Learning English vocabulary of non-English majored students at Ho Chi Minh City University of Food and Industry (HUFI): Problems and Recommendations

Vo Thi Tuong Vy

Faculty of Foreign Languages, Ho Chi Minh City University of Food Industry, Viet Nam

ABSTRACT

Using vocabulary should be a crucial part of studying and using English. Thus, how to develop effective strategies to remember and use vocabulary actively should be meaningful to English learners. This study aims to help non-English-majoring students at the Ho Chi Minh City University of Food Industry (HUFI) figure out effective methods to maximize their competence in studying vocabulary. Via mixed research methodologies, this study describes problems related to vocabulary that non-English majors may deal with while studying English. Then, recommendations for learning English vocabulary effectively will be drawn out based on theories on teaching and learning English. The study titled *"Learning English vocabulary of non-English major students at Ho Chi Minh City University of Food Industry (HUFI): Problems and Recommendations"* has some limitations, but it should be meaningful to help learners, at least non-English major students at HUFI, maximize their ability to use English vocabulary in reality.

Keywords: Vocabulary, Non-English majored students, Problems and Recommendations

1 Introduction

Learning a foreign language such as English is a long-term accumulation process. It requires learners to have a certain vocabulary combined with the practice of each key skill. But, for the vast majority of students studying English, particularly those who are, learning English in general and the problems of learning an English vocabulary are particularly great. The most common difficulty for students is the lack of vocabulary necessary to properly learn other languages.

Yet, because students' learning motives, attitudes, and styles vary so greatly, it is critical to identify the reasons, obstacles, and nature of students' vocabulary acquisition before designing a word-learning approach. Students will rapidly adopt and apply vocabulary that matches their identified traits. This is also the motivation for doing this investigation. The experimental component of the topic is to examine the efficacy of strategies developed based on survey data to assist students in best promoting their own learning and vocabulary abilities.

The purpose of the study was to assess the current status of vocabulary acquisition among non-English majored students, identify obstacles, and define the nature of students' vocabulary learning. The survey results and data are analyzed to create a vocabulary-learning strategy for students. The experimental portion of the topic involves testing the effectiveness of approaches developed based on survey data to assist students in better promoting their learning and language abilities.

2 Literature review

2.1 The importance of vocabulary in learning English

The vocabulary range has always been regarded as a central part of learning a language since individuals face several obstacles when they are learning new languages. Therefore, the importance of vocabulary in learning and utilizing English cannot be overstated. Vocabulary assists learners in understanding most of the information via communicating with others when acquiring and practicing language skills such as

listening, speaking, reading, and writing in English. The usage of competence and fluency mostly depends on practice; the fundamental element remains meaning units such as words, phrases, and sentences, and the lexical element is an important component in the meaning units.

2.2 Previous research on vocabulary learning in English

Research on vocabulary acquisition has been conducted worldwide for the past 50 years, especially by linguists focusing on second language acquisition (SLA). In their study, Oxford and Scarcella discovered that acquiring vocabulary without context helps students retain vocabulary for examinations and tests, but students forget such terms rapidly after the exams or tests. (Cohen & Aphek, 1981) discovered that students attempt to recall unfamiliar terms through memorization. Furthermore, (McCarthy, 1990) asserted that if students acquire language in a meaningful context with explicit content, they will recall and absorb that vocabulary for a longer period of time. Sokmen highlights the need for assisting learners in acquiring vocabulary in their own fashion, although it should be remembered that students cannot memorize all of the vocabulary they require during class learning.

There is a relationship between vocabulary and understanding in students' cognition is also a question considered by most linguists. A small number of researchers have looked into this issue. Ming-Ju Alan Ho and Hsin-Yi Lien showed in their study that the vocabulary of students studying English as a second language is directly related to their reading comprehension skills. Students with a more extensive vocabulary, in particular, comprehended the texts better.

Although research in the subject of vocabulary learning is quite broad, with numerous practical discoveries that are very beneficial for further study in each discipline, Unfortunately, the majority of the studies described above cease at the level of investigation and assessment of students' vocabulary and general English abilities. There has yet to be in-depth research and assessment of students' word-learning techniques to determine if they are effective or not.

There have also been no empirical studies of language-learning methods created based on the findings of a student survey about the process and nature of students' vocabulary learning. Furthermore, investigations on the vocabulary acquisition condition of students at the Ho Chi Minh City University of Food Industry (HUFI) have not been explored yet. The topic was undertaken to examine the existing status of vocabulary acquisition by non-English majored students at the Ho Chi Minh City University of Food Industry (HUFI), identify difficulties, and determine the nature of students' vocabulary learning. The survey responses and data are examined in order to create a vocabulary-learning approach for non-English majors at HUFI.

