VIETNAM NATIONAL UNIVERSITY, HANOI

University of Languages and international Studies

THE FACULTY OF English LANGUAGE TEACHER EDUCATION

ĐỖ THỊ PHƯƠNG THẢO

A STUDY ON THE COMMUNICATION STRATEGIES EMPLOYED BY GRADE 10 STUDENTS IN THANG LONG HIGH SCHOOL, HA NOI TO BUILD AND LEARN VOCABULARY IN COMMUNICATION TASKS IN SPEAKING LESSONS.

submitted in partial fulfillment of the requirements

for the degree of bachelor of arts (TEFL)

Hanoi, 5- 2011

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Supervisor: Ms. PHAN HOÀNG YẾN

Hanoi, 5- 2011

I hereby state that I: *Đỗ Thị Phương Thảo, class 07.1.E5,* being a candidate for the degree of Bachelor of Arts (TEFL) accept the requirements of the College relating to the retention and use of Bachelor's Graduation Paper deposited in the library.

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ABSTRACT

Normally, people often believe that rich vocabulary can only be found in extensive reading or writing. However, another potential source of vocabulary that should be put under consideration is communication tasks in speaking skill lessons. When conducting communication tasks, students are forced to use communication strategies which help them build and learn new words. Therefore, this research aims to find out the communication strategies students employ to learn new words in communication tasks with their partners as well as the teacher. Through it, some suggestions to build rich vocabulary in communication tasks are expected to be given out.

To collect data for the study, survey questions were delivered to fifty 10th form students specializing in English in Thang Long high school. Besides, interviews were also adopted to five teachers teaching English to the 10th form for their opinions. Observations were taken place in two classes to gain more in-depth information.

After conducting the study, some interesting findings were revealed. By applying communication strategies which have been classified by previous scholars, students actively build and learn new words in communication tasks. They preferred using paraphrase strategy to overcome

unknown vocabulary items. Besides, cooperation was a key of developing vocabulary through communication tasks. Through helping the

speaker to guess unknown words, speaker's partners encourage the speaker to continue talking and fulfill speaking tasks successfully.

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CHAPTER 1: INTRODUCTION

1.1. Statement of the problem and rationale for the study

Vocabulary plays an important role in speaking because it is remarked that we can still communicate with words that are not in right order or wrongly pronounced, however with wrong words, we are easy to have communication break down. In addition to the rich vocabulary in reading skill, communication tasks in speaking skill can be potential sources for students to learn target words (Nation 1999). Also Newton (2001) argued that task- based approach enables learners to develop strategies for managing new vocabulary while also maintaining a communication focus. Communication strategies are the way students communicate when they have not mastered the language (Gate, 1987). Thus realizing the strategies students apply can help teachers adapt the speaking tasks to make most effective vocabulary learning tasks in speaking lessons.

1.2. Aims of the study

The study was conducted to find out the strategies students employ to learn new words when conducting communication tasks in speaking lessons and also to point out the roles of the speaking partners and the teacher in helping students develop vocabulary. From that some suggestions to build rich vocabulary in communication tasks in speaking lessons will be recommended.

To serve these aims of the study, three research questions are suggested as follows:

1. What strategies do students employ to learn vocabulary in communication tasks in speaking lessons?

1. What roles do their speaking partners play in developing their vocabulary in communication tasks?

1. What role does the teacher play in developing students' vocabulary in communication tasks?

1.3. Significance of the study

Previous studies which has assessed to the topic such as Tarone (1978) and Farch and Kasper (1983) tended to focus much on the strategies students employ and the role of the students themselves when learning new words in communication tasks. However, the roles of the speaking partners and the teacher in helping students develop vocabulary were not mentioned. Therefore this research with the aim to fulfill this gap, try to work out the roles of the speaking partner and the teacher in helping students overcome difficulty with unknown words in speaking tasks.

1.4. Scope of the study

The study will be carried out among students of the 10th form in Thang Long high school (Ha Noi) in the period of 2010-2011.

1.5. Organization

The study consists of five main parts: the introduction, the literature view, the methodology, findings and discussion and finally, the conclusion. The introduction presents the rationale, aims and scope, methods and data collection. In the next part, the literature review will be presented. Then, a short introduction about what method will be used, who will be chosen to collect data, how the data will be collected as well as analyzed. The fourth

part will consist of the part of result discussion. Finally, the conclusion summarizes what have been mentioned in the previous parts, introduces some limitation of the study and provides suggestions for further studies as well. In addition, the reference materials and appendices are also provided.

CHAPTER 2: LITERATURE REVIEW

In this chapter, a brief background of speaking, communication tasks, and vocabulary is going to be introduced. Besides, studies about communication strategies learners apply when encountering new words in communication tasks that help them achieve vocabulary will be also mentioned. Finally, some conclusions will be made from what have been mentioned to find out the significance of the study.

2.1 Speaking

2.1.1 Notion of speaking

"Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning" Nunan (2003, p 48). He presented several linguistic elements of speaking including: text, utterance, clause, phrase, word, morpheme and phoneme. According to Nunan, "Text means stretches of language of an undetermined length. Spoken texts are composed of utterances". An utterance is what being said by a person. It is not necessary a full or grammatical sentence. "Yes" or "no" is considered an utterance. Above utterance are clauses and phrases. A phrase consists of more than two words, operates as a unit without a subject or verb tense. On the contrary, clauses do also consist of more than two but with verb tense. Speakers apply clauses and phrases to make their speeches more smooth and fluent. The next level is word. "A word is called a free morpheme- a unit of language which can stand on its own and have meaning". Bound morphemes are often attached to word including prefixes (un, pre), suffixes (ion, ed). Actually in speaking under time pressure, many language learners forget to add those bound morphemes in to words.

Phoneme "is a unit of sound in a language that distinguishes meaning. Phonemes can be either consonants (like /p/ or /b/ in the words pit and bit) or vowels (like /i/ and /æ/ in bit and bat). Linguistics grouped consonant and vowel phonemes in to segmental phonemes while stress, rhythm and intonation are grouped in to suprasegmental phonemes. This is because in speaking, stress, rhythm and intonation can create different meaning even with the same segmental phonemes. At the top of the level, distinctive feature shows the way and the place a sound is produced. For example, it decides a sound as a vibrating or non vibrating consonant. When people speak, all the elements above work together; therefore the normal believe that conversation is simple was not really true. It is very important to consider the elements of speaking from which principle of teaching speaking will be conducted. Speaking "is not reading aloud (pronunciation)". It also "is not reading the answer to a grammar question (accuracy)" or "reading the answer to a reading/ listening question (comprehension)" Riddell(2001, p120). Therefore, teaching speaking in classes has been a controversy in the eyes of different approaches. The most recent one is communicative approach.

2.1.2 Teaching speaking in communicative approach

Researchers have proved that people learn language through interaction so to improve speaking learners should take part in interaction more. Communicative language teaching therefore focuses on creating conditions for interaction in classroom environment. When learners have opportunities to communicate in the target language, they take part in the lesson actively without being afraid of being interrupted by the teacher of checking mistakes. Fluency is given more emphasis than accuracy. Learners'

errors can be delayed and the final outcome should be learners' ability to produce meaningful conversation rather than ability to repeat what was taught by teacher.

Example 1

(A group of twelve-year-old learners of English as a foreign language)

T   Repeat after me. Is there any butter in the refrigerator?

Class   is there any butter in the refrigerator?

T   there's very little, Mom.

Class   there's very little, Mom.

T   Are there any tomatoes in the refrigerator?

Class   Are there any tomatoes in the refrigerator?

T   there are very few, Mom.

Class   there are very few, Mom.(etc)

Example 2

(Students from classroom B, as they settle in at the beginning of the day.)

T   how are you doing this morning?

S1   I'm mad

S2   why?

T   oh boy.yeah, why?

S1   because this morning, my father say no have job this morning.

T   your father has no more job this morning? Or you have no job?

S1   my father

(Pasty M. Lighbown, Nina Spada (1999)

Obviously, in example one, learners simply repeat what teacher says. There is no communicative interaction or negotiation of meaning. At the

end, learners actually gain less achievement and what teacher taught can not be stored in their brain for a long time.

In example two, learners get involved in discussion with teacher and other learners. By this, the learner says something which is real life, relevant to him. The target language is exposed through meaning interaction. Besides, learners' motivation is encouraged when they have chance to say things about themselves. The lesson is much more interesting and learners tend to pay more attention rather than that of repetition in old grammar translation method.

2.1.3 Principles of teaching speaking

In the light of communicative approach, Nunan (2003) introduced some principles of teaching speaking as follows:

1) Beware of the differences between second language and foreign language learning contexts.

The foreign language context is the context where the language is not used for maintaining society communication. Learners in this context have little chance to practice language as the surrounding environment is not native. They are not attached to real world environment so it is reasonable that many of them find it is difficult to understand and to be understood by other native speakers.

The second language context is the context where the language is used for maintaining society communication. Refugees, immigrants can be considered as second language learners. Some learners have great achievement in speaking skill while others reach a constant level of language

but still have errors in their speech. Errors may appear in grammar, vocabulary, or other aspects that affect learning progress.

2) Give students practice with both fluency and accuracy

"Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which the speakers quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc." (Nunan 2003, p 55)

It is believed that in language lessons, opportunities for learners to develop both the right form and fluency are given priority. Creating a natural environment in which learners are let to talk freely without worrying too much about mistakes is indispensable in the language learning process.

3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

Researchers found out that teacher often take account for about a half to 80 percent of the talking in the class. As teacher of foreign language, teachers should let learners get involved in classroom talking more which can be done through activities in pair or group work. When learners take part in interaction, they can replace teacher's role of diverse speaking which normally can not be done when the teacher speaks most of the time in the lesson.

4) Plan speaking tasks that involve negotiation for meaning

Tasks develop students' meaning negotiation skills such as confirmation checks, comprehension checks, clarification request, and repetition request. When communicating, learners gradually improve

language learning process as they try to express their ideas and guess others' ideas to communicate successfully in the target language.

