

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



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : TIẾNG ANH THƯƠNG MẠI

Sinh viên : Nguyễn Thị Kiều

HẢI PHÒNG – 2022

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

**A STUDY ON USING PODCASTS TO IMPROVE THE
SECOND YEAR ENGLISH MAJORS' VOCABULARY
AT HAI PHONG MANAGEMENT AND
TECHNOLOGY OF UNIVERSITY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: TIẾNG ANH THƯƠNG MẠI**

**Sinh viên : Nguyễn Thị Kiều
Giảng viên hướng dẫn: ThS. Phạm Thị Thúy**

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1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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Học hàm, học vị : Thạc Sĩ

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Hải Phòng, ngày 22 tháng 10 năm 2022

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Phạm Thị Thuý

Đơn vị công tác: Trường Đại Học Quản lý và Công nghệ Hải Phòng.

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Nội dung hướng dẫn: A study on using podcasts to improve the second year English majors' vocabulary at Hai Phong University of Management and Technology

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác: Trường Đại học Công nghệ và Quản lý Hải Phòng

Họ và tên sinh viên: Nguyễn Thị Kiều...Chuyên ngành:Tiếng Anh Thương Mại

Đề tài tốt nghiệp: A study on using podcasts to improve the second year English majors' vocabulary at Hai Phong University of Management and Technology

1. Phần nhận xét của giáo viên chăm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chăm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

(Ký và ghi rõ tên)

Abstract

Listening to podcast plays a vital role in learning English vocabulary. People often listen to different types of podcasts such as entertainments, academic purposes or obtaining necessary information. As for foreign language learning, vocabulary is of paramount importance since it provides the conversation input without understanding input appropriately, learning simply can not get any improvement. In addition, without vocabulary, no communication can be achieved . As for that, language learners, especially those who learn English as a foreign language in a non-native setting find it difficult to practice speaking English because the lack of vocabulary. This small project is an attempt to identify problems faced by the second year English majors at Hai Phong University of Management and Technology . This research would concentrate on finding out the difficulties that students face when learning English vocabulary through podcasts and offer the best solutions which help them to get better and succeed in improving vocabulary through podcast. I hope that my research would bring students some recommendations for their vocabulary.

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PART I: INTRODUCTION

1.1 Rationale

English is an international as well as the richest language in the world. It has great influence all over the world. It is undoubtedly true that the modern world cannot develop without English. In our country, we also understand the importance of English. So, all of us should learn English with a rapt attention.

Most students have different difficulties in learning English because English is a second-language for us. Some students have difficulties with listening comprehension, while others in trouble with a new huge of vocabularies. We are one among the students who are having trouble and difficulties with learning English vocabularies. Meanwhile, when those problems happens we also have the resolution to handle it by using technology.

Technology is an increasing part of the social and academic lives of students in recent years. The term 'podcast' is the combination of the popular brand name of ('iPod') and 'broadcast'. Podcast is a modern digital technology that can be used effectively for language learning purposes (Evans, 2007). A podcast is a series of audio files on web which can be freely downloaded to a computer (Cochran, 2005). The effective ways of using this new technology in and out of the classroom should be examined in order to see its impact on language learning. Regarding learning benefits of podcasts, it seems that this new technology can have a positive effect on vocabulary learning of language learners. In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently the status of vocabulary seems to be changing. Regarding the importance of vocabulary, Cook (2008) mentioned that we all know people need a large number of words to speak a language and vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Podcasting is one of the powerful, emergent technological media that has been used in education for many years. Language learning has been recognized as one of the fields about to get help from the rapid development in podcasting. Research studies on

podcasting have already acknowledged its potentiality and have documented many evidences that podcasts can greatly help develop learners' language skills. All these above reasons have inspired I to do research on the effects of podcasts on learning English vocabularies for the sophomores at Hai Phong University of Management and Technology.

1.2 Aims of the study

This research explores how using podcasts can help students study English vocabulary effectively. It also aims to find out problems faced by students while learning vocabulary by using podcasts as well as to provide some recommendations for improvement.

1.3 Methods of the study

The study will be conducted using qualitative method. The study includes survey questionnaires for sophomores at Hai Phong University of Management and Technology. After getting the results, the researcher will use charts for presenting the collected data.

1.4 Scope of the study

The subjects of this research are limited to the second year program, at Hai Phong University of Management and Technology. Thirty six students will be the sample of this survey. The instrument for the survey is a self- administered questionnaire. The participants are asked to answer the questionnaire by themselves. The questionnaire consists of both closed-ended.

1.5 The organization of the study

The study includes : 3 Parts mainly organized as follows:

PART I: Introduction deals with :Rational, Aims of the study, Scope of the study, Methods of the study, The organization of the study.

PART II: Development

Chapter 1: Literature review: The Definition of Vocabulary, Vocabulary Mastery, Kinds of Vocabulary, Teaching and Learning English Vocabulary, Definition of podcast, Types of podcast, Learning vocabulary process by using

podcasts, Problems faced by students while learning vocabularies by using podcasts.

Chapter 2: Research methodology: Introduction, Resources and materials, Instruments for collecting data, Data collection procedure, In conclusion.

Chapter 3: Data analysis

Chapter 4 : Findings and discussion: Finding and discussion, Recommendations

PART III: Conclusion: Overview of the study, Limitation of the study, Suggestions for the further study.

PART II: DEVELOPMENT

Chapter 1: Literature review

1. Vocabulary

1.1 The Definition of Vocabulary

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000:1) say that the terms of vocabulary, lexis, and lexicon are synonymous. Vocabulary is one of the language components that can affect macro skills. Some definition of vocabulary is proposed by some experts. Nunan (1999: 101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002:580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms. Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills. The vocabulary of language always changes and grows. As life become more complex, people devise or borrow new words to describe man's activities. No one knows exact numbers of words in the English vocabulary today. From the interpretation above, we can conclude that vocabulary is the core component of language proficiency that consists of a set of lexeme, including single words, compound words, idioms; provides much of the basis for how well learners speak, read, listen, and write; and has similarities with the term "lexis" and "lexicon". In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the

vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language.

Talking about vocabulary, Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to “the kind of word that students must know to read increasingly demanding text with comprehension. Harmer (1991: 158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar.

Word meaning is also governed by metaphors and idioms, e.g., the word hiss refers to the noise of snake and to someone’s threat to others. In collocation, a word goes with each other, such as, headache, earache, and so on. In addition, style and register is applied by differentiating the language to be used by someone either in a formal or informal context, for example hello (formal) and hi (informal). Moreover, word formation may also create word meaning by seeing them on their grammatical contexts. It means that we look at how the suffixes and the prefixes work (im-, or in-) such as in imperfect and perfect, inappropriate and appropriate. The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc.

For example :

<u>My sister</u>		<u>went to</u>		<u>Berlin</u>		<u>last week.</u>
N		V		Adv		Adv

The chart can be seen in Figure 1 on the following page.

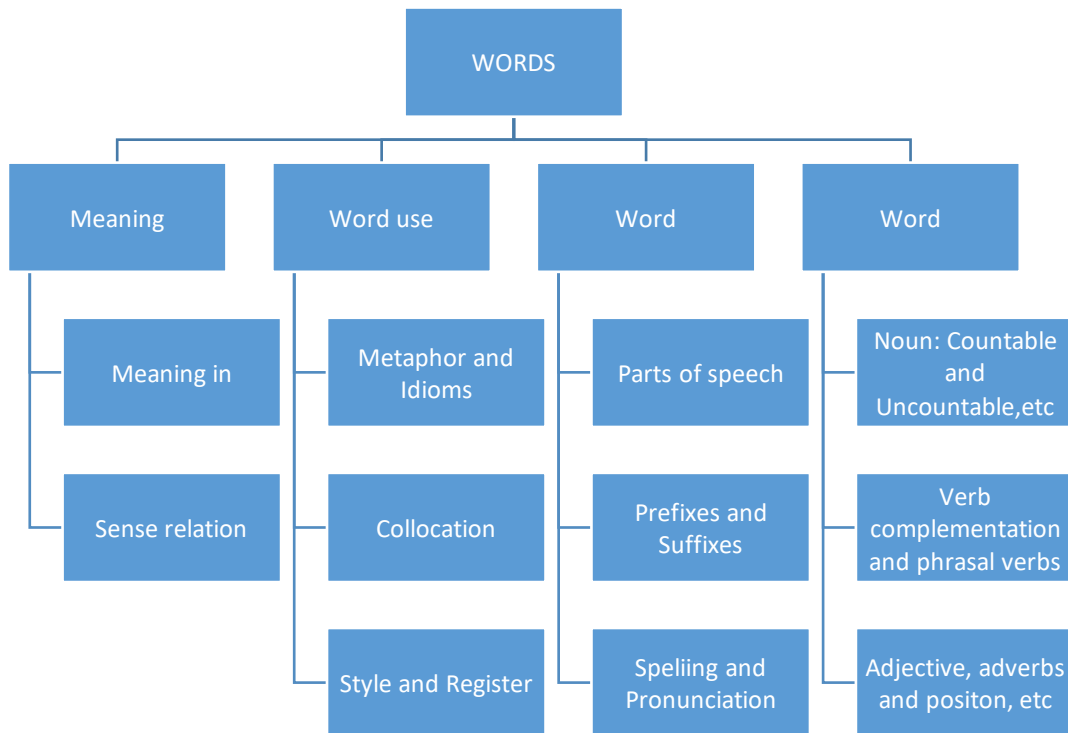


Figure 1: Knowing a word

Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of a word, is determined by the context where it is formed and also determined by its relation to other words. The word book sometimes means the kind of thing you read from, but it can also mean a number of other things. The example of the second context is vegetables which has general meaning whereas carrot is more specific.