3 Methodology

The experimental portion of the topic involves testing the effectiveness of approaches developed based on survey data to assist students in better promoting their own learning and language abilities.

TOEIC is an option used at HUFI along with other equivalent certificates. Non-English majored study 3 courses of general English as a compulsory subject in their curriculum. Students must obtain a certificate of TOEIC score matching their level of study, or an equivalent certificate of English proficiency, to graduate. TOEIC is taught alongside other core disciplines at the school, although exam scores for TOEIC modules are not counted in the overall GPA. Before beginning the TOEIC program, all students must take a placement test, and after each TOEIC module, students must retake the placement test and the 200-question TOEIC test. 100 reading questions including grammar, vocabulary, reading gap and reading comprehension. TOEIC vocabulary in English is mostly vocabulary in business communication, forms of dialogue, business correspondence, and papers and documents of the same sector.

The study was undertaken to obtain answers to the following three research questions in order to evaluate the existing condition of English vocabulary acquisition of non-English majored students and discover the recommended vocabulary learning methods:

a. *How do students perceive learning English in general and learning vocabulary in particular?* This research question seeks to determine how students' perceptions and judgments of the relevance of language skills (listening, speaking, reading, and writing) and vocabulary play a role in learning and utilizing English. This research issue is addressed by questions 1, 2, 5, and 9.

b. To find out if there is a correlation between students' perceptions of the importance of skills and vocabulary in English compare with the amount of time and effort invested in improving skills and increasing vocabulary. Then the second research question is raised: "***To what extent does students' perception of learning influence their attitude toward vocabulary learning?***" The responses to questions 6 and 8 will be utilized to address this research question.

c. One of the primary goals of this research is to develop an effective recommended vocabulary learning approach for students. Therefore, the issue is "**what vocabulary acquisition methods can fit the attitudes and learning styles of non-English majored students?**" This research question is created based on the qualities, style, nature and current learning techniques of non-English majored students at HUFI. For the remaining questions 3,4,7,9 use interview data coupled with empirical research to obtain answers to this research question.

3.1 Qualitative Research Methods

3.1.1 Survey questions

The questionnaire comprises the following items based on the research topic as well as the theoretical foundation for learning vocabulary in general and learning English vocabulary in particular. As well as the findings of previous studies in the same study field: There are 10 closed and semi-closed questions. The questions focused on three primary topics: students' perceptions of the relevance of vocabulary in using and learning English, students' experiences acquiring English vocabulary, and the nature of vocabulary acquisition and the vocabulary acquisition strategy being used by students.

3.1.2 Interview questions

Putting up questions before and after the interview allows the researcher to better grasp the circumstances and challenges that students are experiencing, and it also serves as the foundation for identifying and selecting effective learning techniques for students later.

⬥ *The pre-experiment interview question*

The pre-experiment interview question is a four-item open-ended questionnaire. The questions center on how students deal with vocabulary and learn new vocabulary. The purpose of the open-ended questionnaire is to assist the author in better understanding the nature of students' English vocabulary learning. From there, more effective vocabulary learning techniques for students will be developed.

⬥ *Post-experiment interview questions*

Post-experiment interview questions were used to assess how students in the survey experimental group learned the language from the presented vocabulary list. The survey experimental group's study technique and test results will then be compared to the experimental method and test results of the two experimental groups experimental and post-experimental) to assess the efficacy of the experimental method and the student's method tablets.

3.1.3   Research objectives

The research topic is to analyze the existing situation and provide a way to improve the vocabulary acquisition capacity of non-English majored students at the University of Food Industry. There were two groups of volunteers since the study was done in two periods. The people that completed the survey did not take part in the methodological experimental investigation. Similarly, the people in the group who took part in the technique experiment did not take part in the survey.

ꓽ The group of respondents to the survey

Undergraduate students in the class of 2022 with majors in the social sciences and engineering are the target audience for this research. The poll included 400 students chosen at random as research subjects. The time to respond to the survey was when the research subjects were studying English TOEIC 1. This signifies that all students are enrolled in the same English curriculum and that this subject has the same features as all other courses; this is the requirement for students to be considered for graduation. Therefore, students may have a relatively equal awareness of the importance of this subject. Motivation for learning is not equally expected because in the process of approaching and researching the subject, the researcher is directly guided by many different teachers. Students learning motivations between classes vary greatly depending on the particular requirements and teaching styles of professors. This may also be viewed as a factor that influences survey responses.