5)   Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Interactional or transactional is the purpose of real life communication. "interactional speech is communicating with someone for social purpose". It helps people in the society establish and maintain relationship with each other. "Transactional speech involves communicating to get something done, including exchange of goods or/ and service" (Nunan, 2003, p 56)

In all, these principles mainly focus on fluency and create real life situations in which the target language is used in a meaningful way. Only by communicating with others, can learners develop fully their meaningful negotiation skills. This illustrates clearly the point of language teaching in communicative approach.

2.2 . Communication tasks (CTs)

In communicative approach, communication task is an essential tool to help student achieve communicative competence in real communication.

2.2.1. Definition of communication tasks

According to David Nunan (2004, p 4), a pedagogical task is "a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focus on mobilizing their grammatical knowledge in order to express meaning and

in which the intention is key to convey meaning rather than to manipulate form". Nunan also compared a task as a communicative act with three parts: "a beginning, a middle, and an end" and a sense of completeness. In his definition, Nunan emphasized much on the meaning rather than grammatical rules and that learners use accurate form to convey meaning in a communicative situation. However, he did not absolutely separate grammatical form and meaning. Instead, he admitted that grammatical knowledge is a tool that effectively contributes to the success of communication.

Whereas, Ellis (2003) believed that:

"A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular form. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes."

Besides, Willis (2005) pointed out several characteristics of "task".

1   In carrying out a task the learners' principal focus is on exchanging   and understanding meanings, rather than practice of form or pre-specified forms or patterns

2   There is some kind of purpose or goal set for the task so that learners know what they are expected to achieve by the end of the task....

3   The outcome of the completed task can be shared in some ways with others.

4   Tasks can involve any or all four skills: listening, speaking, reading, writing.

5 The use of tasks does not preclude language focused study at some points in a TBL lesson, though a focus on specific grammar rules or patterns will not generally come before the task itself, as this could well detract from the real communicative purpose of the subsequent interaction

Willis also gives some examples of activities that could not be considered as tasks such as "completing a transformation exercise, acting out a dialogue or taking part in role plays with set parts". This is because those activities only help learners practice grammar points they have just learnt in the lesson rather than setting a communicative environment in which the target structures are used.

Although different scholars had their own definitions, it is obvious that they all defined tasks with a focus on real life communication in which the target language is used and meaning is given priority rather than form. Only by communicating can learners apply knowledge they learn in theory in to their own language practice. Tasks differ from exercises that they create real world conditions in classroom environment and by doing tasks learners apply different strategies, use different skills, and experience they have which are very useful and essential for them to improve learning acquisition.

2.2.2. Classification of tasks

The classification of tasks varied from scholar to scholar. This is because different scholars base on different perspectives when looking on tasks. The common tasks designed for developing oral language skills are as follows:

According to Prabhu (1987), three kinds of tasks were: information gap, reasoning gap, and opinion gap.

1. Information- gap activity, which involve a transfer of given information from one person to another- or from one form to another, or from one place to another- generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempt to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

1. Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practice reasoning or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) or a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as an information gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

1. Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

Nunan also mentioned the typology of tasks and activities which are proposed by Pattison (1987) as follows:

1. Questions and answers

1. Dialogues and role plays

1. Matching activities

1. Communication strategies

1. Pictures and pictures stories

1. Puzzles and problems

1. Discussion and decisions

Unlike Pattison, Richard (2001:162) only grouped tasks into 5 typologies including jigsaw tasks, information-gap tasks, and problem solving tasks, decision making tasks and opinion exchange tasks.

These classifications of tasks, according to Nunan (*2004:59-61*), were "based on an analysis of communicative language use" and he had pursued another way of categorizing tasks due to the strategies that learners use when doing it. By this, he had five big types with more small sub categorizes.

COGNITIVE

Classifying   putting things that are similar together in groups

Example: study a list of names and classify them into

              ale and female

Predicting   predicting what is to come in the learning process

              Example: look at the unit title and objectives and
              predict what will be learned

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Inducing   looking for patterns and regularities

Example: study a conversation and discover the rule for forming simple past tense

Taking notes writing down the important information in a text in your own words

Concept mapping   showing the main ideas in a text in the form of a map

Inferencing   using what you know to learn something

Discriminating   distinguishing between the main ideas in and supporting information

Diagramming   using information from a text to label a diagram

INTERPERSONAL

Co-operating   sharing ideas and learning with other students

Example: work in small groups to read a text and complete a table

Role playing   pretending to be somebody else and using the language for the situation you are in

Example: you are a reporter. Use the information from the reading to interview the writer

LINGUISTIC

Conversational   using expression to start conversations and keep hem patterns going

Example: match formulaic expressions to situations

Practising   doing controlled exercises to improve knowledge and skills

Example: listen to a conversation, and practice it with a partner

Using context   using the surrounding context to guess the meaning of an unknown word, phrase or concept

Summarizing	picking out and presenting the major points in a text in summary form
Selective listening	listening for key information without trying to understand every word
	Example: listen to a conversation and identify the number of speakers
Skimming	reading quickly to get general idea of a text
Example:	decide if a text is a newspaper article, a letter or an advertisement

AFFECTIVE

Personalizing	learners share their own opinions, feelings and ideas about a subject
	Example: read a letter from a friend in need and give advice
Self-evaluating	thinking about how well you did on a learning task, and rating yourself on a scale
Reflecting	thinking about ways you learn best

CREATIVE

Brainstorming	thinking of as many new words and ideas as one can
	Example: work in a group and think of as many occupations as you can

(Nunan 1999)

2.2.3. Value of communication tasks in developing vocabulary

There are many researchers who have paid attention to developing vocabulary through communication tasks. Newton argued that task based approach "enables learners to develop strategies for managing new vocabulary while also maintaining a communication focus. These strategies include guessing with the use of context cues, negotiating meaning with others, and the means to attend to new items under communicative pressure"(Newton, 2001, p.30). In his work, he argued that communication

tasks in which students encounter new words are not a disadvantage for them to learn, rather these tasks do not only enrich students' vocabulary storage, but also help them to retain these words days after task performance. "Communication tasks can be a productive site for vocabulary expansion, whether as one of activities or as rehearsal space for content from other parts of the curriculum". In addition, in one of his research, he found that "the eight learners in the study acquired aspects of the meaning of an average of 16 new words each over the four tasks they performed, with the smallest increase being ten words and the largest 21 words" (Newton, 1993). Obviously, cooperative task-based interaction plays an important role in enriching students' vocabulary.

Another scholar who also worked on this field is Nation. He argued "It is possible to encourage vocabulary learning through these skills by increasing the opportunities for deliberate generative attention" (Nation, 1999). In his book, Nation said that using kinds of speaking activities such as split information tasks in which "each learner has unique, essential information" and cooperative tasks "are particularly effective in getting learners to explore arrangement of meanings that a word has and the range of elements of meaning it contains". In cooperative speaking tasks, some activities such as ranking activities, problem solving activities, classification activities, and brainstorming activities can be potential sources for students to learn target words.

He also explained the reason why many scholars do not consider speaking tasks "as having vocabulary learning goals" is that "it seems difficult to plan vocabulary learning as a part of a syllabus using activities that are largely productive, unpredictable and dependent on the people who

happen to be in discussion group". From this reason, he gave out some suggestions for teachers to design activities that help students learn incidental vocabulary including retelling, role play, ranking and they turned out to be very effective for students in their vocabulary acquisition.

2.3. Vocabulary and vocabulary learning

2.3.1 The nature of vocabulary

2.3.1.1. Individual word

Before going to mention to word, it is necessary to introduce the concept of tokens and types. According to John Read, "The number of **tokens** is the same as the total number of word forms" so at any time a word appears, it will be counted. For instance, an IELTS writing test requires bout 300 words; it is the number of tokens. In contrast, "The number of **types** is the total number of the different word forms". No matter how many times a word appears, it is still counted just one time therefore the number of types is smaller than the number of tokens

In defining word, scholars divided words into function words and content words. Articles, preposition, pronouns, conjunction, auxiliaries are examples of **function words**. Function words "are seen as belonging more to the grammar of the language than to its vocabulary …., they have little if any meaning in isolation and serve more to provide links within sentences, modify the meaning of content words and so on"(John Read, 2004, p 18). In contrast with function words, content words can stand alone with its full meaning.

2.3.1.2. Multi- word items

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John Read grouped phrasal verbs (for example: get across, move out, put up with), compound nouns (such as: personal computer, love letter, applied social science), idioms (to go the whole hog, let the cat out of the bag) as multi-word items. Multi-word items create the whole meaning of phrase or sentence so it is meaningless to understand its separated words and to make a right phrase, all words must be memorized completely.

In another way, Nattinger and DeCarrio presented lexical phrase "which is a group of words that looks like a grammatical structure but operates as a unit, with a particular function in spoken or written discourse"(p 22). Four lexical phrases were as follows:

1 polywords: short fixed phrases that perform a variety of functions, such as for the most part (which they call a qualifier), at any rate and so to speak (fluency devices), and hold your horses (disagreement marker)

2 institutionalised expressions: longer utterances that are fixed in form and include proverbs, aphorisms and formulas for social interaction. Examples are: a watched pot never boils, how do you do?, long time no see, and once up on a time …and they lived happily ever after

3 phrasal constraints: short -to medium- length phrase consisting of basic frame with one or two slots that can be filled with various words or phrases. These includes a [day/year/long time] ago, your [sincerely/ truly], as far s I [know/can tell/ aware] , and the [sooner] the better

4 sentence builders: phrases that provide the framework for a complete sentence, with one or more slots in which the whole idea can be expressed. Examples are: I think that X; not only X, but also Y and that reminds me of X.

(Nattinger and DeCarrio, 1992: 38-47)

In vocabulary assessing, normally, learners will be tested on their individual words rather than multi word items. However it is not the reason to ignore lexical phrase as it is the criteria to evaluate learners' ability to "say the right thing" and ability to speak or write fluently. Therefore, it is very important to focus on both individual words and multi- word items or lexical phrases.

