

ENHANCING VOCABULARY ATTAINMENT FOR ENGLISH LANGUAGE STUDENTS THROUGH SHORT ENGLISH VIDEOS ON FACEBOOK

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Abstract: *This study aims to explore the efficacy of utilizing short English videos on the popular social network Facebook as a means to enhance the vocabulary acquisition of first-year English language majored students at Hong Duc University. By capitalizing on the widespread appeal of Facebook among young individuals, this research investigates the feasibility of incorporating short English videos as an innovative educational tool to enrich students' vocabulary. By adopting this approach, students can benefit from valuable lessons and gain insightful tips on leveraging Facebook as a learning platform, thereby enhancing their overall learning outcomes based on their existing knowledge and awareness.*

Keywords: *English video, Facebook, social network, vocabulary development, English vocabulary.*

1. Introduction

In today's globalized world, English proficiency has become increasingly important and is widely adopted as a second language, particularly in countries like Vietnam. Vocabulary development plays a critical role in learning a foreign language, and expanding vocabulary is at the core of language instruction. A strong vocabulary foundation is essential for effective communication, as limited knowledge of words can impede language learners' progress. With the rise of social networks like Facebook and Twitter, innovative methods for learning English have emerged, offering new and flexible approaches for students and teachers alike.

Social networks, especially Facebook, have grown to be more than just platforms for sharing information. They now play a significant role in communication, connectivity, and even education. Facebook, in particular, has become a popular tool for language learning, especially among young people. This article focuses on using short English videos on Facebook to enhance vocabulary development for first-year English students at Hong Duc University. It will analyze current learning habits and provide insights and recommendations for improving learning methods at the university.

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2. Literature Review

2.1. Overview of learning vocabulary

2.1.1. The significance of vocabulary to language acquisition

Vocabulary plays a vital role in language learning, serving as a key component for learners. Limited vocabulary often poses challenges in acquiring and mastering a language. Horwitz (1988) emphasized the importance of vocabulary acquisition, underscoring its central role in language learning. Similarly, Wilkins (1972) noted that while grammar is essential, effective communication is impossible without a solid vocabulary base. Schmitt (2008) further highlighted vocabulary learning as fundamental to achieving proficiency in a second language. Pavicic Takac (2008) suggested that learners use diverse approaches to vocabulary acquisition, which leads to varied outcomes.

As a result, vocabulary learning strategies have gained increasing attention, focusing on the processes learners experience. Ultimately, vocabulary is indispensable for language comprehension, communication, self-expression, and accessing information, while also supporting key language skills such as grammar, listening, speaking, reading, and writing.

2.1.2. Factors affecting learning English vocabulary

Students' English learning is influenced by various factors, such as the learning environment, initial English proficiency, and the amount of time dedicated to learning. A conducive learning environment and sufficient study time are crucial for effective language acquisition. However, distractions caused by noise, inadequate study materials, and ineffective teaching methods can hinder the learning process. Insufficient foundational knowledge of English poses challenges for learners in acquiring essential language skills like listening, speaking, reading, and writing. Furthermore, students' busy schedules limit the time they can allocate for language learning, necessitating the development of effective time management and study skills to enhance English proficiency.

2.2. The current status of English vocabulary learning amongst first-year students majoring in English Language at Hong Duc University

After carrying out survey questionnaires and interviews, the authors could make the following conclusions:

Many students acknowledge the importance of English vocabulary learning but struggle to find effective approaches. They often rely on traditional memorization techniques such as writing vocabulary notes in a notebook, which proves to be inefficient and time-consuming. Consequently, their vocabulary acquisition suffers.

Moreover, there exists a significant disparity in English proficiency levels among students. Some students, who initiated their English learning journey in primary school and participated in language programs involving native speakers, find it relatively easier to learn and communicate fluently in English. On the other hand, students from rural and

mountainous areas encounter difficulties in English learning. Their focus primarily revolves around grammar, while other language skills receive less attention. Consequently, their vocabulary remains underutilized, leading to a tendency to forget acquired words due to insufficient regular usage.

