

VIETNAM NATIONAL UNIVERSITY, HANOI  
**UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES**  
THE FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION

**VU THI HUYEN TRANG**

**USEFUL TECHNIQUES IN TEACHING  
VOCABULARY TO GRADE 10 STUDENTS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF BACHELOR OF ARTS ( TEFL )

Hanoi, May 2011

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SUPERVISOR: HOANG HUONG GIANG, M.Ed

Hanoi, May 2011

# **ACCEPTANCE PAGE**

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# **ABSTRACT**

The study titled “Useful techniques in teaching vocabulary to grade 10 students” is conducted in the hope that it can help grade 10 students overcome difficulties in mastering, enriching their vocabulary and grade 10 teachers better their vocabulary teaching techniques .The researcher carried out the research using two main instruments : survey questionnaire and oral interviews. A survey was conducted with the contribution of 100 grade 10 students and 8 teachers at Hoan Kiem – Tran Phu upper secondary school in Hanoi. The major findings of the research figured out that mismatching between teaching and learning styles was the greatest problem that caused the ineffectiveness of vocabulary learning at grade 10. Based on students and teacher’s preference towards useful techniques in teaching vocabulary at grade 10, the researcher made suggestions on useful techniques in vocabulary teaching.

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## **CHAPTER 1: INTRODUCTION**

### **1.1. Statement of the problem and rationale for the research.**

Words are the primary linguistic means to convey meanings. They are basic units of any language and are vital to linguistic communication. Most native speakers of English acquire their mother language, especially vocabulary, both naturally and systematically without many difficulties. Atchison (2003) points out that educated native speakers of English can potentially know and use more than 50.000 words in their life. However, it is quite a different case with learners who learn English as a second or foreign language.

Recently, there have been a new look towards the role played by the international language, which leads to changes in goal of learning it and methods applied in teaching it. For this reason, the number of teachers of English in upper -secondary schools in Viet Nam has increased in accordance with the continuously increasing demand for English acquisition. However, this increase in size does not coincide with that in quality of teaching English in which vocabulary teaching plays a part. There is a fact that our current teaching is now focusing much more on grammar rather than on word learning. We have undervalued the importance of teaching and learning vocabulary and little attention has been paid to lexical study, the dynamic study of word learning. As a result, most Vietnamese learners of English have realized that many of the difficulties in both receptive and productive language use result from an

inadequate amount of vocabulary. Especially, grade 10 students, who have just entered the upper-secondary school, regard it as a huge task to acquire and store enough words for proper use and some are still learning vocabulary with traditional methods. Of all above reasons, I desire to find out useful techniques in teaching English vocabulary to grade 10 students. The problem presented in this paper is determining how to most effectively teach grade 10 students in Hanoi upper-secondary school.

### **1.2. Research aims and Research questions.**

My study aims at the following:

1. Providing some basic knowledge related to the matters of vocabulary learning.
2. Investigating the situation of teaching and learning English vocabulary of grade 10 students in Hanoi upper secondary schools.
3. Discussing the development and shortcomings of this process and giving some possible explanation.
4. Suggesting effective techniques for teaching vocabulary in order to help students overcome difficulties in mastering and enriching their vocabulary.

In brief, the following questions can be answered by the time this research is finished:

1. What is the current situation of English vocabulary learning and teaching at grade 10 in Hanoi?
2. What techniques do grade 10 students and teachers in Hanoi find useful in learning and teaching vocabulary?

### **1.3. Significance of the study**

Although the study is going to be carried out as a small scale one, not to be generalized, the researchers hope that its results can:

1. Help the teacher of English at secondary schools as well as trainee teachers of English make themselves better their vocabulary teaching techniques both now and in the future.
2. Provide them with one more chance to look back at their ways of study for the improvement of future study.

#### **1.4. Scope of the study**

Teaching vocabulary is quite a great matter to talk about. Thus, it is impossible to go in depth into the analysis of every minor aspect. In addition, addition, the researcher is aware that it is impossible for her to cope with all of problems of English language teaching and learning vocabulary because of her limited capability and knowledge. According to the problem statement, the researcher would like to limit the study as follows:

1. The subject of the study is limited to grade 10 students and teachers in Hanoi.
2. The object of the study is limited to the teaching techniques in teaching vocabulary at grade 10 students.

#### **1.5. Organization.**

The writer organizes this research paper in order to make it easy to understand. The writer divides this research paper into six chapters. Chapter 1 is the introduction that consists of background of the study, problem of the study, problem statement, limitation of the study and research paper organization.

Chapter 2 is the review of literature, vocabulary importance.

Chapter 3 is research method that consists of type of research, object of the study, method of collecting data, techniques of analyzing data.

Chapter 4 consists of two parts namely: research findings, discussion and application.

Chapter 5 is useful techniques in teaching vocabulary to grade 10 students.

Chapter 6 is the conclusion.

## CHAPTER 2: LITERATURE REVIEW.

### 2.1. What is vocabulary?

*“Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary can be more than just a single word: for example, post office and mother-in-law which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary items rather than words”. (Ur, 2003, p60)*

Words are the building blocks in a language. By learning the lexical items, we start to develop knowledge of the target language. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. Moreover, vocabulary is still widening. Even in our native language we are continually learning new words and meanings of old words. Some words can be entirely new to us. We come across completely new words that are made up according to new technologies and according to the need of real life. For example, a verb to Google is used frequently a lot. Learners of a second language experience something similar. Thornbury states that they can be confronted by words that are totally unfamiliar or being used in ways that for them are novel and possibly obscure. To find the right word to fit the meaning can be frustrating, especially if the store of words is limited.

To summarize this, the learner while learning the vocabulary of a second language can come across several challenges:

- Making the correct connections, when understanding the second language, between the form and the meaning of words

- When producing language, using the correct form of a word for the meaning intended (i.e. *nose* not *noise*)

To meet these challenges the learners need to:

- Acquire a critical mass of words for use in both understanding and producing the language.

- Remember words over time; be able to recall them readily.



-Develop strategies for coping with gaps in word knowledge, including coping with unknown words, or unfamiliar uses of unknown words.  
-Have to take responsibility themselves for vocabulary expansion  
(Thornbury, 2002, p.31).

## **2.2. Why should a language learner learn vocabulary?**

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. There is no doubt that vocabulary plays a very important role in learning language. There has been much advice given by methodologists that language learners should be highly aware of the importance of vocabulary and must have a high-frequent plan for studying new words as soon and much as possible.

### **2.2.1. Effective communication and fluency in language skills.**

Vocabulary is the most essential element of communication. It is obvious that the more words we know, the more we can say and understand the others. According to Christopher Flowers (2000), a large vocabulary can help language learners communicate clearly and effectively, and the positive repercussions are endless such as writing understandable emails and letters, communicating their thoughts in business meetings, writing better research papers, giving memorable speeches that make long-lasting impressions and more.

<<http://dictionary-software-review.toptenreviews.com/some-simple-ways-to-improve-your-vocabulary.html>>

Similarly, it is undeniable that vocabulary is an important factor because it is like bricks to build a solid house of language, which is necessary for clear and efficient communication in any situation of conversing. Words are our tools to communicate with other, as well as explore and analyze the world around us. Therefore, “it stands to reason that language learners with a limited vocabulary will be handicapped in their educational progress”.

(Thornbury, 2002). Language learners who wish to own an ability of fluency in English skills must have a large and adequate vocabulary.

Harmer (1991:255) asserts:

*“Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around*

*them such as listening to the radio, listening to the native speakers, using language in different contexts, reading or watching television”.*

Furthermore, through my interview with some teachers of English at Tran Phu upper-high school, I analyzed that they all agreed vocabulary which is a bridge connecting speaking, listening, reading and writing skills together plays a very important role in learning English. They made clear, “When we want to persuade someone, we must have as much as new words to use it flexibly and meaningfully. This enhances the value, convincingness and power of words uttered by us. It can be denied that the more words we possess, the more persuasive our speech is”.

### **2.2.2. A tool of thought and a key to any language.**

When talking or writing to the others, we have to use words to express what we want to. Sometimes, it is easy to talk to the others about our thoughts in the mother tongue but in other languages; especially in English is not easy at all. The problem is that we neither have enough words to express nor put them into an appropriate order. Johnson O’Connor claims:

*“Why do large vocabularies characterize executives and possibly outstanding men and women in other fields? The final answer seems to be that words are the instruments by which men and women grasp the thoughts of others and with which they do much of their own thinking. They are the "tools of thought.*

*<<http://www.members.aol.com/jocrf19/steps.html>>*

To share the same point of view, “the question is,” said Alice (2000:109), “whether you can make words mean so many different things”. In learning English, students are required to learn four basic skills that are speaking, listening, reading and writing. In order do assignments given by teachers, to make progress as well as to master four English skills, students must have a large vocabulary which language learners cannot run away from neglecting or studying it. However, in reality, vocabulary is neglected and given less attention than grammar in learning and teaching. From my own experience of four week teaching at Tran Phu high school, I found some students considered grammar is an essential factor for clear and effective communication. They just paid much attention to grammar but failed to care for vocabulary learning. Conversely, Paul Davie with Eric Pearse (2002:59) holds:

*“In communication, vocabulary is often more important than grammar. It is frustrating for intermediate learners when they discover they cannot*

*communicate effectively because they do not know many of the words they need". (Success in English Teaching, 2000:59).*

Paul Davie with Eric Pearse continued saying:

*"Unfortunately, vocabulary is neglected in some English language courses. This is a pity because working with words can be enjoyable and satisfying for learners. This brings me to the subject of vocabulary learning, which to me always seems the key to any language. I am quite happy to pronounce badly and make grammatical mistakes but there is no escape from learning words." (ibid: 71).*

Actually, vocabulary is as important as grammar because they are both helpful tools for language learners to speak and converse fluently and effectively. Nevertheless, the neglect of vocabulary is also surprising in view of the fact that errors of vocabulary are potentially more misleading than those of grammar. When conversing, if we do not use the correct form of grammar, the other can still understand us. However, if we do not use the right new words, the other may misunderstand us.

Clearly that learning how to build a better vocabulary can be a pleasurable and profitable investment of both our time and effort. If we concentrate on studying vocabulary regularly, it can bring about a rapid improvement in our vocabulary skills, which in turn can increase our ability to communicate by writing, conversing, or making speeches and so forth.

Acquiring a large vocabulary can benefit us in school, at work, and almost anywhere. It will enable us to understand the others' ideas better and to have the satisfaction of getting our thoughts and ideas across more effectively. While there is not any magic shortcut to learning words, the larger our vocabulary becomes, the easier it will be to connect a new word with words we already know, and thus remember its meaning. In summary, learning vocabulary is the very important thing that English students should focus on in order to achieve success in learning and in the future work in the field of English.

### **2.3. General features of English vocabulary.**

#### **2.3.1. Word formation:**

In English, many words are derived from other words. One word can have more than two parts and the meaning of the words can be predicted from the meaning of its parts. For example, the word "unchangeable" consists of three parts: "un", "change", and "able". The word can be understood easily if all of these parts are known.

There are three main forms of word-formation or word building in English, which are the characteristics of English: affixation, compounding and conversion.

Affixation is the process of adding prefixes and suffixes to the base item, in this way; items can be modified in meaning and changed from one part to speech to another.

Eg: To the base form “man”:

+Man

+Man +ly =manly

+Un +man +ly=unmanly

+ UN +man +ly = unmanliness

Sometimes, the process of affixation produces changes in stress and sounds in an item and can any also because of spelling difficulties.

Eg:

Democrat/'deməkræt]

Democratic /,demə'krætik/

Democracy /di'mɒkrəsi]

Compounding is the formation on words from two or more separate words, which can stand independently in other circumstances. There are three different types of compound: adjective compound (i.e. hardworking), verb compound (i.e.to sightsee) and noun compound (i.e. Tennis, horse race). Conversion, also known as zero affixation, is the process by which an item may be used in different parts of speech, yet does not phonological changes.

E.g.: We've just had a lovely swim (noun)

I can't swim very well (verb)

Word formation is very important to learners so that all learners should be taught the form of words as well as the way to use the words .It is a good way to have a successful result.

### **2.3.2. Polysemy and Homonymy.**

Polysemy is a popular feature of all languages. Especially; polysemy is the characteristic of most words in English. If a word has more than one meaning, it is called polysemy word. Polysemy creates a variety of languages and also is a great cause of difficulties in interpreting one language into another. Among the meanings of a polysemantic word, the first meaning is called the direct meaning, and the other meanings are called “secondary” or “derived” meanings. The direct meaning can be understood without being compared with the object. On the contrary,

certain contexts are needed to understand the derived meanings. The derived meaning depends on the base cultural habit and custom. Homonyms are words which are identical in pronunciation but different in meaning.

E.g.: Bank – a financial institution or the bank of the river

One to one relationship is not common in natural languages. Thus homonyms are a source of ambiguity.

Homonymy and polysemy are closely related and often treated together because on face value what we see is various meanings are associated with the same forms. They are distinguished from each other in terms of semantic relatedness; if different meanings associated with one form are perceived as related, they constitute a polysemantic word; if these meanings are not related in any way, they are treated as homonyms.

### **2.3.3. Synonyms.**

Synonyms are words of the same parts of speech, which are phonetically and morphologically different words and have similar meaning, but not identical meanings. They may share a similar denotation or connotation meaning. They can differ from each other in terms of denotation or connotation.

E.g. “Father” and “dad” differ in terms of connotation.

But “accident” and “misfortune” differ in terms of denotation.

### **2.3.4. Antonyms**

It is common knowledge that meaning of a word may be partially defined by saying what is not. “Male” means “not female” and “dead” means “not alive”. Words that are opposite in meanings are called antonyms. It is interesting to note that the basic property of two words those are antonyms is that they share all but one semantic property. The property which they do not share is one present in one but absent in the other.

E.g.: ill and well

Another characteristic of many pairs of antonyms is that one is marked and the other is unmarked.

E.g.:

Marked    Unmarked

Unhappy    happy

Young    old

Old is unmarked because we normally ask “how old are you?” .If we want to know somebody’s age rather than “How young are you?” even if that given person is very young.

Antonyms can be of three types: proper, complementary, and conversion (or relational opposites).

Antonyms proper is that they are readily gradable. Antonyms proper, therefore, represent contrary notions.

E.g.: Love and hate (love –like –dislike-hate)

Complementary antonyms involve two items and presuppose that the assertion of one is the negation of the other and vice versa.

#### **2.4. English vocabulary in comparison with Vietnamese vocabulary.**

Teaching and learning vocabulary is absolutely not an easy task. It is necessary for the teachers to spend time on sort of contrastive analysis between English and Vietnamese vocabulary so that we can come up with some differences and similarities between the two. As a result of this, we can find out appropriate approach to vocabulary teaching with aims at facilitating student's vocabulary learning. Therefore, this part will be devoted to brief overview of English and Vietnamese vocabulary in terms of differences and similarities.

Vietnamese, like English, has a great number of phenomena such as synonyms, polysemy, hyponyms, metaphor, etc. Moreover, both English and Vietnamese are rich in idioms. Both English and Vietnamese have standard or non-standard, from very formal to very informal, from very polish, euphemistic to very rough and hoarse. There is also a great number of slang, terms, jargon, euphemism, etc, in both language.

In the first place, the most striking and distinguishing feature of Vietnamese is that Vietnamese is a tone language. There are five tones in Vietnamese (/-.?.). These tones exert a great influence on the meaning of words and have no equivalents in English. In Vietnamese, a change in tones of the same words will lead to the radical change in meaning. For more details; we will look at this example.