2.3.2 Ways of learning vocabulary

In studying about ways of learning vocabulary, researchers categorized them in to two kinds as systematic and incidental vocabulary learning.

2.3.2.1. Systematic vocabulary learning

According to John Read in his book *Assessing vocabulary* (2004), this kind of vocabulary learning "involves working through a list of L2 words together with their L1 glosses/translations and memorizing the word-gloss pairs" (p 40). In this traditional approach, Read listed some researchers who had put much effort to find out the way to learn these systematic words effectively and better technique to learn. "Rodger (1969) found that nouns are easiest to learn, following by adjectives; on the other hand, verbs and adverbs are the most difficult". This may be explained that learners often attach nouns to images when they learn so that they can remember better than other kinds of words which are more difficult to apply that same technique. Read also mentioned the finding of Rodgers, 1969; Ellis and Beaton, 1993b that the difficulty in pronunciation can be a great challenge for learners to store vocabulary whereas the two other scholars Higa, 1963; Tinkham, 1993 pointed out a rather unexpected finding. In contrast with the

normal belief that lists of related words such as opposites and word sets can be an effective method of learning vocabulary, in both Higa and Tinkham's works, lists of unrelated words turn out to be easier for learners to learn as these lists do not occur the cross-association between words like that of lists of related words.

Obviously, people can not deny the effect that systematic vocabulary learning brings to vocabulary acquisition and in many researches, this kind of learning new words is still applied by popular learners. In fact, as Read believed, learning by lists of individual words "can provide a good foundation for vocabulary development, especially in foreign- language environment where learners have limited exposure to the language outside of the classroom" (p 41). This can be seen in *Learning vocabulary in another language (1999)* in which Nation clearly emphasized the values of learning from word cards by three reasons: "(1) it is efficient in terms of return for time and effort, (2) it allows learners to consciously focus on an aspect of word knowledge that is not easily gained from context or dictionary use, (3) it allows learners to control the repetition and processing of the vocabulary to make the learning secure. In this book, he also used N. Ellis' argument that the linking between word form and meaning "is especially suited to explicit conscious learning" to support his opinion. However, "there is much more to vocabulary knowledge than just having an associative link between an L2 word and an equivalent word or phrase in L1" (John Read, 2004, p 41). Systematic vocabulary learning has undeniable values, but the more important thing lays on learners' ability to apply the words they learned in to communication and to create real and vivid language and this can be done through incidental vocabulary learning.

2.3.2.2. Incidental vocabulary learning

In contrast, incidental vocabulary learning, in a broad sense, happens when learners do not intend to learn words on purpose. As Laufer and Hulstijn (2001) defined incidental vocabulary learning is "learning words without deliberate decision to commit information to memory". Learners can acquire new words when they watch TV, or listening to a radio program or in others' speech or writing. In practice, "the terms 'intentional' (the learners are aware that they will be tested on particular items) and 'incidental' (the learners are not aware of later test)" (Nation 1999, p 233). Learners will receive a reading or listening without being told in advance that they would do a vocabulary test after that. This kind of vocabulary learning allows learners to develop guessing skill to help them understand words from context. By guessing words from context, learners have more chance to understand the use of new words more than just learning them from word lists.

Learning vocabulary through speaking is also considered as incidental learning because learners encounter new words through communication with others. By asking and checking, they learn new words communicatively and automatically store words in their memory.

2.3.3 The vocabulary of speaking

People normally thought that vocabulary used for speaking is much less than that of writing. As Nation(1999), this may be explained by "the degree of formality and topic as it is by the spoken and written modes. We tend to write about more weighty matters than speak about them". Moreover, in speaking, people are put under time pressure so that they tend to use

normal and common words. The vocabulary of speaking is therefore, more simple than the vocabulary of writing.

In addition to words, learners also have to remember phrases and clause which are often used in speaking to develop their fluency and to be more native.

Stenstrom (1990: 144) listed some popular speaking items:

1   Apologies: pardon, sorry, excuse me, I'm sorry, I beg your pardon

1   Smooth- overs: don't worry, never mind

1   Hedges: kind of, sort of, sort of thing

1   Expletives: damn, gosh, hell, fuck off, good heavens, the hell, for goodness sake, good heavens above, bloody hell

1   Greeting: hi, hello, good evening, good morning, Happy New Year, how are you, how do you do

1   Initiators: anyway, however, now

1   Negative: no

1   Orders: give over, go on shut up

1   Politeness makers: please

1   Question tags: is it, isn't it

1   Responses: ah, fine, good uh uh, OK, quite, really, right, sure, all right, fair enough…

1   Softeners: I mean, mind you, you know, you see, as you know, do you see

1   Thanks: thanks, thank you

1   Well: well

1   Exemplifiers: say

1   Positive: mhm, yeah, yes, yup

2   Ways to increase vocabulary knowledge

Nation (1999) also introduced several ways to increase vocabulary knowledge:

1 Using teacher input to increase vocabulary knowledge

Semantic mapping

"Semantic mapping involves the teacher and the learners working together to build up on the black board a visual framework of connections between ideas" (p 129). This activity encourages dialogues between teacher and learners and help learners produce vocabulary. When learners answer, explain and connect the ideas presented on the board, they have chance to repeat new words, negotiate word meaning, learn grammar form and collocation of those words. Thus word is stored in a meaningful and memorable way.

2 Using labeled diagrams

Information transfer activities

In this activity, learners transfer given charts, diagram, table to written or spoken form

- Split information tasks

"In split information task, each learner has unique, essential information" (p 132). They receive pictures and are not allowed to show them to the other. They have to describe their picture to compare and decide whether they have the same or different pictures.

3 Using cooperative tasks to focus on vocabulary

Cooperative activities such as ranking, brainstorming, problem solving classification activities can be a very useful source for learning vocabulary as learners can learn words through repetition or meaning negotiation.

2.3.4 Tasks for producing incidental vocabulary

Normally, people often thought that speaking tasks such as mini-lectures, ranking activities, split information tasks, role play and problem solving discussion do not contain vocabulary learning goals; however Nation argued that "such activities are a very useful means of vocabulary learning and a vocabulary goal can be effectively incorporated into many speaking activities"(p 134). Teacher can plan what vocabulary should be learned in the tasks even though the goal is considered incidental. This is because when taking part in communicating, learners would use their own vocabulary to express ideas therefore different learners contribute vocabulary. Others would listen and when they encounter new words that that are spoken by their friends, they will use meaning negotiation skills including confirmation checks, comprehension checks, clarification request, repetition request to clarify those words. For example:

S3: all enclosures should be filled
S2: enclosures should be filled enclosure, do you know?
S1: what means enclosure? Do you know?
S3: close ah---should be filled
S2: no, I don't know enclos----enclosed
S1: filled what means fill? Oh, oh all enclosed, I think that all enclosed that means enclosed.
S2: fill
S3: filled, filled
S2: ohh
S1: every area yes should be filled
S2: should be filled
S3: should be put put something inside

S1: yes because yes yes because you know two? The-
S2: I see. No empty room ahh
S3: no empty room yes
S2: two is the empty I see
S1: yes empty so we must fill it ok

In this conversation, when S3 said *"all enclosures should be filled"*, S1 asked for the meaning of "enclosure". It means that he uses comprehension checks and the three students discuss the meaning of this word. This is very good way for students to learn and memorize new words.

Therefore, Nation (1999, p 136-138) suggested some activities for incidental vocabulary learning

1 retelling

Learners will be provided a text (about 200 words) in which target vocabulary will be used. After that, learners have to retell this text. By this, they have the chance to reproduce the text by using new words (in the text) and have general ideas of the use of those words.

1 role play

"Role play activities can involve a written text on which the role play is based and may involve written instructions to the role players"(Nation, 1999). Role play lets learners to fulfill their act like in real life situations and therefore produce new words attaching to these situations.

1 ranking

In this activity, learners put words in to a given order. For example if the topic is sport, learners can rank sports due to the most dangerous sport to

the least dangerous one or they can rank sports according to the number of players in a team. In this kind of activity, there is no wrong or right answer because different criteria create different ways of ranking.

2 Other activities

Some other activities that can be useful for producing vocabulary in speaking lesson are split information tasks, interview activities, and information transfer activities.

2.4 Communication strategies (CSs)

In this part, studies about the way learners may achieve vocabulary through speaking will be introduced. By applying communication strategies, learners "communicate when they have not mastered the language" Gate (1987). Before going to learn how learners overcome communication problems, the definition of communication strategies should be mentioned first.

2.4.1 Definition of communication strategies

According to Cohen (1996), communication strategies put the focus on "approaches to conveying meaningful information that is new to the recipient" while Tarone (1978) believed that Communication strategies are "mutual attempt of two interlocutors to agree on a meaning in situations where the requisite meaning structures do not seem to be shared. CSs are seen as tools used in a joint negotiation of meaning in situation where both interlocutors are attempting to agree as to communicative goal".

Faerch and Kasper (1983b: p36) had other way of defining communication strategies. They believed that "Communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". By applying communication strategies, learners continue the conversation naturally and successfully.

2.4.2 Classification of communication strategies

Tarone found out five communication strategies students use when encountering new words in communication including paraphrase, transfer, appeal for assistance, mime and avoidance. By using these communication strategies, students can learn new words from their friends and build up vocabulary after communication tasks.

Paraphrase

Approximation	use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough features with the desire item to satisfy the speaker (e.g., *pipe* for *waterpipe*)
Word coinage	the learner makes up a new word in order to communicate the desired concept (e.g., *airball* for *balloon*)
Circumlocution	the learner describes the characteristics or elements of the object or action instead of using appropriate target-language structure (*she is, uh, smoking something, I don't know what's name. that's, uh, Persian and we use in Turkey, a lot of)*

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Transfer

Literal translation   the learner translates word for word from the native language (e.g., *he invites him to drink* for *they toast one another*)

Language switch   the learner uses the native-language term without bordering to translate (e.g., *balon* for *balloon* or *tirtil* for *caterpillar*)

Appeal for assistance   the learner asks for the correct term or structure (e.g., *what is this*?)

