
**COGNITIVE, METACOGNITIVE, SOCIAL STRATEGIES USED TO
CONSOLIDATE ENGLISH VOCABULARY BY ENGLISH MAJOR STUDENTS – A
CASE STUDY AT A UNIVERSITY IN VIETNAM**

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ABSTRACT

This study investigates the strategies for consolidating English vocabulary used by English-major students at the Department of Foreign Languages, Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam as well as the limitations associated with these strategies, and proposes several strategic solutions. The study employs both qualitative and quantitative methods of analysis to ensure the validity and reliability of the research. The participants consisted of 80 Vietnamese second-year English-major students from the two classes of the University. The data collection instrument were questionnaires administered to these 80 participants, consisting of 23 closed-ended questions designed based on a five-point Likert scale ranging from “strongly disagree” to “strongly agree” concerning the English vocabulary consolidation strategies employed by the participants, and one open-ended question intended to gather additional information about other strategic solutions beyond those presented in the 23 closed-ended questions. The findings indicate that the participants employed several English vocabulary consolidation strategies based on Schmitt’s (1997) classification framework, including Metacognitive Strategies, Cognitive Strategies, a combination of Cognitive and Metacognitive Strategies, Social Strategies, and a combination of Social and Metacognitive Strategies. However, the extent to which these strategies were used varied both within each class and between the two classes. This variation may have resulted from several factors, including lecturers’ teaching methods, the participants’ English proficiency, their attitudes toward vocabulary learning, their motivation to learn vocabulary, and the lack of certain necessary academic activities provided by the University to encourage students to improve their English vocabulary learning. On this basis, several recommendations are proposed.

Keywords: Consolidate English vocabulary, English major students, Nguyen Tat Thanh University, Cognitive Strategy, Metacognitive Strategy, Social Strategy, Integrated Strategy.

1. INTRODUCTION

English vocabulary as the basic block or the core of English language learning. It helps learners of English in general and those Vietnamese students of English in particular read, listen, speak, and write well. Without enough words, students cannot understand others or share clear ideas. In other words, they cannot develop such English skills as perceptive and productive skills. In fact, learners of English often face common problems when learning English vocabulary due to their mother tongue interference. They normally translate word-for-word from the native language, which could change the true meaning in English. In addition, they usually forget the new words quickly as a result from the lack of review and practice. Last but not least, the difference in English vocabulary features compared to those of their mother

tongue, makes learners of English including the Vietnamese subjects in this study suffer from a lot of challenges to retain English vocabulary. Although there have been many researches done by various researchers all over the world on the English vocabulary consolidating strategies used by the learners, there still remain their limitations. This paper is to fill the gaps of the previous studies on this problem by describing and comparing the use of such English vocabulary retaining or consolidating strategies as Cognitive, Metacognitive, Social Strategies and the Integration of two or more of these Strategies, by the students within the same class or in these two different classes, their limitations and solutions.

2. LITERATURE REVIEW

2.1. Overview of Relevant Research in Vietnam

To date, numerous studies have been conducted on English vocabulary teaching and learning in Vietnam. Trần (2012) investigated the use of English vocabulary learning strategies to expand vocabulary knowledge and improve language use among 100 English-major students at the University of Foreign Language Studies, The University of Danang, Vietnam. Although the study proposed several solutions for both lecturers and students, its research methodology was not clearly described. In addition, the participants were not described in sufficient detail in terms of their academic level or year of study, nor was it specified whether they were from the same class or different classes. These factors may have a considerable influence on the students' use of vocabulary learning strategies.

Đoàn (2022) investigated the most commonly used vocabulary learning strategies among 100 first-year students, including 81 female and 19 male students, from the Faculty of English at the University of Foreign Languages, Hue University, Vietnam. Similar to several previous studies on English vocabulary learning strategies, this study examined learners' vocabulary consolidation strategies based on Schmitt's (1997) classification framework. The findings indicated that Metacognitive Strategies were the most preferred and frequently used strategies, whereas Social Strategies were the least frequently used. However, the strategies employed by the participants in relation to the considerable imbalance in the numbers of male and female participants were not adequately explained, making the findings somewhat superficial.

Nguyễn (2023) investigated, through a questionnaire survey, the English vocabulary learning strategies of 340 first- and second-year English-major students at the University of Languages and International Studies, Vietnam National University, Hanoi, Vietnam. The findings showed that second-year students were more aware of the importance of using English vocabulary learning strategies than first-year students. Among the strategies, Cognitive Strategies were used most frequently, whereas Metacognitive Strategies were used least frequently. However, the number of participants in each of the groups surveyed was not clearly specified. Furthermore, the study lacked statistical analysis and comparisons of the frequency and occurrence of the strategy categories and subcategories used by each group of students. Therefore, the findings were not sufficiently convincing.

Đặng (2024) investigated online English vocabulary self-learning techniques among 55 first-year English-major students at Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam. Data were collected through a 20-item questionnaire and structured interviews with six carefully selected representative students (three male and three female students) from the aforementioned group of 55 students. The participants were interviewed using the same questions in the same order, and the study adopted the data saturation approach proposed by Guest, Bunce, and Johnson (2006) and Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, ... Jinks (2018), whereby participants were interviewed exhaustively until no new answers, additional information, or new response patterns could be obtained from further interviews.

This approach enabled the researchers to determine an appropriate interview sample size for in-depth interviews aimed at obtaining information that was unclear or insufficiently addressed through questionnaire-based data collection. The study sought to identify online vocabulary learning tools and factors influencing students' use of English vocabulary for self-study purposes. On this basis, the study identified successful vocabulary self-learning strategies and proposed several solutions to promote self-directed learning through the use of technology, thereby helping learners achieve better learning outcomes, develop critical thinking skills, and learn English vocabulary autonomously. Nevertheless, the relatively small number of participants may limit the generalizability of the findings. Furthermore, the study only surveyed first-year students rather than second-year English-major students at Nguyen Tat Thanh University, who may have different challenges and vocabulary learning strategies.

Đinh (2024) investigated vocabulary learning strategies through a survey of 248 students from the Faculty of Tourism at Hanoi Open University, Hanoi, Vietnam. The findings showed that most students were clearly aware of the importance of vocabulary learning and used vocabulary learning strategies at a moderate frequency. In addition, Cognitive and Memory Strategies were the most preferred and frequently used among the five types of strategies classified by Schmitt (1997), whereas Social Strategies were the least frequently used. The study proposed several appropriate vocabulary-learning activities associated with these strategies to help students expand their vocabulary and develop their English communicative competence, thereby increasing their confidence in using English both in the classroom and in real-life situations in the tourism field. Nevertheless, the study focused only on students majoring in Tourism rather than English-major students.

