

Part I: INTRODUCTION

1. Rationale

As far as we are concerned, those days education has played a crucial role in developing country, mainly for developing human forces. It is concerned as “golden key” of any nation worldwide including VietNam. Our education system has been increasingly improved in both teaching and learning activities for the past few years. People said that “learning English is difficult but teaching English is more difficult”. Getting an English lesson successful and attractive is always everyday wish of most enthusiastic teachers, I suppose. Furthermore, students today become better at this subject even more and more active in studying.

All these factors suggest me thinking of the idea that an English lesson should be verified and changed much in the teaching methods.

In modern society, it is considered as an indispensable language in the process of communicating with various kinds of people from different courtesies. Mastering English is the best way for us to have a great deal of opportunities to reach the success in life.

It is the reason why English has become the obligatory subject in every grades of schools in Vietnam as well as other countries. International English certifications are no longer strange with Vietnam students as: TOEFL, TOEIC, IELST... Since last year, all of universities in Vietnam have required their students to pass the TOIEC test before graduating. However, the qualities and results of that examination is not high, because most of students lack vocabulary background, their pronunciation and spelling are not good, leading to difficulties in listening, speaking, writing and also in reading skills. It is the main reason why student always feels shy or afraid of talking in class or meets difficulties in listening stage. English have been applied to the primary teaching program of government, especially in 1st graders rather late compare to neighbor countries. We know,

teaching English is difficult but teaching English for children is more difficult, it require suitable and effective methods. While, some problems still exist in this teaching program.

Being a student of English Department, I always concern about this problem because I myself also meet the difficulties in passing the TOIEC, other international tests and in communication, therefore I decide to study deeply to find effective ways to teach English from very early, that is 1st graders in primary school. It is also the way to help student study English better.

For these reasons, I have chosen the subject **“Effective techniques to teach English for 1st grader in Vo thi Sau Primary school in Hai Phong”**.

2. Aims of the study

My study is about to help the 1st graders students improve their English by some suggested teaching techniques, prepare for them the basic knowledge to meet the requirement of the next graders. To summarize the above, my study is aimed at:

- Cover back ground knowledge of teaching English for primary student
- Find out reality of teaching and learning English for 1st graders at Vo Thi Sau Primary school in Hai Phong city.
- Find out appropriate techniques for teaching vocabulary lesson which draw student's attention in to the lesson. The student will feel interested, enjoyable and funny when they come into the lesson. Some effective techniques will be given out in order to make student study English better.

3. Scope of the study

In fact, there are lots of various techniques to teach English for primary students, especially 1st graders. It requires much of time and effort. However, due to the limitation of time, resources and knowledge of mine, this study can only focus on study some effective techniques in teaching vocabulary (spelling and pronunciation) for 1st graders at Vo Thi Sau primary school in Hai Phong city.

4. Methods of the study

To complete this graduation paper, a series of methods have been applied:

- ⇒ Collected references, books and websites related to teaching English and documents were analyzed in details to form the theoretical background this paper.
- ⇒ A survey questionnaire is conducted for the 1st graders and teachers of English at Vo Thi Sau primary school in Hai Phong city, the information from which has invaluable.

5. Designs of the study

The study is divided into three mains:

- **Part I** is **INTRODUCTION** that indicates the rationale for choose this topic, pointing out the aim, the scope as well as the methods of the study.
- **Part II** named **THE STUDY**, which consists of three chapters:

- Chapter I: “ *Theoretical background*” focuses on the way teaching English and techniques to teach.

- Chapter II : “*The study on learning and teaching English for 1st graders at Vo Thi Sau Primary school in Hai Phong city*” refers to the survey questionnaire and analyzed findings of questionnaire’s results.

- Chapter III: “*Some suggested techniques in teaching English for 1st graders at Vo Thi Sau Primary school in Hai Phong city* ” that contains some techniques to teach vocabulary which including: pronunciation and spelling, and some more suggested activities.

- **Part III** is **CONCLUSION** in which all the issued mentioned above are summarized.

Briefly, part 1 has referred to rationale , aims, scopes, methods and designs of the research paper. In the part 2, the study will focus on the literature review , the study on teaching English for the 1st graders at Vo Thi Sau Primary school in Hai Phong city, and some suggested techniques to teach vocabulary which including: pronunciation and spelling, and some more suggested activities.

Part II: DEVELOPMENT

Chapter I: Theoretical background

I. Teaching English for beginners (young children in primary school).

The teaching of English to young children has become especially important in recent years. One reason for this has been the introduction of primary English teaching in a number of Asia countries nowadays. There is a big difference between what children of five do and what children often can do. Some children develop early some later. Some children develop gradually, other in leaps and bounds. It is not possible to say that at the age of five all children can do x, at the age of seven they can all do y, or that at the age of ten they can do all z. But it is possible to point out certain characteristics of young children which you should be aware of and take into account of teaching. As the teacher, we are the only one who can see how far up the ladder your individual pupil are. We can only draw our attention to characteristics of the average children which are relevant for language teaching.

Understanding the characteristics and psychology of the young language learners will help teacher have effective and suitable methods. Therefore the next part I will introduce some outstanding characteristics of them.

1. The characteristics of the young language learners

It is important to keep in mind that not all children will take to pair and group work at once. Particularly five to six and seven years old are often happiest working alone, and are not yet willing to cooperate and share. They will want to keep all the cards, read the book alone, play with all toys, cooperation is something which has to be nurtured and learnt, so if the students are in the first level of primary school, it is a big problem. They do not always understand what we want they to do.

Young children cannot decide for themselves what to learn. They love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is real work.

Young children are enthusiastic and positive about learning we all thrive on doing well and being praised for what we do, and this is especially true for young learners. It is important to praise them if they are to keep their enthusiasm and feel successful from beginning. If we label children failure, they then believe us.

They understand situation more quickly than they understand the language used and they used language skills long before they are aware of them. Their own understanding comes through hands, eyes and ears. The physical world is dominant at all time.

The adult world and the child's world are not the same. Children do not always understand what adults are talking about. adults do not always understand what children are talking about. The difference is that adults usually find out by asking question, but children do not always ask. They either pretend to understand or they understand in their own terms and do what they think you want them to do.

2. *The age factor*

We commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child. Conversely, if a person does not begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be indistinguishable from those of native speakers.

II. What should be taught

If a language was a house vocabulary would be as construction material to build up that house. Therefore, needless to say a vocabulary is important or not. So knowing vocabulary of a language is a minimum self-requirement for those who want to learn a foreign language.

Linked to above, the difficulty of understanding English, not only for both written and spoken, but listened and read English for people studying English is the limit of vocabulary they possess. How could you understand a English word that you have never known or used before?

1. Vocabulary

Firstly, to master the techniques of studying vocabulary, especially for 1st graders at Vo Thi Sau Primary school in Hai Phong, it is impossible not to mention the concept of vocabulary.

A. Definition

In fact, there are many definitions of vocabulary which can be found in many various resources. Here are some main definitions of vocabulary:

It has been defined in the website www.en.wikipedia.org that “ *A vocabulary is a set of words known to a person or other entity, or that are part of a specific language*”. Meanwhile another definition found in the website www.wordnet.princeton.edu that “*Vocabulary is the system of techniques or symbols serving as a means of expression*”.

According to Steven Stalh (2005), it has been said that “*Vocabulary knowledge is knowledge, the knowledge of a word not only implies a definition, but also implies how that word first into the world*”. Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and deepens over the course of a lifetime. Because instruction in vocabulary involves far more than looking up words in a dictionary and using the words in sentence. Moreover, vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific instruction in specific words and word-learning strategies.

From the book entitled “A course in Language Teaching” written by Penny Ur (1990:60) vocabulary is defined “ *Vocabulary can be defined, roughly, as the*

words we teach in the foreign language. However, a new item of vocabulary may be more than a single word. For example “foot-path”, “railway station”, “forget-me-not”, which are made up of more than one word but express a single idea. There are also multi-word idioms such as “once in a blue moon”, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary “items” rather than “words”.

In conclusion, as Carter R. (1994) introduces “*Vocabulary of a language is not just a list of words*”. Meanwhile, Routledge London defines “*Each word is a whole world, our task is to explore it*”. In order to memorizing words, it is necessary to use words in concrete situations. Obviously, each word includes something interesting and particular. Vocabulary is accumulated day by day in every context.

B. The importance of vocabulary

It is impossible to assume the importance of vocabulary in English learning because of different reasons. Partly, it is the key to master English knowledge.

On a personal level, a good vocabulary is important in sharpening one’s perception. Thought and perception, to become fully conscious, must be formulated in words. Thus the more words one has to make fine distinctions among one’s own observations or feelings and among things in the world, the more one can become a fully aware and perceptive human being. Not surprisingly, some psychological research studies have validated the hypothesis that vocabulary and mental acuity are interrelated.

A good vocabulary is important not only for more precision in thought but also in one’s daily affairs, the actions one must perform both on and off the job in ordinary living. Basically, people can relate to other people (love ones, friends, co-workers, society at large) and the rest of the external world (nature) in only two ways: physically and verbally.

Vocabulary plays an important role in combining 4 basic English skills such as listening, speaking, reading and writing. Naturally, when having a multiform vocabulary, it is extremely advantageous to develop 4 above skills. For example, if we lack of necessary vocabulary, it will be difficult to express any ideas to others. Therefore, our speaking skill cannot make any progress. Moreover, sometimes it makes confusion among people and lead to many inconvenient situations. Additionally, if it is supposed that you have a poor vocabulary, how can you write a lively and excellent essay or normal paragraphs? Truly, it requires a great number of vocabulary.

We have to understand and remember what we have learned to use vocabulary in each situation effectively. Frequently reading comprehension, and thus retention are faulty because of a learner's less than adequate vocabulary. With the lack of vocabulary, it is difficult to communicate with other people confidently. Moreover, it is easy to have misunderstanding in the process of exchanging information. It is hard to express ideas and explain something necessary. Only when having a great number of vocabulary can we make a progress in developing 4 skills. In communication, it is a decisive factor to make us talk with others actively and understand each other quickly. With a poor vocabulary, the free flow of ideas and pen is blocked and dribbles out. With a good vocabulary, it will be helped to flow, unimpeded.

Consider the importance of vocabulary in learning foreign language. The mastery of this element should be ensured and developed. Otherwise the vocabulary mastery of learners as children will be limited and consequence of it is that they will find difficulties in learning the skill of language.

2. Types of vocabulary

- ***Reading vocabulary***

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.

