BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

ISO 9001 : 2008

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGOẠI NGỮ

HẢI PHÒNG – 2012

HAIPHONG PRIVATE UNIVESITY

FOREIGN LANGUAGES DEPARTMENT

ISO 9001 : 2008

GRADUATION PAPER

DESIGNING COMMUNICATIVE LEARNING VOCABULARY ACTIVITIES FOR 12TH GRADE STUDENTS AT QUANG TRUNG HIGH SCHOOL

By:

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Class:

NA1201

Supervisor:

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HAI PHONG – 2012

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

Nhiệm vụ đề tài tốt nghiệp

Sinh viên: ....Mã

số:...........................

Lớp: ....Ngành:.......................................

Tên đề tài:

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Nhiệm vụ đề tài

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

    (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI

<u>Người hướng dẫn thứ nhất:</u>

Họ và tên:...

Học hàm, học vị:...

Cơ quan công tác:..

Nội dung hướng dẫn:...

<u>Người hướng dẫn thứ hai:</u>

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   Đã giao nhiệm vụ ĐTTN

   Sinh viên   *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 CHẤM 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.

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2. Cho điểm của người chấm phản biện :..

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(Điểm ghi bằng số và chữ)

Ngày.......... tháng......... năm 2012
Người chấm phản biện

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PART I
INTRODUCTION

1. Rationale

As you know, in society nowadays, English plays an important role in developing country and becomes a common language of the world. It is the language of communication between the people of different cultures. Moreover, English is the language of science and technology so mastering English is becoming more and more necessary.

As far as we are concerned, studying a language can not be seperated from studing 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 other people and it is word that we arrange together to make sentences and conversations or talks in daily life. Besides, vocabulary really plays an important role because it appears in every language skill. Obviously, vocabulary is really important in learning any foreign languages.

However, in order to study English vocabulary well is a big problem. It is not easy to study English vocabulary perfectly. Most students often face up with some problems in leaning vocabulary at first including high school students, especially the 12 grade students who are preparing to take part in graduation examination. In fact, it is difficult to memorize a new word with its spelling, meaning and pronunciation. And the reason which makes me decide to study this topic is that Quang Trung high school is the place where I have ever studied. When I was a student there, I felt that the techniques of teaching were not effective enough. They were traditional teaching methods, similar activities days by days and lack of some interesting activities in lessons sometimes so they had some limited problems. Because the students lack vocabulary background, the qualities and results of examination were not high. Therefore, the need of new, effective and interesting techniques to teach English is really necessary to help students study English vocabulary better and better, they also arouse the interests in learning English of students.

Due to my knowledge limitation in English and the frame of graduation paper, I have the ambition of presenting some effective techniques of learning vocabulary activities with the hope of helping the teachers of Quang Trung high school have some effective methods to teach English well especially English vocabulary and express my greatfulness to the teachers there who helped me a lot. From the above reasons, I would like to choose the graduation paper titled: *"Designing communicative vocabulary learning activities for 12th grade students at Quang Trung high school"*

2. Aims of the study.

With the hope of helping the students of Quang Trung high school make progress in studying vocabulary. My graduation paper aims at helping the students improve their own vocabulary and to communicate well in English. To summarize the above, my study aimed at:

Covering background knowledge of vocabulary

Finding out the reality of teaching and learning English at Quang Trung high school

Studying the theory related to vocabulary of high school and some techniques for teachers to apply.

Designing some appropriate activities for learning vocabulary which attract students, help students feel intersted, enjoyable and funny when they are in English vocabulary lessons.

3. Scope of the study.

In fact, there are many ways and ideas to design vocabulary learning activities for students to study English vocabulary effectively. However, because of the limitation of my knowledge and limitation of time I can not study all the techniques that I just mainly focus on studying communicative vocabulary learning activities for 12th grade at Quang Trung high school

4. **Methods of the study**.

In order to complete this graduation paper, a lot of methods have been applied. They are two main methods: qualitative methods and quantitative methods.

Qualitative methods: analyzing the references, books, websites and materials related to vocabulary and techniques to study English vocabulary in details to form the theoretical background of this paper.

Quantitative methods: conducting survey questionaires for teachers and students at the grade of 12 at Quang Trung high school. Finding out their attitudes, the difficulties which students get and what activities they like doing in English lessons.

5. **Design of the study.**

The study is divided into three main parts: Introduction, Devolopment and Conclusion.

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

Part II: Development which consists of three chapters:

Chapter I: "Theoretical background" focuses on the aims to answer some questions related to words and vocabulary, elements of vocabulary teaching and the factors affecting vocabulary teaching.

Chapter II: "Practical background" refers to the survey questionaires, data analysis and findings of the survey.

Chapter III: "Some suggested techniques in designing communicative vocabulary learning activities for 12th grade at Quang Trung high school" that contains some techniques to teach vocabulary and some more suggested activities in each part of English lessons to attract the intersest and involvements of students.

Part III: Conclusion which summarizes all the issues mentioned in the previous parts.

PART II
DEVELOPMENT
CHAPTER 1: THEORETICAL BACKGROUND

1.1. Words and vocabulary

1.1.1. What is a word?

There are many ways to define a word. However, because of limitted time and knowledge, there are some main definitions of a word are focused: Here are some of its definitions:

According to D.A.Cruse in the book names "Lexical Semantics" (1986:35,36): *"The first is that a word is typically the smallest element of a sentence which has positional mobility—that is, the smallest that can be moved around without destroying the grammaticality of the sentence"* *(ignoring any semantics effects):*

<div align="center">

Jonh saw Bill.

Bill saw John.

Bill, John saw.

</div>

By no means all words are equally mobile in this sence, but with very few exceptions, the smallest mobile units are words. The morphemes constituting a single word have a rigidly fixed sequential order: we find unwillingly, but not lywillingun or unlywilling, etc…

The second major characteristic of words is that *they are typically the largest units which resist 'interuption' by the insertion of new material between their constituent parts*. Consider the following sentence, and observe where extra material can be inserted:

<div align="center">

In the face of danger

Great   quite

His   ↓   coolness   ↓   was   ↓   unbelievable

↑   ↑   ↑

θ   θ   θ

</div>
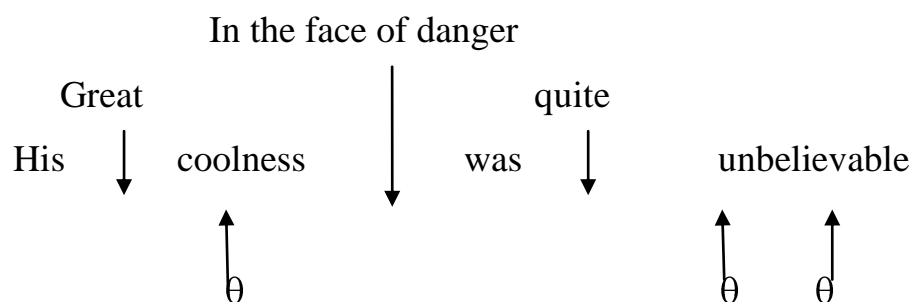
There is also another way to define what a word is as follow (……):

"A word is a unit which is a constituent at the phrase level". It is sometimes identifiable according to such criteria as:

- being the minimal possible unit in a reply
- having features such as
  - a regular stress pattern, and
  - phonological changes conditioned by or blocked at word boundaries.
- being the largest unit resistant to insertion of new constituents within its boundaries, or
- being the smallest constituent that can be moved within a sentence without making the sentence ungrammatical.

A word is sometimes placed, in a hierarchy of grammatical constituent, above the morpheme level and below the phrase level.

1.1.2. What is vocabulary?

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

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

According to Richard, Platt (1992:40): *"Vocabulary is a set of lexemes, including single words compound words and idioms"*. 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"*

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 fits 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 the instruction in vocabulary involves far more than looking up words in a dictionary and using the words in sentence. Moreover, vocabulary is aquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific instruction in specific words and word-learning strategies.

Besides, according to Webster's Dictionary (1993:327):*"Vocabulary is a list or group of words and phrase, asually in alphabetical order"*

From the book entitled "A course in Language Teaching" written by Penny Ur (1990:60) vocabulary is defined: *"Vocabulary can be difined 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", "foget-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 can not be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary "item" rather than "words".

In conclusion, as Carter R. (1994) introduces: *"Vocabulary of a language is not just a list of words". Meanwhile, Routledge London defines: "Each word is whole world; our task is to explore it"*. In order to memorize words, it is necessary to use words in concrete situations. Obviously, each word

includes something interesting and particular. Vocabulary is accumulated day by day in every context.

1.2. The roles of vocabulary in ELT.

Of many components of one language, vocabulary has been commonly accepted to be the most important language one. Commenting on the role of vocabulary, Wilkins (1982), a famous British linguist Nguyen Bang and Nguyen Ba Hoc, said: *"Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed".* (2002:35).

People consider vocabulary as the key to master English knowledge. With the lack of vocabulary, it is so difficult to communicate with other people confidently. Moreover, it is hard to express idea and explain something necessary. Therefore, 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.

A good vocabulary is important not only for more precision in thought but also in one's daily affairs, the action one must perform both on and off the job in ordinary living.

Vocabulary plays an important role in combining four Basic English skills such as: listening, speaking, writing and reading. When we have a multiform vocabulary, it is extremely advantageous to develop four above basic skills. If we lack of necessary vocabulary, it will be difficult to express any ideas to others. Therefore, our speaking skill can not make any progress. Moreover, it sometimes makes confusion among people and leads to many inconvinient situations. Additionally, if it is supposed that you have a poor vocabulary, how can you write a lively and excellent essay? Truly, it requires a great number of vocabularies. Normally, we also can get information from reading books. If books are Vietnamese certainly these are not any problems. However, these books are written in English and denoted in English style. If you do not have a good dictionary, it will take you lots of time to understand. We have to understand what we have learned to use vocabulary in each

situation effectively. Frequently, reading comprehensions and thus retention are faulty because of a learner's less than adequate vocabulary. With the lack of vocabulary, it is easy to have misunderstanding in the process of exchanging information. Only when having a great number of vocabularies we can make a progress in developing four above skills. In communication, it is a decisive factor to make us talk to other actively and understand each other quikly. With a poor vocabulary, the free flow of ideas and pen is blocked and dribbled out; with a good vocabulary, it will be much better and unimpeded.

