



**ANALYSIS OF THE POPULARITY OF VOCABULARY
USED WHEN PERFORMING SPEAKING ACTIVITIES IN THE
CLASS OF FIRST-YEAR ENGLISH LANGUAGE STUDENTS
IN THE DIRECTION OF DISCOURSE ANALYSIS**

**Ngoc Thao Dinh Tang¹,
Minh Phu Pham²ⁱ,
Thi Hong Gam Le²,
Nguyen Ngoc Phuong Truong²,
Phan Duy Minh Nguyen²,
Ba Tuong Pham²**

¹M.S. Department of French Language and Culture,
Faculty of Foreign Languages,
Can Tho University,
Vietnam

²English Language Student,
High Quality Program,
School of Foreign Languages,
Can Tho University,
Vietnam

Abstract:

Vocabulary learning is extremely important when learning a foreign language. Fluency in a language depends on vocabulary and its use in specific situations. Speaking well is using vocabulary flexibly and speaking fluently. Researching the popularity of vocabulary is analyzing the prevalence of vocabulary used by linguistics students in communication from discourse analysis. This is a topic the research team is working on. This project will help the researchers learn about common vocabulary that students often use to communicate outside or in the classroom. Thereby understanding whether the vocabulary that students use is diverse, rich, and for the right purpose or not. This study will help students have a more comprehensive view of the ways to use words in communication. In addition, it also helps students improve their communication vocabulary, helps in exams and can be useful for later work. In this study, the research team will investigate the students' ability to use spoken vocabulary, i.e., frequency and extent of vocabulary usage.

Keywords: vocabulary, speaking, popularity, discourse analysis

ⁱ Correspondence: email phub1909366@student.ctu.edu.vn

1. Introduction

1.1 Speaking Skills

Speaking is one of the four basic skills of listening, reading and writing when learning a foreign language. Students will learn about vocabulary and grammar. Therefore, students can interact with their friends or others to communicate. Furthermore, according to Ur (2009), speaking is the most important of the four skills because people who know a language are considered to be speakers of that language. Speaking shows the individual's skill in mastering a language. For students to be able to convey messages by speaking and writing is the main purpose of teaching English (Yufrizal, 2018). However, Antoni (2014) asserts that speaking is a skill that students should master and it can also be a measure of students' ability to use sentences well. This is the basic reason why children have to learn about inappropriate sentence structure in speech, based on the communication application situation and occurs when the speaker himself expresses his or her ideas in oral communication to provide information to the speaker or listener about what they intend or emphasize to convey the listener to a situation and the context of speech will help the listener understand.

On the other hand, Manurung & Izar (2019), stated that psychological barriers also appeared during a discussion session, in which some students did not want to participate because they were too afraid of making mistakes, they prefer to keep quiet in class. This hinders students' motivation to participate in speaking activities in the classroom

The findings highlighted challenges related to (1) learner problems such as lack of vocabulary and limitations of English-speaking strategies; (2) learners' limitations in speaking skills, lack of speaking time and crowded classes; and (3) psychological barriers of learners. Specifically, the findings were analyzed similarly. These analyzes make it clear why students face difficulties when speaking.

1.2 Vocabulary

Vocabulary is one of the areas of knowledge about language, which plays a big role for learners in language acquisition, learners developing vocabulary is an important aspect of their language development. There is a strong belief that an increase in the vocabulary will improve learners' speaking and writing skills (Patahuddin, Syawal & Bin-Tahir, 2017). Vocabulary learning is an essential part of foreign language learning because the meaning of new words is often emphasized, whether in books or in the classroom. It is also central to language teaching and is of great importance to language learners. Vocabulary knowledge is often seen as an important tool for second-language learners because limited second-language vocabulary hinders successful communication.

In this study, the research team focused on analyzing the words of the survey participants and noticed differences in the level of vocabulary they used in their speech. At the same time, it also points out the vocabulary forms that are always commonly used

by many speakers when speaking English. Vocabulary is used frequently in the same topic by many people or spoken many times for many reasons. The first reason that can be mentioned is the habitual use of vocabulary, whereby the speaker will say a word or phrase according to the habit of using it, that is, as long as it is that topic or situation. Vocabulary will be spoken naturally. Another reason is teaching and learning vocabulary, vocabulary is often taught in a certain pattern and often according to a model curriculum, which leads to students' passive learning and memorization. Therefore, there is no thought of the speaker when uttering a word. Another common cause is memorization, because speakers have a habit of remembering only simple words, so they can't remember words at a higher level. Vocabulary is at an academic level and is used in complex sentence structures, or in situations where difficult vocabulary is required, making it difficult to remember and use while speaking. Most English speakers rarely use English to communicate in everyday situations, but only to communicate in class or situations that require the use of English.

