



ENHANCING VOCABULARY FOR EFL STUDENTS THROUGH LISTENING TO ENGLISH NEWS ON BBC

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Abstract

The primary goal of the present investigation is to figure out how listening to English news on BBC program impacts students learning English as a foreign language at an institution of higher learning at the center of Vietnam's expansion of vocabulary. Seventy nine willing students engaged with the study conducted by the researcher; 39 were placed in the experimental group, and the remaining half were placed in the controlled group. It was vital for both groups to wrap up the pre-test on. Subsequently, the experimental group was instructed to regularly listen to English News in order to increase their vocabulary. In addition, participants completed a few tasks assigned by the researcher that had to do with the English news they had heard. Within eight weeks, pre- and post-test data were gathered. The outcomes of the research showed that, in comparison to the control group, the experimental group's vocabulary growth was substantially greater. This proved that vocabulary among English majors is enhanced by listening to BBC English news through the scores from the post-test after the experimental.



NÂNG CAO VỐN TỪ VỰNG CHO SINH VIÊN TIẾNG ANH KHÔNG CHUYÊN QUA BẢN TIN TIẾNG ANH TRÊN BBC

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Thông tin bài viết	Tóm tắt
<p>Received: 17/9/2023</p> <p>Revised: 15/11/2023</p> <p>Accepted: 25/12/2023</p> <p>Từ khóa</p> <p>Quản lý dạy học, giáo dục STEM, trung học cơ sở, Tòa Chùa - Điện Biên.</p>	<p>Với mục tiêu tìm hiểu tác động của việc nghe tin tức tiếng Anh trên chương trình BBC đến việc học tiếng Anh như một ngoại ngữ tại một cơ sở giáo dục đại học ở Miền Trung Việt Nam. Đã có 79 sinh viên sẵn sàng tham gia vào nghiên cứu, trong đó, 39 người được đưa vào nhóm thử nghiệm và 40 sinh viên còn lại được đưa vào nhóm đối chứng. Sau khi cả hai nhóm phải hoàn thành bài kiểm tra trước khi thực nghiệm (pre-test), trong 8 tuần nhóm thực nghiệm nghe Bản tin tiếng Anh trên kênh BBC để nâng cao vốn từ vựng đồng thời hoàn thành bài tập cloze-test được thiết kế trên lời thoại và hoàn thành bài post-test để kiểm tra hiệu quả tác động từ thực nghiệm. Kết quả phân tích từ SPSS cho thấy, so với nhóm đối chứng, mức tăng trưởng vốn từ vựng của nhóm thực nghiệm cao hơn đáng kể. Điều này chứng tỏ vốn từ vựng của người học chuyên ngành tiếng Anh được nâng cao nếu nghe tin tức tiếng Anh trên kênh BBC thường xuyên.</p>

1. Introduction

Acquiring vocabulary is essential to studying a second or foreign language since without it, pupils are unable to articulate themselves or understand what others are saying. Learning vocabulary is essential to become literate in reading, writing, listening, and speaking. Wilkins (1972) asserts that virtually nothing can be transmitted without vocabulary, but barely anything can be represented without grammar. According to Nation (2001), teenagers who do not speak a language are less able to grasp and communicate effectively. As a consequence, acquiring vocabulary is a must when taking up every sort of language, including foreign, second, and first languages (Decarrico, 2001). Considering the crucial role of vocabulary for grasping

a foreign tongue, particularly English, most Vietnamese students invest an extensive amount of time acquiring it. Nonetheless, when it pertains to expanding their vocabulary, students frequently have restricted availability of reliable materials. There are multiple slightly distinct meanings of “genuine materials” in the literature..

As an illustration, Krashen (1982) refers to authentic materials as the spontaneous exchange task. Realistic materials, in the words of Rogers (1988), are appropriate and quality in terms of goals, objectives, learners’ requirements, and interests, as well as “natural” in terms of real-life and meaningful dedication. According to Jordan (1997), texts that are not written for language teaching purposes are considered authentic resources.

Kilikaya (2004) termed authentic materials as being exposed to real language and use in its a commonality. A few benefits associated with integrating real materials—English news included—into English as a Foreign Language classes have also been found by researchers. Authentic resources might offer learners with substantial exposure to legitimate language and expose them to intercultural discourse that occurs in the real world because of their closer relationship to the needs and interests of the students (Kilickaya, 2004; Martinez, 2002; Peacock, 1997).

It has been demonstrated that learners are not accustomed to crucial grammar concepts like pronunciation, collocation, or part of speech when they are not exposed to real resources like English News. As a result, kids struggle to retain new vocabulary, and some even lose track of how to spell and write it. The investigator consequently selected “Enhancing English vocabulary for EFL students through listening to English news on BBC program” as the research topic for this paper. The researcher anticipates that learners would be able to expand their vocabulary and learn new words after listening to English news.

