

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

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**ISO 9001 : 2008**

**KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGOẠI NGỮ**

**HẢI PHÒNG - 2012**

**HAIPHONG PRIVATE UNIVESITY  
FOREIGN LANGUAGES DEPARTMENT**

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**GRADUATION PAFER**

**A STUDY ON TECHNIQUES TO IMPROVE  
ENGLISH VOCABULARY FOR 3TH GRADERS AT  
QUANG TRUNG PRIMARY SCHOOL IN HAI PHONG**

**By:**

**ĐỖ THỊ TRANG**

**Class:**

**NA 1202**

**Supervisor:**

**NGUYỄN THỊ HUYỀN,MA**

**HAI PHONG - 2012**

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**Nhiệm vụ đề tài tốt nghiệp**

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

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2. 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:.....

Đề tài tốt nghiệp được giao ngày .... tháng .... năm 2012

Yêu cầu phải hoàn thành xong trước ngày ... tháng .... năm 2012

Đã nhận nhiệm vụ ĐTTN  
ĐTTN

*Sinh viên*

Đã giao nhiệm vụ

*Người hướng dẫn*

*Hải Phòng, ngày tháng năm 2012*

**HIỆU TRƯỞNG**

**GS.TS.NGƯT 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  
2012

**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)*

Ngày..... tháng..... năm 2012

**Người chấm phản biện**

## **PART I: INTRODUCTION**

### **1. Rationale**

It is can not to denied that English is the international medium of communication in the fields of science, technology, culture, education, economy and so on. It is also considered a means to promote mutual understanding and cooperation between Vietnam and other countries. It is widely seen as the key language toll in the integrating process in the world. With the rapid development and expansion of informatics technologies, there needs to be a common language for people of all countries to exchange information with each other and it is English that is used as a means of international communication. Therefore, there has been an explosion in the need of teaching and learning English all over the world.

It has been, in fact said that language was a house, vocabulary would be as construction material to build up that house. Therefore when teaching a new language for learner, vocabulary must be the background to develop like building a house, if the foundation is strong the house will be firm.

Therefore, 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 skills: listening, speaking, reading, writing . 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 3<sup>th</sup> 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 for students at Quang Trung primary school 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 improve English vocabulary for 3th graders at Quang Trung primary school in Hai Phong”**

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

Being a student of English department, I would like to contribute some idea as well as find out some techniques to improve teaching and learning English for 3th graders . To summarize the above, my study is aimed at:

- To find out difficulties in teaching and learning English for English teachers as well as 3th graders at Quang Trung primary school.
- Find out appropriate techniques for teaching vocabulary lesson which draw student 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 3th 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 difficulties that 3th graders encounter when they learn English vocabulary and study some effective techniques in teaching vocabulary (meaning, form, use) for 3th graders at Quang Trung primary school in Hai Phong city.

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

To complete this graduation paper, the following methods has been adopted:

First, survey questionnaires are conducted on the teaching and learning English vocabulary for 3th graders at Quang Trung primary school in Hai Phong.

Besides, observation class is employed

#### **5. Designs 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, and techniques to teaching English vocabulary for pupils at primary school.

**Chapter 2:** “The study on techniques to teach English vocabulary for 3th graders at Quang Trung primary school in Hai Phong” refers to the survey questionnaire and analyzed findings of questionnaire results.

**Chapter 3:** “Some suggested techniques in teaching vocabulary for 3th graders at Quang Trung primary school in Hai Phong ” that contains some techniques to teach vocabulary and some more suggested activities to attract 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 for 3th graders at Quang Trung primary school in Hai Phong and some suggested techniques in teaching vocabulary them.

## **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 some 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**

Firstly, to master the techniques of improving vocabulary, especially for 3th graders at Quang Trung Primary school in Hai Phong, it is impossible not to mention the concept of vocabulary.

##### **I.1. Definition**

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

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” .*

According to Richard, Platt (1992), vocabulary is “*a set of lexemes, including single words, compound words and idioms.*”(p. 40). Whereas, the Advanced Learner’s Dictionary (1995:1331) offered its own definition. Vocabulary here is simply understood as “*the total number of words in a language.*”

Nguyen Bang and Nguyen Ba Hoc (2002) considered their following definition of vocabulary as “logical”. According to them, when the term “vocabulary” of a language was mentioned, it should be mentioned as consisting of all the words, compounds and idioms used to transmit information on both “*oral and written communication*”.

In conclusion, it is easy to see that there are many ways to define vocabulary. The way that linguists choose to define vocabulary depends on the way he assesses the importance of the components of each language. Of

all the above definitions, the one that Richard and Platt (1992) proposes in the Dictionary of language teaching and applied linguistics is perhaps one of the most widely-accepted definitions since it given us the whole scope of vocabulary.

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

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. 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 (Kamil & Hiebert, in press).

### **I.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.

### **I.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.

### **I.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.

### **I.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 John Friedlander – associate professor in English department at Southwest Tennessee community college, vocabulary is divided to two types: concrete vocabulary and abstract vocabulary.*

### **I.2.5. Concrete vocabulary**

Concrete vocabulary refer to objects or events that are available to the senses. Examples of concrete vocabulary include *spoon, table, velvet eye patch, nose ring, sinus mask, green, hot, walking*. Because these terms refer to objects or events we can see or hear or feel or taste or smell, their meanings are pretty stable. If you ask me what I mean by the word *spoon*, I can pick up a spoon and show it to you.

### **I.2.6. Abstract vocabulary**

Abstract vocabulary refer to ideas or concepts; they have no physical referents. Examples of abstract vocabulary include *love, success, freedom, good, moral, democracy*, and any *-ism (chauvinism, Communism, feminism, racism, sexism)*. These terms are fairly common and familiar, and because we

recognize them we may imagine that we understand them—but we really can't, because the meanings won't stay still.

Take *love* as an example. You've heard and used that word since you were three or four years old. Does it mean to you now what it meant to you when you were five? when you were ten? when you were fourteen (!)? I'm sure you'll share my certainty that the word changes meaning when we marry, when we divorce, when we have children, when we look back at lost parents or spouses or children. The word stays the same, but the meaning keeps changing.

### **I.3. 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 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.

## **I.4. What need to be studied**

Learning foreign language requires you to spend a lot a time on studying vocabulary. Learning English vocabulary, too. When we learn a new word we have to focus on 3 mains: meaning, form, and grammar.

### **I.4.1. 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 is meaning in the context in which 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 anyone of a number of other thing, eg: elephant, peacock, penguin, etc. 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, them, 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.

## **I.4.2. Form**

### **I.4.2.1 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.

### **I.4.3. 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.

#### **I.4.4. Grammar**

The grammar of a new item will need to be studied if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may give some idiosyncratic ways of connecting with other words in sentences; it is important to provide learners with this information at the same as we study the base form. When studying a new verb, for example, we might give also its past form, if this is irregular (buy – bought), and we might note if it is transitive or intransitive. Similarly, when studying a noun, we may wish to present its plural form, if irregular (mouse – mice), or draw learners' attention to the fact that it has no plural at all (happiness, information). We may present verb such as want and enjoy together with the verb form that follows them (want to, enjoy), or adjective or verbs together with their following prepositions (interesting in, accuse somebody of).

#### **I.5. How to teach English vocabulary for pupils at primary schools.**

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 pupils at primary schools.

### **I.5.1. Teaching English by putting student-centered learning method into practice**

There are many definitions of student-centred learning, according to Mr Canno ( 2000):

Student-centred learning describes ways of thinking about learning and teaching that emphasize student responsibility for such activities as planning learning, interacting with teachers and other students, researching, and assessing learning.

Student-centred learning has student responsibility and activity at its heart, in contrast to the stronger emphasis on teacher-control and the coverage of academic content found in much conventional, didactic teaching.

Student responsibility and independence help to develop characteristics of lifelong learners—motivation, self-evaluation, time management and the skills to access information. Research in student learning underscores the importance of concentrating on what learners do, and why they think they are doing it, rather than what the teacher. Problem-based learning is an outstanding example of student-centred learning in higher education.

According to the book which is used in second level education (post-primary), entitled “*A Guide to Student-Centred Learning*”, the main principles of student-centred learning as:

- The learner has full responsibility for her/his learning
- Involvement and participation are necessary for learning
- The relationship between learners is more equal, promoting growth, development

- The teacher becomes a facilitator and resource person
- The learner experiences confluence in his education (affective and cognitive domains flow together)
- The learner sees himself differently as a result of the learning experience.

