An investigation of vocabulary learning perceptions and strategies of first-year English as a Foreign Language university learners

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Tóm tắt

This exploratory study aimed to investigate the vocabulary learning perceptions and strategies of 50 first-year English as a Foreign Language learners at Hue University of Foreign Languages and International Studies. Using a mixed-methods approach, quantitative data were gathered through questionnaires, while qualitative insights were obtained from semi-structured interviews. The findings revealed that students predominantly employed *Memory* and *Cognitive Strategies*, such as studying word sounds and using contextual guessing, yet *Social Strategies* like interacting with native speakers were underutilized. The key challenges included difficulties with collocations, phrasal verbs, and pronunciation, exacerbated by limited exposure to English outside the classroom and personal factors such as shyness. The study highlights the need for more collaborative learning environments and tailored vocabulary instruction, providing insights for both learners and educators to enhance vocabulary acquisition. More importantly, this study contributes to the development of teaching strategies and curriculum design for English language majors.

1 Introduction

In today's globalized world, learning a foreign language is crucial for accessing new cultures, enhancing communication, and improving career opportunities. Vocabulary is the foundation of language mastery, essential for clear expression and understanding. Extensive research on vocabulary learning strategies has been conducted up to the present day in many countries around the globe [1,2]. In Viet Nam, however, few studies were devoted to vocabulary learning strategies, and even fewer targeted learners with intermediate English level, let alone in recent years. One study examined the vocabulary learning strategies adopted by pre–intermediate general English

classes at University of Finance-Marketing [3]. Another research took a closer look at how English majored students at the tertiary level used vocabulary learning strategies to learn vocabulary [4]. Most recently, a study in 2024 investigated the strategies employed by ESP (English for specific purposes) sophomores studying business administration, accounting and tourism at a university in the Mekong Delta [5]. Vietnamese educational settings, especially in Central regions, relatively few studies about students' vocabulary learning strategies have been seen. This is particularly significant in today's context, where the unprecedented advancement of technology, especially of Artificial Intelligence, are rapidly transforming educational practices. Given these developments, one must question whether the vocabulary strategies employed by EFL learners nowadays have changed. If yes, what strategies are currently dominating the field? Are learners gravitating towards the latest technology, or do the traditional methods still hold their ground? Therefore, this research is conducted to fill in this gap by exploring the current vocabulary learning strategies utilized by EFL learners in Viet Nam.

More specifically, the study aims to investigate the vocabulary learning perceptions and strategies of first-year English as a Foreign Language (EFL) learners at Hue University of foreign languages and international studies (HUFLIS). Specifically, it aims to determine the most and least commonly used vocabulary learning strategies among first-year students with intermediate English background, explore their perceptions of the effectiveness of the strategies they employ, thereby uncovering the views on the effectiveness and challenges associated with those strategies. This research helps learners recognize their own behaviors in vocabulary learning, facilitating their language acquisition; whereas understanding the preferences of learners allows educators to tailor their lesson plans and instructions to optimize students' learning outcomes. In addition, this research contributes to the existing body of knowledge in the field of EFL vocabulary learning and enriches the broader field of EFL education.

2 Literature Review

2.1 Language Learning Strategies

Research into the area of language learning strategies has increased since the 1970s [7,8]. According to a study conducted in 1985, language learning strategies were defined as mental processes that gather data of the rules of the target language and automatically apply the established linguistic order [9]. Another researcher defined language learning strategies as those that improve learners' self-confidence and language learning proficiency through social, emotional, and cognitive aspects in their paper published in 1990 [10].

2.2 Vocabulary Learning Strategies

Vocabulary learning strategies play a crucial role in the process of learning English as a Foreign Language (EFL). Building a strong vocabulary knowledge is essential for effective communication and language proficiency. It is noteworthy that most students place a higher priority on learning vocabulary, which leads them to use more strategies for this aspect of language learning than for other areas [7].