- ***Listening vocabulary***

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.

- ***Writing vocabulary***

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.

- ***Speaking vocabulary***

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.

- ***Focal vocabulary***

Focal vocabulary is a specialized set of terms and distinctions that is particularly important to a certain group; those with a particular focus of experience or activity. A lexicon, or vocabulary, is a language's dictionary, its set of names for things, events, and ideas.

- ***Passive and active vocabulary***

Even if we learn a word, it takes a lot of practice and context connections for us to learn it well. A rough grouping of words we understand when we hear them

encompasses our "passive" vocabulary, whereas our "active" vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak. In this case, we often have to come up with a word in the timeframe of milliseconds, so one has to know it well, often in combinations with other words in phrases, where it is commonly used.

3. Focusing parts

When teaching English vocabulary we must focus on 2 main

- *Meaning*

- *Form*

3.1. Word meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning, so when you learn a new word you should decipher its meaning in the context in which it is used. Another fact about meaning is that sometimes words have meaning in relation to other words. Thus, you need to know the meaning of “*animal*” word to describe any one of a number of other things, eg: *elephant, peacock, penguin,...ect.* “*Animal*” has a general meaning while “*elephant*” is more specific. We understand the meaning of the word like “*good*” in the context of word like “*bad*”. Words have opposites (*antonyms*) and they also have other words in similar meaning (*synonyms*) eg: “*bad*” and “*evil*”. Even in that example, however, one thing is clear: words seldom have absolute synonyms although context may take them synonymous on particular occasions. As far as meaning goes, then, you need to know about the meaning in context and sense relation.

Word meaning is meant that having something particular in mind when saying a word.

The field of semantics is often understood as a branch of linguistics, but non-idealized meaning as a type of semantics is more accurately a branch of psychology

and ethics. Meaning in so far as it is objectified by not considering particular situations and the real intentions of speakers and writers examines the ways in which words, phrases, and sentences can seem to have meaning. This type of semantics is contrasted with communication-focused semantics where understanding the intent and assumptions of particular speakers and writers is primary as in the idea that people mean and not words, sentences or propositions. An underlying difference is that where causes are identified with relations or laws then it is normal to objectify meaning and consider it a branch of linguistics, while if causes are identified with particular agents, objects, or forces as if to cause means to influence as most historians and practical people assume, then real or non-objectified meaning is primary and we are dealing with intent or purpose as an aspect of human psychology, especially since human intent can be and often is independent of language and linguistics

3.2. Form

3.2.1.1. *Pronunciation*

Pronunciation is extremely important in the process of learning English vocabulary as well as all other languages all over the world. Obviously, pronunciation plays an important role in making listeners understand what we are speaking about. In fact, it is not easy to pronounce an English vocabulary exactly without practicing many times day by day. In order to pronounce a word well, it is necessary to learn from dictionary- a reliable source. Moreover, it is very effective for us to listen directly on television or through internet, radio...especially from daily conversations among different people. When pronouncing a certain English word, we should pay attention to the stress of that word and the intonation of whole sentences. Good pronunciation helps us have confidence in expressing our all ideas freely and comfortably. However, if we make too many mistakes in pronouncing English vocabulary, it may make listeners confused and lead to wrong information transmission.

A consideration of learner's pronunciation errors and how these can inhibit successful communication is useful basis on which to assess why it is important to

deal with pronunciation in the classroom. When a learner says, for example, ‘soap’ in a situation such as restaurant where they should have said ‘soup’, the inaccurate production of a phoneme can lead to misunderstanding. This can be very frustrating for learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

Learners who are out-going, confident, and willing to take risks probably have more opportunities to practice their pronunciation of the second language simply they are more often involved in interactions with native speakers. Conversely, who are introverted, inhibited, and unwilling to take risks lack opportunities for practice. ESL teacher should strive to create a non-threatening atmosphere in their classrooms so that student participation is encouraged.

3.2.1.2. *Spelling.*

Spelling is defined that “the writing of a word or words with the necessary letters and diacritics present in an accepted standard order. It is one of the elements of orthography and a prescriptive element of alphabetic languages”. Most spellings attempt to approximate a transcribing of the sounds of the language into alphabetic letter. However, completely phonetic spellings are often the exception, due to drifts in pronunciations over time and irregular spellings adopted through common usage.

Spelling is very important when it comes to understanding English and communicating properly. Spelling words in English is challenging work. As a matter of fact, many native speakers of English have problems with spelling correctly. One of the main reasons for this is that many, many English words are not spelled as they are spoken. This difference between pronunciation and spelling causes a lot of confusion. Therefore teaching English spelling for the beginner like children must be easy to understand, visible and interesting.

III. Teaching vocabulary for children

1. *The importance*

People said that language was a house vocabulary would be as construction material to build up that house. Therefore when teaching a new language for young learner, vocabulary must be the background to develop like building a house, if the foundation is strong, the house will firm. However, children are the young learners who are having difficulties in using their mother tongue, so the teaching is more difficult and serious requirements.

In teaching vocabulary for children, teacher has to use performance to teach vocabulary to them, because the children literacy level are performance, it means children learn language with accompany action. In this level teacher can use media, according to Nation (1990) by Cameron is listed basic techniques of new explaining the new words.

When teaching a new language for the young beginners, the teacher should be well understand their psychology and outstanding characteristics to have suitable methods to teach. Children are very enthusiastic at the beginning but easy to turn bored if in difficulties, so the lesson must be established attractively, lively, and interesting, consider learner as center.

2. *How teacher can teach children*

- a. Making learning English enjoyable and fun, remember you are influencing their attitude to language learning. It means teacher has to try in order to students are having fun in learning
- b. Do not worry about mistake, be encouraging, make sure children feel comfortable and not afraid to take part. It means teacher does not blame directly to children, teacher must give support to children while repair their mistakes.
- c. Use a lot of gestures, actions, pictures to demonstrate what you mean. It means teacher has to mean try to accompany her explanation with media in order to students understand easily. Do not force the children use language directly, just give them example by gesture.
- d. Talk a lot to them in English, especially things they can see and any things surround them.

e. Do not worry when they use mother tongue , teacher can answer a mother tongue question in English, repeat again and again to make they remember what teacher say.

f. Plan lesson with vary activities, some quite, some noisy, some sitting, some standing and moving.

In the next part I will introduce some main techniques in teaching English for young learners, that is 1st graders.

IV. Techniques to teach English vocabulary for 1st graders student

Teaching techniques are the ways in which the information to be learned is presented. Teaching techniques vary in terms of the medium (text book, video, computer, etc,...) structure of the program, how the teacher operates, and how progress is monitored and tested. The teaching techniques that is best for the students is often not economically feasible, especially in terms of public schooling. Reducing class size is expensive, and many schools don't have the budget to maintain small classes. Similarly, the teaching resources best suited to the students, such as the latest technology, may not be available to the teacher, teachers must find the best techniques to teach the students using the resources available to them. These are popular techniques for teaching English vocabulary for 1st graders.

1. *Pair work*

Pair work is a very useful and efficient way of working in language teaching. It is simple to organize and easy to explain, group work should not be attempted before the children are used to working in two first.



2. *Group work*

Group work is a common teaching technique, especially at the elementary level. Organizational arrangements place students together in groups within the classroom to improve the learning conditions. Traditionally, group work has been the most effective approach to teaching grammar and basic math. The teacher follows a detailed program of instruction and example, and the group work together to respond to the questions presented to them. Verify the way to divide the group, let students change their partners and members regularly. Maybe in the same table, maybe two rows face to face , maybe boys only , girls only, maybe you count and arrange who are number , in group, number 2 in another group,.... the more partners they communicate, the more information they can catch.



3. *Whole class activities*



In the activities all the students get up and walk about. Inevitably, they tend to be a bit noisy, and if we have more than thirty students in class, we should split them in to smaller groups.

4. **Games and simulations**



Because games and simulations are fun, teachers have sought to use them as an effective way to foster learning. Card and board games are popular to help in

teaching basic grammar and arithmetic skills, while simulations teach the principles of complex systems, such as economics, international relations, and power struggles. Simulations tend to focus on current social issues, or historical events. What makes simulations so effective is that they teach problem solving and decision making strategies in addition to the facts and principles that define the game.

Simulations are becoming increasingly popular for teaching new types of skills. Simulations can create conditions nearly identical to the actual situation. A common example of this type of simulation is a flight simulator, which introduces pilots to potential situations and problems.

a. Pictures

Pictures are all around us every day, in the street, in office, at home, so why not in the classroom as well. They are enjoyable, they are useful kind of visual aid in teaching. They prevent teaching activities from being boring and help to draw students' attention. However, besides these advantages, using pictures has its own disadvantage. Teacher has to spend much time to look for the suitable pictures for each content. The used picture must make sense, clear and easy to observe. Teacher can take advantage of pictures right in the text book or find different set of pictures.

b. Instructional media

Instructional media serves as a teaching aid. Teachers spend much time on repetitive tasks such as collecting and assigning books, making, and preparing worksheets, tests, and lesson plans. Instructional aids help reduce the time spent on these routine tasks, allowing more time to be spent promoting students' understanding and intellectual curiosity, and providing feedback to them.

- **Computer assisted instruction.**



Teaching using a computer has many virtues: it is patient, positive, does not forget, and can keep track of each students' progress. However, the long-term benefits of computer assisted instruction is still unclear.

- **Speaking- listening media.**



When the students are occupied with writing notes during the lecture, critical thought about the material is inhibited. Media can help supplement the lecture technique by allowing the students to become actively involved with the material being covered. Language laboratories are type of speaking – listening media.

- **Visual and observational media.**

Many students, especially visual learners, benefit from materials such as pictures, diagrams, charts, graphs, cartoons, posters, slides, and video. Demonstrations and experiments are also help to reinforce learning.

5. Listening

a. Listen and repeat activity

It is the great fun and give students chances to get a feel for the language : the sounds, the stress, rhythm and intonation. When done in combination with movements or with objects or pictures, this type of activity also help to establish the link between word and meaning.

b. Listen and coloring

Children love coloring picture and we can easily make this activity into listening activity. We can use many picture which students have in their workbook. Instead of just letting them color it by themselves make it in to a language activity.



c. Listen and drawing

Listen and draw is a favorite type of listening activity in most classes. But drawing take time, so we should keep the picture very simple. Useful for checking object vocabulary, preposition, color and number.

We can use very simple line drawing on the board to show the action which the word describe.