2. Literature Review

2.1. English News’ Benefits in Learning New Words

According to Wallace (1992), genuine materials are those that are derived from actual life situations and have not been designed for educational use. In addition to approved instructional materials, educators are able to benefit greatly from teaching English by utilizing these real resources. likewise, according to Bloom (2000), people are capable of picking up new words from the circumstances in which they are spoken and deduce the meaning of those terms from that linguistic context. Therefore, reading English news can help adolescents absorb up new words. English news primarily deals with common problems in ordinary life, and students are able to obtain them over social media platforms like Facebook, YouTube, radio, TV, and other webpages. These press releases may have originated from an English-language broadcast or the local Vietnamese newspaper. Because of this previous expertise, learners may therefore use it to foresee the main elements of English news stories and discern the meanings of new English words from circumstances.

2.2. BBC English News’ Benefits in English New Word Teaching

Basing on the overview of beneficial supports from broadcast English news mentioned above in language learning, BBC channel is experiencedly argued in the EFL classroom context. To begin with, couple of previous studies related to target current theme are restated as well. Primarily, Schmitt (2008) asserts that in order for youngsters to become engaged learners, they must be motivated to absorb knowledge by visual tool since without it, learning is ineffective. Unfamiliarly, Zhang (2009) describes university students’ experiences studying foreign language vocabulary, including their belief systems and vocabulary size. It showed that students were favored studying up words in authentic contexts. Thence, being inherited from Schmitt’s and Zhang’s critical literature, BBC channel adoption in learning vocabulary has been seen as a visual technique in learners’ vocabulary gaining. Moreover, Zhang remarks that educators should support their students in picking and applying the learning techniques that best suit their individual learning preferences and styles. Same, Quirk and Widdowson (1985), other elements that affect learners’ speaking skill include vocabulary, practice frequency, functional grammar, pertinent subjects, motivation, self-confidence, and environment. It was undeniable that BBC is concerned as the beneficial instrument to enhance English vocabulary, which was thorough theoretically reviewed over prior investigations.

The researcher would like to demonstrate that English news can satisfy the above- mentioned requirements. By watching or listening to English news, learners can use their background knowledge, the images and the sounds to understand the messages and learn the target language’s vocabulary. The researchers believe that speaking is a process of expressing ideas in the spoken language, and it is one of the most challenging aspects of language because it requires basic skills such as pronunciation, fluency, grammar, and vocabulary.

3. Methods

3.1. Research Design

The experimental was conducted during the first semester of the academic year 2023-2024. The experimental group’s participants listened to English

News on BBC gathered on YouTube from 7 to 10 minutes at class and note down some words/phrases while doing exercises on 15 blanks designed in terms of cloze-test helping students learn vocabulary and remember word usage in various contexts. Nonetheless, the controlled group learnt vocabulary basing on coursebook of traditional teaching at class. The role of the teacher-researcher was to observe and control their students' learning process and progress. The pre-test and post-test design which was widely used for the purpose to compare two groups results after experimental treatment. Moreover, the pre-test and post-test were supervised by an expert to ensure the accuracy of knowledge.

3.2. Participants of the Study

The participants of this research were seventy-nine sophomores majoring in English literature at a university in Ho Chi Minh City, Vietnam. These students' ages ranged from 19 to 20 years old (born in 2004 and 2005). The seventy-nine English-majored students were divided into 2 groups the experimental group with 40 students volunteered to join as the experimental participants and 39 students included in the controlled group without absorbing new words through BBC. By the aim to help learners recognize the significance of vocabulary, thence improve their English reading and writing skills.

The researcher then required the experimental group to listen to English News through BBC three times for about from 7 to 10 minutes through audio player at two classes per week, four periods respectively. Experimental students listened to English news and completed the exercises at the same time.

3.3. Instruments

Pre-test and post-test

The pre-test and post-test were covered as similar format containing three aspects of, pronunciation, spelling, and collocations to test and measure level of participants before and after the experimental. Both pre-test and post-test comprised three components consisting five questions of each. The first part focused on the students' pronunciation, part 2 contented students' mastery of English meaning and part 3 aimed to collocations of words and phrases. Both groups were required pre-test and post-test within 30 minutes for each to reveal the impact their differences between the two the group's results leading to considering both groups' progress.

4. Results

In order to evaluate the impact of listening to BBC English News on English majors' vocabulary, the vocabulary pre-test and post-test were administered to the participants of the experimental and controlled groups. Basing on quantitative data from the pre-test and post-test, ANOVA algorithm of SPSS version 20 was used to treat the raw figures from the students' scores when they had not joined the experimental (pre-test) and after they experienced learning vocabulary through comprehended BBC news (post-test). It is stipulated that is the value p is bigger than 0.05, two groups' marks are incredibly same, in contrast, the scores of both are seen to be different at $p < 0.05$. The average scores of the experimental and control group in the pre-test and post-test are presented in Table 1.