Furthermore, Hammer (1991:151-161) says that teaching vocabulary is clearly more than just presenting new words. This may, of course have its place but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. Thus statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for the beginners. The reason is that, in doing such as technique, the learners are demanded to have an adequate number of vocabularies. It means that the

students need to memorize and recall many vocabularies that have been mastered before.

Meanwhile, according to Cameron (2001), vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them. From the definitions above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing their English.

1.2 Vocabulary Mastery

Vocabulary is one of the language aspects which should be learned. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will

master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

1.2.1 Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. For example question attaches to the word arrangement in the sentence is he a student. (Lado, 1964: 209-212). A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1.2.1.1 Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed

by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

1.2.1.2 Antonym

Antonym is the opposite of meaning. It derives from Greek, “ant- and -nymy”, the two parts mean “opposite + name” (Jackson, 1988:64). Antonym deals with opposite of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

1.2.1.3 Denotation

Denotation is conceptual meaning and dictionary meaning (Tarigan, 1985:58). Keraf (1984:28) says that denotative meaning is also called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called denotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Keraf (1984) explains that denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

1.2.1.4 Connotation

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones (Widarso, 1989: 69). Tarigan (1985) states that connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

1.2.2 Use

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones (Widarso, 1989: 69). Tarigan (1985) states that connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

1.2.3 Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

1.2.4 Pronunciation

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

1.2.4.1 Sounds

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /i/ (as in it) and /ʌ/ (as in up) are separate.

It is important to remember that there is a difference between vowel and consonant letters and vowel and consonant sounds.

1.2.4.2 Syllables

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as:

[Consonant (s)] + Vowel + [consonant (s)]

This means that various combinations of vowels and consonants are possible:

Vowel only (e.g. in <i>a</i>)	Consonant + vowel (e.g. in <i>me</i>)	Vowel + consonant (e.g. in <i>eat</i>)	Consonant + vowel + consonant (e.g. in <i>bag</i>)
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1.2.4.3 Words

A word can be either a single syllable (e.g. *cat*, *own*) or a sequence of two or more syllables (e.g. *window*, *about* [two syllables]; *lemonade* [three syllables] or *electricity* [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in “*window*” the first syllable is stressed and the second is unstressed, while in “*about*” the first syllable is unstressed and the second is stressed.

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation.

It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. Harmer says that native speakers or competent users of the language know how to say a word. According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be

able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

1.3 Kinds of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.

In relation to kinds of vocabulary, Nation (2001) states that there are four kinds of vocabulary in the text:

1

High frequency words. These words are almost 80% of running words in the text.

2

Academic words. Typically, these words make up about 9% of the running words in the text.

3

Technical words. These words make up about 5% of the running words of the text.

4

Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

1.4 Teaching and Learning English Vocabulary

1.4.1 Teaching English Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001. p: 285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.

According to Hornby (1995. p: 125), “teaching” is defined as giving instruction to somebody’s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1.	Demonstration	The teacher demonstrates the language where he/she wants the students to study by offering them there in action.
2.	Explanation	The teacher explains the construction of language in diagram, using textbook, using board or OHP.
3.	Discovery	The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.
4.	Check Question	The teacher can check question to see if students have understood the meaning and use in the text or paragraph
5.	Presentation	The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

1.4.2 Learning English Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002: 2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002: 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

2. Podcast

2.1 Definition of podcast

Podcasts are audio programs on the web which are usually updated at regular intervals. Podcasts can be uploaded automatically to students' computer using RSS (really simple syndication), Pod-catching software. It can cover a wide range of topics and can include music and video. It can last anything upwards of a few minutes to an hour or more. Podcasts are popular for their authentic listening program prepared by proficient speakers and are extremely helpful for the learners to produce the

natural speech as by the native speakers. (Seema Jain, Farha Hashm, 2013).

Podcasts are published on the internet as MP3 files. Interested listeners are able to download these MP3 files onto their personal computer or personal MP3 player of any type. The files can be listened to at the convenience of the listener. Learners can listen over and over to any material that is of interest to them. To be useful in a school setting a teacher would need internet access, a computer that can play audio files or an MP3 player. (Priscilla Constantine, 2007)

2.2 Types of podcast

Podcasts are a great way to improve English skill quickly, because students can practice English listening anywhere and anytime. Another plus for Podcasts is that they often have transcriptions with audio, which helps students develop both listening and reading skill at the same time. So, what are the popular types of Podcasts? The following study will show some popular types of Podcasts that

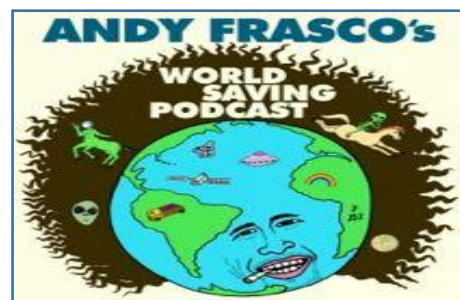
students can refer to, choose an interesting type and listen to English Podcasts according to their favorite types.

2.2.1 Interview Podcasts

An interview Podcasts usually involves one or two hosts who speak with one or more guests each episode. In this format, the guest provides unique expertise or insights on a given topic, industry or theme. Students can actually break this format further into two Podcasts styles:

- Expert interviews: In this Podcasts, the interviewer focuses on a specific topic in which the interviewee is considered a thought leader. For example, a guest like Bill Gates might share stories about his experiences as a technology entrepreneur. Many audience members listen to this type of Podcasts to learn more about a given industry or gain insights that will help them in their own careers.
- Entertainment interviews: Entertainment-style Podcasts invite guests to share interesting stories about their lives. These shows are often hosted by comedians or entertainment journalists.

Interview-style Podcasts can require quite a bit of research. At the same time, the Podcasts host needs the right skills to draw out interesting stories from guests. This format is a great way to provide a range of opinions and viewpoints.



Interview Podcasts examples

2.2.2 Conversational Podcasts

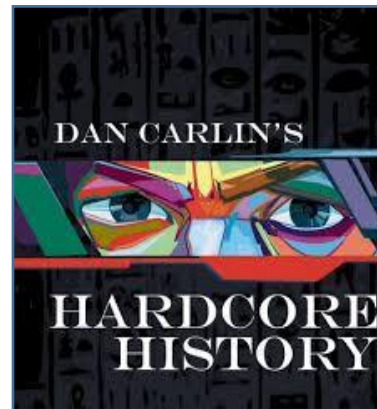
Conversational, co-hosted Podcasts are very similar to traditional radio shows. In this format, two Podcasts hosts have entertaining conversations about specific themes and topics. Often, co-hosts will discuss trending news stories and provide insightful — or humorous — commentary. Conversational Podcasts may include guests. This type of Podcasts requires a high level of comfort and familiarity between the hosts. If the hosts don't know each other well or don't get along, the audience will be able to tell. Because students can't script a conversation — or at least, students shouldn't — this format is best for hosts who can improvise on the spot.



Conversational podcasts examples

2.2.3 Monologue Podcasts

In the monologue style of Podcasts, a single host speaks for the entirety of each episode. These Podcasts are usually hosted by someone who is an expert in a given field. Audience members tune in to learn about a specific topic or get an informed opinion on recent events. This style of Podcasts can be applied to any topic — but hosts should have enough experience and expertise to fill many episodes. That said, it's possible to produce a limited-run Podcasts that covers a single topic or issue, similar to a serialized audio-book. The monologue format provides the advantage of not being dependent on other people. The host doesn't need to book guests or configure schedules with another host. However, this style still requires a fair amount of research.