1.3. The elements of vocabulary teaching

When teaching English vocabulary, there are many elements which are concerned. However, we just focus on some important following elements:

1.3.1. Teaching spelling

Spelling is defined that *"The writing of a word or words with the neccessary 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 pronunciation over time and irregular spelling 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 confusions. Therefore, teaching English spelling for the students is not easy.

1.3.2. Teaching pronunciation

Pronunciation is extremely important not only in the process of learning but also in the process of teaching 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 and exactly, 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. Good pronunciation helps students have confidence in expressing their all ideas freely and comfortably. However, if they make too many mistakes in pronouncing English vocabulary, it may make listeners confused and lead to wrong information transmission. Therefore, when teaching pronunciation of a certain English word for students, teachers should pay attention to teach the stress of that word and the intonation of whole sentences. Besides, in teaching pronunciation lessons teachers should encourage students practicing pronunciation by listening radio, English news, watching English videos or making conversations with their friends.

A consideration of learner's pronunciation errors and how these can inhibit successful communication is useful basic on what 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. Thus, when teaching pronunciation for students, teachers also should show the students how to pronunciate in particular situation to avoid misunderstanding between speakers and listeners.

Students 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. The teachers should give more chances for students to meet and

communicate with foreigner in their lessons and out of lesson as well. By this way, students can make for themselves habits, interactions in communicating and learn from the foreigners' correct pronunciation. Conversely, who are introverted, inhibited, and unwilling to take risks lack opportunities for practice ESL, teacher should strive to create a nonthreatening atmosphere in their classrooms so that student participation is encouraged.

1.3.3. Teaching the meaning

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

The first thing to realize about vocabulary items is that they frequently have more than one meaning, so when teaching a new word for students the teachers should decipher its meaning in the context in which is used. Another fact about meaning is that sometimes words have meaning in relation to other words. For example: with a word "animal" you need to know the meaning of "animal" word to describe anyone of a number of things such as: elephant, peacock, pig, and dog…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: word seldom have obsolute synonyms although context may take them synonymous on particular occasions. As far as meaning goes, teachers should teach for students about the meaning in the context and sense relation while teaching.

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 is it is objectified by not considering particular situations and the real intentions of speakers and writers examines the ways in which words, phrases, and semtences can seem to have meaning. This type of semantics is constrasted with communication-focused semantics where understanding the intent and assumption of particular speakers and

writers is primary as in the idea that people mean and not words, sentences or preposition. An underlying difference is that where causes are identified with relations or laws then it is normal to objectify meaning and consider it's 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 espect of human psychology, especially since human intent can be and often is independent of language and linguistics.

1.3.4. Teaching the usage

The usage in teaching vocabulary is also really important. As the meaning, sometimes one word may have more than one usage. May be in this situation, this word is used in one form, however in other situation it is used in another form. Thus, when teaching the usage of any word for students, teachers should show the students need to pay attention to the situation which students get so that they use that word in a suitable way. In each particular situation, teachers can give the students one or more particular examples so that they can understand. For example: with a verb "to be", in the simple present tense, there are three forms are: "am, is, are", but in the simple past tense there are two forms are: "were and was". When you want to describe a real certain, an action which happens in the present, you use tobe verb "am, is, are". But with tobe verb also, in order to describe an action which is happened in the past. We use tobe verb "were or was". If you don't pay attention to the usage of vocabulary, in all situations you use one form of word; you will be wrong in grammar and get some difficulties in learning English. Therefore, in teaching vocabulary for students, teachers are impossible to not mention about the usage of word so that students have the best way in using word and will not be wrong in grammar when using English.

1.4. The factors affecting student's vocabulary learnee

In fact, in order to learn English vocabulary well, the learners as well as students need to have many factors such as: good intellecture, good brain to remember, passion in learning English, positive awarenees of the importance of Engish and many other one. Therefore, there are many factors which affect vocabulary learning. Here are some factors will be introduced as follow:

1.4.1. The teaching and learning conditions

Teaching and learning conditions play an important role in the success and effectiveness of teaching and learning. It is supposed that: If we have a list of teachers with much experience of teaching, we do not have good conditions for teachers to teach, for students to learn. It is not easy for both teachers and students to get the best result as well as the most effective in teaching and learning. Nowadays, with the development of society, development of technology and the demand of students and teachers in teaching and learning are higher and higher day by day. Many modern types of equipment are equiped for each room and we have to mention to the projector. It is really useful equipment in teaching and learning. With one projector for a room, the students will have a big screen to look instead of looking at the board which is difficult to see from far distance. It is so convinient for students when they want to show or present about something. They do not need write on the board, they just do it in the computer then connect to the projector and show your idea. By this way, the students can express their idea comfortably and have more chance to practice using computer skill. Besides, using projector in teaching brings many advantages for teachers also. They can prepare the lessons at home so when teaching in class they can save time. The time left, teachers can show on projector some related pictures or videos to make the atmosphere of whole class more and more excited.

1.4.2. The class size

Class size is not lack of importance in teaching and learning. In order to have a class with the national standard is being satisfaction of many schools not only in Vietnam but also in many other countries. Let's imagine that you have to study in a class with too many students, it is so crowded. There are two or four students in a table in general but you have to cram three or five students in its. It's so terrible. It is very noisy and it is very difficult for you to focus on the teacher's lecture. Besides that it's also the chance for students to talk each other in learning in stead of listening what the teachers want to say. In contrast, let you think if a class just has several students, it is a good as well as a standard class, isn't it? It is not for sure because when students study in this type of class they certain feel bored and it is not convinient for them to work in pair and group especially in the time of English lesson. According to the standard class, an English class should have 20 to 25 students and each student sits in own table. It should not be too large and too small as well. English major's students have to use radio to practice listening usually so if the class is too large, it is really difficult for them to listen clearly and get the most effective in studying. In contrast, if the class is too small while the students are too many, it is so crowded, noisy and difficult for students in listening lessons also. Therefore, an English class with 20 to 25 students is enough according to national standard. Studying in this type of class, students know how to work as well as learn individually. They have less chance to talk in class with their friends. It is easier for teachers to teach students also. They can manage their students easily and spend more time caring each student. When the teachers have any question, students have more chance to raise their hand to answer. In conclusion, class size plays important role in teaching and learning. A standard class with enough students brings many advantages for both students and teachers.

1.4.3. The student' ability and learning style

It is completely true when it is said that the student's ability and learning style is one of the most important factors which affects to vocabulary learning. For everyone, ability decides mostly to the success. We can do nothing if we do not have ability and with learning English vocabulary is also. The ability of each person is not equal and of course it is not inborned completely in each person. It is a process of trying and training hardly to get. There are some students who are very good at this subject; however in other subjects they are not good or even really bad. For the students who have ability of learning English, they can achieve knowledge fastly, can remember what the teachers say and learn by heart the new words which are given in a short time and memorize them in a long term. In contrast, for students who have no ability of doing something in general and learning English in paricular, may be they can remember what the teacher teach, learn the vocabulary this time but they also forget it in a short time later even do not remember its meaning immediately. Besides, learning style of each person is not the same. Each of one has own way as well as own style to learn as long as it brings the effectiveness and good result for them. For example: in order to learn English well and learn vocabulary effectively, some of the students think that writing many times is good method and brings them good reults in studying. However, other students do not think so. They think listening again and again itself is the best method to study for them. Their thinkings are not the same as well as their learning style is also.

1.4.4. The teacher's methods

Teacher's methods are also one of the most important factors affecting student's vocabulary learning. In learning, not only learning English, if the students are very intelligent or have good ability of English, it is not enough. It still depends on the methods of teachers. If the methods of teachers are not good enough or not effective enough, it is so difficult for students to

remember what the teachers say and memorize the new words. With the hope of making the lectures more and more interesting, make the students more and more excited in studying, many methods have been applied. From simple method such as requiring the students write the new words in the draff paper many times to using conversation, or pictures to memorize these words was used. These methods brought the effectiveness partly to students. They can remember vocabulary easier and each time they see the pictures again or see it in the real life, they know how to call and pronunciate it. The method of teachers should be changed usually so that it's suitable for the learning style of the students. If the teachers often use traditional methods to teach, the students will be bored with learning and do not want to learn any more. Besides using the books and material just related to the lesson in accordance with the teachers' book, the teachers should find and introduce extra books and material for students.

To sum up, there are some factors which affect to student's vocabulary learning. If we have good methods to limit those factors, we will have good result in learning especially in learning English. We can master the English skills.

CHAPTER 2: PRACTICAL BAKGROUND

2.1. Data analysis and Findings

2.1.1. The objectives of survey questionaires

The general goal of this study is to have a right looking at current situation of teaching and learning English vocabulary at Quang Trung high school in Thuy Nguyen in order to design some better learning techniques.

This study has following purposes:

❖ To do reseach on students' attitude and expectations about learning English vocabulary through some techniques.

❖ To find out the current situation of teaching and learning English vocabulary at Quang Trung high school.

❖ To work out the student's problems and expectations toward techniques applied in learning English vocabulary.

❖ To design some appropriate techniques for students in learning English vocabulary.

2.1.2. The design of the survey questionaires

In my graduation paper, the survey questionaires were given for students to get information of teaching and learning English vocabulary at Quang Trung high school in Thuy Nguyen province. This survey questionaire includes 7 questions:

❖ The first two questions: designed to know students' attitude toward learning English in general and learning vocabulary in particular.

❖ The 3rd question: focus on students' difficulties when learning vocabulary.

❖ The 4th question: aims at finding some students' normal methods to learn English vocabulary.

❖ The 5th and 6th questions designed to know students' opinion about currently used methods and their effectiveness in learning vocabulary.

❖ The 7th question finds out the expectation of students toward learning English vocabulary.