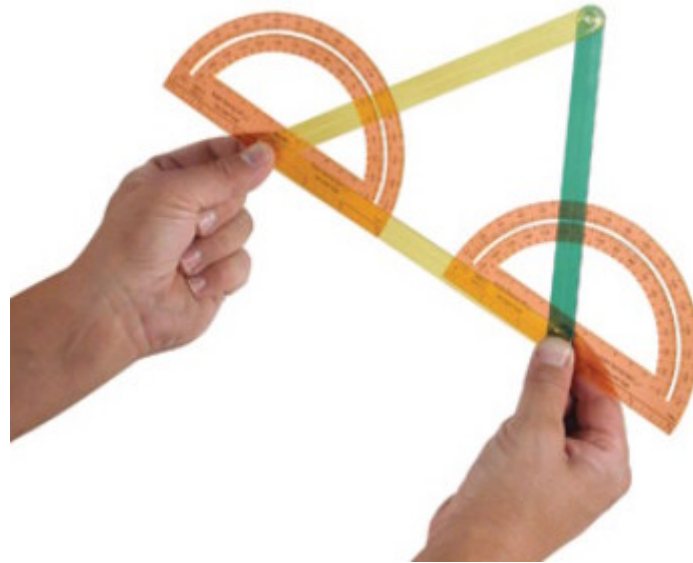


6. *Visual aids*

Visual aids are visual materials which support in not only English vocabulary teaching, cartoons, graphs, illustrations, photographs. These can be OHP transparencies, handouts, flipcharts, posters, objects etc. They help to break up the monotony, providing a visual stimulant to reinforce what the learners are hearing.



The three main techniques for this use projection onto a large screen that everyone in the class can see. The oldest is using a photographic slide projector. The more modern and flexible overhead projector enables presenters to design their own text as well as pictorial illustrations. The most high-tech version is the use of a data projector, a computer and presentation software such as Microsoft PowerPoint.



To sum up, **Chapter I** has provided us with the background knowledge of English vocabulary in general and teaching pronunciation & spelling in particular. In **Chapter II**, we will investigate how English vocabulary are studied and taught by teachers and students at Vo Thi Sau Primary schools in Hai Phong.

Chapter II : Findings on teaching and learning vocabulary at Vo Thi Sau Primary School

I. The reality

1. The teaching staff

According to my survey, Vo Thi Sau Primary School in Hai Phong has young teaching staff. So does it have for the English teachers. However, they have much experience in teaching language for students and always prepare their lectures carefully and thoroughly.

Moreover, they wish to bring interesting lectures for their students. They are all enthusiastic in teaching. All of them graduated from universities, colleges and most have experiences in teaching for years.

There are total seven English teachers in this school, they are very active, and creative in teaching methods. Furthermore, they are also awarded certificate of merits for guiding school's English team to reach the city's prizes in good student's test. They always set goal how to communicate knowledge in the best way to help students understand and acquire in almost effectiveness.

However, to catch up with the intention of time and developing country level, the English teaching staff should be taken more care by author and government to have the best teaching condition, enhance the teaching and learning quality by applying modern teaching methods.

2. The students

English is one of the main and obligatory subjects in every grade of this school. Vo Thi Sau primary school has five grades with more than 1000 students divided in 20 classes. Most of them are interested in learning English and study very well all English skills because they are aware the importance of English and attracted by the new methods in textbook guided by the teacher.

They, however still do not have the effective learning method, especially in vocabulary lesson which require student memorize as much words as possible, well pronounce and exactly spell.

However, memorize the words seemed to be a big difficulty for them. Although students are very enthusiastic, the current teaching methods are not satisfied their expectation.

3. The textbook

In the school, 1st graders have been working with the newest material textbook, its name is “ABC English 1” consist of twenty six units which are theme based and five consolidation units. Each units is being taught in two periods and each consolidation units being taught in from one to two periods. Each unit has following parts:

- *Listen and repeat*: help students to listen and get familiar with sounds and alphabets.
- *Look and say*: help students understand the words meaning and speak the words.
- *Read and match*: help students understand and use right words.
- *Complete the words*: help students write truly the words.
- *Listen and read*: help student read and understand simple sentences.
- *Let’s talk*: help students practice speaking
- *Let’s play*: practice in English through games, extra-activities...

Five consolidation units are presented in the test form. These are designed so that students can check their own knowledge after learning five units. And help teachers designed the 45 minutes test.

4. The teaching and learning condition

In general, Vo Thi Sau primary school is satisfied the demands of students and teachers with the best teaching-equipment and spaces. All infrastructures are in good condition: class rooms are large installed with plans, lights, and windows to

make the brightness enough for students. Chairs and table are designed according to national standard to help students prevent from diseases of the eyes and spine.

In additional, teaching aids are always equipped in English lesson such as: cassette players, micros, headphones, pictures, etc...The school also have large halls for teachers and students holding activities to help students can communicate and take part in the English contests to celebrate the school's anniversaries.

Besides, school always creates good condition for teacher having opportunities to study more and access the innovation in teaching.

However, the class rooms are rather crowded with students. There are about 40 – 50 students in a class so the teacher cannot pay attention to individually students.

To sum up, the mentioned school is a good environment for teaching and studying English as well as other subject. If English learning and teaching condition is being taken care more, this will be the good educational environment.

II. Survey questionnaires

1. The objective of the survey

The general goal of this study is to have a right look at current situation of teaching and learning English Vocabulary at Vo Thi Sau Primary school in Hai Phong in order to find out better teaching techniques.

This survey has following purposes:

- To do research on teacher's and student's attitudes and expectations about teaching through some techniques.
- To learn about the current situation of teaching and learning English vocabulary in Hai Phong Primary schools.
- To get information about the effectiveness of techniques used in teaching English vocabulary for 1st graders students at Vo Thi Sau Primary school in Hai Phong.
- To work out the students' problems when learning English vocabulary.

2. The design of the survey questionnaires

In this survey, I used questionnaires to get information.

Two sets of questionnaires are conducted in this survey (one for teachers, one for students).

For teachers: there are 6 questions to find out:

- Their attitude toward teaching English for primary students (importance, effectiveness..)
- Which current techniques are used in teaching and its effectiveness.
- Difficulties in teaching English vocabulary for 1st graders.

For students: there are 8 questions conducted in order to study:

- Their general attitude toward English
- Their general attitude toward English vocabulary lesson (frequency, importance, effectiveness..)
- Their expected activities for studying.

III. Data analysis

1. Students and teachers' opinion toward English vocabulary lesson.

	<i>Important</i>	<i>Not important</i>
Students	55	45
Teachers	78	22

Firstly is the students' attitude to learning English vocabulary. The chart shows us that 45% thinks learning English vocabulary is important and 55% gave negative response to this question. The students who say learning English vocabulary

important told me that they felt this subject time at school was very interesting and comfortable, and they are very fond of this subject. This proved that they are not surely aware of how English important to them. Most students who gave negative response said that they do not like learning English vocabulary because they found other skills more important.

This data shows that students are still not aware of the importance of learning vocabulary. Teacher must explain to help them understand more about the importance of this subject and love this subject more.

The first and the most important step in learning and teaching English for beginners is vocabulary. Apparently, vocabulary has a great effectiveness on other skills: Listening, speaking, reading, writing. If students do not have enough words, they cannot show their thinking, share information and cannot successful in communication as well as reading, writing. In fact, it is so difficult to master speaking, writing, reading without vocabulary.

Teaching English vocabulary in primary school plays important role. Most of the teacher aware of its importance and trying to help student like this subject more. They think this is the first step to help students to access a new language which is very different from their mother tongue. So, it requires the preciseness, care and attractiveness to attract student's attention. From that point of view, we teachers should have useful techniques to teach.

Although students still have not aware of the importance of learning vocabulary, most of them says that they like learning English vocabulary most, it is the most difficult but is the most interesting lesson. And it is also the part that teacher focus on much more than other because of it's importance.

According to the survey, it is not surprising when 53% say that vocabulary is the most interesting lesson, in the lesson time they have been taking part in many attractive activities, 40% says interesting and very little students have negative attitude, 7% says by no mean interesting. The students who have negative attitude

says that they are not felt excited about this lesson because they have difficulties in memorize new words.

According to the chart, we can remark the role of teaching English vocabulary in primary school.

2. Difficulties faced by teachers and students while learning and teaching vocabulary.

2.1 General difficulties of teachers and students.

<i>Difficulties</i>	<i>Teachers</i>	<i>Students</i>
Remember and forget quickly the words' meaning	52	48
Easy to turn bored	69	31
Find difficult to write some words	27	73
Cannot pronounce some syllables	64	36
Low concentration	76	24
Lack of teaching aids	50	50

The aim of this question is to study about the difficulties in teaching and learning English vocabulary. Basing on the result, teacher can focus more on it and have useful methods to help student learn better.

Look at the table we can easily see that both students and teachers agree that memorize the words' meaning is the most difficult problem. The 1st graders are the young children with special characteristics, they have just got familiar with study environment, the border between playing and studying is not clear. They are young children who very enthusiastic, they easily remember but forget easily also, leading to the big difficulties for teachers and students in teaching and studying. The English vocabulary is very large, to memorize words is difficult because of differences in the writing and pronunciation ways compare to Vietnamese. Furthermore, they are not

taught enough in the class, the period time is short, not enough for teacher to transfer information for students.

Many teachers (76%) think that the reason is because their concentration is low. Children are kiddy and easily distracted by things around them, attracting their concentration is a decisive factor in a successful lesson. Teacher should be spent much more time on prepare the lessons, make it as interesting as possible.

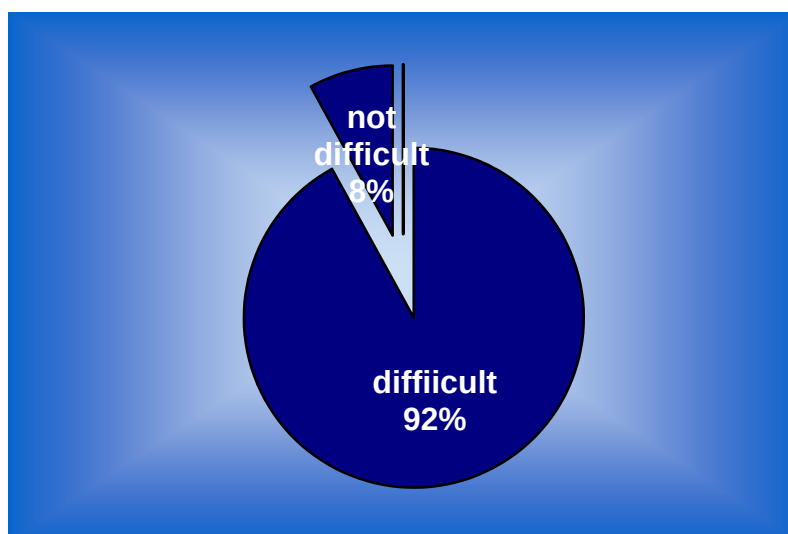
Another problem is they are easy to turn bored. Many students say that English is a difficult subject because it is too strange to them so they did not know how to learn it, especially when they meet difficult exercises that could not ask their parent for help so they got bad marks. Therefore, they are not only bored, afraid but also hate it.