In a certain topic or context, the speaker can only imagine what information he or she is going to say and can't seem to think of how he will have to use the appropriate vocabulary. In most cases, the speaker will use the most common words to say so that what is in the speech is conveyed in the clearest and most complete way and that forms a habit for most people. In a certain context, there will be certain ways of communication, so when analyzing language (especially vocabulary) from discourse analysis, the research will focus on a context with a definite topic. Therefore, what will be made clear is how the speaker will choose words related to a given topic. The topic is supposed to be a random topic, often appearing in students' speaking classes. The selected topic is "talking about your hometown".

2. Literature Review

2.1 Vocabulary Learning

Vocabulary is an indispensable part of learning a language and English is no exception. Vocabulary has always been an important part of language learning for language learners (Seffar, 2014). For many language majors as well as non-specialists, learning and memorizing vocabulary becomes a major challenge. Therefore, that affects the development of students' listening, speaking, reading and writing skills, more specifically, for listening and speaking skills, students can hardly combine speaking fluency and ability to memorize and use vocabulary. The frequent use of some specific vocabulary while speaking about a certain topic or situation may also be due to the influence of the somewhat less positive habit of learning vocabulary in students, that is, the memory is not active, and the ability to remember and apply is not good. The lexical analysis is carried out from the perspective of discourse, which means referring to specific contexts and situations. In discourse analysis, what is said is done in a certain context,

the focus is on the manner and the basic principles of performing the activity related to words.

The main problem is the problem of using vocabulary when speaking English of students. In that case, vocabulary is said to be an important part that needs to be focused on when learning English. The fact that students do not have a vocabulary, as well as basic knowledge of grammar, will be an obstacle to improving students' speaking skills (Truong Tran Minh Nhat, 2018). That means a certain amount of clumsy words that students acquire will help with speaking as well as easy communication. With the same comment, Master Phung Van De said that if there is a lack of necessary vocabulary, students will have difficulties while learning skills. Vocabulary that students learn passively will be very difficult to use while speaking or writing, if in communication, learners frequently use clumsy words they learn, then speaking will become easier (Tran Huynh Thu Huong and advisor, 2012). Therefore, the frequent use of one or more words while speaking will help students increase their ability to memorize and use vocabulary. It can also be inferred that the frequency of students' vocabulary use is influenced by the habit of learning and memorizing vocabulary, it means that studying in class or accidentally seeing and recalling when encountering relevant situations without prior notice, having particular practice or method of memorization. According to research by Hoang Nguyen Thu Trang (2017), technology is useful for students when learning English. Students can get learning materials on social platforms as well as an opportunity to add more vocabulary to their vocabulary. Research by Hoang Nguyen Thu Trang also shows that students have not taken advantage of the usefulness of technology in learning English because there is no self-discipline in practice. The studies mentioned above mainly focus on analyzing the aspect of students' ability to use words without mentioning the specific situation of using vocabulary.

Possessing a rich clumsy vocabulary as well as being able to use it in communication is something that is always of concern to English learners. Communicating effectively is what English learners do, and an important factor in developing communication skills is vocabulary (Nurfitri et al., 2018). Using correct and reasonable vocabulary is always necessary and important when learning a language and what learners need is an abundant vocabulary. However, just having an extensive vocabulary is not enough, it is more important to apply it to specific situations, such as while speaking. In many cases, English learners cannot choose the right words to express themselves (Dwita, 2017). Researching factors affecting students' speaking skills, Manurung & Izar (2019) have highlighted challenges related to learners' problems such as lack of vocabulary and limitations in speaking strategies. One difficulty that exists is that vocabulary must be memorized for a long time and must be memorized actively. Understandably, memorizing vocabulary will be a challenge when learners cannot memorize vocabulary quickly. Vocabulary will not be spoken immediately when it comes to a topic or a certain point of the problem when learners cannot establish a long-term

"repository" for their memory. So, it will affect the fluency of speech and thoughts will not be able to be fully expressed (Nguyen, 2014).

Students often get stuck in their speeches because they don't know the target language they want to speak. The students arrange the words in their minds before speaking. It can be seen from their speaking actions, eye contact and gestures when they are speaking. Therefore, student achievement is not only measured by how knowledgeable students are but also by how well they are able to speak in public. Students are required to learn public speaking skills so that they can go deeper into advanced English conversations. Limited vocabulary is one of the obstacles when communicating thoughts verbally. This leads to students having difficulty pronouncing words correctly and a lack of courage to speak because they don't use words often and they are afraid of making mistakes (Rusliani Octavia Siagian et al., 2022). At the same time, Manurung & Izar (2019, cited by Pipit Rahayu et al., 2021) also stated that psychological barriers also occur when practicing speaking skills, in this case, some students do not want to participate because they are too afraid of making mistakes with their vocabulary, lack of confidence because there is no regular practice. That said, vocabulary when learners don't use vocabulary frequently in specific situations, they may have difficulty speaking.