2.1.3. Data analysis

a. Students' opinions toward English vocabulary lessons

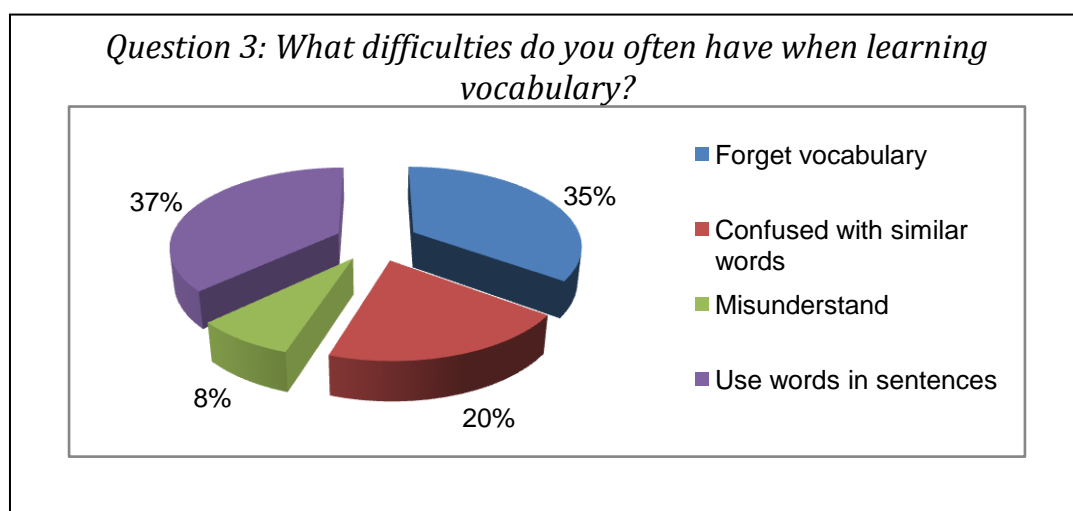| Question 1: How important do you think about vocabulary?	Question 2: What do you think about learning vocabulary in grade 12?
46% Very important 37% Important 13% Not very important 4% Not important	47% Boring 16% Very boring 28% Interesting 9% Very interesting
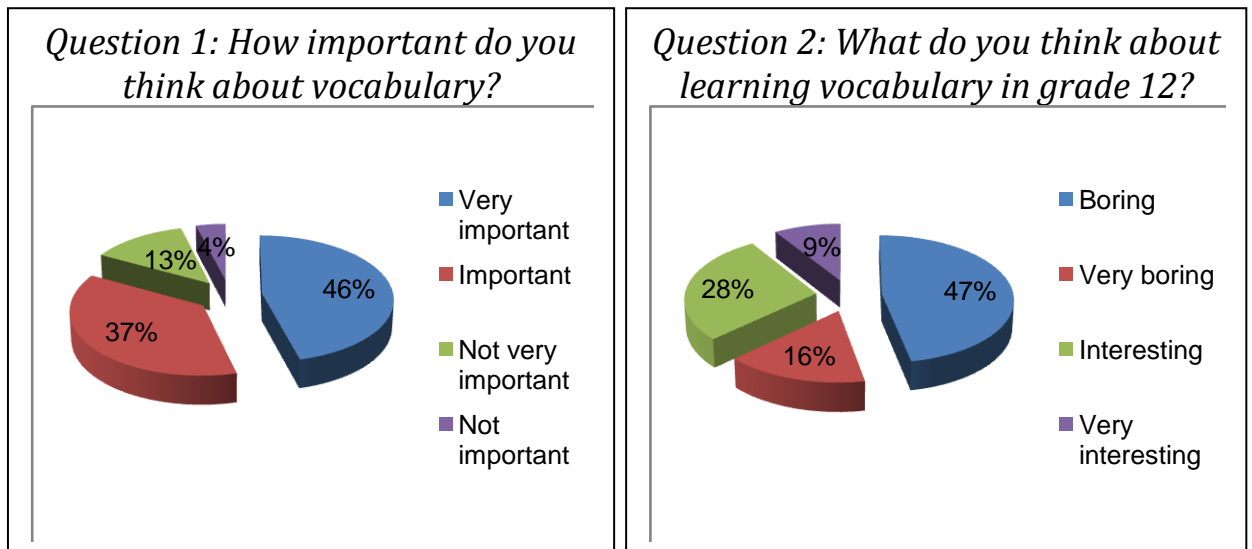
Basing on the first two questions: "How important do you think about vocabulary?" and "What do you think about learning vocabulary in grade 12?" The results given in the first and the second question indicate that a big percentage (83%) of students aware the importance of learning English vocabulary while there are 46% of the students feel that vocabulary is very important and 37% feel vocabulary is important to them. Additionally, when being interviewed, a large number of the students affirmed that: "English is a difficult subject, especially its vocabulary. It is not easy to remember vocabulary. However its importance can not be denined. Normally, they often learn the new words by learning by heart or writing these words in draft paper many times. However, they will easily forget it in a very short of time. They may read it again and again, manytimes. Although, it took them lots of time and effect, the results were not effective as they had expected. The effectiveness of this method is very low and makes the students have to spend much time. Because they do not know how to apply words in a concrete situation. In addition, because the various meaning of a word may make the students confused, they do not study English vocabulary systematically. Thus, there are a small part of the students are not aware of the importance of

vocabulary in their learning foreign language. There are 13% of students feel vocabulary is not very important and 4% feel it puts no inflence on them. Naturally, 47% of them feel boring with vocabulary lessons and 16% of them feel very boring when they study English vocabulary. This leads to a status like this—students do not pay attention to the lessons and lose many knowledge. In contrast, there are only 28% of the students find the interest of learning vocabulary. It occupies more than one fouth of total students. Besides, there are only 9% of the students have a positive awareness of learning vocabulary. They find the interest when learning and feel that learning vocabulary is very interesting. From this result, we can prove an idea that learning vocabulary should not be obmitted due to its necessary, really. But, why a big part of students aware the importance of vocabulary, a big part of them feels vocabulary is boring and very boring as well? May be teaching techniques of teachers are not suitable and the most effective one?

b. The problems which the students often face up with when learning English vocabulary

Question 3: What difficulties do you often have when learning vocabulary?

- Forget vocabulary — 35%
- Confused with similar words — 20%
- Misunderstand — 8%
- Use words in sentences — 37%

According to my survey it can be seen that: The percentage of students in Quang Trung high shool who have difficulties in forgetting vocabulary is 35%. Because the students here often learn the new words as well as vocabulary by learning by heart, they do not use them frequently and usually leading to forget these new words quickly. May be they can remember these words at that time, however a short of time later when they want to use it,

they forget it already. In fact, it requires a lot of time to master the usage of an English word. Besides, 20% of the students confused with similar words. Because of the various meaning of a word, they do not know how to use the best word and what is the most suitable, the most correct word in each situation. Sometimes, they want to express their thinking, they try to recall the word which they have learned while there are many words with similar meaning that can be used. The reason is that they just learn word by word without finding out the suitable methods. In addition, 8% of the students face up with difficulty in misunderstanding the mearning of the word and distinguishing their mearnings because a word may have more than one mearning in the given contexts. Besides, 37% of the students have difficulties in using words in sentences. May be with one general word, however in each situation and each specific sentence it has own form to use. It causes the difficulties for students when learning vocabulary.

c. **Students' normally used techniques to study vocabulary**

Question 4: Which techniques do you often apply to learn English vocabulary?
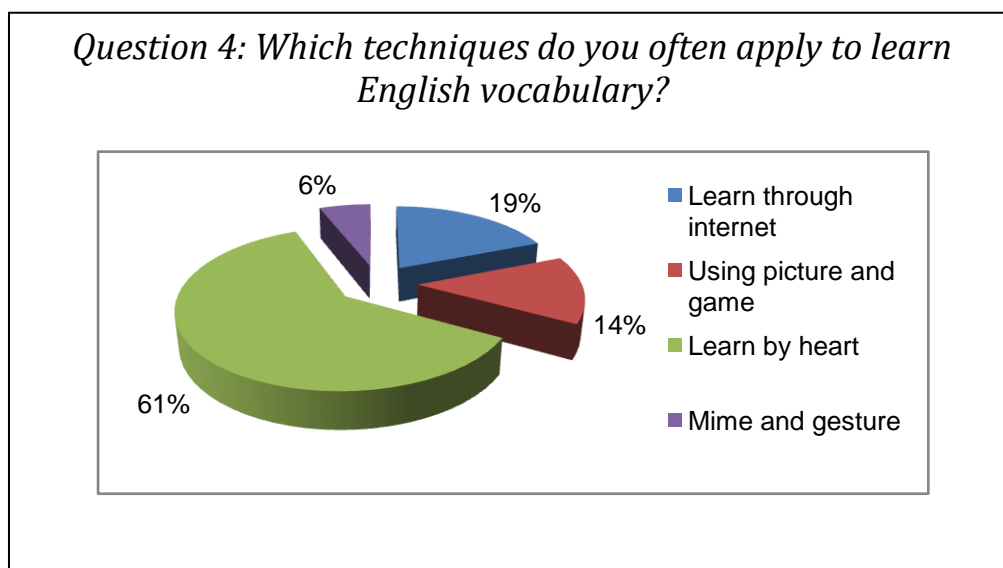
Thanks to question "Which techniques do you often apply to learn English vocabulary?" we have more research on students' normal techniques as well as methods to learn English vocabulary. Surprisingly, 61% of participants often apply the method of learning by heart to memorize the English vocabulary. This seems to be a very natural and popular method applied widely. Though the effectiveness of this method is not high, students really do

not find out another way to enrich their vocabulary. Understandably, this also seemed to be a traditional method used in a very long time ago. In fact, it is very helpful and effective if we focus on learning by heart the spelling and pronunciation. However, some students can not remember all using this method. Besides, using pictures and games are applied by 14% of the students. These are interesting methods which is easy to memorize English vocabulary. Normally, pictures with specific color and images will knock the immagination, fall in deep impression and attract the attention of the students. Moreover, they have an unforgetable impression while learning English vocabulary as well as each time they see the pictures. In addition, there are 6% of the students use mime and gestures method to learn vocabulary—a very low percentage. Obviously, this method was not applied widely to boost students in learning English especially in learning English vocabulary. Partly, students often ask for teachers' support in the process of studying. For example, when they find a new word in context, they immediately ask teachers for help in stead of seeking in their own dictionary. Sometimes, it makes them lazier and more passive in learning English and it is very easy for students to forget new words. This is so waste of time indeed. Today, with the development of society and technology, students can learn English through online internet websites also (19%). They can surf on internet and find out some learning English website to support their English learning. There are many online learning English websites which are good, believable and can help students so much such as: www.hocngoaingu.com, www.bbc.co.uk, www.voanews.com,...etc...

d. Students' point of view on the current vocabulary teaching and learning techiniques.