In developed countries, Teaching method “put student-centered learning method into practice” was applied to school many years ago. With this teaching method, the student will explore the knowledge by themselves, the teacher only is the guide and provide information. The student have to solve difficulties as well as answer the questions arise in learning process by themselves, the teacher is only considered as “referee” and “adviser”. Teacher play role leading, evoking, inspire inspiration in the student. In order to become the referee and the adviser, the teacher must have deep and broad knowledge, and they always improve and confirm their knowledge by studying books, and documents.

With enthusiastic guidance and close supervision, students learn more positively and Self-consciously as well as search new knowledge. Each student has to find out the optimal learning method for themselves, and research the documents, do the exercises individually after getting the guidance from the teacher. So, students more and more promote their independence and creative.

### **I.5.2. Teaching English by putting students into groups**

From the hard copy book *Tools for Teaching* by Barbara Gross Davis; Jossey-Bass Publishers: San Francisco, 1993.

Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than

when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes. (Sources: Beckman, 1990; Chickering and Gamson, 1991; Collier, 1980; Cooper and Associates, 1990; Goodsell, Maher, Tinto, and Associates, 1992; Johnson and Johnson, 1989; Johnson, Johnson, and Smith, 1991; Kohn, 1986; McKeachie, Pintrich, Lin, and Smith, 1986; Slavin, 1980, 1983; Whitman, 1988)

Various names have been given to this form of teaching, and there are some distinctions among these: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups. But all in all, there are three general types of group work: informal learning groups, formal learning groups, and study teams (adapted from Johnson, Johnson, and Smith, 1991).

***Informal learning groups*** : the teacher should cluster students within a single class session. Informal learning groups can be initiated, for example, by asking students to turn to a neighbor and spend two minutes discussing a question the teacher have posed. The teacher can also form groups of three to five to solve a problem or pose a question. The teacher can organize informal groups at any time in a class of any size to check on students' understanding of the material, to give students an opportunity to apply what they are learning, or to provide a change of pace.

***Formal learning groups*** are teams established to complete a specific task, such as perform a lab experiment, write a report, carry out a project, or prepare a position paper. These groups may complete their work in a single class session or over several weeks. Typically, students work together until the task is finished, and their project is graded.



*Study teams* are long-term groups (usually existing over the course of a semester) with stable membership whose primary responsibility is to provide members with support, encouragement, and assistance in completing course requirements and assignments. Study teams also inform their members about lectures and assignments when someone has missed a session. The larger the class and the more complex the subject matter, the more valuable study teams can be.

Studying in a group with teacher's guidance is a new learning method and effectiveness method. This method is applied in teaching and learning at many schools in Vietnam. The students are divided into groups of 3 people or 5 people in order to discuss a small problem, or students can work in pairs to exchange their ideas on the topic which they have. At the end of the discussion, the students will present their idea as well as their group's idea in front of all students in the class. And students in other groups have to give the comment, the comment can be true or false, or give supplementary ideas. When using this method in teaching, the teacher should put the student in many groups, with this way, a student has a chance to work with many students, so the students are more active and more intelligent.

In order to control and organize groups effectively, teachers should use the following tips when putting their students into groups:

Firstly, the teacher plans for each stage of group work. When the teacher is writing the syllabus for the course, decide which topics, themes, or projects might lend themselves to formal group work. Think about how you will organize students into groups, help groups negotiate among themselves, provide feedback to the groups, and evaluate the products of group work.

Secondly, the teacher carefully explains to her class how the groups will operate and how students will be graded. As the teacher would when making any assignment, explain the objectives of the group task and define any relevant

concepts. In addition to a well-defined task, every group needs a way of getting started, a way of knowing when its task is done, and some guidance about the participation of members. Also explain how students will be graded. Keep in mind that group work is more successful when students are graded against a set standard than when they are graded against each other (on a curve). See "Grading Practices." (Source: Smith, 1986).

Finally, teacher gives students the skills which they need to succeed in groups. Many students have never worked in collaborative learning groups and may need practice in such skills as active and tolerant listening, helping one another in mastering content, giving and receiving constructive criticism, and managing disagreements. Discuss these skills with your students and model and reinforce them during class. Some faculty use various exercises that help students gain skills in working in groups (Fiechtner and Davis, 1992). See "Leading a Discussion" for examples of guidelines for participating in small groups. (Sources: Cooper, 1990; Johnson, Johnson, and Smith, 1991).

### **I.5.3. Teaching English by helping students to be relax in the class**

It is important for students to feel comfortable in the classroom. When people are under stress or feel anxious they get a mental block, which is as an affective filter. It prevents language from entering and being assimilated into students' minds. The more students are able to relax in the class, the easier it will be for them to understand what teacher is saying and thus begin the process of acquiring English. Aim for students to be in a state of alert relaxation.

If teacher notices that students are beginning to feel anxious, it is a signal for teacher to change the pace of the class in some way: have students get out of their seats and do an activity that requires them to mill around the room;

play some music and change the focus of your lesson; or tell a joke to help students lighten up.

The teacher can make the student love English lesson by using pictures, games, songs, using different teaching method:

### **Singing a Song:**

Before class begins, the teacher should let the student listen to music. Make sure to use a song that students understand and know very well. The songs will help the student's brain focus on the English language in a relaxing manner. It's important to be relaxed when the student study English! Singing a song also helps activate the creative side of the student's brain which can help the student come up with more examples as the student's practice conversation or do some creative writing.

### **A Thousand Words ...**

As the saying goes in English: A picture is worth a thousand words. Help activate the creative side of the student's brain by trying to describe a photo or other image. The student can combine use this also to activate the student's vocabulary by choosing a picture that has something to do with the subject the student are going to study in English.

### **The total physical response**

Teaching English vocabulary to children through the Total Physical Response method was very suitable for children because it was easier for them to give physical response than giving verbal response; in other words, when the learning process was emphasized on children's physical response it was appropriate in terms of their level and their age range (most of them are 9 years old). As the classes progressed, the children demonstrated that they knew more about the language to respond and act out the commands given by the teacher. Also, we found that this method could facilitate the students

understanding of vocabulary by perceiving the meaning from a real context. Consequently, children could memorize the vocabulary by remembering the action and they could also understand the meaning of the words even when the commands were not translated.

Besides, the total physical response method stimulates and motivates 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 act following the teacher's requirements as well as play the game well. They will let their team and themselves down, so they make more effort to join in and learn as much as possible.

### **Using Different Methods to Learn**

Don't just use one way to teach English. Using a variety of methods which will help all the parts of the student's brain (multiple intelligences). When the teacher teaches new vocabulary, the teacher should create a word map, describe a picture.

## **I.6. The different steps of teaching vocabulary at primary school.**

Teacher should teach students English vocabulary with two steps: Presentation and practice

### **I.6.1. Presentation**

Presentation seems to be the most important stage in the process of teaching vocabulary. Because when we prepare to give a new word, we have to think twice. We are sure that given new words may be easiest. Like this, pupils will feel attracted into our lecture. In addition, the teacher should use attached techniques in order to get the best result.

### **I.6.2. Practice**

Practice is one of the most important ways in teaching vocabulary. The pupils will have opportunities to practice new words which they have learnt. They will be able to use new words effectively. In general, the practice is often done throughout three stages: Controlled, guided, and free practice. However, it depends on the length of lesson and perception process of pupil. The teacher selects the suitable practice.

### **I.6.2.1 Controlled practice**

In this way, the teacher gives some words which are put in the wrong place of a sentence; pupils' task is to rearrange them into correct sentence. Like this, the teacher can help their pupils practice not only vocabulary but also grammatical structures. However, as there are many ways to teach vocabulary, the teacher should not give complex structures. If the teacher uses difficult structures, pupils only pay attention to these structures without remembering vocabulary items. In addition, the teacher may give the pupils similar scrambled sentences which the pupils must write in order.

*Example:*

She/teacher/is/good/a

She is a good teacher

The teacher can give pupil the word "sport" :

Do you play sports?

Which kind of sports do you like?

How often do you play sports?

Which sports have you ever take part in?

### **I.6.2.2 Guided practice**

The aim of guided practice is to give pupils chance of using new words which is less controlled context

In this stage, pupils are required to translate new words. This way is to make them remember words directly. However, the teacher should limit in a specific context. At the same time, the teachers should ask their pupils to translate what they say from Vietnamese into English in both written and spoken forms. The teachers can also give real objects, pictures.....with some suggested question and then require pupils to describe it by speaking or writing. For me, I think that this is the good way to help pupils form the ability to remember and use new words in sentences.

### **I.6.2.3 Free practice**

This is to help pupils use vocabulary to express their ideas in communication. They may talk, exchange, present with their partner even if they can discuss in pairs or groups. Many teachers said that this stage helps pupils develop fluency in speaking and it makes them become more self-confident.