To get accurate and precise information throughout the study process, the author employed the qualitative research approach by developing a survey with questions on the learning process, perspective, time, and current methods utilized by students. The precise number of surveyors for each question is 400, so the author may rely on it to uncover the lingering difficulties that have not been handled and, as a result, the finest techniques. The recommended strategy is more beneficial for HUFI students who do not major in English.

To gather more information, the author has used one more form of information collection, which is an interview. The reason for this is that the author finds that in the process of collecting information by collecting data through an online survey through Google Forms, the author gives some suggested methods and answers based on the author's point of view line survey through Google Forms, the author gives some suggested methods and answers based on my point of view. However, the author still left a space for the surveyor to fill in, but most of the time, no one filled it in because maybe during the collection process, the surveyor just finished it quickly. Therefore, the author found that one method of collecting data through a Google Form was not enough, so the author continued to conduct 40 interviews to obtain information from the participants perspective.

In addition, the author finds that using only qualitative research methods has not determined exactly what the students' reasons are yet. Therefore, the author also uses a quantitative method by comparing the results of the TOEIC mock test at HUFI with 100 tests from 100 students. The reason for this is that, when comparing test scores, the author can see where most students often make mistakes and where they get low scores. This also partly confirms the authenticity of the research paper related to the vocabulary learning of non-majored English students.

ꓽ The target group for the interview

The interview target group comprised 40 students from the HUFI. Students for the interview were chosen at random from among those who will take part in the methodological experimental investigation. The interview sample was chosen as a student from the class of 2022 since the student has just recently begun the TOEIC program so that the time factor to study TOEIC English will not be a confounding factor impacting the information.

3.2 Experimentation of Method

🞣 *Flashcard*

Student group A use the card-based approach to acquiring vocabulary. All students in this group were given hard A4 paper on which to create vocabulary cards. A modest award is offered to the student with the best set of vocabulary cards to motivate students to develop beautiful vocabulary cards that inspire interest in studying vocabulary. Each student also receives a copy of a collection of TOEIC English vocabulary terms on certain themes.

Every day, students are obliged to acquire five to seven vocabulary words from the first word on the list. Students are asked to acquire vocabulary using cards in a variety of methods. The first method is that after students acquire a given number of vocabulary cards, they may self-study by looking at the information on one side of the card and guessing the information on the other side. Students can either pronounce Whisper loudly sounds nonsense or write it down and then check the other side of the card. Students can also study in pairs to master vocabulary cards. Student A presents student B with the information on one side of the card and asks student B to guess what the information on the other side is. In addition to the two card learning methods indicated above, students are encouraged to utilize their learning approach.

Students must bring in vocabulary cards for testing once a week. The vocabulary card exam serves two functions. The first step is to count the number of self-designed student cards to assess if they match the standards in terms of quantity and quality when compared to the number of days spent studying vocabulary. For instance, in the first week, each student obtains 15 vocabulary cards, which correspond to 15 words. When students bring the flashcards into class, they are expected to cross-check each other by working in pairs and through tests to ensure that they are learning the specified quantity of words or just producing vocabulary cards meaning of words. The second goal is to monitor the vocabulary learning process, which also helps students understand the importance of vocabulary acquisition and so develop a better learning attitude.

🞣 *Word repetition*

Student group B used the word repetition strategy to gain vocabulary. Students are expected to have their own vocabulary book and are given a vocabulary list. Every day, kids must memorize three vocabulary terms. Each student was instructed to write each word with its definition and illustrated vocabulary at least 5 times in the vocabulary book. The student's vocabulary learning progress was examined on a weekly basis, much like the group of students who used the vocabulary cards.

The author can execute the test directly. Students are evaluated to determine if they recall the vocabulary they have learned in addition to whether they have written correctly and with the appropriate amount of words. One method for testing students' vocabulary is for the instructor to ask all students to close all of their books before reading a word aloud or showing the students an English word or Vietnamese meaning. Students who know should raise their hands; if they are accurate, they should sit.

Another method is for all students to sit and close their books while the teacher reads a word aloud or shows the students an English word or Vietnamese meaning while randomly calling a student. If the answer is accurate, the student may continue to sit; if the answer is incorrect, the student must stand. The instructor followed suit with the rest of the students until the teacher understands that his students have well absorbed the assigned word.