Vocabulary learning strategies have been classified in various ways. One paper proposed two main groups of strategies: strategies that directly and indirectly affect learning [11]. Another classification included cognitive strategies, metacognitive strategies, social strategies,

and affective strategies [10]. Another taxonomy consisted of 15 items divided into four categories, namely Repetition, Word Feature Analysis, Simple Elaboration and Complex Elaboration [12].

Noticeably, one taxonomy classified vocabulary learning strategies into discovery strategies and consolidation strategies, which were then further classified into five subcategories, namely *Determination, Social, Memory, Cognitive* and *Metacognitive strategies* [7]. This taxonomy was considered to have several advantages, including (1) It is based on learning strategies and memory theory, (2) It is easily standardized and made into a test, (3) It is a simple way to gather student data, (4) The coding, classification, and management of data are simple and practical arrangements, (5) It is applicable to students from diverse backgrounds, (6) It is thorough and considerate of various learning styles, and (7) It allows comparison with other research [13]. Meanwhile, one research paper also considered this system as "the most comprehensive VLS taxonomy to date" [15]. Advantages prove the taxonomy itself to be a robust and widely accepted framework for studying vocabulary learning strategies across diverse learner groups.

3 Research Design and Methods

3.1 Research Setting and Participants

The exploratory research was conducted at Hue University of Foreign Languages and International Studies (HUFLIS) based in Hue City, Thua Thien Hue Province, Viet Nam. 50 participants were first-year students from English Faculty who had a certain English foundation since they had previously finished a 12-year curriculum from primary to high school level in which English is one of the mandatory subjects. A sample size of 50 students allowed a more manageable data collection process while maintaining the depth of the analysis. In exploratory research, the goal is to investigate emerging patterns and behaviors in detail [17,18]. The decision to focus on the English Faculty was purposeful, as these students share a similar educational background, interest in English language learning, and exposure to various vocabulary learning strategies. By concentrating on this group, the research benefits from a controlled environment where students are learning the same subjects and using identical textbooks. This consistency makes data collection and analysis more reliable, which ensure that variations in learning outcomes can be more accurately attributed to the factors being studied. Table 1 below provides some information of the participants.

Table 1 Participants' Demographic Information

Variable		Frequency (N)	Percentage (%)
Gender	Male	8	16
	Female	40	80
	Other	2	4
Total number of years in learning English	Less than 3 years	5	10
	3-6 years	9	18
	7-10 years	19	38
	More than 10 years	17	34

3.2 Research Questions

1. What vocabulary learning strategies are used by HUFLIS first-year EFL learners?

2. What strategies are most and least commonly employed by these students in learning vocabulary?

3. What are their perceptions of the effectiveness of these vocabulary learning strategies?

3.3 Research Methods

This study used mixed research methods, which combines quantitative and qualitative approaches. The quantitative methods helped to collect data from a large number of people, analyze and summarize numerical data efficiently using calculating engines. In this research, quantitative data was collected using a questionnaire. After that, the mean scores and standard deviations of the ratings of use frequency can be calculated and compared to examine results and lead to the final conclusion. Meanwhile, the qualitative methods were used to understand concepts, thoughts and experiences in a deeper way. The qualitative data was obtained from a semi-structured interview to achieve a more extensive understanding of students' perceptions of using vocabulary learning strategies.

3.4 Data Collection Procedure

3.4.1 Data Collection Instruments

For this study, a questionnaire and semi-structured interview were used to collect data. This is an adapted questionnaire [7] which was also translated into Vietnamese to ensure understanding and avoid misunderstandings among the participants, consisted of three parts. Part 1 collected information on participants' gender and language-learning years of experience. Part 2 focused into students' perception of vocabulary learning, including three main questions: (1) In your opinion, how important is vocabulary in English learning?, (2) Do you encounter any difficulties learning new vocabulary below?, and (3)What do you think are the main reasons for those difficulties?. In this part, a 5-point Likert scale is used to assess the frequency of vocabulary learning strategy: 1 = never
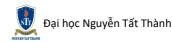
use it; 2 = rarely use it; 3 = sometimes use it; 4 = often use it; 5 = always use it. Part 3 focused on two categories of vocabulary learning strategies: (1) strategies for discovering the meaning of new words and (2) strategies for consolidating words once encountered. The questionnaire contained a total of 35 items.