- **Current teaching techniques and its effectiveness**

When students were asked this question about the current teaching techniques your teacher often do in vocabulary and its effectiveness, the result as follow:

Question 5: What does your teacher often do in vocabulary lesson and its effectiveness?

Techniques	Effectiveness (For students)			
	Very effective	Effective	Not very effective	Not effective
Questions	8%	26%	52%	14%
Exercise in textbook	9%	29%	46%	16%
Games	63%	23%	9%	5%
Songs	54%	39%	7%	10%
Pictures	61%	23%	12%	4%
Graphs	47%	25%	20%	8%

Techniques	Effectiveness (For teacher)			
	Very effective	Effective	Not very effective	Not effective
Questions	66,7%	33,3%		
Exercise in textbook	83,3%	16,7%		
Games	16,7%	50%	33,3%	
Songs	16,7%	33,3%	50%	
Pictures	16,7%	16,7%	66,7%	
Graphs	33,3%	16,7%	50%	

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

You can see from the table, you can realize a surprized finding in this question. While exercise in text book and questions are the most popular techniques by the teachers, they are less effective. In contrast, the games, song, pictures, graphs stated to be not frequently employed seem to be more effective for students.

To the students' side, the highest percentage of effectiveness level belongs to games with 63%. Pictures, songs and graphs are found respectively with 61% and 54% and 47%. We also find the other differences from using

questions and exercise in the textbook, these are techniques that is said to be with low percentage of effectiveness according to the idea of 8% and 9% students. It is also a good news that the number of students who find all the techiniques not effective is rather low. From this result, we can see that a great deal of students highly appreciated techniques such as: using games, pictures and graphs.

To the teachers' side, from the table above you can see that a high percentage of teachers considered that using questions, exercise in the textbook which are traditional techniques are highly appreciated according to the idea of 83,3% and 66,7% of the teachers. In contrast, the techniques such as using games, pictures and songs are not appreciated with only the same percentage 16,7% of the teachers while using graphs technique is more than that with 33,3%. From this result, we can see that the teachers of Quang trung high school are highly appreciated traditional teaching techniques.

Actually, it is time we took these numbers into consideration. From the table above, because the traditional methods (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 of them say not very effective or even not effective. The reason which makes the teachers often use the traditional techniques to teach is that they are afraid of the students will be attracted in playing games, talking too much about the pictures or songs in stead of attending the lessons.

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

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

Ways students often use	Students
A. Learn by heart	45
B. Do exercises	14
C. Write many times	36
D. Others	5

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

From the students' answer we can see that there is no fixed way for students to memorize new words and review previous lessons. While 45% of the students choose the way of learning by heart, the number of students choose doing exercise is less than with 14% and choose writing many times is 36% and just 5% of the students choose the other ways to learn vocabulary.

Question 6: How do you memorize the words and review lessons at home?
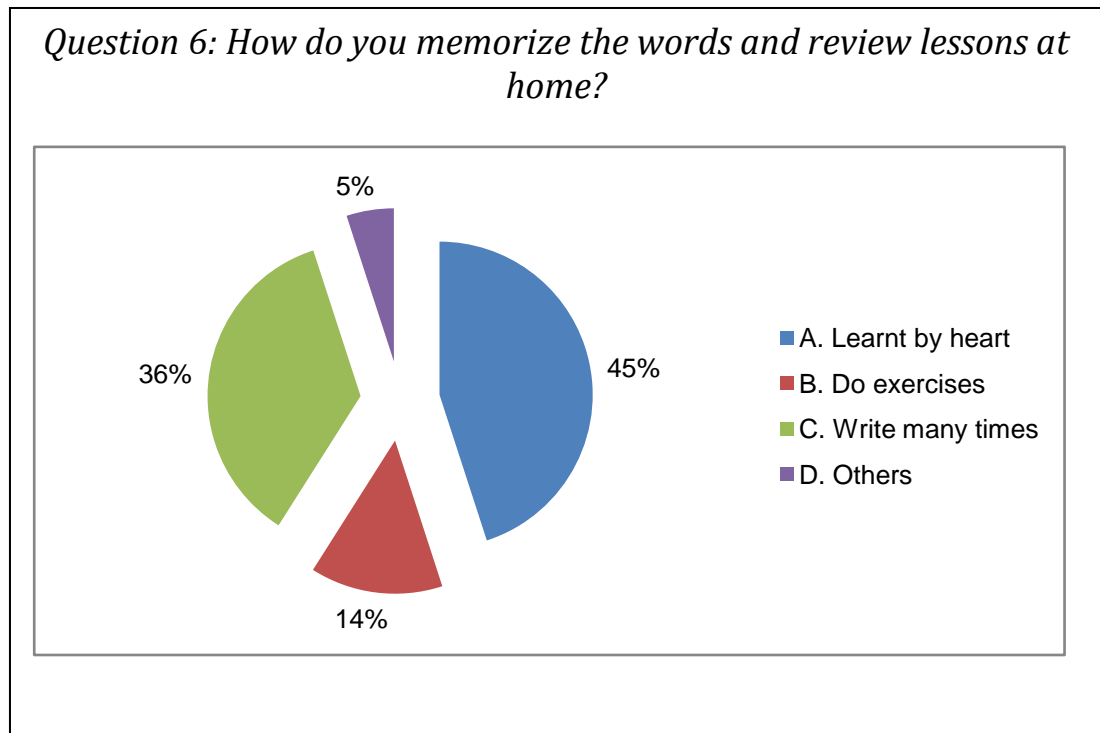
Look at the chart above we can see that a great number of students applied the traditional learning methods as learning by heart with 45% and writing many times with 36% which are very passive and being advised to reduce by professional. These old methods do not have high effectiveness on memorize processing and they do not encourage the brain development of high school students. The reason which makes a big part of students choose these methods to learn vocabulary was that they made aquaintance with it as soon as they started learning English. They were not introduced high-tech methods by their teachers. Besides, there are 14% of the students choose the method of doing exercises to learn vocabulary. This method is not high appropriared by students though their teachers often use to teach. They get bored easily and feel that this method can not bring the effectiveness to them. While there are only 5% of the students choose the other methods to learn vocabulary as well as to memorize words and review lessons at home. They find out the own way to learn and get the highest effectiveness.

Teachers have to show them the way to learn well at home by reviewing the previous lessons and preparing the next lessons actively and creatively. Teachers should give them some new as well as high-tech and the most effective techiniques to memorize words and review lessons at home.

e. Students' expectation to improve their vocabulary learning

Learning English vocabulary through extra-activities and the traditional methods:

a. By games   e. By graphs

b. By exercises   f. By expanation

c. By pictures   g. By questions

d. By songs

Question 7: Which techniques do you appropriate in learning English vocabulary and its frequency?
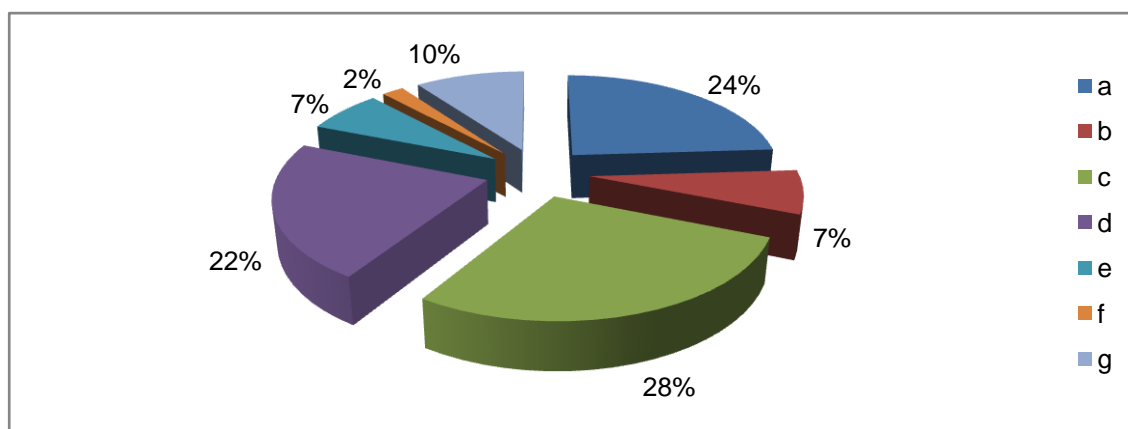
Techniques	Frequency (For teachers)					
	Always	Usually	Often	Sometimes	Rarely	Never
Questions	66,6%	16,7%	16,7%			
Explanation	50%	33,3%	16,7%			
Exercise in textbook	66,6%	33,4%				
Games				16,7%	66,6%	16,7%
Songs				16,7%	83,3%	
Pictures				16,7%	66,6%	16,7%
Graphs				16,7%	66,6%	16,7%

This question is to explore which techniques students want teachers apply for teaching English vocabulary as well as which techniques students highly appropriate in learning vocabulary. From that point of view the teachers are able to find the suitable techniques to apply to meet the students' need. Basing on characteristics and the effectiveness, these techniques are divided into two groups: main techiniques including questions, exercises in the textbook and explanation and entertaining techniques including games, songs, pictures and graphs.

The data displays in the chart above shows us the fact that a majority of the students choose using games, pictures and songs as favorite techniques to learn English vocabulary according to the idea of 24%, 28% and 22% repectively. It means that they highly appropriated intertaining techniques in learning. This is due to the effectiveness of these techniques brings to the students. By applying these techniques in vocabulary lessons, students not only can learn but also they can get relaxation and interest in learning. While looking at the second table, the result shows that most teachers rarely or even never use the entertaining techniques in vocabulary lessons. Because the teachers think that if they let the students play game, sing the songs or see the pictures, the students will not pay attention to the lessons and lose the necessary concentration. Besides, there are 10% of them appropriate using questions technique to learn vocabulary while using the technique of doing exercise and using graphs are 7%. Especially, there is just only 2% of the students want to apply the way of explanation to learn vocabulary. So the teachers have responsibility to apply the techniques which are highly appropriated by students to make lessons more interesting and help students learn better and better. Teachers should develop their teaching methods in the trend of entertaining techniques to encourage students' learning and get high result, high effectiveness in teaching as well as in learning.