Lacking teaching aids and equipments are still big difficulty in many schools, it expressed by 50% teachers and 50% students thinking.

Besides, some students have difficulty in pronounce some syllables. It is understandable, many students at university have learned very specifically about these sounds also make mistake with these difficult sounds such as “th”, “sh”, “j”. This difficulty is not too serious and can be solved by letting students listen to the native’ sound through songs, video, telling story...

If we can give the answer for this question, students will learn English better.

2.2. Students’ difficulty in memorize new words.



The purpose of this question is to study about the difficult level of students on memorize new words. Basing on the result, teachers can understand and find out suitable level to teach.

As we can see from the bar chart, most student claimed that memorize new words are very difficult with 92%, only 8% say not difficult. The reasons was given in the difficulties above.

Besides, the differences in the writing and pronunciation ways compare to Vietnamese also is a reason. It is understandable, 1st graders have just got familiar with their mother tongue.

Furthermore, they are not taught enough in the class, the period time is too short, not enough for teacher to transfer information to students.

From that point of view, the teacher should try to find the most effective ways in teaching to help students solve this problem.

3. Students and teachers point of view on the current vocabulary teaching and learning techniques.

3.1. Current teaching techniques and its effectiveness.

When I ask students this question about current teaching techniques of your teacher you like most I got the result below:

Techniques	Students			Teachers		
	Effective	Normal	Not very effective	Effective	Normal	Not very effective
Questions	58	38	4	50	50	
Handouts	45	50	5	50	50	

Exercise in textbook	47	44	9	83,3	16,7	
Games	73	23	4	66,6	33,4	
Utterance	40	49	11	50	50	
Songs	57	46	7	50	50	
Pictures	79	21		66,6	33,4	
Graphs	40	43	17	50	50	

This question is put to both students and teachers. It is to study how effective teacher's techniques are and from that point of view teachers can have more effective methods to teach.

If we see the table carefully, we can realize a surprised finding in this question. While exercise, questions, handouts, and utterance are the most popular techniques by the teachers, they are less effective. In contrary, games, songs, pictures, graphs stated to be not frequently employed seem to be more effective.

The highest percentage of effectiveness level belongs to pictures, 73% while questions, exercises. Handouts and utterance is found respectively 58%, 47%, 45% and 40%. We also find other differences from using songs, games, graphs, these are techniques that is said to be with high percentage of effectiveness according to the idea of 73%, 57% and 40% students. It is also a good new that the number of students who find all the techniques not very effective is rather low.

To the teacher side, they suppose quite equal level among those techniques. However, using exercises, games and pictures are highly appreciated according to the idea of 66,6% teachers.

Actually, it is time we took these numbers into consideration. From the table above , because the tradition ways (questions, exercises..) are so often used, it has been

claimed to be monotonous and boring in class. The students sound to be cold with these techniques and find it normal level of effectiveness even some say not very effective. We should remember that 1st graders are very kiddy, enthusiastic and funny so the lesson of vocabulary need to be the same, to some extent.

When being interviewed, most of them said that beautiful pictures with lively images, funny games, simple graphs wonderful songs make them more willing and excited to take part in than long and so boring explanation or difficult exercises from their teachers.

Besides, songs receive rather high percent of effective level, it is the reason why teachers need to adjust time to present this activity within a 45 minute period.

To conclude, this question has brought us a surprising and interesting finding that is the least frequently used techniques are the most effective ones for our students.

3.2. The frequency of adopted techniques in teaching vocabulary.

Techniques	Students			Teachers		
	Frequently	Sometimes	Never	Frequently	Sometimes	Never
Questions	79	21		83,3	16,7	
Handouts	31	45	4	33,3	66,7	
Exercise in textbook	85	15		83,3	16,7	
Games	25	58	7	50	50	
Utterance	68	28	4	66,7	33,3	
Songs	5	60	35		50	50
Pictures	28	52	20	31	66,6	2,4

Graphs	8	44	48	16,7	66,6	16,7
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This question is to find in what way the teachers often used and the level of frequency that techniques are applied. This question is raised to both teachers and students.

On students' side, the most regular way of teachers to carry out lessons on classes doing exercises in the text book. It accounts for 85% of the students. Using question to ask takes the second rank (79%). And 68% students noted that using utterance is frequently applied.

According to the table we can see the same percent of teacher' side, questions, exercises in the textbook and utterance are mostly used.

All facts and figures are easy to understand. First of all, doing exercises is time is time when teachers check how students get know about the lesson. In addition, exercises are available on the textbook and other books and easy for teacher to find. Furthermore, this technique can get student's attention because it is quite clear and easy.

What about using this question? It is the simplest and quickest way to ask students directly at the class.

However, I also have some words about the way of using utterance. It is completely basing on the level of students. Some students revealed to me that when teachers summarizing lesson in English, they nearly cannot catch what they mean, really.

Also, it is surprising that games, songs, pictures and graphs are sometimes used. Using graphs (8%), pictures (8%), songs (5%) and games (25%) are frequently used to the teachers' side. A great percent of students claimed that these techniques are never applied: graphs, songs. There are some reasons for these could be considered as follow:

Using games depend on time and activeness of the teachers because games give students relaxing times and easy to understand the lesson. And maybe it requires

students to use other language skills such as speaking, listening, and use much vocabulary which have been problem in any class room. Some teachers claimed that with only 45 minutes for each period, there is not enough time to carry out such activities. But they do not recognize that they can make it possible if they control the time appropriately.

When using songs, the teachers must be well – prepared and choose the one that is related to the lesson.

However, pictures is the easiest way for teachers to apply, it can make our lesson colorful, make students interested, and easy to find (newspaper, textbook, on internet....) so why did students say 58% used, and 50% in teachers. So it has no reason for not applying this in teaching English vocabulary for 1st graders.

What about handouts? According to the two tables, it is not very often used. 45%students and 60% teachers agree with that. This technique is due to the student's level of knowledge. The teachers can provide simple or advanced extra-exercises.

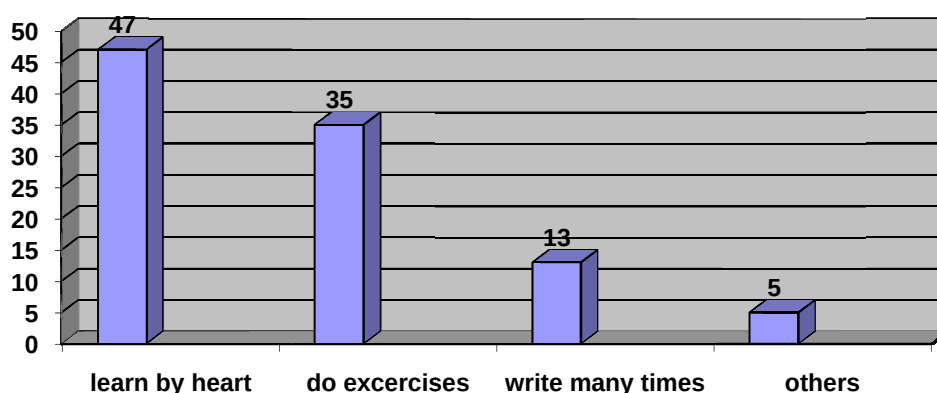
To sum up, traditional ways have been occupying major part on teaching methods, teachers need to base on the students expectation to have suitable and attractive methods.

3.3. *The ways students memorize the words and review lesson at home.*

<i>Ways students often use</i>	<i>Students</i>
A. Learn by heart	47
B. Do exercises	35
C. Write many times	13
D. Others	5

This question is to study how students memorize the words and review lessons at home. This ways play an important role in their learning because if students do not have effective ways to review at home, they could not memorize the words of previous lessons.

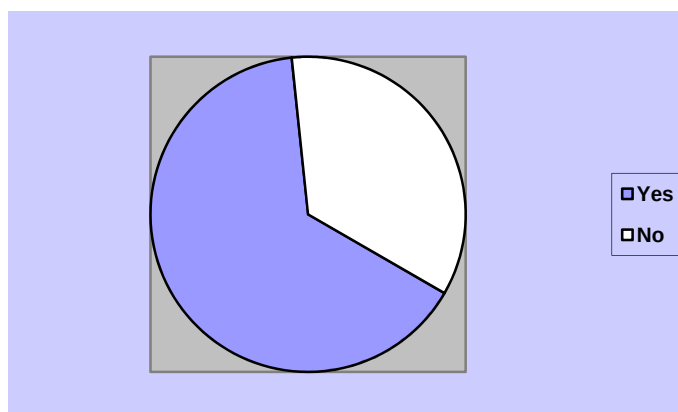
From the students' answer we can see that there is no fixed way for students to memorize new words and review the previous lessons. While 47% chose learn by heart, the number of students chose do exercises is less than with 35%, and 13% chose write many times, especially just 5% choose other ways.



Look at the chart we can see that most of students applied the old learning methods as learn by heart, write many times, which are very passive and being advised to reduce by professional. This old ways do not have high effectiveness on memorize processing, especially with the young objective like 1st graders.

Teacher must guide them the way to learn well at home by review previous lessons and prepare the next lessons actively and creatively.

3.4. Student's opinion toward current teaching method



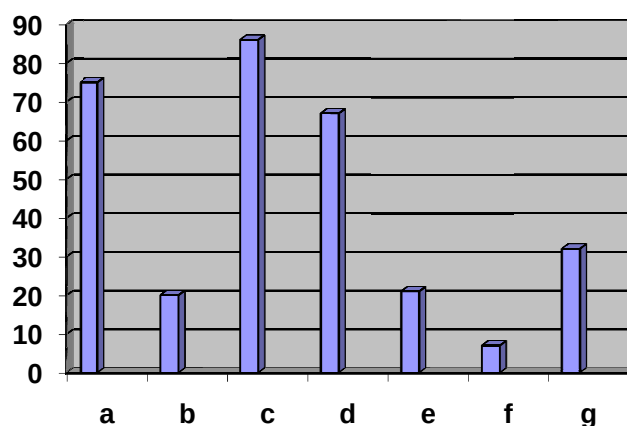
Because of the lack of teaching aids, text book and the limited of creativeness in each lesson so the number of students who prefer studying the current method and the number of students who do not like the current method is different. 65% of students think the current method is not satisfied. They want to enjoy English in another way that are not grammar translation, making a sentence, any more.