In addition to the findings of the vocabulary acquisition techniques chosen by students, the following second interview question is reported in detail: 36 students learn how to write English words and their meanings until I can't recall, and one student decides to study by making a vocabulary list with terms and

definitions, then covering one side and guessing the meaning of the other. 01 learned by writing words to cards (01 card with 2 words, 1 word on each side), and 01 chose to write it down on paper and post it somewhere it will be touched frequently (a refrigerator or wall).

Moreover, when questioned about the relevance of meaning, word type, phonology, and word use in acquiring vocabulary, most students stated that identifying and comprehending the aspects of meaning, word types, phonetics, and word use are crucial when learning new terms. We must be aware of all of the aforementioned features rather than just one or two.

When this learning process is closely examined, pupils are absolutely incapable of utilizing their vocabulary to learn. A vocabulary is made up of several linguistic parts. The first aspect is word structure (Morphology), which helps us comprehend what a word's structure is and how words rhyme. There is also a technique to structure words in phonetics, although not in terms of writing, but in terms of sound, how the sound structure of words is.

Phonetics and word structure are two components that assist children recognize words through communication channels such as hearing and visual. It is not to say that pupils should just focus on hearing and seeing when acquiring language. Hearing and seeing are, after all, passive language abilities, receptive skills.

Nevertheless, with the current English level of students taking the TOEIC English course learning vocabulary that covers all of the linguistic categories as mentioned is quite challenging. This is one of the reasons why, in the section on experimental approaches, an experimental method comparable to the repeated speaking method is offered. There is, however, an enhancement to this procedure. That is, students are given instances of vocabulary to learn, and all they have to do is repeat the term and examples of that word again and over. The goal of the design is to assist pupils comprehend how to use the term in a specific situation in addition to grasping the word. This strategy, along with the vocabulary search method, has been demonstrated to be useful through experimentation.

4   Results and Discussion

4.1 TOEIC Test results as a research tool

TOEIC is an English communication curriculum for business and economics at HUFI, TOEIC English is utilized to test the English proficiency of students at all levels. Students must obtain a certificate of TOEIC score matching to their level of study, or an equivalent certificate of English proficiency, in order to graduate. Output criteria for non-majored English students are 550 points for two skills.

TOEIC is taught alongside other core disciplines at the school, although exam scores for TOEIC modules are not counted in the overall GPA. Before beginning the TOEIC program, all students must take a placement test, and after each TOEIC module, students must retake the placement test and the 200-question TOEIC test. The test comprises of 100 listening questions, 40 grammar sentences, 20 vocabulary sentences, and 40 reading comprehension sentences. TOEIC vocabulary in English is mostly vocabulary in business communication, forms of dialogue, business correspondence, and papers and documents of the same sector.

Seeing and evaluating the results of the TOEIC general tests of students taking the mock exam revealed that the overall level of non-English majored students at HUFI did not reach great accomplishments in abilities. Particularly as mentioned in the table 1 illustration above, in particular, while assessing each section of the test for the work of 100 students, it is worth noticing that the questions concerning the students' vocabulary abilities are the section in which the majority of students participate test with the lowest score.

Table 1: *Statistics of vocabulary test results in the TOEIC exam*

A/20 vocabulary questions	B /100 Test	Tỷ lệ (%)
0-5 câu	34	34.0
6-10 câu	30	30.0
11-15 câu	21	21.0
15-20 câu	15	15.0

Note: A: The number of correct answers

B: The number of tests has the number of correct lexical answers

According to various research described in the literature review, learners' vocabulary capacity also explains a portion of the performance of students taking the TOEIC test in other skills assessments.

4.2 Findings from the survey

For the first survey question **'How do students perceive learning English in general and learning vocabulary in particular?'**, the information from the analysis data shows that the majority of students appreciate the importance of learning. Most students are aware of the role and importance of vocabulary in the process of learning and using English. Background information about time learning English can be considered as enough for students to have awareness of skills as well as vocabulary. The survey results show that the vast majority of students have studied English at the high school level with a study period of 6 years or more (ie. 7 years of English learning) with a rate of 95.7% out of 400 student respondents to this question. This confirms that the time students learn English before entering university is relatively long, enough for students to equip themselves with basic and even intermediate English knowledge high-class. However, a surprising thing here is that 70.5% of these students think that they are not able to use English effectively. This may explain why the previous school environment (at the high school level) of most students did not allow them to use English in and out of class or they did not pay attention to learning English.