2.1.4. Findings and dicussions of findings

1. Students' background

1.1. Students' characteristics

For the students of high school, not all of them have common thinking as well as characteristics. Some of them who are good in studying, they have strong motivation to enter the college and university. They think about the near future "to be a student of a university". However, some of them have other thinkings: "entering university is not unique way". They may go to work or get any job to earn money.

It is important to keep in mind that not all students will take to pair and group work at once. Particularly, between the ages of 16 to 18 young people may base their sence of self-esterm on how many friends they have. They also think about themselves a great deal and form a self-image based largely on their home and school life. They are beginning to think about adulthood: leaving home, going to college, getting married. Students at this age want an increasingly important role in planning the activities they are involved in, and to be given more responsibility. All the changes happening in the teenage body and brain can be an emotional strain on high school students. They feel awkward in their bodies, self-conscious about their appearance and misunderstood. It is emotionally characteristic for high school students to be highly preoccupied with what other people think of them, because their brains are developing the ability for meta-cognition, or thinking about thinking. This ability allows them to understand on a new level that other people may be judging them.

High school students become capable of higher levels of reasoning and abstract thought than younger students usually are. They can make connections between different concepts and analyze events that have multiple causes and effects. They also are beginning to be more interested in the world at large and subjects like politics and social issues, as they begin to

understand how the past, present and future connect together. Some high school students are able to function at higher cognitive levels on a consistent basis than others.

High school students tend to prefer the company of their friends to that of their families. Teens are in the process of figuring out who they are as individuals, and this is a step in that process. One social characteristic of high school students is that they often take their behavioral cues from their peers; they may judge anyone who doesn't follow their peer set's rules as socially incompetent. This is the social phenomenon that leads to cliques and the teenager's desperate need to fit in. Along with their maturing bodies, high school students also have maturing sexual identities, and they may begin to experiment with sexual activity. At this age, young people begin to place a great deal of importance on their peer interactions; girls tend to have a smaller group of close friends while boys more often will have a larger, more casual social network. Their short-term plans are guided by their peers. You should not think that adults have no influence on them, though. High schoolers are eager for adult role models, especially ones they feel to be non-judgmental, and their long-term plans will be influenced by the adults in their lives.

1.2.Students' learning methods

English is one of the main and obligatory subjects in every gardes of this school. Quang Trung high school has three grades with more than one thousand students divided into thirty two classes. In that there are eleven classes of the 12 grade with more than five hundred students. However, the Basic English of these students is not equal. All of them begin to acquaint with the English learning environment from primary school and they are fully aware of the importances and necessarility of English for the future jobs. Therefore, their attitudes toward learning English seem to be seriously. Most of the students are interested in learning English and have been learning English for nearly ten years. They soon realize the importance of English with

this positive attitude, they will have some effective methods to learn English because English is not only their favorite subject but also essential in their future job.

However, besides the interests in learning English which are inborned in the students there are some shortcomings. If we only have passion and the awareness of the importances of learning English, we are not sure we can learn English well and perfectly. For some students of Quang Trung high school is also. They still do not have the most effective learning methods, the best way to study, especially in vocabulary lesson which require students memorize as many words as possible, well pronunciate and exactly spell.

According to my survey, it can be seen that students' learning methods of Quang Trung high school students are mostly traditional methods. They were applied a long time ago, when I was a student there and they were maintained until now. At this environment of learning, it is so difficult for students to get the best result in studying. For example: in vocabulary lessons, in order to learn the new words, most students choose the way of learning by heart, reading these words many times or writing them many times in paper… These methods may help the students remember these words at that time so quickly and forget them quickly as well. May be after reading and writing them, students memorize their meaning, their pronunciation or usages. However, after a long time, when they don't use it often they forget it easily even do not know how to pronunciate it. It is big problem in learning foreign languages. Some of other students choose other methods to learn vocabulary. Because each room of this school is equiped a radio and many cattsets for students so each time of vocabulary lesson the teachers open radio and give chance for students practice in listening, making conversation. It is a good and effective method to learn vocabulary. The students listen so carefully and get some possitive results ofcourse. However, the time of an English vocabulary lesson is limitted within fourty-five minutes only, so the time of practising for students is not much. The students have less chance to listen, using the new

words which have learned to make conversation with their friends. Thus, the responsibility of teachers is avoiding waste of time, giving the chances and all good conditions for students practising more and more.

2. Teacher's methods

With the hope make the lectures more and more interestingly, make the students more and more excited while studying, many methods have been applied. From simple method such as requiring the students write the new words in the draff paper many times to using conversation, or pictures to memorize these words was used. These methods brought effectiveness partly to students. They can remember vocabulary easier and each time they see the pictures again or see it in the real life, they know how call and pronunciate it. Five years ago, when I was being a student of Quang Trung high school at the grade of 12 also, I learned many new things and useful knowledge from the teachers there, especially in learning English. Thanks for those teacher's methods, I learned English so well and the result of my English test was quite high during three years at high school and to be an English Department student at University now. However, looking back to the time when I was a student there, because of the teaching and learning conditions were not as good and modern as now, the teacher's methods were not the best, the most effective. Sometimes, they still keep the traditional teaching methods; teachers just use their books and material related to the lesson in accordance with the teacher's book. Introducing very little extra material in lectures because they are afraid of lacking of time, the students can remember vocabulary quickly and forget it quickly also. Traditionally, the teaching of vocabulary at high school was mostly incidental, limited to presenting new items as they appeared in reading or sometimes listening texts. This indirect teaching of vocabulary assumes that vocabulary expansion will happen through the practice of other language skills, which has been proved not enough to ensure vocabulary expansion. In my opinion, interesting and

modern learning aids are so important to students to learn English vocabulary and need to be used in each lesson to get high result.

To sum up, Quang Trung high school is a good environment for teaching and learning as well as practising English. It always leaves an unfogetable impression on people who visit here the first time. It is the good choice for teachers and students to work in. If English learning and teaching condition is being taken care more and more, this will be a good educational environment.

CHAPTER 3: SOME SUGGESTED ACTIVITIES TO STUDY ENGLISH VOCABULARY FOR STUDENTS AT QUANG TRUNG HIGH SCHOOL

As it was mentioned in chapter 2 above, the current situation of teaching and learning English vocabulary at Quang Trung high school still have some shortcomings. Through the survey questionaires, it is found that techniques in students' favour are not frequently used by the teachers such as: using pictures, using games, songs…etc. Especially, using games, pictures and songs to learn English vocabulary are techniques which students like most. In fact, these techniques are appreciated to help the students memorize English words.

There are also many interesting learning techniques as well as activities for learning English vocabulary which are popular and really simple. However, because of the limitation of time, shape and size of this reasearch paper, there are only some appreciated techniques in learning vocabulary for high school students were presented in chapter 3 with the hope that they will have more pleasure and effectiveness in learning vocabulary. Here are some suggested activities for students:

3.1. Word family

Word families are groups of words that are closely related to each other to form a "family".

Words can be grouped into families in two main ways:

- they are similar in form;
- their meanings are related.

Form-based families in the word *teach - teacher,* **similarity of form** is most easily explained by recognising two**morphemes** in *teacher*:

- o   a **root word** which is also found in *teach*;

- o and a **derivational suffix** which is also found in other words such as *lecturer*, *driver*, and *learner.*

The family link can be shown through definitions: one word provides material out of which the other's definition is built (a*teacher* is a 'a person who *teaches*'). Similarly, a *duckling* is 'a small *duck*'; replaying is '*playing* again', and so on.

Morphemes are important for spelling because they tend to have the same spelling across all the words containing them, so once we know how to spell a morpheme in one word we can usually predict its spelling in another word.

Although a similarity of form is often linked with a similarity of meaning, a link of form can exist without any link of meaning. For example: *understand* clearly consists of *under + stand* (notice that even the past tense is the same as for*stand*: *understood*) but it is hard to find any kind of 'standing' in its meaning.

Moreover, even when form and meaning appear to be in step, this appearance may be deceptive. The traps are well known - a solicitor does not solicit, nor does an undertaker 'undertake'; being uneasy is not the same as being difficult; fusing the lights has no meaning in common with defusing a situation or refusing an offer. Moreover, a derivational suffix does not necessarily guarantee that the morpheme to which it is attached is itself a word in its own right. For example, whereas *actor* contains the verb *act*, there is no such verb for *author, tailor* and *doctor.*

Here are two examples of **form-based** word families:

word - wordy - word (verb) *- wording - word-list …* (but not: *worth, worry*)

family - familiar - unfamiliar - familiarity - familiarise … (but not: *famine, famous*)

Each of these families is bonded by a common root word, although the resultant connections of meaning are also an important bonding feature.

Meaning-based families: Some words are closely related in meaning but not in form. For example, a female lion is a lioness, but a female dog is a bitch, while a male sheep is a ram and a female sheep is a ewe. The word families *dog – bitch* and *sheep – ram – ewe* are based solely on meaning, without the additional help provided by similarity of form as in *lion – lioness*.

Links that are based on meaning are far richer and more extensive than those based on form. Even the most straightforward-looking word, such as *book*, has a multitude of meaning-based links to other words:

> *page, volume, journal, publication, author, publisher, title, edition, paper, cover, index, chapter, contents, novel, textbook, literature, literacy, bookseller, bookshop, bookshelf, library, read, write, consult, collect, bookworm (both meanings), bibliophile, ...*

As can be seen from this list, similarity of form supports a few of these links, namely those in which the related word also contains the root word *book*: *textbook, bookseller, bookshop, bookshelf, bookworm*. The remaining links are no less clear or accessible for having no counterpart in form.

Meaning-based links are important for vocabulary growth, not just as an aid when guessing the meanings of new words, but also when consolidating existing vocabulary

Here are two examples of **meaning-based** word families:

> *big - little - size*

> *dog - puppy – kennel*

An understanding of word families also allows either the form or the meaning of unfamiliar words to be guessed with some confidence. For example, we can guess that someone using a skate-board is a *skate-boarder* engaged in *skate-boarding*, and if we see the word *unteachability* we can guess from knowledge of other word families that it means 'state (*-ity*) of not (*un-*) being able to be (*-abil-*) taught (*teach*)'

When the students use this way to learn vocabulary, they not only learn the word which is given but also learn all the related words and other similar in form of word. From that students can widen their vocabulary and make their vocabulary richer day by day.

