

**BỘ GIÁO DỤC VÀ ĐÀO TẠO  
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGOẠI NGỮ**

**HẢI PHÒNG - 2010**

**HAIPHONG PRIVATE UNIVESITY  
FOREIGN LANGUAGES DEPARTMENT**

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**GRADUATION PAPER**

**A STUDY ON TECHNIQUES TO TEACH ENGLISH  
VOCABULARY FOR  
PRIMARY SCHOOLS IN QUANG NINH**

**By:**

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**NA 1003**

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**HAI PHONG - 2010**

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**Nhiệm vụ đề tài tốt nghiệp**

Sinh viên: .....Mã số:.....

Lớp: .....Ngành:.....

Tên đề tài: .....

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## Nhiệm vụ đề tài

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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## **CÁN BỘ HƯỚNG DẪN ĐỀ TÀI**

### **Người hướng dẫn thứ nhất:**

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

### **Người hướng dẫn thứ hai:**

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

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*Sinh viên*

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

*Hải Phòng, ngày tháng năm 2010*

**HIỆU TRƯỞNG**

**GS.TS.NGŨT Trần Hữu Nghị**

**PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN**

**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 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. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):**

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*Hải Phòng, ngày ..... tháng ..... năm 2010*

**Cán bộ hướng dẫn**  
*(họ tên và chữ ký)*

**NHẬN XÉT ĐÁNH GIÁ**  
**CỦA NGƯỜI CHĂM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP**

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

2. Cho điểm của người chấm phản biện :

*(Điểm ghi bằng số và chữ)*

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**Người chấm phản biện**

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Hai Phong, June, 2010

Students

Dang Thi Trinh

# **Part I: INTRODUCTION**

## **1.Rationale of the study**

No one denies the importance of English language in the present time as global language. It is clear that English has become more and more dominant around the world. Actually, in some countries it is used as the mother tongue and, other countries learn it as second language in their schools. There is no doubt that English is language of communication between the people from different cultures. Moreover, English is the language of science and technology. It is also the language of computers that help to integrate the people around the world via Internet technology and e-mail. Needless to say, people who know English can deal with the Internet. Therefore, the need of mastering a foreign language especially English, is becoming more and more necessary.

As for as we are concerned, studying a language cannot be separated from studying vocabulary. Yet it is true that the vocabulary is the focus of language. It is in words that sound and meaning interlock to allow us to communicate with one another, and it is word that we arrange together to make sentences, conversation, and discourse of all kinds. Besides, vocabulary really plays an important role because it appears in every language skill. Obviously, vocabulary is really important in any language learning.

However, it is not easy to study perfect English vocabulary. Almost students often face up with some problems in learning vocabulary at first, especially primary students. In fact, it is difficult to memorize a new word with its meaning, spelling and pronunciation, many primary students are often confused with knowing how can apply grammar into sentences, sometimes, they can not understand when being opposed to video and audio. Moreover, techniques to teach English in primary schools is traditional teaching methods and similar activities days by days, which makes students become fed up with learning English. Therefore, interesting techniques to teach English are necessary to help

students learn English vocabulary better, they also attract students' interest on English.

From the above reasons, I have the ambition of presenting some effective techniques to teach English vocabulary in primary schools with hope that students will be interesting in learning English. Due to my English knowledge limitation and the frame of the graduation paper, I would like to choose the research paper entitle: "A study on techniques to teach English vocabulary in primary schools in Quang Ninh" .

## **2.Aims of the study**

The main goal of my research is to provide some suggested techniques in teaching English vocabulary in primary school to make students more interested in the lesson as well as to master learned knowledge of that lesson in an effective way. In order to gain that aim, the specific objects of the study are:

To study the theory related to vocabulary, psychology features of primary students and some techniques for teacher to apply.

To get known about the reality of teaching and learning in primary schools in Quang Ninh.

To provide some suggested techniques to teach English vocabulary in primary schools in Quang Ninh to attract students' interest and involvements in lessons.

## **3.Scope of the study**

In fact, there are lots of various techniques to teach English vocabulary for primary students. It requires much of time and effort. Furthermore, English vocabulary includes meaning, grammar, pronunciation, and spelling. In my opinion, it is impractical to study such a wide range, simultaneously, time, resources and knowledge of mine is limited, and so this study can only focus on study some techniques to teach vocabulary for primary students at 3<sup>rd</sup>, 4<sup>th</sup> and

5<sup>th</sup> grades in Quang Ninh, because all most of primary schools start teaching English for these grades, some start from 1<sup>st</sup> grade but it is not popular.

#### **4.Methods of the study**

A host of methods have been applied to complete this graduation paper: Collected references, books and websites related to teaching English and document were analyzed in details to form the theoretical background of this paper

A survey questionnaire is conducted for primary students at some schools in Quang Ninh with a point of view to find out their recognition, attitudes, evaluation of the matter and the difficulties they encounter as well as what activities they like doing in one lesson.

#### **5.Design of the study**

The study is divided into three main parts: Introduction, Development, and conclusion.

**Part I:** Introduction shows the reasons to choose the study, the aims, scope, methods and design of the study

**Part II:** Development consists of three chapters:

*Chapter 1: “Theoretical background”* focuses on the aims to answer the questions related to vocabulary, techniques to teaching English vocabulary, and some primary students ‘psychology features.

*Chapter 2: “The study on techniques to teach English vocabulary in primary schools in Quang Ninh”* refers to the survey questionnaire and analyzed findings of questionnaire results.

*Chapter 3: “Some suggested techniques in teaching vocabulary in primary schools in Quang Ninh”* that contains some techniques to teach vocabulary and some more suggested activities in each part of a lesson to attract the interests and involvements of primary students.

**Part III:** Conclusion in which all the issued mentioned above are summarized.

To sum up, Part I has referred to rationale, aims, scope, methods and design of the graduation paper. In Part II, the study introduces the literature review, the study on techniques to teach English vocabulary in primary schools in Quang Ninh and some suggested techniques in teaching vocabulary in primary schools in Quang Ninh.

## **Part II: DEVELOPMENT**

*“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”*, (Harmer 1993-153).

Ever since language teaching came into its own as a profession in the twentieth century, there have been persistent considerations of vocabulary in whatever approaches and methods are involved in classroom teaching ,despite the fact that so me approaches or methods do not attach saliency to the role which vocabulary plays. Recently, however, methodologists and linguists have increasingly turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learned.

### ***Chapter I: THEORETICAL BACKGROUND***

#### **I. Vocabulary**

One thing that differentiates human from animals is verbal language or speaking beside mind to think. Humans can communicate with others through verbal language, either to apply or to receive the information the animal can not do. When we observed a child first acquiring speech, we talk of this progress as a matter of learning new words, we are also likely to feel that the adult speaker with largest vocabulary has the best command of English.

#### **1. What is vocabulary?**

There are many definitions about vocabulary.

A vocabulary is defined as "all the words known and used by a particular person" and “all the words which exist in a particular language or subject” ([Cambridge Advanced Learners Dictionary](#)) .However, according to Sebastian Wren, Ph.D , the words known and used by a particular person do not constitute



all the words a person is exposed to. By definition, a vocabulary includes the last two categories of this list:

- Never encountered the word.
- Heard the word, but cannot define it.
- Recognize the word due to context or tone of voice.
- Able to use the word but cannot clearly explain it.
- Fluent with the word – its use and definition.

Another definition of vocabulary: vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert, in press).

Besides, according to Webster's Dictionary (1993-327) “ Vocabulary is a list or group of words and phrase, usually in alphabetical order”.

In general, vocabulary is a component of language that maintains all of information about meaning and using word in language (Harimurti kridalaksana 1993-27).It is one of the important factors in learning English besides sound system, grammar, and culture. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and

acquiring knowledge. Therefore, a person's vocabulary is the set of words they are familiar with in a language.

## **2. Types of vocabulary.**

In general, vocabulary is divided into four types: reading vocabulary, listening vocabulary, writing vocabulary and speaking vocabulary.

### *2.1. Reading vocabulary*

Reading vocabulary is made up of the words in print that we recognize or can figure out.

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

The extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success . This relationship seems logical; to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them.

### *2.2. Listening vocabulary*

Listening vocabulary refers to the words we need to know to understand what we hear.

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

### *2.3. Writing vocabulary*

Writing vocabulary consists of the words we use in writing.

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

#### *2.4. Speaking vocabulary*

Speaking vocabulary consists of the words we use in everyday speech. A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

However, according to Nation (1990-29), vocabulary is divided in the specific reference, such a word.

#### *2.5. Reception vocabulary*

Knowing a word involves being able to recognize it when it is heard ( what is the sound like?) or when it seen ( what does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with similar form and being able to judge if the word form sounds right or look right.

#### *2.6. Productive vocabulary*

Knowing a word involves being able to pronounce the word. How to write and spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

Jo Ann Aeborsold and Mary Lee Field classified vocabulary into two terms: active vocabulary and passive vocabulary.

#### *2.7. Active vocabulary*

Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in

fact, it is more difficult to put in to practice. It means that to use productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

### *2.8. Passive vocabulary*

Passive vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.

From the explaining above, every experts in every book is different in classifying the kinds of vocabulary, because every person has different way in showing and telling their opinion and ideas.