The study of vocabulary usage frequency of freshmen in university can be seen as a survey of vocabulary ability and vocabulary habits. From there, it is also possible to identify methods to improve students' vocabulary.

2.2 Teacher's Impact

In Vietnam, teachers are always seen as a source of knowledge for students and students become passive in learning (Le Thi Tuyet Hanh and Nguyen Le Hoai Thu, 2019). This will greatly affect the student's learning curve, as many students from secondary school and high school have forgotten about passive learning from the teacher's lectures and this will cause students to not learn actively.

Teachers need to rely on subjective factors that affect students' learning to come up with the most effective solutions (Ngo Thi Thu Huyen). Consideration of possible methods of teaching is essential because it is necessary to consider what abilities students have or what difficulties they have to deal with in learning. There are suggestions that lecturers must innovate methods and strategies so that students can participate in learning (Maryanti, Gani and Marhaban, 2021). This research has pointed out common problems in the classroom that teachers face, in addition to the ways that teachers often apply to solve classroom situations. They apply different methods and make them effective in teaching. From there it is possible to devise ways of teaching that would be appropriate for most students. Teachers can focus on teaching vocabulary by listing common words in a list (Sudarman, Sumalee C., 2018).

2.3 Discourse Analysis

Linguistic analysis is not simply an analysis of words or sentences, but also an analysis based on factors that can affect the existence of language. When analyzing language, mainly analyzing how vocabulary can have any effect on the subject matter in question, vocabulary has always been a core part of every language as well as an aspect that has always been paid attention to. In linguistic analysis, particularly vocabulary, from discourse analysis, everything has to be viewed from a particular perspective and from a particular situation. According to Jørgensen and Phillips, this concept is difficult to define precisely and can be understood in a different way. The context when it comes to discourse analysis is a certain situation in which cultural, and social aspects are addressed. Misunderstanding or not fully understanding the nature of discourse analysis will also affect the analysis. In this perspective, the language is analyzed in an overview and gives the most comprehensive view.

The discourse analysis approach is to understand discourse and see it as a latent form of knowledge and discourse analysis is used to measure knowledge and change over time of knowledge (Pedersen, 2009). Discourse analysis refers to the certain context of the conversation and possibly other factors that enter into the conversation, so it is seen as checking or examining something during the conversation. *“In discourse analysis, the context of a conversation is taken into account as well as the content being said”* (<https://hoatuoibattu.vn/discourse-analysis-la-gi>). Discourse analysis seems to be quite conceptually ambiguous, so the implementation of analytical methods can seem quite challenging, when paying attention to the words of the parties to the dialogue or the speaker who is the interlocutor then paying attention to how their words are expressed is what should be paid attention to. Another view is that different types of analysis are dependent on the discursive analysis method being used, which is a close examination of how people verbally interact and the rotation of interactions helps build the meaning of the conversation.

3. Methodology

3.1 Research Design

This study was conducted to find and analyze the level of vocabulary that students use in their speech

This study focuses on two research problems as follows:

- 1) List commonly used words in the same context.
- 2) Provide possible solution(s) to apply to first-year students.

This study shows the groups of vocabulary used when speaking, so the research team will analyze based on the participants' words. The speech will be recorded and transcribed into text for analysis.

A random topic has been given and in it, there will be questions given with a structure like a speech in the IELTS speaking test, the respondent will answer like speaking in parts of a speaking test with questions ranging from specific to general. To make it easier to analyze the data, the question will not be asked in sections but will be asked consecutively so that the question has continuity because it is asked in the same topic. Accordingly, respondents will be able to answer questions according to the information that has been answered before.

Participants will be asked individually and will be informed that they will answer questions on a topic in English to see their readiness for the speaking activity and when faced with a particular situation or topic, thereby ensuring that their answers are genuine answers. It is sure that the answers will be absolutely confidential and only used for research purposes.

Besides, data collection is quite difficult and challenging because this is verbal data, so data collection will use additional tools, that is questionnaire. That is an auxiliary tool and used for supporting data collection, but the main data collection is still interview recording.

3.2 Settings

The School of Foreign Languages of Can Tho University is where the data were collected. Can Tho University is one of the prestigious higher education institutions in Mekong Delta. Furthermore, the high-quality educational program has recently been adopted in the School of Foreign Languages with the renewal and internationalization of the curriculum. First-year High Quality English language students were invited to participate in this survey for the following reasons:

- These students are new students of the school and are new to the learning environment and curriculum. Therefore, learners are students who may not have or have had a basic knowledge of vocabulary usage as well as using vocabulary fluently when performing speaking activities in class as well as in communication in everyday situations.
- Students of high-quality programs can be people who have a lot of exposure to English as well as communicating in English. Therefore, it is possible to survey them and from that, it can be known that they already have a vision of communicating in English and can prepare knowledge when entering the first year of university.
- According to the training program of Can Tho University, first-year students will be taught about the knowledge and skills required of a foreign language student, namely the skills to react in speaking when meeting a specific situation while studying in class or outside of the classroom.