To sum up, three stages play an important role in teaching vocabulary. Each stage has its own advantage. However, the teachers should select the most suitable practice with object and perception process of the pupil.

To sum up, **Chapter I** has provided us with the background knowledge of English vocabulary in general and teaching meaning, form and grammar in particular. In **Chapter II**, we will investigate how English vocabulary are studied and taught by teachers and students at Quang Trung Primary school in Hai Phong.

## **CHAPTER II: FINDINGS ON TEACHING AND LEARNING**

### **VOCABULARY AT QUANG TRUNG PRIMARY SCHOOL**

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

#### **II.1. Reality**

In my opinion, teaching is interdependent relationship between the teacher, the aids that he/she uses and the students. In addition, learning and teaching conditions are also very important. All these are the factors that decide the success of the lecture.

##### **II.1.1. English teaching staff**

With 3 English teachers, Quang Trung primary school has young English teaching staff and advantageously, all of them graduated from university, college and have experience in teaching English. All of them are interested in teaching profession and they are very enthusiastic in teaching and helping students; they always prepare their lectures carefully and thoroughly. They wish to bring interesting lectures for their students and 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.

##### **II.1.2. The students**

Quang trung primary school is a school in countryside. The school has more than 600 students divided into 20 classes, in which about 100 students enrolled in 3 classes are learning in 3th grade.

Most of them are very active and eager in English lesson. They are interested in learning English and study very hard all English skills because they are aware the importance of English language in their life 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.

Therefore, a new and strange way for teaching English is so necessary. Let students enjoy coming English periods with funny activities in order to help them memorize the given words and phrases easily.

### **II.1.3. The textbook**

In the school, 3th graders have been working with the newest material textbook, its name is “*let’s learn English book 1*” consist of twelve units which are theme based and four self-check. Each units is being taught in four periods and each consolidation units being taught in from one to two periods. Each unit has following parts:

- *Look, listen and repeat*: help students to observe, listen and get familiar with sounds and alphabets.
- *Look and say*: help students understand the words meaning and speak the words.
- *Let’s talk*: help students practice speaking .



- *Listen and check*: help student listen and find out the correct answer.
- *Say it right*: help student practice speaking and spelling.
- *Let's write*: help student practice writing and write truly the words.
- *Let's play/sing* : practice in English through games, extra-activities, songs.
- *Read and match*: help students understand and use right words.
- *Summary* : help student in learning grammar.

Four self-check units are presented in the test form. These are designed so that students can check their own knowledge after learning three units. And help teachers designed the 45 minutes test.

#### **II.1.4. English teaching and learning condition**

In general, Quang Trung primary school is well-equipped with a lot of aids 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, that is why in English periods the class atmosphere is very pleasant and comfortable. In addition, teaching aids is always available when necessary such as cassette players, micros, pictures, and especially there is a projectors , always ready whenever they need to use. It is the reason why students have more chance to get approached to facilities and to improve their English better. Furthermore, teachers often organize English contests to encourage students to express their abilities.

To sum up, Quang Trung primary school is a good environment to practice English. It always leaves an unforgettable impression on people who visit it the first time. It is really the good choice for teachers and students to work in.

## **II.2. Survey questionnaires**

### **II.2.1. 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 Quang Trung 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 3th graders students at Quang Trung Primary school in Hai Phong.
- To work out the students problems when learning English vocabulary.

### **II.2.2. 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 7 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 3th graders.

*For students:* there are 9 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.

## **II.3. Data analysis**

### **II.3.1. *Students' interest in learning English.***

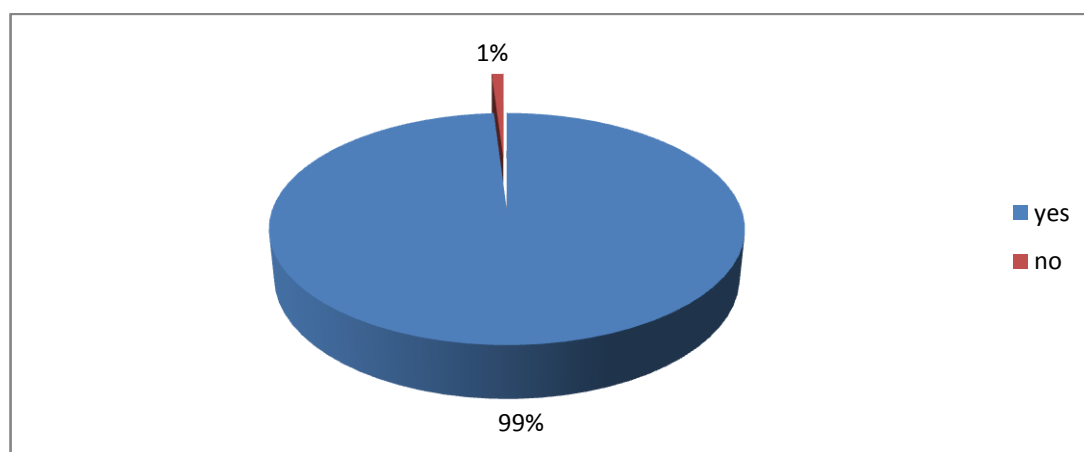


Chart 1: *Students' interest in learning English.*

This question to find how 3th graders students are interested in learning English the results indicate that most of students are fond of studying English. This is the first students get acquainted with learning English and they get use to English with simple words, simple sentences. So they said feel really excited and enjoyable when saying “hello” or “how are you?” to every ones, and especially they enjoy looking at the pictures, playing the games and singing English songs. However these students also have some difficulties in pronouncing and memorizing a word.

Only 1% 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, and they can not pronounce some syllables as “ /s/ , /z/ ”. So they are fed up with studying English.

From that point of view, teachers should have show students the importance of English and try to help students like this subject more by using useful and workable techniques. Because when students has the love, the indulgence to English , they can overcome many difficulties to have the success.

***II.3.2. Teachers’ and students’ opinion toward the role of English vocabulary.***

	Important	Not important
Students	93%	7%
Teachers	100%	0%

*Table 1: Teachers’ and students’ opinion toward the role of English vocabulary.*

Firstly is the students’ attitude to learning English vocabulary. The table shows us that most of teachers and students agree that learning vocabulary plays an important role in mastering English. Only 7% of student 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 met many difficulties in reading and memorizing vocabulary, and 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. Besides, the teachers should help students understand that it is very easy to learn English . students at 3th graders are so childish they often frighten and feel boring with difficult subject. Let’s put students in learning with pictures, games, songs, interesting activities. Students will realize that English is not difficult as they thought. According to the chart, we can remark the role of teaching English vocabulary in primary school.

***II.3.3. Students’and teachers’ difficulties in learning and teaching vocabulary***

Difficulties	Students	Teachers
Remember and forget quickly the word’s meaning	30%	20%
Easy to turn bored	2%	2%
Have difficulties in writing some words	18%	10%
Can not pronounce some syllables	41%	55%
Concentration is low	8%	13%

*Table 2: Students ’and teachers ’ difficulties in learning and teaching vocabulary.*

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.

According to the table both students and teachers agree that students rarely get bored when they learn English. because it is the first time students learn English and this subject is very strange to them. So they are very curious and want to explore this fresh subject. Students always feel eager and elated in English periods, because they not only learn English but also play interesting games.

Therefore, teachers should apply interesting games, exciting activities to teaching English vocabulary. When children like English subject they will learn well as teacher hope.

Look at above table we can easily see that the most popular difficulty student encounter when learning vocabulary is word's pronunciation ( 55% of teacher, 41% of student). they are confused it because of the interference of local language's characteristic .Most students in 3<sup>th</sup> graders often pronounce a word without final syllable or make mistake with this difficult sounds such as “th” “sh” “dʒ”.

Having a standard pronunciation help students own native English voice. In order to improve this big problem teachers should let students listen to the native sound through songs, radio.

However, 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.