Mime   the learner uses non-verbal strategies in place of meaning structures (e.g., clapping one's hands to illustrate applause)

Avoidance

Topic avoidance   occurs when the learner simply does not talk about concepts for which the vocabulary or other meaning structure is not known.

Message abandonment   occurs when the learner begins to talk about a concept but is unable to continue due to lack of meaning structure, and stops in mid- utterance.

However, Faerch and Kasper (1983) have another way of dividing communication strategies. They only grouped communication strategies in to two big groups including reduction (or avoidance) and compensatory (or achievement) strategies.

1 Reduction (or avoidance) strategies: topic avoidance, message abandonment, etc.

1 Compensatory (or achievement strategies: circumlocution, word coinage, L1 transfer, etc.

Both these types of strategies are applied by interlocutors when they have difficulty in expressing. However, in compensatory strategies, interlocutor will "attempt to compensate for her language gap by improvising a substitute" Gate (1987) where as in reduction strategies, the interlocutor fails to convey the intended message and therefore leads to communication breakdown. Two examples of compensatory and reduction strategies are as follows:

Example 1

L: I came down from twenty degrees ---- er I don't know how to say twe it was *twenty degrees hot* you know

NS: mm

L: and I came up er in Scotland to *twenty degree freezing* so I got very sick just before Christmas.

(from Haastrup and Phillipson 1983:149)

In this example, the learner applies compensatory strategies to deal with his problem. He uses "hot" and "freezing" to substitute for "plus" and "minus" or "above" and "bellow". By using "hot" and "freezing", he expresses his idea quite well and the hearer can still understand what information he wants to convey.

Example 2

Two speakers are describing pictures about a road accident

S1: ahm—a man---driving a bicycle---and he is arriving----to the longer street---- but erm ----- in that road there is a----- car a----- truck--- is begin to grows (?) -----there ---ok

S2: mhm--- ahm--- ts--- number two is on the table [I suppose] yeah number two is on the table--- it's ah the man is starting to ride the bicycle and then a struck is--- passing by--- and hits---- the bicycle.

Example two is an example of reduction strategies. Student 1 while speaking about the road accident can not describe completely his picture so he stops and lets student two continue with picture 2. Due to the lack of vocabulary, he fails to express his intended meaning and avoids speaking more about the topic.

Communication strategies are the way learner deals with problems accrue from real communication. Therefore understand about it helps scholars have a more insight look into learners learning progress and find out solutions effectively.

2.5. Summary

From those previous studies, it appeared that communication tasks provide a favorable condition for students to learn and build their vocabulary. One of the reasons that interaction in speaking motivates developing vocabulary is that it forces students to use communication strategies (CSs) when communicating with others. However, the focus of those studies is mainly put on the classification of strategies students use when encountering new words in communication and the role of the hearers is not mentioned. Therefore this research is conducted with the hope to find out the preferred or any new strategies the participants in this research use when dealing with new words in speaking and also the role of their partners when responding to the speakers. From that, recommendation will be given to help them build and learn vocabulary better.

CHAPTER 3: METHODOLOGY

3.1.   Research design

Firstly, the previous studies relating to the research were collected,

and then researchers study the literature review to assess their strengths as well as the weaknesses, to find out the gaps to make this research more special. The data collection instruments were questionnaires, interviews and observation that were delivered and carried out to gain the data from 5 teachers of English and 50 of the 10th form students in Thang Long high school, Ha Noi. After collecting the data, researchers began analyzing the data. Then, contributions and solutions were discussed in the result chapter.

3.2. Participants

The research involved 50 students of the 10th form and five teachers who are in charge of teaching English in Thang Long high school, Ha Noi. The students are specialized in English and the teachers varied in their time of teaching English. 2 teachers had experience in teaching English for 2-5 years, the last three teachers with more than 10 years. The variety of teaching experience might bring different answers; however it makes the suggestions more valuable and contributive.

3.3. Data collection instruments

A combination of such methods as questionnaire, structured interview and observation were adopted to answer three research questions.

3.3.1 Questionnaires

Questionnaire was used to collect information from students as "they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process-able" (Zoltán Dörnyei, 2003, p.1, p.9-10).

For students, Vietnamese version was used to avoid possible misunderstanding of some key terms or unknown words. A combination of open and closed- ended questions is used to call for deeper information from the participants.

More specifically, the questionnaires for students consist of thirteen questions. They were used to seek for the answer of the first two research questions. "What is the way students build and learn vocabulary through communication tasks in speaking lessons" and "What are student partners' roles in developing their vocabulary through communication tasks?".

3.3.2. Interview

However, due to the fact that the questionnaire might be bias, not deep, or incomplete, the information gained from it is not sufficient and reliable enough. As a result, besides giving students questionnaires, teachers were interviewed to find more flexible and useful answers. This was because "The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses" (McNamara, 1999, p98).

Therefore, five teachers who are teaching English 10 in Thang Long high school were asked to take part in the interview.

The interview consists of twelve questions with the aim to answer research question 3: "The role of teachers in helping students develop vocabulary through communication tasks". They focus on three points: teachers' attitude toward communication tasks, teachers' attitude toward

teaching vocabulary in speaking lessons, the role of communication tasks in improving students' vocabulary and teachers' techniques to help students increase vocabulary through communication tasks.

Together with questionnaires, teachers' interview was hoped to help the researcher find out the answer for the research question and more desirably, pursuit deeper analysis of the problem.

3.3.3. Classroom observation

In addition, observation is also very useful to recognize the communication strategies students use when coping with new words in speaking. As Nunan (1992, p91) thought that "because language classrooms are specifically constituted to bring about learning, it is not unreasonable to collect data about what goes on there". Due to the lack of time and difficulties in asking for permission, only two observations were taken place. The observation checklist consists of three parts including class profile, content and observation of learning new words from communication tasks. The content includes the teacher and students' activities in the lesson and also their roles in conducting tasks. The observation part gives more details about communication strategies students apply to deal with unknown words and their partners' response to help them overcome it. Comments were added to all the process of the observation.

In spite of the modest number of observations, the result gained from classroom experiences would be very useful to support or explain the findings from questionnaires and interviews.

3.4.   Procedures of data collection

The procedures of data collection consist of four main stages including the preparation of instruments, classroom observation, questionnaires delivery and interviewing.

3.4.1. Stage 1

In the first stage, the questionnaires, interview questions and observation checklists were carefully designed, drafted and edited based on research questions and the literature review. After that, these questionnaires and interview questions were piloted with the contributions of two teachers and five students of the 10th form in Thang Long high school. Their comments were noted down to be the material for redesigning the first draft. Also in this stage, asking permission for delivering questionnaires and observations were done.

3.4.2. Stage 2

In the second stage, the questionnaires were delivered to 50 students in class 10 T1. After asking for permission, the researcher entered the class and gave a brief introduction about the questionnaires. Then, the questions were given to them in the break time. The participants listened to the instructions and each of them was given a questionnaire handout. They were supposed to do it honestly and were not allowed to copy the answers from others. After they had finished, the researchers collected all the answers and gave thanks to their great contribution.

3.4.3. Stage 3

Observations were conducted in speaking lesson in two classes. At first, the researcher would sit at the back of the class to observe the whole

class, the teacher and students' activities and fill in the observation checklists with comments. Then, having asked for permission from the teacher before, the researcher walked around the class when students did speaking tasks to take notes of what students were discussing. At the end of the lesson, all notes were revised with the observation checklists to be materials for data analysis.

3.4.4. Stage 4

Teacher interview was the last stage of the procedures of data collection. The number and main content of interview questions was briefly introduced. The researcher interviewed the teachers according to three main points and teachers' answers were expected as detail as possible. Their answers were recorded and to make it easier for later transcription of the tape, important points were taken notes during the interview.

3.5. Procedures of data analysis

After collecting answers from both teachers and students, those data were analyzed. With answers for students, the answers for question numbers 1 to 13 (except question 10) were arranged according to different categories, which was relevant to the two main research questions. The researcher made use of tables and diagrams to illustrate the information. From facts and figures, a clear overview of the way students learn new words through communication tasks was presented. Besides, there were also qualitative data gained from open-question: question number 10 of questionnaire section and questions in the interview section. As a result, an interpretative approach was applied to the analysis of this kind of information, and implication in the answers could be studied.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Findings from students' questionnaires

1. Question 1: Students' attitudes toward vocabulary in speaking lessons

The figure showed a high level agreement of students about the role of vocabulary in speaking lessons. More than four fifths of students (84%) considered that vocabulary was a very important element when they conduct conversations with their friends in the target language. Nearly 20% agreed that the role of vocabulary was important while none of them has other choice. This proved that the students were quite aware of the necessity of vocabulary in speaking.

Figure 1: Students' attitude toward the role of vocabulary in speaking activities
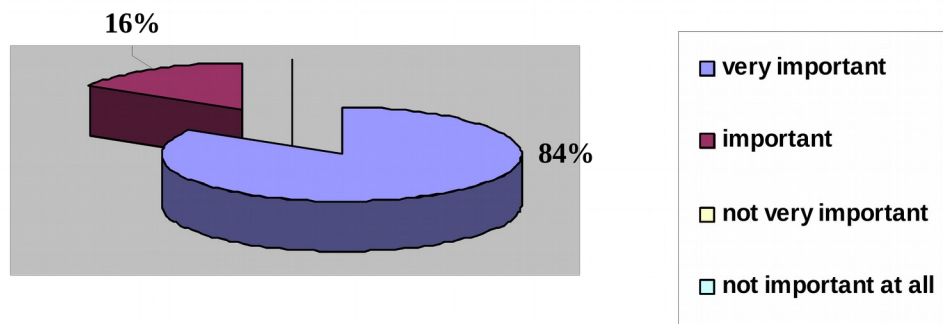
2. Question 2: Students' difficulties in speaking activities

Based on the pie chart, the biggest difficulty students had when conducting a conversation in speaking activities was that they had ideas however due to the lack of vocabulary; they find it difficult to express themselves to be understood. This result was relevant to the high percentage of students who considered the importance of vocabulary in speaking. One reason for students' tendency of paying more attention to word choice rather than the accuracy of their speech was that words bring main ideas of

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speakers in communication. By only some main words, the listeners could convey or imply the ideas the speakers want to express.