**Hai= Two**

**Hài = Comedy**

**Hài = Shoes (of princesses in the fairy tales)**

**Hải = Sea**

**Hái = to pick (flowers)**

**Hãi = to be afraid**

**Hại= to damage**

Secondly, this problem causes the difference spelling in English and Vietnamese. In Vietnamese, the correspondence between spelling and graphic form is comparatively close while the relationship between spelling

and graphic forms in English are so loose that there is non –fixed principle to read or write. Therefore, it comes naturally that in English, one sound can be presented by more than one graphic symbol .For example:

**Tale and Tail [teil]**

**Our and hour [ aud]**

**Knight and night [ nai:t]**

**Air and Heir**

Moreover, it is worth mentioning the matter of affix (including prefix and suffix) which often causes Vietnamese learners trouble in spelling suffixes in the letters added at the end of a word to form a derivative while prefixes are elements placed at the beginning of a word to change its meaning .In English, the word will change its part of speech when suffix is added .For example:

To help (v) → Helpful (adj)

→Helpfulness (n)

Suffixes also used to form plural of nouns .singular form of nouns, singular form of verb but the major aim is to make the concord between the noun and the number that is nouns showing the number. The plural form of a noun is the generally made by adding an “s” after the singular form .However, there are some special cases in which the plural form of a noun is not made in this way. The rule of these cases is that any word ending with /x/, /ch/, /ss/, /o/ etc, is added with the suffix /es/ instead of /s/ to the plural form. However, there is also some exception in English words whose plural form is totally different .There is no principle for these, so learners have to learn by heart .For example:

**Mouse → Mice**

**Woman → Women**

Otherwise, in Vietnamese, to the plural form of noun, the word “những” or “ các” are added before the noun. For example:

**Book ( Một quyển sách ) → Books ( Những quyển sách )”**

Moreover , to make a distinction among parts of speech ,we use variety of independent words : “ tính, sự ,cái” for nouns , “ rất “ for adverbs and adjectives .Nevertheless ,most of words remain the same form when they change their parts of speech .For example :

**The sky is blue (adjective)**

**Blue is color that I like (noun)**

The prefixes like “in ,un,dis, il ,mis.etc,,” are used to change the meaning of word to make antonyms in English where as in Vietnamese ,there is no existence e of these prefixes .We can only change word’s meaning by using independent negative words such as “ vô” , “ bắt” , “ không” .For example :

**Like      →    Dislike**  
**( Thích)    ( Không thích )**  
**Logical → Illogical**  
**(Có lý)    ( Vô lý)**

The last difference between Vietnamese and English lies in stress. For Vietnamese words, stress is not important but tones ,English ones, stress plays a pivotal part in deciding the meanings of words or sentences .The English way is very complex and may lead to total misunderstanding .Therefore , it is necessary to take “ word stress” in to consideration when teaching and learning English .

## **2.5. What should be taught?**

It is clear that there is a far more to a vocabulary item than just meaning .In teaching vocabulary, teachers should look at words from the perspective of their meaning, their use, their formation and their grammar.

### **2.5.1. Word meaning.**

The first thing to realize about vocabulary items is that they frequently have more than one meaning. One meaning of the word “constitution”, for example, refers to a legal document setting out how a country is to be governed. But in a sentence like : “ my grandfather has an amazing constitution” ,that is obviously not the meaning. If the next sentence is, “ Although he is nearly 80 ,he skies in winter and swims all the year round”, you could assume the word refers to another meaning, that is ,his physical condition, as that is what seems to be amazing for an 80 year-old. You are right. When we come across a word, and then try to decipher its meaning, we will have to look at the context in which it is used. In other words, students need to understand the importance of meaning in context There are other facts about meaning too. Sometimes words have meanings in relation to other words. Thus, students need to know the meaning of vegetable as a word to describe any one of a number of other things .e.g. carrots ,cabbages ,potatoes etc.. “Vegetables” have a general meaning whereas “carrots” is more specific. We understand the meaning of a word like “good” in the context of a word like “bad” and “evil”. Even in that example ,however ,one thing is clear : Words seldom have absolute synonyms, although context may take them synonymous on particular occasions .As far as meaning goes ,then students need to know about the meaning in context and they need to know about sense relation.



### **2.5.2. Word usage.**

What a word means can be changed, stretched or limited by how it is used. Word meaning is frequently stretched through the use of metaphor and idiom. We know that the word “bark”, for example, is a dog’s word, but we stretched its meaning in the sentence “The householder barked at the tardy paper boy for being late.” That is metaphorical use. Likewise, we can describe a difficult life as a dog’s life. It is full of hard work and worry with very little pleasure. “A dog’s life” is a fixed phrase that has become an idiom like many other phrases such as “raining cats and dogs”, “letting the cat out of the bag”, etc. Word meaning is also governed by collocation. We can say headache, stomachache and earache, but we can’t say throatche or legache. Our knowledge of vocabulary includes the recognition of the constraints of function and situation on word choice. What the British call a “tap” may be a “faucet” to an American. Middle class British people prefer to call a “house”, a “home”, and a “woman”, “a lady”. A “chap” or a “fellow” in speech is what a “person” or a “gentlemen” is in writing. We often use words only in certain social and topical contexts. What we say is governed by the register we are in. We adjust our vocabulary to suit the demand of the situation. For example, the two doctors talking about an illness with a talk in different register that one of them who then talks to the patient in question, who has never studied medicine. Students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical context words and expressions occur in.

### **2.5.3. Word formation.**

Words can change their shape and their grammatical value, too. Students need to know the facts about word formation and how to twist words to fit different grammatical contexts. The word “move” has the participles “moving” and “moved”. The present participle and the past participle can be both used as an adjective and the verb “move” can also be a noun. There is a clear relationship between the word “live”, “living”, “alive” and “life”. Students also need to know how suffixes and prefixes work. How can we make the words precise and excusable opposite in meaning? Why do we preface one with im- and the other with in-? Students also need to know how words are spelt and how they sound. Words like “conduct”, “increase” etc, are stressed differently when their grammatical function is different –as with nouns and verbs. Word formation then means knowing

how words are written and spoken and knowing how they can change their form.

#### **2.5.4. Word –grammar.**

Just as words change according to their grammatical meaning, the use of certain words can trigger the use of certain grammar patterns.

We make a distinction between countable and uncountable nouns. The former can be singular and plural .the latter can only be singular; we can say “one chair” or “two chairs” but we cannot say “two furniture”. This difference, then, has certain grammatical implications. “Chair” can collocate with plural verbs whereas “ furniture” never can .There are also nouns that are neither countable nor uncountable but which have a fixed form and therefore, collocate only with singular or plural verbs ,e.g. “people”, the news “ mathematics”,etc. There are many other areas of grammatical behavior that student need to know about like transitive and intransitive verbs, phrasal verbs ,and the order of adjectives and the position of adverbs in a sentence.

Therefore, knowing a word means far more than just understanding its meaning or one of its meanings. Somehow our teaching must help students to understand what this knowledge implies both in general and for certain words in particular .By being aware what is stated above, students will be more receptive to the contextual behavior of words when they first see them in texts or readings and they will be better able to manipulate meanings and forms of the word.

#### **2.5.5. Vocabulary selection.**

For most students, there is no special course to learn vocabulary .Vocabulary list usually appears with as reading text. Teachers should make full use of the vocabulary list to help students to obtain the necessary lexical knowledge. Among the words in the vocabulary lists what words should be selected to spend time on is the first consideration the teacher have to made .According to Harmer (1991, p.154), a general principles of vocabulary selection has been that of frequency .To focus learner’s attention on the high frequency words of the language gives a very good return for learning effort. We can decide which words we should teach on the basis of how frequently they are used by speakers of the language .The words which are mostly commonly used are the ones we should teach firstly, Another principle that has been used in the selection of vocabulary is that

of coverage .A word is more useful if it covers more things than if it only has one very specific meaning. So we should select the words with the ability to combine with other words, the ability to help to define other words and the ability to replace the other words.

## **2.6. Background of Vocabulary Teaching**

There has been a controversial matter over what is the most crucial factor determining success for failure in language teaching and learning .In fact , whether language teaching and learning is successful or not depends much on the methods that the teachers use . Mackey stated that “The method used has often been said to be the cause of success or failure in language learning for it is ultimately the methods determining the what and the how of language instruction (Markey -1971; page: 138) .Added to this, he also mentioned some other factors if language teaching in which the ability of the learners and the teachers are regarded as the main and the very important factors .Methodology, then, is really very essential. Following is a brief presentation of some major foreign language teaching methods and their application in the vocabulary language teaching. In the early decades of the 20<sup>th</sup> century, vocabulary teaching and research were respectable. The Grammar Translation Method and the Reading Approach were the leading language teaching methodologies at that time. Both of these approaches involved a great deal of direct vocabulary teaching and learning (Murica , 1991:296).

### **2.6.1. The Grammar –Translation Method.**

The Grammar Translation Method aimed to provide the student with a detailed literacy vocabulary which is learned through long list of translated items and a bilingual dictionary and practiced through sentence translation with little opportunity to try out pronunciation (Rivers 1981:28-30).With this method, vocabulary is taught in the form of isolated words and a list of vocabulary items are presented with their translation equivalents or with the help of a bilingual vocabulary list. As a result, Grammar Translation Method lays little or no emphasis on pronunciation, intonation or communication skills. It can be said that the major defect of grammar translation method lies in the over emphasis on the language as a mass of rules and in the limitation of practice techniques which never emancipate the learner from dominance of the first language. With regards to the teaching of vocabulary, this method may be useful in some extents but its

success is restricted as it can deal very little with word meaning and even less with word form and use. However, this method is still popular to teach language now in the world, especially in Viet Nam for some reasons. Firstly, it requires few specialized skills on the part of teachers. Secondly, tests of grammar rules and of translations are easy to construct and can be objectively scored. The fact is many standardized tests have little motivation to go beyond grammar analogical translations and rote exercises. Thirdly, our teaching focus on grammar rules and results of students'. It is mainly examined basing on grammatical written tests. As for this study, this method is not appropriate, because it does not meet the demand of learning language as a mean of communication.

### **2.6.2. The Reading Approach.**

The Reading Approach attached more importance to vocabulary than grammatical skills, the vocabulary of the early readings was strictly controlled.

Since the acquisition of vocabulary was regarded more prominent than the mastery of grammatical skills, expanding vocabulary as fast as possible was of great importance (Celee-Murcia and Prator 1979:3).It means that students have to read the foreign language with the direct communication on meaning without a conscious effect to translate what they are reading into their native language. This method seems to be advantageous when applied to teach vocabulary at the advanced language level like the 4<sup>th</sup> year students at college rather than at the early stages of learning. The reason for it is that under this method students at lower levels, like the 10<sup>th</sup> grade students, may not know how to use the words in real situations as they have not tried to translate what they are reading into the mother tongue, they are also unable to communicate successfully in the target language because of their poor listening ability.

### **2.6.3. The Audio-lingual Method.**

The Audio-lingual Method was shaped after the Second War when the need for foreign language speakers was better appreciated .In this method ,the amount of vocabulary presented was kept low ( Thronbury 2002:14) and was chosen for its simplicity ( Schmitt 2000:13).It was assumed that when grammatical fluency was present ,exposure to the foreign language itself lead to vocabulary development ( Coady 1993:4).It was also stressed that knowing too much vocabulary would cause students to have a false sense of security ( Zimmernan 1997:11) .With this method, there is a focus on

accurate and native –like pronunciation ,the correction of mistakes is direct and immediately. In short, as far as vocabulary teaching is concerned, the Audio-lingual method is very helpful. However, as it was said by River (1981) that students of this method may progress like well-trained parrots ,they can repeat long utterance fluently when given some stimulus, but are not clear and sure about the meaning of what they are saying and unable to use memorized material in other contexts .In Viet Nam ,this method is not used widely .The reason is in Vietnam there is a shortage of modern teaching facilities like radio ,tapes ,visual aids or language laboratories, meanwhile in this method ,there is much use of facilities. Applying this method into teaching process, teachers will have to substitute their own effort in the place of the use of recorders. As a result they tend to get tired quickly and the lesson becomes boring and less effective...

#### **2.6.4. The Communicative Approach.**

The Communicative Approach is a renowned British Approach ,to language teaching the emergence of which dates back to the mid-1960s.Especially ,British applied linguists like Henry Widdowson ,M.A.K.Halliday ,C.Brumfit ,K,Johnson and D.A.Wilkins led to this communicative movement, advocating that communicative competence (e.i.the ability to use the target linguistic system effectively and appropriately).Concepts like context, use, effective communication ,communicative function ,comprehensible pronunciation ,etc, were given importance in this approach. Senel (2002:243-4) emphasized that new words were not presented in isolation, but in the context of a complete sentence, and in a meaningful situation. This way, the words acquired meaning when they appeared with a particular definition in a determined context. Vocabulary selection is based mostly on the student’s needs. The goal of vocabulary teaching is to help the students understand the meaning of the word in its context and know how to use it for communicative purposes .In this method, the use of target language is emphasized, however, translation may be used when the students need or benefit from it .The students ‘attempts to communicate in the target language are encouraged from the very beginning and through the process of struggling to communicate, the lexis of language are learnt. In Communicative approach, comprehensible pronunciation is sought .In short, with regards to the teaching of vocabulary, the communicative approach can be seen as the most effective method because it develops the students’ ability to use the

words properly in real situations. Yet, due to the lack of good teachers, teaching materials, language environment, etc, it is really difficult to apply this method to the teaching of English as a foreign language in Vietnam..

#### **2.6.5. Content-Based –Instruction.**

In recent years, Content-based Instruction has gained popularity in foreign language learning and teaching. This approach has been utilized in immersion program, teaching languages for specific purposes and for teaching all levels of proficiency .In this approach ,vocabulary is completely contextualized and courses which have carefully designed the scope and the spiraling sequence of the content manage to recycle both the content and the associated vocabulary. Many language programs also choose content to conform to the knowledge students already possess and texts may either be authentic or specially written ( Stryker and Leaver : 1997:291).

In conclusion, through the history of language teaching, there are many teaching theories and methods appearing at different time. As Carter and McCarthy (1988) comment that the history and development of vocabulary teaching is more a series of dominating ideologies or fashions that have succeeded one another. Among the above mentioned teaching methods and approach, after the analysis of the weak points and strong points of some in teaching language as well as its influence on teaching and learning vocabulary, teachers must keep in mind that there are no perfect and exclusive methods in language teaching. Nation (1990) declares that there is a wide variety of ways to deal with vocabulary in foreign language, it is important that when a teacher chooses or rejects a way to deal with vocabulary, this choice or rejection should be based on a good standing of the way of dealing with vocabulary, the principles behind it, and its theoretical and experimental justification. Besides, learner's need is another important factor which language teachers have to consider when they choose their teaching method .Consequently , this study will aim at introducing here a new method to teach foreign language vocabulary which is said to be able to achieve the highest level of effectiveness in the new trend of language teaching and learning vocabulary .

### **CHAPTER 3: METHODOLOGY**

In the literature review, a brief overview of the research topic for the aim of laying theoretical foundation for the whole paper has been conducted. In this chapter, the study would be carried out with justified methods of data collection and analysis in order to maximize its validity and reliability. Specifically, discussions in detail about the participant, the instrument as well as the procedure of data collection and analysis would be raised in this chapter.

#### **3.1. Participants.**

In order to undertake this study, the author conducted the survey to both teachers of English and grade 10 students at upper secondary schools in Hanoi.

##### **3.1.1. Grade 10 students.**

The major subject of the study was grade 10 students at Tran Phu – Hoan Kiem high school in Hanoi, where the researcher did the practicum. They are both male and female aged from 16 to 17 years old. They are in groups 10D1, 10D2, 10B2 from the mainstream. Most of them have been learning English for at least four years at junior secondary school. At the time of the study, they were taking English 10, a required textbook. The level of proficiency is described as Intermediate. However, the classes are so large, often from 40 to 50 students. Most of the exams at Vietnamese junior and

senior secondary school are eventually in the form of written test. As a result, the students learn how to write correct sentences in grammar and structure, so they do not pay much attention to how to communicate. From the comments of the previous group in reading journals, the researcher knew that students at this level tend to be very aware of the importance of word choice and often complain about their lack of vocabulary.