Take the following example :(English 12 textbook/ Grammar: 2010:27)

Exercise 1: Complete the following sentences with the correct form of words in the box.

Introduce	**appear**	**nation**	**operate**

1. A. The teacher is…………………..students about the history of Vietnam   Nation.
   B. The………………………………….of his speech was not fluent as he expected.
   C. He advertises his company's new production to the consumer. He is also called a/ an……………….
2. A. The……………….plays an important role in the success of people when applying a job.
   B. He has just been here. I can not explain about his………………
3. A. She has got the highest result in this………………..…examination.
   B. Seagame 22th is a/ an…………………………….Olympic held in Vietnam.

4. A. Vietnam is pleasure to…………….with all countries in the world.

   B. I want to express my sincere thanks to your…………….in completing this project.

   After a short of time about 3-5 minutes, teacher checks the students' answers by handing in their writing or calling any student to write the answer on the blackboard. Teacher can give marks to students who have the best answer or have the answer in the shortest time.

   Then, teacher gives the key for this exercise:

   1. *Introducing/ introduction/ introducer*
   2. *Appearance/ disappearance*
   3. *National/ international*
   4. *Cooperate/ cooperation*

3.2. Synonyms and antonyms

   Firstly, you should know about the definition of synonyms and antonyms. It is defined that *"Synonyms are the words which have the same meaning with the root word"*

   Eg: big – giant – huge

   Hate – dislike

   Boring – sad – unhappy – bad mood

"Antonyms are the words which have the opposite meaning with the root word".

   Eg: high – low

   Similar – different

   Long – short

   Whenever you study a new word, you should know its synonyms and antonyms in order to have a deep impression about those words, remember it in a longer time and enrich your own vocabulary. It is considered a good
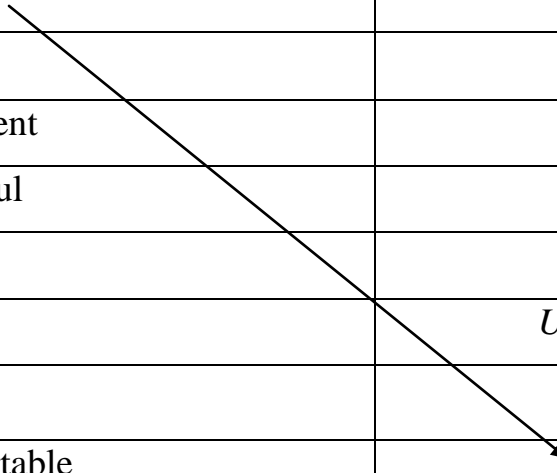
method in learning English. For example: when you learn the new word *"beautiful"*, you should know its synonyms are *"nice, pretty, good-looking…"* and its antonyms are *"bad, ugly…"* so that when you have any stituation in using English you can use word flexibly and avoid repeating one word again and again. It means you can remember all the words related to the word you have learned. In this way, your vocabulary will be widened so quickly.

Take the following example:

Eg 1: Matching an antonym for each word in the left column. Number 1 I have done for you:

1. Happy	*Unlucky*
2. Big	*Disagree*
3. Intelligent	*Ugly*
4. Beautiful	*Small*
5. Cold	*Stupid*
6. Lucky	*Uncomfortable*
7. Agree	*Hot*
8. Comfortable	*Unhappy*

Eg 2: Matching a synonym for each word in the left column. Number 1 I have done for you:

1.talk	*Depart*
2.love	*Help*
3.understand	*Mend*
4.leave	*Adore*
5.hate	*Receive*
6.fall	*Allow*
7.phone	*Ring*
8.swim	*Loathe*
9.let	*Comprehend*
10.ask	*Require*
11.cry	*Weep*
12.assist	*Speak*
13.get	*Inquire*
14.need	*Stumble*
15.repair	*Bathe*

In short, learning synonyms and antonyms of a certain word plays an important role in learning vocabulary for the students. When using this technique in vocabulary lessons, students not only learn one given word only but also they can learn other words which have similar and opposite meaning with given word. They can group it in each couple to memorize easily. In this way, students not only can gain the effectiveness in learning vocabulary but also have deep impression to remember words in a long time.

3.3. Studying by using visual aids

Visual aids are visual materials which support in not only English vocabulary learning, cartoons, graphs, illustrations, photographs. They help to break up the monotony, provding a visual stimulant to reinforce what the learners are hearing.

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

Take the following example: (in English textbook 12/ Unit 9: Deserts: 96)

Deserts of the World
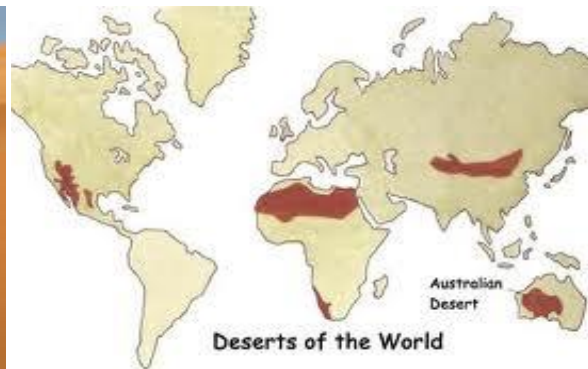
To begin this lesson and in order to attract students in learning, first of all teacher should give some pictures which related to deserts and introduce students something about deserts. While introducing, teacher can give some questions about the deserts such as: *"What do you know about deserts?"*, *"What kinds of plants and animals live in a desert?"* or *"Name some of countries which have deserts"*. These questions make the students think, encourage the brain of the students work. After a short of time, teacher give chances to students raise their voices; share their ideas about given questions. Then, teacher corrects the answers and may be he gives some gifts for students who have the best answer.

3.4. Studying by using games

Games have been showed to have advantages and effectiveness in learning English vocabulary in various ways. Firstly, games bring in relaxation and fun for students. Games help the students learn and retain new word easily. Games make the class and learning fun. Students pay more attention because they are enjoying themselves so they do better. Besides, games stimulate and motivate students to new level. If they do most pay attention to during the presentation of new language and mental effort to memorize it, the will not be able to play game well and they will let their team and themselves down, so they make more effort to join in and learn as much as possible. Secondly, games usually involve friendly competition and they keep learners interested. Games create the motivation for learners of English to get involved. Thirdly, through the funny and intelligent games, students can apply in each situation, the structure from the theory to the real life in a

flexible communication and easier way. Therefore, the role of games in learning English can not be denied. However, in order to achieve the most effective from games, it is essential to choose the suitable games. Whenever a game is conducted, the proficiency level, cultural context, learning topic, timing are factors which should be taken into account.

Many of vocabulary learning fun's vocabulary word games are organized with dozen of categories of vocabulary lists. By making connections between words and ideas and between words and pictures, we can build vocabulary skills. The connections between them can make the process of building vocabulary faster and more efficient.

The fun of English vocabulary games can help both native and foreign speakers build their English language vocabulary skills. There are vocabulary word games for all levels of English.

Students can learn English vocabulary from the funny questions:

Q: What can get bigger without getting havier? A: Hole	Q: What doesn't ask questions but often need to be answered: A: Telephone
Q: What falls but never gets hurt? A: Rain	Q: What has teeth but can not bite? A: Comb
Q: What is black when it is clean and white when it's dirty? A: Blackboard	Q: What kind of room has no walls, no floor and no ceiling? A: Mushroom
Q: What travels round the world but always stays in the same corner? A: Stamp	Q: What kind of dog has no tail? A: Hotdog

3.4.1. Cross word puzzles

Students play this game with the pictures which teachers give them. They get some suggestions from the teachers by using the familiar words which they have studied in their book to guess the crossword. By this way, they can remember these words easily and longer. Crossword grids such as those appearing in most newspapers and magazines feature for students in English corner, every letter is checked (that is, it is a part of an answer reading cross and another reading down), and usually each answer is required to contain at least three letters. In such puzzles black squares, used to separate answer, are traditionally limited to about one-sixth of the design. Crossword grids elsewhere, such as in Britain and Australia have a lattice-like structure, with a higher percentage of black squares, leaving up to half the letters in an answer unchecked.

A small example of a quiz style crossword, to illustrate the format

Across

2) I___home at 6:00 yesterday dangerous.

7) I ___ go swimming with you tomorrow.

8) Don't ___ your money now.

Down

1) Please don't ___ that. It's

3) A/An ___ has eight legs.

4) She walked ___ the bank.

9) My father is ___ a woman. called a __

11) He went ___ of the house. teacher.

14) Don't ___ your finger at people. ___.

16) My ___ is a housewife. at people.

17) What is your ___ song? music.

5) A mechanical man is sometimes

6) If you have a ___, ask your

10) The opposite of long is

12) You shouldn't ___ rocks

13) Let's listen ___ some

15) My brother will go, ___.

The solution to this cross word is:

	¹T										
²G	O	T			³O		⁴I		⁵R		
	U		⁶Q		⁷C	A	N	N	O	T	
	⁸C	O	U	N	T		T		B		
	H		E		O		O		O		
			S		P				T		
	⁹N	O	T		U						
			I		S		¹⁰S		¹¹O	U	¹²T
	¹³T		O				H				H
¹⁴P	O	I	N	¹⁵T		¹⁶M	O	T	H	E	R
				O			R				O
	¹⁷F	A	V	O	R	I	T	E			W

In order to make crossword puzzles, firstly, teacher gives the handouts to all students. In these handouts there are some clues to help the students find out the secret words. Then teacher gives questions to students answer. Each time of giving a question, teachers can invide one student to stand up and give answer then choose the best and the most correct answer. One by one secret

word is opened until the game ended. The secret words can be chosen in the textbook which related to the lesson. In this way, students not only can play games to get fun and relaxation but also can learn vocabulary that will be introduced in the lesson. For example: in English textbook 12/ Unit 15: Women in society, the word can be chosen to be the secret word in the cross number 16 is "MOTHER". In the Unit 10 (English textbook 12:106), the grammar is noted that is modal verbs. The word can be chosen to be the secret word in the cross number 7 is "CAN NOT". In the same textbook also, Unit 8 (84), students will learn about the prepositions and articles so the words can be chosen in the down number 4 and number 13 are "INTO" and "TO".