The majority of students engaged in the study in order to obtain the crucial information needed to answer the research question - the value of language abilities (listening, speaking, reading, and writing) in effectively utilizing English. Speaking and listening abilities, according to survey respondents, are more significant than other skills. According to figure 1, of 400 respondents, 230 (57.5%) believe that speaking is vital, while 35% believe that listening and speaking are equally important. Most individuals, however, underestimate the importance of the other two abilities, reading comprehension (4.2%) and writing (3.2%). Together with acknowledging the value of listening and speaking abilities, the great majority of students (94.8%) indicated that vocabulary plays a significant first-order function in contributing to communication through communicating efficient English language convenience.
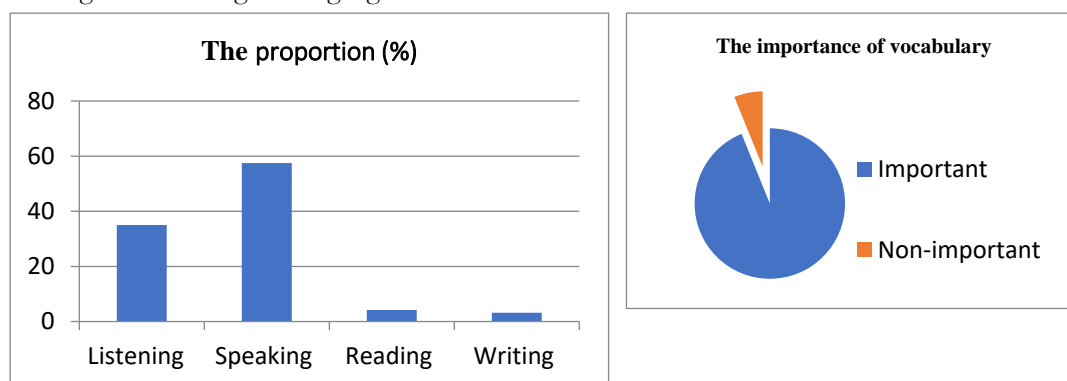

Figure 1: *Language and vocabulary abilities are essential for efficient communication.*

According to the combined survey findings in Figure 1, the majority of students have a highly unequal understanding of the value of English communication abilities. While the majority of students believe that speaking and listening are the two most essential abilities in English. This demonstrates that communication for children entails being able to hear and comprehend others, as well as talking to people in order to understand them. Yet, linguistic communication occurs through a variety of routes, not just hearing and speaking.

Figure 1 also shows that the majority of students recognize the significance and value of vocabulary in communicating in English. Learning a foreign language, particularly English, is a skill-training process that requires pupils to practice for an extended period of time. Students must practice speaking whenever and anyplace to improve their speaking abilities, as well as the other three language skills of listening, reading, and writing. Students, on the other hand, will have a tough time mastering skills without the essential terminology. Students that lack vocabulary are unable to convey their thoughts when speaking and writing, as well as grasp what others are saying and listening to while practicing listening and reading.
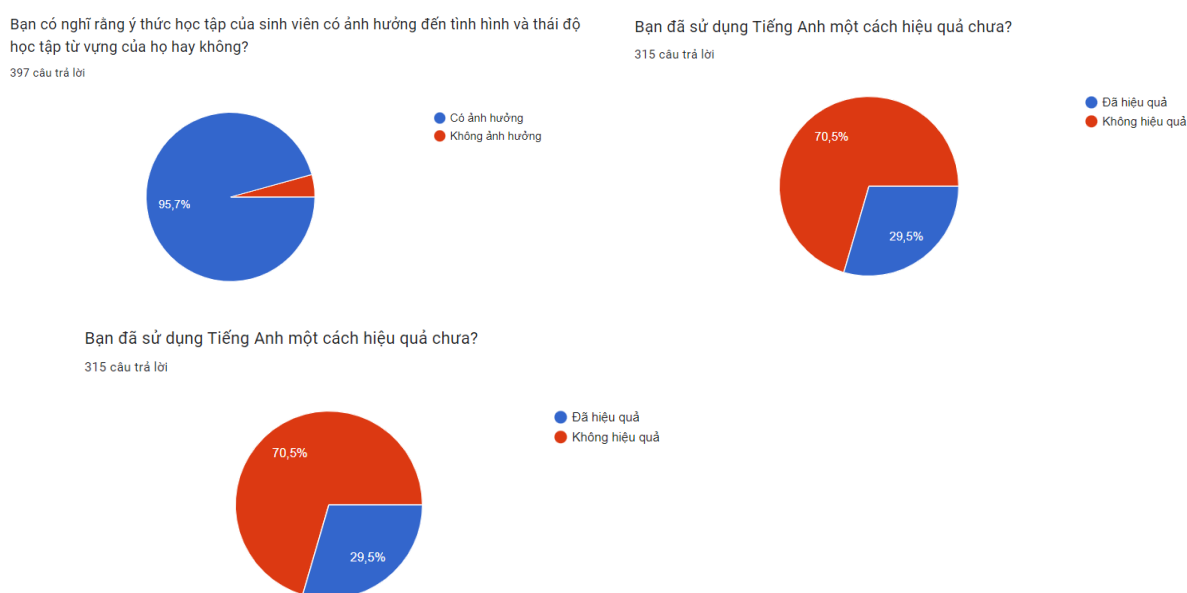