3.4.2 Data Collection Procedure

Beforehand, a pilot test was carried out among five students who shared similar backgrounds with the current study's participants to identify and correct any potential ambiguities. After making sure that there was no problem, Microsoft Excel was used to determine the reliability of the questionnaire, and the statistical analysis revealed that the 35 items of the questionnaire had Cronbach's Alpha value $\alpha = 0.850$, which was high enough to conduct officially. Questionnaires were distributed to 50 first-year students studying in the English Faculty of HUFLIS through both online and in-class methods. After that, five participants who had provided additional difficulties and/ or strategies of learning vocabulary were invited to join a short semi-structured interview session for further insight into their perceptions.

3.5 Data Analysis Procedure

This quantitative research investigated data gathered from the questionnaire about vocabulary learning strategies used while learning vocabulary, which was then analyzed by using descriptive statistics to discover the most and least used strategies. To do that, the mean scores and standard deviations of the ratings of use frequency were calculated and compared by subcategories. After the quantitative data had been collected, the qualitative research was carried out and interview data were collected to understand the reasons

behind the strategies participants used frequently when learning vocabulary. Five students who gave additional responses regarding difficulties in learning vocabulary or additional strategies were selected to answer the interview questions through Zoom applications.

4 Findings and Discussion

4.1 Overview of the Research Findings

Of the 50 students surveyed on the importance of vocabulary in English learning, 43 (86 %) recognized the crucial role of vocabulary in improving their overall communication ability. This is closely followed by 84 % who said it enhanced their reading comprehension. Meanwhile, 78 % of the students reported that vocabulary helped them understand lessons and lectures more easily, highlighting its role in academic success. The importance of vocabulary in writing was acknowledged by 38 students. Fewer students (38 %) viewed vocabulary learning as key for promoting cross-cultural understanding. Only one student mentioned its benefit in gaming, a response not aligned with the given statements.

Regarding difficulties in learning new vocabulary, 34 students (68 %) indicated that limited exposure to English outside the classroom hindered their vocabulary development, followed by a lack of effective learning and memorizing methods (60 %) and insufficient regular practice (56 %). Half of the students accused the fear of errors, while 18 encountered unfamiliar English words and concepts in their native language. Limited access to quality resources posed challenges to 13 students (36 %), and limited time due to academic or personal commitments accounted for 18%.

The vocabulary learning strategies in the present research were divided into two main categories, namely *Discovery Strategies* and *Consolidation Strategies*, which were grouped into five sub-categories: (1) *Determination Strategies* – DET, (2) *Social Strategies* – SOC, (3) *Memory Strategies* – MEM, (4) *Cognitive Strategies* – COG, and (5) *Metacognitive Strategies* – MET.

Table 2 Overall Vocabulary Learning Strategies Adopted by Participants

Category		Mean	SD
Discovery Strategies	DET (Item 1-6)	3.19	1.07
	SOC (Item 7-10)	2.75	1.06
Overall Discovery Strategies		3.02	1.08
Consolidation Strategies	SOC (Item 11)	2.28	0.93
	MEM (Item 12-18)	3.29	1.08
	COG (Item 19-25)	3.27	1.16
	MET (Item 26-35)	3.23	1.15
Overall Consolidation Strategies		3.02	1.14
Overall Vocabulary Learning Strategies Use		3.16	1.13

Table 2 shows the mean and standard deviations for the overall as well as each category. The most frequently used category was *Memory Strategies*, while the least frequently used was *Social Strategies*, with *Social Discovery* being slightly more popular than *Social Consolidation*. These findings were similar to the previous study in terms of the most used category - *Memory Strategies* and those memory-related strategies. On the other hand, the least popular category in this study was inconsistent with the same mentioned research, in which *Social Strategies* received medium to high medium mean score.[7]