Table 1. Average scores of the experimental and controlled group in the vocabulary pre-test and post-test

		N	Mean scores	SD	P
Pre-test scores	Experimental group	40	5.70	7.043	0.0711
	Controlled group	39	5.65	7.055	0.0709
Post-test scores	Experimental group	40	8.45	1.098	0.0000
	Controlled group	39	6.82	8.902	0,0509

Table 1 showed that both groups' participants just owned average level of vocabulary through the scores from pre-test at 5.70 out of 10 for the experimental group and at 5.65 for controlled group. On the one hand, standard deviation (SD) fell at 7.043 and 7.055 respectively, which interpreted that majority of learners of both groups were at the same average capacity of vocabulary (nearly 50%). On the other hand, the value $p=0.0711$ and 0.079 asserted that when students' vocabulary was not treated by BBC news, the scores of two groups' learners were the same, learners almost had limited vocabulary.

Nevertheless, the table 1 presented the significant varies of two groups' post-test's scores. The mean scores of the experimental group' participants in the post-test boomed into 8.45 out of 100 higher than pre-test's 2.75 points in average. Meanwhile, the post-test's scores of students from the controlled group just reached 6.82 higher than the pre-test 1.17 points only. Next, post-test results of experimental groups appeared the considerate differences in terms of the value $p=0.000$ smaller than 0.05. This implied that experimental treatment by listening to English news through BBC offered benefits in enriching vocabulary competence. In contrast, the controlled group's learners gained insignificant progress after 8 weeks of learning vocabulary with the course's program. Thence, it was undeniable that students of experimental group achieved more impressingly than the controlled group's, which affirmed the listening to BBC news is able to enhance students' English vocabulary more than the traditional vocabulary teaching at class.

5. Conclusion and Discussions

5.1. Conclusion

Based on the results of the pre-questionnaire and the vocabulary pre-test it can be seen that students encounter many difficulties in learning vocabulary. Besides, although English News is available on a lot of social media, many students rarely listen to English News to learn vocabulary. In addition, the results of the vocabulary pre-test and post-test show that there is a significant difference in the pre and post-test scores of the experimental group. Meanwhile, for the control group, the difference between the mean pre-test score and the mean post-test score was much smaller (5.70,2 as compared to 6.82). This demonstrates that although the experiment was implemented in a short time of eight weeks, the vocabulary of the students in the experimental group improved much more considerably than that of the control group.

In light of the findings of the study, the researcher would like to make several recommendations. First, curriculum designers should put in mind that the use of authentic materials such as English News is of great advantage to the language learning process. So, there should be a syllabus containing such materials. Second, learners should expose themselves to a great amount of English news listening or watching. Third, teachers should encourage students to listen to English News

more frequently. Fourth, teachers should train their students how to use listening strategies effectively as they are very important for the listening comprehension process. Fifth, teachers should employ an approach of teaching vocabulary learning strategies techniques in alignment with the listening process. Finally, there are many sources of English News for students to listen to, but not all the sources are suitable for their level. Therefore, teachers should help students select suitable sources. Some sources of English News which can be suggested include BBC News, CNN News, VOA News, Euronews and Eurosport.

5.2. Discussions

The research findings expounded that learner whose vocabulary is able to be enhanced through their perceiving BBC news, in contrast, those from controlled group who were conveyed new words by traditional class held a little progress on their vocabulary. Plainly, the findings highlighted that the vocabulary teaching by textbook-based method has insignificant impact on students' vocabulary. Table 1 presented a two-tailed Sig. (2 tailed) 0.0000 higher than 0,05 for experimental group and 0,0509 for controlled group less than 0.05. These values were consistent with the final test results obtained throughout the experimental procedure that the experimental group's vocabulary was varied considerably by achievably raise in their vocabulary exercise complement. It can infer that BBC English news has been admitted as a fantastic and effective technique to upgrade students' vocabulary.

Theoretically, current research findings proceeded the prior studies like Schmitt (2008), Zhang (2009), Bloom (2000), and Yen (2023) to certify that teaching English vocabulary through BBC English is a effective technique. Particularly, present experimental exhibited a convinced result at nearby 40 percent of achievement of final scores compared to the experimental group's students' marks at the beginning of the treatment. Evidently, current research methodology of teaching students' vocabulary through BBC news channel, which have been rarely studied by majority of scientists and others around the world. The author has synthesized a valuable theoretical foundation and established an appropriate experimental program to ensure scientific value and usefulness as a reference for other related research in the future. As a result, the BBC channel can be considered an appropriate instrument for English

teachers to aid learners acquire vocabulary, which is especially important when teaching speaking, listening, and overall language skills.

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