3.3 Research Participants

Student of Course 47 of High Quality English Language majors, Can Tho University.

3.4 Procedure

The study was carried out at the beginning of June 2022 to investigate the prevalence of vocabulary used when performing speaking activities in the classroom of first-year English Language students in the direction of discourse analysis. The study lasted for a period of six months (June 2022 to November 2022), during which including the relevant document review and data collection.

3.5 Data Analysis

The data will be transcribed and coded by the research team for analysis. We will encrypt the data according to a certain rule:

- Line: 1-487;
- Codes: B-J;
- Participants: P= 26.

Specifically, the data will be divided into lines from 1 to 487, in which, the participants will be denoted by P(P1=26) and the questions will be coded for each sentence for analysis vocabulary popularity for each participant's answer

The questions will be coded as follows:

- 2.B - What is it special about?
- 3.C - What do you like most about your hometown?
- 4.D - What should tourists do there?
- 5.E - Do you notice any changes in your hometown compared to when you were a child?
- 6.F - Explain whether it is an ideal place to live in or not.
- 7.G - In what ways can you improve your hometown?
- 8.H - Why do people have a very strong bond with their hometown?
- 9.I - Is the language in your home country different from the language where you are studying?
- 10.J - What characteristics make you proud when talking about your hometown? Why?

Besides, vocabulary will be classified based on different subjects according to each participant, namely:

- 1) Talking about place,
- 2) Talking about people,
- 3) Talk about food

Based on the above classification and based on the frequency of use, lexical groups will be able to be classified based on the level of words.

When analyzing the answers, the answers will also be analyzed based on the codes of these questions, and the research team will find out the words (or phrases) used in the sentences. Answer these questions and find out what level of vocabulary they belong to.

4. Results

4.1 Popularity Based on Survey Questions

Based on the question groups, the vocabulary will be listed for that question, in which vocabulary will be chosen to describe the specific details spoken in the answer.

The tables below show some words used to answer different questions by different speakers. Words in the same table are chosen based on their meanings in the same situation, which means that the words in the table can be used interchangeably, but the popularity of the words can be seen from there from the tables. It is shown in the table that one word is used in many different questions by many people while the other words are used less due to its popularity.

The tables below contain information compiled from the responses of the participants. The most used words will be aggregated with the answer positions coded as previously specified coding rules. From what is shown in the table, it can be seen that among those words, there are words that are used in many answers to different questions, the original purpose of coding the question and determining the location of the vocabulary by participant and line is to determine what questions the vocabulary can be used for or to describe what details in the answer to the corresponding question. The information in the table shows vocabulary and usage by the speaker.

Table 4.1: The Popularity of Vocabulary

Items	Location
Beautiful	6P1E, 33P4E, 438P25E 19P3B, 357P22B, 380P23B, 425P25B 138P13J 295P19D 321P20F, 441P25F 337P21C 447P25G
Attractive	58P7D 389P23F
Stunning	55P14D

It can be seen that most of them use the word "beautiful". These are words used to describe a thing or phenomenon and are quite simple words, always said in many cases, this vocabulary is at this level. The degree is A level and it's always been a fairly common vocabulary. While a word may be appropriate in most situations, it can sometimes be too simple and can make a statement look too simple and don't make much sense.

Table 4.2: The Popularity of Vocabulary

Items	Location
Famous	27P4B, 69P9B, 146P14B, 187P15B 97P12D, 122P13D 354P21J 429P25C
Widely recognized	27P4B

There is also a big difference between "famous" and "widely-recognized" in popularity. It can be seen that the word "famous" is used more than the word "widely-recognized". The reason is that the word "famous" is always the more common word when it comes to popularity, in this case, the word "famous" appeared in many of the respondents' responses while the word "widely-recognized" was only used once and the same location appears.

Table 4.3: The Popularity of Vocabulary

Items	Location
Really	220P16C 115P12J, 422P24J, 465P25J
Truly	72P9E

The word "truly" has a similar meaning to "really", while "really" is always used and it is appropriate in all cases, but "truly" is spoken very rarely. The word "really" always appears a lot in most cases when speaking or writing, while "really" is used a lot, "truly" is rarely used, and the above table shows that there was only one answer in which the word "truly" appeared, which means that that word was not used much by the participants. "Really" seems to confirm the situation being said, while "truly" strongly expresses the speaker's feelings.