And the rest agree with the current method just only 35%. This is the difficulty on teaching English for not only 1st graders but also in every grade of school in Viet Nam nowadays. It depend on the budget of each school, each province and it takes much time and money to solve this problem.

4. Students' expectation to improve their vocabulary learning.

4.1. Learning English vocabulary through extra-activities and the traditional ways.

- a. By games**
- b. By exercises**
- c. By pictures**
- d. By songs**
- e. By graphs**
- f. By explanation**
- g. By questions**



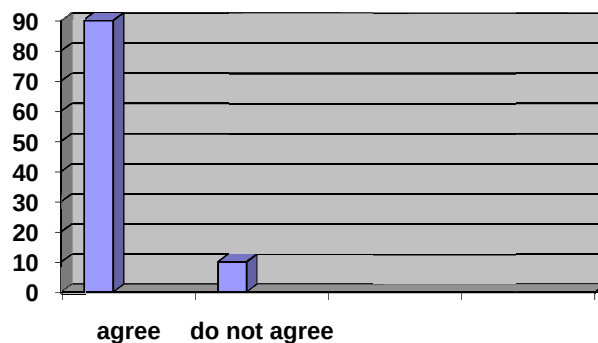
This question is to explore which techniques students want teacher applies for teaching English vocabulary most. From that point of view the teacher are able to find suitable techniques to apply to meet students' need.

The above bar chart tells us the fact that most students wish to use pictures and games to learn vocabulary according to the idea of 75% and 86% respectively. This is due to its effectiveness that we have mentioned above.

However, there are 67% of them expecting to use songs and just 32% expecting to use question techniques. Other techniques also receive rather the same percent. Especially, just 7% of the students want to apply the way of explaining to learn vocabulary. So being teacher, we have responsibility to find suitable and effective methods to make lesson more interesting and help students learn better. Especially, with the objective is 1st grader, teachers should use more pictures to teach, according to the students' expectation.

5. Teacher's viewpoint on how to attract students' attention to vocabulary lessons.

5.1. Teacher's opinion on using various techniques on teaching vocabulary.



According to the chart, 90% of teachers agree that we should use many techniques in teaching English vocabulary. Only 10% of them do not agree with that. When being interviewed, 10% of them say: “If we use many techniques in a lesson, students will have to promote ability and be easy to tire. Moreover, the lesson time is limited with only 45 minutes, if we use many techniques will spend much time. However, using many techniques in a lesson can make the period more vividly, lively, avoid boring and tiring, making students more active in learning. Therefore, we can affirm that this is the useful method for teachers to have an effectiveness lesson.

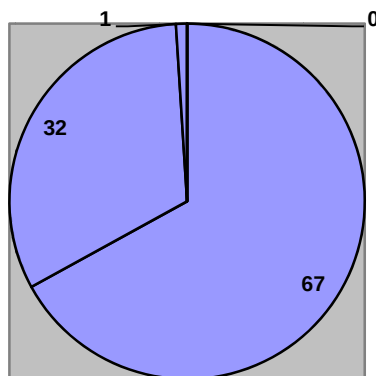
5.2. Teachers’ opinion on effectiveness of using high-tech on preparing the lesson.

A: very effective

B: effective

C: not very effective

D: not effective



The development of modern technique and science have made our life more comfortable and easier. And it is also affected to education. Power point is considered

the most popular and effective on teaching techniques, which has been applied and being the favorite techniques of many teachers on over the world for its advantages and conveniences.

Look at the chart we can easily see that most teachers realize effectiveness of using high-tech in teaching. The survey result expressed it: 67% teacher think it is very effective, 32% thinks effective and inconsiderable percent 1% think not very effective. The reason of negative idea gave out is if we use it too much, the content in the textbook will be wasted. However, the reason above is not true, because teachers can create a lesson based on the content in the textbook in a different ways: more lively, vividly, attractive and interesting.

Nowadays, applying high-tech in teaching is not too strange in Viet Nam, especially in the universities and grades of schools. When using this technique, teachers can save much time of writing on the board, explaining, finding pictures, preparing equipment to play songs, videos... teachers can create an attractive lesson with lively images, music, songs, videos...all in one lesson with a computer and a projector.

However, this technique is not used much in teaching English vocabulary for 1st graders. The reasons are : lack equipment, teaching staff lack skill of using high-tech. This expressed by this survey, 11% teachers say “very often” using this one, 18% “often”, 38% “sometimes”, 33% “never”.

So, we teachers should be spent more time in studying, catching up with the modern techniques to apply in teaching to meet the students’ legitimate demand, save time and enhance teaching ability.

IV. Finding and discussion of finding

Since these survey questionnaires was distributed by only 100 students of 1st graders in Vo Thi Sau Primary school in Hai Phong city, the result cannot cover the whole situation of teaching and learning English and current situation of teaching at school which has more than 1000 students. However, it also reflects partly the expectation of students.

Most of the students wish their teacher renew their techniques in teaching English vocabulary. They like funny and interesting activities in the lecture to have comfortable atmosphere in the classroom. They are fond of pictures, games, songs...because they are young and active children. If the teachers can make the lesson more attractive, the students will be more interested in learning this subject and contribute on making lesson successful and effective.

These survey questionnaires help to explore some interesting finding:

Most students interested in learning English, especially the vocabulary lesson. It is understandable, in the vocabulary lesson there are many attractive activities being help by teachers. Because 1st graders are too young to recognize the importance of learning English, so 45% say it is not important, 55% say important. And they can find many surprising things when getting approached to this language.

Students' attitude toward English: most of them find vocabulary is the most difficult lesson, and the most interesting as well.

Both teachers and students have difficulties in memorizing words of students. The survey found that students are remember and forget so quickly, so finding the way to help students memorize the words is a big problem.

Besides, they are also very low concentrate on learning, make the process of teachers' teaching have difficulties. Children are kiddy and easily distracted by things around them, attracting their concentration is a decisive factor in a successful lesson. They are also has difficulty in pronounce some syllables and write some words. This difficulty is not too serious and can be solved by letting students listen to the native' sound through songs, video, telling story...

The least frequently used techniques (games, songs, pictures, graphs) are the most effective ones, according to students.

Due to the effectiveness of these techniques, they also wish teachers use interesting and activities in teaching because it makes students relaxed and willing to join. 73% love games, 76% love pictures.

At home, students have a lot of ways to review the previous lessons and memorize new words, however, learn by heart is mostly applied while it is the least effective way in memorizing new words.

Teachers have two ways in attracting students' attention: using various techniques and using high-tech in teaching. And they also find these effectiveness.

Most of the students are fed up with the techniques which their teachers frequently used in teaching such as: asking question, handouts, utterance...On the contrary, the techniques which are rarely applied by teachers make them highly excited about such as: games, songs, pictures...This requires teachers to be more active and flexible to employ the activities that are highly effective.

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

Chapter III : Some suggested techniques to teach English vocabulary for 1st graders at Vo Thi Sau Primary school in Hai Phong

1. Reasoning

As I have mentioned above, the current situation of learning and teaching English vocabulary at Vo Thi Sau Primary school in Haiphong still unfolded. Through the study, it is found that the techniques in student's favor are not frequently used by teachers, such as: using pictures, using games,...The 1st graders are very young students, their psychology and characteristic are also very different, most teachers understand it, but less of them can based on that condition to create lesson attract students, leading to the teaching and learning are not effective.

In fact, there are also many interesting teaching techniques for teaching English vocabulary which are really simple and popular. However, the limitation of this research paper, I only present the application of some techniques in teaching English vocabulary. The application will focus on some suggested techniques to help 1st graders have more pleasure and effectiveness in learning English vocabulary.

2. Suggested techniques

The following parts are what I want to introduce and apply in teaching English vocabulary for 1st graders. Which are very easy to do, suitable to do in the class and make students feel interesting and comfortable.

2.1 Pictures

Nowadays, we can easily realize that picture books are most often aimed at young children. In the market recently, we can easily find out a pictures dictionary for young students. Such as : Word by word dictionary.

It is the most effective for children to learn which can satisfy their curiosity by lovely pictures. Therefore, pictures have popularly applied in teaching vocabulary for children. Pictures can help teachers explain for children understand exactly the things without using too much words, avoid misunderstanding. In case lacking of visuals aids or the things teachers want to let they know cannot see directly, pictures are the number one chosen. Moreover, picture is not difficult to find to

prepare for the lesson, teacher can find it anywhere, on the street, at home, on magazine, newspaper, on internet...because it has become a very vivid part of life.

Pictures with lots of colors and shapes always capture the attentions of all people. Sometime, when looking at pictures we can imagine many interesting things with the real emotions. This is very important because pictures bring joys to everyone, especially the young students as 1st graders. And of course, they are the most effective and useful kinds of visual aids in studying English vocabulary.

In fact, using pictures can be applied in all stages of studying vocabulary, presentation, production and practice stage. So, students can self study by collecting pictures to practice every day. Surely, English vocabulary will be widened very effectively. The 1st graders are still very young, inquiring and active. Thus, picture color must be beautiful, bright, and impressive...In addition, using pictures will help to develop the creativeness and imagination of students. It means when students look at the pictures, they can express the picture in their own thought. They will have difference way to describe and improve their vocabulary.

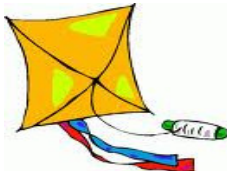
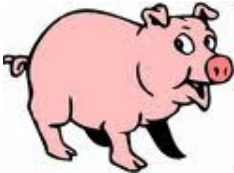
❖ *The English alphabet*

This is the English Alphabet, each letter has a word which is begun with that letter and described by pictures. Teaching alphabet is the very important step for any beginner.