2.3. The studies on social networks' usefulness for learning English on a national and international range

Numerous studies worldwide have focused on vocabulary learning through social media. For instance, Tubagus Zam's study (2019), "The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students", examined how university students in the Faculty of Foreign Languages utilize social media for English learning. In 2020, Hind Abdulaziz Al Fadda researched the impact of social media on language learning in her study, "Determining How Social Media Affects Learning English: An Investigation of Mobile Applications Instagram and Snap in the TESOL Classroom." Additionally, various research has explored the positive and negative effects of social networks on learning, including models for skill development, the role of social media in education, and innovative teaching methodologies.

Domestically, a few studies have examined the impact of social networks on students' learning. For example, in 2019, Nguyen Thai Ba conducted a study titled "The Use of Social Networks and Student Learning Outcomes," followed by Nguyen Lan Nguyen's 2020 study, "The Influence of Using Social Networks on Students' Studying and Their Lives Today." Despite these efforts, our research topic remains novel and highly relevant to Hong Duc University, addressing a gap in literature that explores the effects of social networks on foreign language learning in Vietnam.

2.4. Using short English videos on the Facebook social network

This study focuses on the utilization of short English videos on Facebook to enhance students' English vocabulary by targeting specific vocabulary topics in the curriculum. The selected videos encompass a range of vocabulary topics sourced from the curriculum framework, including the textbook "Basic Tactics for Listening" as well as other relevant materials. These videos are designed to cater to the needs of first-year students and cover 16 diverse topics that align with the curriculum. Each video is kept within a maximum duration of one minute and incorporates 1 to 10 words, depending on the specific topic. The content of the videos is extracted from various sources, such as movies, speeches, vocabulary synthesis videos, or examples demonstrating sentences with similar meanings but in different contexts. This approach aims to facilitate learners' comprehension and aid in memorization.

3. Methods and procedures of the study

3.1. Context of the study

The study subjects are 40 students from Class K25B - English language, Hong Duc University. The starting point for major language students is various due to the variety of

admission methods such as academic records, national exam scores, and international English language certificates (such as IELTS, TOEFL, etc.). There will be students with good academic performance adapting easily to the new learning environment at the university, but there are also students who face lots of difficulties when they are freshmen because some of them are overwhelmed with new ways of learning, have not found a suitable learning method yet, or are not confident enough in the learning process because their English vocabulary is not diverse.

Based on this fact, to help students develop and expand their English vocabulary, the authors (the research group) conducted a study by objectively assessing the vocabulary as well as vocabulary memorizing ability of students in class K25B - English language at Hong Duc University. The research group passed the survey before experimenting to randomly select two groups of subjects: the experimental group and the control group, each group consisted of 20 students to be able to bring the results after the experience in the most objective way. Then conducting the experimental process by posting short English videos on the study group (on Facebook) with the participation of 20 students from the experimental group. Students in the control group did not participate in the vocabulary learning process through short English videos which the research group used in the experimental group. However, both groups were asked to take the pre-test, periodic tests, and post-test during the experiment process so that the researcher could collect and compare the results. The test results were organized according to the following criteria: Very good, Good, Fair good, Average, and Weak. From there, more specific conclusions and recommendations can be made. This research will be a practical and effective solution for students in the process of learning English in general, the process of learning English vocabulary in particular.

3.2. Procedure for the experimental organization

Step 1: Check the level of both groups before the experiment.

Both groups of students are required to take a vocabulary test before the experiment. From this, the research group can determine the vocabulary proficiency of each group and, at the same time, serve as a basis for comparing student results through the post-experimental test. The vocabulary test consists of 50 multiple-choice questions containing vocabulary related to 16 topics from the “*Basic Tastics for Listening*” textbook.

Step 2: Introduce Facebook to the experimental group, how to use videos to learn English vocabulary most effectively, and give similar illustrative examples.

To help students learn English vocabulary more effectively through short English videos, the research group first works as instructors for students to join the experimental group through Facebook. After that, the research group collects and makes short videos in English according to each lesson topic in class and uploads them to the experimental group so that students can easily orient themselves in the learning process and self-assess.