### **3.1.2. Grade 10 teachers of English.**

Most teachers in this survey were female aged from 30 to 50 years old and they have been teaching English for at least 6 or 7 years .Only 3 of them were from 22 to 26 years old. Therefore, they have a lot of experience in teaching English as well as in teaching English vocabulary. Each teacher was responsible for 4 or 5 classes (nearly 200 students).Because the time for English classes accounted for about 10% of the total (3 periods a week), each teacher had to teach 12 to 15 periods of English per week.

### **3.2. Data collection methods**

For an adequate collection of reliable data for this study, the combination of both survey questionnaires and semi-structured interviews was employed. Specifically, the questionnaire was designed with a hope to seek answers to research questions; the set of interview schedules was designed to help the researchers clarify unclear data collected by questionnaires and for further information which may be hardly received from questionnaires.

The instruments of the interviews employed were both tape-recording and note-taking with the permission of interviewees.

The questionnaire was chosen as a main means of collecting data in this study because it could serve the requirements of this study in terms of effective data from the large number of participants and the financial resources (Part 5: Questionnaire Survey).Two questionnaires were used ,one for grade 10 teachers of English and another for grade 10 students. Questionnaires for students were written in Vietnamese and questionnaires for teachers were written in simple English and clear structures to minimize possible misunderstanding as well as the inaccuracy of the outcome. The questionnaire for students and teachers was composed of three types of questions: factual questions which are to investigate the status of respondents, behavioral questions which sought the current situation of learning and teaching English vocabulary at grade 10 in Hanoi and



attitudinal questions which were used to find out what useful techniques in teaching vocabulary to Hanoi grade 10 students are.

Teachers' questionnaire consisted of 10 questions, which started with a brief introduction and concise explanation of the research. The questionnaire aims at investigating:

- + Attitudes towards vocabulary teaching.
- + Teachers' techniques of teaching English vocabulary
- + Teacher's preference towards the most effective techniques in teaching vocabulary

Students' questionnaire consisted of 13 questions aiming at investigating the following issues:

- + Attitudes towards the vocabulary learning
- + Students' assessments on English 10 glossary
- + Students' ways of learning vocabulary
- + Student's difficulties in learning aspects of vocabulary
- + Student's preference towards teachers' techniques

Besides, a set of semi-structured interview with grade 10 teachers and students who have been teaching and learning in Tran Phu- Hoan Kiem in Hanoi was employed for further investigation of data collected by questionnaires and for further information which may be hardly received from questionnaires. The interview was conducted in Vietnamese to make sure that participants and researchers understood each other in order to make the study more objective and reliable.

### **3.3. Data collection procedure**

The process of data collection could be put into four following phases.

- ***Phase 1:***

The first phase was the preparation of data collection, in which a set of the questionnaire and a set of interview schedule will be designed for participants. All the personal information of participants was kept confidentially. Before delivering the questionnaires and interviewing, five volunteers were invited to try completing the survey. They contributed some idea and some error corrections in order to improve the data instruments.

Moreover, the researcher's supervisor was invited to give comments to perfect the questionnaires and interview questions.

- ***Phase 2:***

The set of questionnaires was delivered to grade 10 students and teachers. With the permission of the teacher of English and the former of the class, the researcher came to each class and invited them to distribute the questionnaires at break time. In the process of fulfill the questionnaire, the researcher provided clear instruction to avoid misunderstanding, and be ready for extra explanation if necessary.

- ***Phase 3:***

The following step was to process one interview with some teachers and students at grade 10 during this step, participants was interviewed individually in their free time and all appointments were appointed in advance.

- ***Phase 4:***

The final step was to collect all questionnaires, and interview note-takings and records to prepare for data analysis.

### **3.4. Data analysis methods and procedures**

The methods used to analyze data collecting from the questionnaire were descriptive analysis and statistical analysis.

Whatever data analysis methods were used, the first thing that the researcher had to do was to classify the collected data according to the main aims of the research as presented in pervious chapters. The next step in the process of analyzing data was that the researcher counted the participant's options and transformed them into data in the form of numbers. Then the raw data was calculated into the percentage data for descriptive analysis and mean (the average value) for statistical analysis, which was put into pie charts and bar charts to help researchers compare and synthesize easier. Some qualitative data given by students were also analyzed and synthesized.

Data collected from multiple choice questions with four options was used for drawing the pie charts, which was often used for percentage data and when the amount of data was little. Meanwhile, for questions in the form of scale and asked about the frequency (with never, seldom, often, and usually), the bar charts were used because there was a large number of data

need to be added in these charts. Besides, levels of frequency were drawn in different colors to help readers recognize features of the charts more easily. As most of the bar charts were full of data and columns, the researchers only analyzed and discussed the main features of the chart.

## CHAPTER 4: RESULTS AND DISCUSSION

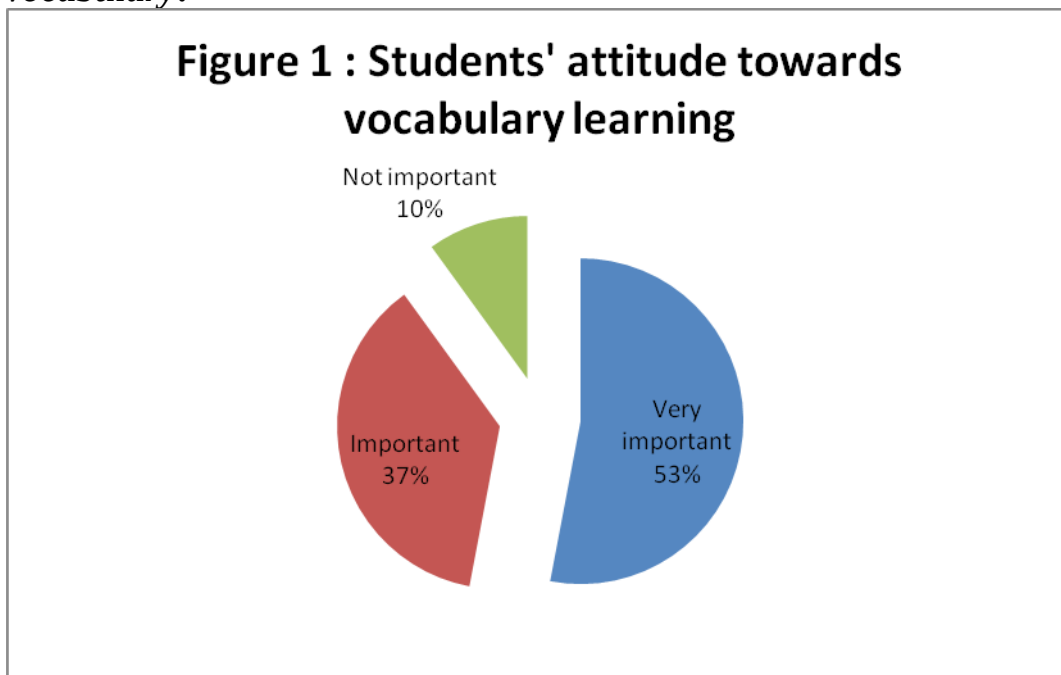
In the previous chapter, the methodology applied in this study has been presented with descriptions and justification of the selection of subjects, the instruments and the process of data collections as well as data analysis. In this chapter, all collected data will be analyzed and discussed to reveal the answers to each research questions relatively.

### 4.1. The current situations of learning English vocabulary of grade10 students in Hanoi and the students ‘preference towards teachers’ techniques

#### 4.1.1. Students’ attitudes towards English vocabulary learning

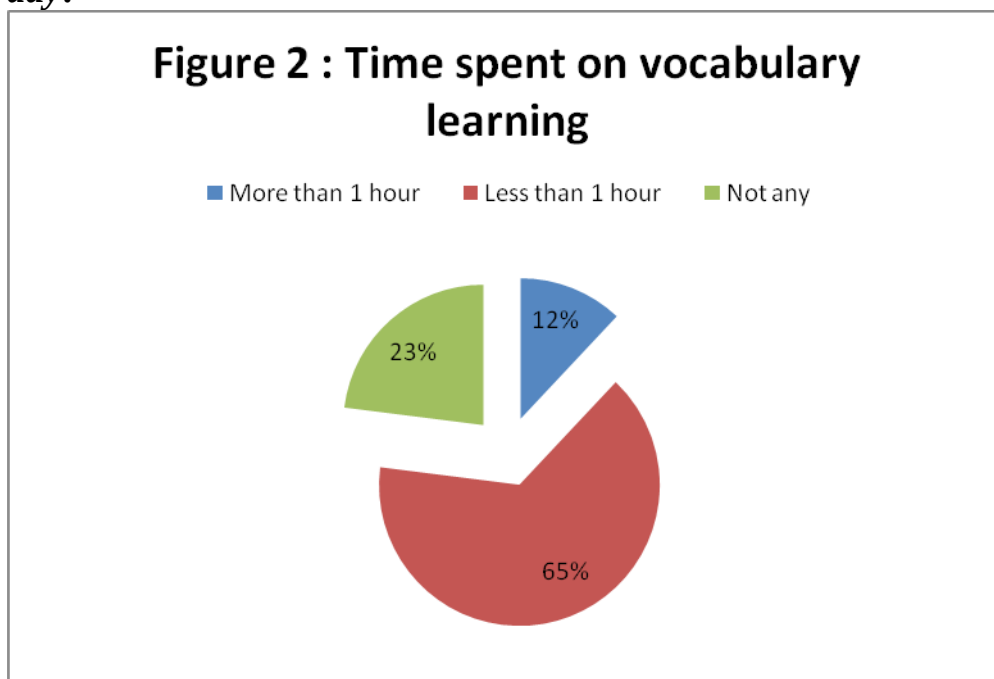
Students’ attitude toward vocabulary can be revealed in charts below that includes their opinions on the importance of learning vocabulary , the amount of time they spend on learning vocabulary .

**Question 1: What do you think of the importance of learning vocabulary?**



The first question of the survey deals with the importance of vocabulary learning in language learning process. The table shows that more than half of students considered vocabulary learning very important. 37 % regarded vocabulary is important .On the contrary, only 10% believed that it was not important at all. It can be said that the long time of learning English helps grade 10 students have right attitude toward vocabulary .Most of them realized the importance of learning vocabulary learning. To have an insight to this matter, students were interviewed about the reason why they considered vocabulary learning important. Most of them said that the more they knew, the more chance they would get high marks in their tests. Besides, some students supposed that rich command of vocabulary could help them practice all four skills. They all recognized that vocabulary plays an essential part in mastering English. For them, inadequate vocabulary might make them hesitate to use English or misunderstand English used in difference situations.

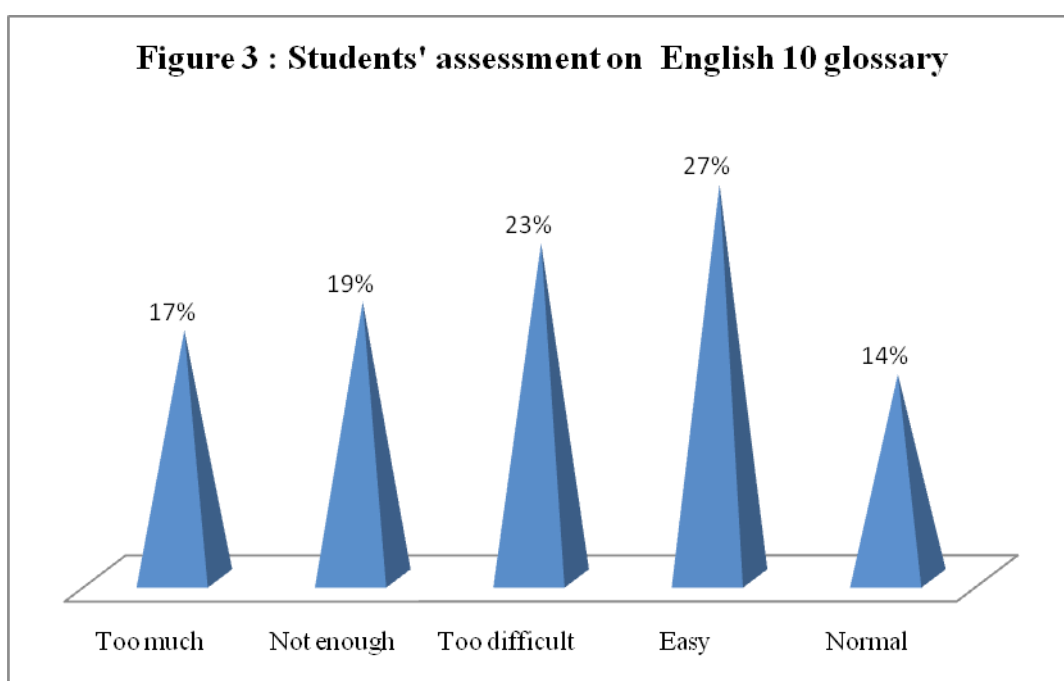
**Question 2: How much time do you spend learning vocabulary every day?**



The attitude of students in learning vocabulary can be seen clearly through the amount of time they spend on learning English vocabulary every day. It is a bit surprising to see that although most students found learning vocabulary important and even more important, only 12% spent more than 1 hour learning vocabulary. More than half of the students spent less than an hour to learn vocabulary. The bad news is that nearly a quarter of

students (23%) do not spend any time learning vocabulary a day. It may be explained that because the students had too many other subjects to learn, they did not have time to learn vocabulary and because these students did not want to spend much time and effort on the subject that was not their major goal. Only students who wanted to become students of foreign languages spent much time learning English vocabulary. In brief, a large proportion of the surveyed students were awareness of the importance of vocabulary in learning a foreign language as well as the necessity of learning vocabulary .However; their time for learning vocabulary was not much.

#### 4.1.2. Students' assessment on English 10 glossary



When being asked about the evaluation towards the amount of vocabulary in English 10, the opinions of the students are very different. They said that the amount of vocabulary in the course book was too much ( 17%) , not enough ( 19%).Besides , some others said that vocabulary was too difficult ( 23%) ,simple or easy ( 27%) and normal ( 14%) .This situation is caused by the fact that the English levels of students are too different, some are very good at English but some others are too bad at English.

#### 4.1.3. Students' ways of learning vocabulary.

It is common knowledge that the learners differ in ability and taste in language learning. All learners manifest certain preferred ways of learning .Some students for whatever reason; learn more quickly than others. This is because they use more effective strategies .In order to

exploit the ways students learn English vocabulary, the researcher worked out some questions.

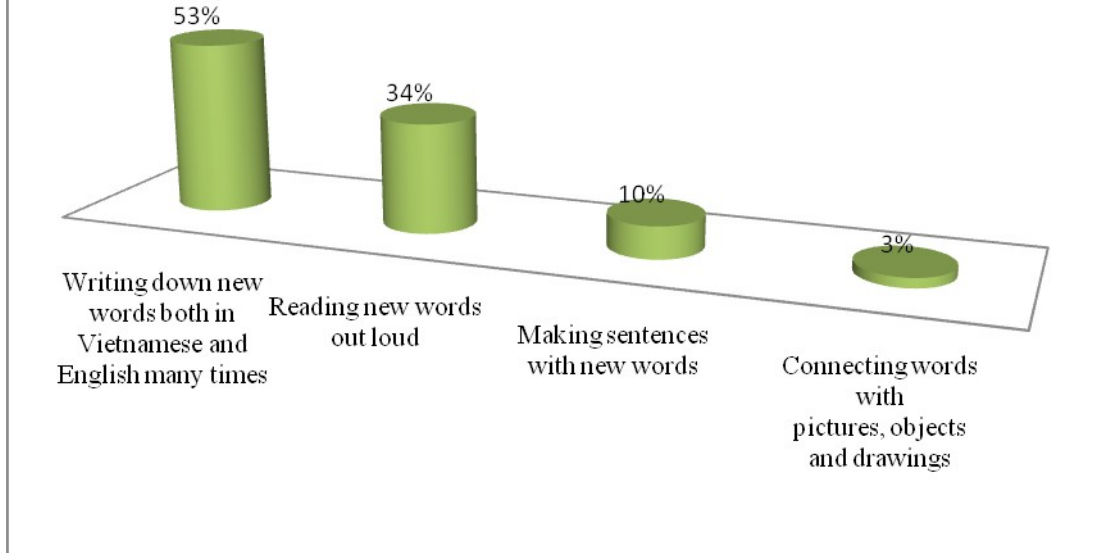
**Question 4: Which of the following sources do you learn new words from?**



Each student had his own source to learn English vocabulary .A large number of the respondents (76%) said that they mainly learned vocabulary from the textbooks. It can be said that the textbook seems to be the main source of vocabulary items for secondary students. A very modest number of them took advantage of other sources to learn such as vocabulary from exercises given by their teachers or: on TV, on computers, or in newspapers, magazines etc.