Đoàn, N. A. T. and Đoàn, N. A. P. (2025) investigated 100 first-year English-major students at a university in Central Vietnam, comprising 81 female students (81%) and 19 male students (19%), aged between 18 and 19. Of these participants, 20 volunteered to take part in interviews, and all had been exposed to and studied English for 9 to 13 years. The study employed two main data collection instruments: a questionnaire survey and focus group interviews. The questionnaire was designed based on Schmitt's (1997) Vocabulary Learning Strategies Questionnaire and consisted of 45 items, including five items concerning students' perceptions of the importance of vocabulary learning strategies and 40 items measuring their use of vocabulary learning strategies, namely Determination, Social, Memory, Cognitive, and Metacognitive Strategies. Focus group interviews were used to collect qualitative data in order to gain deeper insights into learners' difficulties in applying vocabulary learning strategies and their suggestions for overcoming these obstacles. Unlike individual interviews, this method created a comfortable environment in which participants could exchange ideas and discuss their experiences with one another. The interview consisted of five questions focusing on students' vocabulary learning experiences, the difficulties they encountered, and the ways they overcame these difficulties to improve their learning. However, the study did not clearly specify whether the participants came from the same class or different classes, making it difficult to compare the difficulties, challenges, and English vocabulary consolidation strategies, if any, among students from different classes. Therefore, the study may be considered somewhat limited if it investigates only a relatively large number of students from a single class without comparing students across different classes. In addition, the study was conducted with first-year students rather than second-year students who had already acquired vocabulary and grammatical knowledge that could enable them to employ more effective English vocabulary consolidation strategies.

Nguyễn, T. L., Nguyễn, T. N., and Nguyễn, T. K. U. (2025) conducted a survey involving 218 Vietnamese students learning English as a foreign language in their first-, second-, and third-

year at the University of Economics – Technology for Industries, Hanoi, Vietnam to determine whether there were any significant differences in students' vocabulary acquisition strategies across different levels of study. The participants responded to both closed-ended and open-ended questions concerning vocabulary learning strategies. The quantitative and qualitative analyses revealed notable differences in the vocabulary acquisition strategies used by students. These findings may highlight individual differences in vocabulary acquisition and encourage curriculum designers and English language teachers to develop resources and activities that support students in expanding their vocabulary. Nevertheless, comparing English vocabulary consolidating strategies used among university students from different academic years may inevitably involve disparities in proficiency levels. Therefore, the study was not sufficiently focused on a homogeneous group of participants.

2.2. Overview of Relevant Research Abroad

According to Alfaki (2015), vocabulary is defined as the totality of lexical units existing in a language that users can receive, retain, and employ during communication. This definition emphasizes the role of vocabulary not only in recognition but also in the ability to use lexical units flexibly and effectively. From a traditional perspective, vocabulary is often understood as a collection of individual words. However, in modern linguistic research, the concept of vocabulary has been expanded to include not only individual words but also fixed combinations, phrases, and lexical chunks that convey complete meanings. Individual words such as *student*, *read*, and *interesting* are basic linguistic units that can stand independently and have relatively stable meanings. In addition, fixed expressions such as *take notes*, *look forward to*, and *as a result* are used as meaningful units and frequently occur in real-life communication. This approach demonstrates that vocabulary learning is not limited to memorizing the meanings of individual words but also involves acquiring and using highly conventionalized linguistic units. Mastery of both individual words and fixed expressions enables learners to express themselves more naturally, increase fluency, and use language more appropriately in real communicative contexts.

Lee (2007) investigated the vocabulary learning strategies of 466 students from Hanyang University, South Korea, in relation to gender and students' vocabulary knowledge, based on Schmitt's (1997) theoretical framework and English vocabulary proficiency tests developed according to Schmitt's (2000) theory. The findings showed that students preferred strategies requiring lower levels of cognitive processing, such as *Using a Bilingual Dictionary*, *Saying a Word Aloud When Studying*, and *Studying the Sound of a Word*. Among the least frequently used strategies were *Using Flashcards*, *Pictorial Representation*, and *Studying and Practicing Word Meaning in a Group*. The study also found that students with richer vocabulary knowledge used vocabulary learning strategies more frequently than students with limited vocabulary knowledge, with the difference being particularly evident in the use of Memory Strategies. In addition, gender did not influence either the types or frequency of strategies used. However, the English proficiency levels of the participants were not clearly specified in the study, which may have had a considerable effect on the validity of the findings.

Amirian and Heshmatifar (2013) investigated relatively common and less common strategies for learning English vocabulary as a foreign language among 74 students aged between 19 and 34 at Hakim Sabzevari University in Iran. The participants included 18 male students who had graduated from the University and specialized in English Language Teaching Methodology and 56 female students who had not yet graduated from the University and specialized in English Literature. Data were collected through questionnaires based on Schmitt's (1997) vocabulary learning strategies and semi-structured interviews with 10 students who had

completed the questionnaire. The findings showed that the *Guessing Strategy* and *Using a Dictionary* were the most commonly used strategies. Nonetheless, the study lacked a high degree of homogeneity in terms of the participants' proficiency levels and ages.

Rabadi (2016) investigated various vocabulary learning strategies among 110 Jordanian students majoring in English and English Literature from eight universities in Jordan. In this study, a questionnaire containing 40 strategies based on Schmitt's (1997) classification was administered to the participants to determine which strategies were used most frequently, least frequently, and at a moderate level. The findings showed that *Memory Strategies* were the most frequently used, whereas *Metacognitive Strategies* were the least frequently used. Nevertheless, the study did not consider the participants' English proficiency, a factor that may be related to the vocabulary learning strategies they employed. Furthermore, gender in relation to English vocabulary learning strategies was not examined in the study.

Sihotang, Afriazi, and Imranuddin (2017) investigated English vocabulary learning strategies among 86 students randomly selected from 343 students majoring in English Education at the University of Bengkulu, Indonesia. Similar to the studies by Lee (2007), Amirian and Heshmatifar (2013), and Rabadi (2016), this study also employed a questionnaire on English vocabulary learning strategies designed according to Schmitt's (1997) strategy classification framework. The findings showed that *Determination Strategies* were used most frequently, followed by *Metacognitive Strategies*, *Cognitive Strategies*, *Memory Strategies*, and *Social Discovery Strategies*, while *Social Consolidation Strategies* were the least frequently utilized. Still, like previous studies, this research has limited persuasiveness because it did not clearly specify how many classes the participants were drawn from, a factor that could influence differences, if any, in the English vocabulary learning strategies used by students from different classes.