Monologue Podcasts Examples

2.2.4 Storytelling / investigative Podcasts

Podcasts listeners enjoy storytelling and investigative Podcasts for their immersive experiences. In this format, one or more hosts use each Podcasts episode to tell an entire story or a chapter of an ongoing story. There are many different examples of non-fiction story-based Podcasts. Non-fiction Podcasts can require a lot of resources. Pod-casters who excel at this format combine excellent research skills with a keen eye for entertainment value.



Storytelling / investigative Podcasts Examples

Fiction Podcasts have been a growing trend for years. Some theatrical Podcasts consist of a single host who narrates a story in a similar manner as an audio-book. Other Podcasts within this format utilize an entire cast of performers and sound engineers to create more immersive experiences. In this format, Podcasts

hosts strive to create fictional worlds that entertain their listeners. It demands a level of creativity and experience to keep listeners engaged. While this format doesn't require as much research as others on this list, it still involves a lot of work. At the same time, that means that the competition is high. Not only do these Podcasts compete with each other, but also with other forms of entertainment like TV shows, audio-books and movies.



Theatrical Podcasts Examples

2.3 Learning vocabulary process by using podcasts

2.3.1 Listen first without a transcript or the key vocabulary

Try to first listen to the podcast without any kind of aid - so if the podcast you are listening to comes with a transcript or key vocabulary, don't look at it the first time you listen to it. This will force you to really understand what has been said from a contextual point of view.

You can note down words that you don't understand as you go along. Sometimes you will find that just by writing them down you will realize what they mean there and then.

You will also often find that you write down a word, then later on in the podcast you realize what it means, as it is used again in another context. Doing this means that you're more likely to remember the word or expression, as you have actively discovered the definition.

Plus, it's much more interesting to learn vocabulary and grammar in context (e.g. to hear them as part of a normal sentence and understand the meaning) than to learn them from a textbook.

2.3.2 Use the key vocabulary and transcript

If a podcast comes with a transcript (try to choose one that does), then think of it as a crutch, as something for you to fall back on when you don't understand something after really trying.

The transcript can help you follow the speech. If there's a word that you can't understand, check the transcript before looking at the key vocabulary. Perhaps it is just pronounced in a way you weren't expecting.

If you are listening to a podcast that has vocabulary with it, use that only if you can't understand a word in the transcript.

If you are short of time, then you can test out reading the transcript as you are listening to it. This will help develop your reading skills as well. But if you are interested in focusing on listening as well as reading, then make sure you listen to the entire podcast without the transcript for at least one time before opening it.

Yes, just reading the transcript as you listen along will make it easier to understand, but push yourself to try to understand it without the transcript first.

2.3.3. Change the speed of the podcast

One of the most frequent complaints about native English speakers is the speed at which they speak. With podcasts, this isn't a problem.

Too fast? Slow the speed down. Too easy and you want to push yourself? Speed it up. You will actually be amazed at how well you can understand.

Note though that we wouldn't advise speeding up the podcast beyond 2x if you really want to give yourself a chance of understanding everything. More than 2x becomes hard in your native language, and so doing it in a language you're learning is, well, even harder.

All major podcast apps will allow you to adjust the speed (see below for how to do it on Spotify).

Yes, if you are adjusting it down to 0.5x it might sound like the speaker has had a few drinks, and yes, it's not the same as real life with native speakers, but this can really help you understand.

2.3.4. Write a summary of the podcast

Write a summary of what the podcast was about. What were the key arguments? What new things did you learn? Did you agree with everything that was said?

Try to use slightly different structures to express the same idea.

For example, if the speaker of the podcast said “The moon, sun and stars have of course captivated the minds of philosophers since the beginning of time”, think about a different way of conveying the same idea. For example, “the stars above have long held a strong allure for philosophers”.

Why is this important?

Firstly, it's about comprehension. If you can accurately summarize everything that has been said, this means that you have understood the gist of the podcast. If you didn't understand every word, this is okay, as long as you have understood the main points.

Secondly, it gives you the opportunity to use any new pieces of vocabulary, sentence structures, or expressions that you heard used in the podcast. It's only through practicing these expressions yourself, and contextualizing them that you will be able to commit them to memory and be able to reuse them yourself.

2.3.5. Download the audio as well as the key vocabulary and transcript

You can download almost every podcast to listen offline. Many podcasts will also offer downloadable versions of the key vocabulary and transcript.

This has two main benefits:

If you're going somewhere with a bad internet connection - let's say you are listening on the metro, you're getting on a plane, or maybe you are going camping in the middle of nowhere - then your learning won't be disrupted.

But the larger tip is to download these to listen offline, then switch your phone into airplane mode. No distractions, no internet, no nothing. Just 100% focus on the podcast.

If you want a break from the screen altogether, then download and print the transcript. This way you can also annotate it - circle words you don't understand so that you can come back to them. Underline phrases that you want to reuse. Use the transcripts in the way that you get the most benefit.

2.3.6. Make your own vocabulary list

Any good language student should have their own little black book of vocabulary, expressions, and phrases. If you don't have one already, then go and buy one today.

This book is where you should write down every new piece of vocabulary, expression or structure. How you categorize it can be up to you, but I actually like to keep mine relatively unorganized - new words or expressions just go in chronological order, and I also write entire sentences in there to practice using them immediately.

Make sure that you review this vocabulary book on (at least) a weekly basis, and try to put every new word or expression into use that week. Without sounding like a broken record, it's only through practicing using these phrases that you will actually improve.

If you aren't really a 'pen and paper' type of person you can even build your own vocabulary app (no technical skills required).

2.3.7. Transcribe the podcast

This takes time, but is an excellent skill and will pay dividends. Before you look at the transcript provided, try to write your own transcript as you are listening.

You will probably need to pause and rewind as you go along, but that's nothing to be worried about. Even native speakers would have to do this.

If you have access to a laptop, then try transcribing it on a keyboard, as this will mean you can transcribe more quickly. You can slow down the playback speed to 0.8x so that you give yourself a little more time.

You should then go and compare your transcription to the transcription provided. How did they differ? If you got a word wrong, or you didn't manage

to catch that word, why do you think that was? Listen to the word again, and practice saying it yourself.

2.3.8. Read the transcript aloud

This might sound like a strange thing to do, but listening is a vital component of being able to speak properly, and pronounce words in the correct way.

Take the transcript and read it aloud.

If you can, record yourself doing it. Pretty much every smartphone has an inbuilt recorder in - no need to worry about anything more professional than that. Then listen to yourself over again, and compare this to how expressions were spoken by the native speakers in the podcast.

What was different?

If there are differences, make sure you go back over and over again and record yourself saying that word or expression again. Don't just listen to it and think 'ah okay, that's how I should do it next time'. It's only through practice that you will actually remember.

2.3.9. Shadowing the podcast

If you aren't familiar with what this is, we've written a guide on Shadowing in English.

In short, it's a technique used by advanced language learners where you listen to a text in a language, then practice saying it at the same time as the original speaker.

So in practical terms, you would do this:

- ✧ Listen to the text once—if you don't have at least a general idea of what's going on, you might be better off choosing an easier topic.
- ✧ Listen to the text a few more times until you are confident that whatever you still don't understand you won't be able to figure out from context through subsequent hearings.
- ✧ Listen to the text while reading the transcript and look up any words you're not confident about.

✧ Listen to the text and repeat with a minimum delay—rinse and repeat until you can read it confidently at the same speed as the recording, then do it once more and move onto the next track.

2.3.10. Make time for it every day or week

You need to make sure that you set aside a set period of time per day or week.

You're an adult, so far be it for us to tell you how to manage time, but what is clear from almost every language learner in the history of time is:

If you don't set out a fixed period of time for study, you won't do it.

This can be as little as 10 minutes per weekday before you get in the shower. Or it can be 1 hour of transcribing podcasts every lunchtime, with 3 hours on the weekend.

Everyone has their own professional and personal commitments, but there is always time to squeeze in listening to podcasts. You just need to find the time, and stick to the routine. Not doing this is one of the most common mistakes people make when learning English.

Note, just because you have set aside time to listen, and because this guide started by bashing 'passive' learning, this shouldn't mean that you can't spend time listening to podcasts while you are doing other things - out walking, on the metro, or in the car.

You should just remember that 30 minutes listening to a podcast on the metro, while looking around you and thinking about what you have to do at work that day does not have the same value as 30 minutes sitting down with a notebook, on Airplane mode, in 100% concentration.

You can even combine passive and active listening. If you have a 30 minute commute, you can listen to the podcast in the morning, then when you get home in the evening you can listen to it again in an 'active' mode, notebook and pen to hand, 'in the zone'.