**Question 5: How do you learn English vocabulary?**

**Figure 5 : Students' ways of vocabulary learning**



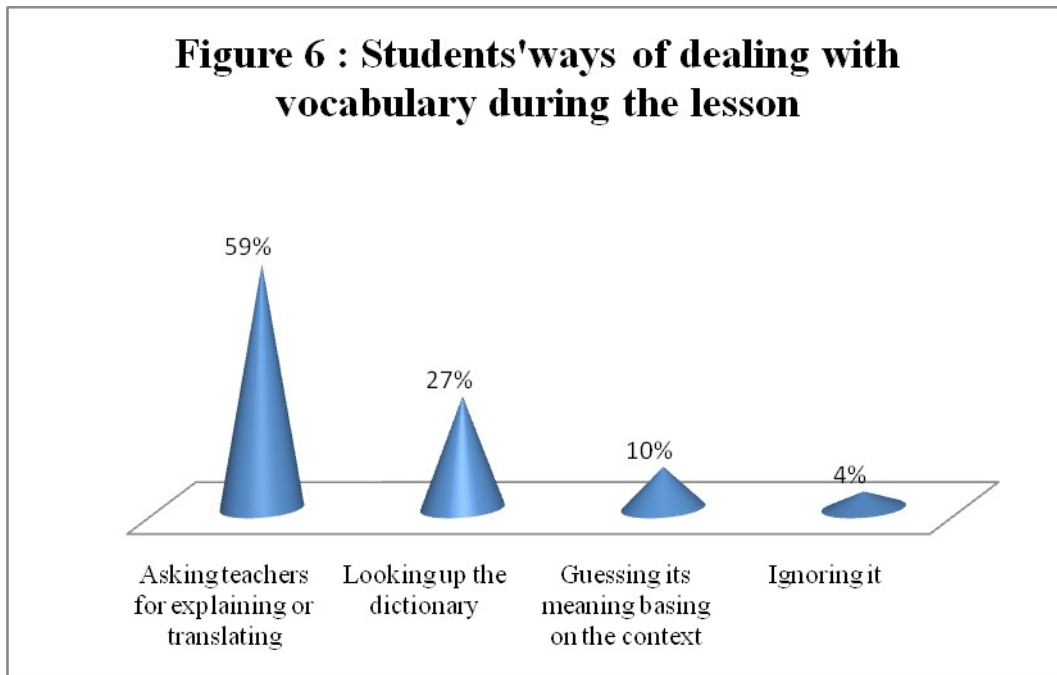
The questions “How do you learn English vocabulary?” is to find out how students obtain words.

Pursuant to my survey, more than half of surveyed students liked to use the strategy of repetition .They spent much time writing down the new words both in English and Vietnamese many times until they can memorize them. It goes without saying that this way helps students remember spelling and meaning of new words rather than makes them aware of the uses of words.

Another mnemonic technique is to read the new words out loud many times. As many as 34% of students took up this way. Students can catch the words quickly and easily but conversely it is easy to forget the word in a short time. The strategy of recombination was also used to learn the new words. Students try to remember new words by making up sentences with them. This way helps them not only remember the word but also practise English much more and improves their grammar. Besides, many previous words can be repeated. However the number of students taking up this way accounted for only 10%.The possible reason is that this way is rather demanding and the limited knowledge prevents grade 10students from producing the sentences containing the required words. Connecting words with pictures, objects and drawings was also a rather strange way for secondary students. Only 3% chose this way of learning. However, some of the surveyed students admitted that these strategies helped them remember

the new words for a long time. These above figures reveal the fact that grade 10 students paid much attention to the spelling and meaning of a new vocabulary item.

**Question 6. How do you deal with new words during the lesson?**



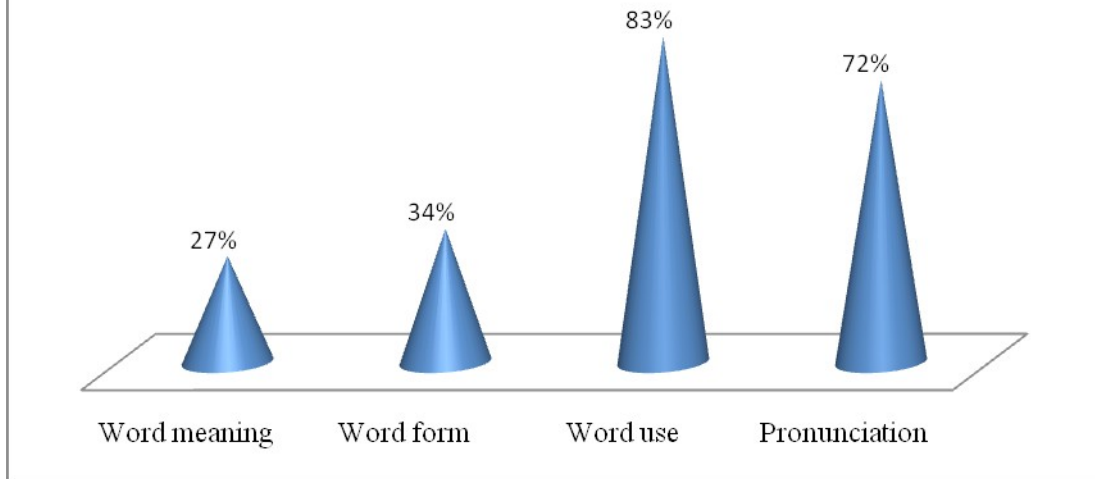
According to the data collected, when students came across a new word, more than half of students stopped to ask their teachers for explanation or translation. 27 % of the students looked it up in the dictionary immediately. Only 10 % used inferring strategy, which means they tried to guess its meaning, based on the provided context. The rest (4%) often ignored it and continued to read. The students' strategies were probably the result of the teacher's teaching method. The majority depend on their teachers and dictionaries. As for them, it was the fastest and best way to deal with a new word. They did not want to waste time guessing the meaning from the context. There is also a chance that their limited level of vocabulary prevented them from getting the correct meaning of a new word based on the clue context. Therefore, teachers should teach students to get used to guess the word meaning, while will help them a lot in understanding a long passage or reading comprehension.

**4.1.1.4. Student's difficulties in learning aspects of vocabulary**

**Question 7. Which aspect of vocabulary do you often get into trouble with?**



**Figure 7 : Difficult aspects of vocabulary in students' learning process**



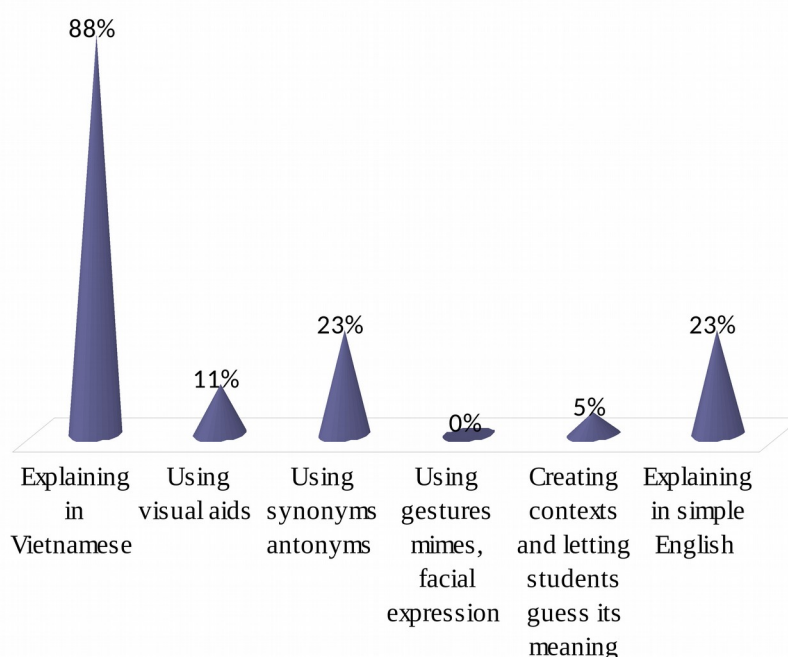
Obviously, the question of how to use a word was a big one of students'. Most of them were very confused of the word use. Pronunciation was at the second rank with more than half of students getting stuck when learning it. Word form and word meaning seemed to be the easiest for students as the proportion of students chose them is not much. The figures above reveal the fact that a large number of students can remember new words but how to use them in the right situation and how to pronounce them properly are still great problems for them.

As mentioned before, teachers at upper-secondary schools applied different techniques of teaching vocabulary. In order to help students learn effectively, the techniques of teaching should meet their demand. Hence, students' assessment on these techniques and their preferable techniques will be considered in the following part.

#### **4.1.5. Students' preference towards teachers' techniques**

**Question 8: Which techniques does your teacher often use to present new words?**

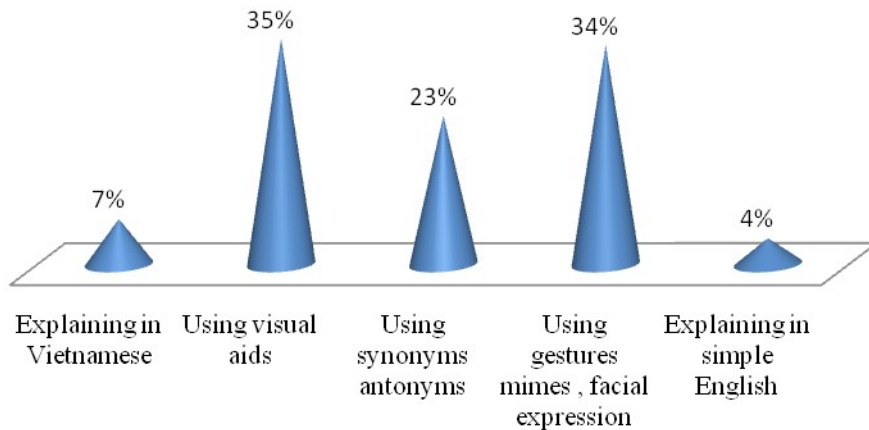
**Figure 8 : Teachers' techniques in presenting new words.**



When being asked about the techniques their teachers use to present the new words, as you can see from the chart, most of the teachers used translation method as their main tool to present new vocabulary items. Teachers who were reported to use synonyms and antonyms were equal to those who were referred to the techniques of defining the new words in simple English that account for 23%. A very small number of 11% teachers often used visual aids. Only 5 % of the students said that the techniques of creating a new context and letting the students guess the meaning of the new words was used in the class time. One thing that should be noted is among the students asked; no one reported that their teachers use mimes, gestures, and facial expression to present the new words.

**Question 9 .Which technique above is the most effective?**

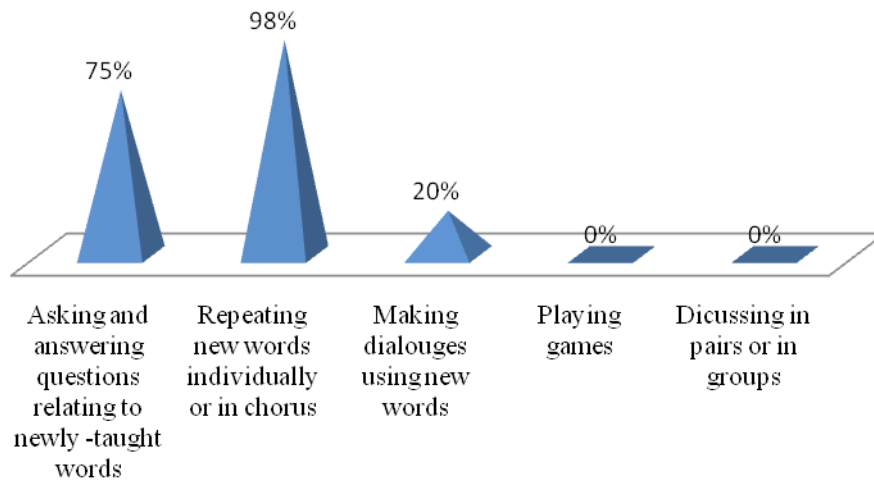
**Figure 9 : Students' preference towards teachers' vocabulary presenting techniques**



The chart below indicates that the current popular teaching technique – translating new words into Vietnamese was preferred by the nearly smallest number of students (7%). When being asked for the reason that others did not choose this method, students said that this technique made them feel bored and it was so ineffective. Whereas, the largest proportion (35%) of the students agreed that using visual aids to define the meaning of the words and explaining new vocabulary interest them most. Besides, the technique, using miming, gestures and facial expression that was not commonly used in high school in Hanoi, gained the slightly lower percentage (34%). The same number of students was fond of discovering the words meaning and word use through the context or through synonyms and antonyms. The numbers of students who were in favor of perceiving knowledge of vocabulary definition in the target language made up a fairly small proportion (4 %).

**Question 10: Which techniques do your teachers often use to practice new words?**

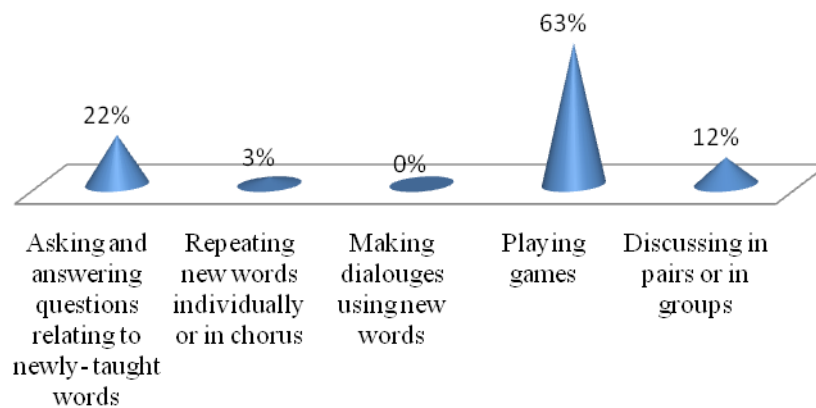
**Figure 10 : Teacher's techniques in practising new words**



In the practice stage, most of the students answered unanimously that their teachers usually ask them to practice newly –taught words by repeating in individually or in chorus. The number of teachers used the way of asking and answering about learnt words to revise vocabulary accounted for more than half of teachers, while those who used the way of making sentence making dialogues with new words accounts for 20 %. No one of respondents said that the teachers let them play some games or let them discuss to drill vocabulary items. Maybe teachers thought that if they did not organize well, the class would easily be out of control.