Al-Bidawi (2018) investigated vocabulary learning strategies based on Schmitt's (1997) classification framework among 94 Saudi students learning English as a foreign language in their first-, second-, and third - semester at the Department of English, Al Jouf University, Saudi Arabia. Data were collected through a questionnaire consisting of multiple items rated on a five-point Likert (1932) scale, which was completed online over a two-week period. The findings revealed that the participants preferred *Social Strategies* most, whereas relatively few participants used *Memory Strategies* to learn English vocabulary. Yet, the study did not focus on participants who were homogeneous in terms of English proficiency, nor did it provide an analysis of the participants' gender distribution - factors that may significantly influence the use of vocabulary learning strategies (Putri, Wulyani, & Tresnadewi, 2023).

Goundar (2019) investigated vocabulary learning strategies of English as a foreign language among 25 students enrolled in an English course under the Nadi Fiji project, ranging from elementary level to Business English, as well as 28 students who had completed the course at the institution. The findings showed that the *Guessing Strategy* was the most frequently used strategy. However, the participants had different levels of English proficiency, making it difficult to assess their ability to use vocabulary learning strategies.

Zhang and Liang (2024) investigated three types of strategies - *Using Keywords*, *Pictorial Association*, and *Mind Mapping* - in helping learners memorize English vocabulary effectively. But the study did not clearly describe the participants or the data collection instruments and only provided some general observations regarding the functions of the aforementioned strategies.

3. RATIONALE FOR THE STUDY

Based on the theoretical overview, it can be seen that previous studies on vocabulary learning strategies of English as a foreign language have examined various strategies according to Schmitt's (1997) classification framework. However, they have provided insufficient detailed descriptions and comparisons of the English vocabulary consolidation strategies employed by participants who were first-, second-, or third-year English-major students in different classes when learning and retaining English vocabulary. In addition, some previous studies have not ensured the homogeneity in the participants' English proficiency levels, which may have had a profound effect on their use of English vocabulary consolidation strategies. Furthermore, the majority of these studies investigated first-year English-major or non-English-major students rather than second-year students at Nguyen Tat Thanh University or at other universities in Vietnam or abroad. Moreover, all of the previous related studies mainly focus on the Memory Strategy used by the mixed subjects other than the *Cognitive, Metacognitive, Social Strategies* or the combination of two or more of these latter strategies used by the second-year English major students at Nguyen Tat Thanh University, Ho Chi Minh city, Vietnam.

It is noteworthy that vocabulary learning strategies in general, and English vocabulary learning strategies in particular, are intended to serve learners' needs and interests. Therefore, researchers need to pay attention to learners' perceptions of these strategies (Horwitz, 1988; Wenden, 1987) as well as the strategies they are currently using (Hosenfeld, 1976: 128). On this basis, the study entitled "*Cognitive, Metacognitive, Social Strategies Used to Consolidate English Vocabulary by English Major Students – A Case Study at a University in Vietnam*" was conducted to investigate these English vocabulary consolidation strategies they use, their limitations, and strategic solutions to address these limitations. The study aims to help English learners in general and Vietnamese learners of English in particular acquire and employ vocabulary consolidation strategies more effectively so that they can learn English with greater confidence and success.

4. RESEARCH OBJECT AND SCOPE

4.1. Research Object

This study investigates the strategic solutions for consolidating English vocabulary among English-major students at Nguyen Tat Thanh University, Ho Chi Minh City.

4.2. Research Scope

The study focuses on investigating English vocabulary consolidating strategies which include *Cognitive, Metacognitive, Social Strategies* used by the two classes of second-year English-major students at the Department of Foreign Languages, Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam.

5. RESEARCH AIMS AND OBJECTIVES

5.1. Research Aims

The study is aimed to investigate the English vocabulary consolidation strategies of the *Cognitive, Metacognitive, Social ones* used by the two classes of second-year English-major students at the Department of Foreign Languages, Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam and their limitations, while also proposing solutions to address the current situation.

5.2. Research Objectives

Based on the research aims stated above, the study is carried out to achieve the following objectives:

- Describe the English vocabulary consolidation strategies encompassing the *Cognitive*, *Metacognitive*, *Social ones* used by the two groups of participants under investigation and identify their limitations.
- Propose English vocabulary consolidation strategies for the two groups of participants in the study.

5.3. Research Questions

To achieve the above-mentioned research objectives, the investigator formulated the following research questions:

1. What English vocabulary consolidation strategies are used by these two groups of participants, and what are their limitations?
2. What feasible strategic solutions can be proposed to address the current situation?

6. THEORETICAL FRAMEWORK

According to Schmitt (1997: 205–210), English vocabulary consolidation strategies are techniques or approaches employed by learners to transfer vocabulary from short-term memory to long-term understanding, enabling them to remember and use vocabulary naturally. These strategies include major categories such as *Memory Strategies*, *Social Strategies*, *Cognitive Strategies*, and *Metacognitive Strategies*, among which *Social Strategies*, *Cognitive Strategies*, and *Metacognitive Strategies* are investigated in this study.

6.1. Types of English Vocabulary Consolidation Strategies

6.1.1. Social Strategies

Group Work is a strategy that can be used to learn or practice vocabulary. Dansereau (1988) argues that social contexts increase learners' motivation to participate, while group work can help learners prepare for group activities outside the classroom. Moreover, learners have additional opportunities to use and apply the language they have learned in class. In addition, learners need support from teachers to monitor group vocabulary learning in order to ensure accuracy (Kramsch, 1979).

Communicating with native speakers in general and native English speakers in particular is also a way to consolidate vocabulary (Krashen, 1982). In practice, communication with native speakers is one of the most effective methods of vocabulary learning because it provides authentic contexts, helping learners master natural and accurate word usage, correct pronunciation, and a deeper understanding of culture during communication. Such interaction helps transform vocabulary from "passive" to "active," improves learners' responsiveness, and promotes longer-term retention through real-life experiences.