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4.2 Detailed Results

Table 3 *Determination Strategies* that Students Used to Learn Vocabulary

No.	Item	Mean	Always (%)	Usually (%)	Sometimes (%)	Rarely (%)	Never (%)
1	I analyze part of speech in sentences.	2.98	4	28	36	26	6
2	I analyze affixes and roots.	2.62	4	18	24	44	10
3	I analyze any available pictures or gestures.	3.04	10	20	42	20	8
4	I guess based on textual context.	3.80	20	48	26	4	2
5	I use bilingual dictionary.	3.46	18	34	32	8	8
6	I use a monolingual dictionary.	3.26	10	28	42	18	2

According to Table 3, the item "I analyze affixes and roots" received the lowest mean score and the least frequent usage, while the opposite was true for the item "I guess based on textual context". These results aligned with previous studies in other countries [7, 16], suggesting that making guesses and using dictionaries have always been favored up to now.

Table 4 *Social Strategies* that Students Used to Learn Vocabulary

No.	Item	Mean	Always (%)	Usually (%)	Sometimes (%)	Rarely (%)	Never (%)
7	I ask my teacher for L1 translation.	2.46	6	6	36	32	20
8	I ask my teacher for a synonym of a new word.	2.76	4	14	42	34	6
9	I ask my teacher for a sentence including the new word.	2.40	4	6	34	38	18
10	I ask classmates for the meaning of a new word.	3.38	12	32	42	10	4

From Table 4, the strategy of asking classmates for the meaning of a new word was the most popular among four *Social Discovery Strategies,* with 12 % reporting that they always used it and 32 % saying they usually used it. The least common strategies were asking teacher for an L1 translation and asking teacher for a sentence, including the new word. Similarly, one research [16] also found that "I ask classmates for the meaning" was the most used *Social Strategy*. However, the least used strategies were different in comparison with the recent study in Viet Nam [5], which reported that a great proportion of its participants preferred working with classmates and sought teacher support when learning new vocabulary, making these the most preferred *Social Strategies*.
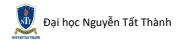
Table 5 *Social Strategies* that Students Used to Learn Vocabulary

No.	Item	Mean	Always (%)	Usually (%)	Sometimes (%)	Rarely (%)	Never (%)
11	I interact with native speakers.	2.28	2	6	30	42	20

As can be seen from Table 5, interacting with native speakers was not a preferable method of consolidating vocabulary, with only 8 % of students reporting that they always or usually made use of it, contradicting the findings of a previous study [16], in which higher achieving students used this method at a high level, while lower achieving students were reported to be at medium level, yet aligning with another study in the same year [2], with this strategy reported to be among the least used.

Table 6 *Memory Strategies* that Students Used to Learn Vocabulary

No.	Item	Mean	Always (%)	Usually (%)	Sometimes (%)	Rarely (%)	Never (%)
12	I connect the word to a personal experience.	2.70	6	14	34	36	10
13	I connect the word to its synonyms and antonyms.	2.98	10	18	34	36	2
14	I group new words together to study them.	3.30	12	28	38	22	0
15	I study the spelling of a word.	3.42	18	32	30	14	6
16	I study the sound of a word.	4.12	42	36	16	4	2
17	I remember the part of speech.	3.38	18	18	50	12	2
18	I use physical action when learning a word.	3.10	8	22	46	20	4

From Table 6, the mean score of *Memory Strategies* ranges from medium to high level. 78 % found studying the sound of a word useful (M = 4.12) so they always or usually used it, while connecting words to a personal experience was the least common, with nearly 50 % saying they rarely or never used it (M = 2.70). The findings shared some similarities with one recent study in Viet Nam [5], reporting "89.8 % of participants prefer to rehearse their pronunciation using technology". Likewise, another study [1] found studying the sound and the spelling of a word to be the most frequently used among their *Memory Strategies*.