**Question 11: Which technique above is the most effective?**

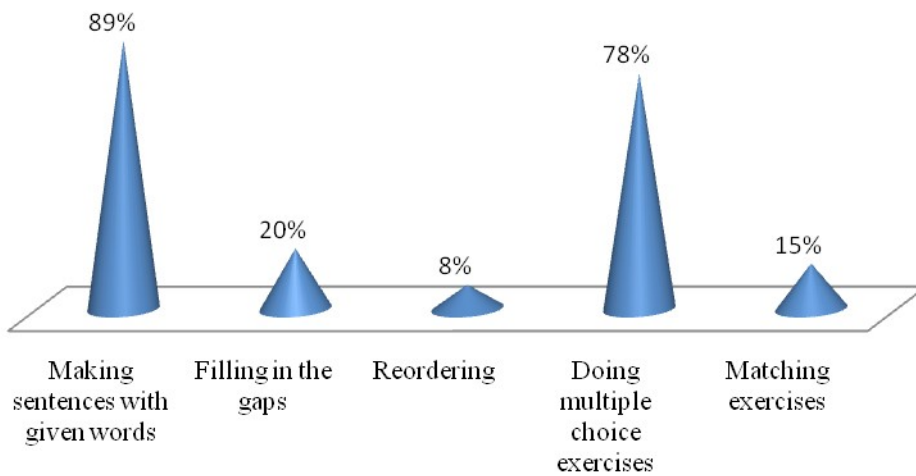
**Figure 11: Students' preference towards teachers' practising vocabulary techniques**



In terms of vocabulary practice, the opinions of the students and teachers were different. It seems that the students did not like their teacher's methods very much. When being asked about opinions towards the most effective method in practice stage, it is very surprise that the majority of 63% students chose games. Admittedly, games are quite useful for practicing words. Most students are interested by games. As for them, games are very enjoyable. In fact, when the researcher was a trainee teacher at Hoan Kiem –Tran Phu secondary school, she found that grade 10 students excitedly participated in the games she let them play then they seemed to be more active and interested in learning. However, it is pity that hardly did teachers provide their students with games. The lack of games, therefore, usually makes the lesson boring and disturbs the attention of students. The second rank was asking and answering questions related to new words. Learning new words by discussing in the group or in pairs seems not to be what the students are expected, for there are only 12 % of the students choosing this technique. A very small proportion 3% felt interested in repeating in chorus and individually. No one wanted to make dialogue with newly taught words.

***Question 12: what kind of exercises does your teacher often use to consolidate and check your vocabulary?"***

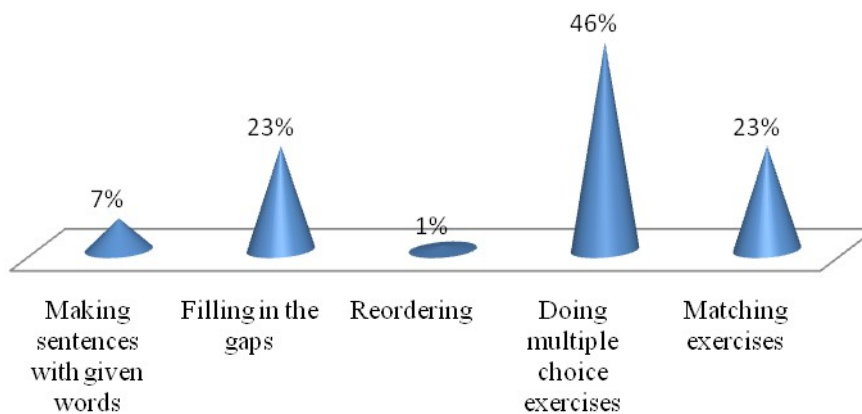
**Figure 12 : Teachers' exercises used in the productive stage**



When being asked “what kind of exercises does your teacher often use to consolidate and check your vocabulary?” most the students said that they were usually asked to make sentences with the given words or do multiple choice exercises. Filling in the gap or matching exercises was not the kind of exercise chosen by few teachers. Also only 8 % of them said that their teachers helped to practice new words by asking them to reorder words.

**Question 13: Which kinds of exercises do you like best?**

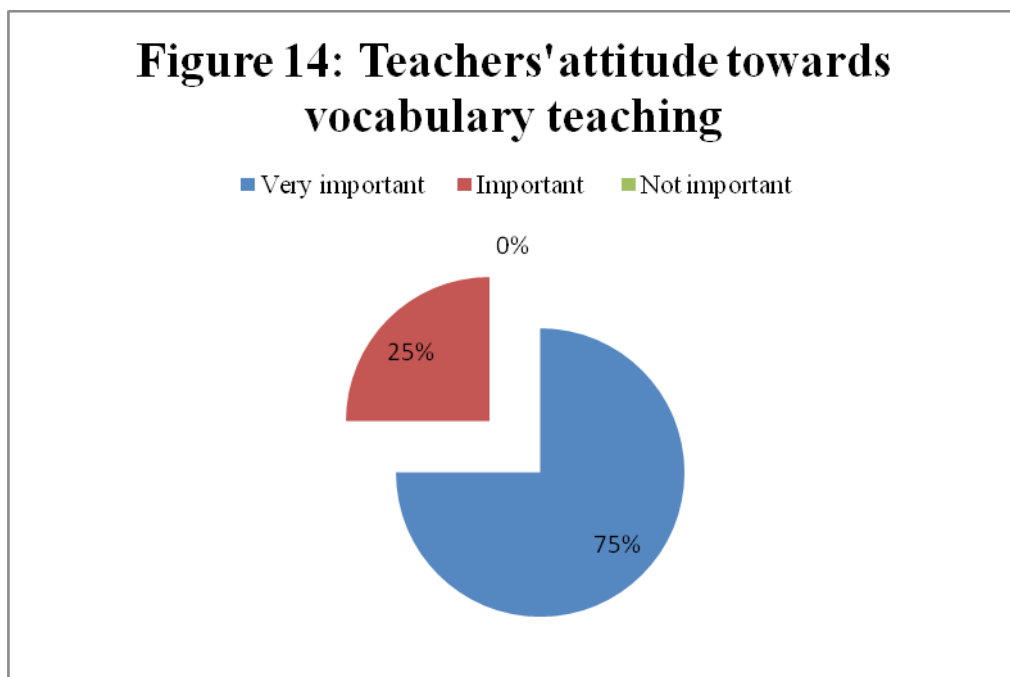
**Figure 13 : Students' preference towards teachers' exercises used in the productive stage**



When being asked about the most favorite exercises, doing multiples choice exercises was chosen by a great number of students (46%). The technique comes next is filling in the gaps and matching exercises which were chosen by 46% of students in total. Just 7% of them liked to make sentences with given words in the productive stage. A small number student found “reordering words” exercises interesting during the consolidation and checking stage. Maybe this kind of exercise is somehow challenging for them.

#### **4.2. The current situations of English vocabulary teaching to grade 10 students in Hanoi and teachers’ preference towards useful vocabulary teaching techniques**

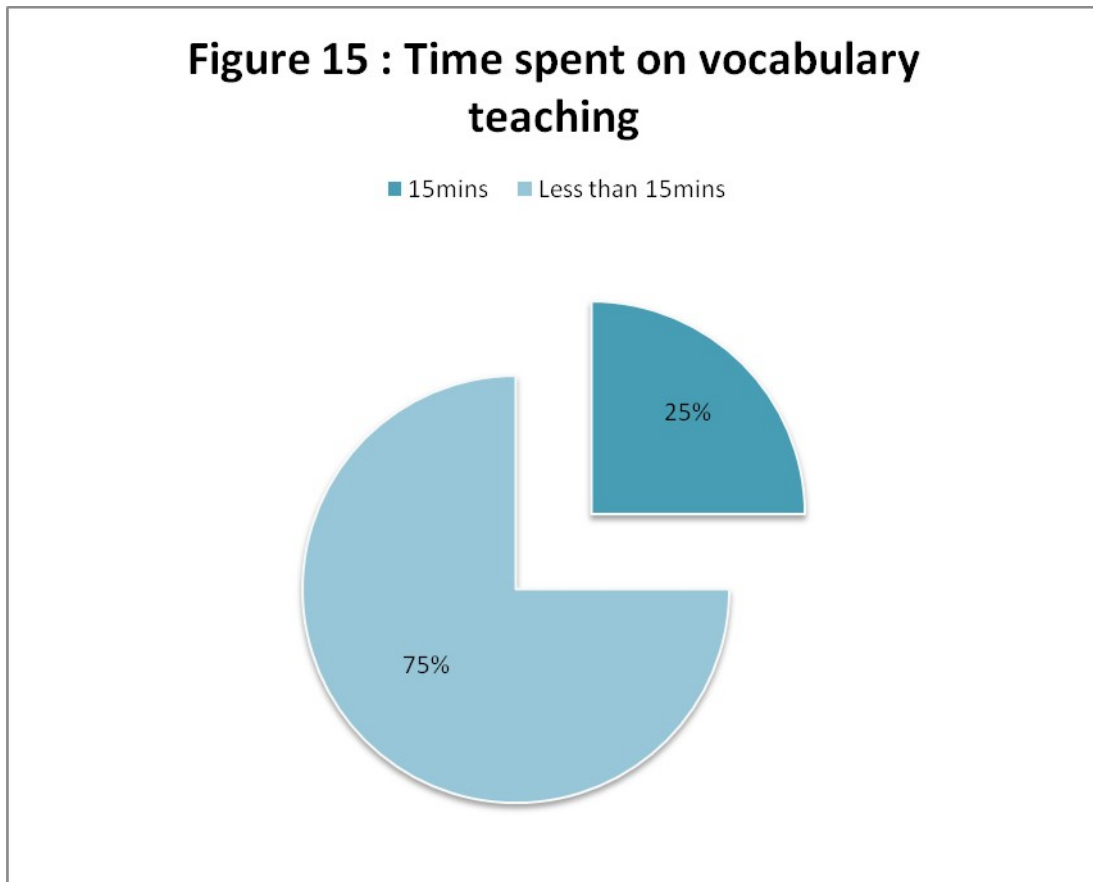
##### **4.2.1. Teacher’s attitudes towards English vocabulary teaching. Question 1: How important do you think the teaching of English vocabulary is?**



The finding from the pie chart below shows that all the surveyed teachers recognized the significant role of vocabulary in teaching English. In details, the majority (6 out 8) of the teachers considered vocabulary important. The rest agreed that vocabulary is very important in learning English.

##### **Question 2: How much time in a lesson do you spend on vocabulary?**

All teachers suppose that teaching vocabulary play a vital part in the teaching process. The pie chart below would indicate how much time they spent on teaching vocabulary in each lesson.



For this question, 75% of surveyed teachers spent less than 15 minutes to teach vocabulary accounting for about more than 30% of the class hour. Only 25% of the teachers claimed that the time for teaching vocabulary was about 15 minutes. None of them spent more than 15 minutes for this section of the lesson. It is understandable because in a long period of time, teachers used to considering grammar the most important part of learning a foreign language and little attention is paid to vocabulary. So these teachers were still influenced by this view point. In fact, when being interviewed more about this question, most of the teachers said that the time for teaching vocabulary was not fixed exactly, it usually dependent on the lesson. Besides, they often spent about 10 or 15 minutes at the beginning of their lessons – the stage preparing for the lesson teaching vocabulary. All of them said that they could not teach vocabulary in more than 15 minutes because in each lesson, there were so many parts that need covering.

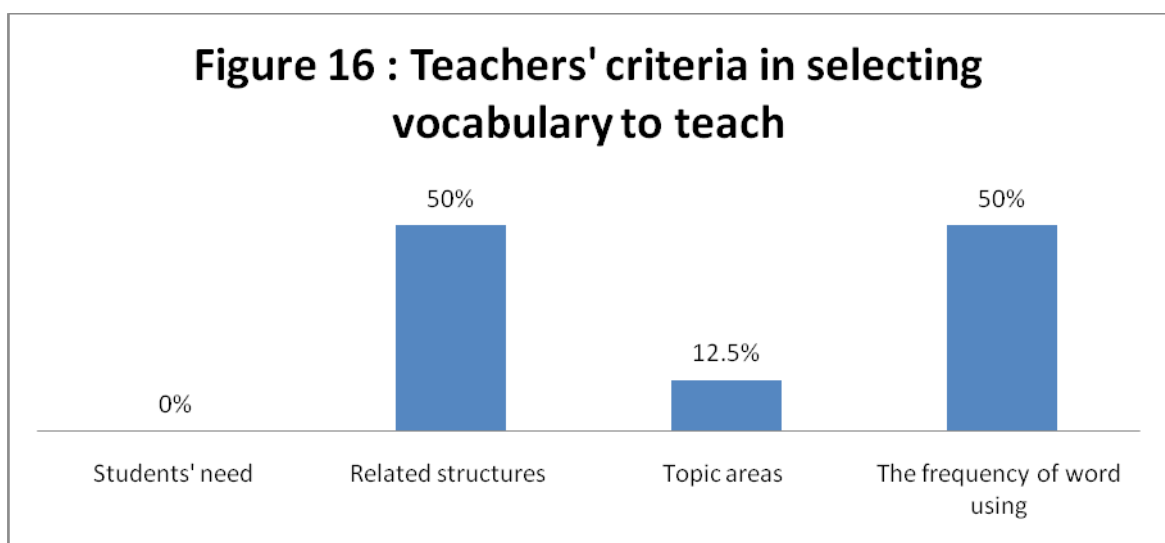


#### 4.2.2. Teacher's techniques of teaching English vocabulary and teachers' preference towards teaching techniques.

##### **Question 3: Do you think of choosing the words before teaching?**

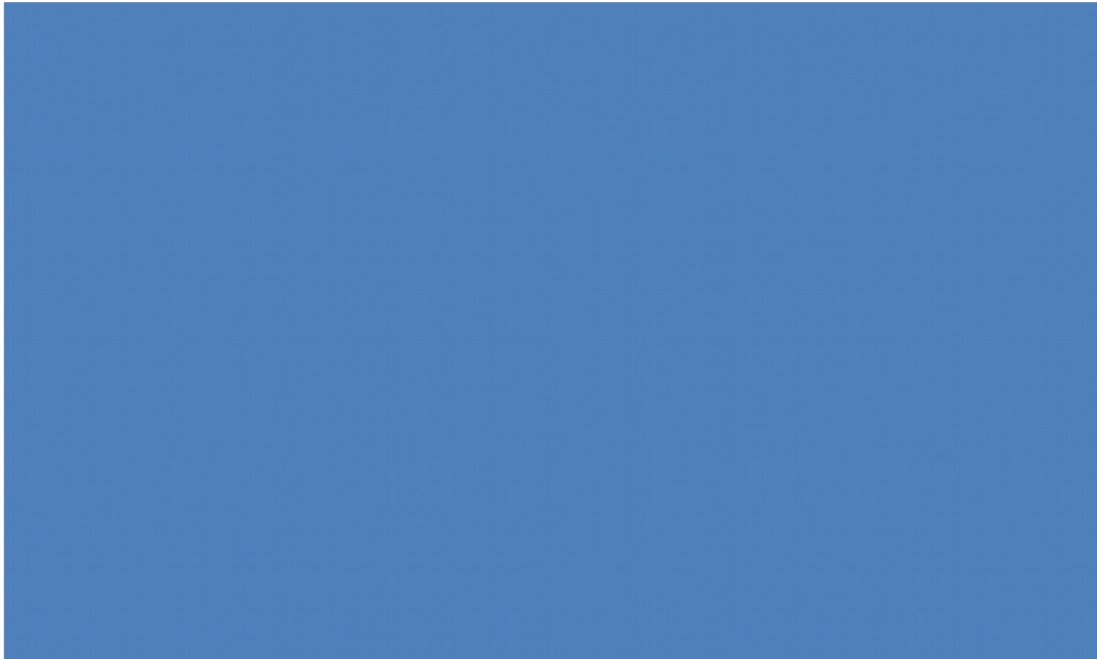
100% of the surveyed teachers said that they usually thought of selecting vocabulary to teach. As for them, the number of new words for each lesson is so many that all of them cannot be introduced at the same time.

##### **Question 4: What are your criteria?**



According to the data in the chart above, half of the teachers selected words in terms of their building. They also put much emphasis on frequency and related structures when presenting new words. A small percentage of the teachers based on topic areas to select which items would be taught. None of these teachers cared for student's and needs when making selection criteria.