6.1.2. Cognitive Strategies

Unlike Memory Strategies, Cognitive Strategies do not focus deeply on rational processing of vocabulary based on previously acquired linguistic knowledge for vocabulary consolidation. Instead, they involve repetition and the mechanical use of methods and learning aids. These strategies include writing and saying a word repeatedly in order to remember vocabulary effectively, and they are used by more learners than other strategies (O'Malley & Chamot, 1990).

Word Lists and Flash Cards can be used when learners first encounter new words or during subsequent review sessions. Flash cards are convenient for learning and reviewing vocabulary

because they can be carried almost anywhere and used whenever learners have free time (Brown, 1980). In addition, learners can organize flash cards into logical groups of keywords to facilitate vocabulary consolidation (Gairns & Redman, 1986; Cohen, 1990).

Another type of Cognitive Strategy is Using Study Aids. Taking notes during lessons helps learners develop their own ways of learning and remembering newly acquired words while providing additional opportunities for review. Learners can also make use of specific vocabulary sections in coursebooks or textbooks to reinforce new words while learning the language. Furthermore, one way to make words in general, and English words in particular, more prominent, noticeable, and visually memorable is to label objects with the new words that represent them. The use of listening also contributes to vocabulary consolidation, and learners can record word lists or other vocabulary materials and learn vocabulary by listening to the recordings.

Vocabulary Notebooks have also been proposed by several scholars as a means of vocabulary consolidation (Allen, 1983: 50; Gairns & Redman, 1986: 95 - 100; & McCarthy, 1990: 127 - 129). Schmitt N. and Schmitt D. (1995) proposed a type of vocabulary notebook that combines the progressive learning of different types of vocabulary knowledge for each word with increased opportunities for review.

6.1.3. Metacognitive Strategies

Unlike Cognitive Strategies, Metacognitive Strategies can be used by learners to monitor and evaluate their vocabulary learning through situations of use while taking an overall view of the learning process. Therefore, these strategies are generally broader in scope and are associated with more effective vocabulary learning. To acquire a second or a foreign language successfully, learners need to maximize their exposure to it. If the second or foreign language is English, English books, magazines, newspapers, and films provide an inexhaustible source of materials for learning English vocabulary. In addition, communicating with native English speakers whenever possible can increase learners' vocabulary input and can also be regarded as a Metacognitive Strategy when it is used as a controlled principle of language learning. Self-evaluating the effectiveness of vocabulary learning strategies provides positive reinforcement when learners make progress, or it can serve as a signal to change strategies when the opposite occurs.

Furthermore, learners can maximize the effectiveness of practice time by following a specific schedule rather than studying randomly. It has been shown that most vocabulary forgetting occurs immediately after a learning session ends. Therefore, learners should review new vocabulary immediately after the lesson and then continue reviewing it according to an expanding schedule (Pimsleur, 1967; Baddeley, 1990: 156–158).

6.2. Motivation, the Importance of Motivation in Learning Vocabulary of English as a Foreign Language, and Influencing Factors

Motivation for learning English in general and English vocabulary in particular is associated with learners' language-learning goals, such as being able to communicate with native speakers of the target language, finding employment, improving educational qualifications, and so on. Motivation is a key factor determining learners' success or failure in learning English vocabulary. It transforms rote memorization into an intrinsic need, helps maintain perseverance, encourages the application of effective learning methods, and enhances the ability to apply vocabulary in real-life situations. Motivation plays the following specific roles:

- *Maintaining perseverance and learning habits:* Vocabulary acquisition requires daily repetition. Learners with strong motivation, such as preparing for an international examination

or applying for a job, are more likely to overcome discouragement and maintain regular learning habits.

- *Promoting the use of active learning methods:* Motivation encourages learners not merely to memorize vocabulary mechanically but to actively explore methods for long-term retention, such as learning words through context, using intelligent flashcard applications, or learning vocabulary through games.

- *Enhancing the ability to apply vocabulary:* When motivated by communication or work-related needs, learners make an effort to understand the pronunciation, grammar, and sentence patterns associated with a word rather than simply memorizing its Vietnamese meaning.

- *Overcoming fear and anxiety:* Learning vocabulary in a foreign language, including English, often creates difficulties and pressure for learners in general and Vietnamese learners of English in particular because of distinctive linguistic and cultural differences. Therefore, learning motivation can help learners become more confident and willing to use new words in real-life communication without being afraid of making mistakes.

Spolsky (1990) observes that motivated students learn more quickly because they pay greater attention to learning and completing assignments and participate more actively in learning activities. This is consistent with Woolfolk and Margetts (2007), who argue that motivation enhances learning outcomes for all learners. Moreover, motivation is considered a prerequisite and an essential factor enabling learners to participate actively and responsibly in their learning. It is not only a goal but also a means by which learners can achieve their desired academic objectives or even exceed their expectations.

According to Harmer (1991), there are four factors affecting learners' motivation in language learning in general and English learning in particular. The first is the teacher's personality, support for learners, empathy, and professional knowledge, all of which are important factors that can either create or diminish learners' motivation. The second factor is the teacher's teaching methodology. When learners become bored with a teaching method, they gradually lose their motivation to learn. Moreover, teachers themselves have a considerable influence on learners' motivation because they are directly responsible for teaching and transmitting knowledge to learners. The learning environment, including classroom facilities such as lighting, room temperature, and class size, as well as the learning atmosphere, such as the level of engagement among classmates, also significantly affects learners' motivation. Finally, but equally importantly, learners' success is a significant factor. Learners need to feel that they are making progress in their studies because repeated failure and excessively challenging tasks can discourage them and reduce their motivation to learn, including their motivation to learn English vocabulary.

7. RESEARCH APPROACH AND METHODOLOGY

7.1. Research Approach

From the strategies used by the two groups of second-year English-major students at the Department of Foreign Languages, Nguyen Tat Thanh University, Ho Chi Minh city in Vietnam, who have not taken the English Lexicology course for consolidating English vocabulary, the investigator draws on Schmitt's (1997) classification framework presented in Section 6.1 to analyze the data. The study therefore focuses on a more in-depth investigation and analysis of the *Consolidating Strategies* used by these student participants and compares the use of these strategies among students within the same class and across both classes in order to identify possible limitations in students' application of these strategies.