## **3. The importance of vocabulary**

It can be said that vocabulary is comprised of four things: listening, writing, reading, and speaking. All four of these elements are used to make up a larger structure that is called literacy. While literacy has been important ever since humans first discovered writing, it has become much more important in the information age.

More than ever before, information has been allowed to flow freely. While much of this information is not very valuable, some of it can enhance your career, make you more productive, and even save your life. Your vocabulary is the element that will determine your cultural literacy.

When many people think of vocabulary, they think of it as a tedious learning process. However, it is very vital to your success in our world of today. It is no longer enough to just know what is happening in your neighborhood,

city, or country. It is equally important for you to understand what is happening on a global scale.

Improving your vocabulary from an early age will allow you to become informed. It will allow you to successfully convey your ideas to others, and it can also improve your career outlook. Having said that, it is important for parents to focus on improving the education of their children from an early age.

In general, vocabulary plays an important role in the development of each language, its importance is concluded in this list:

- An extensive vocabulary aids expressions and communication
- Vocabulary size has been directly linked to reading comprehension.
- Linguistic vocabulary is synonymous with thinking vocabulary
- A person may be judged by others based on his or her vocabulary

## **II. Psychology features of primary students**

The growth of six, seven and eight-year-old-children is slow but steady. They have gained control of their major muscles. Most children have a good sense of balance. They can stand on one foot and walk on a balance beam. They enjoy performing physical tricks. They enjoy testing muscle strength and skills. They like to skip, run, tumble, and dance to music. They can catch small balls. They can manage buttons and zippers. They can learn to tie their shoelaces. They can print their names. They can copy designs and shapes including numbers and letters. They use utensils and tools correctly with supervision. Older School-Age Children are very active with lots of energy. Their fine motor and large motor skills have become much better

## **1. Social and emotional development**

They think of themselves more than others until about age seven or eight. They play well in groups but may need some time to play alone. Many children have a best friend and an enemy. They tend to prefer playmates of the same sex. Children often tell on each other. This is done for two reasons: to help them understand the rules and to get an adult's attention. They do not like criticism or failure. It is best to have each child compete against himself or herself not other children. They can be helpful with small chores. They have a strong need for love and attention from their parents. They are beginning to care about the feelings and needs of others. They may enjoy taking care of and playing with younger children. To them, "good" and "bad" are what parents and teachers approve or disapprove of. They are starting to develop a moral sense such as understanding honesty. They begin to develop a sense of humor and may enjoy nonsense rhymes, songs, and riddles. They become upset when their behavior or school work is criticized or ignored.

When children are nine or ten year old, they have a strong need to feel accepted and worthwhile. They show their ability to be independent by being disobedient, using back-talk and being rebellious. They prefer individual achievements over competition. They like encouragement and suggestions over competition. They still look to adults for approval. They begin to take responsibility for their own actions. They like to join organized groups. They prefer to be with members of their own sex. They look up to and imitate older youth. They are beginning to build and understand friendship. They want to be accepted by the peer group.

## **2. Intellectual development**

They can tell left from right. Their ability to speak and express themselves develops rapidly. This is important for success in school. They talk to each other about themselves and their families. During play, they practice using the words

and language they learn in school. They start to understand time and days of the week. They like silly rhymes, riddles, and jokes. Their attention span is longer. They can follow more involved stories. They are learning letters and words. By six, most can read words or combinations of words.

Like the social and emotional development, there are some differences in children' intellectual development, they need opportunities to share thoughts and reactions. They see things as either "black or white." They have interests which change often. They are easily motivated and eager to try new things. They usually do best when the work is done in small pieces. They need guidance from adults to stay at a task to achieve their best.

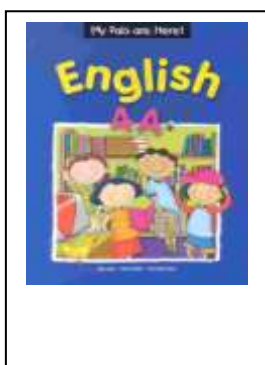
*In conclusion*, being the 1<sup>st</sup> grade student is the most important changes of children. With new environment they must concentrate in a long time between 30- 35 minutes. They are not curious children like three-age-boys, moreover, they are enjoy discovering and understanding interesting things in life. Primary students gradually dominate their curiosity in order to form the discipline and implement learning regulations... All these above are children's challenges, the care and assistance of families, schools and society depending on the understanding of scientific knowledge will help children overcome these difficulties better.

### **III. Techniques to teach vocabulary in primary schools**

Teaching techniques are the ways which are used by teachers to present information to be learned. The teaching resources best suited to the students, such as the latest technology, may not be available to teachers, teachers must find the best techniques to teach the students using the resources available to them.

These are some popular techniques for teaching English vocabulary:

## 1, Textbooks and learning materials



A textbook is a book someone uses to learn. It is usually supplied in classrooms from primary school to post secondary school. People use it to learn from it about certain subject.

A textbook or course book (UK English) is a manual of instruction in many branch of study. A textbook can also be any standard book on a subject, which is not necessarily used in a particular course. Textbooks are produced according to the demands of educational institutions. Most textbooks are only published in printed format, many are now available as online electronic books.

The learning materials include a wide range of activities, exercises, and study guides that make learning fun. All study guides and activities are aligned with curriculum guidelines.

Textbook is the material teaching of teachers and learning of students. Using textbooks and reference books is the effectively teaching method. At first, textbook is the facility to help students prepare the lesson, do homework and practice exercises. Without textbooks and reference books, studying can not finish with the good result in class. So they play important role in receiving knowledge and forming learning skill of students.

For self-educated pupils, textbook and learning materials seem to be the important information sources before going to school. Students use books to supplement, complete and enrich their knowledge. When using these books students can collect and receive scientific information that helps students' discussion and argument effectively.

Besides, students are able to practice the way to read, write down, analysis learning material and form them in accordance with the new system and logic. It means that pupils can know how to present information scientifically.



## **2, Pictures**



Pictures are very helpful tools in presenting and drilling forms of new words, since they draw learners' attention and make these often boring activities more enjoyable. And that is exactly what teachers need when presenting new language to catch their learners' full attention, to raise their interest in the presented subject and hence also their motivation.

The picture is used in a more meaningful and real-life communicative way than being just displayed for pupils to say what they can actually see. This will probably have a greater impact on the retention of a piece of vocabulary again and also subsequently on the ability to use it in communication.

The teacher works with two antonymous pictures, or similarly, compares two things very alike in their meaning, such as 'hill' and 'mountain'. Yet another possibility is to employ the sense of a collective idea or to present the word as a part of a larger thing. As for the first case, the verb 'to work' can be accompanied by pictures of different people working in various jobs; in the second case, the word 'leaf' can be put into context as a part of 'a tree' (Wright 1990: 139-144; Wright and Haleem 1996: 51-52)

## **3, Games and simulations**



Game and simulations provide educator with an opportunity to engage learners in an immersive and interactive environment that requires knowledge, decision making, and information management skills.

However, the use of immersive learning environments can be controversial; their association with play and fun is often considered non educational. Even so, games and simulations are gaining increased cultural acceptance.

In the development tendency of modern education, games are studied to assist pupils' learning. There are many types of learning games such as acting

games, intelligent games, art games. According to the lesson content and psychology features, people will use the game suitably. Game is a light teaching forms which attracts students into active learning.

#### **4, Pair and group work**



Language learning is about interaction. The more often children hear and use the language the more natural they will find it. This may seem daunting to teachers who are developing their language skills and are not subject specialists. The answer is to use small amounts of language regularly and built up gradually. Short, simple and relevant exchanges can be scripted for children and it is highly recommended to make the best use of audio tapes, CD and DVD material to give models for pair work.

Example of pair work in this lesson show how whole class learning can provide the stimulus of pair work, building up from whole class repetition with the teacher to individual pairs of children rehearsing language and conversing in a simple, relevant and enjoyable exchange of information. There are example also of group work where the children act as language detectives and discuss the new language in English in order to understand how it works and how to use it independently.

#### **5, Audio**



Teachers can teach English through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. They should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own. First, instruct students to prepare for listening by considering anything that they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful.

Once they have gained confidence and experience, repeat this activity but instruct students to not take notes until the completion of the audio segment. You can use shorter or longer audio segments, and you can choose more accessible or more challenging material for this type of exercise.

## **6, Video**



Another helpful resource for teaching English are video segments, including short sketches, news programs, documentary films, interview segments, and dramatic and comedic material. As with audio segments, select the portion and length of the video segment based on the skill level of your students. With your students, first watch the segment without any sound and discuss it together. Encourage the students to identify what they think will be the content of the segment. Then, watch the segment again, this time with sound, allowing students to take notes if helpful for their skill level. After the completion of the video segment, you can have students write a brief summary of the segment, or you can take time to discuss as a group how the segment compares with the students' expectations.

## **7, Test methods**



Test is method of examining students' learning. Test's purpose enhances learning quality and awareness activity of pupils actively. Test is also very important to estimate learning result.

Test result usually shows the weak, the strong, and the achievement in class. This information will help to adjust teaching methods of teachers and learning way of students by themselves in order to carry out right target of education.

The reality of education shows that test is also an important measure to promote the teaching. Test seems to be a measure to control and remind students that they must try their best to learn.

#### **IV. How to teach vocabulary to primary students**

Teaching English to primary school students is not an easy task for teachers since they should introduce English as a new lesson for students. The students are expected to have the skills of language in simple English. So the mastery of vocabulary is very important since it is essential in conducting communication.