-“Really”:

- “very or very much” – level A1
- “used to say that something is certain” – level A2
- “used to express interest, surprise, or anger” – level A2
- “in fact” – level B1

-“Truly”:

- “used to emphasize that what you are saying is true” – level B2
- “sincerely” – level C1 (dictionary.cambridge.org)

Table 4.4: The Popularity of Vocabulary

Items	Location
Unique	428P25C, 431P25C 170P14G 182P14J, 399P23J
Special	-

In this table, when comparing the popularity of word pairs when talking about special, the word "unique" is used while the word special has no data. In this case, the word "special" is not used. We put these two words in the same pair because the two words have almost the same meaning and can be expressed similarly. But the word "unique" here is used to denote special but at a different level from "special".

-“Unique” - "being the only existing one of its type or, more generally, unusual, or special in some way" - level B2

-“Special” – “not ordinary or usual” – level A2) (dictionary.cambridge.org)

Table 4.5: The Popularity of Vocabulary

Items	Location
Ideal	6P1E, 52P6E, 65P8E, 72P9E, 200P15E 95P12F, 128P13F, 253P17F, 278P18F
Good	425P25B 33P4E 95P12F, 412P24F 114P12J
Possible	230P16F
Great	288P18J
Right	55P6E

"Good" and "ideal", in this case, shows that the thing or event is worth describing with a positive meaning. And "possible" does not mean affirmative, but only at the level of possibility. "Good" and "ideal" are two words that are used a lot when talking about places by the participants because these are quite easy words to describe an object or event, so they are quite common. The words "great" and "right" are also chosen to describe places, but they are used infrequently, indicating that they are not the speaker's preferred choice of place to talk about. In the speaking topic presented in this study, these two words were used to describe places but not as much as other words with similar meanings.

4.2 Popularity Based on Specific Details

To show it from a different perspective, the bar graphs below will give an overview of the frequency of occurrence of words in speech and vocabulary classified based on the different specific details described.

The data in the graph shows the popularity of the vocabulary used by the participants. The words were classified according to the details that the participants described. Based on the descriptions of the object in the answer and the total number of times that the words appear, the percentage of words is calculated. The percentage will show the popularity of the vocabulary used.

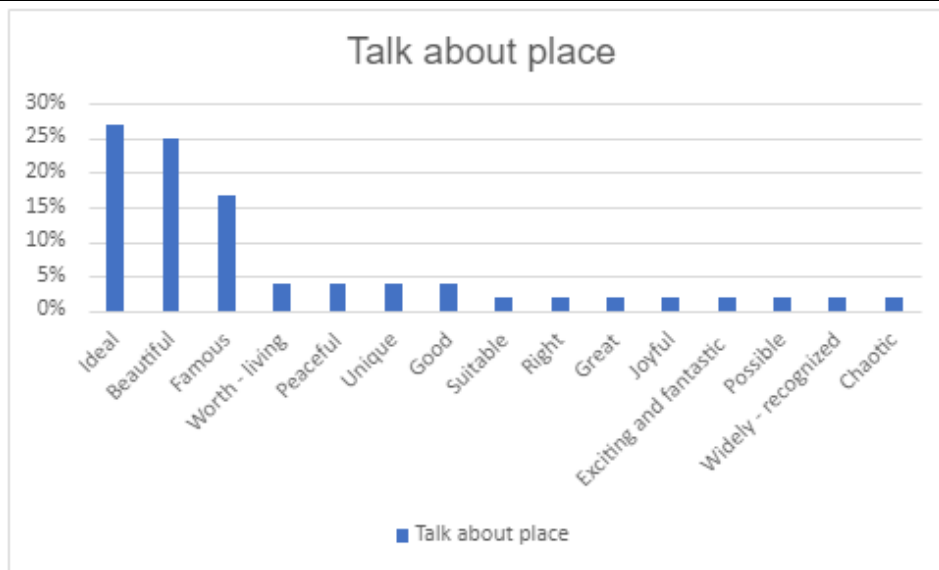


Figure 1: The graph shows the level of vocabulary used when talking about places

In the graph showing the level of words used when talking about the place, most choose the word "beautiful" to describe beautiful, "ideal" to talk about living conditions and "famous" to talk about popularity. Meanwhile, some other words have similar expressive meanings but are rarely used. In this case, the word "ideal" is the most suitable choice because this word is quite common when talking about a certain place, or a certain space, so it is chosen to say by most speakers, this word is equivalent to level B2 "perfect or the best possible" (dictionary.cambridge.org).

Some other words such as "suitable", "right" or "great" are said very little by participants because in this case, such words are rarely chosen to say.