7.2. Research Methodology

To obtain reliable results, 80 survey questionnaires were administered to collect data from 80 research participants, consisting of 80 students (37 students in class A and 43 students in class B) from the two second-year English-major classes during the 2025–2026 academic year at the Department of Foreign Languages, Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam. The study employed survey, statistical, synthesis, descriptive, comparative methods to investigate the English vocabulary consolidation strategies, based on Schmitt's (1997) classification framework, used by participants in each class and across both classes. Both qualitative and quantitative research approaches were employed. Subsequently, data-analysis was used to identify weaknesses and propose solutions to address them, with the aim of helping the students retain English vocabulary more effectively.

8. FINDINGS AND DISCUSSION

8.1. Metacognitive Strategies Used by Class A, Class B and Their Limitations

Table 8.1 (p. 14) shows that Metacognitive Strategies for consolidating English vocabulary ranked the first in popularity among the student participants in both Class A ($N_a = 12$ # $F_a = 32.43\%$) and Class B ($N_b = 18$ # $F_b = 41.86\%$). This demonstrates that, at the second-year level of English language studies, students have begun to monitor and evaluate their vocabulary learning through contexts of use from a broader perspective and to maximize their exposure to vocabulary. Therefore, English books, newspapers, magazines, and films available online are frequently utilized by students to learn English vocabulary more effectively, particularly in the current digital era. In fact, books, newspapers, magazines, and films are fully exploited by learners to consolidate vocabulary validly in the digital era because they provide a combination of learning and entertainment while reducing pressure. They provide rich real-life contexts, helping learners grasp how words are accurately used by native speakers rather than memorizing isolated and boring words.

Survey data collected from the student participants in Classes A and B show that they consolidate English vocabulary through films (with or without subtitles), their favorite songs, or by reading and listening to English-language news on YouTube. Some students have used the Duolingo application to learn vocabulary through games while simultaneously developing their Listening, Speaking, Reading, and Writing skills. In addition, they use the T-Flat English dictionary as a tool for looking up and learning vocabulary visually. With this method, students can optimize the application by checking standard pronunciation in either American or British English, using the Bookmark function to categorize vocabulary by topic, and reviewing vocabulary every day with Flashcards or built-in multiple-choice games. Furthermore, they could allocate time each day to improving their vocabulary knowledge.

Unlike Class A, students in Class B communicate in English on a daily basis when working part-time in places where foreigners are present, using newly learned vocabulary in conversations to improve their spoken English communication skills. They also consolidate vocabulary by watching English-language films and organizing the vocabulary into different topics to make it easier to remember and to learn unfamiliar words. Unlike learning through Vocabulary Cards or Flashcards, films enable students to encounter new words within a story. Indeed, films provide idioms, slang, and authentic conversational language that differ from the academic and formal language presented in textbooks. In addition, films expose students directly to native speakers' speaking speed, intonation, and pronunciation, thereby helping them improve their Listening and Speaking skills. This enables the brain to associate vocabulary with images, emotions, voices, and specific situations, making the learning and retention process more natural and long-lasting and strongly supporting the development of natural

English thinking. In addition, students can regularly practice English listening, speaking, reading, and writing to consolidate their vocabulary.

Like the students in Class A, students in Class B learn existing English vocabulary through mobile applications and websites because these are virtually unlimited sources of resources. Current digital platforms provide huge libraries of content covering diverse topics and are completely free of charge. Students can easily access English vocabulary from all fields, ranging from science and technology to languages and entertainment, using only an Internet-connected device. With dictionary applications integrated into mobile phones or browsers, learners can look up meanings and pronunciation or save vocabulary with just one tap.

Thus, it can be seen that although the students are all second-year English majors in the Department of Foreign Languages at Nguyen Tat Thanh University, Ho Chi Minh city, Vietnam; the student participants in Class B took advantage of more activities within the Metacognitive Strategy, with considerably greater frequency and intensity, to consolidate English vocabulary. This may be due to differences in students' awareness of the importance of vocabulary in English learning, their awareness of English vocabulary consolidation strategies, their motivation to learn vocabulary, and the lecturers' approaches to vocabulary consolidation for their students.

8.2. Cognitive Strategies Used by Class A, Class B and Their Limitations

The English vocabulary consolidation strategy that was not commonly used by the student participants in Class A ($N_a = 3$ # $F_a = 8.11\%$) and Class B ($N_b = 3$ # $F_b = 6.97\%$) was the Cognitive Strategy. This strategy is generally less popular because it requires English learners, particularly students, to spend considerable time learning words in groups and through flashcards; organizing flashcards into logical keyword groups to consolidate vocabulary from their notes; manually labeling new words on commonly used or frequently seen objects; taking notes during lessons to memorize new words; making use of special vocabulary sections in coursebooks or textbooks to consolidate new words; recording lists of words and learning them by listening rather than relying on traditional rote-memorization methods.

According to the data collected, some students in Classes A and B wrote new vocabulary on small pieces of paper and attached them to commonly seen objects so that they could remember the words more easily by creating a real-life context. This enables the brain to directly associate new words with the images of objects rather than having to translate their meanings. This visual learning method increases daily exposure and transfers vocabulary from short-term memory to long-term memory. In addition, students both write and read the new words aloud, thereby activating multiple senses and enabling the brain to encode information more deeply. This method combines visual memory, motor memory through hand movements, and auditory memory, creating multiple neural connections that help students remember words more quickly and for longer periods.

In addition, some student participants in Class B consolidate English vocabulary through flashcards and mind maps. This may be because these methods are highly effective in optimizing memory, stimulating logical thinking, and enhancing language reflexes.

8.3. Cognitive Strategies Combined with Metacognitive Strategies Used by Class A, Class B and Their Limitations

Similar to the Cognitive Strategy, the Cognitive Strategy combined with the Metacognitive Strategy was not frequently used by the participants in Class A to consolidate English vocabulary ($N_a = 4$ # $F_a = 10.81\%$). This integrated strategy was even less popular among the student participants in Class B ($N_b = 1$ # $F_b = 2.32\%$). This may be because the combination

of Cognitive Strategies (practice and direct memorization) and Metacognitive Strategies (planning and self-evaluation) has not been comprehensively applied, mainly due to passive learning habits and cognitive overload during the knowledge-acquisition process. Specifically, this may result from several core reasons:

- *Passive learning habits:* Students are mainly accustomed to learning words from chapters, copying new vocabulary, reading words aloud, and translating them one by one. Shifting to Metacognitive Strategies requires learners to actively set goals, monitor progress, and self-regulate, which consumes considerable time and mental effort.
- *Cognitive overload:* Cognitive Strategies involve analyzing, creating associations, and practicing regularly. When combined with Metacognitive Strategies, students must continuously evaluate and select effective learning methods, making them easily discouraged if they do not see immediate results.
- *Lack of core methods:* Students often skip the stages of planning and reassessing their own memory (Metacognitive Strategy). They mainly apply isolated Cognitive operations such as taking notes and repetition, which reduces the effectiveness of long-term retention.
- *Learning environment:* The traditional educational system in Vietnam often places greater emphasis on memorization and passing examinations than on developing students' self-learning abilities and independent learning strategies.