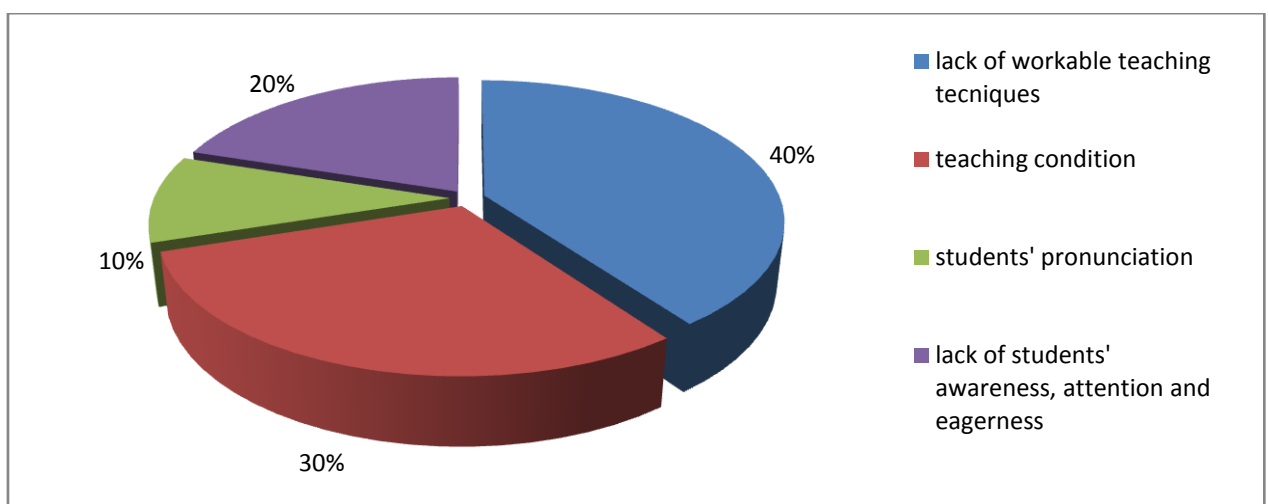
The second difficult in learning vocabulary is memorizing meaning of words in a lesson. Because they are young children who are very enthusiastic, they easily remember but forget easily also, leading to children

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. Besides, some students have difficulty in writing some words. Sometimes, there are some long words with many letter as “ library”, “ weather” that children feel difficult to memorize in writing.

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

***II.3.4. Difficulties faced by teachers when teaching vocabulary for primary students***



*Chart 2: Difficulties faced by teachers when teaching vocabulary for students*

This question is raised to teachers to explore their opinion about the difficulties when teaching vocabulary for students of 3th graders. According to data of above pie chart, 2 main difficulties of teachers is lacking of workable teaching techniques and teaching condition. 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. 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, students of 3th graders 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 pie chart, students' awareness occupied 20% of teachers' difficulties.

To sum up, these questions are raised to find out the problems coped with by students and teachers at Quang Trung primary school 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 effectives.



***II.3.5. Students and teachers point of view on the current vocabulary teaching and learning techniques.***

***II.3.5.1 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	30	65	5	40	60	
Handouts	47	50	3	50	50	
Exercise in textbook	33	57	10	70	30	
Games	77	23		80	20	
Songs	61	39		64	36	
Pictures	80	20		85	15	

*Table 3: Current teaching techniques and its effectiveness.*

This question is put to both students and teachers. It is to study how effective teachers' 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 questions, handouts and exercise are the most popular

techniques by the teachers, they are less effective. In contrary, games, songs, pictures stated to be not frequently employed seem to be more effective.

The highest percentage of effectiveness level belongs to pictures, 80% while questions, handouts, exercises is found respectively 30%, 47%, and 33% We also find other differences from using songs, games these are techniques that is said to be with high percentage of effectiveness according to the idea of 61%, 77% of 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 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 3th 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, 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.

### ***II.3.5.2 The frequency of adopted techniques on teaching vocabulary:***

Techniques	Students			Teachers		
	Frequently	Sometimes	Never	Frequently	Sometimes	Never
Questions	79	21		83	17	
Handouts	31	45	4	33	67	
Exercise in textbook	85	15		83	17	
Utterance	68	28	4	67	33	
Games	25	58	7	50	50	
Songs	5	60	35		50	50
Pictures	58	22	20	50	50	

*Table 4: The frequency of adopted techniques on teaching vocabulary*

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 teachers' 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 pictures (28%), songs (5%) and games (25%) are frequently used to the teachers side. A great percent of students claimed that these techniques are never applied: games, 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.

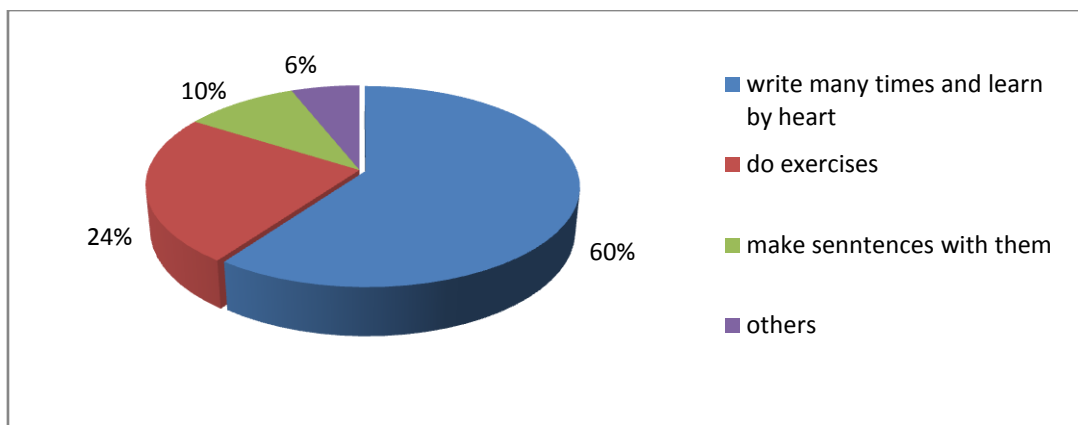
When using songs, the teachers must be well prepared and choose the one that is related to the lesson.

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 3th graders. What about handouts? According to the two tables, it is not very often used. 45% students and 67% teachers agree with that. This technique is due to the students 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.

### ***II.3.5.3 The ways students often apply in memorizing words.***

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.



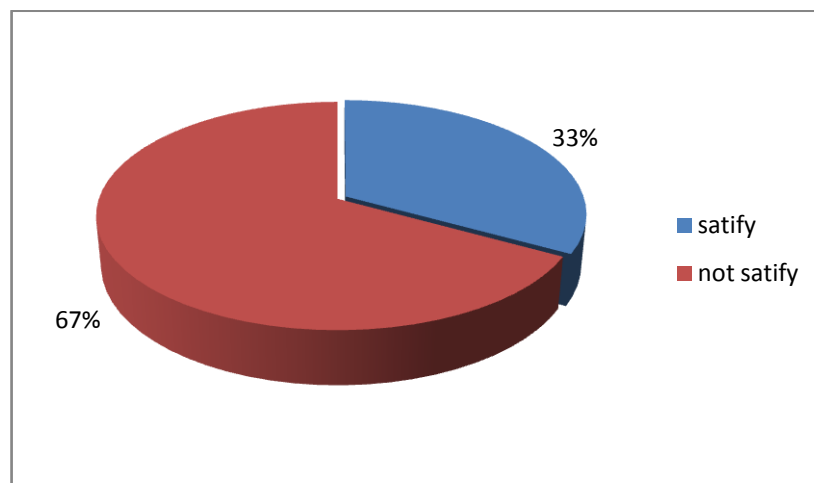
*Chart 3: The ways students often apply in memorizing words.*

From the pie chart, we can see that most of students applied the old learning methods as write many times and learn by heart ( 60% of students), and do exercises (24% of students) which are very passive and being advised to reduce by professional. This old ways do processing, especially with the young objective like 3th graders.

Meanwhile, just 10% of them make sentences with related words in each lesson, and 6% of them chose other ways. It proves that students do not come to realize which tips are the most suitable for learning vocabulary.

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

#### ***II.3.5.4 Students' opinion toward current teaching method***



*Chart 4: Students' 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. 67% 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 33%. This is the difficulty on teaching English for not only 3th 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.

### **II.3.6. Students 'expectation to improve their vocabulary learning.**

Techniques	Want to apply	Don't want to apply
Pictures	75%	25%
Games	86%	14%
Songs	67%	33%
Exercises	50%	50%
Explanation	7%	93%
Questions	32%	68%

*Table 5: Students 'expectation to improve their vocabulary learning.*

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

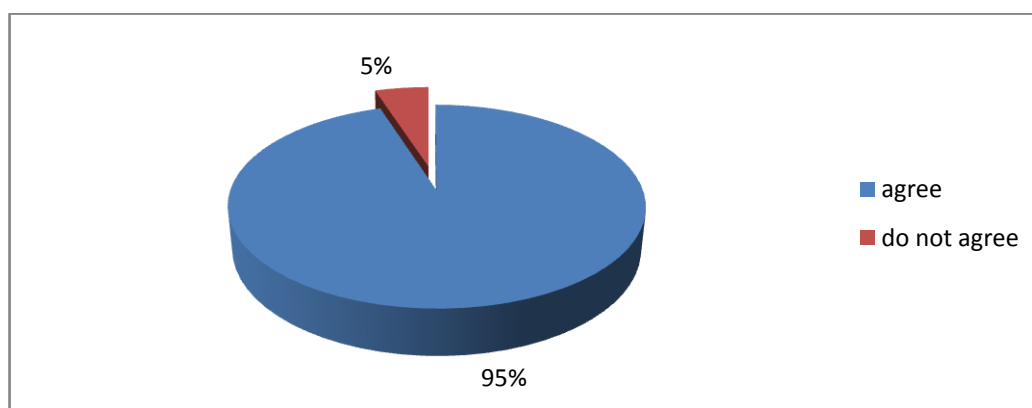
The above table tells us the fact that most students wish to use pictures and games to learn vocabulary, according the idea of 75% and 86% respectively. This is due to its effectiveness that we have mentioned above.