The second problem that received quite much attention (up to nearly 40%) was the lack of grammar structures. Many of them when were asked, admitted that their ideas sometimes were misunderstood due to the wrong use of grammar structures and besides that, if they had more structures, their speaking would be more fluent and vividly. Only a small number of students (accounted for 8%) found it difficult to brainstorm ideas for speaking activities and last vast of percentage was for other ideas. These ideas were that some students faced with psychological problems including being shy or being hurried under time pressure which might also lead to communication break down. The reason was that students in Thang Long high school change their seats once a week so when students sit with the friends they do not often talk to or get on well with; it may become a barrier in speaking activities.

Figure 2: Students' difficulties in speaking activities

6%   8%

38%   48%

☐ lack of ideas
■ good ideas but lack of vocabulary to express
☐ lack of grammar structures to express
☐ other ideas

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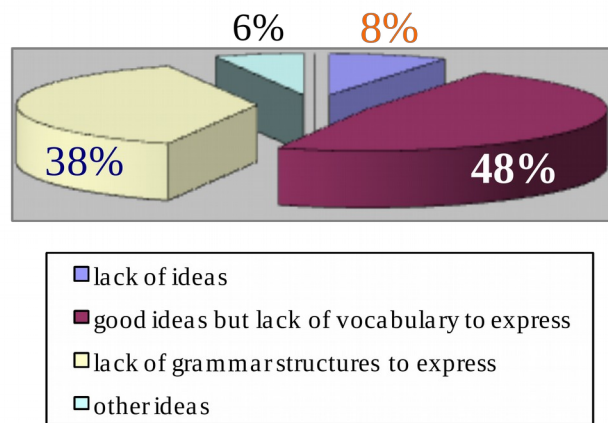
3. Question 3: The students' main ways of learning new words in speaking lessons

As the chart showed, the percentage of students learned new words in three ways was rather equal to each other (around 30 %). Words provided by textbooks still accounted for the highest ratio among the three ways (36%). Teacher and dictionary's provision included the derivation of the words in textbook and in while- speaking conversation. Rank in the second place, 34% of students were in agreement that communication tasks help them broaden vocabulary acquisition. This result was reasonable as students specializing in English in Thang long high school had very good condition to get access to communication tasks in their speaking lessons as the teachers often provide chances for them to practice speaking through different kinds of tasks. Therefore, in addition to teacher's provision and textbook, students also gained vocabulary while communicating with their speaking partners. As speaking ability of the students in this class is quite good, communication task was a good way to enhance students' vocabulary.

Figure 3: Students' main ways of learning new words in speaking lessons
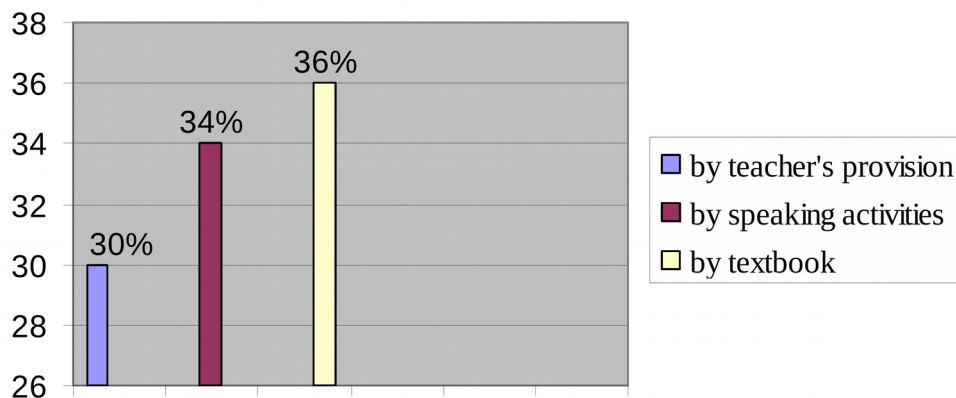
4. Question 4: How often students learn new words in communication tasks

According to the figure, ranking in the first place, nearly a haft of the students agreed that they sometimes learn new words through communication tasks (48%). In the second place, the approximately two fifths of the students (38%) found that they usually gain words through this kind of activities. This ratio was compatible with 34% of the students who affirmed that communication task was the main way they learn new words in figure 3. In comparison with 8% of students who rarely learn new words, 6 % of the students approved that they always learn new words in communication tasks.

Figure 4: How often students learn new words in communication tasks
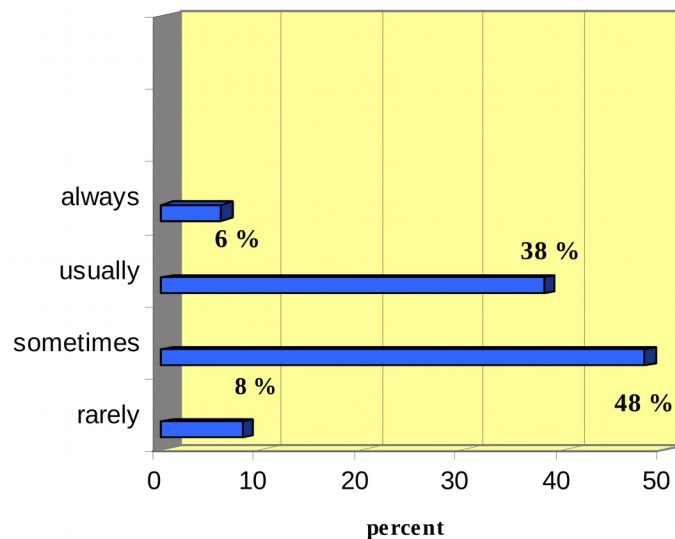
5. Question 5: Communication task is an effective and easy way of learning new words

This chart described the percentage of students who responded to the idea: "Communication task is an effective and easy way of learning new words" .Three fifths of them chose *strongly agree* which accounted for the highest percentage in contrast with its opposite point at the scale *strongly disagree* with 0%.

The percentage of students who had the answer *agree* and *neutral* was rather equal with about 20%. Very few students (2%) disagree with the idea. For total 80% of students who believed in the effect of communication tasks, they gave out the reason that in communication tasks they had more chance to talk and contribute to the conversation. Through interaction, students use meaning negotiation skills including confirmation checks, comprehension checks, clarification request, and repetition request to clarify the words their friends said. Therefore, they actively learn and remember words than just listen to the teacher and note down or look up the dictionary.

Figure 5: Communication task is an effective way of learning new words
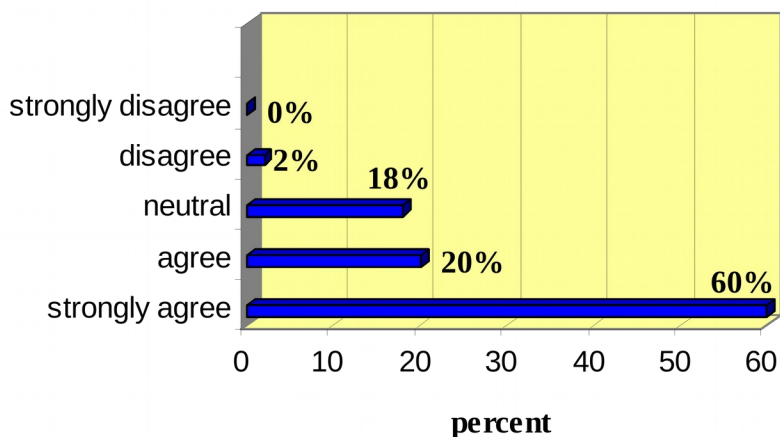
6. **Question 6**

This pie chart indicated communication strategies students applied when encountering unknown words.

Obviously illustrated from the chart bellow, paraphrase strategy outnumbered all other strategies with 45%. On the contrary, just 2% of the students use mime to express the unknown words and 4% translate word for word into their mother tongue. About one out of five students claimed to appeal for assistance including asking for help from the teacher, other friends or looking up the dictionary. The same situation happened to the usage of related words such as synonyms, antonyms, homonyms etc. whereas merely 6% of the students chose to change to another concept which does not contain those unknown words. As described above, 10 T2 students' speaking ability is quite good and they believe that the more they speak the better speaking ability they have so they tend to express their ideas in other ways when they get stuck rather than mime or giving up that topic.

**Figure 6: Communication strategies students use
when encountering new words in communication**

Legend:
- transfer
- appeal for assistance
- mime
- avoidance
- paraphrase

4%   22%   2%   45%   6%
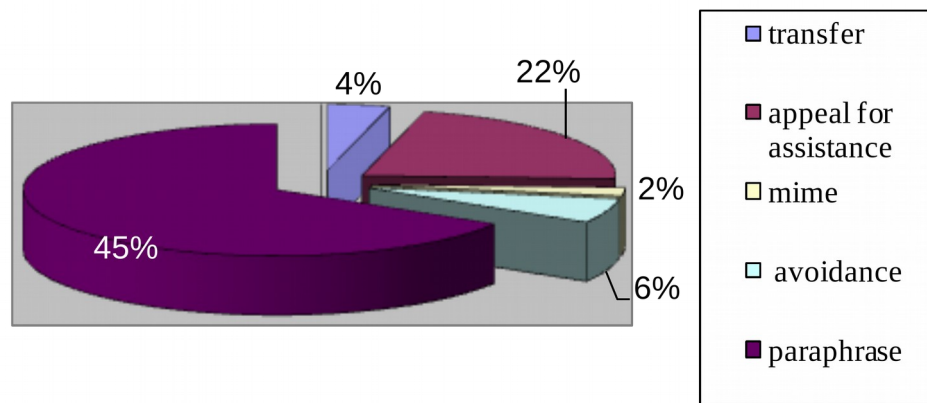
7. Question 7

As the chart showed, a haft of the speaker's partners, when realizing that their friends were trying to express an unknown word, helped them to guess that word in the target language (52%). They might use phrases of clarification such as "Do you mean…….?" or "Is that ….." It was a positive signal for a successful and meaningful conversation when speakers were really cooperative. The other 36% asked for that word in Vietnamese and the frequency phrases were "How do we call it in Vietnamese" or "In Vietnamese it means…?" Often in this situation, if they knew that word they would tell their friends or when both of the speaker and the partners did not know the word in the target language, they would apply another strategy: appeal for assistance. They might ask for help from their teacher, their friends or look up the dictionary and then continued their conversation. Meanwhile, about one tenth of the students chose to keep silent and let the

speaker solve that problem alone. In this situation, there were two cases that might happen: the speaker would apply other communication strategies or their conversation would be interrupted.