8.4. Social Strategies Used by Class A, Class B and Their Limitations

Table 8.1 (p. 14) indicates that Social Strategies were also very rarely used by students in Class A ($N_a = 1$ # $F_a = 2.70\%$) and were not used at all in Class B ($N_b = 0$ # $F_b = 0\%$) as a means of consolidating English vocabulary. In fact, Social Strategies, such as asking teachers, discussing with peers, and interacting with native speakers, are rarely used by students when learning English vocabulary due to passive learning habits, a lack of confidence, and environmental barriers. Indeed, students often prefer Cognitive Strategies and traditional Memory Strategies, such as taking notes on new words, reading them aloud, translating their meanings, and using vocabulary cards, because these strategies are easier to control and carry out independently. In addition, fear of making mistakes, fear of being negatively evaluated, or a lack of confidence in communication makes learners in general and Vietnamese students learning English, including English majors, reluctant to ask teachers questions or participate in group discussions in class or at home. Furthermore, the lack of a natural foreign-language practice environment and limited opportunities to interact with native English speakers are also the major barriers for students who wish to consolidate English vocabulary through this strategy. More concerningly, Social Strategies require considerable time for arranging and interacting with others, whereas students often prioritize faster and more independent learning strategies to cope with examinations.

8.5. Social Strategies Combined with Metacognitive Strategies Used by Class A, Class B and Their Limitations

The combined use of Social Strategies and Metacognitive Strategies was also uncommon among the student participants in Class A ($N_a = 2$ # $F_a = 5.40\%$) and Class B ($N_b = 1$ # $F_b = 2.32\%$). According to Schmitt's (1997) classification framework of Vocabulary Learning Strategies, these two strategies are infrequently used because of barriers related to learning habits, methodological orientation, and the actual learning environment. Specifically:

- *Regarding Social Strategies:* Students generally prioritize individual strategies such as taking notes and using dictionaries. They are less likely to proactively form study groups,

discuss with native speakers, or engage in in-depth exchanges with lecturers to learn new vocabulary outside class unless they are assigned and encouraged to do so by lecturers.

- *Regarding Metacognitive Strategies*: Planning, setting personal goals, self-testing, and evaluating the learning process require a high level of discipline and time-management skills. Many students have difficulty maintaining these habits and tend to study according to inspiration or mood rather than systematically.

At this point, it can be seen that these English vocabulary consolidation strategies are not used regularly by the majority of students and are even rarely or never used. However, students heavily rely on Memory Strategies, such as learning words by chapter, recording lists, using word roots and affixes, and using images or stories, while neglecting other strategies, such as Cognitive, Metacognitive, or Social Strategies, or the integration of two of these strategies, which stems from various practical barriers in their English-learning process:

- *Fear of making mistakes (Social Strategy)*: Talking to native speakers or participating in English clubs requires confidence. Students are often afraid of mispronouncing words or making grammatical errors, which leads to passive learning behavior.

- *Habits stemming from traditional education in Vietnam (Memory & Cognitive Strategies)*: The general education system tends to focus on grammar and written examinations. This unintentionally creates a habit of learning vocabulary in isolation and through mechanical repetition rather than applying it in real-life communication.

- *Time and patience (Metacognitive Strategy)*: Methods such as setting personal goals, self-testing and evaluation, or applying vocabulary review at intervals require a high level of discipline and perseverance over a long period.

- *Language mindset (Cognitive Strategy)*: Many students learn English vocabulary by memorizing equivalent meanings, that is, translating English words into Vietnamese. They are reluctant to spend considerable time learning words in groups, organizing flashcards into logical keyword groups to consolidate vocabulary from their notes, recording word lists, and learning words through listening.

- *Lack of practice environments and facilities (Metacognitive Strategy)*: The lack of space and technological equipment for regular practice makes students feel that English vocabulary consolidation strategies, such as learning through films, music, or advanced reading materials, do not produce immediate results comparable to memorizing word lists for examinations.

9. SUMMARY OF MAJOR FINDINGS

In summary, the student participants in the study have used Schmitt's (1997) English vocabulary consolidation strategies. Among them, Metacognitive Strategies were the most commonly used because, at this stage, students are able to take control of the learning process through self-awareness, orientation, and control of their own vocabulary learning, thereby flexibly adjusting and changing strategies in a timely manner when encountering difficult vocabulary so that they can learn new words better.

In addition, compared with Class A, the student participants in Class B made use of more activities within the Metacognitive Strategy, with significantly greater frequency and intensity, to consolidate English vocabulary, even though they were all second-year English majors in the Faculty of Foreign Languages at Nguyen Tat Thanh University. This may be due to differences in their awareness of the importance of vocabulary in English learning, their awareness of English vocabulary consolidation strategies, students' motivation to learn vocabulary, and lecturers' approaches to provide vocabulary consolidation strategies through Listening, Speaking, Reading, Writing, Literature, Translation, Interpretation, and other skills

for the students, and above all, the activities launched by the University to promote English vocabulary learning and consolidation for them.

Other vocabulary consolidation strategies, such as Cognitive Strategies, Cognitive Strategies combined with Metacognitive Strategies, Social Strategies, and Social Strategies combined with Metacognitive Strategies, were used less frequently by the student participants in both classes because they require a high level of cognitive effort, complex autonomous-management skills, and an actual interactive environment that most students have not yet sufficiently developed or been systematically trained to use. Meanwhile, students tend to prioritize individual strategies that are repetitive and mechanical, such as copying words and reciting them, because they are easy to apply and produce quicker short-term results. The following are the core barriers analyzed in detail according to each integrated strategy group apart from those hinderances in the Cognitive (in 8.2) and Social Strategies (in 8.4) analyzed above:

9.1. Challenges of Cognitive Strategies Combined with Metacognitive Strategies

Metacognitive Strategies require learners or students to independently plan, monitor, and evaluate their own learning process. When combined with Cognitive Strategies (information processing), they create significant barriers due to:

- *Lack of metacognitive awareness and skills:* Most students have not been trained to set specific goals, self-test, or adjust their methods when they encounter failure. They learn instinctively rather than according to a specific management strategy.
- *Time pressure and cognitive overload:* Having to simultaneously acquire the meaning of words (Cognitive Strategy) and continuously monitor and evaluate whether their learning is effective (Metacognitive Strategy) creates considerable psychological pressure. Students often give up and choose rote learning because it requires less management effort.
- *Limited language proficiency:* To effectively implement Metacognitive Strategies, such as analyzing errors in context, students need a certain level of language proficiency. Lower-proficiency students often feel overwhelmed and are unable to monitor themselves, whether studying in groups or individually, without monitoring and assistance from lecturers.