2.4. Problems faced by students while learning vocabularies by using podcasts

2.4.1. The speaking speed of native speakers is usually fast

It is hard to understand native English speakers in real life, when watching movies or watching TV, even through Podcasts because they speak so quickly. They connect words, they delete, they change sounds. There is a huge difference between the word that we expect to hear, the word that we learned and then the word that actually comes out of our mouths.

What makes listening to native English speakers so hard? There are a few different answers to this question.

English at school like this:

- *What are you doing this afternoon?*

And then you go out into the real world and you hear this:

What are you doin' this arvo?

The sounds that you associate with these words here need to adjust.

- So let's get started with some really common greetings that often get reduced.

How's it going?

This is like *how is life going? How are things going?* It's a really common greeting that native speakers use all the time.

- *Do you want to?*

Can you hear how '*do you want to*' when it's said really quickly, it sounds like *Do you wanna?*

2.4.2. Diverse vocabulary topics

There are thousands of topics in daily life covered on podcasts. That makes it difficult for learners to choose for themselves the focus topics. Vocabulary topics also vary from easy to difficult, choosing podcasts is suitable for your ability.

2.4.3. Many complex words

English is an immensely difficult language to learn. The language features grammatical rules that are often broken, an alphabet that can confuse people who are used to a character-based system, and spelling and pronunciation irregularities that perplex even native speakers.

❖ **Words with the same spelling can have different pronunciations**

For English pronunciation, context and parts of speech matter greatly. Sentences like, “It's time to present her the present” have the same word (“present”) twice, but are pronounced differently each time (pre-ZENT and PREZ-ent). In both speech and when reading, non-native speakers may have difficulty remembering which pronunciation to use at which time.

It is helpful to remember that in many cases, words with the same spelling have a verb form and a noun form (“produce and produce,” “present and present,” “record and record”), with the noun form having the stress on the first syllable (“PRO-duce,” “PREZ-ent,” and “RE-cord”) and the verb form having the stress on the second syllable (“pro-DUCE,” “pre-ZENT,” and “re-CORD”).

❖ **English uses a lot of idioms**

Not everything in the English language is meant to be taken literally.

English is full of idioms, metaphors, and other figurative language that can be confusing to a new speaker. An English speaker might say that taxis in New York City are a dime a dozen, but that doesn't mean it costs ten cents for twelve taxis; it just means they are plentiful and therefore not extremely valuable. As with irregular verbs, idioms are all about memorization and practice.

2.4.4. Different accents

There are loads of English accents around the world and different dialects (this means language that is specific to a particular local region or social class of people) of English. It can be a common problem for students that learn for a long time with one English teacher that they become accustomed to their teacher's voice, accent and speech patterns and rhythms. Then when they communicate with a new English speaker or even a native-speaker, they have extreme problems understanding what is being said. Unfortunately, we can not know for sure worldwide but there are somewhere over 40 English accents in the United Kingdom alone!

Chapter 2: Research methodology

2.1 Introduction

Among the research methods, survey research is one of the most important and useful areas of measurement in applied social research. Survey research is simply a systematic investigation conducted via a survey. In other words, it is a type of research carried out by administering surveys to respondents. Surveys already serve as a great method of opinion sampling and finding out what people think about different contexts and situations. Applying this to research means you can gather first-hand information from persons affected by specific contexts. One of the strongest arguments for survey research is that it helps writers gather the most authentic data sets in the systematic investigation. Survey research is a gateway to collecting specific information from defined respondents, first-hand.

Basing on these advantages of doing survey research, the writer has decided to employ the survey questionnaire as a major technique together with other methods to collect the information for the graduation paper. In this chapter, the writer describes the setting of the study (students and their background, resources and materials), resources and materials, instruments for collecting data, data collection procedure, which integrate with the research paper.

2.2 The researcher

The study was carried out by a student who has been the last year student at Hai Phong University of Management and Technology . She is very interested in learning English and always tries to find out the most suitable learning vocabulary method which can help all of students to learn better. Therefore, the researcher has learned and found an effective method of learning vocabularies through Podcasts. The study applied the following criteria: easy to learn, easy to find, interesting and effective. The author-can have some more methods to strengthen the student's passion for listening, make students love listening learning and can apply it in the future.

2.3 Participants

The research was undertaken with the participation of thirty six students at Hai Phong University of Management and Technology. They age from 20 to 22. A large numbers of them have learned English for 7 years (4 years at secondary school and 3 years at high school). However, their English backgrounds are quite similar because most of them come from different rural areas in the North and under being influence of curriculum of English for high schools students. In the past, students did not have many chances to practice English skills. Thus, their English levels were limited and they have to face up with many difficulties in studying.

2.4 Resources and materials

The material for English learning English vocabularies in the second year English majors is the “New Headway Talking Points ” textbook by James Gault. The content of the textbook is arranged according to themes and each unit mentions one theme relating to daily life, helping students approach the most realistic situations. For example: hobbies and free time, science and technology, sports and games, etc. In addition, there are websites for students to learn listening skill such as: VOA NEWS. Com, BBC NEWS. Com, ABC NEWS. Com. If students maintain the habit of using learning materials along with the teacher's lectures at school, all these learning materials can help students improve their vocabularies. In short, the English textbooks has been proved to be realistic, relevant and appropriate to the context of teaching and learning English.

2.5 Instruments for collecting data

In order to obtain the desired data, the data were collected through a data questionnaire (Appendix) let them elaborate on their viewpoints about the impact of using podcasts.

2.6 Data collection procedure

Most of the earlier studies used or recommended podcasts as supplementary learning tools because the learners practiced listening to podcasts at home besides attending classes (Lord, 2008; Evans, 2008). However, Shahid and Ali (2017) believed that the role of the teacher is vital in using podcasts in teaching. In the present study; therefore, the podcasts were played and intensively practiced in the classroom, mostly to make sure that participants had listened to materials at least once. Listening to each podcast took about 15 minutes each session, followed by vocabulary exercises practiced for about 10 minutes on average. Then they were encouraged to carefully listen to podcasts several times at home. .After the course ended, the participants were given the questionnaire; also, individual interviews were conducted to explore the participants' attitudes and viewpoints.

2.7 In conclusion

This chapter describes the method using questionnaires to investigate students so as to answer the research questions raised in the first chapter.

Based on the subjects mentioned, prominent findings for the research questions will be realized and presented in the next chapter.

Chapter 3: Data analysis

3.1 The design of the survey questionnaires

The survey questionnaires are given to students to study the reality of learning English vocabularies at Hai Phong University of Management and Technology. Students were asked to tick the most suitable answers which correspond with their opinions. The questionnaire includes 6 questions as follows:

Question 1 gives information on students' English learning time. The researcher wants to have further understanding about students' bonding time with English. Basing on this understanding, the author can get right information about them.

Question 2 is about students' attitude toward learning English vocabularies through Podcasts. Based on that, the author can help them to strengthen their passion on studying vocabularies.

Question 3 gets information on the effectiveness of using podcasts on learning vocabulary. The researcher wants to know about students' opinions on this matter.

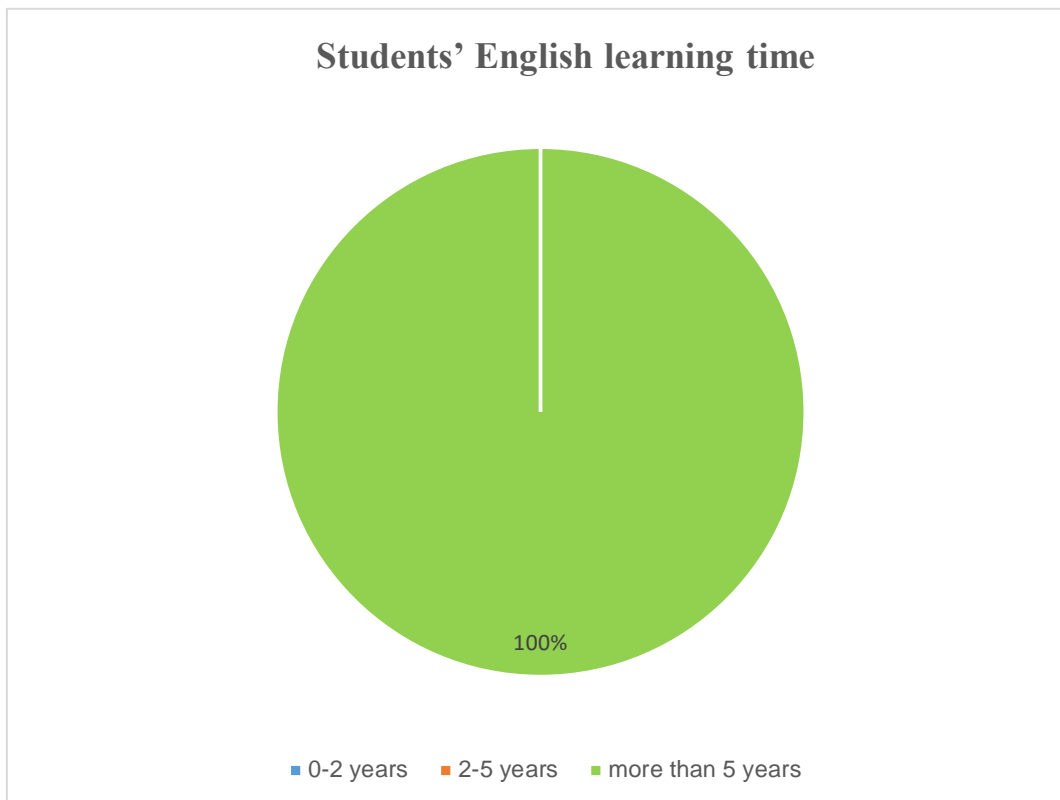
Question 4 is about the result about students' interest in learning English vocabulary through Podcasts. From the collected data, this can bring more specific information and help the researcher understands more about the students' awareness.