8. Question 8

With the question "Do you feel pressured when your partners do not pay attention to your speaking and refuse to help you when you meet new words", nearly four fifths of the students confirmed that they in fact feel discouraged. This indicated that the speaker partners' play an important role in encouraging their friends to overcome the problem with new words. When people interact, they were about to fulfill a task to maintain the conversation and avoid communication break down. One typical feature of oral interaction is that the speakers are put under time pressure as they have to take turn to fulfill their task. Therefore, when they get stuck especially in a foreign language, they may have the idea that they do not fulfill their task. That may explain why a number of students appeared to feel pressured when their friends did not help them.

**Figure 8: Students feel pressure when
their partners do not pay attention and
help them express ideas**
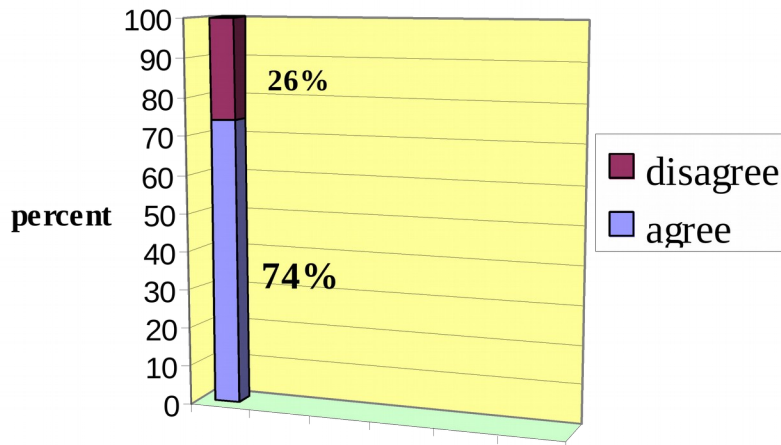
9. Question 9

When responding to the question about the factor that made effective and successful speaking activities, up to nearly 70% of the students believed in the necessity of cooperation between speakers. This result showed the correspondence with the number of students who underwent discouragement in chart 8. As communication tasks aimed to provide students a chance to interact in a meaningful and real life target language, the cooperation between speakers was a key to help them finish tasks with little or no communication break down.

On the other hand, having ideas to speak seemed to receive a small consideration from students (only 8%) whereas expressing ideas smoothly

was paid more attention with 20% in conducting an effective task. The rest ratio which accounted for 4% was for other ideas including the interest of tasks, the equal level or the good relationship between speakers etc.

Figure 9: Factor which makes most effective speaking activities
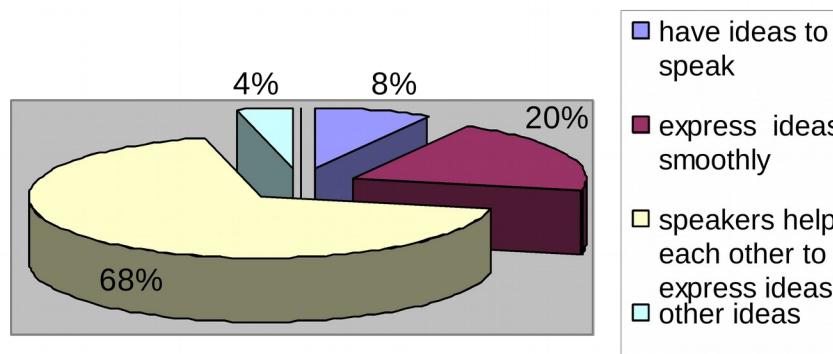
10. Question 10

For the question, "What do you expect from your speaking partners?" a large number of students expected their speaking partners to be cooperative and helpful, listen attentively to their speaking and help them to express ideas. A smaller number of students tended to require their partners' equal or higher level than theirs so that they could provide more vocabulary or structures. They must have good pronunciation, good vocabulary and structures, express fluently and easily make themselves understood. Moreover, being in harmony and sympathizing were also an expectation of

the speaker. A tiny number of students wanted their friends to be energetic and friendly.

be cooperative and helpful	
Have higher level	
be harmonic and sympathetic	
be energetic and friendly.	

Figure 10: students' expectation toward their speaking partners

11. Question 11

The figure pointed out several ways students adopt to learn new words after speaking lessons. A large number of the students memorized learnt words by only recalling them from communication tasks with their friends which accounted for 70%. In this situation, students just remember the words by recalling the situation they talk with their friends or teacher and remembering sentences containing those words. It is explainable as the number of new words gained in speaking is less than in other skills so students tend to just remember through the context from which words are produced.

Two other ways which had the same ratio 12% were writing many times and adding words to a vocabulary notebook to learn. 6% of the students applied other ways to store learnt words. They write the words learnt after each speaking lesson on a small piece of paper and stick it at a place by which words will be stored in their brain in an unconscious way.

Another idea was that they build up wordlists consisting of related words. They will find words which have the same or contrastive meaning with the words they learnt after speaking lesson and put them together. Go along with new words learnt in other skills, it is a really effective way to learn and widen their vocabulary acquisition.

Figure 11: Students' ways of learning new words after speaking lessons
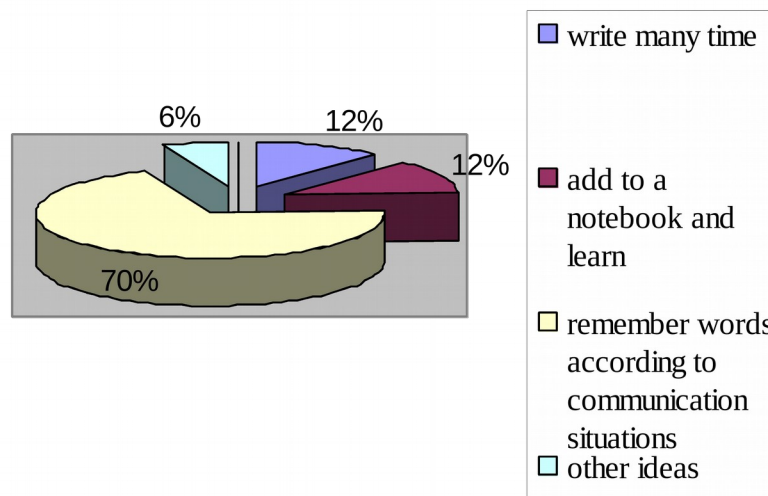
12. Question 12

The figure illustrated students' attitude toward the role of communication tasks in helping them recall learnt words. Most of the students had positive look at communication tasks in memorizing words. (about 80% strongly agree and agree). The rest percentage was for neutral and none of the students disagree or strongly disagree with the ideas. This is

because in communication tasks students make up their real language. They are the active builder of sentences and words. Students help each other to overcome their language problem and it is the quickest way for them to learn vocabulary, structures, new language item. In comparison with learning words from teacher's provision and textbook, communication tasks provide a more active environment so that students recall the words they learn more easily.

Figure 12: Attaching words to conversation is a good way to recall learnt words
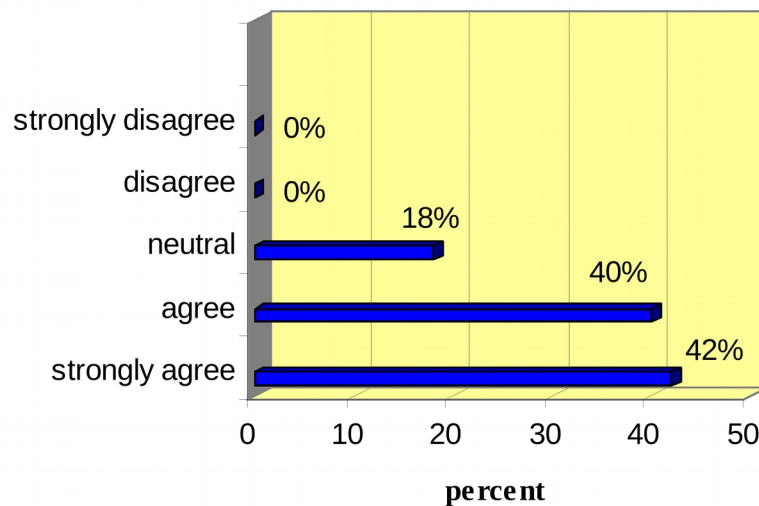
13. Question 13

Most of the students agreed that they reuse words learnt in communication tasks in later speaking lessons (nearly 90%). It was because

communication tasks produce words that accrue from situations. When communicating in the similar situations in later speaking lessons, students tend to remember and reuse the words they have learnt before. It was the fastest and easiest way to recall words from their word storage.

