				
2.8. Thiết kế danh mục từ theo từ đồng nghĩa, trái nghĩa				



2.9. Thiết kế danh mục từ theo từ loại				
2.10. Sử dụng thẻ từ				
2.11. Hỏi trực tiếp giáo viên				
2.12. Hỏi bạn bè				
2.13. Giao tiếp với người nước ngoài				
2.14. Sử dụng tranh ảnh minh họa				
2.15. Liên hệ từ cần học với những từ có liên quan				
2.16. nhóm các từ với nhau theo chức năng và chủ đề				
2.17. Đọc to nhiều lần để luyện phát âm				
2.18. Đọc thầm để nhớ				
2.19. Viết nhiều để nhớ chính tả				
2.20. Sử dụng danh mục từ trong sách giáo khoa				
2.21. Nghe băng mô tả đồ vật bằng tiếng Anh				
2.22. Tạo sổ ghi từ				
2.23 Sử dụng các phương tiện giao tiếp bằng tiếng Anh				
2.24. Bỏ qua các từ mới				
2.25. Thường xuyên kiểm tra vốn từ vựng bằng trò chơi ô chữ				

**Câu hỏi 3: Bạn có cách học nào khác ngoài các cách trên? Tại sao bạn sử dụng cách đó?**

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*Xin chân thành cảm ơn sự giúp đỡ của các bạn!*