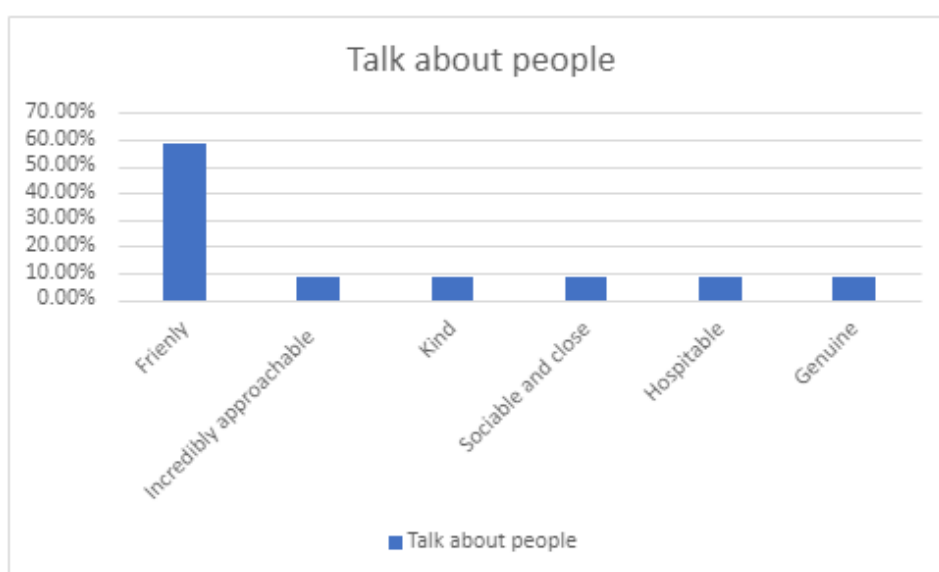


Figure 2: The graph shows the level of vocabulary used when talking about people

Above is a chart describing the frequency of vocabulary words when talking about people. The data to describe people is quite limited as participants mainly talk and describe places. But it is also possible to know that students choose words based on popularity when speaking, they use more common words to describe, the graph shows that the word "friendly" is used more than other words. "Friendly" is always the adjective of choice when talking about people, because it is an easy and safe word to say, "friendly" can be said in most cases when describing a person's personality. The remaining words are used when the description is complementary, the word "friendly" is still the first choice but is not enough to describe that requires the addition of other words, or in many cases, a combination of words can still be said at random.

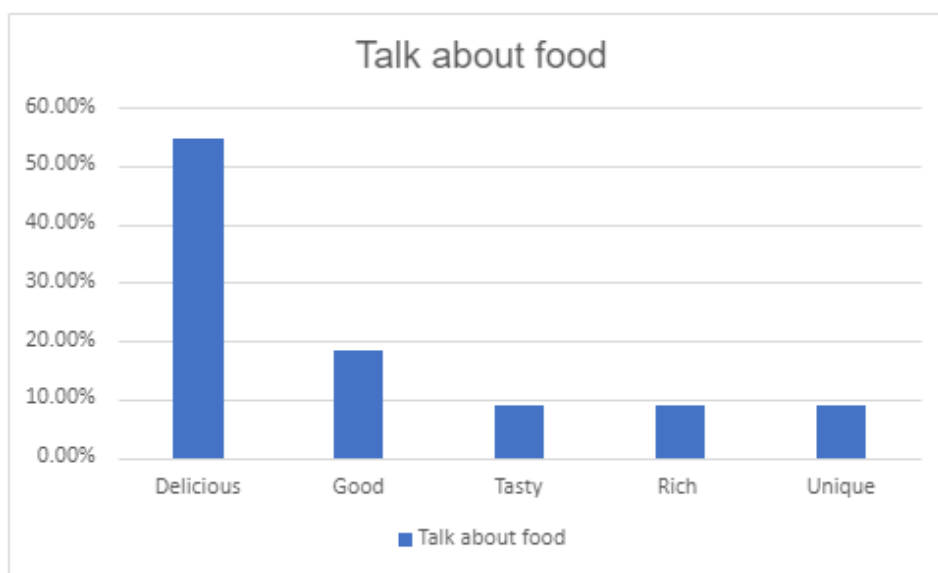


Figure 3: The graph shows the level of vocabulary used when talking about food

Similar to the chart above, when it comes to food, people don't often choose words with lower popularity when talking about food or describing food. In terms of popularity, the word "good", "tasty" in this case is used less often than "delicious", because the word is always used in many situations. The words "delicious" and "tasty" have similar meanings, but in many cases, the word "delicious" is chosen. The word "good" is always considered to be used in most cases when talking about something good, but in terms of meaning, this word is quite safe and does not seem to bring much feeling to the listener.