However, there are 67% of them expecting to use songs and just 32% expecting 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 3th graders, teacher should use more pictures to teach, according to the students 'expectation.

### ***II.3.7. Teachers' viewpoint on how to attract students' attention to vocabulary lessons.***

***Teachers' opinion on using various techniques on teaching vocabulary:***



*Chart 5: Teachers' opinion on using various techniques on teaching vocabulary*

According to the chart, 95% of teachers agree that we should use many techniques in teaching English vocabulary. Only 5% 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 easy to be 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.



## **II.4. Findings and discussion of finding**

Since these survey questionnaires was distributed by only 100 students of 3th graders at Quang Trung 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 3th graders are too young to recognize the importance of learning English. And they can find many surprising things when getting approached to this language.

In addition, students attitude toward English: most of them find vocabulary is the most difficult lesson, and the most interesting as well.

Furthermore, 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.

As well, 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, etc.

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.

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 the way in attracting students attention: using various techniques and. And they also find this effectiveness.

Most of the students are fed up with the techniques which their teachers frequently used in teaching such as: asking question, handouts, utterance, etc. On the contrary, the techniques which are rarely applied by teachers make them highly excited about such as: games, songs, pictures, etc. 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 3TH GRADERS AT**

#### **QUANG TRUNG PRIMARY SCHOOL IN HAI PHONG**

In the **Chapter II**, the current situation of teaching and learning English vocabulary at Quang Trung primary school has been unfolded. Through the survey questionnaires, it is found that techniques in students' 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 III** 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.

#### **III.1 . The techniques to present English vocabulary:**

The first stage in teaching English vocabulary is the introduction vocabulary to students. Introducing new words have a very important role in an English class. Students can grasp the broad content of the unit, grasp the meaning of the word, using the words through the teacher's introduction. The teachers can use following techniques to present vocabulary:

- Pictures

- Mime and gesture
- Realia
- Situation/explanation
- Synonym/ antonym

Children's attention span is extremely short compared to that of adults. Thus your job as a teacher is to use the few minutes you have to present vocabulary as effectively and successfully as you can. Be creative. Be appealing. Be quick. To make sure your students will remember all the new words you taught them, be fun and have fun as well!

### **III.1.1.Pictures**

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

Pictures can help teachers explain for children understand exactly the things without using too much words, avoid misunderstanding.

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 students can imagine many interesting things with the real emotions.

In fact, using pictures can be applied in all stages of studying vocabulary, presentation production and practice stage. In presentation stage, students are not only attracted but also easier remember and understand the vocabulary.

#### **III.1.1.1 Look at the pictures and guess the word**

*Unit 5 : My school*

\*) *Objective*: pictures can help students guess the words easily and effectively, it is

also develop their creativeness.

\*) *Procedure*:

➤ First, teacher introduces the words by showing the picture, and asking students “ what is this?” . students can guess and answer by English or Vietnamese ( if they don’t know how to speak this word).

➤ After that, teacher should read vocabulary exactly, and asks students to repeat many times.



**School**



**classroom**



**Library**



**School-yard**



**Teacher**



**Student**

### **III.1.1.2 Look at the pictures and distinguish opposite meaning words:**

#### ***Unit 5 My school***

\*) *Objective:* pictures not only can help students guess, realize the words but also help them distinguish the opposite meaning words.

\*) *Procedure:*

➤ Teacher uses pictures in which are antonym meaning in order to help students learn adjectives in this lesson.

➤ At first, teacher asks students “ what are these”, students will say what they see such as apples, men, turtle and rabbit.

➤ Then teacher asks students to compare two objects in a pictures in order to find out adjective words such as big and small, tall and short, fat and thin, fast and slow.

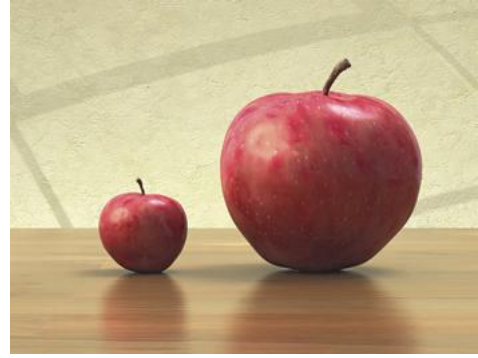
➤ After that, teacher asks students to repeat many times these words.

Besides, teacher can give some examples with members of class such as “ Lan

is short” , “ Tuan is fat” , “ Hung is tall” .



**Big and small**



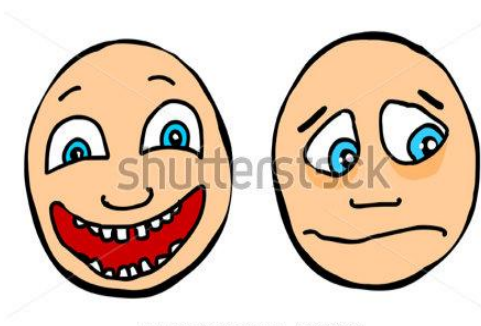
**Tall and short**



**Fat and thin**



**Fast and slow**



**Happy and sad**



**Empty and full**

### III.1.2. 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.

### **III.1.2.1. Action expression**

Obviously, using mime and gestures are 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:*

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





**Sit down**



**Stand up**



**Raise the hand**



**Open the book**

### **III.1.2.2 .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, angry, and bored to check how much students can memorize the words related with emotions in English.



**Happy**



**Bored**



**Angry**



**Surprise**

Besides, another useful idea is making noises related to the vocabulary taught. "Meow" if you want to teach "cat" and "moo" if you teach "cow". With some students the auditory intelligence is more dominant so make sure you facilitate the learning process for them additionally.

### **III.1.3. Realia**

Whenever possible bring realia to the classroom. There is no better way to make a person remember something than to see, smell, touch and taste it. Another way of making the lesson more attention-grabbing is letting the children bring objects of their own. By doing so teachers will allow personalization and let students have some fun too.

Feel free to invite people to your classroom. If teachers are teaching professions, ask a doctor or a musician to visit your class and talk about their jobs. The students will be given the opportunity not only to memorize the name of a given profession but learn some other useful words related to it as well.

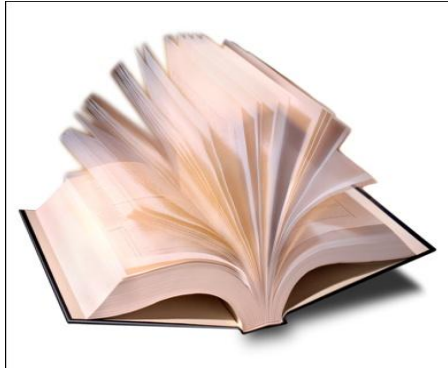
This word refers to the use of real objects in the classroom. These objects help to make the meaning of word clear ( ex. A pen, a postcard, a ball, etc). The teacher may also use classroom environment: a chair, a table, a board. In general, that are things in classroom which can also be “ touched “. 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.

\*) *Procedure:* 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 6 My classroom*

➤ 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.



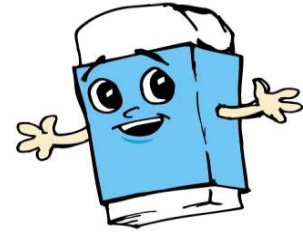
a book



a pen



a ruler



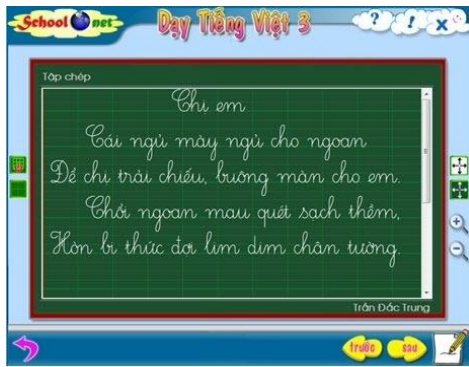
an eraser



a school bag



a notebook



a board



a desk

- 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.