There are several principles in teaching vocabulary in order to make the teaching learning process more interesting. They are as follows:

- It interests the learners
- It makes the learners give attention to the spelling, pronunciation, meaning or use of word.
- It gives a chance for repetition

According to some authors the fundamental reasons for teaching English at elementary schools are longer study results in greater fluency and better pronunciation. "One of the most important factors influencing the development of the language proficiency is the amount of time spent in working with the language. When language learning begins earlier, can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness". ( Helena Anderson,1993-3). The earlier a child starts to learn a foreign language, the easier it will be for him/her to acquire better pronunciation. It is proved by Krashen as quoted by Helena Anderson: "Older learners have an advantage over children in almost every area tested with a small advantage for children in the area of native like pronunciation at least in most classroom settings". (Krashen, 1982).

In teaching vocabulary to children, teachers have to select suitable words to be taught in the first stage. The choice of words should be based on the following consideration:

- Commonest words: “They are the words which are commonly used or the words that the students need”. It is important to teacher to make the words list before the lesson starts. Its purpose is to know what the most common words are used by the students.
- Students’ need: “ The words that are needed be the students are usually worth to be taught to the students”. Students’ need is a major consideration for teacher to teach the primary students. Sometimes they are interested in knowing the things around them. It makes them motivated to learn.

When thinking about vocabulary lesson in the first stage, the teacher of English in the primary school should have the awareness of five facts as stated by Allen:

- Foreign words for familiar objects and persons are important to teach, but we can not expect most members of the class to learn them easily.
- Teaching such words will require special skill because students often feel their native language words for familiar objects and persons are all they really need.
- Students are very likely to feel that foreign words for familiar objects are not really needed when the foreign language is not used for communication out side the language class.
- When a student feels no real need to learn something, a feeling of need must be created by the teacher.
- To creative in students’ minds a sense of personal need for a foreign word, it is not enough to say “ Here is the word to learn”, “Here is what the word means”, “ The word will be very useful to you someday” Allen, 1983-3).

From the quotation above, it is concluded that in order to create a personal sense of need for a foreign word, teachers have to put the students in a situation which forces them to use the English words.

To sum up, **Chapter 1** has provided us with the background knowledge of vocabulary, psychology of primary students, some techniques to teach vocabulary and how to teach vocabulary to primary students. In the **Chapter 2**, we will investigate how studying are dealt with by teachers and students in some elementary schools in Quang Ninh province thanks to survey questionnaire.

## ***Chapter 2: THE STUDY ON TECHNIQUES TO TEACH ENGLISH VOCABULARY IN PRIMARY SCHOOLS IN QUANG NINH***

The purpose of this chapter is showing the attitudes and expectations of primary students in Quang Ninh province toward teaching English vocabulary. In this chapter I will deal with two sections: the first is the reality in some primary schools in Quang Ninh, and the second reveals the results and analysis of the collected data from survey questionnaires.

### **I. Reality**

In fact, the relationship between teachers, educational materials and students is always interdependent. In addition, teaching and learning condition is also very important factor. All of those are really decisive in bringing success to lectures. Because of the limitation of time, the survey questionnaires were only conducted in Dam Ha Primary Schools in Quang Ninh province and found their reality. The focus of survey questionnaires depended on the characteristics of teachers and students and the teaching and learning condition in these schools, and on the design of the adopted textbook: Let's go 1A, 1B, 2A.

#### ***1. Teachers***

English teaching staff at primary schools in Dam Ha- Quang Ninh is quite young and they are also enthusiastic in teaching and helping students. All of them graduated from colleges and universities and have experience in teaching English. Before going to class, they always prepare their lectures carefully and thoroughly, however, sometime they still keep the traditional teaching methods, teachers just use their book and material related with the lesson in accordance with the teachers' book. In my opinion, interesting teaching aids need to be used in each lesson, especially at primary schools.

#### ***2. Students***

There are 6 primary schools in Dam Ha, each school has nearly 400 students, so there are more than 2000 primary students, in which about 1200

students are learning at 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades. Because of applying the Instruction of Education and Training Ministry, in Quang Ninh, almost of primary schools start teaching English for students from 3<sup>rd</sup> grade. Therefore, the primary students who are learning English in Dam Ha town are about 1200 students. Most of them are getting acquainted with English, so they do not understand about the importance of English in the life.

I can find their activeness and eagerness in an English lesson. However, with the traditional methods; teacher lectures on the board, and students takes down words and grammar in notebook. Therefore students can not express their ability of logic and activeness. Primary students are at the age of eating, playing and sleeping. Depending on this psychology, let's children know that learning English is like a game, in other words, teachers should join the playing and studying together in teaching English for primary students. Therefore, during the time I observed at Dam Ha primary schools, I found that it is so necessary to apply new and workable techniques for teaching English.

### ***3. Teaching and learning condition***

At Dam Ha primary schools, the teaching and learning condition is fairly good with a system of the new blackboards, modern equipments and right in size furniture. All infrastructures are in good condition: classroom is large and bright enough, chairs and tables are quite comfortable and wide enough. In each class, there are a lot of illustrations English pictures for studying, that why in English periods the class atmosphere is very pleasant and comfortable. However, in these schools, only teachers can borrow books, magazines and newspapers in libraries, in addition, there are not much English reference books, and teaching aids to study English are inadequate. So in class time, teachers often use visual aids but they are not rich. That's why their lectures do not attract students' attention and they appear quite boring to the students.

To sum up, with these learning and teaching condition, DamHa primary schools are good environment to teach English. However, teachers need collect and apply more and more new techniques to teach English effectively and scientifically.



#### ***4. The design of English textbook***

Every unit Let's Go Student book is divided in to six lessons, with a review section after every two units. Each lesson is identified by a colorful icon. Each unit has following parts:

- Let's talk: functional dialogue
- Let's sing: interactive song based on the dialogue
- Let's learn: new grammatical structure
- Let's learn some more: related grammatical structure
- Let's read: Reading skills development
- Let's listen: listening test and unit review
- Let's review: further review after every two units

## **II. Survey questionnaires**

### ***1. Participants.***

I carried out this survey questionnaires in Damha primary school and Quang An primary school with 12 English teachers and 250 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> graders. They took part in 14 survey questionnaires relating to teach English vocabulary.

### ***2. The Objectives of the survey***

The general goal of this study is to have a right look at current situation of teaching vocabulary in Quang Ninh with the scope of the study conducted in Damha primary schools in order to find out better teaching techniques.

This survey has following purposes:

- To research on teachers' and students' attitude and expectations about teaching and learning English vocabulary through some techniques.
- To study how to teach vocabulary for primary students in Quang Ninh.
- To get to know students' problems as well as expectations toward techniques applied in teaching vocabulary.

### ***3. Design of the survey questionnaires***

I used survey questionnaires to get information about teaching and

learning English vocabulary in Quang Ninh province. In this survey questionnaire, two sets of questionnaire are conducted (one for students, one for teacher). Teachers and students were asked to tick the most suitable answers which correspond with their opinion. The questionnaires are designed as below:

For teachers: there are 7 questions to find out

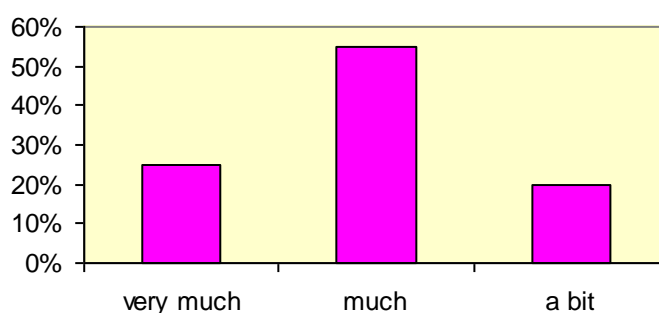
- Question 1: English teaching time of primary teachers.
- Question 2: Teachers' attitudes about the role of vocabulary.
- Question 3+4 : The techniques are used in teaching vocabulary and their effectiveness.
- Question 5+ 6: Teacher opinion's on difficulties of teachers and students when teaching and learning vocabulary.
- Question 7: Teachers' tips are used to help students remember new words in class.

For students: there are 7 questions conducted in order to study

- Question 1+2: Students' attitude about toward learning English in general and learning vocabulary in particular
- Question 3+4: Students' difficulties when learning vocabulary
- Question 5: Students' ways in learning the meaning of words
- Question 6+7: Students' opinion on current used techniques and their effectiveness in teaching vocabulary

#### 4. Data analysis

##### **4.1. Student's interest in learning English ( Question 1, Appendix)**

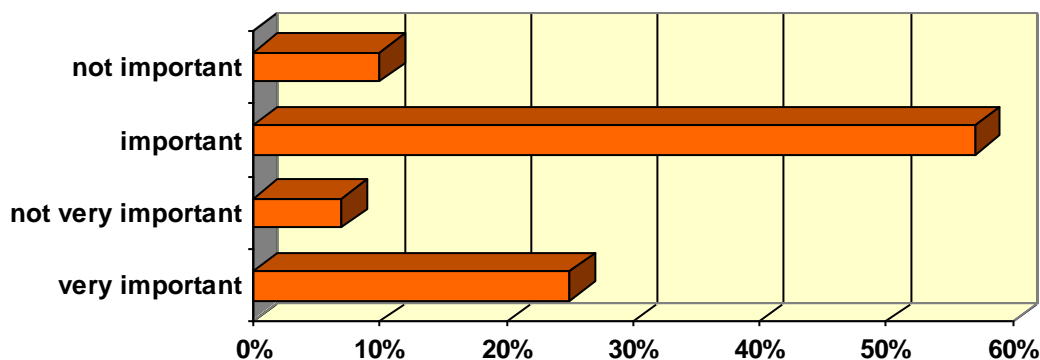


*Chart1: Student's interest in learning English*

This question is to find how primary students are interested in learning English. The results indicate that 80% of students are fond of studying English, in which 25% of them like it very much. They say that they feel very excited when saying “hello” or “good bye” to every ones, they also like singing the alphabet song. Others showed their interest in this subject, but it is not very much, because they sometimes have some difficulties in pronouncing and memorizing a word.