3.4.2. Word order

This game can help the students memorize spelling of the words. Because this is an interesting and not too difficult game to play, students eagerly enjoy taking part in the order arrangement. When chosing this game, the teacher should pay attention to select what use pictures to illustrate the content of game.

In order to play this game, teacher divides class into some groups with the lovely names such as: Star, Lucky, Small Chicken, Roses…etc.., and then she hands out the photos to students. These handouts include all clues to help the students guess the words. They are the letters which are arranged in a wrong way or to be a word with no meaning which need be rearranged by students to make an English word has meaning. The teachers often offer students to work in group in 5 minutes.

Take the following example: (English textbook 12/ Unit 6: Future jobs: 62)

Students have to write the jobs of people underlined. Which groups write more accurately, nicely and quickly than others will be the winner; the loser must sing an English song to congratulate the winner.
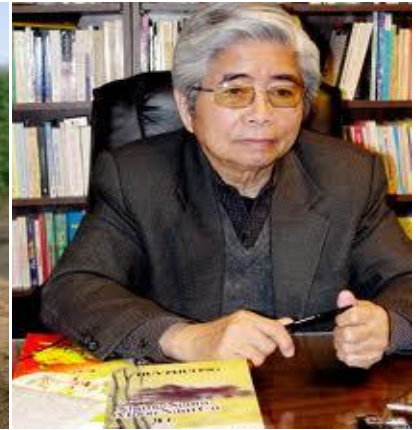
1. The-------------------- (ctherase) often work in schools.
2. The------------------- (ctdroo) who works in hospitals.
3. My grandmother is a-------------- (refamr). She often works in the farm all day.
4. His older sister works in the restaurant. She is a/an-------- (treaiw)

5. Her father is a/ an--------------- (namoiecpl). He punnishs the people who violate law.

6. His brother works in the factory. He his a/ an--------------- (gienener)

7. The---------------- (riwrte) who composes many poems and essays.

8. My uncle works for Vietnam Airline Company. He is a/ an-------------- (liopt)

9. She is a/ an------------------- (narorjulsit). She often goes to interview the others.

10. In the future I want to be a-------------- (gioutroed). I want to travel around the world.

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

Finally, teacher checks the student's answer and give the key of game

1. The *teachers* (ctherase) often work in schools.

2. The *doctor* (ctdroo) who works in hospitals.

3. My grandmother is a *farmer* (refamr). She often works in the farm all day.

4. His older sister works in the restaurant. She is a/an *waiter* (treaiw)

5. Her father is a/ an *policeman* (namoiecpl). He punnishs the people who violate law.

6. His brother works in the factory. He his a/ an *engineer* (gienener)

7. The *writer* (riwrte) who composes many poems and essays.

8. My uncle works for Vietnam Airline Company. He is a/ an *pilot* (liopt)

9. She is a/ an *journalist* (narorjulsit). She often goes to interview the others.

10. In the future I want to be a *tourguide* (gioutroed). I want to travel around the world.

3.4.3. Word search games

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 word may be horizontally, vertically or diagonally. Often a list of 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 really useful for spelling of the students. Moreover, this game also promotes the intellecture of the students. Through this game, students can enrich their vocabulary and then use them to improve English skills. If they have a rich vocabulary, they will be able to practice English better, more quickly and exactly. Students are handed out the photo of word search by the teacher and then all students in class will receive the guidances, suggestions as well as rule of this game from the teacher. 7 to 10 minutes are allowed time to find these words.

<u>Take the following example:</u> (English textbook/ Unit 11: 121)

Work in pairs or groups. Find the names of types of books in the square. The words may go across, down, up, backwards, or at an angle. Here are some clues:

a. If you like books with an exciting story especially ones about crime or spies, read a *t*------------

b. If you enjoy reading stories about love affairs, a *r*------------- is the right book for you.

c. A *n*-------------- is a story long enough to fill a complete book, in which the characters and events are usually imaginary.

d. A *s*--------------- fiction book is a type of book that is based on imagined scientific discoveries of the future.

e. If you want to learn how to knit or work with wood, you should by a *c*----------------book.

f. *F*-------------book tell stories from the author's imagination.

g. A *c*-------------- book tells stories through pictures.

h. A *b*--------------is about a person's life written by somebody else.

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

After 7 to 10 minutes, teacher asks the students how many words they can find when time is up, and then she invites some of them write their answer in the blackboard. Moreover, teacher can give marks to students who have true and good answers to encourage their learning.

Teacher checks they answers, gives the key of this game and finds out how many percentages of students have true and good answers.

3.4.4. Guessing the word

Guess Word is a game about finding the secret words. Guessing the secret word is a matter of strategy and logical thinking and not too difficult. Playing this game can make the students' brain work. Teachers should give more and more this kind of games in their lectures to attract the interest of students. Moreover, this game can promote the thinking of the students.

Procedure: Teacher can devide class into some group with own names also and then she hands out the photo to students and let them work in group in 10 minutes

Take the following xample: "What am I?"

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

(1) What Am I?

I am hot

I live in the sky

I am bright

Don't look straight at me

I disappear in the night.

(2) What Am I?

I am in your body,

I am red

I am the symbol for love

Blood pumps through me

Please don't break me.

(B) I am a ball

(3) What Am I?

I am circular

I go up and down

You can throw me

You can catch me

Be careful with me near widows

(4) What Am I?

I cry a lot

I love milk

Everyone smiles at me

Please pick me up

I am new to the world.

(D) I am a heart

Teacher explains some new words in this game and gives students 10 minutes to find the answers.

Teacher checks the student's answers and then she praises the win team and encourages the ones trying their best in the next time.

Teacher gives the key of this game: 1—C; 2—D; 3—B; 4—A.

3.5. Studying by using songs

Listening to music is always every student's hobby. Therefore, students will be interested in the teacher's lesson if they are given some songs with wonderful melody and funny rhythm. In order to use this activity easily and effectively, the teachers can take advantage of cassette player or computer. Besides, students should be equiped an own headphone to practice listening in English lessons.

Especially, for high school students, music is really important to them at that time. Music can raise them up or make them more comfortable when they are bored as well as in the bad mood. Music also can make the students more interested in learning. The lyrics of songs make the atmosphere of class more and more exciting.

Moreover, vocabulary is a subject which requires the students' memory so much. The funny rhythms of the songs make students memorize the words better and longer. Sometimes, when they listen to music, they listen the songs of singer or music band they like, they will have deep impression about it and because of loving that song they try to remember the lyrics of song and remember the words also.

Take the following example: "Heal the world song"

Listen to the song and fill in the blanks the missing words:

Heal The World

(Michael Jackson)

There's a........ in your heart

And I know that it is.............

And this place could be much

Brighter than...................

And if you really try

You'll find there's no need to cry

In this place you'll feel

There's no hurt or..........There are ways to get there

If you care enough for the living

Make a little................make a better place

Chorus:

Heal the world

Make it a better a place

For you and for me and the entire human race

There are..................dying

If you care enough for the living

Make a better place for

You and for me.

The teacher gives handouts of words of song to students and plays the CD then let the students listen the song several times to find the new words and fill in the blank. By using this method, the students can practice many skills with various tasks such as: gap filling, find the new words. It helps the students memorize vocabulary easily, longly and improve their pronuciation as well as litening skill. In general, the rhymth of the songs is faster than daily talking so when using songs in learning vocabulary, it helps students have good reaction in listening English with high speed. It's very useful for them when they have chance to talk with foreigners.

3.6. Studying by using funny poems

Using poems in the classroom is a great way to teach English. Because of the varied structure of its form, a poem can be used to teach basic concepts of grammar as well as the descriptive and critical vocabulary. For these students, poems are beneficial in teaching English skills. Teacher should choose poems that are short, no more than three stanzas with two or four lines per stanza in order to remember easily. Display the poem on the overhead projector or write it yourself and post it in the room.

Teacher can use poems as a great tool for reinforcing the basics of English. For example: whenever teachers are teaching parts of speech like verbs, adjectives, nouns and pronouns, they should choose the poems that have plenty of examples of these in the stanzas. Then have the students 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 students 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 blackboard or displayed on a poster, and there will have students come up in pairs to find the part of speech that teachers are targetting. They are often humorous and add a motivational buzz to classroom activity.

The Cat In The Hat On Aging

I cannot see
I cannot pee
I cannot chew
I cannot screw
Oh, my God, what can I do?
My memory shrinks
My hearing stinks
No sense of smell
I look like hell
My mood is bad -- can you tell?
My body's drooping
Have trouble pooping
The Golden Years have come at last
The Golden Years can kiss my ass

Take the following examples: (In English textbook 12/ Unit 10: 106)

The grammar is noticed in Unit 10 is modal verb and in the poem above, there is a modal verb is used. First of all, the teacher provides handouts or writes the poem on the blackboard then reads aloud this poem and let students repeat and then teacher asks them about the new words, summarizing about the content and what modal verb is used in this poem. After that, teacher shows students that modal verb, shows them need pay attention to the form, the structure and asks them give some examples to memorize it longly.