Figure 2: *The evidence illustrates the first of the above findings.*

For the second research question "**To what extent does students' perception of learning influence their attitude toward vocabulary learning?**" According to Figure 3 depicts the surveyed students' time spent on self-studying English and time spent on self-studying vocabulary in a day, demonstrating this research issue particularly as follows:

According to survey data, out of a total of 338 answers to the question (62 votes have no answer to this question) about the time spent learning English every day, students who study English for less than an hour/day account for a relatively high rate (55.6%), followed by students who study English for 2 to 3 hours/day (20.4%), and students who study English for more than 4 hours/day are extremely rare, accounting for only 5.6%. This suggests that the majority of students are interested in studying a foreign language, but their time commitment is limited; they may have to devote time to other topics or hobbies.

With the time spent learning English like that, of course, it will affect the time spent learning vocabulary. From the statistics of the survey results, it can be seen that about 80% of the students asked spend less than 30 minutes a day to learn vocabulary, especially there are some who never learn vocabulary (4 students do not study vocabulary), either rarely or occasionally, or only when necessary or in leisure. For the rest (20%), word learning is more focused, that is, students spend a lot of time on learning vocabulary (from 45 minutes

or more), some even spend words on words. 60 minutes (10 people) to 90 minutes (2 people) to learn vocabulary. The amount of time allotted for vocabulary learning can also have certain effects on the number of words students learn in a day. Specifically, the results confirm this: nearly 62% of students learn vocabulary from 3 to 5 words in a day, while from 6 to 9 words only account for 23% and the rest very few learn more than 10 words /day.
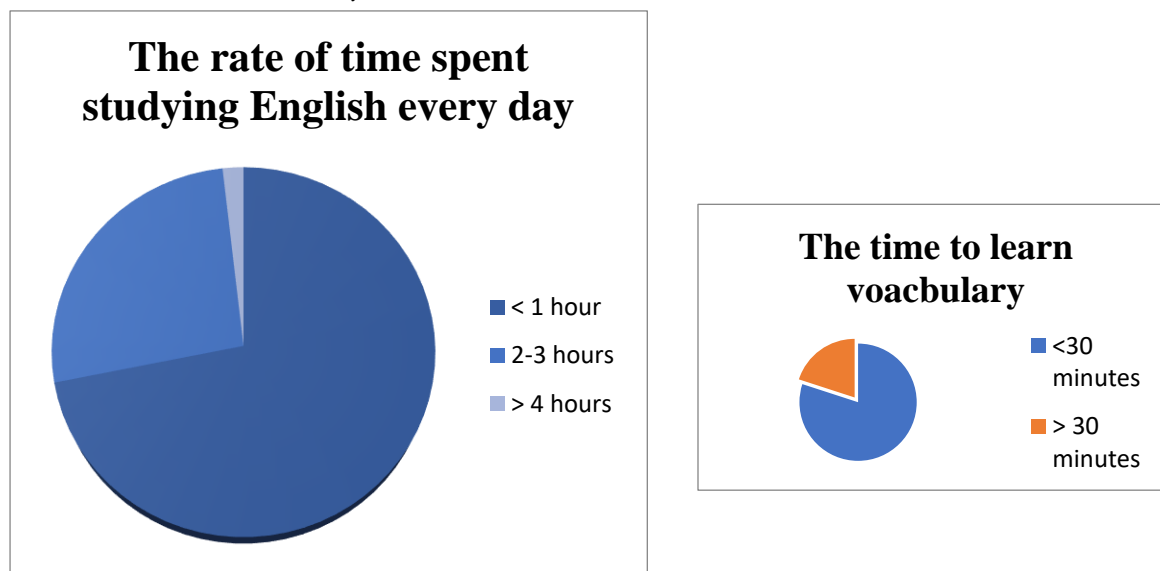