Looking at the bar chart, we see that 20% of students do not like learning English. When being interviewed, they express that they find it easy to remember a new word, but quickly to forget it, so they are fed up with studying English. From that point of view, teachers should have useful and workable techniques to attract the students’ interest in English.

#### **4.2. Teachers’ and students’ opinion toward the role of English vocabulary (Question 2, Appendix 1 and Question 2, Appendix 2)**



*Chart 2: Teachers’ and students’ opinion toward the role of English vocabulary*

This is the first stage students get acquainted with learning English, and they get use to English with simple words and simple sentences. Although they do not clearly understand about the importance of English in the life, they can see the role of vocabulary when studying this subject. We can easily find that both teachers (100%) and students (83%) agree that learning vocabulary plays an important role in mastering English. However, a number of students thought

that vocabulary is not important which occupies 17%. This percentage is quite high, it is necessary for teachers to make out the reasons of this matter and from then teachers will find the way to make their students understand the importance of vocabulary and the useful techniques to attract students' interest.

### 4.3. Students' and teachers' difficulties in learning and teaching vocabulary

#### 4.3.1. Students' difficulties to memorize the new words in a lesson (Question 3, question 4, appendix 1)

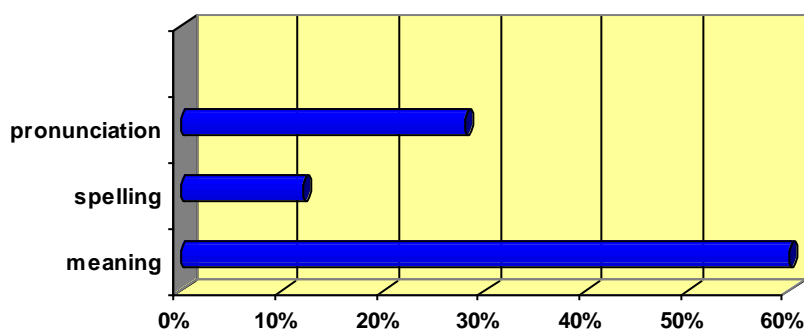


Chart 3: Students' difficulties to memorize the new words in a lesson

According to the bar chart, meaning of word is the aspect which elementary students often have some difficulties when studying vocabulary. 60% of them showed that they find hard to memorize the meaning of words in a lesson, although students easily remember them, they also forget them quickly. Just 13% have problems with spelling of words. Primary students expressed that English writing is more difficult than Vietnamese one, so they fail to write the words correctly. Besides, pronunciation is the problem of 27% of students. In Quang Ninh in general and Damha in particular, students often pronoun a word without final syllable or make mistake between two letters "l" and "n". In fact, with the current traditional methods, teaching English, especially teaching vocabulary cannot get good results, students still face many difficulties in learning. Therefore, workable techniques are necessary.

**4.3.2. Teachers' opinion on the difficulties their students can face while learning vocabulary (Question 6, appendix 2)**

Difficulties	Students
They often forget the meaning of words	55%
They are confused with word's pronunciation	40%
They can not understand when being opposed to video and audio	27%
They fail to write the words correctly	21%

Table 1: *Teachers' opinion on the difficulties their students can face while learning vocabulary*

Based on the interviewed teachers' opinion, the most popular difficulty students encounter when learning vocabulary is word's pronunciation (55%), they are often confused with it because of the interference of local language 's characteristic . However, just 21% fail to write words correctly, teachers can know this students' problem by using spell check before a lesson. Besides, 40% of teachers say that students often make mistakes on meaning of words and 27% express their students cannot understand when being opposed to video and audio visual aids. General speaking, teachers and students share the same ideas on the difficulties of students when learning English vocabulary in terms of pronunciation, meaning and spelling of words. While students feel hard to memorize meaning of words, teachers say that pronunciation is the main problem of students. Teachers also pay more attention on the ability of their English listening.

**4.3.3. Teachers' difficulties when teaching vocabulary for primary students  
(Question 5, appendix 2)**

Difficulties	Teachers
Lack of workable teaching techniques	75%
Teaching condition	48%
Students' pronunciation	35%
Students' awareness	25%
Lack of students' attention and eagerness	39%
Others	10%

Table 2: *Teachers' difficulties when teaching vocabulary for primary students*

This question is raised to teachers to explore their opinion about the difficulties when teaching vocabulary for primary students. According to data of the table above, many teachers (75%) admit that they lack of workable teaching techniques. Pictures and audio-visual aids are often used to illustrate the information in most lessons, and they also apply funny games but not much. The workable games downloaded from internet which students can play immediately are limited because of without the assistance of high- tech equipments such as projector .If these are installed, they will be useful for teaching English in particular and other subjects in general. However, installing new teaching equipment must depend on financial capability of each school. It means that teaching condition is one of reason make the difficulty in teachers' teaching, 48% of teachers cope with this problem. They say that they find out many interesting techniques, but they can apply them into the lesson because of poor condition.

Students are one of the most important factors in the success of each lesson. Their awareness, attention and eagerness will decide how successful a lecture is. At this age, primary students are eager to find and study new knowledge. However, they just focus on interesting and funny things which attract their curiosity while teacher use similar techniques in most their lectures, therefore they can easily memorize what are studied but they also forget them quickly. Looking at the table above, student's attention and eagerness make the disadvantages for 39% of teachers and 25% have difficulties with students' awareness.

To sum up, these questions are raised to find out the problems coped with by students and teachers in Damha primary schools when English vocabulary are taught. When we know what our problem is, we surely find the way to overcome it. With the guidance of teachers and efforts of students, they will be more interested and involved in English lessons, and techniques to teach English vocabulary will be more and more effective.

**4.4. The teachers' and students' opinion on current used techniques in learning vocabulary. (Question 6, appendix 1 and question 3, appendix 2)**

Techniques	Teachers	Students
Textbook and learning materials	52.5%	60%
Pictures	88%	85%
Games	40%	50%
Audio-visual aids	37.2%	68%

Pair and group work	22%	18%
Test	48%	41.6%

Table 3: The teachers' and students' opinion on current used techniques in learning vocabulary

In general, we can see that students and teachers have the similar answers for the rate levels among current used techniques. 85% of students like studying vocabulary through pictures most, they are interested in funny and colorful pictures, of course, and they can easily remember what the words mean. Therefore, teachers usually use pictures in their lectures; it occupies 88% comparing with others. In contrast, pair and group work is not received the support of either teachers or students, it is around 20%. In my opinion, teachers should give more and more team activities in teaching, because spirit of team and cooperation ability is necessary for the development of children in future. Besides, other techniques such as textbook and learning material, games and test are frequently used in teaching English vocabulary (between 40% and 60%), in which text book and learning materials seem to be more effective with their abundant and attractive contents.

However, the rate of audio-visual aids is different, 37.2% of teachers often apply this techniques to teach English vocabulary whereas 68% of students say they are prefer learning through songs, short stories. In fact, in Quang Ninh province, applying in teaching English is not widely because of the financial problem. Depending on this survey, I think that Quang Ninh need to invest on education to give assistance in teaching of teachers better and better, moreover, students also can access scientific teaching techniques.

To sump up, through the statistic, we have an overview on these current techniques teachers use to teach English vocabulary for primary school. I hope that it can be the suggestions for teachers to find out the most effective ones to teach their students.



#### 4.5. Effectiveness of adopted techniques to teach vocabulary for elementary students

Techniques	Students			Teachers		
	Effective	Normal	Not effective	Effective	Normal	Not effective
Textbook	72%	28%		68%	32%	
Pictures	87.5%	12.5%		81%	19%	
Games	35%	48%	17%	40%	46%	14%
visual aids equipment	30%	39%	31%	37%	41%%	22%
Pair and group work	18%	29%	53%	23%	35%	42%
Test	66%	26%	8%	58%	40%	2%

Table 4: Effectiveness of adopted techniques to teach vocabulary for elementary students

On the effectiveness of techniques applied in teaching English vocabulary, students and teachers share the same as well as the different ideas.

Both students and teachers think that textbook, pictures and test are very effective and can be applied more in teaching vocabulary for primary students. Of these three techniques, pictures turn out to be the most effective techniques with 87.5 students and 81% teachers choose it. The second is textbook (72% and 68% in turn), and the third is test method (66% students and 58% teachers). It indicates that they have the same opinion on the effectiveness of techniques used and teachers supply well with students' need. However, three techniques above

seem to be traditional, when being interviewed, teachers said that they has changed these techniques by cooperating with new and workable tips, for example, teachers encourage students telling short story or describing an object basing on given pictures.