- Objective: The picture of alphabet below will help students have a general look about all letters in the alphabet. Prepare for them a basic knowledge for the next lessons.
- Procedure: before coming to the lesson focus on each letter in detail, teacher show students this alphabet table by picture or by power point on computer, let they have a preliminary understand about what will they learn after that.
- Ex: This is a alphabet on the 1st graders textbook but it have been made more lively, interesting and attractive with pictures
-

The alphabet

A Apple 	B Bee 	C Cat 
D Dog 	E Hen 	F Fish 
G Goat 	H Horse 	I Ice-cream 

J Jump 	K Kite 	L Lion 
M Monkey 	N Nose 	O Orange 
P Pig 	Q Queen 	R Run 

S Sun 	T Table 	U Duck 
V Volley- ball 	W Watch 	X Fox 
y Yoghurt 	Z Zebra 	

❖ ***Finding missing letters in following words***

Students must put one or more letter into the blank places to complete these words

- Objective: pictures can help students remember the words easily and effective. It's also develop their creativeness.
- Procedure: teacher gives handouts of finding missing letters for students and ask they do it by looking at the pictures.
- Ex: Here is an example for students to find out the missing letter in these words.

Complete the ten words below by putting the missing letters. All the words are describe by the next pictures.(Em h y điền những chữ cái c n thiếu vào chỗ trống để hoàn thành những từ này. Em h y nh n vào tranh bên cạnh để điền cho thật chính xác nhé).

What 's this?



_____uit ar



____ite



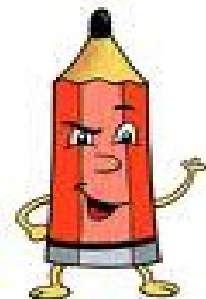
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❖ **Matching**

Students can use pictures to improve English vocabulary by arranging the appropriate words. By this way, students can easily memorize new words.

- Objective: this is an exercise to help students identify colors and remember the colors' words
- Procedure: teacher gives students handouts of pictures or shows in the power point program and ask students to match colors with true words. Teacher revises students about the colors they had known and teach them the new colors in the picture. Such as: sky blue, lime...
- Ex: Looking at the colorful clown and matching to the true words beside. First, look the clown carefully you will see there are 7 colors, define what color is, find the words say this color and then look at the number in this color to fill truly number in the blank.

(Em h y nh n vào chú hề đây màu sắc và điền cho thật đúng nhé. Trước tiên em h y nh n kĩ chú hề, em sẽ thấy có tất cả 7 màu trên người chú, em h y xem các màu đó là màu g , t m trong các từ bên từ nào nói về màu sắc đó. Cuối cùng, em h y xem màu đó mang số mấy để điền vào chỗ trống nhé!.)

Let's match the number to the true colors



5 Yellow

..... **Green**

..... **Sky- blue**

..... **Orange**

..... **Red**

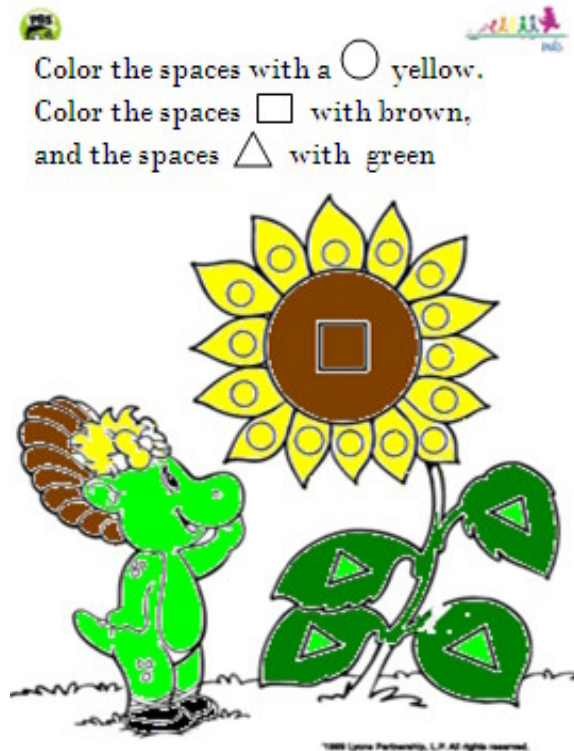
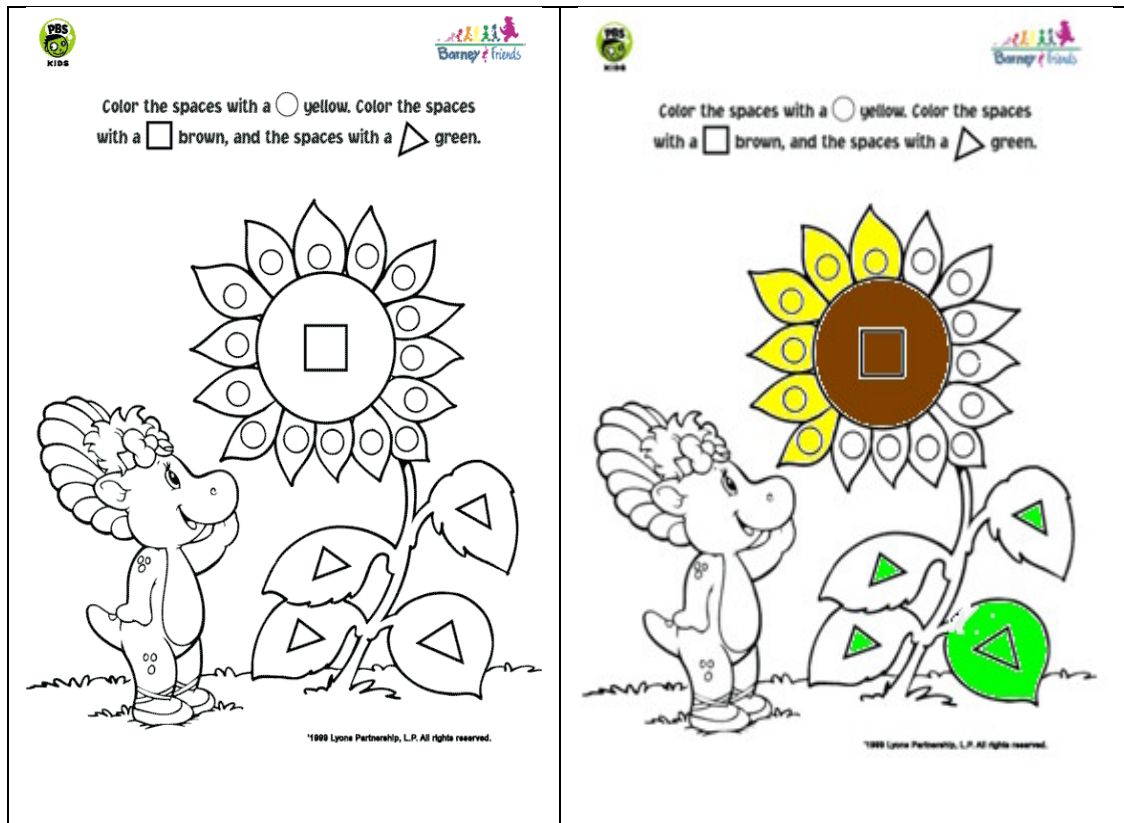
..... **Violet**

..... **Blue**❖ **Coloring**

Coloring pictures is the favorite of every children, combined this activity to teaching English is a great techniques to help teachers attract students attention.

- Objective: coloring pictures always stimulate their creativeness and imagination. Coloring pictures is an activity that can attract students' attention, make the lesson more colorful and vivid. However, the coloring in the 1st graders quite different from coloring in kinder garden, if children in kinder garden coloring picture freely, 1st graders do it according to the suggestion.
- Procedure: Pictures with lovely images are quite easy to look for. After completing tasks in the textbook, teacher provides students pictures and ask them to color it according to suggested.
- Ex: Coloring the pictures with suggested colors. Color the space with  Yellow. Color the spaces with a  brown, and the spaces with a  green.

(Em h y tô màu tranh theo hướng dẫn. Màu vàng vào chỗ có h nh 
 , màu nâu vào chỗ có h nh  và màu xanh vào chỗ có h nh .



❖ **Words accompanied with pictures**

- Objective: looking at pictures, students can have a look at the people, things... around them directly. Help them realize the differences among them by looking at all features, sizes, shapes, colors, functions of each one.



Grand parents



Parents



Sisters

From the pictures above, students realize the differences among them by looking at all features, appearance, ages, ...

Ex 2: As for topic **Transportation**, teachers can help students understand more about means of transport in detail by pictures follow:



bicycle



mot or bike



bus



car



air plane



ship

2.2. Games

Games help students recall the knowledge fast and effectively because they are fond of games and have to remember the lesson to play well.

Games make the class and learning fun, and children are willing to participate. Students pay more attention because they are enjoying themselves so they do better, they feel better about themselves and do even better, it is a vicious circle working in favor.

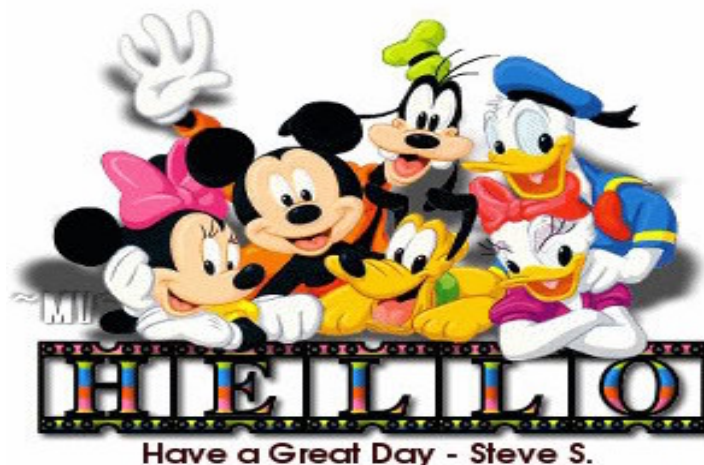
Besides, games stimulate and motivate students to a new level. If they do not pay attention during the presentation of new language and make a mental effort to memorize it, they will not be able to play the games well, and they will let their

team and themselves down, so they make more effort to join in and learn as much as possible.

I want to introduce some funny games which are very easy to do, suitable to do in the class and make students feel interesting and comfortable. The idea is to create tasks that are memorable, real, challenging, stimulating and fun.

- **Hello.**

(Stage 1) Greet students with "Hello." When most can say "hello," greet five students (they reply with just "hello"), counting on your hand to show five. Then all the students greet five other students in the same way, and sit down when finished. *(Stage 2)* This time the students shake hands and say "hello" to five different partners. *(Stage 3)* Put your right hand under your right leg and shake hands. This is fun!