Figure 3: *The time spent learning English and expanding vocabulary.*

The findings of the study reveal a contradiction between students' consciousness and behavior. In response to the first research question, most students underlined the importance of skills, particularly vocabulary, in learning and using English, although they committed little time and effort in doing so. English in general, and vocabulary development in particular. The absence of consistent vocabulary development may explain why test results are low. This is consistent with earlier findings (on the relationship between vocabulary and pupils' reading comprehension). This result somewhat validates non-English majored students at HUFI abilities as determined by TOEIC examinations.
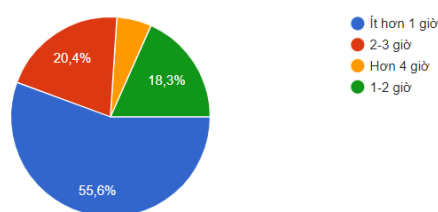

Figure 4: *The evidence illustrates the second of the above findings.*

4.3 The results of experimental research

Also, to provide information to answer the third research question **"What vocabulary study strategies are appropriate for non-English majored students' levels and learning styles?",** and to act as a foundation for the creation of vocabulary acquisition techniques described in the experimental section. The researcher provided common vocabulary learning alternatives in the questionnaire and questioned the students. They can choose multiple options for this question.

The possibilities are **(a)** repeating it again until the learner remembers the term; **(b)** writing repeatedly until the word is recalled; and **(c)** writing the Vietnamese meaning of the phrase as it appears in the English-Vietnamese dictionary and **(d)** use their current vocabulary to explain the meaning of new terms. The

repetitious speaking approach was utilized by 55.3% of the 400 response sheets, whereas other strategies were employed by a smaller percentage of pupils (around 40 % above).

Table 2: *The percentage of students using vocabulary learning methods*

	METHODS									
	Word repetition		*Flashcard*		*Learning through a smart phone*		*Learning by topic*		*Explain the meaning of the words*	
	Numbers	Rate (%)	Numbers	Rate (%)	Numbers	Rate (%)	Numbers	Rate (%)	Numbers	Rate (%)
Use Method	221	55.3	203	50.7	229	57.3	229	57.3	0	0.0

Furthermore, the following figures show that the number of students utilizing phones to study vocabulary has a large proportion in learning techniques. In part, this strategy has a high rate because, in current society 4.0, the period of the information technology revolution proliferates; GenZ students respond very fast and implement it significantly. Nevertheless, several GenZ generation components are being used incorrectly. For example, people still have the awareness that they download English applications to learn vocabulary but only use them for a short period. Maybe they are still driven to use the app to study, but the phone is the primary tool for students to entertain, get in touch, and talk with friends. For example, if a new SMS notification appears while students are studying, it distracts them and stops learning. And this happens and repeats many times, causing them to lose desire and even forget that they downloaded the program, resulting in their vocabulary not developing as planned. As a result, even though many students use this strategy, effective vocabulary acquisition is not possible.
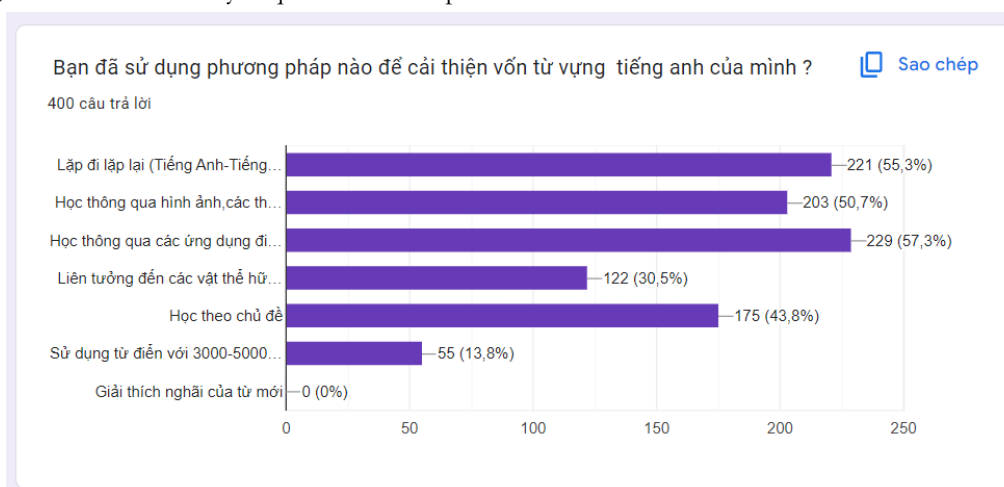