Students of the experimental group carry 3 stages of learning and memorizing vocabulary:

(1) The experimental group accesses the Facebook social network, logs in to the account, and joins the previously created study group.

(2) The research group posts videos by topic and sets up a corresponding word list.

(3) Students practice vocabulary by watching, listening, reading along, and taking notes themselves.

Step 3: Assign exercises to students of the experimental group with weekly review exercises.

Step 4: The research group follows the test plan to monitor the learning progress, comment and evaluate the students' self-study process.

Every week, after finishing each video topic posted, the research group monitors the students' learning progress, lets them review, test and evaluate the results.

Step 5: After week 2, week 4 and week 6, the research group conducts a periodic test for both groups to assess the progress of memorizing English vocabulary through short English videos of the experimental group to compare with the normal learning method of the control group.

The research team makes a detailed and specific study plan for the experimental group in 8 weeks with 16 topics according to the program. Periodic tests will be administered every two weeks (4 subjects) in order. The experimental and control groups will take an output test at the end of the experimental period so that the research group can collect results, compare, contrast and evaluate the effectiveness of the experimental process.

Step 6: Check the results of vocabulary learning after students have completed all of the lessons using the output test.

The experimental group will take a post-experiment test so that the research group can collect results, compare and evaluate the effectiveness of the experimental process at the end of the experimental period.

3.3. Data collection instruments

The study uses methods such as analysis, statistics, synthesis, comparison and contrast to find the appropriate theoretical and practical basis for vocabulary, the importance of vocabulary and methods of learning English vocabulary.

4. Experimental results

4.1. Experimental results according to students' learning progress

So as to measure students' vocabulary development after the study, the researchers intend to carry out a pre-experimental test and the results of the test will help the researchers know students' vocabulary competence of the two groups (control and experimental). This is a tool to evaluate students' vocabulary ability in 2 groups before and after the research is conducted.

Table 1. Pre-experiment test results

Group	Control					Experimental				
Level	Weak	Average	Fairly good	Good	Very good	Weak	Average	Fairly good	Good	Very good
Number of students	2/20	4/20	8/20	5/20	1/20	4/20	6/20	6/20	3/20	1/20
%	10%	20%	40%	25%	5%	20%	30%	30%	15%	5%

Table 2. Results of the 1st progress test (first 2 weeks)

Group	Control					Experimental				
Level	Weak	Average	Fairly good	Good	Very good	Weak	Average	Fairly good	Good	Very good
Number of students	3/20	5/20	7/20	4/20	1/20	3/20	5/20	7/20	4/20	1/20
%	15%	25%	35%	20%	5%	15%	25%	35%	20%	5%

Table 3. Results of the 2nd progress test (after 4 weeks)

Group	Control					Experimental				
Level	Weak	Average	Fairly good	Good	Very good	Weak	Average	Fairly good	Good	Very good
Number of students	3/20	5/20	6/20	4/20	2/20	3/20	4/20	6/20	5/20	2/20
%	15%	25%	30%	20%	10%	15%	20%	30%	25%	10%

Table 4. Results of the 3rd progress test (after 6 weeks)

Group	Control					Experimental				
Level	Weak	Average	Fairly good	Good	Very good	Weak	Average	Fairly good	Good	Very good
Number of students	2/20	6/20	8/20	5/20	0/20	2/20	4/20	5/20	6/20	3/20
%	10%	30%	40%	20%	0%	10%	20%	25%	30%	15%

Table 5. Post-experiment test results

Group	Control					Experimental				
Level	Weak	Average	Fairly good	Good	Very good	Weak	Average	Fairly good	Good	Very good
Number of students	3/20	7/20	6/20	3/20	1/20	0/20	3/20	6/20	6/20	5/20
%	15%	35%	30%	15%	5%	0%	15%	30%	30%	25%

After two months, the number of students in the experimental group achieving Fairly good, Good, and Very good levels rose significantly (Fairly Good and Good by 30%, and Very good by 25%), with 85% of students reaching these levels. The Average and Weak levels saw a sharp decline, with no students remaining at the Weak level and only 15% at the Average level. In contrast, the control group, using traditional vocabulary learning methods, showed weaker results, with only 60% achieving higher proficiency. The comparison of pre- and post-experiment tests highlights the superiority of the experimental method.