Looking at the table above, we can easily see that both primary students and teachers in Quang Ninh think that pair and group work is not effective techniques (53% and 42% respectively). Teachers showed that their students are not eager with pair and group activities such as role play, oral spell check together. Nowadays, people's ability of taking part in pair and group works is highly appreciated, so teachers should take this into consideration to find interesting tips to attract students' attention on these techniques.

Besides, , 35% students and 40% teachers admitted that games are also the effective ones Because of lacking modern equipments such as projector, teachers only guide their students to play simple games, funny flash games are never used to teach vocabulary. It is a bit sorry!

Finally, a number of students and teachers: 30% and 37% respectively see the effectiveness of visual aids equipments. Students start getting acquainted with native English through songs and short conversations.

In general, the results from the survey questionnaires have explore effectiveness of adopted techniques in teaching vocabulary, since then we can adjust these ones to meet the demand of students and creative more and more interesting techniques to teach vocabulary more effective.

#### **4.6. Tips are applied to help learning English vocabulary.**

##### ***4.6.1. The ways students often apply in memorizing words.***

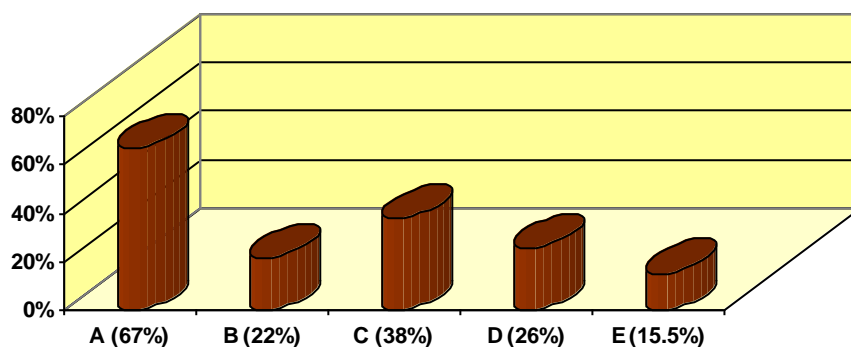


Chart 4: *The ways students often apply in memorizing words*

- A. write down and learn by heart
- B. think about them in your mind
- C. read them repeatedly
- D. learn through pictures
- E. make sentences with them

According to their opinion, meaning of words is the most difficulty when learning English, so they will apply their own tips in order to easily memorize all words after each lesson. However, it is surprised that write down on draft and learn by heart is the most popular way (67%) which is not active and creative, applying this way children will be passive in learning English and also other subjects. Meanwhile, just 15.5% of them often make sentences with related words in each lesson. It proves that students do not come to realize which tips are the most suitable for learning vocabulary. In addition, 38% say that they can memorize meaning of words by reading it repeatedly and 22% keep thinking about what are taught in their mind, only 26% of students often learn English vocabulary through pictures. From the figures, it shows a reality that primary students need to be received the instruction about what are appropriate ways to learn English vocabulary better and better.

**4.6.2. The tips teachers use to help their students memorize new words in class.**

Tips	Teachers
Call some students read new words	84.5%
Let students find new words in a paragraph and guess their meanings	66%
Let students make sentences in which using new words	29%
Require two or three students make short conversations basing the dialogue in textbook.	57%
Others (spell check on board, guess meaning of words through explanations of teachers, etc.)	23%

Table 5: *The tips teachers use to help their students memorize new words in class*

When being interviewed, almost of primary teachers said that they often applied all tips in a lesson. However, they usually call students to stand up and read aloud new words (occupies 84.5%), after that they will erase words on blackboard, then require students read them again and again. Only 29% of teachers let students make sentences in which using new words. They explained that primary students' knowledge about English is at beginning level, therefore they sometime let students make simple sentences such as "I am a pupil", " I like eating oranges" .

66% suggest their students find new words in paragraph and guess their meaning. According to teachers, this tip is quite effectives, it also promotes students' thinking. Besides, they also require two or three students make short conversations basing the dialogue in textbook (makes up 57%). By this way students can remember both new words and content of lesson. Other tips such as

spell check on board, guess meaning of words through explanations of teachers are also applied but not much, only 23%.

To sum up, with the survey questionnaires, we can clearly see the students' attitude on learning English in general and learning vocabulary in particular. Moreover we know about the effectiveness of adopted techniques in teaching vocabulary through students' and teachers' opinion in Quang Ninh province, and their ways applied when learning and teaching vocabulary.

##### 5. Findings and discussion of the findings

As the survey and interview are restricted to only a small number of students and teachers, surely the result can't reflect the real situation of teaching English vocabulary at primary schools in Quang Ninh. Nevertheless, it is hoped that the findings and discussions follow can give useful information to some extends.

Although primary students donnot pay at attention to the importance of English in the life, they express their good attitude toward English lessons. However, they understand the importance of vocabulary when studying English. With this positive attitude, they will have effective ways to learn English better and better. They soon realize how important English is in their future jobs.

Most students show their interest in learning through pictures, 87% are attracted by funny and colourful pictures used in each lesson. Actually, teaching vocabulary through pictures are the most effective techniques to teach primary students. But only a minority of students (22%) prefer working on group while learning English vocabulary. It proves that a lot of students do not understand about the importance of cooperating with their partner. Evidently, the finding raise the demand that teachers should apply more and more activities using group work to attract students' interest and involvement into English lesson.

Regarding to students' difficulties when learning English vocabulary, it is noticeable that students often cope with some problems related word meanings (60%) , pronunciation of words (around 30%) and word spelling ( over 15%). In

fact, their own efforts and the supports of teachers are essential to help them overcome those difficulties.

As far as teachers' opinion are concerned, in general, teachers share the same point with their students the role of vocabulary as well as the difficulties primary students can face when learning vocabulary. We can see that teachers use many techniques to motivate their students learning English words better. However, their lessons sometime do not meet students' demand. Therefore, primary teachers should have more various activities when lecturing vocabulary, in stead of carrying out some common ones repeatedly.

It is hoped that these findings and discussions will help more for teachers to use more suitable techniques in particular teaching situation at primary schools in Quang Ninh. The survey revealed a clear fact in this chapter and this chapter will be the basis for coming chapter with practical solutions.

Basing on survey questionnaires for teachers and students, we have an overview on English teaching and learning situations in two Dam Ha primary schools in particular and primary schools in Quang Ninh in general as well as the fluency of adopted teaching techniques and their effectiveness from teachers' and students' point of view. With the result of the survey, **Chapter 3** will provide us with some suggested techniques to assist students learning vocabulary better and better.

## ***Chapter 3: SOME SUGGESTED TECHNIQUES TO TEACH ENGLISH VOCABULARY IN PRIMARY SCHOOLS IN QUANG NINH***

In the *Chapter 2*, the current situation of teaching and learning English vocabulary in Quang Ninh primary schools has been unfolded. Through the survey questionnaires, it is found that techniques in student's favors are not frequently used by the teachers such as games, pictures, video and audio visual aids. Especially, using pictures to teach is a technique which students like most. In fact, these techniques are appropriate to help children memorize English words. Each of them can be applied many techniques, however, due to the limitation of time, shape and size of this research paper I only present the application of some techniques in teaching vocabulary for primary students in *Chapter 3* with the hope that they will have more pleasure and effectiveness in learning vocabulary.

Teaching vocabulary at this level is very important element of teaching English, because children, knowing more and more words, can better communicate with other children. It is the most important thing in teaching foreign language.

We, the teachers, can use different and interesting techniques, which make English lessons more exciting and motivating for students

### **1. Realia**

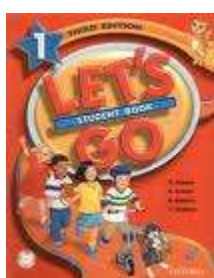
This word refers to the use of real objects in the classroom These objects help to make the meaning of word clear ( ex. A pen, a postcard, a ball, etc). The teacher may also use classroom environment: a chair, a table, a board. In general, that are things in classroom which can also be “ touched “. It is clear that success in learning depends on the number of senses involved in the learning process and, however, *realia* is a vital part in presenting vocabulary at this level, where pupils learn words.

\*)*Procedures*: teacher requires students look at page 4 and 5, and guess the meaning of these words through given pictures in text book, and then they give example with the real objects right in class.

\*) *Example given*: Units 1-part *let's learn* (Let's go 1A)

-Aim of this part is to help to students know how to speak learning tools which are familiar with them in class.

-Teacher writes new words on blackboard, then he lets students guess the meaning of them depending on the pictures on textbook.



a book



a bag



a desk



a chair



a blackboard



A pencil



a pen



a ruler



an eraser



a notebook.

- Give students 2 or 3 minutes to memorize the meaning of these words

-After that teacher checks students' ability of memorizing by using these real things in class.

## 2. Teaching through pictures

Pictures are very useful in teaching vocabulary to encourage and motivate the students to learn the language. The purpose of picture is to provide a stimulus which will elicit a particular response from the learner. The picture



represents some action and in order to learn the appropriate words to describe the action itself must not be in question

Using pictures as teaching aids can give a great help to the teacher in the class. The students will not always be successful in learning English just by listening to the explanation from the teacher or by reading many books. Therefore, pictures are chosen as teaching aids in teaching vocabulary to the elementary school.