Question 5 is about what the researcher wants to emphasize the positive effects of learning English vocabularies through Podcasts on learners.

Question 6 gets information on the difficulties in learning English vocabularies through Podcasts, which is a very important information to the study. Based on that, the researcher can give some suitable solutions.

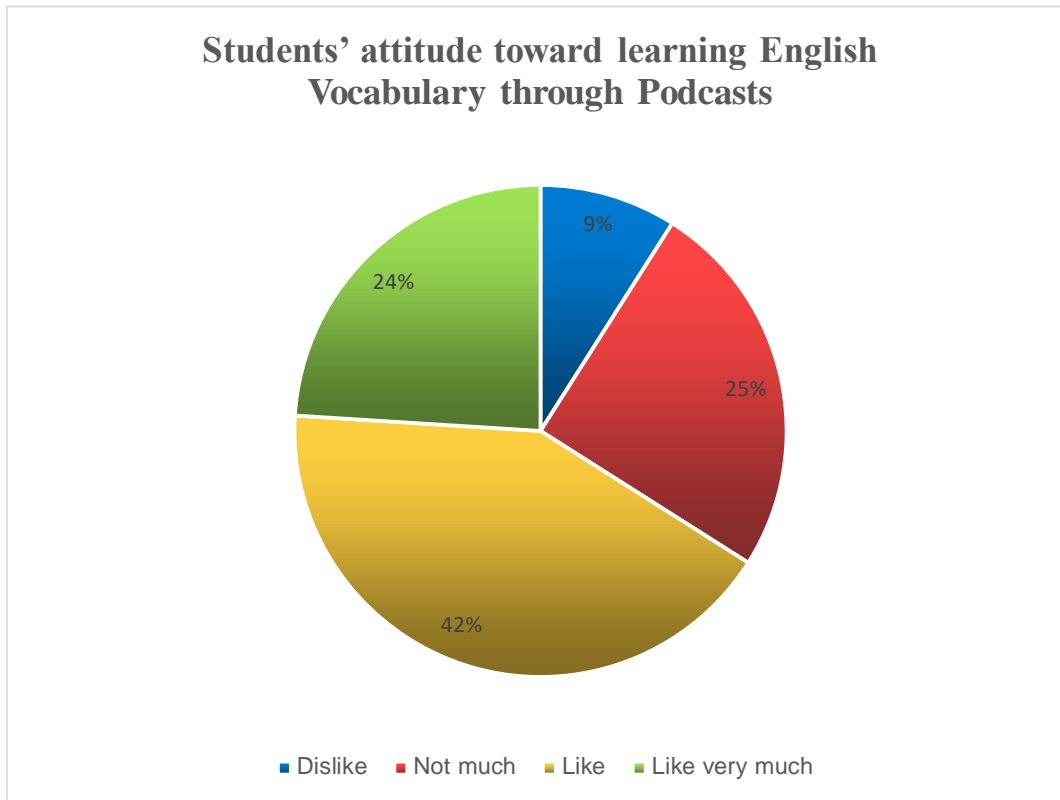
3.2. The data analysis.

3.2.1 The result from the students' English learning time



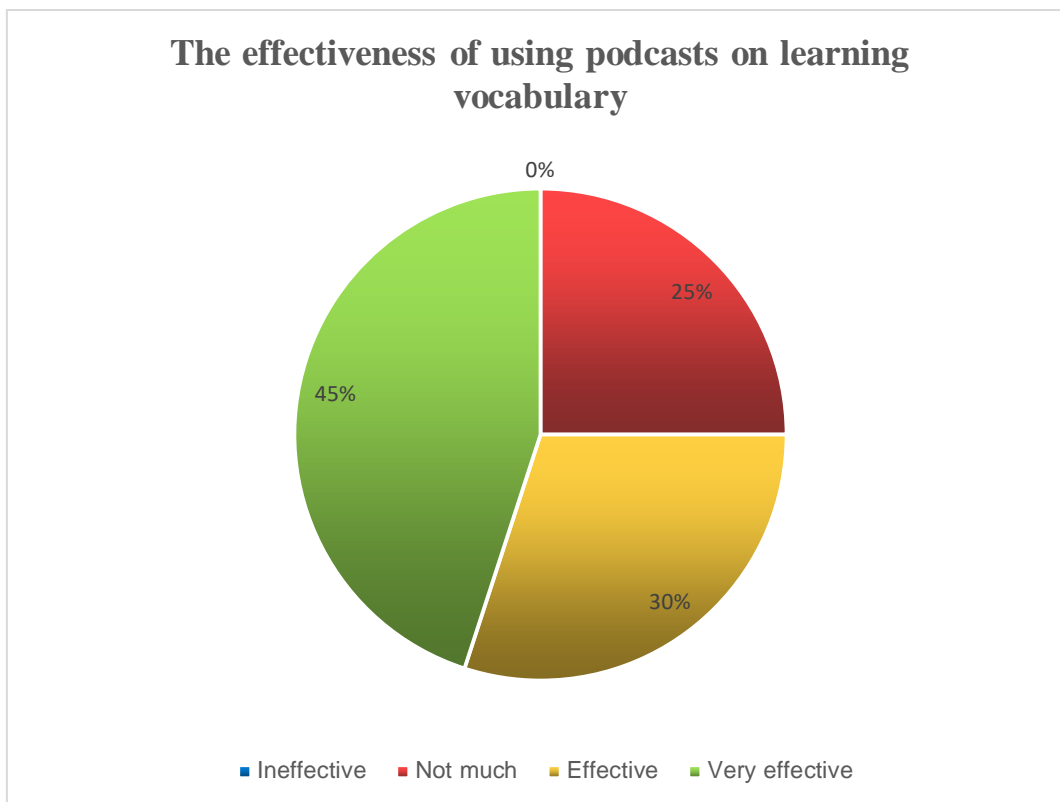
The chart above shows that 100% of students answered that they have studied English for more than 5 years. It is quite a long time for students, which proves that learning English has become a very important. The fact that most students are exposed to English early shows the importance of English and its necessity when the English program has been taught since primary school. Moreover, it is a compulsory subject in most schools from elementary to university. Therefore, they are fully aware that English is really important and learn it as a second language.