Figure 12: The percentage of students who reuse words learnt in communication tasks in later speaking lessons
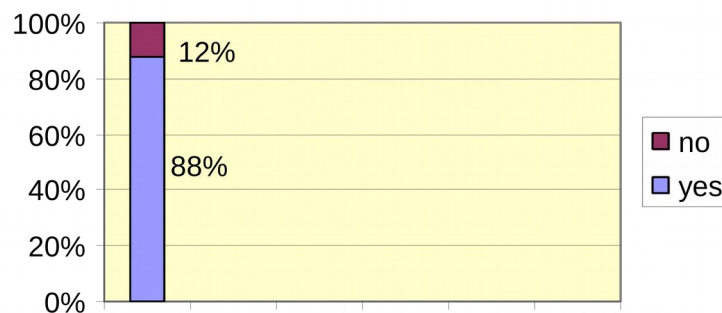
4.2. Results obtained from teachers' interview

1. Teachers' attitude toward communication tasks

All three teachers affirmed that they used communication tasks in their speaking lessons. To be specific, two of them used it frequently and the other one used in every speaking lesson. They all chose to often use communication tasks in while and post- speaking stage in which they could make full use of CT. The reason was that in these stages, students have more time to speak, to express what they want to say. Realizing the usefulness of communication tasks, all three teachers agreed that whenever necessary they adapt the speaking tasks in textbook to make it more communicative. As a teacher said "I can see the interest my students show when they are doing communication tasks. They try to speak, mime to express themselves to be understood. They are really motivated. I want my students to have more

chance to practice so there is no reason for not making the task more communicative".

2. Teachers' attitude toward teaching vocabulary in speaking lessons and toward the role of communication tasks in improving students' vocabulary.

When responding to the question "What do you think about teaching vocabulary in speaking lessons?", two out of three teachers assumed that it was necessary. Although they thought that teaching vocabulary might take quite much time, it was still essential to teach words in textbook with its pronunciation. This provides students basic tool for their speaking tasks. The last teacher, in contrast, said that teaching vocabulary in speaking lessons was not necessary. Students should be provided more time to practice speaking rather than be forced to learn ineffective vocabulary.

As the teachers put a rather high consideration on communication tasks, they quite agreed with the idea that CTs could be an effective way for students to learn new words. As a teacher explained " I find that my students, besides teacher' provision, they have another source of vocabulary, learning from their friends. And I think that the most natural way is through interaction with friends by fulfilling communication tasks"

3. Teachers' techniques to help students increase vocabulary through communication tasks

When letting students do communication tasks, all three respondents assumed that they provide new words in all stages whenever students need help. However, two teachers chose to provide new words students might face with in speaking right before their students conduct tasks. The other one

provided only words in the textbook. Besides, when a student asked for an unknown word, the teacher would elicit from other students and then write that word on the board. Its related words such as antonyms, synonyms,… or examples if necessary will also be provided. By this way, the teachers could involve all students in guessing words and contribute to vocabulary learning process. When asked about other techniques to provide students more vocabulary in speaking lessons, one teacher who has over 11 years of teaching English chose to let students discuss as much as possible. Other teachers take advantage of supplementary including games, pictures, stories …… as a main source of broadening their students' vocabulary.

4. Teachers' recommendations for building rich vocabulary in communication tasks

Three teachers had contributed some ways to build rich vocabulary in communication tasks. As their students' speaking ability is rather good, they tried to make the speaking tasks in the textbook more challenging and more communicative. Besides, pursuing deep information rather simple broad one was another choice. It meant that, for instance, all group had to do tasks with four ideas, it was better if each group should be in charge of one idea and went deeply in it. The teachers believed that, by this change the students absolutely had more chance to practice and encounter new words than doing all four ideas at the same time.

4.3. Results from classroom observation.

Two classes that specialized in English 10T2 and 10T3 were chosen to conduct the observation. After asking for permission and cooperation from

the English teacher and students, the researcher walked around, observed and recorded what students said when they were doing communication tasks.

In general, the students in both classes were involved in speaking tasks quite actively. Under the teacher's facility, they mainly fulfilled all tasks in the textbook. The teacher also made some change to the speaking tasks which were not suitable or communicative enough. The following episodes were recorded when students in class 10 T1 and 10 T3 did communication tasks in speaking lesson.

Episode 1 (a pair in class 10 T1 did task 2, Unit 12 (English 10, p 127)

Ss1: Um,…which kind of music do you like?
Ss2: Uh,…., let me see…….. Ah, I love country music.
Ss1: So, can you give me   (silent)   some reasons for that?
Ss2: Because it is ….uhm…easy to listen. I mean…uh…the ….., it is pleasant to the ears. The song is uhm…..how to say….
Ss1: Gentle. The song is "gentle". Right? Do you mean that?
Ss2: Ah, pleasant to the ears. Yes, gentle. so is it "nhe nhang, em tai" right?
Ss1: Yes. Good. gentle
…………………………………..
Episode 2 (a group in class 10T3 did task 2, Unit 13 (English 10, p 135)

Ss1: What do you think of love story films?
Ss2: Well, in my opinion, I find them really romantic and interesting.
Ss3: I do not quite agree with you. I find them very boring.
Ss1: So why do you find them very boring?
Ss3: Uhm… the …… core of the story is repeated time after time
Ss2: The core. What do you mean by the core?
Ss3: I mean….uhm. the, it is ……the basic thing the story is about. you know…
Ss1: Ah, the plot. Do you mean "cot truyen", right".
Ss3: Yes, the core. ah, the plot of the story is repeated times after times. And umh…they love each other. But they can not live together because their family prevents them or one of them died of uhm ……hiem ngheo disease.
Laugh
"Hiem ngheo" trong tiếng anh là gì nhỉ?
Ss1: May be it is "incurable". I'm not sure
Ss1 Turns to a student in other group and ask "này, bệnh hiểm nghèo trong tieng anh là gì?' là incurable, đúng không?
Ss4: Yes, incurable

………………………………………………………………..

The two episodes showed that communication tasks created a convenient environment for students to produce new words. By saying what is in real life, what is true to the speakers, they have to find words to express themselves. These words accrue from real communication purpose rather than bookish language hence they are more meaningful and easier to memorize.

CHAPTER 5: SUMMARY AND CONCLUSION

This chapter aims to summarize the findings, highlight contributions of the research, address notable limitations and put forward some suggestions for future research.

5.1. Summary of major findings

Generally, teachers and students in the research have quite positive attitude toward communication tasks in speaking lesson. By using different communication strategies, students gained new words actively. The students in this research applied all communication strategies as Tarone (1981) classify and mainly used paraphrasing to deal with unknown words in communication (45 %). The most important factor they believed to construct a successful task was the cooperation between speakers and the partners showed the cooperation by guessing words for the speaker. Besides, after speaking lessons, there was a high degree of agreement that they only remember without re-writing new words from communication tasks at home.

The teachers in this research were quite aware of the role of communication tasks in speaking lessons and producing vocabulary. They frequently used tasks in their speaking lessons and to help the students fulfill speaking tasks successfully, they often provided them needed vocabulary which might accrue when students conduct communication tasks. In addition, teaching vocabulary in textbook, as the teacher believed, was also a necessary part of a speaking lesson. In all, the participating teachers highly appreciated vocabulary as an essential part to improve their students' speaking ability.

5.2. Suggestions

With above results, researchers would like to give some suggestions:

First and foremost, students should have a workshop in which speaking, communication tasks, communication strategies are introduced. The students should be aware of what communication strategies they often apply when meeting new words in speaking tasks which should be used and

which should not be used so that they can avoid in later speaking lessons. Besides, students should also be taught about the way to respond to their partners in speaking tasks to make the most effective tasks.

Secondly, students should make a wordlist that consists of words they gain from communication tasks after each speaking lesson. Then they can exchange with their friend so that they can have quite much vocabulary about one topic and those new words are shown in real communication. This is a very good way for students to learn words in a skill which is often considered as producing less vocabulary than other skills.

Beside some suggestions teachers in this research recommend for building rich vocabulary in communication for speaking lessons, the teacher can use other supplementary activities such as retelling, role play, ranking. Some other activities including split information tasks, interview activities, and information transfer activities are also good source for incidental vocabulary learning.

5.3. Limitations of the study

Honestly, when conducting the research, difficulties are unavoidable. From the difficulties accruing when this research was conducted, some pitiful limitations of the research should be put under consideration as follows:

In the first place, the survey, which was carried out to gain necessary practical data for the study, was only conducted among a limited number of the students – 50 students in Thang Long high school. And the fact that the research was only conducted among students who specialized in English

leads to a more narrow application of the result and suggestion. As the objects belong to natural science or have low proficiency, other studies would be carried out to make out the different communication strategy students who are specialized and nonspecialized in English apply when encountering new words.

Timing was also another problem to be put in to consideration. The observation was carried out in only two weeks so it was hard to go in to the detail of what communication tasks could be shown of its best use. Moreover, the class was too large (50 students), therefore, it was impossible to record all students work in speaking tasks. Moreover, the fact that some students refused to speak was also a hindrance to the researcher to fulfill the observation.

Another shortcoming was the number of interviewees. In the chapter of methodology, the researcher expected five teachers to be the respondents for interview questions; however only three of them could eventually take part in the interview with great enthusiasm and contribute much in-depth information to the researcher.

Last but not least, the limited knowledge and experience of doing the scientific research is also an obstacle for the researcher.

5.4. Suggestions for further study

Due to the limitation mentioned above, it can be seen that the study just dealt with a very small aspect of using group work and small number of students. There may be further studies that can develop from this topic such as building vocabulary through communication tasks for low proficiency

students in speaking lessons or finding methods to build rich vocabulary in communication tasks in speaking lessons.

Besides, further studies should be conducted among a wider range of students and longer span of time to gain more reliable and persuasive result. The number of students and teacher should be increased and observation, if possible, should be taken place during several weeks. More desirably, the researcher can drop in to class with students unspecialized in English to observe and find out the difference between those students with the ones in the subject. The comparison will be an effective source for the result at the end of the research.

APPENDIX 1A

Questionnaires for students

My name is Đỗ Thị Phương Thảo. I am the fourth- year student at College of foreign languages, Ha Noi National University. I'm conducting a

research titled "A study on the exploitation of communication tasks in building and learning vocabulary in English speaking lessons of the 10th form students in Thang Long high school". Please complete the following items by circle the best answer or answering the questions. You can be confident that you will not be identified in any discussion of the data. You assistance in fulfilling these items is greatly appreciated.

Thank you very much!