Table 6. Comparison of results before and after the experiment

Level	Control group		Experimental group	
	Experiment			
	Before	After	Before	After
Very good	5%	5%	5%	25%
Good	25%	15%	15%	30%
Fairly good	40%	30%	30%	30%
Average	20%	35%	30%	15%
Weak	10%	15%	20%	0%

After two months of the experiment, the number of students in the experimental group achieving Good and Very good levels increased significantly. The number of students at the Good level doubled, and those at the Very good level rose to 25%, making up a quarter of the group. Meanwhile, students at the Fairly good and Weak levels decreased, with no students classified as Weak.

In contrast, the control group, which did not follow the proposed study program, showed weaker results. The percentage of students achieving Fairly good and Good levels dropped by 10%, while those at Average and Weak levels rose by 15% and 5%, respectively. After eight weeks, the experimental group had learned around 800 English vocabulary words, with most students able to remember and use them effectively from the textbook “*Basic Tactics for Listening.*”

4.2. Students’ feedback after the experiment

After conducting an experiment using short English videos on Facebook to enhance vocabulary for first-year English Language students, the research team surveyed the experimental group to assess their attitudes toward this approach. The survey explored how this method improved vocabulary competence, the benefits it provided, and the excitement and motivation it generated among students.

Table 7. Students’ feedback after the experiment

No	Survey question content	The degree of evaluation				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Short English videos helped students easily access to English vocabulary and other English skills.	40%	45%	15%	0%	0%
2	Short English videos made it easier for students to develop and expand their English vocabulary compared to traditional vocabulary learning.	45%	35%	15%	5%	0%

3	Short English videos provided vocabulary by topics helping students easily grasp the lecture knowledge in class and significantly improve academic achievement.	40%	40%	20%	0%	0%
4	Short English videos helped students master and understand vocabulary in the more effective way.	40%	40%	10%	5%	5%
5	Short English videos helped students learn vocabulary in a smart way at all times in all places.	50%	30%	10%	10%	0%
6	Short English videos on Facebook gave students an interesting way to learn vocabulary.	35%	50%	15%	0%	0%
7	Short English videos made students more interested in learning vocabulary as well as other English skills.	40%	40%	10%	5%	5%
8	When learning vocabulary through short English videos on Facebook, students learned vocabulary harder than in the traditional way.	40%	35%	15%	5%	5%
9	Students will continue to follow the method of learning vocabulary end of the experiment.	45%	40%	10%	5%	0%
10	Students introduce this learning method to other learners.	50%	40%	10%	0%	0%

Table 7 shows that the majority of students agree and strongly agree with the given survey questions - pecifically, they accounted for 75% to 90%. In addition, only 10% to 15% of students in the experimental group rated it neutrally, and a small part of about 5% to 10% of students disagreed and strongly disagreed, accounting for only 5% in items 4, 7 and 8.

Therefore, it can be assessed that the experimental process is quite successful when it has brought a lot of benefits to the students of the experimental group. The short English videos posted by the research group with the participation of students in the experimental group on Facebook bring a lot of usefulness in students' English vocabulary studying and development.

5. Conclusions

This study demonstrates the effectiveness of using short English videos on Facebook to enhance vocabulary acquisition among first-year English language students at Hong Duc University. The results indicate that students who engaged with these videos

showed significant improvement in their vocabulary knowledge compared to those who relied on traditional methods. The interactive and accessible nature of the videos, combined with the familiarity of the Facebook platform, provided an engaging learning experience that facilitated better retention and application of new words. This approach not only supports vocabulary development but also encourages the integration of social media as a valuable educational tool. Future research could explore expanding this method to other language skills and broader student groups, further reinforcing the potential of digital platforms in language education.

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