3.2.2 The result from students' attitude toward learning English vocabulary through Podcasts.



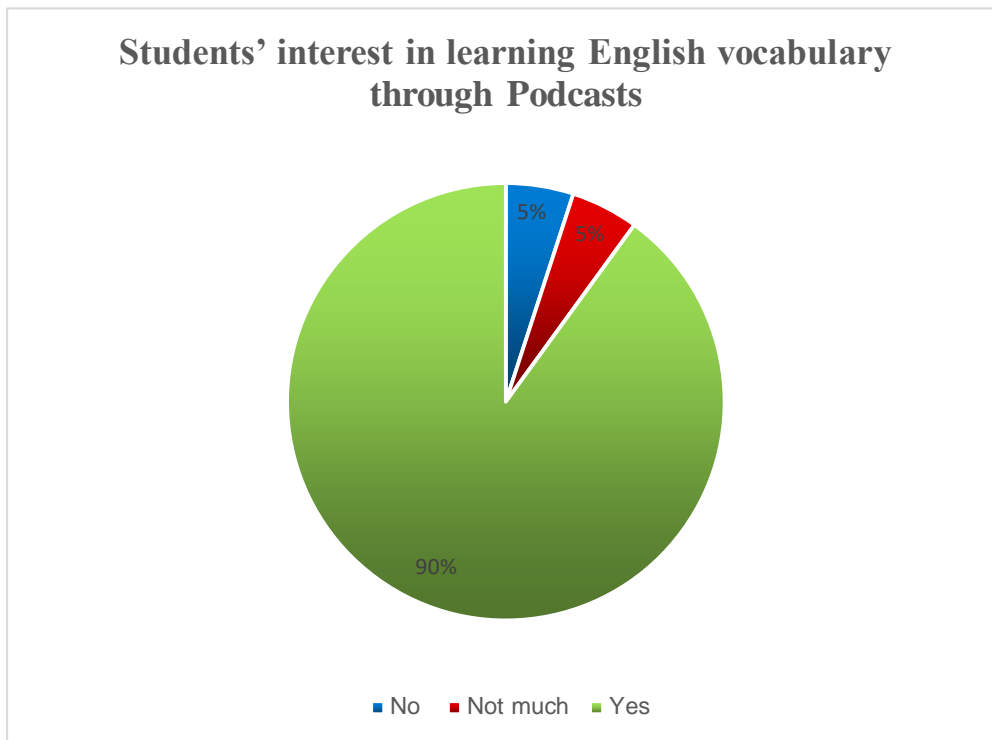
The chart above shows us the differences among students in the interest of learning English vocabulary through Podcasts. From the chart, we can see that the amount students who choose "Like" (42%) is about two times as much as ones who choose "Like very much" (24%) or "Not much" (25%); and very few students "Dislike" (9%) learning English vocabularies through Podcasts. Currently, there are many effective vocabulary learning methods such as watching news, watching movies in English, but the number of students who choose "Like very much" and "Like" the learning method through Podcasts still accounts for 66% of the total number of second-year English majors. This proves that students are aware of the importance of vocabulary and find for themselves an effective vocabulary learning method. 24% of students who choose "Like very much" and 42% of students who choose "Like" said that they found their motivation to learn English after practicing with Podcasts. There are 25% of students who choose "Not much" indicating that they have had access to Podcasts but have not found a suitable topic.

3.2.3 The result about the effectiveness of using podcasts on learning vocabulary



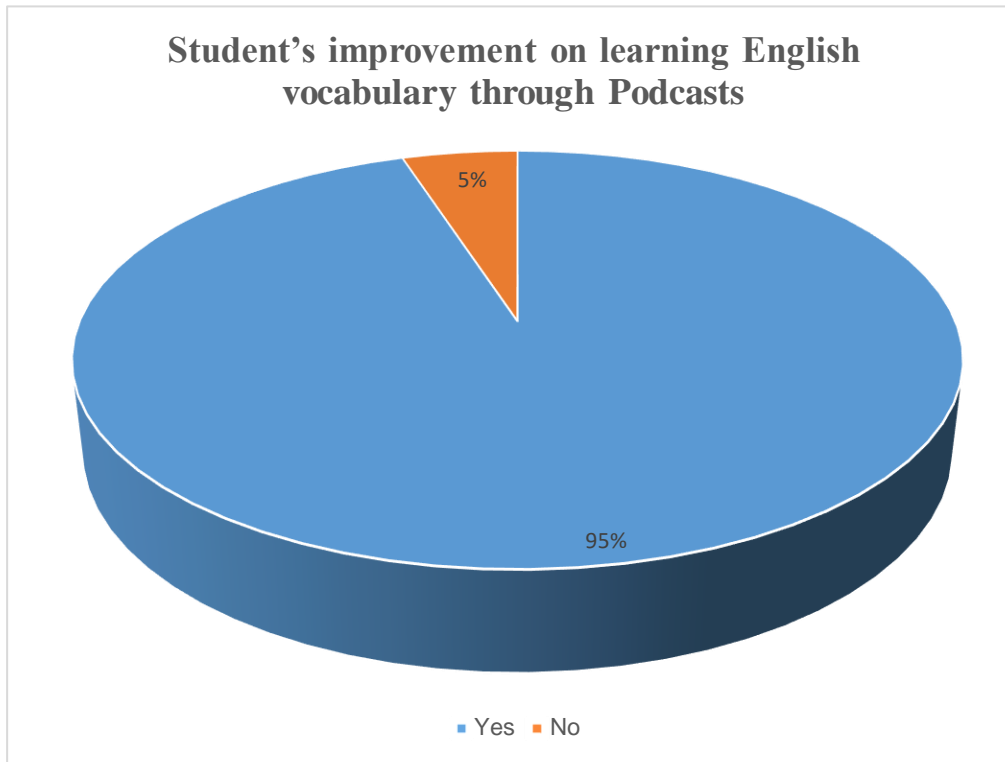
As students can see from chart 3, a high percentage of the respondents (45%) considered learning English vocabulary through Podcasts very effective, 30% students choose “Effective”, 25% students choose “Not much” while 0% stated it was ineffective. In general, most of students were aware of the importance of learning English vocabularies in their studying. 45% of students choose “Very effective” and 0% choose “ineffective” c and very important to support students' English process.

3.2.4 The result about students' interest in learning English vocabulary through Podcasts.



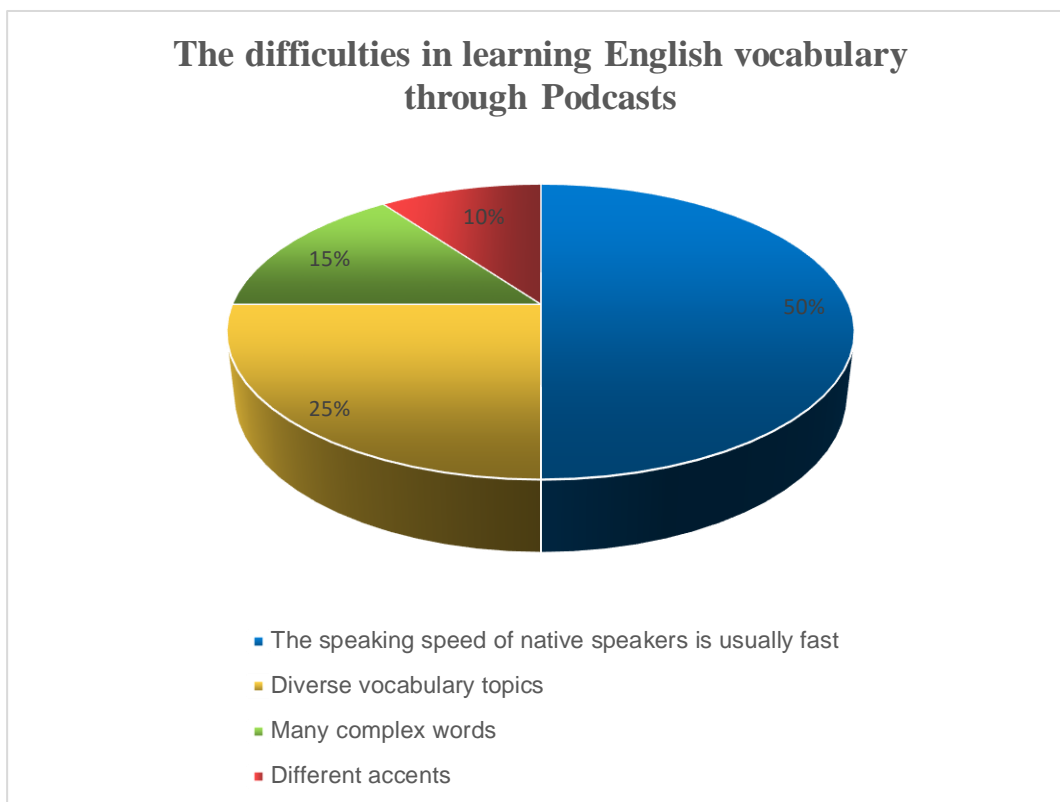
The result given in chart 4 reveals the fact that English learners really enjoy listening Podcasts (90%). While the percentages of people who do not like learning through Podcasts much is only 5%. The remaining is also 5%.

3.2.5 The result from students' improvement on English vocabulary through Podcasts



From chart 5, we can see that nearly most of students agree that their English vocabularies is improved when learning through Podcasts (95%). Furthermore, students who learn through Podcasts are more motivated to learn English than students who study with books or regular lectures, which stems from some of the specific features of Podcasts: the length of the lessons are suitable; Podcasts talk based on hot news; promote students' imagination. Therefore, the amount of vocabulary has also increased significantly. However, just only 5% of students choose "No", maybe they have not found an interesting topic or the method of learning through Podcasts is not suitable for their ability. However, in general, learning vocabularies through Podcasts seems to be very effective and motivating for the second year English majored students.