### 2.1. *Using pictures to teach antonym words*

\*) *Procedures:* At first, teacher gives some examples words related with the content of lesson in Vietnamese. Then she/he shows pictures in which students can distinguish the character of objects enclosed with English meaning.

\*) *Example given :* Unit 4- part let's learn some more (Let's go 1A)

-Teacher uses pictures in which are antonym meanings in order to help students learn adjectives in this lesson



She is thin



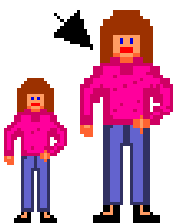
He is fat



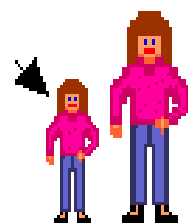
He is young



She is old



She is tall



She is short



She is pretty



She is ugly

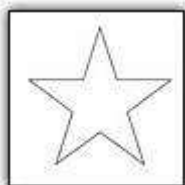
- At first, teacher introduces the words
- \_ Then teacher holds up one picture at a time and says the word: Tall/short, young/ old, pretty/ ugly, thin/fat
- After that he/she asks students to repeat many times
- Besides, teacher can give some examples with members of class, such as “ Lan is short”, “Tuan is fat”, and “ Hung is tall”.

## 2.2. Blackboard drawings

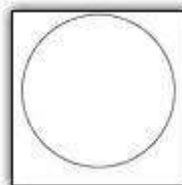
This is the techniques teacher draws pictures right on blackboard with the purpose of illustrating meaning of words. The most important thing about the pictures teacher draws is that they show the meaning of word. Donnot worry if the drawing is not very good- it does not matter. Sometimes it is better if the drawing is bit odd, students will remember it better. Drawings help to make their lesson more interesting and attractive.

\*) *Procedure* : Teacher asks questions about what they are drawing , eg: “what is this?”/ “Where is he?” / “What’s he doing?” etc.

\*) *Example given*: Unit 5 (Let’s go 1B)



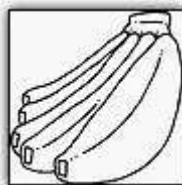
What is this?(a star)



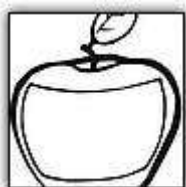
What is its shape?(circle)



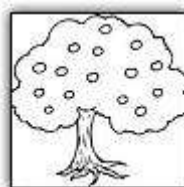
What is this?(ice cream )



What are these?(bananas)



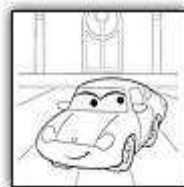
What is this?(apple)



What is that?(tree)



What is this?( clock)



What is this? ( car)

-Let's students look at and speak aloud their meanings.

-After that teacher asks some students to come to the blackboard and write its writing.

-Finally teacher checks spelling and pronunciation of students.

### ***2.3. Using pictures to teach vocabulary following topics***

Teaching vocabulary following topics such as: jobs, drinks, food, family, etc, is effective and interesting way to promote the learning English vocabulary of students, especially primary students. Teacher had better using related pictures to attract the involvement of their students

\*) *Procedure:* Teacher shows some pictures on the blackboard, and then teacher speaks aloud and points to the related pictures. Students repeat her words.

\*) *Example given 1:* Unit 2- part let's learn ( let's go 2A)

In this part, students will get acquainted with the topic: jobs. Looking at the below pictures:



gardener ['gɑ:dnə]



driver ['draɪvə]



magician [mə'dʒɪʃn]



chef [ʃef]



sailor ['seɪlə]



captain ['kæptɪn]



doctor ['dɒktə]



nurse [nɜ:s]



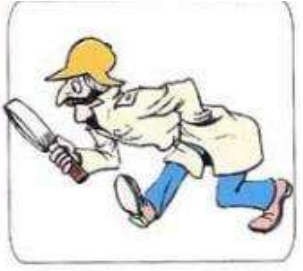
pupil ['pjʊ:pl]



student ['stju:dnt]



teacher ['ti:tʃə]



detective [di'tektɪv]

-Teacher asks students to read these words three times, after that she hides enclosed words and asks some students to read them again.

\*) *Example given 2:* Unit 7- Let's learn ( Let's go 1B)

Teacher introduces some drinks to students by hanging on some typical pictures on blackboard and lets them guess what kind of drinks are.



-Teacher teaches the form which is often used with the topic “Drinks”

Question: “*What do you want?*” or “*What do you want to drink?*”

Answer: “*I want +name of drinks*”.

Eg: What do you want to drink?

I want a cup of coffee.

I want a glass of beer.

- Teacher asks work in pair to practice this form and memorize new words. Give them 5 minutes to work together.

### 3. Mime and gestures

Mime and gestures are useful in defining verb and other concepts involving movement, action and facial expressions because it helps us promote the understanding and meaning retention of new vocabulary items. For example: waving your hand to show that you are saying goodbye to a certain friend. Using mime and gestures have many other advantages such as: creating a good brainstorming, attracting to students attention to English lessons, saving on time. Thus, students can easily memorize English vocabulary with a great pleasure.

### 3.1. Action expression

Obviously, using mime and gestures is very interesting and enjoyable. Teacher uses the direct actions such as stand up, sit down, open the book and close the book to teach these words. Of course, students not only feel comfortable when studying but they also find English vocabulary is very pleasant. Miming the action teacher is describing, for example, when students are first getting used to classroom instructions in English: *'Listen carefully'* (teacher points to ear), *'You've got five minutes'* (teacher points to watch and shows five fingers)

\*) *Procedure*: teacher gestures some actions depending on the meaning of words, and students guess their meanings.

\*) *Example given*: Let's move (let's go 1)

Here are some mime and gestures which can be used to express some popular activities of people.



sit down



stand up



sing



dance



run



jump



hit a ball



throw a ball



catch a ball

### 3.2 .Facial expression

Facial expression can greatly enhance students' understanding of teacher's meaning. Without turning into an absolute clown teacher can take steps to help students understand by exaggerating his facial expressions slightly to get across a sense of mood – surprise, disapproval.

\*) *Procedure:* teacher uses her face to express the emotion such as happy, excited, and bored to check how much students can memorize the words related with emotions in English.



excited



bored



angry



surprise



happy

## **4. Teaching vocabulary through games.**

What should a teacher do if her students get bored? Using variety games can be an alternative solution to handle this problem. Games help the teacher to create contexts in which the language is useful and meaningful. Games usually involve friendly competition and they keep learners interested.

### **4.1. Crossword**

Teacher uses pictures and let students play this game. She use the familiar words that they studied already in their book in order to help them remember these words easily. Picture below the crossword will help students easily to find what is the answer for each words is.

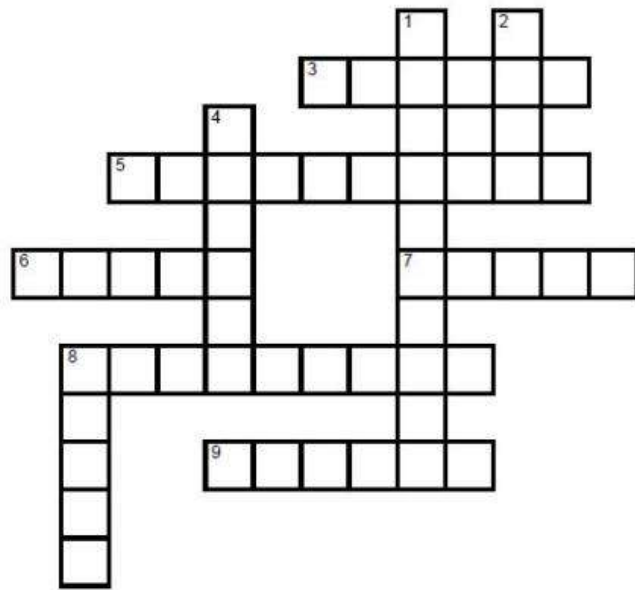
\*) *Procedure:* Teacher supplies some clues and then students complete the crossword

\*) *Example given:* Fruit crossword






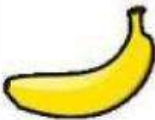
- Teacher hands out students the paper of this games and requires students working in group of 3.
- And then she lets students 10 minutes complete this crossword
- At last, teacher presents three pencils for the winner.







# Fruits Crossword



## Across

- 3. gr \_\_\_\_\_ 
- 5. st \_ \_ w \_ e \_ \_ y 
- 6. l \_ \_ \_ \_ 
- 7. m \_ \_ g \_ 
- 8. p \_ n \_ ap \_ \_ \_ 
- 9. b \_ n \_ n \_ 

## Down

- 1. w \_ t \_ r m \_ l \_ n 
- 2. p \_ \_ r 
- 4. or \_ \_ \_ \_ 
- 8. p \_ \_ \_ \_ 



-Teacher checks the answer of each group, after that he/she praises and gives presents to students. This way is also attract the involvement of their students in lesson.

-Key of fruit crossword:

<b>Across:</b> 5. grape 6. lemon 7. mango 8. pineapple 9. banana	<b>Down:</b> 1. watermelon 2. pear 4. orange 8. peach
---	---

#### 4.2. *Word order*

This game will help students memorize spelling of words. Because it is quite easy to do, children eagerly enjoy taking part in the order arrangement. When choosing this game, primary teachers should select what use pictures to illustrate the content of game.