- **What's missing?**

Students in pairs have all eight cards. Student A takes one of the cards and gives the other seven to Student B. Then Student A asks: "What's this?"



- **Bring me game.**

Students are in teams. The teacher calls out: "Bring me a ruler." or just "A ruler, please." The first team to bring one to the teacher gets a point.



- **Find the person.**

Give each student a name-card. One student then comes to the front returns their card, and chooses another name-card (for example, Kate) from the six. This student has to find Kate by asking the other students, "What's your name?" They start with six points, and for each student they ask, they lose a point.

- **Find the person race.**

For larger classes, students from two teams can race to see who finds their name-card first. The winning team gets a point.

- **Numbered or Alphabetised List.**

Students have a fixed set of pictures in a fixed order. This could be a row of pictures in a textbook, or a set of teacher's cards. The order of the cards should be the same for all students. It may be necessary to review the numbers prior to the exercise. Give each item a number, but inform the students that they must not write down the numbers beside the items. The teacher asks, "What number is the

__?” Initially the items can be numbered in simply linear fashion, but later this can be varied.

- **Guess the card.**



Every student has three cards. Students choose a partner and do SPS. The loser has to point to one of their cards and ask a Yes/No question: “Is this a pen.” The winner has to guess if it is or not. If the winner is correct, they take the card from the loser. Students change partners. End the game when several students have lost all their cards.

2.3. Songs

Listening to music are always every student’s hobby, therefore, students will be interested in your lesson if they are given songs with wonderful melody and funny rhythm. In order to use this activity easily and conveniently, teachers can take advantage of the cassette player or computer.

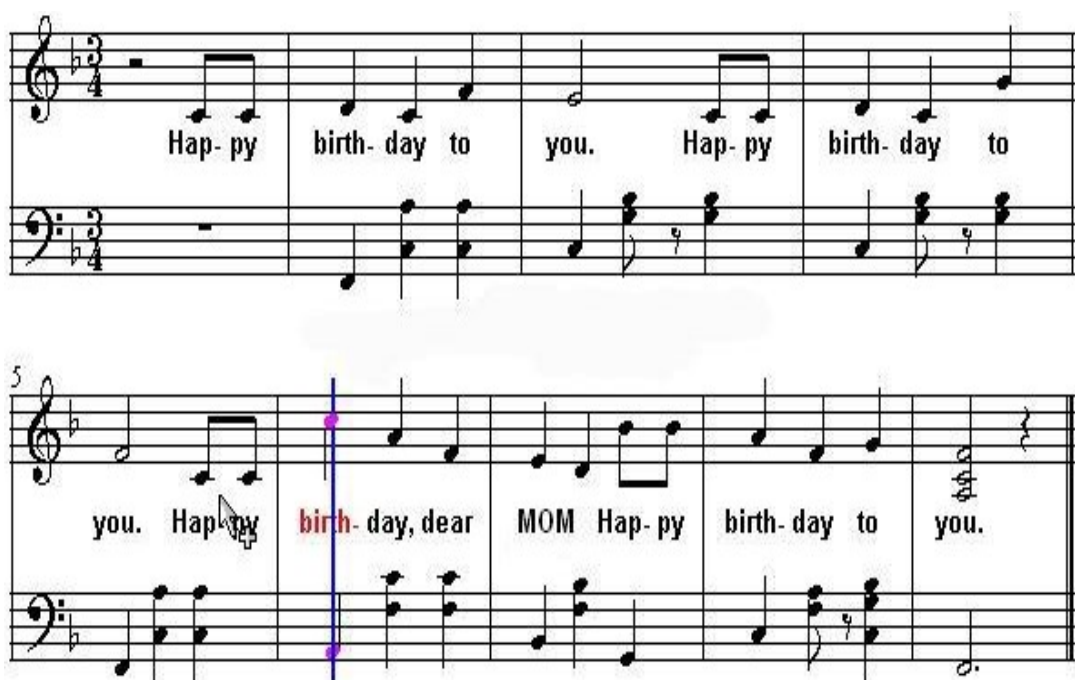
Especially, for the students are 1st graders, the lyrics of the songs for children are often the content of lesson, so it make the teaching process of teacher is easier and better. Moreover, vocabulary is a subject requiring the memory of children so much, the song’s lyric is the content of lesson make students find lesson more interesting, relax. The funny rhythms of the songs make students memorize the words better and because of loving this song, they try to remember to words. For example: “The alphabet song”.

Teacher should spend ten minutes to carry out this task.

- Objective: help students practice many skills with various task such as: gap filling, find new words, help them memorize vocabulary easily and improve pronunciation as well as listening skills...
- Procedure: Teacher provides handouts of words of a song and plays the CD, then let students fill the blank and find the new words.
- Ex1: in the textbook of 1st, Unit 25 with the theme letter Y, in the part 2: sing the song Happy birthday to you! Students' task are finding the new words and then sing the song according to the guide of teacher.



The song: Happy Birthday



- Objectives: Teacher teaches them the song “The Alphabet” to help them remember all of the letters easily and have a funny song.
- Procedure: Teacher provide handouts of words of a song and play the CD, then let students find each word begin with each letter of the English alphabet song. This is also a way to revision.
- Ex 2: In the textbook, Unit 26, lesson about letter Z. This is the last letter in the alphabet, after learning this lesson, students have known all of the letters in the English alphabet.

The alphabets song



2.4. Mime and gesture

Mime and gesture are useful in defining verbs and other concepts involving movement, actions and facial expressions because it helps us promote the understanding and meaning of new vocabulary items.

For example: waving your hand to say that you are saying goodbye.

In other words, besides spoken language, teacher can explain new words through action and facial expression. At that times, student not only transmit their knowledge but they also put themselves on that act. Admittedly, they have to be very active in this technique. Additionally, using mime and gesture have many other advantages such as: creating a good brainstorming, attracting students' attention to lesson, saving time.

Obviously, using mime and gesture are very interesting and enjoyable. Students will have more chances to imitate the emotion expressed on the faced. Thus, they are fond of using this technique. They not only feel comfortable but they also find English vocabulary learning is very interesting. Especially, with the 1st graders, the funny and humorous faces and actions of teachers which attract their attention and always make them laugh are the most important factor deciding the success of lesson. Therefore, students can easily memorize the English vocabulary with a great pleasure.

2.5. Funny poetrys

Using poetry in the classroom is a great way to teach English. Because of the varied structure of its form, a poem can be used to teach basic concepts of grammar as well as the descriptive and critical vocabulary. For these children, poems are beneficial in teaching beginning English skills. Choose poems that are short, no more than three stanzas with two or four lines per stanza. Display the poem on the overhead projector or write it yourself and post in the room. If you teach one or two letters of the alphabet per week, have the children circle words that begin with the targeted letter. This method can also be used when teaching beginning, medial and final sounds. This way, one poem can be used to reinforce several skills at once.

Teachers can use poetry as a great tool for reinforcing the basics of English. For example, whenever you are teaching parts of speech like verbs, adjectives, nouns and pronouns, choose poems that have plenty of examples of these in the stanzas. Then have the children circle or highlight all nouns or all verbs that they can find. This is a great alternative to the traditional worksheets which usually have the children find these elements in random sentences.

This exercise has the added benefit of encouraging all students to be involved because the poem can be written on the board or displayed on a poster, and you can have students come up in pairs to find the part of speech that you are targeting.

They are often humorous and add a motivational buzz to classroom activity.

- Objective: Poems are beneficial in teaching beginning English skills. Poetry also provides good practice in developing vocabulary, correcting pronunciation and intonation. Rhythms and rhyming patterns not only develop technical language skills, they add fun to the process.
- Procedure: Choose poems that are short, no more than three stanzas with two or four lines per stanza. Display the poem on the overhead projector or write it yourself and post in the room. If you teach one or two letters of the alphabet per week, have the children circle words that begin with the targeted letter.
- Ex1: In the 1st textbook, Unit one about letter A, have the small poem named “Apple”. Teacher ask students circle on the words have letter A in this poems and then learn by heart this poem.

APPLE

AN APPLE FOR YOU

AN APPLE FOR ME

AN APPLE FOR SUE

THAT'S ONE, TWO, THREE..



Ex 2: In the 1st graders textbook, unit 18, letter R, have poem Running is fun. Teacher read aloud this poem and students repeat, and then ask them circle the words have letter R.

Running is fun

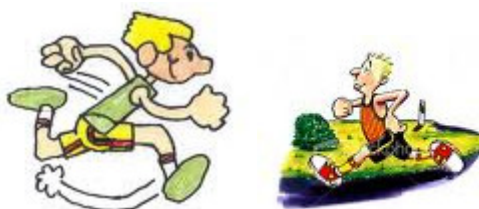
I can run as fast as you

Round and round and round

I can't run as fast as you

Round and round and round

Running around is fun.



2.6. Video

Nowadays, with the development of high-tech, the teaching and learning condition become better and have more advantages. Applying video in teaching English for students, especially for 1st graders are very popular and high appreciated for its effectiveness and suitable program. Small videos with interesting content, lovely characters, vivid music, lively designed like a cartoon makes students be attracted. All people know that any children likes cartoons, using video to teach them is that we understand them, not only teach them but also satisfy their favorite.

In this paper, because the time is limited, I just focus on research two kinds of video for children which are very popular on the market and being high appreciated by teachers, students and parents recently : Let's go (let talk and sing) (VCD), Gogo's adventures with English (VCD).

❖ The Let's Go 1 VCD

Let's Go is a series for children who are just beginning their study of English. It combines a carefully controlled, grammar-based syllabus with practical language. Functional dialogues, interactive games, and pair-work activities foster a lively and motivating classroom environment.



In the Let's go VCD 1 for 1st graders, there are 16 lessons, I collect 5 of it for its effective function and interesting content, and hope that it will become an useful document for teachers and students on teaching and learning English vocabulary.

1. HELLO

Let's talk

- Hello, I am Andy.
- Hi! My name is Kate
- What's your name ?
- My name is John.



Let's sing: The Hello Song

Hello, hello, hello!

What's your name?

Hello, hello, hello.

My name is John. My name is John.

Hello, John! Hello, John! Hello!

2. HOW ARE YOU

Let's talk-

Hi, Andy. How are you?

- I'm fine. How are you?

- I'm fine. Thank you

Let's sing: Hi, how are you?

Hi, how are you? I'm fine

Hi, how are you, I'm fine

Hi, how are you, I'm fine

How are you?

I'm fine, I'm fine and I'm fine.



3. THIS IS MY FRIEND

Let's talk:

Hi, John. This is my friend, Sarah.