3.7. Studying by using videos

Nowadays, with the development of high-tech, the teaching and learning condition become better and have more advantages. Applying videos in teaching English for students, especially for high school students are very popular and high appreciated for its effectiveness and suitable program. Small and short videos with interesting content, lovely characters, vivid music, and lively designed makes students are attracted. In English lessons, if the teacher just uses the textbook as well as the basic material to teach students during

fourty five minutes per lesson, it is very boring. In contrast, it is much better if the teacher gives some funny videos for students watching. It makes the atmostphere of class more exciting and students more interested in learning. By using videos which have English subtitles, students will not only listen to the conversation between characters but also they can read the dialogues on the screen. Hence, it is helpful for students to remember the new words. It is also a very interesting technique to learn English vocabulary.
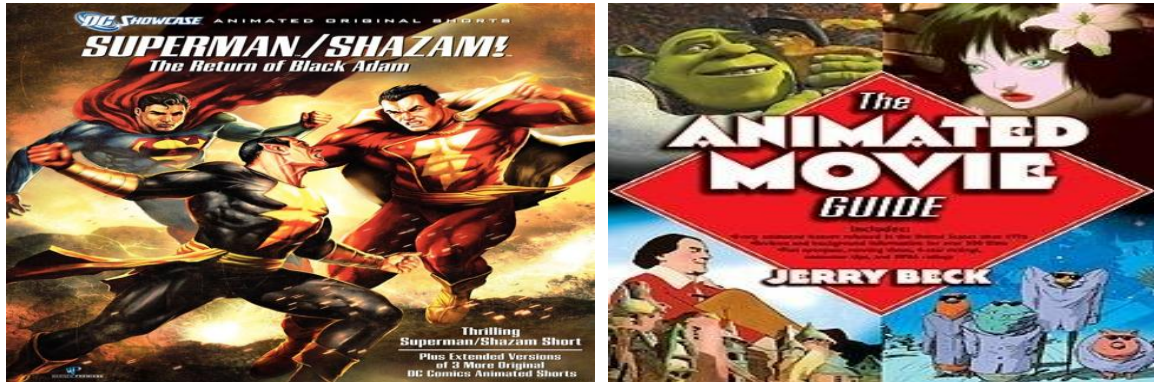
When using this technique in vocabulary lessons, teacher should choose the videos which are not too long and have English subtittle so that the students are not attracted too much in watching films in stead of focusing on the lesson. Teacher plays the videos let the students watch then asks them retell the main content of those films or videos. In this way, teacher can assess how much knowledge students get as well as how much the students understand after watching films or videos. This method not only brings the

fun and relaxation after boring lessons but also brings the effectiveness in learning English vocabulary to students.

3.8. Mime and gesture

Mime and gestures are useful in defining verb and others concepts involving movement, action and facial expressions because it helps us promote the understanding and meaning retention of new vocabulary items. Using mime and gesture have many other advantages such as: creating a good brainstorming, attracting to students attention to English lessons, saving on time. Therefore, students can easily memorize English vocabulary with a great pleasure.

Take the following example:


Agree/Well done

When the teacher looks at the students, raises her thumb, she smiles and her mouth opens a little bit. She wants to show her agreement with you or you have well done something.

3.8.1. Miming

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"

(teach points to ear), "You have got five minutes" (teacher points to watch and shows five fingers)

Take the following examples: Here are some mime and gestures which can be used to express some popular activities of people.
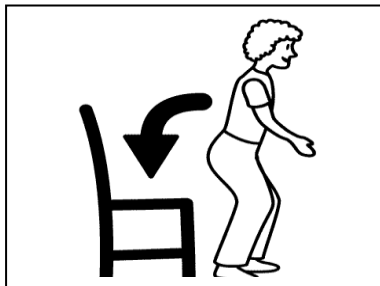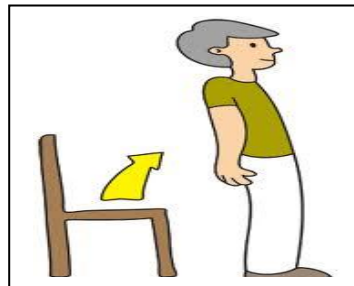
| Sit down | Stand up | Catch a ball |

| Run | Hit a ball | Throw a ball |
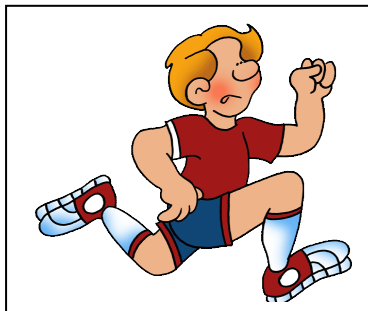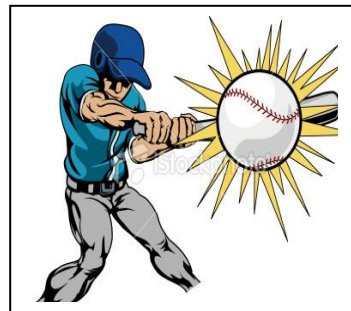
Teacher gestures some simple actions depending on the meaning of words and students guess their meanings. Each time teacher gestures the action, she can invide a student in class stand up and guess what action is? If this student has correct answer, he has right to gesture another action and invide another student to answer. One by one until there is no action to gesture.

3.8.2. Facial expression

Facial expressions can greatly exchance 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 sence of mood—surprise, disapproval.

Take the following example with topic feelings:

Happy/ excited

Teacher can stand on the stage and express the emotion on her face. She looks at the students, she does not smile, her two eyes seem to move to tears, her glass-eyes seem to fall down to express boring emotion, to show the students she is being sad. In contrast, if she looks at the students with a smile, her mouth seems to open and her eyes seem to close. It means that she is very happy.

Teacher use her face to check how many students can memorize the word related to emotion in English.

To sum up, in this Chapter 3, I have introduced some suggested techniques to learn English vocabulary for high school students such as: using word family, synonyms and antonyms, visual aids, games, songs, videos, funny poems and mime and gesture with the hope of helping the students have good techniques to learn as well as get the best effectiveness in learning vocabulary. Students will be attracted by the interest and high-appropriation

of lectures in which teachers use above techniques. However, there are some shortcomings as well as difficulties in carrying out these suggested techniques. Although the teaching and learning condition are well-equiped in school, they can not fulfill all their need of teachers and students in a developing and high-tech society as nowadays. Besides, the lessons sometimes are too long and too much but the limittation time for a lesson within 45 minutes is not long enough for both teachers and students can apply all these techniques though its effectiveness is really high. Therefore, in order to get the best effectiveness in learning, both teachers and students have to know how to take maximumn advantages from the learning and teaching condition and limittation time within 45 minutes for a lesson. Teachers should apply these techniques in the last of lesson when there is some minutes left to avoid wasting of time.

PART III: CONCLUSION

In general, this graduation paper has been carried out with the aim to investigate the current English teaching and learning situation in Quang Trung high school so that the effective activities and techniques for teaching and learning should be poined out. The paper is relevant to the situation as there has been a strong tendency to learn English for communication among the students. Therefore, it is necessary to select and organize the classroom activities carefully in order to improve the effectiveness in teaching and learning English vocabulary.

Besides, the study showed a clear teaching and learning condition in Quang Trung high school in which teachers should take into cosideration when they decide to choose a technique of teaching vocabulary or design various kinds of classroom interactions. In addition, a survey questionaire was implemented to find out the Quang Trung students' difficulties when learning English vocabulary as well as their attitudes and expectations about using techniques in learning English vocabulary.

With the hope that some techniques can be contributed which suggest to study English vocabulary. Consequently, this graduation paper has been completed with a special care and interest with the aim to bring effective and pleasant lessons for the Quang Trung's student. However, because the time and knowledge is limited, some mistakes or shortcoming are unavoidable. Any further comments and contributions for perfection of this paper are greatful appreciated.

In the future, I have an ambitition of studying about others techniques basing on the vacabulary understanding to improve English basic skills as listening, speaking and reading skill. And, further study about the difference between vocabulary and pronuciation of British English and American English.

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Appendices

Appendix 1

Survey questionaire

(For students)

Dear students!

This survey questionaire is designed to find out your attitude and your expectation toward teaching and learning English vocabulary. Your answers wiil be used for researching purpose of my graduation paper entile: "*Designing communicative vocabulary learning activities for 12th grade students at Quang Trung high school*"

Thank you for your cooperation in completing this survey questionaire.

1. How important do you think about vocabulary?

    A. Very important   C. Not very important

    B. Important   D. Not important at all

2. What do you think about learning vocabulary in grade 12?

    A. Boring   C. Interesting

    B. Very boring   D. Very interesting

3. What difficulties do you often have when learning vocabulary?

    A. Forget vocabulary   C. Misunderstand

    B. Confused with similar words   D. Use words in sentences

4. Which techniques do you often apply to learn English vocabulary?

    A. Learn through internet   C. Learn by heart

    B. Use picture and game   D. Mime and gesture

5. What does your teacher often do in vocabulary lesson and its effectiveness?

Techniques	Effectiveness			
	Very effective	Effective	Not very effective	Not effective
Questions				
Exercise in textbook				
Games				
Songs				
Pictures				
Graphs				

6. How do you memorize the words and review lessons at home?

   A. Learnt by heart   C. Write many times

   B. Do exercises   D. Others

7. Which techniques do you appropriate in learning English vocabulary?

   (You can choose more than one answer)

   A. By games   E. By graphs

   B. By exercises   F. By explanation

   C. By pictures   G. By questions

   D. By songs

Appendix 2
Survey questionaire
(For teachers)

Dear teachers!

I am Bui Van Duy from Hai Phong Private University. This survey questionaire will be very useful and necessary for my graduation paper entile: "*Designing communicative vocabulary learning activities for 12th grade students at Quang Trung high school*". Your contribution in this survey questionaire is highly appreciated. I want to express my sincere thanks to your cooperation in completing this survey questionaire.

1. How long have you taught English at Quang Trung high school?

   A. 1 year   C. 3 years

   B. 2 years   D. more than 3 years

2. What do you think about the role of learning English vocabulary to the grade 12 students?

   A. Very important   C. Not very important

   B. Important   D. Not important

3. Which difficulties do you often get when teaching vocabulary for grade 12 students?

   A. Lack of teaching condition   C. Lack of students' concentration

   B. Students' ability   D. Students' learning methods

4. Which techniques do you often use when teaching vocabulary for 12th grade students?

   A. Questions

   B. Handouts

   C. Exercise in textbook

   D. Games

E. Songs

F. Pictures

G. Graphs

5. How effectively the above teaching techniques work?

Techniques	Effectiveness			
	Very effective	Effective	Not very effective	Not effective
Questions				
Handouts				
Exercise in textbook				
Games				
Songs				
Pictures				
Graphs				

6. In your opinion, which techniques can attract students' attention to the English vocabulary lesson most?

A. By games   E. By graphs

B. By exercises   F. By questions

C. By pictures   G. By explanation

D. By songs   H. By handouts

7. How often do you use these teaching techniques in vocabulary lessons?

Techniques	Frequency					
	Always	Usually	Often	Sometimes	Rarely	Never
Questions						
Handouts						
Exercise in textbook						
Games						
Songs						
Handouts						
Pictures						
Graphs						