\*) *Procedure:* Teacher divides class into two groups with the names like: **Star and Lucky**, and then she hands out the photo to students. She offers them to work in group in 5minutes.

\*) *Example given:* Unit 8-Let's learn ( let's go 1B)

- Students must write the name of animals in underline. Which groups write more accurately, nicely and quickly than others will be the winner, and the loser must sing an English song to congratulate.



**Animal Party**

(Do you like taking part in animal party? Let's arrange the below word orders to know which animals are guests of birthday party of elephant named Eli)



1- gdo \_\_\_\_\_

2- act \_\_\_\_\_

3- teturl \_\_\_\_\_

4- noli \_\_\_\_\_

5- mynkoe \_\_\_\_\_

6- phpoi \_\_\_\_\_

7- frgaife \_\_\_\_\_

8- ebra \_\_\_\_\_

9- nkesa \_\_\_\_\_

- Time is up, teacher asks each member of group will write one word on blackboard. The winner is the faster.

-Finally, teacher checks and gives the key of game

1. dog      2. cat      3. turtle      4. lion      5. monkey  
6. hippo      7. giraffe      8. bear      9. snake

### 4.3. English quiz.

A **quiz** is a form of game or mind sport in which the players (as individuals or in teams) attempt to answer questions correctly. Quizzes are also brief assessments used in education and similar fields to measure growth in knowledge, abilities, and/or skills. Quizzes are usually scored in points and many quizzes are designed to determine a winner from a group of participants - usually the participant with the highest score.





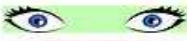
Primary teachers should give more and more funny quizzes to supplement in their lesson more interesting and effective.



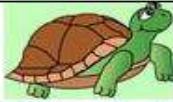


\*) *Procedure:* Teacher also divides class into two groups with the names like: **Star and Lucky**, and then she hands out the photo to students. Shen offers them to work in group in 10 minutes.

\*) *Example given:* Let's go 2A



Let's find the answer for ten quizzes depending on the correlative pictures from number 1 to number 10

1. If he sits down he is high; if he stands up he is low.	 <b>MIRROR</b>
2. He walks with his back.	 <b>LETTER B</b>
3. If you let me live I shall soon die; if you kill me I shall live long.	 <b>MOM</b>
4. I am looking at it, and it looks at me; if I laugh, it laughs.	 <b>DOG</b>
5. What animal carries his house wherever he goes?	 <b>EYES</b>

6. If I walk in the dark I have no companion; if I walk in the light I have one.	 <b>CANDLE</b>
7. My uncle has a sister but she is not my aunt. Who is she?	 <b>SHIP</b>
8. What do you add in oil to make it boil?	 <b>TURTLE</b>
9. I open my two boxes noiselessly.	 <b>ELEPHANT'S SHADOW</b>
10. What is as big as an elephant but doesn't weigh anything?	 <b>SHADOW</b>

-After 10 minutes, teacher checks the correct answers by reading aloud the sentences and students give their answers.

- Key of these quizzes: 1. Dog                      2. Shadow                      3. candle                      4. mirror  
5. turtle                      6. ship                      7. mom                      8. Letter B  
9. eyes                      10. Elephant's shadow

#### 4.4. *Word search*

A **word search** is a word game that is letters of a word in a grid, that usually has a rectangular or square shape. The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be horizontally, vertically or diagonally. Often a list of the hidden words is provided, but more challenging puzzles may let the player figure them out. Many word search puzzles have a theme to which all the hidden words are related.

Obviously, this game is useful for spelling of primary students. Moreover, this game also promote the intelligent of children

\*) *Procedure:* Teacher hands out the photo of word search to every students in class, and then he guides the rules of this game. 7 minutes are allowed time to find these words.

\*) *Example given:* My Clothes

Words can go across and down only.  
Words do not overlap or share letters.

C	D	T	L	N	V	G	X
P	A	N	T	S	E	C	W
L	V	T	T	K	S	O	J
R	H	M	V	V	T	A	R
K	A	X	X	K	H	T	M
R	T	N	N	G	N	L	Z
R	S	H	O	E	V	L	K
Z	Z	D	G	L	O	V	E

-After 7 minutes, teacher asks students how many words they can find when time is up, and then call some of them write their answer in blackboard. Moreover, she will give A mark if the answer is total true with purpose of encouraging their learning.

- Teacher checks the answer and finds how many percentages of students are total true.

-Keys of “My clothes”

coat	hat	shoe
glove	pants	vest

#### 4.5. *Guess the word*

Guess Word is a game about guessing words. Guessing the secret word is a matter of strategy and logical thinking and quite simple. Playing this game can make students' brain work. Teachers should apply more and more kind of games to attract the interest of students, moreover, this game can promote the thinking of children.

\*) *Procedure*: Teacher also divides class into two groups with the names like: **Sun and Moon**, and then he hands out the photo to students. Let's them work in group in 10 minutes.

\*) *Example given*: the game "What am I?"

-Let's match the number 1 to 4 with pictures A to B to find the right answers for each quaint question below.

##### (1) What Am I?

*I am hot.  
I live in the sky.  
I am bright.  
Don't look straight at me.  
I disappear in the night.*



(A) I am a baby

##### (2) What Am I?

*I am in your body.  
I am red.  
I am the symbol for love.  
Blood pumps through me.  
Please don't break me.*



(B) I am a ball

##### (3) What Am I?

*I am circular.  
I go up and down.  
You can throw me.  
You can catch me.  
Be careful with me near windows.*



(C) I am the sun

##### (4) What Am I?

*I cry a lot.  
I love milk.  
Everyone smiles at me.  
Please pick me up.  
I'm new to the world.*



(D) I am a heart

-Teacher explains some new words in this game and let's them 10 minutes to find the answer.

- He checks the students' answers, and then he praises the win team and encourages the ones trying their best in next time

- Keys of this game: 1 – C; 2 – D; 3 – B; 4 – A

## 5. Teaching vocabulary through audio-visual aids.

📺 Audio-visual aids in the classroom can enhance teaching methods and improve student comprehension. Today's technology offers many choices to the informed educator who wishes to capitalize on a new generation's appetite for multimedia presentations. Lesson plans that incorporate the use of audio-visual aids should be consistent with curriculum objectives and not segued improperly.

The most common audio-visual aids in teaching vocabulary for primary students is using funny songs. Teacher can teach them to sing a song such as *Alphabets song*, or let students fill in the blank all the words in the song while hearing the song from radio.

\*) *Procedure:* Teacher hands out the lyric of song, and then she turns on the radio. Students will learn the song through radio

\*) *Example given 1: Goodbye song*

-Teacher gives this song after the first lesson of English. Students can memorize the common phrases used in class. Name of this song is “ goodbye song” ,all class can sing this song before coming back home.

-Some new words in this song:

### Từ mới:

🕒 *Spin around: quay vòng tròn*

🕒 *Jump up high: Nhảy cao*

🕒 *Stomp your feet: Dậm mạnh chân*

🕒 *See you again: Hẹn gặp lại*

🕒 *Shake your body: Lắc người*

🕒 *Stand still: Đứng yên*

🕒 *Turn left: Quay trái*

🕒 *Turn right: Quay phải*

## GOODBYE SONG

Clap your hands  
Spin around  
Jump up high  
Ok!  
Clap your hands  
Sit down  
Stand up  
1,2,3,4

Goodbye, goodbye, see you again  
Goodbye, goodbye, see you my friends  
Goodbye, goodbye, I had fun today  
I had fun today

Stomp your feet  
Shake your body  
Stand still  
Ok!  
Stomp your feet  
Turn left  
Turn right  
1,2,3,4

Goodbye, goodbye, see you again  
Goodbye, goodbye, see you my friends  
Goodbye, goodbye, I had fun today  
I had fun today, I had fun today  
I had fun today  
Goodbye!

-At first, teacher repeats this song two times, and then all class sings the song following the radio. After that, teacher asks some students to sing the song alone.

-The comfortable and funny atmosphere is necessary when teaching songs to children.



\*) *Example given 2: Wake up, wake up*

It is hoped that the song “Wake up. wake up” will help children wake up on time in order to go school. Let’s listen!

**WAKE UP WAKE UP**



Wake up, wake up, brush your teeth  
Get up, get up, get up quick  
Wake up, wake up, wash your hands  
Get up, get up, get up quick  
Wake up, wake up, wash your face  
Get up, get up, get up quick  
Wake up, wake up, go to school  
Get up, get up, get up quick

Depending on the pictures below, students will show the name of activities in this song.



-After learn by heart this song, teacher will asks students what we often do in every morning.

\*) *Example given 3: Color song*



This song often accompanies with one funny game. At fist, you draw colorful circles. When listening the lyric “ Who is wearing yellow today” ,children in yellow will run to that circle. Let’s listen and play.

1. Who is wearing yellow today?  
Yellow today, yellow today  
Who is wearing yellow today?  
Yellow today
2. Red
3. Green
4. Blue
5. Black
6. White
7. Orange

## **6. Pair and group works**

Group and pair works is very effective teaching strategy for teaching a foreign language, as students improve their spoken skills and overcome shyness. It is also an important method to generate new ideas .It maintains students' interest as they remain focused on the task. No doubt that it increases the work load for teacher as he/she has to prepare the topic very carefully in advance and remain alert during the class to provide suitable feedback at the right time.