3.2.6 The difficulties in learning English vocabulary through Podcasts



As students can see from the chart, it shows some difficulties that students often face. To be more specific, the biggest difficulty for students is “The speaking speed of native speakers is usually fast” (50%), 25% students feel that podcasts include “Diverse vocabulary topics”, the proportion of students feel “Many complex words” is 15%, 10% remaining feel “Different accents”.

"The speaking speed of native speakers is usually fast" seems to be the biggest difficulty of all for students. However, if students practice with Podcasts for a long time, the ability to listen will improve effectively.

“Diverse vocabulary topics” ranks number 2 (25%) among the difficulties faced by students. This is also a big challenge when learning vocabulary in particular and English in general. The fostering of additional vocabulary needs to be cultivated from a student age, when most students are not aware of the importance of English. Ranked number 3 with 15% is "Many complex words", it shows that although Podcasts is an interesting and useful application, sometimes it is not suitable for students' level when there are some Podcasts are

complex makes learning time difficult. Ranked last with 10% is “Different accents”. It can be a common problem for students and they sometimes feel difficult to listening English through podcasts.

Chapter 4 : Findings and discussions

4.1 . Findings and discussions

The survey results were answered by thirty six students in the class NA24 who are in the second year of English Department at Hai Phong University of Management and Technology. 100% of students answered that they had studied English for more than five years and this is convenient for teachers when students have been exposed to the most basic things of English. Many students interested in learning English through podcasts account for 66% of the total number of second-year English majors. It proves that students are aware of the importance of vocabulary. We can see that they found their motivation to learn English after practicing with Podcasts. Besides, only 9% amounts students dislike learning English through podcasts. Maybe, they have some difficulties while listening.

When asked about the effectiveness of learning English listening skill through Podcasts, 75% students accepted that learning English listening skill through Podcasts were very effective, which showed a good view of students with Podcasts. There is nobody considering learning English vocabulary through podcasts is ineffective. It shows the positive results that Podcasts bring to learners. It is an effective and preeminent learning method that needs to be practiced daily. Nearly most of students agree that their English vocabularies is improved when learning through Podcasts (95%). The results show that listening to podcasts is effective for almost students. Besides, there are also difficulties when learning through Podcasts such as: The speaking speed of native speakers is usually fast, diverse vocabulary topics, many complex words, different accents. The speaking speed of native speakers is usually fast seems to be the biggest difficulty of all for students (50%). Diverse vocabulary topics are a big challenge when learning English vocabulary (25%). In addition, some students sometimes feel difficult to listening English through podcasts because of plenty of different accents.

However, difficulties will be solved when students build a habit of listening and then reading transcriptions.

4.2. Recommendations

The last part shows that the second-year students of Hai Phong University of Management and Technology have countered plenty of difficulties in learning English vocabulary. Hence, This chapter suggests several ways to minimize the students' problems in learning English vocabulary.

4.2.1 Improving pronunciation.

improve pronunciation by practicing listening to English every day; listen to authentic spoken texts and repeat word or sentence heard with right stress and intonation.

4.2.2 Controlling the speakers' speed and get familiar with various accents.

Students should search and find out the listening materials from different sources from the Internet, televisions, radios, websites, etc and listen to varying voices of speakers. So that they can get familiar with their different voices, pronunciation and accents.

Besides, the learners should:

- Practice listening everyday to have sensitivity to connected speech
- Make conversations with friends in English and have peer correction
- Watch news, movies, etc on TV

4.2.3 Broadening social and cultural knowledge

Without having enough knowledge of society and culture in listening, students will face problems of interpretation in “understanding” step. Thus, it is necessary to widen this kind of knowledge in some ways. The suggestions are searching information on internet, watching TV and listening to radio regularly, asking and learning from the professional people, learning from books, newspapers, magazines, from friends and from real life. Especially, talking to the foreigners is really a good way to improve the social as well as cultural knowledge. Students not only can hear the speakers' voice but also can know more about the countries through the real people.

4.2.4 Limit the number of words you learn every day

Do not overload yourself with too many words to learn every day. If you're overloading your brain and you won't end up remembering any of them, focus on bite-size chunks to make your way through the English vocabulary. If you notice countless new words when reading or listening then find the words you think will be most useful for you and write them down. It doesn't matter if you don't write down every single new word that you don't understand. In fact, trying to understand every word that you read or hear will do more harm than good.

4.2.5 Learn phrases, phrasal verbs and idioms

Native English speakers love to speak idiomatically; which makes English a particularly difficult language to learn. It's important to learn some words, phrases, phrasal verbs and idioms in full sentences for them to have the correct meaning. Phrasal verbs are particularly tricky because the wrong preposition or particle can change the meaning of the phrasal verb entirely. Some phrasal verbs can have three or more word parts and it's important to use all of them correctly. Breaking these phrases up into smaller parts will not help you understand the meaning and it will lead to errors when trying to use them in your own sentences.

4.2.6 Learn the entire word families of new words you learn

Let's say you've just heard the word enroll and you want to remember it. Instead of just creating an flashcard for enroll, find other words in the word family, such as enrolled (adj.) or enrollment (n), and add them to your flashcard as well.

4.2.7 Some suggested Podcast apps for the second year English majors

Podcasts are a convenient way to improve vocabulary, catch up on news, sports, and special interests at home or on the go. There are many apps with tons of Podcasts students can listen to for free.

4.2.7.1. ESL Podcasts - Beginner English Podcasts.

Podcasts for those who want to learn or improve their English vocabularies. In this Podcasts, slow speaking speed, quality audio and content written by professors of languages, so it's easy for students to understand.

4.2.7.2. Voice of America (VOA) - Beginner English Podcasts.

Podcasts cover various topics, including health and lifestyle, science, technology, culture, and news, which can be particularly helpful for chatting to friends in English. All Podcasts come with a transcript to help students follow along.

4.2.7.3. The English We Speak - Pre-Intermediate English Podcasts.

“The English We Speak” is produced every week by the BBC. ” The vocabulary is a bit more complex, which helps students in improving vocabulary

4.2.7.4. Podcasts in English - Pre-Intermediate English Podcasts.

If it comes to supporting material channels suitable for those who do not have much time to practice English, then “Podcasts in English” should be mentioned immediately. This Podcasts offers a wide variety of English lessons, for all levels from beginner.

PART 3 : CONCLUSION

1. Overview of the study

To reach what the author aimed at this study, from facing a lot of difficulties in learning vocabulary, together with the deep awareness about the importance of listening; the researcher decided to carry out the study with the hope of finding some obstacles that students experience in learning vocabulary as well as suggesting some solutions to improve their vocabulary. The study includes three main parts. Part I is the introduction of the research. It introduces to the readers the basic information why this thesis is fulfilled, how it is conducted and what is conducted for. Part II is the development of the thesis including four chapters. The first chapter provide readers an overview of the theoretical background on which this study bases on. They include the definition of vocabulary, kinds of vocabularies, definition of podcast, types of podcast, problems faced by students while learning vocabularies by using podcasts, etc. The next chapter introduces the method applied in the thesis. It is an action research with the definitions and processes. Techniques employed in this minor thesis such as data collection and data analysis can be found here. Basing on the literature, two survey questionnaires were designed for students and using method to analyze the data, findings were found and represented in the chapter three.

Accordingly, students' four obstacles in learning English vocabulary through Podcasts are the speaking speed of native speakers is usually fast, diverse vocabulary topics, many complex words, different accents. The last chapter is the discussion and recommendations for the obstacles found above to help learners to overcome these difficulties. There are both suggestion for students and teachers consisting of improving pronunciation, control the speakers' speed and get familiar with various accents, broadening social and cultural knowledge, limit the number of words you learn every day, learn phrases, phrasal verbs and idioms and learn the entire word families of new words you learn.

The last part is the summary of the previous parts and chapters. It is also the part the concluding marks are drawn out and pedagogical implications and suggestions for further researches are presented.

According to the survey, 100% of respondents have studied English for more than five years. The students who prefer to learn English through podcasts account for 66% of the total number of second-year English majors. We can see that they found the motivation to learn English after practicing with the Podcast. Besides, only 9% of students don't like learning English through podcasts. Additionally, 75% of students think that learning English listening skills through Podcasts is very effective, which shows a good view of students about Podcasts. No one considers learning English vocabulary through podcasts to be ineffective. It shows the positive results that Podcasts bring to learners. Almost all students agree that their English vocabulary improves when learning through Podcasts (95%). The results show that listening to podcasts is effective for most students. Besides, there are also difficulties when learning through Podcasts such as: the speaking speed of native speakers is often fast, the vocabulary topics are diverse, many complex words, and different accents. The speaking speed of native speakers is often fast and seems to be the largest difficulty for students (50%). Diverse vocabulary topics is a big challenge when learning English vocabulary (25%). In addition, some students sometimes feel difficult while listening to English through podcasts because of the different accents.