Figure 5: *The evidence illustrates the third of the above findings.*

4.4 Suggestion

Based on the findings, the two approaches "flashcard" and "word repetition" are constructed and modified. Choosing only two methods for experimentation will serve as the basis and methodological foundation for conducting larger-scale experiments when many methods are tested at the same time. Although there are several efficient techniques for acquiring vocabulary for pupils, both English majored, and non-majored. However, in the experimental section of vocabulary learning methods for students, two vocabulary learning methods are used as a pilot test on a small scale, so just because these two methods are proven to be effective and suggested widespread adoption does not mean that other vocabulary learning methods introduced by other teachers, or the student's own methods, are ineffective.

Furthermore, the experimental portion is just intended to determine whether or not the two proposed ways are effective, not to compare which method is more effective.

♣ *Flashcard*

According to the survey results, students are interested in the role and significance of vocabulary in learning and using English. The survey findings, however, demonstrate that students' views and techniques for acquiring vocabulary are not acceptable.Studying vocabulary with cards is not a novel learning strategy; it has already been used with college students. The use of different vocabulary learning methods for English majors and non-majors is effective because the consciousness and motivation of English majors will be very different from those of English majors who are not specialists.

The solution is how to put this learning process into practice. Because there are no strict laws governing the design of vocabulary cards, it is entirely up to the designer to decide what information should be included. The vocabulary cards are precisely constructed to fit the attitude, style, and English proficiency of the group of students participating in the study.

♣ *Word repetition*

This technique of learning necessitates the use of a separate vocabulary book. After learning a new vocabulary, students are asked to write it down in a notebook with pre-written definitions and examples at least five times. The author gives vocabulary with explanations and examples of words to students since, at the level of learning English TOEIC 1, students' capacity to create sentences with freshly learned vocabulary is quite challenging. Since pupils' true grasp of grammar and reasoning skills in English is still quite restricted. The recorded samples are offered to assist students recall the term and comprehend its usage.

5   Conclusions

The scientific study subject *"Learning English vocabulary of non-English majored students at Ho Chi Minh City university of Food Industry (HUFI): problems and recommendations"* is carried out based on the theory and reality of learning English. The general English of HUFI non-English-majored students this survey findings show that students recognize the importance of English in general and English vocabulary in particular. Yet, a large difference exists between what students think and what they do, which helps to explain their TOEIC exam results. If the importance of language in communication must be reconsidered, then vocabulary is the fundamental ingredient that students must acquire. Students who wish to communicate well or utilize English effectively must practice (practice makes perfect).

Moreover, two techniques of acquiring vocabulary are created based on information gathered from students and lexical approach ideas expressed in earlier studies on the same subject. Although not superior to the techniques currently used by students, the experimentally devised vocabulary learning methods have been demonstrated to be two successful vocabulary learning methods that may be extensively utilized by non-English majored students.

The experimental results suggest that the two strategies of word acquisition stated above, (1) learning with vocabulary cards and (2) learning by repeating words, are both successful. Because the nature of foreign language learning in general and vocabulary learning, in particular, are essentially the same, the two methods mentioned above for vocabulary learning should be widely applied to non-specialist foreign language learners, such as English TOEIC in particular, and to non-specialist language learners. Students generally study English.

The study topic is explicitly stated in the title*: "Research the existing condition and recommend solutions for non-English majored students at Ho Chi Minh City University of Food Industry (HUFI) to learn English vocabulary"* and

the research object is also clearly stated as students. Within the boundaries of the issue, the results and debate are perfectly acceptable and scientific. Qualifications, fields of study, and level of study, for example, may be associated with students' attitudes and learning practices, but the characteristics described above are not within the scope of the research subject.

6 Declarations

6.1 Study Limitations

Unfortunately, the research topic has several limitations. Because the method experiment uses just two design techniques, it limits the application and comparison of many other ways, making it impossible to discover a suitable learning method for a wide range of pupils. Every learner has a unique learning style. An approach that works for one group of kids does not guarantee that it will work for another. As a result, more techniques for learning vocabulary must be introduced to children so that they can select the most appropriate and successful learning approach for them.

6.2 Acknowledgements

6.3 Competing Interests

In the researched article, there is no dispute of interest to any relevant individuals or organizations.

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