Table 7 *Cognitive Strategies* that Students Used to Learn Vocabulary

No.	Item	Mean	Always (%)	Usually (%)	Sometimes (%)	Rarely (%)	Never (%)
19	I pronounce the new word aloud many times.	3.74	26	36	24	14	0
20	I write the new word down many times.	3.58	24	30	28	16	2
21	I study word lists.	3.42	18	22	46	12	2
22	I use flashcards.	2.80	8	14	36	34	8
23	I take notes in class.	3.74	28	30	30	12	0
24	I put English labels on physical objects.	2.30	4	8	24	42	22
25	I keep a vocabulary notebook.	3.28	18	28	28	16	10

From Table 7, the most frequently used *Cognitive Strategies* were pronouncing the new word aloud many times and taking notes in class. Those least popular were using flashcards and putting English labels on physical objects. These findings were greatly consistent with previous study [7], in which verbal and written repetition, and spelling words aloud were most commonly used for vocabulary consolidation. Similarly, another study [5] also reported a high frequency of the methods of taking notes and pronouncing new words aloud many times.

Table 8 *Metacognitive Strategies* that Students Used to Learn Vocabulary

No.	Item	Mean	Always (%)	Usually (%)	Sometimes (%)	Rarely (%)	Never (%)
26	I do vocabulary tests.	3.48	14	34	40	10	2
27	I learn new words with the support of technology software/applications.	3.84	28	36	28	8	0
28	I play word building games.	2.80	12	8	44	20	16
29	I listen to English songs.	4.02	40	34	18	4	4
30	I watch and listen to English news.	3.18	18	14	46	12	10
31	I read English newspapers.	2.92	14	8	42	28	8
32	I read English novels or magazines.	2.78	10	14	32	32	12
33	I watch English movies, programs or other types of videos.	3.42	28	16	32	18	6
34	I browse through English language websites.	3.18	10	22	48	16	4
35	I chat using English on the Internet.	2.72	4	12	44	32	8

From Table 8, listening to English songs topped the chart, followed by using technology software/applications for learning new words. By contrast, reading English newspapers, playing word-building games, reading English novels or magazines, and chatting in English online were the least favored *Metacognitive Strategies*. Compared to other research [1,16], most of the findings were consistent.

4.3 Insight into students' vocabulary learning strategies: data from the semi-structured interview were collected to clarify the reasons behind the strategies that students used most and least frequently when learning vocabulary. Five students were randomly selected to answer the interview questions.

Three most common methods include studying the sound of a word (MEM), listening to English songs (MET), and learning new words with the support of technology softwares/ applications (MET). Studying word sounds was considered to play an important role in fostering proper pronunciation and distinguishing between words with similar spellings but different meanings or parts of speech. For example, one interviewed student emphasized the value of linking a word's sound to its spelling and meaning, (e.g. "produce" (noun) and "to produce" (verb)). In addition, listening to English songs was said to help them remember vocabulary better by associating new words with lyrics. Songs also exposed them to words they might not encounter in daily life, such as poetic language or idiomatic expressions. The passive nature of learning through music, furthermore, allowed students to absorb vocabulary while multitasking, making the process more time-efficient. Regarding learning with the support of technology softwares, the interviewees claimed technology provided various

learning methods, from flashcards to games, catering to different types of learners. Some apps that they have been using included Duolingo and Lingodeer, which even offered AI to personalize the users' learning experience.

Three least used learning strategies are interacting with native speakers (SOC), putting English labels on physical objects (COG), and asking teacher for a sentence including the new word (SOC). Interacting with foreigners was said to be challenging due to the limited opportunities in their environment and a lack of confidence. The interviewed students blamed the fear of making mistakes in grammar or pronunciation on their hesitation to engage in face-to-face conversations with native speakers. In addition, labeling the physical objects was considered useless as intermediate-level learners felt that labeling did not cover abstract words or more complex vocabulary. Finally, asking teachers for examples was another underused strategy, primarily due to students' shyness. Some also felt it was harder to remember full sentences compared to learning just the word itself.