2. Limitations of the study.

Although the study has certain strong points such as collection methods, survey questionnaires for students, due to limited time, lack of sources, the researcher's ability and other unexpected factors, it is obvious that the study has got a number of short-comings. First of all, due to the limited of time, experience to some extent, the researcher could not conduct other methods such as classroom observation , interviews which can make the obtained results more reliable. In addition, the techniques suggested in this research are selected from different reliable but limited sources. In spite of the mentioned limitations, I hope that this

exploratory research will contribute to the better situation of learning English vocabulary of the second-year students at Hai Phong University of Management and Technology.

3. Suggestions for the further study.

Because of the limitation, this study could not cover all of aspects of the study. Besides, the study only focuses on difficulties for only the second-year students in order to help them improve their vocabulary. Moreover, for the further studies, to get better results, the researcher should invite more participants and the data collection method. All in all, despite the study can avoid to the limitation, the research has been completed under the guiding of the supervisor and self-effort. With above limitations, I hope there will be more in-depth researches on effective learning English vocabulary methods to help Vietnamese students overcome the challenges of learning English more easily.

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APPENDIX: STUDENTS' SURVEY QUESTIONNAIRE

APPENDIX 1

APPENDIX 1.1: QUESTIONNAIRE FOR STUDENTS

(ENGLISH VERSION)

Dear friends,

I need your opinions about learning and improving vocabulary through listening to podcasts. Please tick the answer that best described your ideas and add a final comments at the bottom of the sheet if you want.

I thank you for your cooperation!

1. How long have you been studying English?

- A. 0-2 years
- B. 2-5 years
- C. more than 5 years

2. What do you think about learning vocabulary through Podcasts?

- A. Dislike
- B. Not much
- C. Like
- D. Like very much

3. Is using podcasts effective in learning English vocabulary?

- A. Ineffective
- B. Not much
- C. Effective
- D. Very effective

4. Are learners interested in learning English vocabulary through Podcasts?

- A. No
- B. Not much
- C. Yes

5. Has your English vocabulary improved while learning through Podcasts?

- A. Yes
- B. No

6. What are difficulties in learning English vocabulary through Podcasts?

- A. The speaking speed of native speakers is usually fast
- B. Diverse vocabulary topics
- C. Many complex words
- D. Different accents

**APPENDIX 1.2: QUESTIONNAIRE FOR STUDENTS
(VIETNAMESE VERSION)**

Các bạn thân mến,

Mình cần ý kiến của bạn về việc học nghe tiếng Anh qua Podcasts để khiến cho việc học từ vựng trở nên tốt hơn. Vui lòng đánh dấu vào câu trả lời miêu tả đúng nhất ý kiến của bạn và thêm một vài nhận xét ở cuối trang nếu bạn muốn.

Mình cảm ơn sự hợp tác của các bạn!

1. Bạn đã học tiếng Anh được bao lâu?

- A. 0-2 năm
- B. 2-5 năm
- C. Hơn 5 năm

2. Bạn thấy thế nào khi học nghe tiếng Anh qua Podcasts ?

- A. Không thích
- B. Bình thường
- B. Thích
- D. Rất thích

3. Bạn có nghĩ việc học từ vựng Tiếng Anh qua Podcasts mang lại hiệu quả không ?

- A. Không hiệu quả
- B. Bình thường
- C. Hiệu quả
- C. Rất hiệu quả

4. Theo bạn, người đọc có thích học từ vựng Tiếng Anh qua việc sử dụng Podcasts không?

- A. Không
- B. Bình thường
- C. Có

5. Vốn từ vựng Tiếng Anh của bạn có được cải thiện khi học qua Podcasts không?

A. Có

B. Không

6. Khó khăn khi người học gặp phải khi học từ vựng bằng việc nghe Podcasts là gì?

A. Tốc độ nói của người bản địa thường nhanh

B. Chủ đề từ vựng đa dạng

C. Nhiều từ phức tạp

D. Các giọng đọc khác nhau

APPENDIX 2: SAMPLE

TASK 1: Listen the following passage and choose the best answer.

Welcome to bonus episode number 22 of the Culips English Podcast. How's it going? I hope you're doing well and that you had a great weekend. My name is Andrew and I want to thank you for joining me today for this English study session.

There's a totally free transcript that accompanies this episode and it's available on our website Culips.com. Or you can (1)..... it by clicking the link that is in the (2)..... for this episode. Every Monday morning, we start the week here at Culips with a bonus episode, where I share some stories from my life, or update you about what's going on behind the scenes at Culips. And I also teach you a useful vocabulary expression. Now don't forget that in addition to this episode, we also have hundreds of audio lessons for (3)..... and advanced level English learners that are totally free to listen to on our website. And if you're a Culips member, then you can get study guides, transcripts, quizzes, speaking and writing questions, and much, much more for all of those lessons as well.

So, as you all are well (4)....., it is October now. And for the last few years, each October, I've participated in a monthly challenge, which is called Sober October. That's a fun rhyme, right? Sober October. Anyways, sober describes someone who doesn't drink alcohol. So, the challenge for Sober October then is not to drink any alcohol during the entire month of October. Now this challenge was originally started by a podcaster from the USA, who's named Joe Rogan. And if you haven't heard of him, he's a very important pop culture figure these days. He's very, very (5)....., and you should at least be aware of who he is.

Question 1:

- A. get
- B. take
- C. make
- D. have

Question 2:

- A. transcription
- B. description
- C. illustration
- D. representation

Question 3:

- A. basic
- B. intermediate
- C. advanced
- D. pre-intermediate

Question 4:

- A. intelligent
- B. alert
- C. clever
- D. aware

Question 5:

- A. wel-known
- B. excelent
- C. famous
- D. gorgeous

TASK 2: Listen and complete the following passage.

Write NO MORE THREE WORDS for each answer.

His podcast is really popular, and millions of people tune into his episodes, which feature long-form interviews with a variety of guests. Sometimes there are movie stars or celebrities. There could be comedians, athletes, hunters, scientists,

sometimes even (6)..... or people who hold very controversial opinions. Now the interviews are long, like I said, they're long-form interviews. So, sometimes they will last for three hours or four hours. And because he sometimes has these controversial guests on his show, there are many people who really dislike him and his podcast. But on the other hand, he has millions of supporters and fans. So, that means Joe Rogan himself, he's even controversial. Some people love him, some people hate him. Me, I'm kind of in the middle, I don't really have a super strong opinion about him either way. And although I wouldn't say that I'm a big fan of his, from time to time, I do like to listen to the episodes that feature athletes, or that talk about (7)..... I'm a fan of that kind of content. And he's had some really interesting guests on in the past to talk about those things.

Anyways, Joe Rogan, he's the guy that started this contest. And regardless, if you love him, or you hate him, it's hard to disagree with sober October. I think most people will agree that this is a good thing. One of the weird things about Joe Rogan is that he's not only a podcaster, but he's also a (8)....., and a martial arts expert. He's also the commentator for the UFC, which is the mixed martial arts fighting organization, which is a really popular sport these days. So, you can see him on TV often as well, hosting and (9)..... on UFC fights and events. So, he really has quite the varied resume. He's an interesting guy in that regard, because he just has this very, very weird set of skills and (10)..... Now because one of the things that he does is comedy and because he's a comedian, he naturally of course has many friends who are also comedians and each year he does the Sober October challenge with several of his (11)..... And together, they all encourage their social media followers, and their listeners, and their subscribers, all of the people that enjoy their content to (12)..... the challenge as well.

So guys, the rules for the challenge vary slightly from year to year, but this year's challenge is as follows. Number one, you have to avoid drinking any alcohol or doing any drugs during October, hence the name Sober October.

Number two, you have to burn (13)..... each day through intentional exercise. And number three, you have to do (14)..... each day. So really, the focus of this challenge is just improving your health throughout the month of October. I don't know about you, but personally, I love challenges like this. And I find them a great way to (15)..... And after catching Covid late last summer, I really fell out of shape. And I thought that participating in this Sober October challenge would be a great way for me to get back on track, and a great way to get back into shape. And actually, I think this challenge is not too difficult for me, really.

Answer keys:

TASK 1

TASK 2

Question 1: A

Question 2: B

Question 3: B

Question 4: D

Question 5: C

Question 6: conspiracy theorists

Question 7: health and nutrition

Question 8: professional stand-up comedian

Question 9: commentating

Question 10: background experiences

Question 11: comedian colleagues

Question 12: take part in

Question 13: 500 calories

Question 14: 100 push ups

Question 15: achieve some goals