- Hello Sarah.

- Hi, John. - Let's play



Let's sing: This is my friend

Hello, John.

This is my friend, Sarah.

This is my friend, John.

Hello, Sarah.

Hello, John.

This is my friend, Sarah.

This is my friend, Sarah.

Hello, Sarah

This is my friend, John.

This is my friend, John.

Let's play!

4. THE FAMILY

Let's talk:

- Hi, mom! I'm home. This is my mother.
- This is my friend, Andy.
- It's nice to meet you, Ms Hill
- It's nice to meet you, too, Andy.



Let's sing : The Family Song.

This is my mother. Nice to meet you.

Nice to meet you too.

This is my father. Nice to meet you.

Nice to meet you, too.

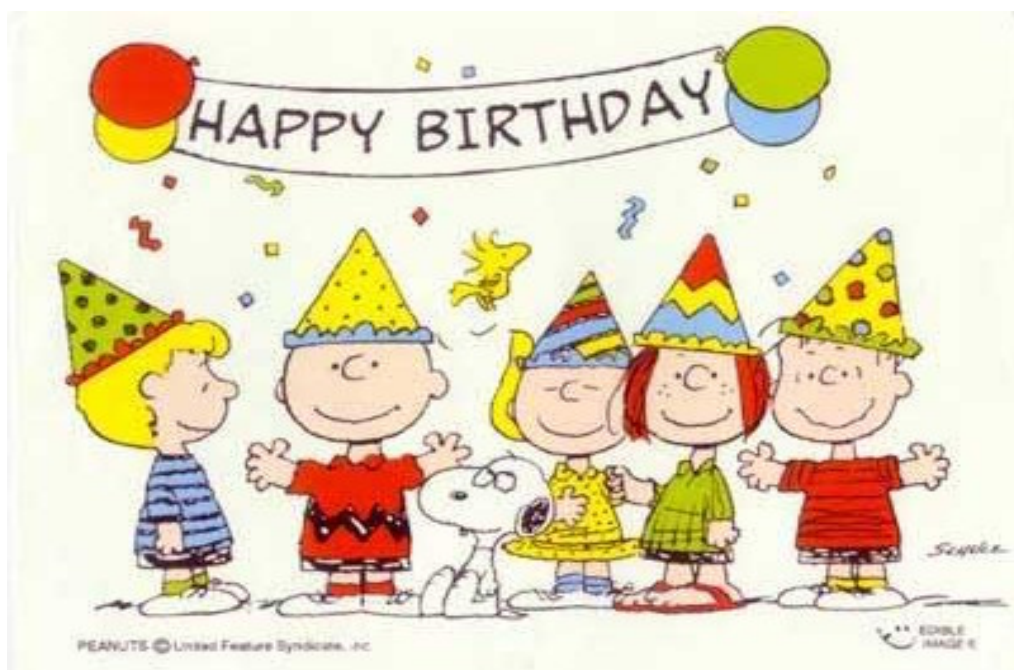
This is my sister. Nice to meet you.

Nice to meet you, too.

5. HAPPY BIRTHDAY

Let's talk

- *Happy birthday, Jenny! How old are you?*
- *I 'm seven years old.*
- *This is for you.*
- *Wow! A robot! Thankyou!*



Let's sing: The Happy Birthday Song

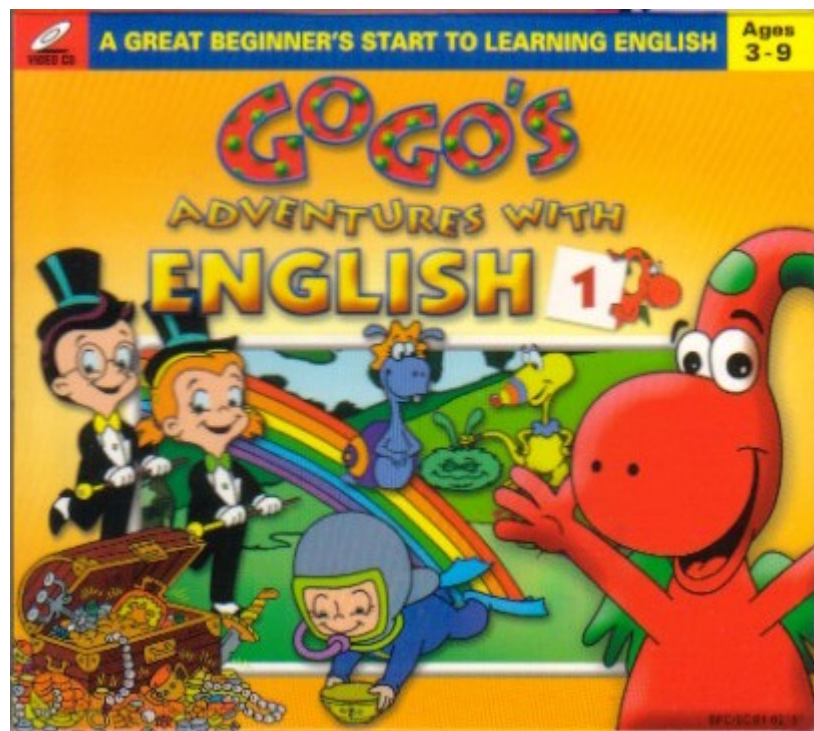
*I t'smy birthda today. I t'smy birthda today. I t'smy birthda today. H appy
birthday, Jenny!*

One, two, three, four, five, six, seven years old!

*N owl 'm ~~seven~~ years old N ow you're ~~seven~~ years old N owl 'm ~~seven~~ years old.
Happy birthday, Jenny !*

❖ **The Gogo's adventures with English VCD.**

In the Gogo's adventures with English, all of the lessons become the lovely songs with the cartoon characters: Gogo, Jenny and Tony teaching English attract students because they are very funny, pretty, lively and lovely. Students will have the feeling that they are watching cartoon, not studying. In addition, the simple words are being repeated lively ways help students remember it easier and longer.



1. What's your name?

What's your name? My name's Gogo.

What's your name? My name's Tony. How are you? I'm fine,
thankyou. How are you? I'm fine thank you.

What's your name? My name's Jenny. What's your name? My name's
Gogo. Tony, Jenny, Gogo.

2. What's his name?

What's his name? What's his name? His name's Peter.

What's her name? What's her name? Her name's May.

Her name's May. What's her name? Her name's Jenny.

Her name's Jenny. What's his name? What's his name?

His name's Tony, his name's Tony.

3. She is my mother

Who is he? Who is he? Who is he?

He is my father. He is my brother.

I'm your friend

Who is she? Who is she? Who is she?

She is my mother. She is my sister.

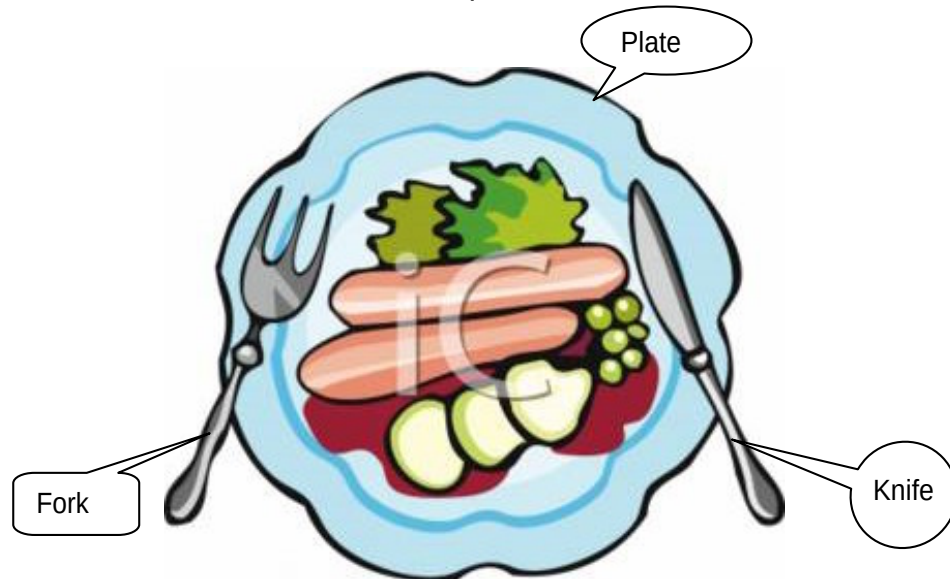
I'm your friend

4. What's this?

Knife, knife, knife. This is a knife W hat's this? T his is a knife W hat's this?

Fork, fork, fork. W hat's this? T his is a fork P late, plate, plate W hat's this?

This is a plate.



5. Is that a tiger?



What's that? It's a panda.

What's that? It's a zebra.

What's that? It's a tiger.

What's that? It's an elephant.

6. What color is that?

What color is that? It's red. It's red.

What's color is that? It's yellow. It's yellow.

What's color is that? It's green. It's green.

Red, yellow, green, and blue.



Part III: CONCLUSION

To conclude, this graduation paper has been carried out with the aim to investigate the current English teaching and learning situation in Vo Thi Sau Primary school in Hai Phong city so that effective activities and techniques for teaching and learning English vocabulary for 1st graders should be pointed out. This paper is relevant to the current situation as there has been a strong tendency in our country nowadays, that is teaching English for 1st graders. This is a very important policy of government. However, without effective teaching and learning techniques, it is useless. Therefore, it is necessary to select and organize the classroom activities carefully in order to improve the effectiveness in teaching and learning vocabulary.

Besides, the study showed a clear teaching and learning condition in Vo Thi Sau Primary school in Hai Phong city in which teachers should take into consideration when they decide to choose a technique of teaching vocabulary or design various kinds of classroom interactions. In addition, a survey questionnaire was implemented to find out the 1st graders difficulties when learning English vocabulary as well as their attitudes and expectations about using techniques in teaching and learning English vocabulary. Through the findings of the research, the teachers become more aware of the 1st graders difficulties in learning vocabulary so that they can select teaching techniques that are suitable to their students.

With the hope that I can contribute some interesting techniques which suggesting to study English vocabulary. Consequently, I have completed this research paper with a special care and interest with the aim to bring effective and pleasant lessons for the 1st graders.

However, beside the strong points, weak points are unavoidable. Due to limitation of the time and knowledge, the study cannot cover all stages and grades at primary school. I do hope in the future, many other effective activities and techniques will be studied in all grades of primary school to help students in

studying English. Any further comments and contributions for perfection of this paper are gratefully appreciated.