From the charts above, it can be seen that students often use the same vocabulary to describe a certain object, these words are quite common and appropriate in all contexts, so they are often chosen to speak. Many pairs of words are even interchangeable, or in a pair where one word can be substituted for another, there is still one word that is more variable than the other, as can be seen from the table and graph, the words "good", "ideal" is always used to say a place, and "beautiful" is used to describe beauty. To describe

people, the word "friendly" is always thought of, when talking about food, almost everyone thinks of the word "delicious", "tasty" or "good" because these words are very familiar to talk about the topic food

Other words are rarer because few people think about them, maybe because these words are not so familiar to most cases or to talk about a subject where they are used only when the speaker wants to look at a different perspective of things, events or just used as an alternative or supplement to the idea being described.

The review of the data on the use of vocabulary as above, shows that the use of vocabulary to apply to students' speaking is still limited. In many cases, they can choose some other words, but because the words are familiar and easy to use, they immediately think of those words when they speak.

Regarding the use of vocabulary, the mother tongue also has a certain influence on the students' learning of English vocabulary, and also the application of vocabulary to speak. When learning English vocabulary, most only choose to learn words that are easy to remember and easy to apply in most cases.

5. Conclusion and Suggestions

5.1 Conclusion

This report aims to study the speaking ability of English language students at Can Tho University who major in English (High quality program, course 47). Regarding the research results and discussion, the researcher concludes two main points based on the research questions described above as follows:

- a) Many participants can use vocabulary to describe a topic, but the vocabulary is not yet used at an academic level, still at a fairly common level. According to the survey, words to describe the same thing or concept are often the same or at the same level of vocabulary. Due to limitations in the communication environment or due to many other objective factors, students cannot use vocabulary fluently as well as use words at a rarer level. It can also be due to a lack of confidence in saying a word in a situation, it may be because the vocabulary has a vague meaning that students are not used to using the word in a reasonable context.
- b) The solution is the point that will be mentioned in this study, the proposed solution will be based on the actual situation of students' learning methods as well as objective and subjective factors affecting the learning process of student, the school's curriculum, and the instruction in the classroom as well as in the teacher's learning process for students.

5.2 Suggestions

5.2.1 For Students

This study allowed researchers to assess the prevalence of vocabulary used when performing speaking activities in the classroom by students. Therefore, researchers can point out some suggestions to improve students' perspective in deepening their knowledge of vocabulary as well as to apply it in speaking lessons and situations that need to be used in verbal communication.

In the methods below, researchers refer to several social media sites briefly explaining the following:

- **Facebook:** a popular free social networking site that allows users to create profiles, and upload photos and videos. In addition, there are many groups for learning English or reviewing for IELTS that are also created for the purpose of group members sharing English vocabulary and effective English ways.
- **YouTube:** This is also a popular platform for updating knowledge of speaking and language learning in particular. Certainly, this is also a platform that can help students access effective English learning channels and improve their English-speaking skills. Students can follow some channels about learning English so they can watch updated videos easily and quickly.
- **TikTok:** This is a social networking platform that is no longer strange to most network users around the world, especially young people. In addition to using it to watch entertaining and trending clips, students can follow accounts that specialize in English, which will be an effective way for students to learn English vocabulary as well as update more interesting knowledge about the clumsy word or the fluency of that word.

5.2.2 For Teachers

Method 1: More activities can be incorporated into the curriculum to help students learn vocabulary more effectively. Students are often more motivated and interested when teachers reinforce vocabulary learning activities in language skills modules.

Method 2: Teachers can organize clubs so that students can learn and exchange their knowledge of vocabulary and speaking skills with each other. Clubs can be managed by either educational staff or knowledgeable and competent students. Heads of clubs should introduce the importance of vocabulary and how much vocabulary should be used for the situations, in addition to practice sessions and exchange of ideas in the group. Teachers can present students with a list of different levels of vocabulary and carefully explain them before asking students to practice. Students can share their opinions, experiences and difficulties in those meetings. In the long run, such people can overcome obstacles with helpful advice and solutions from the faculty and other experienced people.

Method 3: Organizing field trips that require students to use English is a great way to practice vocabulary skills when speaking. During the field trip, they are exposed to real-life situations and learn how to deal with language problems. It will be an effective method to teach manners when speaking in a given context. Likewise, students' problem-solving skills, adaptability, and flexibility are reinforced, in addition to language skills. Realistic interactions with foreigners or English speakers can produce more favorable outcomes that may not be found anywhere else. When in the absence of interaction with native English speakers, students will be able to practice their English for communication purposes because they are required to use English during the trip.

5.2.3 For Can Tho University and School of Foreign Languages

Researchers enthusiastically support the establishment of a library at the School of Foreign Languages, as the library will be an easily accessible resource for students to find materials to learn vocabulary. Made with professional and specialized materials, the library will provide students with reliable data, even for senior theses, essays and scientific research.

The researchers completed this project as an overview of the student use of both the popularity and the vocabulary level of English majors at Can Tho University. This research is a reference and makes a meaningful promotion to linguistics in general and skill in particular.