4.4 Discussion

The results underscore the fundamental role of vocabulary to EFL tertiary students in enhancing overall communication skills, improving reading comprehension, and facilitating academic success. Moreover, the students' recognition of vocabulary's significance in fostering cross-cultural understanding highlights its broader implications beyond linguistic proficiency.

The study also sheds light on the most popular challenges the students encounter in learning new vocabulary, including grappling with word collocations and phrasal verbs, and struggles with

pronunciation and complex vocabulary. Moreover, contextual factors such as limited exposure to English outside classroom, ineffective learning methods, insufficient practice, and personal matters such as shy nature and fear of making mistakes, exacerbate the problems. Addressing these challenges requires a holistic approach including pedagogical interventions and mental encouragement.

The findings also suggest that *Memory Strategies* remain the most commonly utilized despite the high percentage of those reporting the lack of effective learning and memorizing methods to be one of their main struggles when learning vocabulary. *Cognitive Strategies* are also widely employed, indicating active engagement in the learning process.

Key patterns in vocabulary learning strategies are also revealed. Textual guessing is the most popular *Determination Strategy*, while analyzing affixes and roots is the least favored. On the one hand, the former approach is undoubtedly easier and does not require strict rules or principles. Students can make guesses based on context, which allows for a more flexible approach to understanding unfamiliar words. On the other hand, the latter method requires a certain level of knowledge about linguistic rules and vocabulary structure, with which many students may not have been equipped. This points to a gap in basic linguistic knowledge that is supposed to be taught to students from lower levels. What is more, students prefer *Social Discovery Strategies* like asking classmates for word meanings over asking teachers for translations. This highlights the unwillingness of students when it comes to communicating with their teachers in class, yet peer discussions are generally acceptable and more popular. Besides students' individual matters, teachers'

insufficient encouragement and negative attitudes can be one of the culprits [6]. For *Memory Strategies*, studying word sounds is common, but connecting words to personal experiences is less used. *Cognitive Strategies* such as pronouncing words aloud and taking notes are frequent, while flashcards and labeling objects are less popular. Among *Metacognitive Strategies*, listening to English songs and using apps are favored, whereas reading newspapers and playing word games are least preferred.

However, the underutilization of *Social Strategies*, specifically interacting with native speakers, is consistent with students' difficulty when it comes to limited exposure outside classroom. This is understandable particularly in Vietnamese educational context, where students often struggle with oral skills. Scientifically proved, psychological factors affecting Vietnamese students' speaking skills were revealed, including the fear of being judged, lack of self-confidence, passivity, shyness, and anxiety are among the main factors affecting students' speaking proficiency [6, 14]. Apparently, these internal problems still exist, pointing to a significant area for pedagogical development, particularly in cultivating collaborative, interactive and supportive learning environments, not only for teachers and students, but also beyond the classroom context. Underutilized strategies, like chatting using English or connecting words to personal experiences, highlight the lack of emphasis on active productive skills. Again, this problem arises from several factors, such as limited exposure to English outside classrooms or a lack of self-confidence in public speaking. Nevertheless, it is also worth noting that in many traditional EFL classrooms, access to resources, such as conversation

partners or engaging activities, may be limited; another cause of this is conventional educational approaches, which often prioritize grammar and vocabulary memorization. Additionally, it is suggested that students favor practical and traditional strategies over tech-integrated, context-based and social ones, highlighting the fact that traditional methods still hold their ground till this day.