Here I will introduce two games which are often used in group activities.



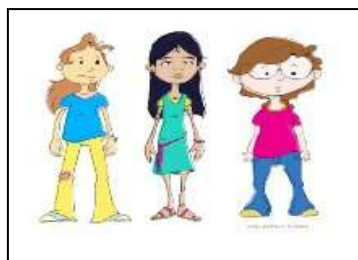
### **6.1. *Whisper game***

This game aims of training the ability of listening, speaking and memorizing information. Teacher must divides class into 4 or 5 groups in which a number of participants are odd, over 7 people, because one student will be referee. Each group will name for group such as Pink, Yellow, Blue, Red, White, and then they must queue in one line.

After that referee says one similar sentence to the first people of 5 groups, for instance, “ My birthday is on twenty fifth of February”. Groups can start when

hearing the horn of referee, however he need ensure that this sentence is heard clearly. The first person whispers this sentence with the second, in turn to the end. Immediately, the last person comes to blackboard and speaks aloud this sentence. The groups are quicker and more exactly will be the winner, they are received one mark for the next time. We will change the position of students in next game with other sentence.

### 6.2 *Connect Three.*



The aim of this game is to help children learn pronunciation and vocabulary, promote the ability of speaking English and practice learned knowledge in textbook. Moreover, it brings the funny atmosphere to

class and also helps children memorize some new words and reinforce their English vocabulary.



At first, teacher divides class into 5 groups with English groups' name. Then teacher says that “ I am going to say three syllables, and I want you to arrange this syllable into a word”. For example, teacher speaks three syllables **c-a-t** and student speaks aloud the word **cat**, or three syllables **d-o-g** (**dog**) who is the fastest person with correct answer will add 1 mark for his/her group. However, teacher should carry out the division of words into three syllables ( both short and long words) to help students get acquainted with long words, such as: **l-am-p** (**lamp**), **b-oo-k** (**book**), **win-d-ow** (**window**), **c-a-t** (**cat**), **h-a-t** (**hat**).

When playing this game, teacher had better choose the words following topic or part of speech, for example, here are some nouns :

- |       |         |         |        |
|-------|---------|---------|--------|
| m-o-m | b-ir-d  | pi-zz-a | y-ar-d |
| d-a-d | tr-e-e  | dr-in-k | c-am-p |
| s-u-n | gr-ee-n | f-oo-d  | t-en-t |

To sum up, in Chapter 3, I suggest some techniques with the hope that it will assist to teachers' lectures when they teach English vocabulary for primary students. Students will be attracted by the interest and effectiveness of lectures in which teachers use these above techniques.

## **PART III: CONCLUSION**

In general, this graduation paper has been carried out with the aim to investigate the current English teaching and learning situation in primary schools in Quang Ninh. Therefore, it is necessary to point out workable and various techniques to attract the interest of primary students in order to improve the effectiveness in teaching and learning English vocabulary.

In Chapter I, some related background knowledge were presented such as: What is vocabulary, types of vocabulary, psychology features of primary students, techniques to teach vocabulary. With the purpose of research the opinion of teachers and students on the reality of teaching and learning English, especially teaching English vocabulary, the survey which was carried out with the hope to find out workable and effective techniques to teach vocabulary in each English lesson has been clearly introduced in Chapter II. In Chapter III, some suggested techniques to teach English vocabulary for primary schools in Quang Ninh were demonstrated.

With the wish to contribute some interesting and effective techniques to teach English vocabulary for primary students in Quang Ninh, I have completed this research paper with a special care and attention in order to bring pleasant lessons which attract the involvements of students. However, the time and knowledge is limited, mistakes and shortcomings are unavoidable. Any further comments and contributions for perfection of this paper are gratefully appreciated.

Finally, I do hope that in the near future, I will have chance to study on techniques to teach English vocabulary for secondary schools and high schools in Quang Ninh province in order to help students learn English better and better.

# Appendix

## **Appendix 1: The survey questionnaires for primary students in Quang Ninh**

Dear students!

This survey questionnaire is designed to find out your attitude and your expectations towards teaching and learning English vocabulary. Your answers will be used for researching purpose of my graduation paper entitle: “A study on techniques to teach English vocabulary in primary schools in Quang Ninh”. Thank you for your cooperation in completing this survey questionnaire.

1. How do you like learning English?
  - A. very much
  - B. much
  - C. a bit
2. In your opinion, learning English vocabulary is
  - A. very important
  - B. not very important
  - C. important
  - D. not important
3. Which aspect of vocabulary do you have when learning a new word?
  - A. meaning
  - B. spelling
  - C. pronunciation
  - D. formation
4. Is it difficult to memorize the new words in a lesson?
  - A. yes
  - B. no
5. Which ways do you often apply in memorizing words?
  - A. write down and learn by heart
  - B. think about them in your mind
  - C. read them repeatedly
  - D. learn through pictures
  - E. make sentences with them
6. Which techniques do you like in learning English vocabulary?
  - A. textbook and learning materials
  - B. pictures

- C. games
- D. video
- E. audio-visual aids
- F. pair and group work
- G. test

7. How effective are techniques used by your teachers to teach vocabulary?

techniques	Very effective	effective	normal	Not effective
pictures				
games				
Learning by songs				
Visual aids equipments				
Exercises in textbook				

## Appendix 2: The survey questionnaires for teachers in primary schools in Quang Ninh

Dear teachers!

My name is Dang Thi Trinh from HaiPhong Private Universities. This questionnaire will be very useful and necessary for my graduation paper entitle “A study on techniques to teach English vocabulary in primary schools in Quang Ninh”. Your contribution in this questionnaire is highly appreciated. I want to express my sincere thanks to your cooperation in completing this survey questionnaire.

1. How long do you teach English for primary students?

- A, 6 months                      C. 2 years  
B, 1 year                          D. 3 years

2. What do you think of the role of vocabulary to your students’ learning English?

- A. very important                      C. important  
B. not very important                  D. not important

3. Which techniques do you often use in teaching vocabulary?

- A. textbook and learning materials  
B. pictures  
C. games  
D. video  
E. audio-visual aids  
F. pair and group work  
G. test

4. How do above techniques work?

techniques	Very effective	effective	normal	Not effective
pictures				
games				
Learning by songs				



Visual aids equipments				
Exercise in textbook				

5. Which difficulties do you have when teaching vocabulary?

- A. lack of workable teaching techniques
- B. teaching condition
- C. students' pronunciation
- D. students' awareness
- E. lack of students' attention and eagerness
- F. others

6. In your opinion, what are difficulties your students can face while learning vocabulary

- A. they often forget the meaning of words.
- B. they are confused with word's pronunciation
- C. they can not understand when being opposed to video and audio
- D. they fail to write the words correctly

7. Which tips do you often use to help students memorize new words in class?

- A. call some students read new words
- B. let students find new words in a paragraph and guess their meanings
- C. let students make sentences in which using new words
- D. require two or three students make short conversations
- E. others

## Appendix 3: Application

### Unit 3: Let's learn

(Let's go 2A)

#### **I. Objectives:**

By the end of the lesson, students will be able to use model sentence (This is my house, this is the bedroom)

#### **II. Language contents:**

a. Vocabulary: Bed, bathtub, sofa, stove, lamp...

b. Structures: This is my house

This is the bedroom

Where is the bed?

It is in the bedroom.

#### **III. Teaching aids:**

Cassette player, book, pictures

#### **IV. Procedures:**

Teacher's activity	Student's activity	Time
<b>1. Warm up and review:</b> Sing a song: What's your telephone number? ( page 21-let's sing)	Sing the "telephone number song"	5'

<p><b>2. New lesson:</b></p> <p>a. Presentations</p> <p><u>*New words:</u></p> <p>House, bedroom, kitchen, dining room, living room</p> <p>+Teacher uses pictures to illustrate.</p> <p><u>*Structures:</u></p> <p>    This is my house</p> <p>    This is the bedroom</p> <p>    Where is the bed?</p> <p>    It is in the bedroom.</p> <p>-Teacher reads first</p> <p>-Teacher asks students to listen and repeat</p> <p>-Teacher asks students to copy down</p> <p>b. Practices</p> <p>-Teacher asks students to work in group</p> <p>-Teacher asks students to work in pair</p> <p>G1: This is my house</p> <p>G2: This is my bedroom</p> <p>c. Productions</p> <p>-Teacher lets students join in living sentence.</p>	<p>+Guess the meaning listen teacher read first.</p> <p>+Students read after teacher</p> <p>+copy the structure</p> <p>+ listen and repeat</p> <p>Copy down</p> <p>Listen and repeat</p> <p>S1 Where's the bed? S2: It's in the bedroom.</p>	<p>25'</p>
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<p>-Teacher asks students to back to back and practice the dialogue</p> <p>c. Post – sing</p> <p>Teacher asks students to practice “telephone number song” in group</p>	<p>S1: Where’s the sofa? S2: It’s in the living room</p> <p>S1: Is the desk in the bedroom? S2: No, It isn’t</p> <p>Students sing this song in group of five</p>	
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**VI .Summary:** 5’

Students learn the model

**VII.Home work:** 5’

Do exercise in work book page 22, 23

- Pictures are used in lesson



Bedroom



Living room



Kitchen



Dining room



Bathroom

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