1. What do you think about the role of vocabulary in speaking?

a. very important   b. important

c. not really important   d. not important at all

2. What is the biggest difficulty you face with in speaking l essons?

a. lack of ideas

b. good ideas but lack of vocabulary to express

c. lack of grammar structures

d. other ideas ……………………………………………………

3. What is your main way of learning new words in speaking lessons?

a. by teacher's provision

b. by speaking activities

c. by textbook

4. How often do you learn new words in communication tasks?

a. rarely   b. sometimes   c. usually   d. always

5. To what extend do you agree with this idea "*Communication task is an effective and easy to memorize way of learning new words*"

1. Strongly agree   2. agree   3. neutral   4. disagree   5. strongly disagree

6. In speaking with your friends, when you encounter new words, you often:

(put a tick in the square)

a. use of a single English item or structure, which you know is not correct, but which shares enough features with the desire item (e.g., *pipe* for *waterpipe*)	
b. make up a new word in order to communicate the desired concept (e.g., *airball* for *balloon*)	
c. describe the characteristics or elements of the object or action so that your friends can understand	
d. translate word for word from Vietnamese to English	
e. use directly Vietnamese term without bordering to translate	
f. ask for your friends, the teacher or look up the dictionary	
g. use your body language to express	
h. does not talk about it anymore and move to other ideas	
i. stops in mid- utterance.	

7. When you recognize that your friends are trying to express an unknown word, you will?

a. guess that word in English

b. ask your friend for literal translation

c. keep silent and wait

8. Do you feel pressured when your partners do not pay attention to your speaking and refuse to help you when you meet new words?

a. yes   b. no

9. Which of the following factor do you think make most effective and successful speaking activities?
a. you have ideas to talk
b. you express ideas smoothly
c. speakers help each other to express ideas
d. other ideas …………………………………………………

10. What do you expect from your speaking partners?
Please specify …………………………………………………………
…………………………………………………………………………

11. After each speaking lesson, what do you do to review words learnt in communication tasks?
a. write many time
b. add to your vocabulary note book and learn
c. just remember words through conversations with friends
d. other ideas …………………………………………………..

12. To what extend do you agree with this idea "*Communication tasks is a good way to recall learnt words*"

1. Strongly agree   2. agree   3. neutral   4. disagree   5. strongly disagree

13. Do you reuse words learnt from communication tasks in later speaking lessons?

a. yes   b. no

APPENDIX 1.B

Vietnamese version (Câu hỏi cho học sinh)

Mình là Đỗ Phương Thảo, sinh viên năm cuối khoa Sư phạm tiếng Anh trường Đại học Ngoại ngữ, ĐHQGHN. Mình đang thực hiện một đề tài nghiên cứu có tên là " Xây dựng vốn từ vựng cho học sinh lớp 10 qua các hoạt động giao tiếp nói trong giờ nói tiếng anh". Sự giúp đỡ của các bạn trả

lời các câu hỏi dưới đây được đánh giá rất cao. Các bạn có thể tin chắc rằng những thông tin cá nhân của các bạn sẽ được giữ bí mật tuyệt đối dưới bất cứ hình thức phân tích dữ liệu nào.

Xin chân thành cảm ơn sự giúp đỡ của các bạn!

Khoanh tròn đáp án bạn cho là đúng nhất với mình.

1. Theo bạn từ vựng có ý nghĩa như thế nào trong hoạt động nói?

a. Rất quan trọng   b. Quan trọng

c. Bình thường   d. Không quan trọng

2. Trong hoạt đông nói, bạn thường gặp khó khăn gì?

a. Bạn không có nhiều ý để nói

b. Có ý nhưng vốn từ vựng ít nên khó diễn đạt

c. Không biết nhiều cấu trúc ngữ pháp để diễn đạt ý sao cho chính xác

d. Ý kiến khác……………………………………………………

3. Trong giờ nói, bạn thường học được thêm từ mới theo cách chính nào?

a. Qua sự cung cấp của giáo viên

b. Qua hoạt động nói cùng các bạn của mình

c. Qua sách giáo khoa trong chương trình học

4. Mức độ thường xuyên trong việc bạn học từ mới trong hoạt động nói như thế nào ?

a. Rất ít khi   b. Thỉnh thoảng   c. Thường xuyên   d. Luôn luôn

5. Cho biết ý kiến của bạn về ý kiến sau:

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"Hoạt động giao tiếp nói là cách học thêm từ mới hiệu quả và dễ nhớ"

1= hoàn toàn đồng ý   3= trung lập   5= hoàn toàn không đồng ý

2= đồng ý   4= không đồng ý

Hoàn toàn   1…………2………..3………..4………..5 hoàn toàn

không đồng ý   đồng ý

6. Trong khi làm hoạt động nói, muốn diễn đạt ý của mình nhưng bạn không biết từ đó trong tiếng Anh, bạn thường: (đánh dấu tick vào ô bạn chọn)

a. dùng một từ tiếng anh bạn biết là từ đó không đúng nhưng từ đó diễn tả đủ tính chất giống từ bạn đang muốn nói.	
b. tự tạo ra từ mới theo bạn nghĩ	
c. miêu tả các tính chất hoặc yếu tố của thứ bạn muốn diễn tả sao cho bạn cùng nói có thể hiểu được	
d. dịch từng từ sang tiếng Việt sau đó ghép vào với nhau vd "không sao đâu"=> "no star where"	
e. dùng luôn từ tiếng việt mà ko cần dịch từng từ một.	
f. hỏi các bạn khác, cô giáo hoặc tra từ điển	
g. diễn tả từ đó bằng hành động	
h. không nói ý đó nữa mà chuyển sang ý khác	
i. bị ngắt quãng giữa chừng và ngừng hẳn không nói nữa	

7. Trong khi diễn đạt ý của mình mà bạn vẫn chưa biết diễn đạt từ đó trong tiếng Anh như thế nào, các bạn nói cùng bạn sẽ :

a. Đoán hoặc gợi ý từ đó bằng tiếng Anh giúp bạn

b. Hỏi trực tiếp từ tiếng Việt bạn định nói và tiếp tục hội thoại

c. Im lặng và để bạn tự diễn đạt từ đó

8. Trong khi hoạt động nói, bạn cảm thấy áp lực khi các bạn nói của mình không chú ý và không hỗ trợ giúp đỡ bạn :

a. Đồng ý   b. Không đồng ý

9. Theo bạn, hoạt động nói hiệu quả nhất khi :

a. Bạn có nhiều ý để nói

b. Khi bạn diễn đạt ý một cách trơn tru

c. Khi các bạn nói cùng lắng nghe và giúp đỡ nhau diễn đạt ý

d. Ý kiến khác...

10. Bạn mong đợi gì ở các bạn nói cùng mình ?

....

....

11. Bạn thường học từ vựng học được trong hoạt động giao tiếp nói trên lớp sau tiết học nói như thế nào?

a. Viết từ mới đó lại nhiều lần

b. Thêm vào sổ tay bạn luôn mang và học khi rảnh rỗi

c. Chỉ nhớ lại từ mới theo tình huống giao tiếp nói với các bạn của mình

d. Ý kiến khác………………………………………………

12.

Theo bạn gắn từ vựng theo tình huống giao tiếp giúp bạn nhớ từ vựng tốt hơn

1= hoàn toàn đồng ý   3= trung lập   5= hoàn toàn không đồng ý

2= đồng ý   4= không đồng ý

Hoàn toàn 1……….2……….3……..4………..5 hoàn toàn không

đồng ý   đồng ý

13. Bạn có áp dụng từ vựng bạn học được trong khi giao tiếp nói với các bạn của mình vào giờ nói lần sau không ?

a. có   b. không

APPENDIX 2

Interview questions for teachers

1. How long have you been teaching English?

…………………… years

2. How long have you been teaching English to the 10ᵗʰ form students?

…………………… years

3. How often do you use communication tasks in speaking lesson?

a. Every speaking lesson   b. Frequently   c. Seldom   d. Never

4. In which stage of the lesson do you often use communication tasks?

a. Warm up

a. While speaking

a. Post speaking

5. How do you often adapt the speaking tasks to make them more communicative?

a. Whenever necessary

a. Sometimes

a. Rarely

a. Never

6. What do you think about teaching vocabulary in speaking lessons?

Not necessary 1………. . 2………………..3………….4 Very

   at all   not reallynecessary quite necessary   necessary

7. What is your opinion about the idea below?

     "Communication task is a good way to enrich students' vocabulary"

1= strongly agree   3= neutral   5= strongly disagree

2= agree   4= disagree

Strongly 1…………2……….…3………...4…….5 strongly agree

disagree

8. Do you provide Sts vocabulary when they do communication tasks?

9. When Sts do communication tasks, in which stages do you provide Sts vocabulary?

a. Before they do communication tasks

a. While they are doing communication tasks

a. When they finish and report in front of the class

a. In all steps, whenever Sts need help

10. When Sts ask for new words, you often

a. Write the word on the board with its forms or example

b. Only write the word on the board without providing other forms or example

c. Elicit from other Sts so that you can involve them guessing that word

d. Other ideas

…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
………………………………………………………………………

11. What do you do to provide Sts more vocabulary in speaking lessons?

a. Use games, pictures, stories……….

a. Let Sts discuss as much as possible

a. Only teach what is available in the book

a. Other ideas…………………………………………………..

12. How can you do to build rich vocabulary in communication tasks?

…………………………………………………………………………
…………………………………………………………………………
………………………………………………………………………

APPENDIX 3

CLASSROOM OBSERVATION CHECKLIST

I. Class Profile

- School: Thang Long

- Class: …………..

- Date: ……………………..   Time: …………………

- Skill: Speaking

- Level: Grade 10

- Type of English: English General Purpose

- Class size: ………………………

- Lesson: Unit 12, Music, (p, 126, English course book for general students)

I. Content

Elements	Comments
Teachers' activities	
Students' activities	
Teachers' roles	
Students' roles	

III. Observation and assessment of learning new words through communication tasks

Criteria	Comments
Teachers' ways of providing needed vocabulary	

Speaker's strategy when encountering new words	
Speaker's partners responding when the speaker encounters new words	
Students' cooperation	

IV. Overall Comments

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

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