6. Limitations and Further Research

6.1 Limitations

The researchers must admit that this study did not achieve their desired goals due to their lack of experience and lack of up-to-date and accessible references related to the chosen topic. During the document review process, supervisors and researchers struggled to look up the documents. Therefore, researchers can only search for online journals.

Because this is a topic that mainly takes data in the form of speech, it has encountered many difficulties in the process of data collection as well as analysis. The data was collected over a long period of time and meeting participants was also a problem for the research team.

Regarding research tools, the researchers did not consider carefully using different research tools, but it was difficult for them to assemble more useful and clear data as well as fully exploit the perspective of the participants. Therefore, research can solve the basic problems of talent goats but cannot deal more deeply with the nature of the problem.

6.2 Further Research

The researchers continue to embrace the ambition of making better findings after overcoming these limitations. Given more time, researchers will use research as a

foundation to gain a lot of insight into different aspects of linguistic analysis from discourse analysis, which is also a fairly broad term and new to researchers and researchers can only deal with the basic scope. Furthermore, more case studies should be done to test the functionality of the proposed methods for speaking skills in practice.

In case researchers are given more time, more in-depth studies may be carried out. Actual observations and combinations of different measurements will provide researchers with several perspectives to analyze levels and skills in spoken language. Besides, interviewing should be noted because compared to observation, this type of research tool works well in shortening the time to collect participants' awareness. Sometimes, researchers can reap more information than expected and provide more research-worthy data. After encountering problems or limitations in this project, the researchers found that gauging how well people understand any problem refers to language problems. It is better for scientific researchers to focus on actual participant interactions so that the reliability and objectivity of the collected data will be highly guaranteed.

7. Recommendation

Researchers suggest observing or investigating how people use vocabulary, possibly further investigating how speakers might use words. English vocabulary to speak fluently or about the causes of non-fluency when thinking of the right vocabulary. The following topics should be considered:

- Subjective and objective impact on the use of vocabulary when speaking of students majoring in English.
- The obstacles of English major students in the process of international study or working environment with many speaking activities.
- Students majoring in English have difficulty understanding some higher-level vocabulary in many topics.
- The influence of mother tongue in the perception and attitude of foreign language learners when learning vocabulary.
- Analyze the advantages and disadvantages of social networking sites in learning English vocabulary.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Dinh Ngoc Thao Tang is a lecturer of School of Foreign Languages, Can Tho University, Vietnam. She completed her Master's Degree in Technology of Training in Education at Caen University Basse-Normandie in France in 2009. Her research focused on development of international relations between Vietnamese universities and French universities. Her research skills have been appreciated very well by a lot of professors and researchers. Email: tdnthao@ctu.edu.vn

Minh Phu Pham is currently a student in School of Foreign languages at Can Tho University in Vietnam. His research fields are English Language and Culture. He is the main author of this research. He contributed to analyzing the data by using the sources of joint authors in the research group. Email: phub1909366@student.ctu.edu.vn

Thi Hong Gam Le is currently a student in School of Foreign languages at Can Tho University in Vietnam. Her research fields are English Language and Culture. She is the joint author of this research. She contributed to collecting all the data and completing the format of the article by using the sources of joint authors in the research group. Email: gamb1909398@student.ctu.edu.vn

Nguyen Ngoc Phuong Truong is currently a student in School of Foreign languages at Can Tho University in Vietnam. Her research fields are mainly in English Language and

Culture. She is the joint author and is responsible for constructing the quantitative data in this research. Email: phuong1909475@student.ctu.edu.vn

Phan Duy Minh Nguyen is currently a student in School of Foreign languages at Can Tho University in Vietnam. His research fields are mainly in English Language and Culture. He is the joint author and is responsible for constructing the qualitative data in this research. Email: minhb1909408@student.ctu.edu.vn

Ba Tuong Pham is currently a student in School of Foreign languages at Can Tho University in Vietnam. His research fields are English Language and Culture. He is the joint author and is responsible for constructing the qualitative data in this research. Email: tuong1909495@student.ctu.edu.vn

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Appendix: The questions for the interview and survey.

Topic: Talk about your hometown

- 1) Where is it?
- 2) What is it special about?
- 3) What do you like most about your hometown?
- 4) What should tourists do there?
- 5) Do you notice any changes in your hometown compared to when you were a child?
- 6) Explain whether it is an ideal place to live in or not.
- 7) In what ways can you improve your hometown?
- 8) Why do people have a very strong bond with their hometown?
- 9) Is the language in your home country different from the language where you are studying?
- 10) What characteristics make you proud when talking about your hometown? Why?

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ACTIVITIES IN THE CLASS OF FIRST-YEAR ENGLISH LANGUAGE STUDENTS
IN THE DIRECTION OF DISCOURSE ANALYSIS

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