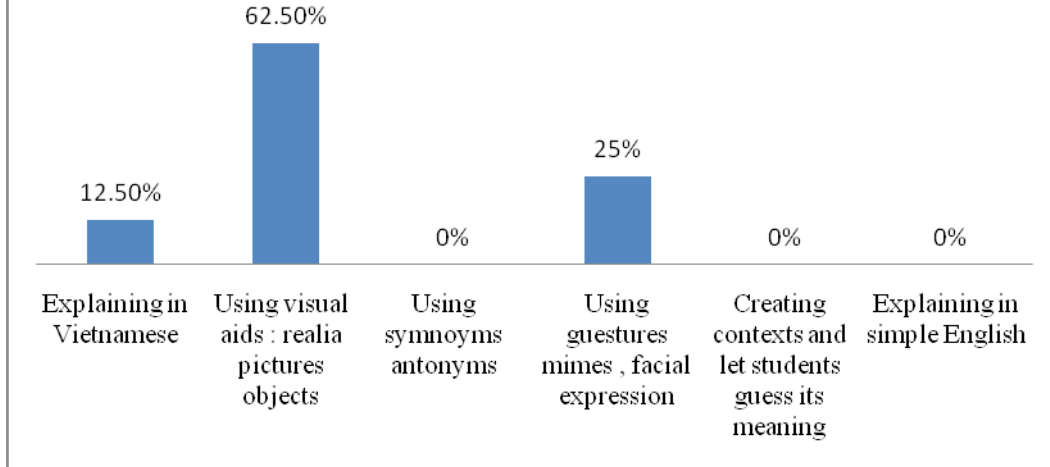
##### **Question 5: Which techniques do you often use to present new vocabulary items?**



The figure from the chart can point out that almost teachers choose translating words into Vietnamese as their main technique of teaching vocabulary. It is a shame that Vietnamese translation is still the dominant technique of teaching vocabulary in high school in Hanoi; the effectiveness of using others has not yet fully exploited to have successful vocabulary lessons. On the contrary, no one experienced in using mimes, gestures and facial expressions to explain new words. Using English to define new words or creating context and letting students guess seems rather difficult for grade 10 students' level. Therefore, only the same number of 37.5% carried out the two techniques. Only 25 % of the teachers experienced in using visual aids. A very small number of teachers (12.5%) used synonyms or antonyms to give the word meaning.

***Question 6: Which technique above do you find most effective?***

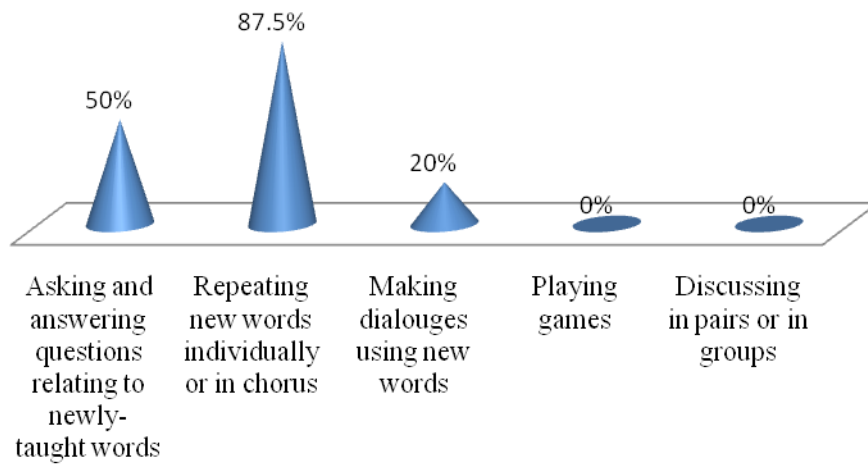
**Figure 18 : Teachers' preference towards techniques used in the presentation stage**



Although the percentage of teachers using visual aids to present new words is low, the majority of teachers 62.5 % were fully aware of their great effectiveness. Due to limited time and lack of teaching materials, these techniques were not widely used. Whereas, though translation method was the main method of teachers, only small number of 12.5 % considered it the most effective. 25% thought that using mimes, gestures, and facial expressions was a good idea because these techniques interested students and so would draw their attention easily. A very low percentage of the teachers considered the technique of using definitions in English useful so they did not choose it. Also no one wanted to spend much time creating situations using new words when introducing vocabulary or using synonyms and antonyms to define new words.

***Question 7: Which techniques do you often use to practice new vocabulary items?***

**Figure 19 : Teachers' techniques of practising vocabulary**

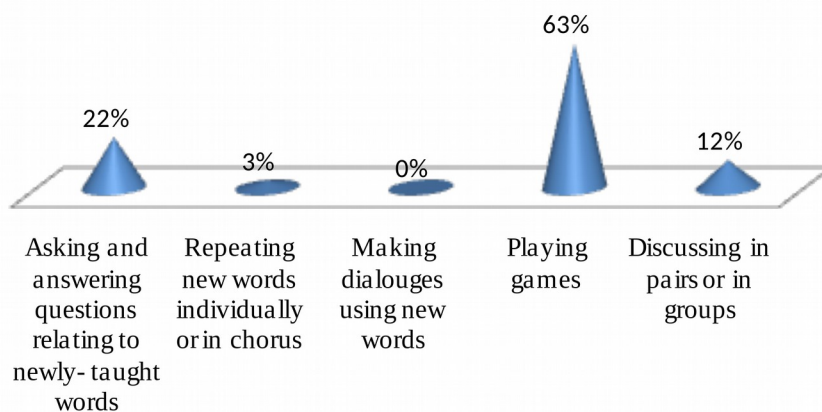


As revealed in the chart, most of the teachers often asked students to repeat in chorus and individually as they main teaching method. Half of the teachers let students ask and answer questions relating to new words. Just only 20% let students make dialogues with new words. No one chose games or discussion to help students practice new words.

**Question 8: Which technique do you find the most effective?**

As you can see from the chart, the majority of teachers considered playing

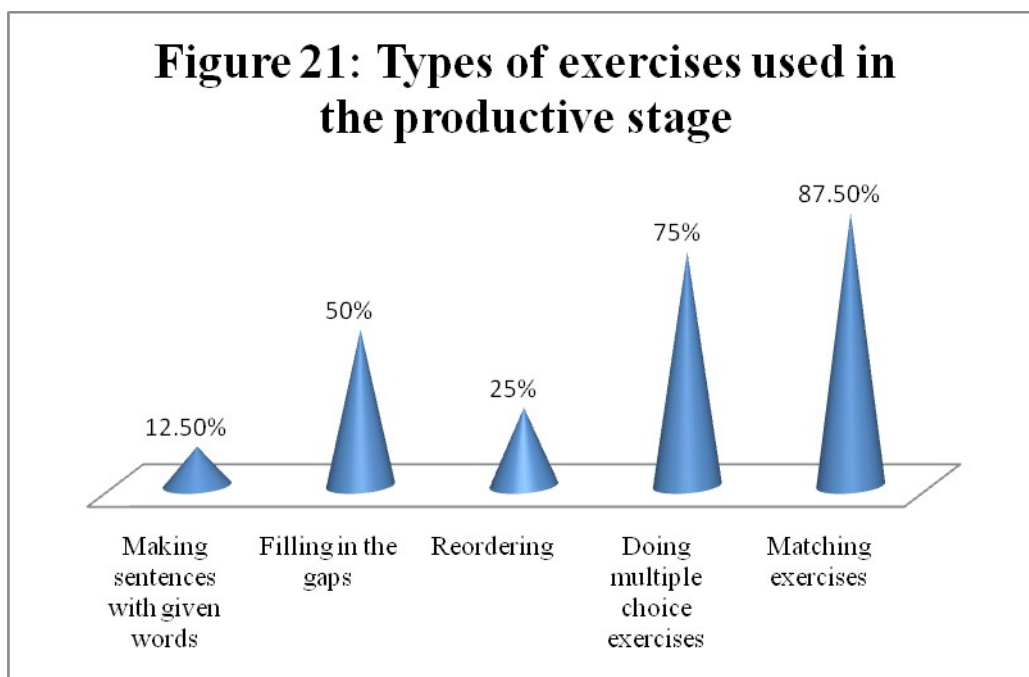
**Figure 20: Teachers' preference towards techniques used in the practice stage**



games as the most effective one though hardly do they apply this technique in their every day lesson. Through this gathered data, we can see that

despite full awareness of effectiveness of playing games, teachers have many difficulties in applying them into real teaching situations. Perhaps, because of the large class, it is impossible to keep students away from making noise or going off the subject. The technique of discussing in pairs or in groups and asking and answering question relating to new words is at the second rank with the total choice of 34%. The remaining techniques were not appreciated by all of surveyed teachers.

**Question 9: Which kind of exercise do you often use in the productive stage?**

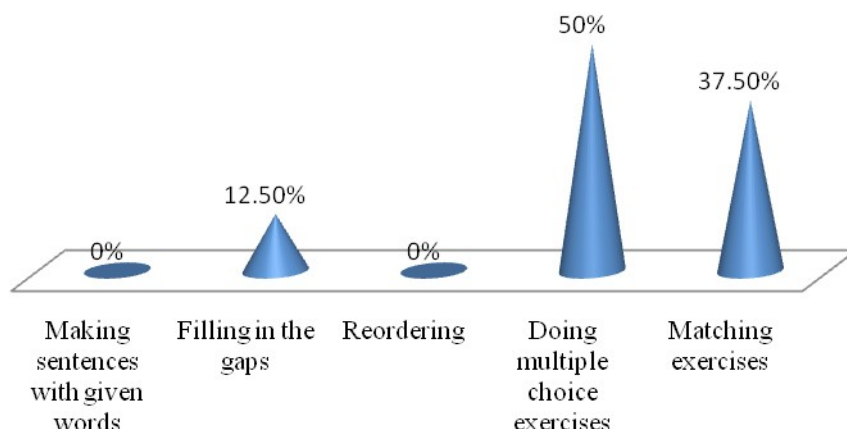


In the productive stage, the chart displays that the technique that asking students to do multiple choice items or matching exercises were the major ones. Filling in the gaps was also the choice of half of teachers. The percentage of teachers who asked students to reorder words or to making sentences with given words is not high.

Besides, some teachers have other ways, except the above mentioned, to teach vocabulary. They use English songs or gave out a picture and then students have to ask and answer questions about the pictures or describe the pictures using newly taught vocabulary items. Through these activities, students are believed to have chances to use words properly and accurately

**Question 10: Which kind of exercise do you find the most effective?**

**Figure 22 : Teacher's preference towards exercises used in the productive stage**



When being asked about the most effective techniques that should be applied in the productive stage, most of the teachers agreed that multiple choice exercise and matching exercises were the two best. Following was filling in the gap. No one appreciated other options.

### **4.3. MAJOR FINDINGS**

#### **4.3.1. English vocabulary learning situation.**

##### **4.3.1.1. Difficulties caused by English vocabulary itself.**

Many students meet difficulties caused by English itself. Many students said that word use is the most difficult part to learn. Sometimes, they knew the meaning but they were not sure of the formality, informality, impoliteness of the situation in which the word should be used. Here, students have trouble finding the right context to use appropriate language items. They may lack some cultural background knowledge of English speaking countries. For example, saying about the health condition, some students may say, “I am very good”; instead of “I am very well”. In the current textbooks for grade 10 students, there is a tendency to use more formal language in daily conversational situations. Learners of foreign language are not always provided with daily language, dialect or colloquial expression. So when the utterance is made, it sounds strange for foreigners. Alternatively, when a learner picks up slang or a colloquial expression, he or she can use it inappropriately and cause

misunderstanding. Therefore, teachers need to teach the situations for using the words as a part of their meaning when teaching vocabulary. In short, English words themselves cause a considerable number of difficulties for grade 10 students. There still exists a gap between the methodology and the reality of students' learning situation.

#### **4.3.1.2. Problems of vocabulary learning.**

##### **4.3.1.2. a .Inadequate learning techniques.**

One of the most significant conclusions drawn from the analyzed data is that the ineffectiveness of learning vocabulary is largely caused by student's methods of study. The students' most common way of learning vocabulary is to read all the words aloud and write them in English and their Vietnamese equipment again and again until the time they can acquire them. In fact, fact, this way of learning is not always considered a successful one for all students, only the hard working ones can make use of this and can remember a certain number of vocabulary. Nevertheless, their ability to use learnt words flexibility is restricted. In fact, they cannot use them actively in speaking and writing, either. Besides, in vocabulary learning, students play a passive role. They remain passive to depend much on dictionary and their teachers and on finding useful sources to learn vocabulary effectively as well. In detail, students consider their textbook as the main and the only source in which they enrich their vocabulary. Also, the most convenient learning strategy is looking up the dictionary. Undoubtedly, they can get the precise meanings of words they have to learn. However, it is really inconvenient for students to bring along a dictionary all the time in order to look up any new words they come across. Moreover, they can hardly remember all the new words and have difficulty in deciding, which is the suitable one in a certain context when encountering the words which have several meanings. This way, therefore,

is not regarded as a successful method because students do not know how to use them in the real situation.

In conclusion, finding a good and an effective way of learning vocabulary is still a problem for many upper secondary schools students.

#### **4.3.1.2. b. Little time spent on vocabulary learning.**

Many students tended to spend time on focusing on grammar rather than vocabulary to meet the requirement of the exams. Besides, because not all grade 10 students want to enter universities or colleges of foreign languages but other colleges or universities where English is not their main subject students, have to learn a lot of subjects. So it is understandable that not much time has been spent on vocabulary learning and vocabulary revision. This led to the fact that they do not learn vocabulary regularly, only in English classes. Consequently, their vocabulary is very poor and this affects badly on their English mastery.

#### **4.3.1.2.c. Large classes.**

The average classes usually consist of 40 to 50 students. The problem of classroom management becomes difficult. This is an unfavorable condition for students to learn English. They do not have enough opportunities to practice English. The good will be dominating and the weak will be left behind. Teachers do not have enough time to cover all the students' participation. If students are not self –conscious of their learning task, they will not do private things like chatting, making noise instead of keeping silent and paying attention to the lesson. As a result, the learning outcome is not good enough to meet the demand of education.

The above discussed remainders are great obstacles, which prevent students from learning vocabulary in the most effective way.

### **4.3.2 - English vocabulary teaching situation.**

#### **4.3.2.1. Little time spent on vocabulary teaching.**



As mentioned above, students have only three periods a week to study English, each period lasts forty five minutes. Meanwhile, the teachers have to provide a lot of knowledge for students. The time for teaching vocabulary is so limited. Therefore, it is not easy for the teachers to teach vocabulary carefully. They usually have to choose some specific words to focus on while the others only introduced in their spoken and written forms. There is not time to give examples or explanation for the meanings of the words. On the parts of the students, they have to learn all the words by heart, whereas the word list is too long in comparison with the provided time. As a result, it is impossible for them to store such a large number of words for a long time.

#### **4.3.2.2. Large and mixed ability classes**

There is a fact that the number of schools does not meet the demand of schooling because the number of students is increasing year by year. Consequently, the classes become larger with the number of forty or fifty students. In such large classes, students many difficulties in managing class, set up activities, or monitoring individual work. Besides, teachers also have to face with not only students' different levels of linguistic expertise but different levels of English and motivation as well. In these mixed ability classes, it is far from easy for the teachers to create activities suitable for every student .This fact really makes up the hindrance in the vocabulary teaching and learning process.

#### **4.3.2.3. Mismatch between Learning and Teaching Styles.**

When the learning styles of the students and the teaching style of the instructor match, then both the students and the instructor get the most from the interaction. Students will gain more knowledge, retain more information, and perform far better teaching styles match learning styles. However, where there is a mismatch, both the students and the teachers suffer. Where and how does this mismatch occur in the present study?

The place where the mismatch occurs is in the ways most teachers teach their students. From the results of the teaching style survey, a high proportion of the teachers had a preference for the teacher-centered instruction. In this method, the teacher is seen as the holder of all knowledge, and the characteristic of teacher-centered approach is lecturing. Most Vietnamese teachers use translation technique to teach new words. They used translation during most of the class time. This leads to the overuse of the mother tongue. The teachers found it easier and faster to get students understood what they meant. Therefore, teachers, in each lesson, gave students a lot of words with Vietnamese equivalents. This seemed ineffective for the students to absorb. They may be overloaded with words, and students' vocabulary was "handicapped" as teachers spent too much time showing the meaning of words as possible but not teach carefully enough to use the word in real life communication. As a result, students have been provided with necessary, relevant words, but they are still unable to perform such simple communicative tasks as greeting, making apologies, asking the direction, etc. So the teachers should bear in mind that teaching vocabulary does not only mean presenting word meaning but also the spelling, collocation and use.