### III.1.4. Blackboard drawings

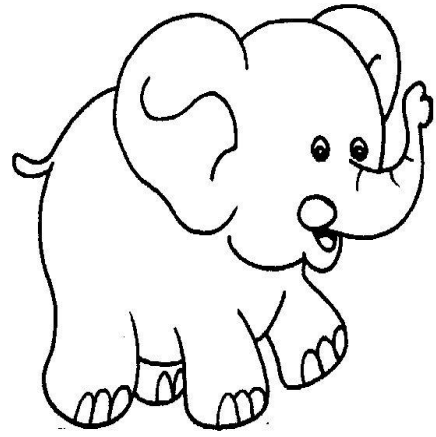
This is the techniques teacher draws pictures right on blackboard with the purpose of illustrating meaning of words. The most important thing about the pictures teacher draws is that they show the meaning of word. Don't worry if the drawing is not very good, it does not matter. Sometimes it is better 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 11 Our pets*

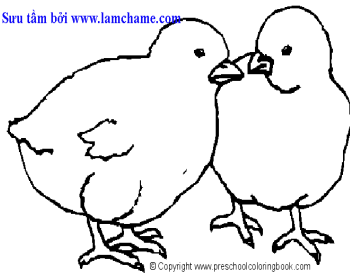


**What is this ? ( a cat)**

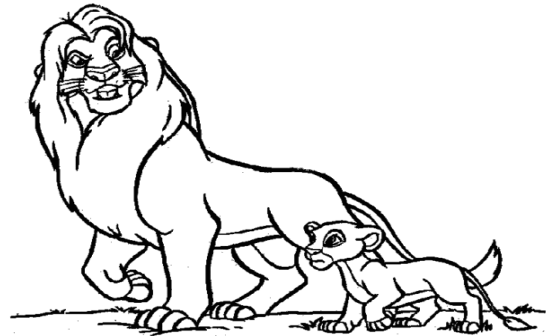


**What is this? ( an elephant)**

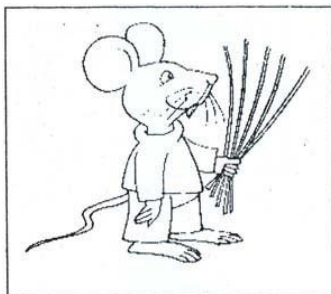
Sưu tầm bởi [www.lamchame.com](http://www.lamchame.com)



**What do I have? ( two chicken )**



**What do I have? ( two tiger)**



**What is that? ( a mouse)**



**What are these? (buffaloes)**

- Let 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.

### **III.1.5. Situation/explanation**

There are many abstract vocabulary, it is difficult to use pictures, realia, and mime to present these words. So the teacher should use situation or explanation these words.

\*) Example : the teacher want to teach the word “between”

Teacher shows the student who sits between two others and says:

“Nam is between Lan and Mai”

➤ the teacher want to teach the word “honest”

Teacher can explain “I don’t tell lies. I don’t cheat in the exams. I tell the truth”

➤ the teacher want to teach the word “improve”

The teacher gives the situation “last year, you usually got bad marks in English. But now you always get good marks in English. You improve your English.”

The teacher asks students to tell me “to improve” in Vietnamese.

### **III.1.6. Using synonyms and antonym**

When teaching vocabulary we may use synonyms and antonyms. And it depends on each lesson. Moreover, for the lecture to be more effective teacher uses synonyms and antonyms to teach students. We see that the students comprehend the lesson more quickly.

***For example: synonym***

➤ Teacher gives the word which she wants to teach then give the word which has the same meaning.

➤ Students guess the meaning of the word:

*Happy = glad*

*Bike = bicycle*

***For example: antonym***

➤ Teacher gives the word which she wants to teach then gives the word which has the different meaning.

➤ Students guess the meaning of the word

Tall >< short

**FAT** >< thin

*short* >< ~~*LONG*~~

*heavy* >< **light**

*hot* >< *cold*

**bad** >< ~~*GOOD*~~

However, we should be careful in using these synonyms and antonyms, since it is not always possible to find words of similar or opposite meanings.

### **III.2. Some techniques practice English vocabulary**

#### **III.2.1. 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 participants. 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 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.

***\*) Process of game***

*Step 1: stabilization*

Control students to concentrate on teacher.

*Step 2: introduce the game*

Teacher can combine with funny story or meaning of game.

*Step 3: guide "how to play the game"*

Teacher try to help students easily understand.

*Step 4 : try to play*

*Step 5: play*

Teacher should be clever, intelligent and encourage all students to take part in the game.

*Step 6: come to end timely*

Teacher shouldn't put students feel boring because the game last so long. Let them feel longingly remember after game.

*Step 7: carry out the punish*

Teacher should let students feel relaxed, comfortable with soft fine.

*Step 8: give the comment to students*

Teacher comments the strong and weak point of students in order that students can play better next time.

I would like 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.

### III.2.1.1. Game 1: “up – down – right – left”



\* *Game's goal:* - improve the reflection of students  
- practice listening skill with adverbs of place

\* *number of Participants:* whole class

\* *Time:* from 3 – 5 minutes.

\* *how to play:*

Teacher guides the way to play the game, the game includes 4 movements: Point to the sky (UP), point at the ground (DOWN), point to the right (RIGHT), point to the left (Left) and asks students to follow directions without pointing in the direction of the teacher.

The first, teacher do so has just shouted for students to become familiar with the orientation and vocabulary.

Then, teacher make the sound but supports one way another.

***For example:***

Teacher say “right” but her hand point to the sky, students both say “ Right” and look at the teacher but don’t do like her, they have to point their hands to the right. If any student do not support or point his hand other direction, he will be punish.

### III.2.1.2. Game 2: "start with the tags"



\* *Game’s goal* : practice the reflective quickly

\* *Number of participants*: 02 persons / batch.

\* *Time*: 7-10 minutes

\* *How to play*:

Divide the class into eight teams, each team can nominate a person who can write quickly. Each competition round has 2 person of two team, only 1 person will be picked out to continue with the game.

These two students look at the board and take a chalk to write on the blackboard.

The teacher read the first verb, student A write this verb on the blackboard, student B stand behind student A. he has to wait for student A, until he finishes his writing , student B has to keep the next word begins with the end

of the verb before. So on until either contestant can not continue to write any more word.

***For example:***

The teacher reads aloud: "Go ". Student A will write "go" on the blackboard. student B will continue to write "open". student A continue to write "need". Student B must continue to write the next word begins with the letter "d".

The game ends when one of the two candidates could not write the next word. Keep playing until the knockout was chosen best players.

### **III.2.1.3. Game 3: "the God said ..."**



\* *game's goal:* practice the reflective quickly

\* *Number of participants:* whole class

\* *Time:* 7-10 minutes

\* *How to play:*

The teacher explains the word "***The God said ...***" means "God told ..." it means that forcing people to follow him, who will not follow him, this person will be punished by god's supreme power.

The teacher guides students by requiring students to act follow his instructions by English and his actions. However, students only act follow the teacher if the requirements starting with "***The God said ...***", if teacher say

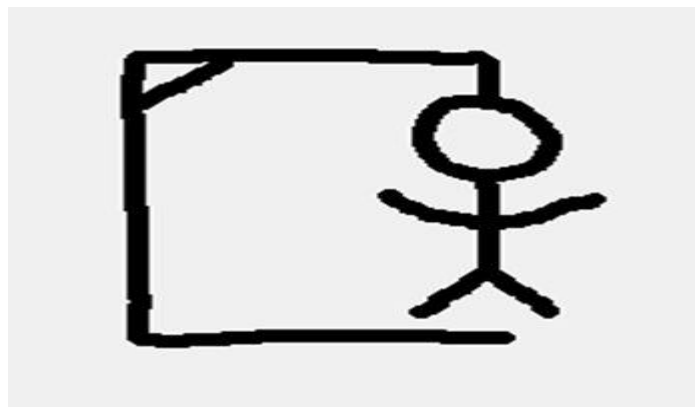
without “ *the God said...*” , students will not do as requested. If someone does not make the request upon order of "*The God said ...*" or have actions without command that are punished.

***For example:***

The teacher shouted, "*The God said ... Raise your hands!*" Then everyone raised his hands. The teacher continued shouting "*The God said ... Clap your hands!*" Just clap your hands, people along the reef. Teachers fool by shouting "Clap Again" and clapped along. If someone is clapping along with the fine was arrested by this no questions asked "The God said ...".

And so continued until a sufficient number of people arrested were fined.

#### **III.2.1.4. Game 4: Hang man**



\* *Game's goal* : practice the reflective quickly

\* *Number of participants*: 02 teams.