9.2. Challenges of Social Strategies Combined with Metacognitive Strategies

The limited use of Social Strategies, involving interaction, questioning, and cooperation, combined with Metacognitive Strategies, involving the use of high-tech applications and software with English songs and films, when learning vocabulary often stems from passive learning habits and psychological hinderances. Indeed, students often prefer learning vocabulary through English films and songs (Metacognitive Strategy) rather than through actual interaction because entertainment-based methods provide complete comfort, visual contexts, and an absence of pressure. The students' avoiding English vocabulary learning with lecturers, peers, or foreigners (Social Strategy) stems from the following core reasons:

- *Fear of making mistakes and negative evaluation:* Watching films or listening to music provides a private space (Metacognitive Strategy). Mistakes made when using this strategy to consolidate English vocabulary have no consequences, allowing students to completely eliminate feelings of inferiority, embarrassment, or fear of being ridiculed for mispronouncing words in front of peers, lecturers, or native speakers.
- *Pressure to respond spontaneously:* Direct English communication (Social Strategy) requires immediate linguistic thinking. In contrast, English films and songs (Metacognitive Strategy) allow students to absorb language passively, giving them the opportunity to look up information, rewind, or listen repeatedly without time limitations.

- *Feelings of boredom and imposition:* Learning vocabulary through lecturers (Social Strategy) is often accompanied by grammar textbooks, listening, speaking, reading, and writing activities, exercises, and pressure to achieve good grades. English films and music (Metacognitive Strategy) provide vivid, natural vocabulary associated with popular culture, creating a sense of absorption rather than forced memorization.

- *Language, cultural, and confidence barriers:* Talking to foreigners (Social Strategy) often creates anxiety about cultural differences, rapid speech, or the fear that the other person will not understand them.

Therefore, these two English vocabulary consolidation strategies are rarely used in combination by students. Once English learners in general, and Vietnamese students learning English, including English majors, choose to develop their vocabulary through Metacognitive Strategies using low-pressure entertainment media, they tend to be reluctant to use Social Strategies because of the pressure involved in real-life communication with native English speakers, classmates, and even more so when they are being monitored and given feedback by lecturers.

Overall, similar to previous relevant studies, the findings of this study indicate that Metacognitive Strategies are used more frequently by the participants than other strategies because they are living in a digital-era environment with numerous online applications that support English vocabulary learning through mobile phones, tablets, and laptops. Meanwhile, traditional vocabulary-learning strategies such as Cognitive Strategies and Social Strategies are used much less frequently.

Unlike former studies, this study shows that, in addition to the single strategies mentioned above, students have used the integrated/complex strategies, such as Cognitive Strategies combined with Metacognitive Strategies, and Social Strategies combined with Metacognitive Strategies, to consolidate English vocabulary. This may be because, in their second year of the University, students have become somewhat more aware of time management, planning English learning in general and vocabulary learning in particular, and organizing vocabulary information in a more logical manner. Notably, a small number of students have also made efforts to seek opportunities to communicate with native English speakers through work and several social-media applications, with the aim of developing their English vocabulary naturally and comfortably while reducing pressure.

However, the individual and integrated vocabulary consolidation strategies described above are still not evenly used among students within the same class or between these two different classes taught by different lecturers, even though they are all second-year English majors in the same Department of Foreign Languages at Nguyen Tat Thanh University, Ho Chi Minh city, Vietnam. This once again indicates that this situation may result from various factors, including activities organized by the University, teaching methods, lecturers' assessment practices, and students' learning motivation. Therefore, the study proposes several possible solutions to solve these problems.

Table 8.1. Cognitive Strategies, Metacognitive Strategies, Social Strategies Used by Students to Consolidate English Vocabulary

Strategies	Class A (37 students)		Class B (43 students)	
	N	F (%)	N	F (%)
Metacognitive Strategy	12	32.43	18	41.86
Cognitive Strategy	3	8.11	3	6.97
Cognitive Strategy & Metacognitive Strategy	4	10.81	1	2.32
Social Strategy	1	2.70	0	0
Social Strategy & Metacognitive Strategy	2	5.40	1	2.32

10. RECOMMENDATIONS

10.1. For the University

To help English-major students develop self-discipline in learning English vocabulary, the University needs to shift toward building an interactive learning ecosystem. Creating real-life experiences and applying technology will help students recognize the value of their vocabulary knowledge. The following are several feasible strategic solutions that the University can implement to help students consolidate English vocabulary:

10.1.1. Application of Technology and Gamification (Metacognitive Strategy Combined with Social Strategy)

* *Use smart learning platforms:* The University can purchase licenses for vocabulary-learning applications such as Quizlet and Anki so that students can widely apply Metacognitive Strategies in learning English. In addition, the University can create virtual classes to monitor students' progress and establish competitive leaderboards (Social Strategy).

• *Organize accumulation challenges:* The University can launch the campaigns such as the "50 English Vocabulary Words a Day Challenge" on the University's forum or fan page (Metacognitive Strategy), with rewards such as scholarships or bonus conduct points to stimulate students' self-directed vocabulary learning and healthy competition among them (Social Strategy).

10.1.2. Innovating Testing and Assessment Methods (Metacognitive Strategy Combined with Social Strategy)

• *Project-based test:* Instead of traditional written tests, the University should encourage lecturers to require students to work in groups (Social Strategy) to create short videos, graphics, or PowerPoint presentations (Metacognitive Strategy) using the vocabulary they have learned by topic to assess their ability to apply vocabulary (Social Strategy).

* *Bonus points:* The University should also encourage lecturers to award bonus points to students who proactively use advanced vocabulary in English writing and speaking tasks (Social Strategy).