Investigation into the learning style preference of grade 10 students towards techniques used by their teachers finds that they have a preference for visual learning style. Most of them agree that presenting new vocabulary items by using visual aids or using mimes, gestures or facial expression will be the most effective techniques. Furthermore, these learners wanted to be actively involved in what they are learning. They enjoy acting out what they are learning; interview others, playing games and simulations. However, rarely do the teachers apply these techniques in each lesson. As a result, the teachers' own techniques do not match their students' best and fastest of learning. One thing that should be noted here is that though, in reality, many teachers are fully aware of the greatest effectiveness of using games in teaching vocabulary, due to some different factors (e.g. time limitation, class management, etc.,) they cannot apply it in their lecture.

To sum up, the teaching techniques used by the most surveyed teachers are not very effective and did not really motivate students' thought and

participation. The big question is how and when teachers should do to improve the existing situation.

#### **4.4. Pedagogical Suggestions**

The results of the present investigation indicate that, besides some objective problems like the limitation of time and large classes, difficulties caused by English vocabulary items itself, the mismatch between learning and teaching styles should be regarded as the major cause of the ineffectiveness of vocabulary teaching in upper-secondary school in Hanoi. At a macro level, the mismatch between learning and teaching styles exists, which causes learning frustration and failure. Moreover, at a micro – level, many problems exist in the vocabulary teaching strategies. Such situations cause the main block to the effective at learning and teaching. One method for overcoming this mismatch is that teachers should try to accommodate all learning styles. In this way, the problem of the mismatches between the prevailing teaching techniques and the learning styles of most of the students could be minimized. If this balance could be achieved in classes, the students would all be taught in a manner that sometimes matches their learning styles, thereby promoting effective learning, and sometimes compels them to exercise and strengthen their less developed abilities.

Teachers can begin where students are, not at the beginning of the curriculum guide. They should accept and build upon the premise that learners differ in important ways. Teachers should provide specific ways for everyone to learn. To improve the effectiveness and efficiency of English teaching, the teachers of English in the present study should try to convert their roles for the needs of the students. They should make the class to be learner – centered, more democratic and fewer teachers dominant, stress on students' participation in the classroom, and show more concerns for their needs for instructions. Only in this way can help them to improve the students' vocabulary learning.

As discussed above, faced with the anxiety brought about by learning style differences and the present state of English vocabulary teaching, teachers must incorporate vocabulary teaching techniques that appeal to a variety of learning styles. As a result, it cannot only provide effective techniques to teach vocabulary, but also meet the needs of different learners to reduce the conflict of teaching and learning styles.

On the basis of the analysis, some suggestions will be presented below: Firstly, the teachers ought to create motivation and interest for students in learning. To succeed in this matter requires the teachers a lot of effort and enthusiasm to understand their student's want and need basing on the teachers' understanding, they can have their own way to make the lessons more and more interesting, and equally useful for all subjects of students. Therefore, a good language environment in the class is helpful in some ways. It provides students with chances to practice their learnt words frequently and actively.

Secondly, when it comes to vocabulary teaching, the traditional way of vocabulary teaching makes the students lazy and bored. The teachers need something different to make students interested and motivated. They should combine their vocabulary teaching method with the different learning styles. The key to the question how to make a vocabulary lesson interesting is the teaching techniques properly used by the teachers. From the modern viewpoint, the teachers need to develop student's communicative competence rather than strictly focusing on vocabulary. That is, the teachers should set up more communicative activities, in which the students are the center of the lesson. The role of the students in a vocabulary presentation should change from being passive to perceive to be active during the class time. Their prior knowledge of vocabulary and their creativity should be exploited effectively. The techniques of using visual aids, using games, for example, are really suitable for this purpose. Last but at least, the teachers should not stand away from the formation of students' learning strategies. Apart from receiving their teaching methods, they may make a great contribution to the students' adapting a better way of learning. The ultimate goal of doing so is the student's progress in the learning process.

Among the above –mentioned duties, the improvement techniques seems to be more urgent and outweigh the others in terms of the importance. That is the reason for my suggestion of some useful techniques in teaching vocabulary, which will be discussed later in the next chapter.

## **CHAPTER 5: USEFUL TECHNIQUES IN TEACHING VOCABULARY TO GRADE 10 STUDENTS.**

Techniques for vocabulary teaching are many in the number and each of them has its own advantages and drawbacks. Most teachers will have their own preferred techniques. The research finds it impossible to bring all techniques in my graduation paper but some most useful techniques for teaching vocabulary to grade 10 students that have proven their effectiveness in teaching a foreign language.

The process of vocabulary teaching can be divided into two following steps:

### **5.1. PRE- TEACHING ACTIVITIES.**

The survey found that the teachers did not have enough time to expand their teaching activity as they wish. Therefore, the task of the teachers in this period is to choose words to focus on during their given time. It is recommended that the teacher should select a certain number of words (about 7-8) items to teach each lesson. It is very important to choose words that are commonly used, that meet students' needs and suit students' language levels. All teachers know that there is the more particular command of vocabulary among those who need English words for their own purposes (i.e. communication, business, travel or friendship). So it is also noted that well –chosen words must be connected with the structures of belonged to the topic introduced to the students or formed from different ways. What is more, students may remember the words, which commonly associated with one another for a long time.

To see how teachers can create a sense of need, usefulness and interest for a word, let's look at several techniques that are introduced as follows.

## **5.2. TEACHING ACTIVITIES.**

Commonly, teaching activities can be divided into three stages:

1. Presentation stage
2. Practice stage
3. Productive stage

However, this does not always mean that there is a clear cut between each stage of the vocabulary teaching lesson. Practically, there is not a distinct shift from one stage to another. Each stage has its own techniques, and the teacher can combine the three stages into a process in which the new vocabulary items are able to be turned into the students' active vocabulary.

### **1. Techniques in the presentation stage.**

#### **1.1. Showing the spoken and written forms.**

Presentation is an essential part of the method. It is the stage at which the teacher shows the forms, meaning and use of new word items to the students. In order to help teachers in teaching and the students in learning; there are some points the teacher should bear in mind before presenting new words. Firstly, the teacher says the word clearly and then gets the whole class to repeat the word in chorus. Until the teacher hears proper pronunciation of the word by the students, he or she may call some students

to repeat and ask the rest to listen. Any mispronunciation may be corrected immediately. In the second step, the teacher writes the word on the black board and may ask students to write it down in their notebooks.

## **1.2. Showing the meanings of words**

### **1.2.1. Using Visual Aids**

For almost of surveyed students and teachers, using teaching aids to present new words was considered the most remarkable way to help students remember new words. In general, visual aids are useful for teaching concrete words, for example, nouns, which define particular things as houses, dogs, rules, , etc., or verbs, which express simple actions and activities such as: to sleep, to drink, to sit, to walk, etc. or certain areas of vocabulary such as the place, profession , description of people. Therefore, this kind of technique helps to make the language introduced more real and vivid. As a result, it can keep students ‘attention, make the class more interesting as well as make the lesson more attractive. One more thing should be noted here is that this technique can be used at different stages of the lesson and can be shaped by different teachers for many times.

Teaching aids include flash card, photographs, black drawing, wall chart and realia, etc.

#### **a. Realia:**

Realia is real objects in the classroom. The use of real objects is typically good for vocabulary teaching. As students have chance to relate the words to a real object, and whenever they see the object, it may remind them of the word. While real objects are available in the class and can be brought to class easily enough, “it is foolish not to use them in our teaching” ( Thombury,2002)

The teacher can present a new word by holding up the object (or point at it) saying the word and getting the students to repeat.

Eg.1: To introduce the meaning of the word “crown” (Unit 15, English 10).

The teacher (Take out the crown): Look! What is this?

Students: .....

Teacher: Oh, that is a crown . A crown.

Students: A crown

Teacher: Again

Students: A crown

Teacher: Once again  
Students: A crown  
Teacher: (Write the word on the black board)  
(And so on)

One thing should be noted here is that we just use realia for certain single words, and it is only limited to things that can easily be taken into the classroom. Therefore, for the more complex and abstract words, the teacher should exploit other techniques. One of them is the following:\

### **b. Pictures**

Pictures for vocabulary teaching come from many sources. They can be photographs, drawings, maps, charts, wall pictures, magazines pictures, and pictures from the textbooks. They are always of great help to language teaching. “A picture is worth a thousand words” (Hill, 1990: 14). Pictures directly affect students’ mind. They surely make an impression on students’ thought as well as their conception. Thus, it helps students avoid misunderstanding, save time for other activities.

Teachers should exploit the pictures displayed in the textbook and make use of this so that teachers can save time and avoid wasting time to look for illustrative pictures.

E.g. To show the meaning of the words “gymnast” (Unit 3- English 10), the teacher can make use of the picture on page 36.

Furthermore, pictures may be cut out of magazines and newspapers. However, the teacher has to choose the pictures that are appropriate to the purpose of the students’. More important, the pictures must be large enough to be seen by all in the class. For example, to introduce the words of the parts of a machine, a car, a motor bike, etc., the teachers can use the pictures in which the parts with their names are shown. Students can easily and quickly understand and remember the words. Besides, in some cases, teachers need different pictures at the same time. So it is a good idea for them to have a magazine picture collection on their own.

In addition, the teachers can draw a picture on the blackboard. This technique does not require a very good ability of drawing. Just some quick



sketches enable the teacher to make simple pictures. It does not take much time but attracts the students' attention and concentration.

E.g. When teaching the phrase: "to be shocked", the teacher can try their hand at blackboard drawings.

Teacher: Look at this face, is this person happy?

Students: No, he is not.

Teachers: Yes, he is not happy. He is shocked .Now class, repeat after me "to be shocked"

Students : to be shocked

Teacher (write down the word on the board)

The teachers can do the same with other words like "crying" "angry", "surprised", etc

### **1.2.2. Using mimes, gestures and facial expression.**

Usually, the teachers use gestures or facial expressions to demonstrate the referents of reactions (fury, sorrow, surprise, etc.), words conveying feelings, emotions. Normally, when teachers use gestures together with the vocal delivery, students can see and listen at the same time. In other words, gestures and facial expressions have advantages in stimulating imagination and helping student to reconstruct situations imaginatively. It makes students more involved in what is going on in the language and the new language item will be retained effectively in the memory. Actions, in particular, are probably better explained by mimes. Thus, concepts like running and smoking are easy to explain if the teacher pretends or runs or takes a drag on an imaginary cigarette.

It is very important to note here that gestures and other actions must be realistic, clear, conversational and highly feasible. Teachers sometimes have to learn and practice actions in order to make sure that their gestures are comprehensive and to convey the exact meaning of new words.

### **1.2.3. Using synonyms and antonyms.**

#### **a. Antonyms :**

Antonyms are the words of opposite meaning and of the same part of speech. The teachers can also present the meaning of the new words by giving its antonyms provided that the students have already learned the antonym of the word being taught. By this way, the teachers can help students have a correct understanding of the words and increase systematically students' vocabulary. It offers students not only to learn a new word but also to review another word they have learnt before.

It should be noted here that there is always a sense relation between pairs of antonyms. So the teachers should choose the typical antonyms or students will misunderstand the right meaning of the new item. And the teachers should make illustrative sentences and putting them in real contexts.

Eg. To introduce meaning of the word “expensive”, the teacher should use the known word “cheap” to present it.

Teacher: I bought two things yesterday: a ball- point pen and an iron ring. The pen cost 2000 dong and the iron ring cost 90.000 dong. Is the ring cheap?

Students: No, it is not

Teacher: Oh, the ring is not cheap. It is expensive because it costs a lot of money (write the words “expensive >< “cheap” on the board)

Now, repeat after me: expensive

Students: Expensive, expensive.

## **b. Synonyms.**

A factor that makes every language more exciting and alive is synonyms- words have similar meaning to some extents. English, like many other languages is very rich in synonyms, and this is really a potential thing for language teachers to exploit when presenting vocabulary effectively. When the teachers want to present a new word, he should present with another items that have the similar referent to students. The method of giving synonyms also allows students to deepen their memories of other words at

the same time. Therefore, the teachers should make full use of synonyms to introduce the meaning of these new words.

However, teachers often use synonyms with low – level students, where inevitably they have to comprise and restrict the length and complexity of their explanations. With higher level it should be subsequently qualified. Teachers should be careful in presenting synonyms to students. We only present when we understand it clearly and have been able to use it perfectly. For example, the teachers may use “help” to introduce the meaning of the words “aids”, “assist” and “clever” to introduce “intelligent”.

## **2. Techniques in the practice stage.**

As we have known, practicing the new words after students have been presented is very essential. The aim of this stage is to give students opportunities to use the newly – presented words. In favor of surveyed students and teachers, the researcher would like to suggest the two most effective techniques in this stage. First is using games and second is asking and answering questions related to newly taught words.

### **2.1. Using Games.**

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there are hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation among students unquestionably, playing games is a very effective way of practicing new words. According to the study reported in the previous chapter, students have shown their great interest in playing games in the practice stage. Thus, it is advisable that teachers should make full use of games when helping students practicing newly – taught words. .

There are many kinds of games dealing with vocabulary. A well –chosen one is the one that must be more than just fun, can involve “friendly” competition, keep all the students involved and interested and focus on the use of language rather than on the language itself. In this paper, I would like to recommend some games which I find feasible for grade 10 students.

**a. Hang –man game.**

Hangman is the most classic ESL game that is easy to play. And the best part about this is that teachers can hold to play it many different ways. The following way is the most basic one.

1. The teacher will think of a word in her or his head. Let's say that this word in the teacher’ head is "Pineapple."

The teacher would then draw lines below where each letter would go, i.e.: \_ \_ \_ \_ \_

2. The teacher would then divide class into two teams.

One team would be the red team; and for every right letter they guess the teacher will write the letter using a red marker. The other team would be the blue team; and for every right letter that they guess, you would write the letter using a blue marker.

3. Next the teacher would draw a line from the bottom of the board upwards about 90cm, then from the top of that line; he or she would draw a horizontal line (20cm) to the left.

4. Now the teacher will ask the students to raise their hands to guess a letter.

Tip: To be a fair teacher ~ let the teams take turns guessing. However, if no one from one team has their hand up, then it is ok to let the other team have two guesses in a row.

Furthermore, if the teacher notices that some students are not participating at all; call upon them to have a turn.

5. If the red team member guesses, "A," the teacher would then use the red marker to write the letter A in the word puzzle.

\_ \_ \_ \_ \_ a \_ \_ \_ \_ \_

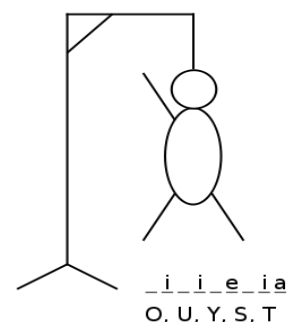
6. Now, pick someone from the blue team. If that student guesses the letter, "P;" write all the P letters in the puzzle.

P \_ \_ \_ a p p \_ \_

7. Next it would be the red team's turn again. If they guess the letter, "G," and there are no G's...

First wrong guess = Draw the man's head

Second wrong guess = Draw the man's arms



Third wrong guess = Draw the man's Legs

Fourth wrong guess = Draw the man's hands

Fifth wrong guess = Draw the man's feet/shoes

Sixth wrong guess = Draw the man's sad face

And the teacher draws the man's sad face last because that would be the end of the game.

If the student's guess wrong six times, then the teacher wins.

However, if the students are able to guess all of the letters without guessing wrong six times; the students win.