\* *Time*: 5 minutes

\* *How to play*:

The teacher draws a number of dashes corresponding to the number of letters in a word that he has secretly thought of. The other pupils call out suggestions of what letters may be in the word. If they are correct the teacher writes in the letters. If they are wrong he draws part of the scaffold or the hanged man.

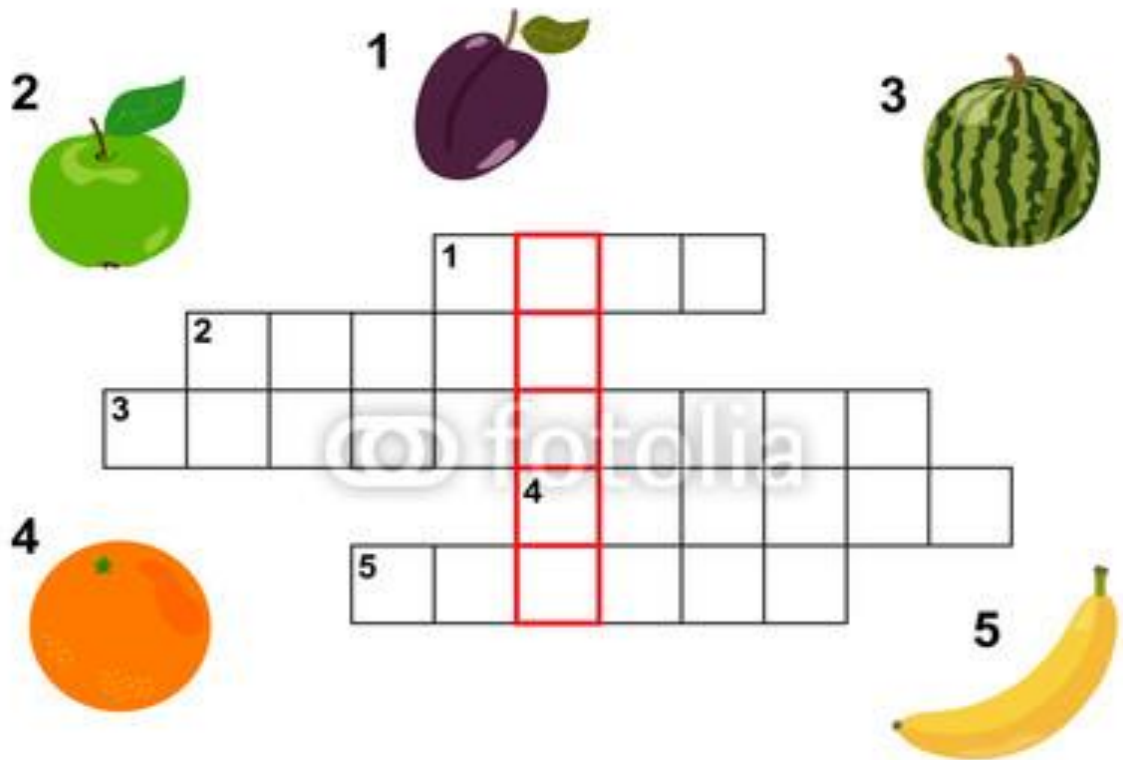
### III.2.2. Crossword

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.



**Solution**



➤ 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:*

1: *plum*

2: *apple*

3: *watermelon*

4: *orange*

5: *banana*

### III.2.3. 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, 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 5 minutes.

\*) *Example given: Unit 10 The weather*

➤ Students must write the word of weather 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.

Let's arrange the below word.





1: nysun    ⇒ .....

2: oth      ⇒ .....

3: dcol     ⇒ .....

4: inwdy   ⇒ .....

5: oucldy  ⇒ .....

6: nyiar    ⇒ .....

➤ 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: sunny*

*2: hot*

*3: cold*

*4: windy*

*5: cloudy*

*6: rainy*

### **III.2.4. 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 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:*

Words can go across and down only.

Words do not overlap or share letters.

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

➤ 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 house”*

*bathroom*

*beautiful*

*bed room*

*big*

*house*

*kitchen*

*living room*

*small*

### **III.2.5. Pictures**

Pictures is not only used in presentation English vocabulary but also used in practice vocabulary. This method helps students remind the words which they learnt.

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 words below by putting the missing letters. All the words are describe by the next pictures.



Ba \_ \_ \_



d \_ l \_



\_ \_ \_ots



\_ \_ip



Te \_ \_ \_ bea \_



rubik \_ \_ \_ \_



Ca\_



\_\_\_copter

### 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 some things of stationary and remember them.

\*) *Procedure:* teacher gives students handouts of pictures or shows in the power point program and ask students to match picture with true words.

### Let's match



ruler



globe



schoolbag



compass

### III.2.6.Songs

Listening to music are always every students' 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 3th 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.

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.

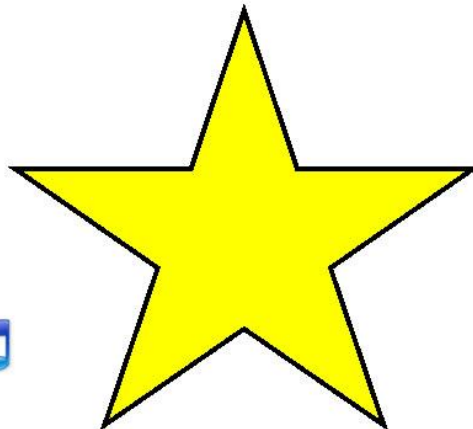
\*) *Example:* Teacher lets students listen to the song “ happy birthday”, “ twinkle twinkle little star” and asks students to write the words in the blank and then sing the song according to the guide of teacher.



# ★ Twinkle, Twinkle, Little Star



Twinkle, twinkle little star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the sky.



Twinkle, twinkle little star  
How I wonder what you are.

## III.2.7. Poems

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 writing. Teach elementary students, teacher can use poetry as a great tool for reinforcing the basics of English. For example, whenever teacher is 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 teacher can have students come up in pairs to find the part of speech that teacher is targeting.

\*) *Poem about adjective:*

*Tall* cao *short* ngắn *long* dài  
*Big* to *small* nhỏ *thin* gầy *khỏe* *strong*  
*Dày* *full* *yếu* *weak* tròn *round*  
*Beautiful* đẹp vui nào *happy*.

\*) *Poem about parts of body:*

Cái mũi thì *nose*  
Cái đầu là *head*  
Từ *neck* cái cổ  
Nhìn rõ nhờ *eyes*  
Đôi tai là *ears*  
Từ *hair* mái tóc  
Dáng vóc *body*  
Ta đi bằng *legs*  
Ta xách bằng *hands*  
Khi ăn dùng *teeth*  
*Full lips* môi dày  
Từ *face* khuôn mặt  
Gánh nặng *shoulders*  
*Fingers* cầm bút.

\*) *Poem about seasons:*

*One year có 4 seasons*  
*Summer mùa hạ, mùa đông winter*  
*Spring xuân đến nở hoa*  
*Mùa thu mát mẻ đó là từ fall*  
*Summer hot lắm ai ơi*  
*Winter cảm giác lại cold vô cùng.*  
*Spring cảm giác thì warm*  
*Fall thì cảm giác nghe cool cực kỳ.*

### **III.2.8. Rub out and remember**

- The teacher write the new words on the blackboard, the teacher ask pupil read few times to remember.
- Rub out new words one at a time.
- We rub out a word in English, we require the pupils see them again in Vietnamese in order to read words which are rubbed out.
- When all the English words are rubbed out, we ask the pupils to go to blackboard to rewrite them.

### **III.2.9. Slap the board**

- The teacher writes new words or sticks the picture on the blackboard.
- Calling two groups to go to blackboard; each group has about four or five people.
- Requiring groups to stand far from the blackboard the same distance.
- The teacher will speak Vietnamese words aloud if those words are English and contrast.
- Each pupil of two groups comes to the blackboard and slap on words which are called.

- The one who slap the correct word first, they get mark.
- If the group get mark more, the group will win.

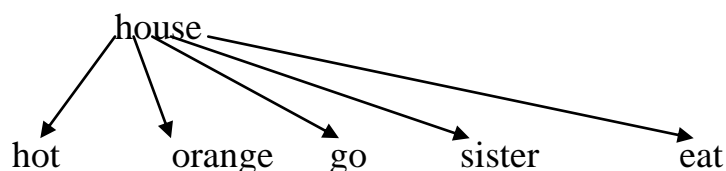
### III.2.10.Repetition

Repetition is also an important step when teaching English. Pupils are asked to repeat the words a few times. The teacher should require their pupils to pronounce the words properly. The pupils need practicing their pronunciation normally in groups or with the whole class.