Compared to the previous related research, either those taking place over 20 years ago or those conducted recently, many similarities have been identified, particularly among Asian educational contexts such as Thailand and Indonesia. Typically, traditional *Memory* and *Cognitive Strategies* remained dominant in these places, whereas Indonesia saw an alignment in the reluctance to practice using interactive approaches. A growing tendency in adopting media (*Metacognitive Strategies*) in learning vocabulary was also witnessed among these countries. In addition, disparities between the considered studies can exist due to learners' proficiency levels (beginner vs. intermediate), learning purposes (EFL learners vs. ESP learners), and cultural differences between countries. These factors contribute to variations in the use and effectiveness of vocabulary learning strategies across different contexts.

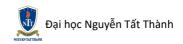## 5 Conclusion and Implications for EFL Education

The surveyed students recognized the importance of vocabulary in improving communication skills, reading comprehension, and understanding lessons. However, they faced challenges in learning new vocabulary, including difficulties with word collocations, phrasal verbs, pronunciation, and recalling complex vocabulary. Additionally, contextual factors such as limited exposure to English, ineffective learning methods, and insufficient practice, along with personal factors like shyness and lack of confidence, exacerbate the difficulties. In addition, the findings suggest that while *Memory Strategies* remain the most commonly utilized, reflecting a strong emphasis on retention, *Cognitive Strategies* are also widely employed, indicating active engagement in the learning process. However, the underutilization of *Social Strategies* points to a significant area for pedagogical development, particularly in cultivating collaborative, interactive and supportive learning environments. Furthermore, the varied effectiveness of specific strategies, such as the preference for contextual guessing and dictionary use over the analysis of affixes and roots, reflects the nuanced nature of vocabulary learning. The lower engagement with native speakers, as compared to previous studies, highlights the potential gaps in experiential learning opportunities that could significantly boost vocabulary retention and application. Additionally, the preference of practical and traditional strategies over tech-integrated highlights the fact that despite technological advancements, traditional methods still hold their ground until this day. In light of these findings, it is imperative to adopt a holistic and adaptable approach to vocabulary instruction – one that integrates effective pedagogical interventions, fosters strategic learning habits, and provides the mental encouragement necessary to overcome the challenges inherent in language learning. By maintaining effective traditional methods, focusing on practical adjustments and adapting successful strategies from other educational contexts, educators can improve language outcomes, ultimately addressing the immediate linguistic needs of learners and preparing them for the increasingly interconnected and multicultural world in which they will communicate and thrive.

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Tóm tắt Nghiên cứu này nhằm tìm hiểu nhận thức và chiến lược học từ vựng của sinh viên học ngoại ngữ Tiếng Anh năm thứ nhất tại Trường Đại học Ngoại ngữ, Đại học Huế. Sử dụng phương pháp nghiên cứu hỗn hợp, dữ liệu định lượng được thu thập qua bảng khảo sát, trong khi dữ liệu định tính được thu thập từ các buổi phỏng vấn bán cấu trúc. Kết quả chỉ ra sinh viên chủ yếu sử dụng các chiến lược ghi nhớ và nhận thức, như học âm của từ và đoán nghĩa dựa trên ngữ cảnh, trong khi các chiến lược xã hội, như tương tác với người bản ngữ, lại ít được sử dụng. Những khó khăn chính bao gồm việc nắm bắt cụm từ cố định, động từ cụm và phát âm, do sự thiếu tiếp xúc với tiếng Anh ngoài lớp học và yếu tố cá nhân như sự nhút nhát. Nghiên cứu làm sáng tỏ nhu cầu về môi trường học tập hợp tác và phương pháp giảng dạy từ vựng phù hợp hơn, giúp nâng cao khả năng tiếp thu từ vựng cho cả người học và giáo viên. Quan trọng hơn, nghiên cứu này có ý nghĩa đóng góp vào việc phát triển chiến lược giảng dạy và thiết kế chương trình dạy học môn Tiếng Anh cho sinh viên học chuyên ngành ngôn ngữ Anh.

Từ khóa Học từ vựng, các chiến lược, sinh viên năm nhất học tiếng Anh, giáo dục ngôn ngữ