8. If the students win then you will need to add up all of the RED LETTERS and all of the BLUE LETTERS.

Whichever team has more points wins the game!

### **b. Kim's game on videos**

The traditional "Kim's Game" uses a tray full of objects to stretch the memory and vocabulary of the players. This version uses moving pictures. Therefore, a larger range of vocabulary, word classes, and phrases can be elicited.

To play

1. Select any sequence that scans over a large number of objects, people or includes many actions.

Examples:

- The opening of "Masterpiece Theatre"
- The opening of "Miami Vice"
- The toy store in "Home Alone II"
- A display of quiz game prizes

2. Allow players to view the segment once. They are not allowed to take notes.

3. Individually, or in groups, form a list of as many of the objects, people or actions in the scene as can be remembered.

4. Play the scene again using still frames to check off the things on the list.

Score one point for each correct item but minus one for any item on the list that is not in the scene.

Variation

Narrow the range of things allowable on the list.

Examples:

- Things that start with (pick a letter of the alphabet).

- Things that are (pick a color or quality).
- Things made of (pick a material).
- Things used for (pick an action).

**c. Window Game.**

The teachers can only do this if their classroom has a window that they can stand outside of and look into the classroom (don't try this on the 10th floor!). Model first: stand the Ss in front of the window and go out of the room. Wave to them through the window and silently mouth some words (so it seems like they can't hear you through the glass). Look at a flash card and then mouth the word a few times. Go back in and the S that first tells you the word you were saying can have a turn.

**d. Word Recognition Game:**

Write some words the students have learned on some cards (postcards are ideal). Have all the students to stand at one end of the room and the teacher in the middle. Hold up one card and students come forward and whisper the word in the teacher's ear. If correct they can go over to the other side of the room. Students can have as many guesses as possible.

**e. Guessing the Word from a Drawing**

Ask one student to be in front of the class. Give him/her a word that cannot be seen by other students. He/she will draw (on the blackboard) a picture expressing the concept of the word. The rest of the class has to guess the word. If the teacher is keeping score, the one who drew the picture gets the point if the class can guess the word.

**f. Survivor Spelling Game**

Make a list of vocabulary that students have just learned. Have students to stand. Call out a vocabulary word. The first student begins by saying the word and giving the first letter, the second student the second letter of the word, the third student the third letter, and so on until the word is spelled correctly. If somebody makes a mistake they must sit down, and we start

from the beginning again until the word is spelled correctly. The last student must then pronounce the word correctly and give a definition in order to stay in standing. The student who is left standing is the "survivor" and wins the game.

### **g. Prepositions Game**

Prepare a text that contains prepositions. Take out the prepositions and print them on a separate sheet, then cut this sheet so that each preposition is on a piece of paper, then put all of them in an envelope. Divide the class into groups and give each group an envelope. Tell the students that the teacher is going to read a text and whenever you raise your hand, they should bring a suitable preposition and put it on the teacher's desk and that the fastest team would get points. Read the text with each groups' order and cancel a point for each mistake. Finally read the text with correct prepositions. The teacher can play this game with adjective as well as "a", "the" and "an".

### **h. Pronunciation Bingo**

This bingo is for noun-verb stress. The idea is to make a bingo game contrasting the pronunciation of nouns and verbs with the same spelling. (Use a stress mark (´) to show the students that nouns are stressed in the first syllable and verbs on the second). Examples:

présent-presént

prótest-protést

cóntract-contráct

désert-desért

rébel-rebél

súspect-suspéct

cónsole-consóle

cónflict-conflíct

récord-recórd

cónvict-convíct

ínsert-insért

pérmít-permít

prógress-progréss

Etc.

When the teacher names the cards let the students listen to the words but not look at them. This way they will be able to distinguish the difference.

### **i. Spelling Contest**

First, if the teacher has a large class you have to divide it in two teams. Then the teacher says a word or a sentence depending on the level for the students to spell. Students should spell these correctly with not even one mistake. The team that has more points is the winner.

### **j. Ball Game**

Students stand up in a circle around the teacher. A ball is tossed to a student, and the teacher asks a question, e.g.: "Say a color". The student then responds and throws the ball back to the teacher. The teacher then throws the ball to another student and asks another question. For higher levels, you can ask such questions like "Give me the past participle of an irregular verb". This is a fast game, and it is great for practicing vocabulary.

### **k. The Miming Game**

This is a simple game which requires little preparation. Divide the students into groups of two people (there may be two groups or more). Give each group a sentence that includes grammar and/ or vocabulary already practiced, and underline the words that should be guessed exactly. One of the students in the group has to mime the sentence and the other has to guess. Of course the other groups will also be allowed to guess, which will create competition.

## **2.2 .Asking and answering questions**

Question and answer practice is considered one of the most useful ways of giving vocabulary practice in the classroom. This technique helps the teachers make sure whether their students really understand the new word items or not. They can make questions and elicits response from students. Moreover, this technique gives the students a chance to see how the word is used in the way that involves the whole class. One thing should be noted



here is that the questions using a new word should be simple and require only short answers.

However, the actual choice of a question is likely to be influenced by a number of considerations. Teachers should give types of a question that create opportunities for meaningful practice and can be answered in variety ways.

For example: The teacher has just presented the word “kind” (unit 12, English 10). Now, the teacher will ask to following questions using these words to help students involved in the practice stage:

“How many kinds of music do you know?”

“Which kind of music do you like best?”

For many other words, the teacher can use this technique to create opportunities for the students to practice. This technique not only helps students understand the new words more deeply but also helps them improve their listening and speaking abilities.

### **3. Techniques in the productive stage.**

After presenting and practicing new words, the teachers should ask students to revise learnt new words constantly. This will help students experiment on their own and help teachers check whether students have properly and fully understood the words or not. The purpose of this stage is to measure the comprehension and production of words. The techniques as well as the activities the teacher can use for consolidation stage are numerous but here the researcher would like to introduce some kind of exercises that can be great use and interest for vocabulary production.

#### **a. The Multiple choice items**

There are many kinds of multiple choice items. And in this part, some of the most suitable one will be mentioned. The teacher should make full use of these kinds to make their teaching process more effective.

Kind 1: Give the correct form of the words in the bracket.

His speaking(able) is compared to that of a diplomat

a. Disable    b. Disability    c. Able    d. Ability

In this example, the students are expected to choose the word “ability”

Kind 2: Choose a word or phrase which has the nearest meaning with the underlined word in the example below:

Egg: My boyfriend is very mean

A. Careful with money    B. rich    C. generous    D. Poor.

Key: Careful with money

## b. Matching items

Matching exercises give chance for students to build up their vocabulary and strengthen their memorization of the verbal input. This type of exercise includes matching the word with the pictures, words of similar opposite meaning, word with their definitions.

For example:

Match the words in column A with those that mean the same in column B.

A	B
Inexpensive	Go
Modern	Cheap
Travel	New

## c. Gap- filling

The students can be asked to fill in each blank with the most suitable words which they have learnt. For example, the teacher gives some sentences each of which contains one blank. The students have to complete each blank with a word they have learnt that they think is the most appreciating. The following is some examples:

Exercise: Fill in the gap with a suitable word.

1. This animal is very dangerous. So you must be .....when playing with it

2. A: Do you want to have your own car?

B: Yes, of course. Because it is very convenient means of .....in the world

In the first sentence, the students are expected to complete the bank with the word “careful”, and the second sentence one with the word “transport”. In short, to carry out successful and effective test, apart from the careful selection of testing techniques, the teacher’s attitude and his way of administering and checking is especially important. So, the message is that “ English can be fun” and the teacher should from time to time vary their

way of checking students' understanding. The teacher can use many techniques to revise and to test the student's vocabulary and should apply some of these in the form of exercises and games to make the students feel less bored.

To sum up, all the techniques that can be used for presenting, practicing, consolidating and checking vocabulary are available, but the matter lies in the teacher's decision. He or she must know what and how to conquer the lesson and bring highest effectiveness to the students.

## CHAPTER 6: CONCLUSION

### 6.1. Limitation of this research

In spite of great effort of the researcher, the limitation could be realized in this study due to time pressure and other unexpected factors.

In the first place, the number of students and teachers participating in the study remained rather low in comparison with the large number of students and teachers in Hanoi. Moreover, the representatives were not in the wide scale. They were all from some class of one school. Therefore, their responses could not represent for all the teachers and students in Hanoi.

Since the researcher was fully aware of this limitation, almost the findings of the research were regarded initial findings, which offered some suggestions for further research placed on the methodology. In the second place, another shortcoming of this research placed on the methodology.

This research only employed questionnaire as the main method and interview. However, these methods still have some limitations, the implementation of triangulated data collection method of interviews, questionnaire and classroom observations would be better. Therefore, it could be admitted that there could be other interesting and useful findings overlooked in this study. The last is during the process of asking students to do my questionnaires, some of them enthusiastically did it; however, others showed the unconstructive attitude. This, in some certain extents may lead to unreality of the research.

Despite the aforementioned limitation, the researcher's serious work, justified data collection had well appeared the validity and reliability of the results. This study could be a reliable reference for further related studies. Nonetheless, these above shortcomings should be always taken into consideration when further studies are conducted in the future.

### 6.2. Suggestions for further study

It can be said that recently, there has been less and less graduation papers that worked on vocabulary teaching techniques. Researchers on this matter are still rare or unsystematic, hence. It is recommended that further studies should be conducted. For instance, those who wish to study more about the exploitation of techniques in teaching vocabulary to grade 10 students in Hanoi should expand and vary sampling of participants. Specially, teachers and students from the different classroom at various schools at different districts in Hanoi should be involved for better representativeness. Larger

sample mean that different techniques of teaching vocabulary as well as different points of view could be achieved to have an overall view on this matter. Moreover, other researchers should fully be employed more method instruments besides questionnaires and interviews. Class observation is strongly recommended to get insight this issue.

In addition, this research examined around vocabulary teaching to grade 10 students in Hanoi. Further research could expand this scope for other groups of students and even in wider scale throughout the country. This development is likely to help future study to find out the solutions to take full advantage other techniques in Vietnam.

## TEACHER SURVEY QUESTIONNAIRE.

*I'm Vu Thi Huyen Trang, a student of the English Pedagogical Department- University of Languages and International Studies- - Viet Nam national University U.I am conducting a research on **Useful Techniques in Teaching Vocabulary to Grade 10 Students** .This survey is designed in order to investigate your opinions on the subject. Your personal information will be kept strictly confidential. Please give your answers truthfully for a guaranteed success of the investigation.*

*Thank you very much for your help!.*

---

### Personal information.

Your gender:  Female  Male

You have been teaching English for .....years

Please put a tick ( v ) in the given boxes to indicate your choice .

1. How important do you think the teaching of English vocabulary is?

- a. Very Important
- b. Important
- c. Not important at all

2. How much time in a lesson do you spend on vocabulary?

- a. Less than 15mins
- b. 15mins
- c. More than 15mins

3. Do you think of choosing the words before teaching?

Yes

No

4. If yes, what are your criteria?

a. Ss' need

b. Related structures

c. Topic areas

d. The frequency of word using

5. Which techniques do you often use to present new vocabulary items?

- a. Explaining in Vietnamese
- b. Using Visual aids : pictures, drawings etc.
- c. Using mimes, gestures, and facial expression.
- d. Explaining in simple English
- e. Using antonyms and synonyms
- g. Creating contexts and let student guess.
- h. Your own technique :

.....

6. Which technique above do you find the most effective?  
 ( 1,2,3,4,5,6 ? ) .....

7. Which technique do you often use to practise new vocabulary items ?

- 1.Questioning and answering questions relating to newly taught words .
- 2.Repeating new words in chorus or individually
- 3. Making dialogues using new words
- 4.Playing games
- 5.Discussing in groups or in pairs



6. Your own techniques :

.....

8. Which techniques do you find the most effective ? (1,2,3,4,5? ):

.....

9. Which kind of exercises do you often use in the productive stage ?

1. Making sentences with given words

2. Filling in the gaps

3. Reordering

4. Doing multiple choice exercises

5. Matching exercises

6. Your own techniques :

.....

10. Which kind of exercises do you find the most effective?

(1,2,3,4,5?).....

## CÂU HỎI KHẢO SÁT

Những câu hỏi sau nhằm phục vụ cho việc nghiên cứu về phương pháp dạy từ vựng trong Tiếng Anh cho học sinh lớp 10. Xin các em vui lòng trả lời những câu hỏi sau theo suy nghĩ của mình

Chân thành cảm ơn sự cộng tác của các em.

**Họ tên :**

**Lớp :**

**Giới tính:**      **Nam**              **Nữ**

**Hãy đánh dấu (v) vào ô mà em lựa chọn.**

**1. Em nghĩ thế nào về việc học từ vựng Tiếng Anh ?**

- a. Rất quan trọng               b. Quan trọng               c. Không quan trọng

**2. Em dùng bao nhiêu thời gian học tiếng anh mỗi ngày ?**

- a. Nhiều hơn một tiếng               b. Ít hơn một tiếng               c. Không chút nào

**3. Theo em từ vựng trong sách Giáo Khoa Tiếng Anh lớp 10 so với trình độ học sinh là**

- a. Ít               b. Nhiều               c. Khó               d. Đơn giản               e. Bình thường

**4. Em thường học từ vựng từ những nguồn nào sau đây ?**

- a. Trong sách giáo khoa
- b. Trong những bài tập thầy / cô giáo cho
- c. Học từ phim ảnh , sách báo , tạp chí Tiếng Anh ...

**5. Em ghi nhớ từ mới bằng cách nào?**

- a . Viết từ mới ra nhiều lần bằng tiếng Anh và tiếng Việt
- b. Đọc to các từ mới lên .
- c. Đặt câu với các từ mới
- d. Liên tưởng từ mới với tranh, ảnh, hình vẽ liên quan

**6. Khi gặp từ mới trong bài em sẽ :**

- a.Tra từ điển .
- b.Nhờ giáo viên giải thích nghĩa
- c.Dựa vào ngữ cảnh đoán nghĩa
- d. Không để ý đến

**7. Khi học từ mới ,em thường gặp khó khăn với ?**

- a.Nghĩa của từ
- b.Cách dùng
- c.Cách phát âm
- d. Cách viết

**8, Giáo viên của em thường giải nghĩa từ vựng bằng cách :**

- 1.Cho nghĩa tiếng việt tương đương
- 2.Giải thích từ bằng Tiếng Anh đơn giản
- 3.Minh họa bằng tranh ảnh ,đồ vật
- 4.Cho nhiều ngữ cảnh với từ và yêu cầu học sinh rút ra nghĩa của từ
- 5.Giải thích qua từ đồng nghĩa ,trái nghĩa

6: Dùng cử chỉ ,điệu bộ , nét mặt

7. Cách khác

.....  
**9.Theo em cách nào hiệu quả nhất ( Chọn đề mục 1,2, 3.....ở câu 8)**

.....

**10. Giáo viên của em thường giúp em luyện tập từ vựng bằng cách:**

1.Hỏi và trả lời các câu hỏi liên quan đến từ vừa học ( ví dụ : yêu cầu học sinh nhắc lại nghĩa của từ mới .....

2 .Yêu cầu cả lớp,hoặc từng cá nhân đọc to các từ vừa học .

3.Làm hội thoại sử dụng từ vừa học

4.Chơi các trò chơi

5.Thảo luận theo nhóm và theo cặp .

6. Cách khác

.....

**11. Theo em cách nào là hiệu quả nhất( Chọn đề mục 1,2,3 .....ở câu 10)**

.....

**12.Giáo viên của em thường dùng các loại bài tập nào sau đây để kiểm tra từ vừa học ?**

1.Đặt câu với từ cho sẵn

2.Điền từ thiếu vào chỗ trống

3.Sắp xếp lại thứ tự của từ để tạo thành từ đúng

4. Làm các bài tập nối các từ với nhau

5. Cách khác

.....

**13. Theo em cách nào hiệu quả nhất ( Chọn đề mục 1,2,3..... ở câu 12).....**

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