### III.2.11. Make other words

Teacher write a word on the board, then asks students write other words with the begin letter is the letter which has in teacher's word.

Example:



### III.2.12. Choose the suitable topic

Teacher gives students a table of many words and asks students to arrange the topics.

*Example:*

soccer	chicken	cold	milk	head	eggs	oranges
noodles	nose	wet	rice	mouth	swimming	tennis
warm	beef	ears	fish	arms	meat	bananas
apples	carrots	basketball	soda	hot	potatoes	dry
coffee	lemonade	volleyball	legs	cool	bread	table-tennis

Food & drink

- eggs

Weather

- cold

Body

- head

Sports

- badminton

\* *Keys:*

- Food & drink : chicken, milk, eggs, noodles, oranges, rice, beef, fish ,  
meat, bananas, apples, carrots, soda , potatoes ,bread.

- Weather : cold, wet, warm, hot, cool, dry.....

- Body : head, nose, ears, arms, hands, legs, mouth.....

- Sports : soccer, swimming, tennis, basketball, volleyball...

**III.2.13. Find the key word**

Teacher gives students the hint related to the keyword. Then asks students to think and find out this keyword.

*Example:*



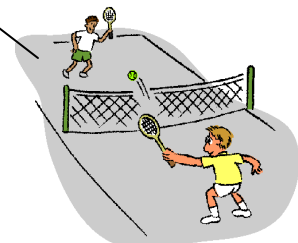
soccer



volleyball



Swimming



tennis

*The key is sports*

### **III.2.14. Odd one out**

Teacher gives students some vocabulary and has a word which is different from meaning or class. Students have to find out this word and then circle it

Example:

Go/ is/ am/ are

⇒ the key is go

Blue/ white/ beautiful/ red

⇒ the key is beautiful

### **III.2.15. Number of letters**

Teacher asks students to write words which have 3,4 or 5 letters in some minutes.

After that asks other students say the mean of these words.

*Example:* Write the vocabulary words that have 4 letters.

Lake, like, have, love, live, sing, song .....

### **III.2.16. The same letter**

Teacher asks students to write words which begin or end with the same letter.

Students write in some minutes.

*Example:*

Write the words begin with "s"

- Sing, song, sink, see, sit .....

Write words ending in "h"

- Wash, watch, math, mouth, .....

### **PART III: CONCLUSION**

In general, this graduation paper has been carried out with the aim to investigate the current English teaching and learning situation at Quang Trung primary school in Hai Phong. Therefore, it is necessary to point out workable and various techniques to attract the interest of 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, 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 students at Quang Trung primary school in Hai Phong were demonstrated.

With the wish to contribute some interesting and effective techniques to teach English vocabulary for students at Quang Trung primary school in Hai Phong, 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 Hai Phong province in order to help students learn English better and better.

## APPENDIX

### Appendix 1: The survey questionnaires ( for teachers)

Dear teachers!

My name is Do Thi Trang from HaiPhong Private University. This questionnaire is conducted for my graduation paper entitled

*“A study on techniques to improve English vocabulary for 3th graders at Quang Trung primary school in Hai Phong”* . Your contribution in this questionnaire is highly appreciated. It will be useful and necessary for me to find out some techniques teaching English vocabulary for 3th graders. Your contribution in this survey questionnaire is highly appreciated! I would like to express my sincere thanks to your cooperation in completing this survey questionnaire.

*1. How long have you taught English for primary students?*

.....

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

<i>Difficulties</i>	
They remember and forget quickly the word's meaning	
They easily get bored	
They find it difficult to write some words	
They can not pronoun some syllables	
Their concentration is low	
You lack teaching aids	

4. Which teaching techniques do you often use most and its effectiveness?

Techniques	Frequency			Effectiveness		
	Frequently	Sometimes	Never	Effective	Normal	Not very effective
Questions						
Handouts						
Games						
Songs						
Pictures						



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. *From your point of view, how to attract students' attention to teach English vocabulary lesson?*

- A. By games
- B. By exercises
- C. By pictures
- D. By songs
- E. By textbooks
- F. By explanation
- G. By asking question
- H. By using various techniques

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 2: The survey questionnaires

( for students)

Dear 3th graders!

This survey questionnaire is designed to find out your attitude and your expectations toward teaching and learning English vocabulary. Your answers will be used for researching purpose of my graduation paper entitle: **“A study on techniques to improve English vocabulary for 3th graders at Quang Trung primary school in Hai Phong”**.

Thank you for your cooperation in completing this survey questionnaire.

Các em lớp 3 thân mến!

Phiếu điều tra này được tiến hành nhằm tìm hiểu thái độ và mong muốn của các em trong việc dạy và học từ vựng tiếng anh trên lớp. những câu trả lời của các em sẽ được dùng cho mục đích nghiên cứu khóa luận tốt nghiệp “ nghiên cứu về những phương pháp cải thiện từ mới tiếng anh cho học sinh lớp 3 trường tiểu học Quang Trung ở Hải Phòng”.

Cảm ơn sự đóng góp của các em !

Complete the following questions by circling the answers you choose.

( Em hãy khoanh tròn vào câu trả lời em lựa chọn)

1. *Do you like learning English ?*

( *Em có thích học tiếng anh không?*)

A. Yes ( có )

B. No ( không)

2. *In your opinion, learning English vocabulary is:*

( Theo em học từ vựng tiếng anh có quan trọng không?)

A. Very important ( rất quan trọng)

B. Important ( quan trọng)

C. Not important ( không quan trọng)

3. *Which difficulties do you have in learning English vocabulary?*

( Em gặp những khó khăn nào trong quá trình học từ vựng tiếng anh? )

<b><i>Difficulties ( khó khăn)</i></b>	
I remember and forget quickly the word's meaning (Em nhớ và quên nhanh nghĩa của từ)	
I'm easily get bored ( em cảm thấy dễ chán)	
I find it difficult to write some words (Em gặp khó khăn khi viết một số từ khó)	
I can not pronounce some syllables (Một số âm tiết em không thể phát âm được)	
My concentrate is low ( Độ tập trung của em kém)	

4. *Is it difficult to memorize new words?*

( Em thấy nhớ từ mới có khó không )

A. Yes ( có )

B. No ( không )

5. *How do you memorize new words?*

( Ở nhà em thường học từ mới như thế nào )

A. Write many times and learn by heart

(Viết lại nhiều lần và học thuộc lòng)

B. Do exercises

( Em làm bài tập về nhà)

C. Write many times

( Em viết lại từ đó nhiều lần)

D. Think about them in your mind

(Luôn nghĩ đến từ mới)

E. Read them and repeat

( Đọc và nhắc lại)

F. Make sentences with them

( Đặt câu có sử dụng từ mới)

G. Others ( các cách khác)

Please write down ( em hãy viết vào chỗ trống dưới đây)

.....

6. *What does your teacher often do in vocabulary lesson, its frequency and effectiveness?*

( Giáo viên của em thường làm gì vào giờ học từ vựng. Em hãy đánh giá tần suất sử dụng và hiệu quả của chúng)

<b>Techniques</b>	<b>Frequency</b>			<b>Effectiveness</b>		
	<i>Frequently</i> ( <i>thường xuyên</i> )	<i>Sometimes</i> ( <i>thỉnh thoảng</i> )	<i>Never</i> ( <i>không bao giờ</i> )	<i>Effective</i> ( <i>hiệu quả</i> )	<i>Normal</i> ( <i>bình thường</i> )	<i>Not very effective</i> ( <i>không hiệu quả lắm</i> )
Questions ( hỏi câu hỏi )						
Handouts ( bài tập làm thêm )						
Games ( chơi trò chơi )						
Songs ( dùng bài hát )						
Pictures ( dùng tranh )						

7. Which techniques by your teacher are your preference?

( You can choose more than one )

( Em thích giáo viên dùng phương pháp nào sau để dạy từ vựng tiếng anh,

Em có thể chọn nhiều hơn một đáp án )

- A. By games ( bằng trò chơi)
- B. By exercises ( bằng bài tập)
- C. By pictures ( bằng tranh)
- D. By songs ( bằng bài hát)
- E. By textbooks ( bằng sách giáo khoa)
- F. By explanation (bằng cách giải thích )
- G. by asking question ( bằng cách đặt câu hỏi)

8. *Do you feel satisfied with the current teaching method?*

*(Em có thấy thỏa mãn học tiếng anh với các phương pháp giảng dạy hiện tại của cô giáo không?)*

- A. Yes ( có)
- B. No ( không)

9. *What do you expect your teacher to do to better your vocabulary learning?*

*( Em mong muốn cô giáo em làm gì để giờ học từ vựng của em tốt hơn)*

.....

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