10.1.3. Building a Regular Practice Environment (Cognitive Strategy Combined with Social Strategy)

• *Academic clubs:* The University should sponsor and provide guidance for English clubs to organize debates, translation activities, or role-plays related to specialized fields (Social Strategy), creating maximum opportunities for students to understand and use vocabulary spontaneously in real-life situations (Cognitive Strategy).

• *Visual interactive spaces:* The University can encourage lecturers to post specialized terminology and useful sentence structures in the corners of whiteboards and along classroom

corridors so that students are unconsciously exposed to and memorize them on a daily basis (Cognitive Strategy).

10.1.4. Employment Opportunities and Professional Application (Social Strategy Combined with Cognitive Strategy)

- *Employment opportunities:* The University can arrange opportunities for students to jointly analyze recruitment information from multinational corporations (Social Strategy), helping them recognize for themselves the importance of English vocabulary in actual workplace requirements (Cognitive Strategy).

- *Professional application:* The University should organize seminars where students can discuss (Social Strategy), master and use English vocabulary in simulated real-world working environments such as translation, business, and teaching (Cognitive Strategy).

10.2. For Lecturers

To help students recognize the importance of English vocabulary, lecturers need to connect vocabulary with real-life situations, point out the consequences of insufficient vocabulary in communication and examinations, and guide students toward appropriate learning methods.

The following are specific strategies that lecturers can apply to enhance interaction between lecturers and learners and help students use Cognitive, Metacognitive, and Social Strategies more widely and extensively in order to consolidate English vocabulary more successfully:

10.2.1. Analysis of Real-World Impacts

- * *Demonstrating through practice:* Lecturers can show students how insufficient vocabulary can lead to limited vocabulary use, misunderstanding of business partners, or lower scores in academic examinations.

10.2.2. Creating Hypothetical Situations

Lecturers can have students read a passage or listen to a dialogue in which important keywords have been omitted so that they can realize for themselves that without rich vocabulary, they may have difficulty understanding or may even fail to understand the message being conveyed.

10.2.3. Integrating Vocabulary into Specialized Lessons

- *Contextual learning:* Lecturers should not teach vocabulary in isolation but should integrate core vocabulary into discussion topics, reading passages, or specialized exercises so that students can recognize its high practical applicability.

10.2.4. Diversifying Learning Resources

Lecturers can encourage students to expand their English vocabulary through natural entertainment channels such as English music, subtitled films, or international newspapers and books in order to promote and encourage students to use Metacognitive Strategies more frequently and widely and reduce pressure while learning English vocabulary. In addition, lecturers can organize more interactive activities to motivate students through language games using learning applications such as Quizlet, allowing lecturers and learners to participate together in interesting challenges instead of conducting vocabulary tests in a stressful and monotonous manner. This recommendation is consistent with Avisteva and Halimi's (2020) conclusion that Quizlet can be used to increase students' motivation to learn English vocabulary because of its convenience in looking up words and learning anywhere without requiring teacher guidance.

- *Corpus-based approach (Metacognitive Strategy Combined with Social Strategy):* Lecturers should encourage students at this level to use advanced dictionaries by guiding them to consult corpus systems such as the Oxford Collocations Dictionary or the Corpus of Contemporary American English. In addition, lecturers can facilitate students' independent exploration of contexts by assigning tasks that require them to search for how a word is actually

used in English-language scientific articles or current news reports and then identify patterns in the word's connotations.

10.3. For Students

Under the influence of external motivation provided by the University and lecturers (extrinsic motivation), students can become aware of the importance of English vocabulary in learning English and apply it in their real lives, thereby developing stronger motivation to learn vocabulary - intrinsic motivation. Indeed, highly motivated individuals tend to actively seek new words, apply them in real-life situations more quickly, and remember them longer, whereas those who lack motivation tend to be passive, reluctant to make efforts to consolidate vocabulary through multiple methods, and more likely to forget it. The findings of this study are consistent with the conclusions of several previous studies about the inevitable correlation between learners' motivation and English learning in general (Truong, Huynh & Ho, 2025; Mizad & Salleh, 2025) and the learning of English skills such as Speaking (Ihsan, 2016 & Colón, 2023), Listening and Speaking (Quinapallo, Mejia & Candela, 2024), and particularly that of English vocabulary (Tran, 2015) - a core and indispensable element of English.

In fact, students can use the TFlat application to look up and learn vocabulary visually. This recommendation is consistent with Nguyễn's (2025) observation concerning the application of technology, specifically the T-Flat electronic dictionary, in the learning and retention of specialized English vocabulary among Electrical and Electronics students. English-major students can also optimize this application by checking standard pronunciation in either American or British English, using the Bookmark function to categorize vocabulary by topic, and reviewing vocabulary daily with Flashcards or available multiple-choice games. The following are the steps for students' setting up and implementing effective vocabulary-learning strategies with TFlat:

Building a Daily Review Habit

- *Categorizing vocabulary:* Create separate folders in the application according to topics (e.g., *Food, Travel, Business*) or according to standardized vocabulary sets such as *3000 Oxford Words* and *600 TOEIC Words*.
- *Turning on the reminder function:* Enable daily vocabulary notifications by the students in the application so that TFlat automatically displays new words on the lock screen.
- *Learning through Flashcards:* Use the vocabulary-card function (the English word on the front and its meaning on the back) to regularly test their memory.
- *Sentence making:* Use TFlat's sentence-suggestion tool to write the students' own sentences with newly learned words, helping remember them longer.
- *Quick word lookup on the screen:* Use the Text Translation TFlat floating-translation feature to look up vocabulary directly while reading newspapers or browsing the web without having to switch between applications.
- *Learning vocabulary through games:* Play word-matching and vocabulary quiz games in the application to relax while reviewing vocabulary and developing quick word-recall reflexes. Based on the strategic solutions used by students to consolidate English vocabulary, as well as the limitations and causes analyzed in detail above, the recommendations presented above can help students master Schmitt's (1997) English vocabulary consolidation strategies so that they can make more appropriate and adaptive choices in using these strategies according to their abilities, English proficiency levels, and current technological trends, thereby learning English vocabulary more effectively and preparing themselves better for their future careers.

11. LIMITATIONS

In this study, the number of participants is restricted to 80 second-year students from the two English major classes, learning at the Department of Foreign Languages, Nguyen Tat Thanh University, Ho Chi Minh City, Vietnam. As a result, the study could be expanded with a larger number of English major student participants in the first-, third-, or the fourth year, at this University or at some other universities in Ho Chi Minh city or in some other cities, provinces in Vietnam.

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